



Make It Your Own: Re-Mixing Myth

Curriculum Area(s): Reading	Grade Level: 4
Time Required: 90 mins.	Instructional Groupings: Small groups
<p>Standards: RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	
<p>Materials: Classroom SmartBoard, Internet, Texts of several legends/ myths</p>	
<p>Overview: Use various technology resources to present how ancient stories, myths, and literature get told and re-told in society. Project will involve the use of online resources for research, and the use of multimedia technologies during presentations.</p>	
<p>What will I differentiate? Students may use different media for reading text (content), and may use different media for presentations (product).</p>	
<p>How will I differentiate? Students will have control over how they conduct their research and how they will present their findings to the class.</p>	
<p>As a result of this lesson/unit, students will...</p>	
<p><i>Understand:</i> Students will understand how similar themes and topics can be re-told through different media and re-appropriations by different cultures.</p> <p>Students will understand the differences between valid and reliable online resources and invalid or unreliable ones.</p>	
<p>Know: Students will know and be able to describe the major and recurring themes from important stories and tales from across cultures. (The quest or task, cleverness, change, sacrifice, etc.)</p>	<p>Do (Skills): Effectively use the Internet to search for relevant information to the topic at hand.</p>
<p>Pre-Assessment: Students will be informally assessed on how to use the Internet to conduct an effective search for relevant information. As a class, we will discuss what types of resources can be trusted as reliable or valid, and why. (Modeling will take place if necessary.)</p>	
<p>Steps in the Lesson:</p> <ol style="list-style-type: none"> 1. Students will be placed in small groups of 3-4, and will select 1 of several possible myths or 	

legends that have been read as a class to research and report. (Perseus, Hercules, Odin, Orpheus, John Henry, Coyote, Spider.)

2. As a group, they will find online at least one **re-telling, interpretation, or adaptation** of their particular myth.

3. The group will make a SmartBoard visual “re-mix” of the tale, using multimedia sources including video, audio, links, charts, graphs, and other images.

4. The group will deliver an oral presentation of about 5 minutes in length.

Post-Assessment: Assessment: Students will make a short presentation to the class using the multimedia technologies. They will be assessed on whether or not they answered the following questions:

How is the “re-mix” of the tale different from the original? How is it similar?

Why did you pick the visual images that you did, and how do they contribute to your comparing of the two stories?

Are the elements of the two stories you are comparing different or the same?

Additional Resources:

<http://teacher.scholastic.com/writewit/mff/africa.htm>

http://mythicjourneys.org/bigmyth/2_eng_myths.htm

<http://www.planetozkids.com/oban/legends.htm>

<http://www.proteacher.com/070060.shtml>