



# In Search of the Gods— Researching Major Roman Deities

## A Collaborative Unit in Latin I

Ann Rader, Latin Teacher

Kelli Zellner, Media Specialist Intern

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## Overview of Unit

Reservoir High School offers Latin as a foreign language. This class, unlike other foreign language classes, does not include a spoken language component. In addition, although English is a Germanic language, Latin has had more influence on current American language and culture than most other languages studied in high school. Because of these two factors, Latin coursework frequently includes more aspects of the culture of the language than other courses. One aspect of this culture is religion and mythology. Therefore, Mrs. Rader, the Latin teacher, does a unit with students on the major Roman deities.

To be frank, the Latin curriculum for Howard County Public Schools is skeletal at best. Basic content and grammar objectives are outlined, but beyond that, teachers are left to create specific units to address the larger goals of the foreign language curriculum. The Roman deities unit at Reservoir, under Mrs. Rader, introduces students to the major gods worshipped by the Romans, including: their domains (what each god/goddess is “in charge of”); their importance to the Romans; celebrations in their honor; their appearance in myth; and any lasting linguistic evidence of the gods/goddesses in modern brands, trademarks, and vocabulary words. Through their study, students learn one aspect of how Roman culture (and Latin) has influenced American culture.

When I put out a request to teachers seeking collaboration, I was extremely pleased to see Mrs. Rader’s idea for this unit. Having taken Latin myself, I remember fondly the magic and utility of learning about the deities. Mrs. Rader came to me with a basic project she’d tried last year, and we worked together to make it a fully integrated unit wherein students exercised library media skills toward creation of presentations on the deities. The final product involves students creating multimedia presentations on their deities that include: the name, the domain, four aspects from myth, modern linguistic evidence, special celebrations for the deity, three fact-based questions about the deity, and one thought question that does not have an obvious answer (for example, what aspects of the god Apollo make his name appropriate for NASA missions to the moon? Why not Diana?) Because the unit was compact, technology-based, and requires the incorporation of both fact and synthesis of ideas in the final product, it was a perfect fit.

Mrs. Rader and I met both through email and in person several times in order to “map out” our plans. She provided me with her vision of the product, a copy of her Latin text, and the county curriculum for Latin I. I shared with her my ideas for students exploring the media center and teaching each other about appropriate resources for this project and my sense of what they’d need to maximize their media center time through efficient research. Once we had a basic framework, I set out to organize the objectives and write the first lesson (which is included below). We decided that I would teach the initial lesson in the unit and that the classroom teacher, Mrs. Rader, would take it from there.

In order to prepare for the first lesson, I familiarized myself with our library’s resources on the topic of Roman Deities. I searched the catalog and databases and came up with lists of subject headings and Dewey numbers. I then thought about other research elements that should be included, such as why databases beat Google™, effective database searching, and creating bibliographies. As I designed the first lesson, it was my goal to have students leave that day with a good sense of where to search, what to look for, what to avoid, and how to give credit for the work of others. I created an example MLA citation guide, an Inspiration web that serves as a mini-pathfinder, and a list of possible additional resources, all of which are review of what the students will teach each other during the lesson.

During my lesson, students will get into groups, use guides to explore different aspects of researching the deities in the RHS library, and quickly present to each other about the various topics. The activity involves use of books and computers, brief, informal writing, semi-impromptu presentation, and listening skills. Following these activities, the students take a brief quiz to demonstrate that they’ve grasped what was presented and receive the pathfinder materials to use as further reference for the rest of the research period (three days).

Following my lesson, Mrs. Rader will return to the media center and assist students in selecting and researching Roman deities for three day. Then, students will create and deliver the multimedia presentations. A very adept user of technology, Mrs. Rader assisted the students with PowerPoint and created a rubric for the project (below). I will not be able to view the presentations, but Mrs. Rader has agreed to let me view them on the computer and to give my input.

