9. Pegasus was a _______ with wings.
   a. Cow
   b. Camel
   c. Bull
   d. Horse

10. These humongous creatures came before the Olympian Gods. And even gave birth to them:
   a. The Sisters of Fate
   b. The Neiman Lion
   c. The Titans
   d. The Kraken

Greek Gods Hot Seat
(Literacy Strategy #1)

1. BACKGROUND
   Course: Language Arts
   Grade Level: 7th
   Title: Greek Gods Hot Seat

2. PLAN
   Description of learners: 7th grade students ranging from IEP students to Advanced Learners
   Common Core Standards:
   **CCSS.ELA-Literacy.SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
   Objective(s): Students will be able to present claims and findings of the Greek gods and goddesses that they have researched in a focused, coherent manner with pertinent descriptions, facts, details, and examples in a Hot Seat while using appropriate eye contact, adequate volume, and clear pronunciation for the 5 minute allotted time of being in the Hot Seat.
   Key Vocabulary:
   Greek
   Gods
Goddesses
myths
script
ambiguous
research

Academic Language:
Explain
influences
information
hot seat
facts
link
questions
understanding
details
examples

Materials, Resources & Technology:
Chair for the Hot Seat
Sheets of paper
this link: http://greece.mrdonn.org/greekgods/,
pencils, markers
pens
costumes
this link: http://www.youtube.com/watch?v=V71ywBHK6wQ,
this link: http://www.factmonster.com/ipka/A0881990.html,
Computers

3. ENGAGE
Allotted time: 50 minutes
Procedures:

Grabber: The teacher will show this video:
http://www.youtube.com/watch?v=V71ywBHK6wQ as a way to introduce the Greek gods and goddesses in a creative way. After the video the teacher will explain that the students will be looking at the Greek and Roman gods and goddesses.

Connections to previous learning and future content/pre-assessment: Explain to students that there are influences of Ancient Greek myths in their everyday lives, which they will be looking at later on.
Teacher Modeling: -The teacher will model the first part of the activity, by pulling up this website on the projector: [http://greece.mrdonn.org/greekgods/](http://greece.mrdonn.org/greekgods/) and selecting Aphrodite. The teacher will then perform a think aloud as they go through the information. The teacher will create a list on the whiteboard of important facts that they want to present about Aphrodite. The teacher will then pull up this link on the projector: [http://www.factmonster.com/ipka/A0881990.html](http://www.factmonster.com/ipka/A0881990.html) and look for Aphrodite. She will continue to explain what she is thinking and doing out loud for the students. The teacher will gather more information and write important facts on the board.

- The teacher will then take all of the information she compiled and come up with a hot seat script. The teacher will explain that obviously Aphrodite is the God that the script is describing. The teacher will then put this script on the doc cam. She will read through it to display for the students that they will need to create 3 sentences that don’t give away the gods’ or goddesses’ name, but give some information about them. This will show students what they need to present when in the hot seat. The teacher will then explain that the rest of the class will then ask questions to get a little bit more information about the god or goddess. The teacher will then ask a few example questions such as “Are you a male or female?” or “Are you wise?” The teacher will then explain that once their presentation is finished, and their god or goddess has been identified, another student who’s not in the hot seat will summarize the god or goddess and all the information presented.

- After students complete their research, the teacher will place the hot seat chair at the front center of the classroom. She will model the presentation by taking her seat, and reading out her own script to the students (this will not be the Aphrodite script from earlier).

Guided Practice: -After the teacher starts the list using the first link, she will turn to the class and ask if anyone can think of additional information about Aphrodite that should be added to this list. She will ask for volunteers to come up and write these facts on the board. After no more than 3 students have added to the list, she will go on to the next link.

- The teacher will turn back to the class and ask again if there is any more information from this link for Aphrodite that would be necessary to present. She will ask for volunteers to come up to the board and add these facts onto the list. Once 3 students have gotten the chance to do so, she will move on to the script model.

