

Greek Mythology

Grade Level: Sixth

Written by: Gail Bryant, Taylor Elementary School, Hobbs, New Mexico
Heather Beschizza, Mills Elementary School, Hobbs, New Mexico

Length of Unit: 5 lessons

I. ABSTRACT

This unit continues to build on previous knowledge of Greek myths by introducing four new myths from the Core Knowledge *Sequence*. It will help students understand the symbolism in Greek Mythology and how the Greeks strove to answer ethical issues and explain the natural events in the world around them. The student will utilize the computer in creating a Power Point presentation and a newsletter that will demonstrate their newly acquired knowledge of the Greek myths studied.

II. OVERVIEW

- A. Concept Objectives
 - 1. Students will understand symbolism in Greek Mythology.
 - 2. Students will understand how Greeks explained natural events in the world around them, and tried to resolve ethical issues through storytelling.
- B. Content from the *Core Knowledge Sequence*
 - 1. Apollo and Daphne p. 136
 - 2. Orpheus and Eurydice p. 136
 - 3. Narcissus and Echo p. 136
 - 4. Pygmalion and Galatea p. 136
- C. Skill Objectives
 - 1. Students will analyze characters. (6.1H)
 - 2. Students will write a short play or dialogue story. (6.2E)
 - 3. Students will be exposed to literature of different cultures, including Greek myths. (6.3A)
 - 4. Students will participate in dialogue with peers and adults. (6.3B)
 - 5. Students will listen and respond. (6.3C)
 - 6. Students will make inferences. (6.6E)
 - 7. Students will utilize computer-aided instruction. (6.7J)
 - 8. Students will express ideas and opinions in a variety of settings. (6.9B)
 - 9. Students will utilize a variety of resources to access information. (6.10G)
 - 10. Students will write a friendly letter. (6.7F)
 - 11. Students will review concepts learned previously to help strengthen foundation for learning.
 - 12. Students will give an oral report to inform and entertain using appropriate speech techniques. (6.9)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. Evslin, Evslin, and Hoopes *The Greek Gods*
 - 2. Hirsh, Jr. E.D. *What Your Sixth Grader Needs to Know*
- B. For Students
 - 1. Knowledge of Greek Gods
 - 2. Previous exposure to Greek Myths

3. Basic Computer skills, i.e.: Internet, Power Point, Publisher, Word

IV. RESOURCES

A. Books

1. Evslin, Evslin, and Hoopes *The Greek Gods*. New York: Scholastic, 1966. ISBN 0-590-33456-5.
2. Hirsch, Jr. E.D. *What Your 6th Grader Needs To Know*. New York: Dell Publishing, 1993. ISBN 0-385-31467-1.
3. Hirsch, Jr. E.D. *Core Knowledge Sequence*. Canada: Core Knowledge Foundation, 1998, ISBN 1-890517-12-7.
4. Price, Sean Stewart *Ancient Greece*. New York: Scholastic Professional Books, 2000, ISBN 0-439-05919-4.
5. Russell, William Ed.D. *Classic Myths to Read Aloud*. New York: Three Rivers Press, 1989. ISBN 0-517-58837-4

B. Technology

1. Ancient Greece For Fun
<http://www.athenai.com/Themis>
2. Apollo and Daphne
<http://www.bulfinch.org/fables/bull3.html>
3. Daphne and Apollo by Cupid
<http://www.home.pacific.net.sg/~alexia/meaning/html>
4. Friendly Letter Format
<http://www.cenet.net/coalition/fourthgrade/help.items/friendly.letter.htm>
5. Narcissus and Echo
<http://www.bulfinch.org/fables/bull13.html>
6. Microsoft Office Classroom Tools
<http://microsoft.com/downloads/release.asp?ReleaseID=11022>
7. Story of Orpheus and Eurydice
http://www.artsmia.org/mythology/wm_qtaudio/orpheus.html
8. The Ancient Greek World
http://www.museum.upenn.edu/Greek_World/Index.html

C. Software

1. Word 2000, Microsoft Corporation, Seattle, Washington.
2. Power Point 2000, Microsoft Corporation, Seattle, Washington.
3. Publisher 2000, Microsoft Corporation, Seattle, Washington.
4. Microsoft Office Classroom Tools 1999, Microsoft Corporation, Seattle, Washington.