## Standards and Objectives Addressed by the Unit

### *Howard County Public School System Standards for Foreign Language Learning*

- **Standard 1.3**
  - Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  
- **Standard 2.1**
  - Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
  
- **Standard 3.2**
  - Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

### *Howard County Public School System Latin Level I Critical Core*

- **Performance Objective** - Students discuss the Roman Contribution to American Culture.
- **Content Topic** – Mythologia Romana Græcaque

### *Howard County Public School System High School Media Standards*

- **Goal 2** - Students demonstrate the ability to select and evaluate media.
  - **Objective d** - Students compare various media to select the most appropriate sources.
  
- **Goal 3** - Students demonstrate the ability to organize, manage, and comprehend information.
  - **Objective c** - Students generate and organize bibliographies.
  - **Objective d** – Students use appropriate retrieval strategies to find information in a variety of sources.
  
- **Goal 4** - Students demonstrate the ability to use information effectively and creatively.
  - **Objective d** - Students design and develop information products.
  - **Objective e** - Students share knowledge and information with others.

Howard County Public School System Lesson Plan Format	Teaching Strategies
<p><b>Unit:</b> Roman Gods and Goddesses</p> <p><b>Lesson Title:</b> In Search of the Gods—Using Media Resources to Gather Information About Roman Deities</p> <p><b>Essential Objective(s):</b>  <i>Howard County Public School System High School Media Standards</i></p> <ul style="list-style-type: none"> <li>● <b>Goal 2</b> - Students demonstrate the ability to select and evaluate media. <ul style="list-style-type: none"> <li>○ <b>Objective d</b> - Students compare various media to select the most appropriate sources.</li> </ul> </li> <li>● <b>Goal 3</b> - Students demonstrate the ability to organize, manage, and comprehend information. <ul style="list-style-type: none"> <li>○ <b>Objective c</b> - Students generate and organize bibliographies.</li> <li>○ <b>Objective d</b> – Students use appropriate retrieval strategies to find information in a variety of sources.</li> </ul> </li> <li>● <b>Goal 4</b> - Students demonstrate the ability to use information effectively and creatively. <ul style="list-style-type: none"> <li>○ <b>Objective d</b> - Students design and develop information products.</li> <li>○ <b>Objective e</b> - Students share knowledge and information with others.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Scaffolded Questioning</li> <li><input type="checkbox"/> Independent Reading</li> <li><input type="checkbox"/> Interpretation of Primary Sources</li> <li><input type="checkbox"/> Interpretation of Graphics (maps, graphs, cartoons, tables,...)</li> <li><input checked="" type="checkbox"/> Concept Attainment</li> <li><input checked="" type="checkbox"/> Grouping Strategies</li> <li><input type="checkbox"/> Think-Pair-Share</li> <li><input type="checkbox"/> Roundtable</li> <li><input type="checkbox"/> Jigsaw</li> <li><input type="checkbox"/> Pairs Check/Review</li> <li><input type="checkbox"/> Indep/Group Project</li> <li><input type="checkbox"/> Integration of Technology</li> <li><input type="checkbox"/> Audio</li> <li><input type="checkbox"/> Formal Writing</li> <li><input checked="" type="checkbox"/> Informal Writing</li> <li><input type="checkbox"/> Modeling/Demonstration</li> <li><input type="checkbox"/> Small/Large Group</li> <li><input type="checkbox"/> Reading (Pre, During, Post)</li> <li><input type="checkbox"/> Simulation/Act-it-Out</li> <li><input type="checkbox"/> Video Clips</li> <li><input type="checkbox"/> Cross-Curricular Connections</li> <li>Other _____</li> </ul>
<p><b>Materials:</b> Media center resources (computers, thesauri, posters), student instructions for group work, student resources made by media specialist, quiz (INCLUDED AFTER THIS LESSON.)</p>	
<p><b>Anticipatory Set/Context Setting:</b>  Students will be creating PowerPoint presentations about the Roman Gods and Goddesses for their Latin I class.</p>	
<p><b>Development/Procedures:</b> (max. 5 minutes)</p> <ul style="list-style-type: none"> <li>○ The media specialist will question students about the project—what they know about it, if they’ve chosen their deities, etc.</li> <li>○ She will explain that she is with them today in order to help them research more efficiently and effectively for their projects.</li> <li>○ She will explain that today they will teach each other mini-lessons about research.</li> </ul>	<p><b>Differentiation/Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tiered assignments</li> <li><input checked="" type="checkbox"/> Flexible grouping</li> <li><input type="checkbox"/> Learning centers</li> <li><input type="checkbox"/> Curriculum compacting</li> <li><input type="checkbox"/> Varying questions</li> <li><input type="checkbox"/> Independent Projects</li> </ul> <p style="text-align: center;">Learning Modalities</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Visual</li> <li><input type="checkbox"/> Auditory</li> <li><input type="checkbox"/> Tactile/Kinesthetic</li> </ul> <p>Modifications</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adapting the skill level</li> <li><input type="checkbox"/> Adapt the number of items</li> <li><input type="checkbox"/> Adapt materials</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide learning strategy</li> <li><input type="checkbox"/> Provide audio/video/digital access</li> <li><input type="checkbox"/> Increase personal assistance</li> </ul>
<p><b>Transition:</b>  The media specialist and the teacher will then divide students into five groups and pass out instructions. (The difficulty of the tasks varies, so differentiation can take place through grouping.)</p>	<p><b>IEP Goals/Accommodations</b>  <i>(Based on Student IEP/504)</i></p> <hr/>