- Once this section is completed, the teacher will turn to the class and say that based on the information gathered and the sentences the teacher has come up with for the hot seat, “Are there other questions that could be asked to get a better understanding that it is for sure Aphrodite?” She will call on volunteers to come up to the white board and write them in next to the lists they created.

- After the students have completed their research, and the teacher has read her script to
the class, she will prompt the students to begin asking her questions, to create a decisive answer. Once students get a chance to question the teacher, she will ask students to raise their hands if they know what god or goddess she is describing, and when called on, name that god or goddess. The student who names the god or goddess must then be the student to summarize all the information presented. That student will be the next up in the hot seat.

- The teacher will only ask questions with the first student up on the hot seat.

**Independent Practice:** -Teacher will assign each individual student the name of a god or goddess. Students will then research the god or goddess they have been given and gather details, examples, and facts about them to come up with a presentation to the class, and list them like they did in the modeling and guided practice section. They will write out their script for their presentation, in which they will create 3 true but ambiguous statements about their god or goddess to present to the class. Students must be prepared to answer the class’s questions about their god or goddess.

- During this time, the teacher will be moving around the room, observing each student’s progress, probing struggling students with guiding questions, and helping students who require it.

- After students have completed their research, the teacher has modeled the hot seat presentation, the students will then take their turns presenting. Each student will present their 3 sentences to the class, prompt the rest of the class to ask them questions, select another student to name the god or goddess they described, ask them to summarize the information they’ve presented, and then that student will take their turn on the hot seat. This process will repeat itself with every student thereafter. The teacher will only ask example questions with the first student up on the hot seat.

**Class Discussion/Closure:** - Students will present the Greek god or goddess they researched in a hot seat. They will have the choice to dress up in costume. They will present their research in a way that does not give away the gods’ or goddess’ name. The class will listen to the presentations and then from the information given, they will make a guess as to who the god or goddess could be. One student will also volunteer to summarize all the information and clarify what they’ve heard in this way.

(Closure; both are class discussions)

- The class will then engage in a discussion about how well the sentences worked to give the class ideas about what the god or goddess could be. They will discuss how their research influenced what they presented, what facts seemed to be necessary in their presentation and which ones weren’t, and how well students’ presentations were, in regards to how loud they were, if they made eye contact with the audience, and if they had clarity.
- The Students will then fill out a brief exit slip, which will evaluate how much the students listened to each others’ presentations.

**Differentiations:**

For struggling students, the teacher will guide them through their research by taking them aside, grouping them together once on the computers, and give them specific words to search for to find good sources of information. She will keep this group separate from the rest of the class so she can monitor their progress and aide them when needed.

For at grade level students, the teacher will do nothing out of the ordinary. She will check for progress with their research and ask questions to guide their research, but other than that, this lesson was designed specifically to meet students at the grade level.

For advanced students, the teacher will give them the option of creating more than just 3 ambiguous statements to present to the class. This will, intern, afford them the opportunity to conduct additional research, which will occupy them for a longer period of time.

**4. ASSESS**

**Informal assessment:** Informal observations are the primary form of how students will be assessed. The teacher will observe during the research portion, and listen carefully when students are presenting. She will be looking for one thing to ensure the performance objective is met: Whether or not the student presents 3 complete sentences, that are informative but ambiguous.

**Formal assessment:** exit slip.

**Exit Slip Prompts:**
- List two facts about one of the Gods or Goddesses you met today.
- Who was your favorite presentation? Who had the best volume? Who had the best eye contact?
- Which God or Goddess would you like to learn more about?

**Tax It Like Rome**

**1. Background:**

**Courses:** Language Arts and Social Studies and Math  
**Grade level:** 7th Grade  
**Title:** Tax It Like Rome

**2. Plan:**

**Description of learners:** 7th grade students ranging from IEP students to Advanced