

Meet the Olympians

1. Question & Research Task

In Greek mythology, this family of gods and goddesses lived high atop Mount Olympus. From there they watched (and often meddled in) the affairs of humans below. The Olympians had come to power after their leader, Zeus, overthrew his father, Kronos, leader of the Titans.

In their myths, the ancient Greeks gave their gods and goddesses immortality, amazing powers and very human personalities. In this lesson, you will really get to know the Olympians! First, you will research a god or goddess and create a visual aid to share your findings with the class. Then, you will evaluate how well these gods and goddesses have been characterized in the text *Mythology* by Edith Hamilton to answer the essential question.



Poseidon with his horses. SIRS Discoverer

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How well did Edith Hamilton characterize the Greek gods and goddesses in the text *Mythology*?

2. Information Sources

You will use 2-3 of these sources to locate specific information about one Olympian god or goddess and complete the **Student Activity** on Slide 3.

Preview the Web sites to select the 2-3 best sources of information about your topic.

[Ancient Greek Gods for Kids](#)

[The Gods and Goddesses of Ancient Greece - National Geographic Kids](#)

[12 Greek Gods & Goddesses](#)

[The Olympians](#)

Do a keyword search on the name of your selected god or goddess in:

[World Book Kids](#) or

[World Book Student](#)

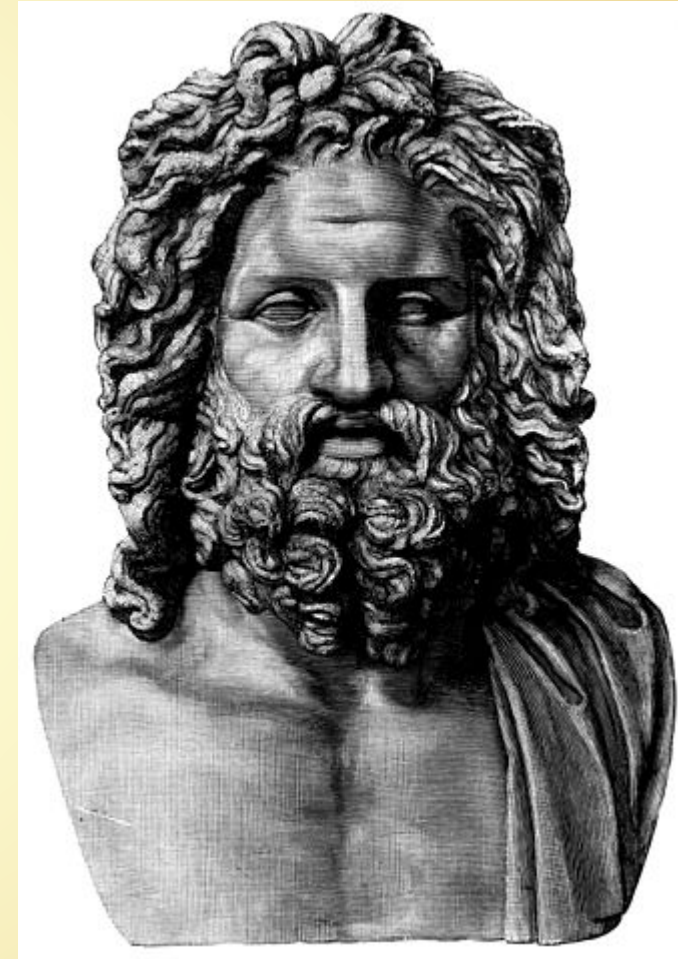


Image Source: Wikipedia Commons

3. Student Activity

Gather information about a Greek god or goddess from the Sources on Slide 2 to take notes on this [note-taking chart](#).

Use the information in your research notes to create a [Poster](#), [Trading card](#), or [Bookmark](#) introducing your god or goddess to the class, and for reference during your reading of *The Lightning Thief*.

Include a picture of your god or goddess with proper attribution.

Your teacher might give you the option of using a different digital tool, like Discovery Board Builder or Google Slides, to create your product. You will present your research project to the class.

As classmates introduce the gods and goddesses they researched, take notes to summarize the information on this [presentation chart](#). Your teacher may use this [scoring tool](#) to assess your project.



Image Source: HON Resources

4. Assessment Activity

How does the structure of Edith Hamilton's *Mythology* aid in your understanding of this god or goddess?

Evaluate the author's characterization of the god or goddess you researched in the text *Mythology*. Use details and examples from your research to support your reasoning.

Respond using one of these formats as directed by your teacher:

- Type your response on a Google Doc
- Write your response on a sheet of notebook paper
- Post your response on a VoiceThread or Schoology Discussion created by your teacher
- Your teacher may use [this scoring rubric](#) to grade your assessment.



5. Enrichment Activities



Image Source: Brain Pop

Expand your knowledge of the major Greek gods and goddesses by completing one of these FUN activities!

[Take a Greek Mythology Quiz!](#) How well do you know your mythology? From National Geographic Kids.

Watch the BrainPop video [Greek Gods](#), then take the [Quiz](#) and take a look at these facts:

- [FYI](#)

6. Teacher Resources

Learning Standards Alignment Content Learning Standards:

- RI 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI 6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RL 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL 6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Common Core State Standards for English Language Arts & Literacy

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

Last updated: August 2022 Use this [form](#) to Report Broken Links.

BCPS Slam Dunk Research Model, Copyright 2018, [Baltimore County Public Schools](#), MD, all rights reserved. This lesson may be used for educational, non-profit school use only. All other uses, transmissions, and duplications are prohibited unless permission is granted expressly. This lesson is based on [Dr. Jamie McKenzie's Slam Dunk Digital Lesson](#) model.

SLIDE NAVIGATION

1	2	3	4	5	6
-------------------	-------------------	-------------------	-------------------	-------------------	-------------------

Grade 6 GT English Language Arts

Objective: Students will conduct brief, focused research on a god or goddess in order to evaluate an author's characterization.

Time Frame: 2-3 50-minute class periods

Differentiation strategies for this lesson:

- Have students use learning supports provided in any BCPS-licensed Digital Content from the [Apps Portal](#) included in this lesson. Refer to [Digital Content Snapshots & Support resources](#) for as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Consider using the [Schoolology Assignment Apps](#) feature to assign Microsoft/Google Docs for students to access, edit, and submit through Schoolology.