**Development/Procedures:** (max 30 minutes)

- Students will work in groups in order to complete short presentations on different aspects of researching the Roman Gods and Goddesses (and research in general).
- The product of their group work will be a paper to hand in done by each group as well as a brief presentation done by each group.
- The groups will be called back together to present.
- Students will be asked to take brief notes on each presentation.

**Reading Strategies**

**Text**

- Literary
- Informational

**Before**

- Purpose
- Prior knowledge
- Preview  Voc./Concepts
- Predict

**During**

- Chunking
- Self-monitoring through clarifying questions and notations on text
- Reread
- Metacognitive conversation

**After**

- Summarize or paraphrase
- Write BCRs in answer to reading questions
- Use rubrics

**General Reading Processes**

- Decoding
- Vocabulary
- Fluency
- Comprehension
- Reading Apprenticeship®
- Other

**Transition:** The students will be asked to pass in their group papers and a brief five-question quiz will be distributed.

**Summary/Closure:**

The students will hand in the quiz in exchange for a pathfinder/overview of the information from today’s lesson as well as an example MLA works cited to help them get started on their projects.

**Homework/Enrichment:**

Students will begin and continue their research project with their teacher during the rest of the week.

**ASSESSMENT**

- Collect and Grade
- Check for Completion
- In-Class Check
- Rubric
- Checklist
- Peer/Self Assessment
- Journal/Learning Log
- Portfolio
- Constructed Response
- Quiz
- Test
- Presentation
- Performance Assessment
- Informal Assessment
- Exit Slip
- Other

### **Group 1 - Google vs. Databases**

Your Goal: To teach the rest of the class about why using databases is better than using Google in 3 minutes or less.

The steps:

- Read each orange card to all members of your group.
- As a group, divide the orange cards into those that fit under Google and those that belong under Databases.
- Divide into two groups and summarize what is on the cards in a sentence or two—each smaller group should write their summary on a piece of paper with your names and “Google vs. Databases” at the top.
- Select a person to rehearse and present your information. He/she should read the information a few times so that s/he can say it from memory. S/he may refer to the paper..
- Hand in the paper after your group presents.

### **Group 2 - Which Databases to Use and Keyword vs. Subject Search**

Your Goal: To teach the rest of the class about which databases at the RHS Library Home Page would be most useful for this project in 3 minutes or less.

The steps:

- Divide your group into two smaller groups.
- One person from each small group should log in to a library computer.
- Open Internet Explorer
- Click on the “Online Databases” button on the left of the RHS Library Home Page
- One group should answer these questions on a sheet of paper with their names and “Which Databases to Use” at the top:
  1. World Book –
    - How many results do you get if you search “Roman Gods?” Do the first few articles seem relevant?
    - What is one relevant tool from “Content Overview” (on the right)?
    - Is the first article relevant if you search a particular name, such as “Vulcan?”
    - \*\*Write two tips you will share with the class about using World Book for this project.
  2. \*\*Read the overview for Student Resource Center. Why wouldn’t you want to use this database for this project?
  3. \*\*ABC-CLIO American History Database and ABC-CLIO American Government Database – Should you use these databases? Why or why not?
  4. \*\*CultureGrams – Check it out, and decide if it’s useful. Explain why or why not.
- The other group should answer these questions on a sheet of paper with their names and “Which Databases to Use” at the top:

