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- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
- first page of the Study Questions
- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Mythology

based on the book by

Edith Hamilton

Written by

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A FEW NOTES ABOUT THE AUTHOR
EDITH HAMILTON

HAMILTON, Edith 1867-1963 An American, Edith Hamilton was born in Dresden, Germany, on August 12, 1867. She grew up in Fort Wayne, Indiana. She was an avid reader from an early age, reading the works of Keats, Byron, and Shelley while still a child. She had an excellent memory, and often recited passages and entire poems to her family. Her father began teaching her Latin when she was seven years old.

While in college, Hamilton majored in classical studies. She earned a B.A. and an M.A. from Bryn Mawr College, completing her studies in 1895. She received a fellowship to study at the Universities of Leipzig and Munich, in Germany. Hamilton was the first woman to ever enroll at the University of Munich.

When she returned to the United States in 1896, she became the first headmistress of Bryn Mawr School in Baltimore. She based her theory of education on the Greek idea of emphasizing differences, and allowing each learner to develop his or her own talents. Hamilton kept the position as headmistress until she retired in 1922, at age 63. Upon her retirement, she purchased a house at Sea Wall, Mt. Desert Island, Maine.

Hamilton's career as a writer began in 1924, when she moved to New York City. In 1929 she took her first trip to Greece and Egypt. Her first book, *The Greek Way*, was published in 1930. In *The Greek Way*, she applied the Greek ideals of mind and spirit to modern civilization. This book established her reputation as a scholar. Following her first book, everything that she wrote for publication was accepted. In 1932 Hamilton published *The Roman Way*, which applied the works of the ancient poets to contemporary life.

Mythology was published in 1942, after three years of hard work. This retelling of Greek, Roman, and Norse mythology was well-received, and sold more than one and a half million copies. Hamilton subsequently published *Witness to the Truth: Christ and His Interpreters* in 1948, and *The Echo of Greece* in 1957. In addition, she wrote several magazine articles and reviews, and translated classics from the original Greek.

Athens, Greece, awarded her honorary citizenship in 1957. By this time she was also recognized as the greatest woman classicist. Hamilton continued writing, traveling, and lecturing until 1962, when she was in her mid-nineties. She died on May 31, 1963.

INTRODUCTION - *Mythology*

This unit has been designed to develop students' reading, writing, thinking, listening and speaking skills through exercises and activities related to *Mythology* by Edith Hamilton. It includes twenty-one lessons, supported by extra resource materials.

The **introductory lesson** introduces students to the concept that mythology shows us the way the human race thought and felt ages ago. Students will be encouraged to relate the knowledge they already have about mythology to the stories in the book.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. It might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II gives students dictionary definitions of the words and has them match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete extra discussion questions, there is a **vocabulary review** lesson which pulls together all the separate vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the reading of the book, two lessons are devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel. These questions are done

as a **group activity**. Using the information they have acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating to the themes of the book.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the book with the entire class; thus, the entire class gets exposed to many different ideas regarding the themes and events of the book.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to express a **personal opinion** about some aspect of the book. Students will be assigned a question from the Extra Writing Assignments and/or Discussion Questions pages to answer. The second assignment is to give **information**. Students will create travelogues that describe journeys they have taken. The third writing assignment is writing to **persuade**. Students will adopt the role of defense or prosecuting attorney and deliver a final argument pertaining to the punishment Prometheus received from Zeus.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *Mythology*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: all multiple choice-matching-true/false or a mixture of matching, short answer, and composition. As a convenience, two different tests for each format have been included.

There are additional **support materials** included with this unit. The **Unit Resource Section** includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

UNIT OBJECTIVES *Mythology*

1. Through reading *Mythology* students will study Hamilton's interpretation of Greek, Roman, and Norse mythology.
2. Students will gain an understanding of the ancient Greek, Roman, and Norse concepts of creation and the early development of mankind.
3. Students will study the techniques of summarizing and retelling stories.
4. Students will practice reading aloud and silently to improve their skills in each area.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Mythology*.
6. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
7. Students will define their own viewpoints based on their understanding.
8. Students will enrich their vocabularies and improve their understanding of the text through the vocabulary lessons prepared for use in conjunction with text.
9. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideal
Note: Students will demonstrate ability to write effectively by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented in the text
 - d. To encourage critical and logical thinking
 - e. To provide the opportunity to practice good grammar and improve students' use of the English language
10. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENT SHEET *Mythology*

