

3: A Mountain of Myths

Based on the Colorado quarter reverse



OBJECTIVE

Students will demonstrate an understanding of myths through writing. Students will understand that myths are an important component of ancient cultures.



MATERIALS

- 1 overhead projector
- Overhead transparencies of the following:
 - “Colorado Quarter Reverse” page (or photocopy)
 - “Making a Myth Graphic Organizer”
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- Chart paper
- 1 class map of the United States
- Copies of a myth text, such as:
 - *Kokopelli, Drum in Belly* by Gail Haley
 - *Arrow to the Sun* by Gerald McDermott
 - *Night Dance* by Maria Vaughn
 - *Quail Song* by Valerie Scho Carey
- Overhead transparency markers
- Writing instruments
- Markers or colored pencils
- Drawing paper



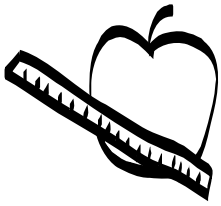
PREPARATIONS

- Make copies of the “Making a Myth Graphic Organizer” (1 per student).
- Make an overhead transparency of each of the following:
 - “Colorado Quarter Reverse” page
 - “Making a Myth Graphic Organizer”
- Locate a myth text (see examples under “Materials”).



GROUPINGS

- Whole group
- Individual work



A Mountain of Myths



CLASS TIME

Four 30- to 45-minute sessions



CONNECTIONS

- Language Arts
- Social Studies
- Art



TERMS AND CONCEPTS

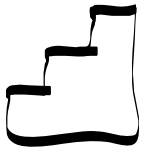
- Quarter
- Obverse (front)
- Reverse (back)
- Pueblos
- Myths



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

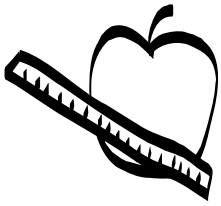
- The writing process
- Story elements



STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Locate Colorado on a classroom map. Note its position in relation to your school's location.
2. Display the transparency or photocopy of the "Colorado Quarter Reverse" page. Examine the design with the students and have them identify the images and writing in this coin design, including the words "Colorful Colorado," the trees, and the mountain.
3. Ask the students why they think that mountains might be important to Colorado. Ask the students how they think this mountain was formed. Accept all responses and record them on chart paper.
4. Tell the students that some cultures have favorite stories called "myths." Ask the students, "What is a myth?" Accept all responses.



A Mountain of Myths

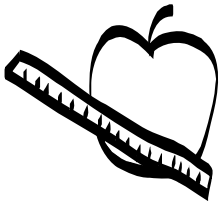
5. Explain to the students that myths are stories that answer important questions about the world and nature and how things came to be.
6. Try to link one or more examples from the chart paper to make a story about how the mountains were formed. Explain that this is one way a myth might have been created.
7. Introduce the students to the selected text. Preview the text and illustrations and allow the students to generate observations and predictions about what is happening at each point in the text.
8. Read the selected text to the class. Attend to any unfamiliar vocabulary and student questions.
9. After reading the selection, display the overhead transparency of the “Making a Myth Graphic Organizer.”
10. As a class, discuss what information belongs in each of the different rows pertaining to the text. Using an example from the text, complete one row as a model with the students.
11. Explain to the students that they will be using the “Making A Myth Graphic Organizer” in the next session to create their own myth.
12. Collect the graphic organizers.

Sessions 2 and 3

1. Display the “Colorado Quarter Reverse” overhead transparency and ask the students to recall what they discussed in session 1 regarding the coin’s design.
2. Display the “Making a Myth Graphic Organizer” overhead transparency complete with the information from the last session. Ask the students to recall the definition of a myth. Emphasize that myths often explain how things in nature began.
3. Explain to the students that they are going to create their own myths about a landform in Colorado and how it was formed.
4. Review the writing process with the students. Explain to the students that they will be using their graphic organizers and the writing process to complete their myths.
5. Redistribute the “Making a Myth Graphic Organizer” to each student. Direct the students to complete the graphic organizer before beginning their writing.
6. Allow students an appropriate amount of time to complete their myths.
7. Collect the myths and the graphic organizers.

Session 4

1. Review the definition of a myth.
2. Allow some of the students to share their myths with the class.
3. Compile the myths into a “Mountain of Myths” class book and share the book with others in the school.



A Mountain of Myths



ASSESSMENT

- Take anecdotal notes about the students' participation in class discussions.
- Evaluate the students' worksheets for achievement of the lesson objectives.



ENRICHMENTS/EXTENSIONS

- Direct students to examine other myths about the same topics and make comparisons between these different stories.
- Direct students to create myths for other aspects of nature.
- Have students act out their myths.



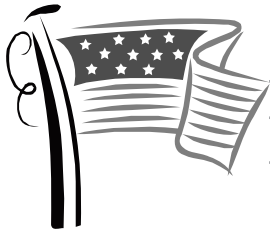
DIFFERENTIATED LEARNING OPTION

- Have students work in pairs to complete their myths.
- Have copies of myths in a classroom library for students to browse.



CONNECTION TO WWW.USMINT.GOV/KIDS

Help your students create some legends of their own! Have your students explore legends created about Crater Lake with the Oregon Quarter lesson plans found at www.usmint.gov/kids/components/50sqLessonPlans/pdf/200523-3.pdf.

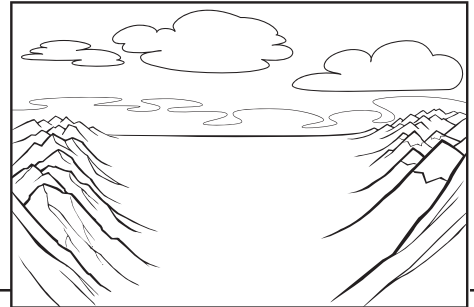


Name _____

Making a Myth

Graphic Organizer

Directions: List the elements of nature and provide the explanation from the myth.



ELEMENT OF NATURE	EXPLANATION



Colorado Quarter Reverse