SIRS –

  1. \*\*Search SIRS for a particular god’s name using the subject search. How many results do you get? Are the results relevant?
  2. \*\*Do the same search, but change it to a Keyword search. What are the results? Are they relevant?
  3. \*\*Which kind of searching would you recommend—Keyword or Subject and why?
  4. \*\*Try searching “Roman Gods.” Is this a useful search? Explain
  5. \*\*What happens if you search “Venus?” What do you recommend adding to the name of a god to make sure you get articles about the god and not a planet?
  6. \*\*Try the “Topic Browse” feature. Should your classmates use it? Why or why not?
- Your groups will present the answers to the \*\* questions.

- Select a person or two from your small group to rehearse and present your information. He/she should read the information a few times so that s/he can say it from memory. S/he may refer to the paper..
- Hand in the paper after your group presents.

### **Group 3 - Which Subjects to Search**

Your Goal: To teach the rest of the class about which subjects they should search for this project in 3 minutes or less.

The steps:

- Get a couple of thesauri and gather at a table.
- Get out a piece of paper and write your group members' names and "Which Subjects" at the top.
- Use the thesauri and your own knowledge to come up with at least five different subjects you could search to find information on your research topic.
- Explain briefly (a few words) why it's a good subject or what it should bring up in a search.
- Select a person to rehearse and present your information. He/she should read the information a few times so that s/he can say it from memory. S/he may refer to the paper..
- Hand in the paper after your group presents.

### **Group 4 - Which Dewey—Where to Find Books on the Gods**

Your Goal: To teach the rest of the class about which Dewey number will have books on the Roman Gods in 3 minutes or less.

The steps:

- Find the yellow "Dewey Decimal Classification" poster in the media center.
- Browse the numbers and see if you can choose three possible numbers where you might find what you need.
- Write the numbers on a piece of paper with "Which Dewey" and your names at the top. Then explain why you chose those three numbers.
- Meanwhile, send groups of one or two people off to each of the three numbers to check for books about the topic.
- If you don't find anything at those three numbers and need a hint, see Ms. Zellner
- Once you find the books on the topic, select a person to rehearse and present your information. He/she should read the information a few times so that s/he can say it from memory. S/he may refer to the paper..
- Hand in the paper after your group presents.

### **Group 5 - Bibliography**

Your Goal: To teach the rest of the class about why we write a bibliography when we do research, which format you'll be using for your presentation, and where to find examples of how to do this in 3 minutes or less.

The steps:

- Divide your group into two smaller groups.
- One person from each small group should log in to a library computer.
- Open Internet Explorer.
- Click on the "Online Databases" button on the left of the RHS Library Home Page.
- One group should answer these questions on a sheet of paper with their names and "Bibliography" at the top:
  1. Why do we make bibliographies?
  2. Go to "SIRS."

- Find a place that will show me how to write citations. Explain how to get there. (For example, “Click on...”)
  - The first kind on the list is the one we’ll use. It’s MLA. What does MLA represent?
  - Click on MLA Format. Where does it take you? Why is this useful?
  - Select a person to rehearse and present your information. He/she should read the information a few times so that s/he can say it from memory. S/he may refer to the paper..
  - Hand in the paper after your group presents.
- The other group should answer these questions on a sheet of paper with their names and “Bibliography” at the top:
    1. Why do we make bibliographies?
    2. Scroll down to “Noodletools.” What is it?
      - Click on “Noodletools.” Click on “NoodleBib Express” under “Free Tools.”
      - Pick a random book and make a citation for it. Write your citation on your paper.
      - Compare this tool to figuring out a citation on your own, and rate the easiness of this tool on a scale of 1-10 with 10 being the hardest.
  - Select a person to rehearse and present your information. He/she should read the information a few times so that s/he can say it from memory. S/he may refer to the paper..
  - Hand in the paper after your group presents.



