

Behaviorist Lesson Plan: TOPIC <b>Greek Mythology</b>	
Teacher Thinking...	Students and Teacher doing...
<b>Lesson Plan Element: Anticipatory Set</b>	
How will I get students' attention and focus their learning?	Have students think-pair-share the following questions, writing their initial responses on a slip of paper: <ul style="list-style-type: none"> <li>• Why did the Greeks worship so many different gods?</li> <li>• In what ways did the Greeks honor their gods?</li> </ul>
<b>Objective and Purpose</b>	
State the ABCD learning objective (s) and the purpose for learning. How many do I need?	The students will be able to effectively research a Greek god/goddess by selecting at least 10 important pieces of information and compiling those facts together in a list.
<b>Input/direct instruction</b>	
What kind of information must I provide so that students can meet the objective?	Through use of a PowerPoint presentation, present the topics of Polytheism Who the gods/goddesses were (main 12) Where they lived How the Greeks honored them How to conduct research
<b>Modeling (I Do)</b>	
What ways might I show the students the process or skill? What errors and misunderstandings do I anticipate? How might I correct them?	Teacher chooses one of the twelve gods and models how to properly research them and select the important information, making sure to emphasize what information will be most valuable.
<b>Checking for Understanding</b>	
How will I monitor their progress? Will this be informal or formal? Individual or whole group?	Have students each pick which god/goddess they want to study in an organized fashion (ex. draw name sticks for choice order- gods can be repeated after all have been taken). Do an informal check for understanding by asking the students to share how confident they are beginning their research. Have them simultaneously share a number 1-5 on their hands where 1 is complete lack of understanding and 5 represents feeling completely competent and prepared. Should students express a lack of understanding, the teacher should be prepared to prompt students for what parts they need to better understand in order to go over it again with them.
<b>Guided Practice (We Do)</b>	
What kinds of practice problems might I provide for the skills being taught?	Have students begin their research (granted permission to use personal electronics- spare Chromebooks should be lent to children who don't have a personal device). Teacher should circulate the room to confer

How can I organize them so they vary in complexity?	with the students, checking that their information is important to the topic and that it's understandable.
<b>Independent Practice (You Do)</b>	
What kinds of work should students practice independently toward mastery? Will this be done in class or for homework?	As homework/in class if students finish early: After all students have listed their 10 pieces of information and have been conferred with, assign the class the task of finding 3-5 more pieces of information they believe is important to the understanding of their god/goddess. Teacher does not confer or offer more guidance.
<p>Notes:</p> <p><b>Standards:</b> List corresponding standards here.</p> <p>Ohio Social Studies Grade 7 <b>Standard #2</b> The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.</p> <p><b>Standard #15</b> Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.</p> <p><b>Materials:</b> What materials will you need for the lesson? Think-pair-share slips, guided notes, computer/projector, laptops for the students</p> <p><b>Time and Space:</b> How long will the lesson take and where will it take place? 55 mins/regular classroom</p>	