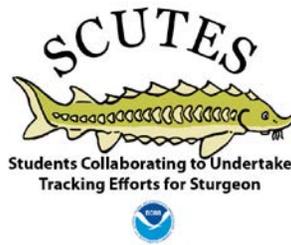


Topic/Lesson:	Myths – Atlantic sturgeon
Objectives:	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify what a myth is. • Explain the criterion that makes a myth. • Demonstrate knowledge of Atlantic sturgeon. • Write a creative fictional myth, using Atlantic sturgeon as the characters, to explain how something in nature came to be.
Materials:	<ul style="list-style-type: none"> • Atlantic sturgeon information • The book or story <u>Why Mosquitoes Buzz in People’s Ears</u> by Verna Aardema. • “Myth Criteria” worksheet. • Atlantic sturgeon fact sheet • Rubric • Dictionaries • Rough draft paper • Final copy paper • Pencils • Erasers • Thesaurus
Vocabulary:	<ul style="list-style-type: none"> • Atlantic sturgeon • Myth • Folklore • Edit • Revise
Procedures:	<ol style="list-style-type: none"> 1) Post “What makes a myth a myth?” on the board. 2) Have students make a quick list of criteria or characteristics they think defines what a myth is. 3) After sharing ideas and having a whole class discussion, distribute and read the “Myth Criteria” paper together. 4) Read the story <u>Why Mosquitoes Buzz in People’s Ears</u> out loud to the class. Explain that this is an example of a myth. Discuss elements from the story that fit the criteria of a myth from the “Myth Criteria” paper. 5) Distribute the Atlantic sturgeon Fact sheet if students are not familiar with Atlantic sturgeon, or to refresh their memory. The fact sheet is located in the Sturgeon Information section of the

	<p>binder and in the Sturgeon Information folder on the cd.</p> <ol style="list-style-type: none"> 6) Read through the facts together and analyze their physical characteristics using pictures. 7) Explain to students that their assignment is to create a fictional myth using an Atlantic sturgeon as their main character. 8) Students must create an original fictional myth. The myth must meet the criteria and explain how something in nature came to be by using Atlantic sturgeon in the story. 9) Distribute and review the rubric that will be used to grade each myth.
<p>Accommodations/ Modifications:</p>	<ul style="list-style-type: none"> • Preferential seating • Peer partnering/cooperative learning • Multiple step instructions/guidelines/strategy • Teacher check-ins • Refocusing • Checklists • Step-by-step written instructions • Scribing when necessary/alphasmarts

Students Collaborating to Undertake
Tracking Efforts for Sturgeon





Myth Criteria Paper

A myth is a made-up story that explains the existence of a natural phenomenon, such as why it thunders or why snow falls from the sky. A myth is a story with a purpose; trying to explain mysteries, supernatural events, and cultural traditions; or why the world is the way it is. Questions like who made the universe or what causes a storm could be answered through a myth. For early people, myths were considered a science because they explained how the world worked. Before humans found scientific explanations for things such as the moon, the sun, and rainbows, they tried to explain them or understand them by telling stories or myths. Myths may include gods or goddesses, supernatural characters, or other creatures that have special powers.

Steps to Creating a Myth

- 1. Pick out the natural phenomenon you want to write about** - Make it something that really interests you. If you live in the desert, you might want to think about the way a single rainstorm can cause a flood. If you live in the North, think about the way a snowstorm can cover the ground like an icy blanket. If you live near the ocean, consider the way the tide comes in and out each day. In other words, find something that is familiar to you or that you have observed.
- 2. Write down what is factual about the phenomenon** - Make a list of what you have observed or read. What are the smells, sights, and sounds connected to this natural phenomenon? If you are artistic, you might want to try drawing sketches or painting pictures. Think of yourself as a reporter, not a storyteller.
- 4. Brainstorm or create a pre-write** – Create a pre-write or graphic organizer of your ideas for your myth. List all possible explanations of your event or phenomenon using an Atlantic sturgeon as the main character. Draw a picture to help inspire you.
- 5. Ask yourself, WHAT IF?** Hop onto your image, and head off into myth land! Take a picture in your mind of what an aspect of the world would be like if certain events happened. Then use this "what if" to create a story that explains *why* the natural phenomenon exists. The story can be as fantastic as you want. You can pick almost anything – a rainy day, an earthquake, lightning — let your imagination run wild!

Name: _____

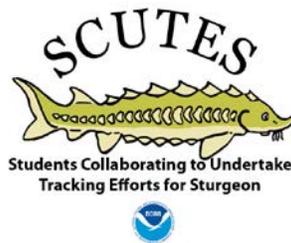
Myth Rubric

Explanation of natural phenomenon	_____ pts out of 25
Creativity in explanation	_____ pts out of 15
Originality of overall story	_____ pts out of 15
Grammar, spelling, and sentence structure	_____ pts out of 20
Use of descriptive language	_____ pts out of 10
Use of Atlantic sturgeon in story	_____ pts out of 15

Name: _____

Myth Rubric

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Myth Criteria Paper Example

Why the Sun Always Rises and Sets

by Edith Carson

Believe it or not, not all animals from the prehistoric era became extinct. Among the dinosaurs lived a fish species called Atlantic sturgeon. They are large creatures with rows of bony scales called scutes that run along their body. Back when the dinosaurs were around, the Earth was dark all the time because the Sun was underwater. This made Atlantic sturgeon sad, because it was difficult for them to find their way in the dark to their natal rivers so they could spawn. The Great Sturgeon, one of the largest Atlantic sturgeon that ever existed, had enough of the darkness, so one day he jumped up out of the water and into the sky. The Sun, which was under the water all the time back then, got caught on his scutes and she rose up with him out of the water. The Sun freed herself from the Great Sturgeon as gravity brought him back into the water so the Sun was still in the sky. All the creatures squinted, because they never seen such a light. Their eyes widened as they looked around, seeing things they had never seen without the shadow of darkness. All the Atlantic sturgeon were now able to migrate to their natal spawning rivers without ever getting lost or bumping into anything. This made the Great Sturgeon very happy.

After a while, however, the Great Sturgeon started noticing a problem. It was daylight all the time! The animals were having trouble sleeping, and predators were able to find their prey more easily. This was especially a problem for newly hatched Atlantic sturgeon. They were getting eaten by the larger fish constantly. So when it was about the right time for all the animals to rest, the Great Sturgeon jumped up out of the water into the sky again. As he started to fall back down, the Sun got caught on his scute again and she back fell down into the water with him. Nightfall was upon Earth once again, and the animals were able to rest and hide from predators. This made the Great Sturgeon very happy.

For years, the Great Sturgeon would bring up the Sun every day, and bring her back down every night till the Sun learned how to rise and set on her own. That's why to this day, the Sun always rises and sets, and Atlantic sturgeon jump fully up out of the water as if to say thank you to her.

The End