## **Helpful Resources:**

### ***Books at RHS:***

Cassell's Dictionary of Classical Mythology – General (must know Greek names)

Classical Gods and Heroes; Myths as Told by the Ancient Authors – more intricate, hit or miss, use this for more advanced info and if you know basics already

Earth's Daughters: Stories of Women Classical Mythology – has some of the goddesses

The Greek Gods – a good general source

Heroes in Greek Mythology – The web links on page 125 may be helpful.

The Illustrated Age of Fable – This source is probably only useful for images.

Roman Mythology – The chart on page 108 may help get you started.

Greek and Roman Mythology – Page 8 contains a family tree of the gods.

### ***Web Links:***

Directories (which are hand-selected and much more academic than search engines:

<http://www.google.com/dirhp>

<http://www.academicinfo.net/>

General Pages:

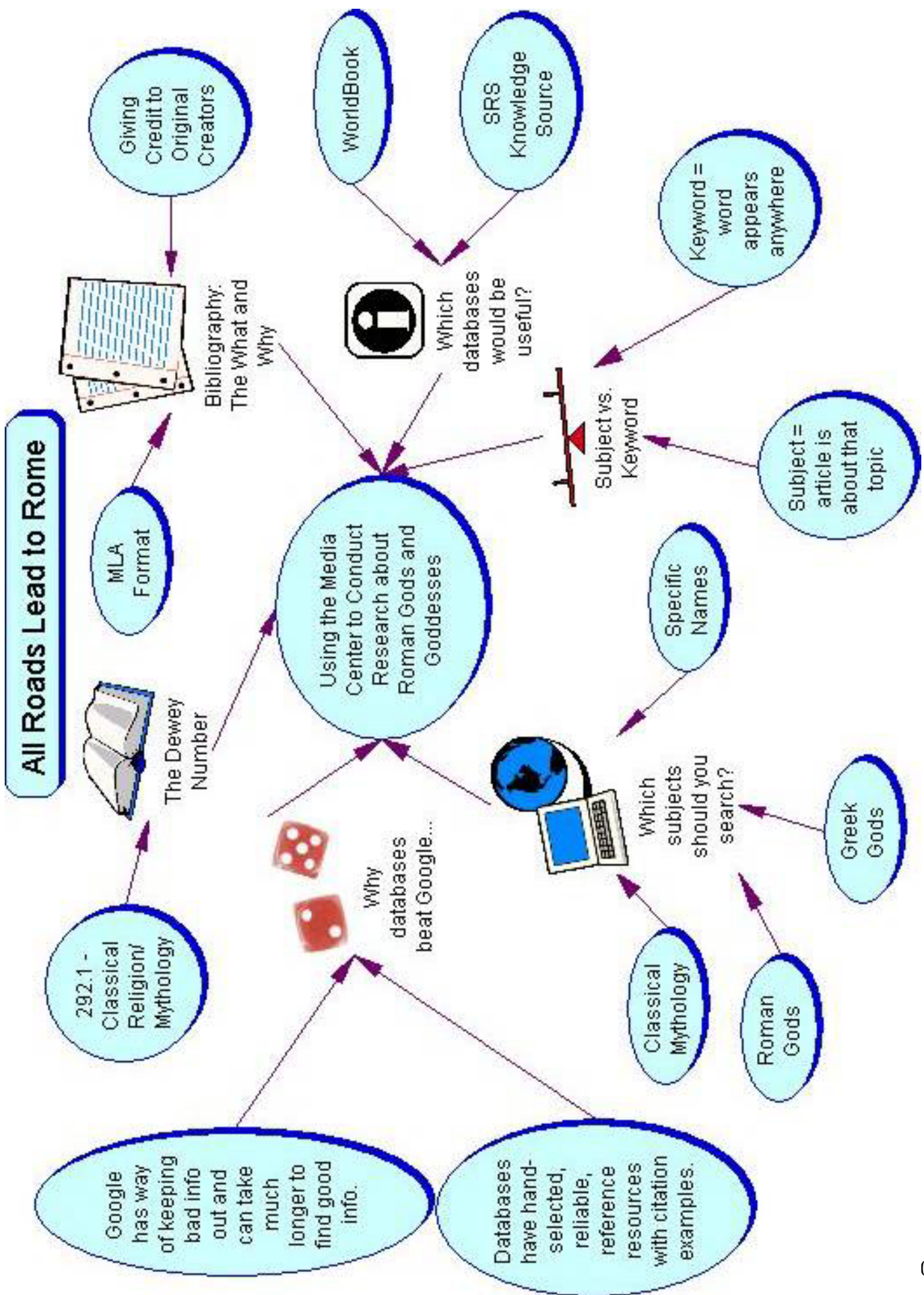
<http://www.ipl.org/> - The internet Public Library. Search here.