DATE ASSIGNED	CHAPTERS	COMPLETION DATE
	Introduction, Part One: Chapters 1-2	
	Part One: Chapters 3-4	
	Part Two: Chapters 5-6	
	Part Two: Chapters 7-8	
	Part Three: Chapters 9-12	
	Part Four: Chapters 13-14	
	Part Four: Chapters 15-16	
	Part Five: Chapters 17-19	
	Part Six: Chapters 20-21	
	Part Seven: Introduction & 22-23	

UNIT OUTLINE *Mythology*

1 Unit Intro Writing Assignment 1	2 PVR Intro & Chapters 1-2	3 Study ??s PVR Chapters 3-4	4 Nonfiction Assignment Library Work	5 Study ?s PVR 5-6 Assign 7-12
6 PVR 7-8	7 Study ??s 9-12	8 Quiz 1-12 PVR 13-14	9 Study ??s 13-14 PVR 15-16	10 Study ??s 15-16 Discussion
11 Writing Assignment 2	12 PVR 17-19	13 Writing Conferences	14 PVR 20-21	15 Writing Assignment 3
16 PVR Part Seven	17 Group Work	18 Extra Discussion ??s	19 Non-Fiction Discussion	20 Vocabulary Review
21 Review	22 Test			

Key: P = Preview Study Questions V = Vocabulary Work R = Read

LESSON ONE - *Mythology*

Objectives

1. To introduce the *Mythology* unit
2. To give students some background information about Hamilton and her works
3. To watch a filmstrip/video pertaining to one or more of the myths presented in *Mythology*
4. To explain and assign Writing Assignment 1

Activity #1

Do a group KWL Sheet with the students (form included.) Many students will know something about mythology and will have information to share. Put this information in the K column (what I know.) Ask students what they want to find out, and put it in the W column (what I want to find out.) Keep the sheet and refer to it after reading the book, and complete the L column (what I learned.) Students may also enjoy talking about other myths they have heard.

Activity #2

Show a film (strip)/video about one or more of the stories from the *Mythology* book. You may want students to use the video note-taking form while they are watching it. The form is purposely generic, because there are many different films available.

Activity #3

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should preview the study guide questions before each reading assignment to get a feeling for what events and ideas are important in that section. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Reading Assignment Sheet You need to fill in the reading assignment sheet to let students know when their reading has to be completed. You can either write the assignment sheet on a side blackboard or bulletin board and leave it there for students to see each day, or you can “ditto” copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

Extra Activities Center The resource sections of this unit contain suggestions for a library of related books and articles in your classroom as well as crossword and word search puzzles. Make an extra activities center in your room where you will keep these materials for students to use. (Bring the books and articles in from the library and keep several copies of the puzzles on hand.) Explain to students that these materials are available for students to use when they finish reading assignments or other class work early.

WRITING ASSIGNMENT #1- *Mythology*

Student's Name _____ Class _____

PROMPT

Your assignment is to answer the question number _____ from the list entitled EXTRA WRITING ASSIGNMENTS/DISCUSSION QUESTIONS.

PRE-WRITING

You are being given this assignment now so that as you read *Mythology* you can pay particular attention to the parts which may help you answer your questions.

As you read the book, you will probably think, "Oh, this part could have something to do with my question." When you come across examples or ideas like that, jot them down on a piece of paper--whether it is a page reference in your book or an idea which pops into your head--write it down. This will make the actual writing of the paper easier.

DRAFTING

You should begin with an introductory paragraph giving your reader the topic of your paper. Change the question you are answering into a statement, and use this as an introduction.

The body of your composition should contain information related to your question. You may want to summarize a section of the book, or briefly retell an event. You may also use direct quotes from the novel. If you do this, use quotation marks around each quote, and make sure to cite each one at the end of the quote. (Example: Hamilton, page 112.)

Write a paragraph in which you restate your topic and summarize your conclusions.

PROMPT

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary.

PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.

After your paper is written, you will be asked to give a summary of your answer in order to lead a class discussion of the topic your question examines.