Specific Pages:

<http://www.pantheon.org/> - Encyclopedia Mythica>Europe>Roman Mythology> List of Gods

<http://www.godchecker.com/> - Recommended by Librarian's Internet Index, which is pretty exclusive, but don't use this source alone.

<http://darkwing.uoregon.edu/~jnicols/> - The "Mapping History" Section has some great images.



Name: \_\_\_\_\_

Quiz on Researching the Roman Gods and Goddesses in the RHS Media Center:

1. What is one reason why using databases is better than using Google?
2. Name one database that will be useful for this project.
3. List one subject you could search.
4. What is the Dewey Decimal Number where you will find information on this topic?
5. Where is one place you can find help on how to write an MLA citation for your bibliography?

\*Turn in this quiz to Ms. Zellner or Mrs. Rader and receive helpful resources to get started on your research!

Howard County Public School System Lesson Plan Format	Teaching Strategies
<p><b>Unit:</b> Roman Gods and Goddesses</p> <p><b>Lesson Title:</b> Independent Research—Gathering Information on the Gods</p> <p><b>Essential Objective(s):</b>  <i>Howard County Public School System Standards for Foreign Language Learning</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 3.2</b> <ul style="list-style-type: none"> <li>○ Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>___ Scaffolded Questioning</li> <li><input checked="" type="checkbox"/> Independent Reading</li> <li>___ Interpretation of Primary Sources</li> <li>___ Interpretation of Graphics (maps, graphs, cartoons, tables,...)</li> <li>___ Concept Attainment</li> <li>___ Grouping Strategies</li> <li>___ Think-Pair-Share</li> <li>___ Roundtable</li> <li>___ Jigsaw</li> <li>___ Pairs Check/Review</li> <li><input checked="" type="checkbox"/> Indep/Group Project</li> <li><input checked="" type="checkbox"/> Integration of Technology</li> <li>___ Audio</li> <li>___ Formal Writing</li> <li>___ Informal Writing</li> <li>___ Modeling/Demonstration</li> <li>___ Small/Large Group</li> <li>___ Reading (Pre, During, Post)</li> <li>___ Simulation/Act-it-Out</li> <li>___ Video Clips</li> <li>___ Cross-Curricular Connections</li> <li>Other _____</li> </ul>
<p><b>Materials:</b> Media center resources (computers with Internet, books, etc)</p>	
<p><b>Anticipatory Set/Context Setting:</b>  Yesterday, students learned how to efficiently research the Roman Deities using the RHS media center. Today, they will begin that research process toward completion of a multimedia presentation. <b>This lesson will continue/repeat for three days.</b></p>	
<p><b>Development/Procedures:</b></p> <ul style="list-style-type: none"> <li>○ Students will be presented with a list of possible deities from which to choose.</li> <li>○ It will be explained that no more than three students should choose the same god/goddess.</li> <li>○ If students already know which deity they wish to do, they will be allowed to sign up. Those who are unsure will be instructed use the books in the 292.1 section, many of which have charts with brief descriptions of the deities. They will report their choices as they decide.</li> </ul>	<p><b>Differentiation/Strategies</b></p> <ul style="list-style-type: none"> <li>___ Tiered assignments</li> <li>___ Flexible grouping</li> <li>___ Learning centers</li> <li>___ Curriculum compacting</li> <li>___ Varying questions</li> <li><input checked="" type="checkbox"/> Independent Projects</li> </ul> <p>Learning Modalities</p> <ul style="list-style-type: none"> <li>___ Visual</li> <li>___ Auditory</li> <li>___ Tactile/Kinesthetic</li> </ul>
<p><b>Transition:</b></p> <ul style="list-style-type: none"> <li>○ Students will be given a copy of the assignment and will be instructed to head to the computers and books to begin research.</li> <li>○ They will be reminded to record sources as they take notes, using the MLA examples from the previous lesson as a guide.</li> </ul>	<ul style="list-style-type: none"> <li>___ Adapting the skill level</li> <li>___ Adapt the number of items</li> <li>___ Adapt materials</li> <li>___ Provide learning strategy</li> <li>___ Provide audio/video/digital access</li> <li>___ Increase personal assistance</li> </ul> <p><b><i>IEP Goals/Accommodations</i></b></p> <p><b><i>(Based on Student IEP/504)</i></b></p> <p>_____</p> <p>_____</p>

**Development/Procedures:**

- Students will research independently.
- The teacher will circulate, helping individuals with specific problems.

***Reading Strategies***

***Text***

- Literary
- Informational

**Before**

- Purpose
- Prior knowledge
- Preview  Voc./Concepts
- Predict

**During**

- Chunking
- Self-monitoring through clarifying questions and notations on text
- Reread
- Metacognitive conversation

**After**

- Summarize or paraphrase
- Write BCRs in answer to reading questions
- Use rubrics

**General Reading Processes**

- Decoding
- Vocabulary
- Fluency
- Comprehension
- Reading Apprenticeship®
- Other

**Transition:** With ten minutes left, students will be instructed to wrap-up, print and/or save, and log off.

**Summary/Closure:** Students will receive small exit slips, on which they explain where they are in their research process before leaving.

**Homework/Enrichment:** n/a

**ASSESSMENT**

- Collect and Grade
- Check for Completion
- In-Class Check
- Rubric
- Checklist
- Peer/Self Assessment
- Journal/Learning Log
- Portfolio
- Constructed Response
- Quiz
- Test
- Presentation
- Performance Assessment
- Informal Assessment
- Exit Slip
- Other

Howard County Public School System Lesson Plan Format	Teaching Strategies
<p><b>Unit:</b> Roman Gods and Goddesses</p> <p><b>Lesson Title:</b> Holy Roman Class—Presenting Information on the Deities</p> <p><b>Essential Objective(s):</b>  <i>Howard County Public School System Standards for Foreign Language Learning</i></p> <ul style="list-style-type: none"> <li>● <b>Standard 1.3</b> <ul style="list-style-type: none"> <li>○ Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> </ul> </li> <li>● <b>Standard 2.1</b> <ul style="list-style-type: none"> <li>○ Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> </ul> </li> </ul> <p><i>Howard County Public School System Latin Level I Critical Core</i></p> <ul style="list-style-type: none"> <li>● <b>Performance Objective</b> - Students discuss the Roman Contribution to American Culture. <ul style="list-style-type: none"> <li>○ <b>Content Topic</b> – Mythologia Romana Græcaque</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>___ Scaffolded Questioning</li> <li>___ Independent Reading</li> <li>___ Interpretation of Primary Sources</li> <li>___ Interpretation of Graphics (maps, graphs, cartoons, tables,...)</li> <li>___ Concept Attainment</li> <li>___ Grouping Strategies</li> <li>___ Think-Pair-Share</li> <li>___ Roundtable</li> <li>___ Jigsaw</li> <li>___ Pairs Check/Review</li> <li><input checked="" type="checkbox"/> Indep/Group Project</li> <li>___ Integration of Technology</li> <li>___ Audio</li> <li>___ Formal Writing</li> <li>___ Informal Writing</li> <li>___ Modeling/Demonstration</li> <li>___ Small/Large Group</li> <li>___ Reading (Pre, During, Post)</li> <li>___ Simulation/Act-it-Out</li> <li>___ Video Clips</li> <li>___ Cross-Curricular Connections</li> <li>Other _____</li> </ul>
<p><b>Materials:</b> RUBRIC FOR PROJECT ON NEXT PAGE</p>	
<p><b>Anticipatory Set/Context Setting:</b>  This lesson is actually a mini-lesson that will take place during the beginning of class over the next six days.</p>	
<p><b>Development/Procedures:</b></p> <ul style="list-style-type: none"> <li>○ Students will present multimedia presentations on their deities, asking questions of their peers and generating informal discussion among their peers.</li> <li>○ The teacher will grade the presentation based on the rubric and guide the discussion when necessary.</li> </ul>	<p><b>Differentiation/Strategies</b></p> <ul style="list-style-type: none"> <li>___ Tiered assignments</li> <li>___ Flexible grouping</li> <li>___ Learning centers</li> <li>___ Curriculum compacting</li> <li>___ Varying questions</li> <li><input checked="" type="checkbox"/> Independent Projects</li> <li>Learning Modalities</li> <li>___ Visual</li> <li>___ Auditory</li> <li>___ Tactile/Kinesthetic</li> <li>Modifications</li> <li>___ Adapting the skill level</li> <li>___ Adapt the number of items</li> <li>___ Adapt materials</li> <li>___ Provide learning strategy</li> <li>___ Provide audio/video/digital access</li> <li>___ Increase personal assistance</li> </ul>
<p><b>Transition:</b></p> <ul style="list-style-type: none"> <li>○ While students are setting up, the class will assess their peers in short answer responses which include: <ul style="list-style-type: none"> <li>● What was taught</li> <li>● How well the requirements were met</li> <li>● Quality of delivery</li> </ul> </li> </ul>	<p><b>IEP Goals/Accommodations</b></p> <p><i>(Based on Student IEP/504)</i></p> <hr/>

**Development/Procedures:** (max 30 minutes)

- The presentations will continue with five students presenting each day over six days.
- This strategy will prevent burn out and boredom and should keep the discussion lively while all 31 students present.

**Reading Strategies**

**Text**

- Literary
- Informational

**Before**

- Purpose
- Prior knowledge
- Preview  Voc./Concepts
- Predict

**During**

- Chunking
- Self-monitoring through clarifying questions and notations on text
- Reread
- Metacognitive conversation

**After**

- Summarize or paraphrase
- Write BCRs in answer to reading questions
- Use rubrics

**General Reading Processes**

- Decoding
- Vocabulary
- Fluency
- Comprehension
- Reading Apprenticeship®
- Other

**Transition:** After five presenters, the class will transition into regular lessons.

**Summary/Closure:** n/a

**Homework/Enrichment:** n/a

**ASSESSMENT**

- Collect and Grade
- Check for Completion
- In-Class Check
- Rubric
- Checklist
- Peer/Self Assessment
- Journal/Learning Log
- Portfolio
- Constructed Response
- Quiz
- Test
- Presentation
- Performance Assessment
- Informal Assessment
- Exit Slip
- Other

## Hyper Studio/PowerPoint Appearance and Content: Roman Deities

Teacher Name: **Mrs. Rader**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Content: Identification	Provides Greek and Roman name; identifies any linguistic importance attached to the name.		Provides Greek and Roman name	Provides Greek name, not necessarily spelled accurately.
Content: Origin	Indicates the lineage of the deity - married to, offspring, son / daughter of			
Content: Importance (weighting factor - 2)	Provides domain, special celebrations, associated legends, at least three interesting facts about the deity.	Indicates domain, special holidays, one or two facts about the deity.	Indicates the domain of the deity and any special holiday associated with deity.	Indicates what the deity controls (domain).
Content: Summary	Asks and reviews three factual questions and engages class in discussion of thought question.	Three factual questions and a review of the answers.	Three factual questions.	One or two questions.
Presentation: Visual	Power Point is interesting, includes more than one graphic, is well organized; uses bullets rather than paragraph	Power Point is interesting, includes more than one graphic.	Power Point is accurate; incorporates at least one graphic.	Power Point contains one or more spelling errors.
Presentation: Oral	Presenter uses bullets on slide to talk about the material and engage audience in presentation.	Presenter uses bullets on slide to talk to the material.	Presenter reads directly from slides.	Presenter reads directly from slides; may make some errors.
Bibliography	Correctly cites at least two sources; uses acceptable bibliography notation.	Cites at least one source of information.		