V. LESSONS

Lesson One: Review of Greek Myths

A. Daily Objectives

1. Concept Objective
 - a. Students will understand symbolism in Greek Mythology.
 - b. Students will understand how Greeks explained natural events in the world around them, and tried to resolve ethical issues through storytelling.
2. Lesson Content
 - a. Second grade Gods of Ancient Greece p. 45
 - b. Third grade Greek Myths p. 68
3. Skill Objectives

- a. Students will review concepts learned previously to help strengthen foundation for learning.
- b. Students will participate in dialogue with peers and adults. (6.3B)
- c. Students will listen and respond. (6.3C)
- d. Students will make inferences. (6.6E)
- e. Students will utilize computer-aided instruction. (6.7J)
- f. Students will express ideas and opinions in a variety of settings. (6.9B)
- g. Students will utilize a variety of resources to access information. (6.10G)

B. *Materials*

1. Pen and pencil
2. Paper
3. Scissors
4. Computer
5. In focus
6. Microsoft Publisher

C. *Key Vocabulary*

1. myth – a legendary story used to describe a supernatural being or event or explain a religious belief or practice
2. mythology – a collection of myths
3. god – a being possessing more than human powers
4. goddess – a female god

D. *Procedures/Activities*

1. The day before this lesson, hand out the Internet permission form to be signed by student and parent. (Appendix K)
2. Familiarize students with the role of gods and goddesses in the daily life of ancient Greece by going to the site: http://www.museum.upenn.edu/Greek_World/Index.html. As students read the sections, they should look for any connections to Greek gods and goddesses.
3. Have students make flash cards for each god and goddess (See appendix A). Laminate.
4. Distribute the sets of flash card pages to the students and have them cut out the cards.
5. Allow time for each student to study the characteristics of each god.
6. In pairs, have students flash cards to each other to quiz on identity of each god.
7. In cooperative groups, have students create a family-tree mural using Publisher. Students can draw the gods or find the images of each god on the Internet.

E. *Assessment/Evaluation*

1. Group family trees and observations of student participation using Class Participation Rubric. (Appendix B)

Lesson Two: Apollo and Daphne

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand symbolism in Greek Mythology.

- b. Students will understand how Greeks explained natural events in the world around them, and tried to resolve ethical issues through storytelling.
 - 2. Lesson Content
 - a. Apollo and Daphne p. 136
 - 3. Skill Objective
 - a. Students will analyze characters. (6.1H)
 - b. Students will be exposed to literature of different cultures, including Greek myths. (6.3A)
 - c. Students will participate in dialogue with peers and adults. (6.3B)
 - d. Students will listen and respond. (6.3C)
 - e. Students will make inferences. (6.6E)
 - f. Students will express ideas and opinions in a variety of settings. (6.9B)
 - g. Students will utilize a variety of resources to access information. (6.10G)
- B. *Materials*
 - 1. Paper and pencil
 - 2. Note cards
 - 3. Internet
 - 4. Encyclopedias
 - 5. Russell, William Ed.D. *Classic Myths to Read Aloud*. New York, Three Rivers Press, 1989. ISBN 0-517-58837-4
- C. *Key Vocabulary*
 - 1. Apollo – Greek god of the sun
 - 2. Daphne – mountain nymph, daughter of Penaeus
 - 3. nymph – one of a group of beautiful maidens said, in stories or poetry, who live in the forests, streams, mountains, and other outdoor places
 - 4. laurel – an evergreen tree of southern Europe, having smooth, stiff leaves that were used to make crowns for ancient heroes; represents honor and fame.
 - 5. Eros – Greek god of love
 - 6. Penaeus – Greek god of the river
 - 7. lyre – a stringed musical instrument used by the ancient Greeks
 - 8. quiver – a case for carrying arrows
- D. *Procedures/Activities*
 - 1. Students take turns reading the myth “Apollo and Daphne” orally in cooperative groups.
 - 2. Give each group one of the questions below:
 - a. What is the main conflict between Apollo and Eros?
 - b. Why does Daphne not love Apollo?
 - c. What does Daphne’s father, Penaeus expect from Daphne?
 - d. What is the significance of the laurel tree?
 - e. What does this myth attempt to explain?
 Give each group 5 minutes to discuss their question. Have a representative from each group address the whole class as to conclusions of their group’s discussion.
 - 3. Ancient Greece “Today” (talk show). Assign selected students (possibly an enrichment for gifted students) to represent main characters in the

- myth. These students will study their character to understand individual traits by using the Internet or other resources available to research characters. Assign a student to be the host. This student will need to develop an introduction to each character. Audience members (remaining students) will ask at least one question each of a character.
4. Daphne and Apollo by Cupid (optional – could be used for enrichment activity) Students can go to the site: <http://www.home.pacific.net.sg/~alexia/meaning/html>. Here, they can read the story, in play format, told from Cupid’s point of view. This would be a good introduction for an activity that will be done for the play writing activity in a future lesson.

E. *Assessment/Evaluation*

1. Using a rubric, (see appendices B and C) evaluate student participation in individual group activities and interaction in talk show activity.

Lesson Three: Orpheus and Eurydice

A. *Daily Objective*

1. Concept Objective

- a. Students will understand symbolism in Greek Mythology.
- b. Students will understand how Greeks explained natural events in the world around them, and tried to resolve ethical issues through storytelling

2. Lesson Content

- a. Orpheus and Eurydice p. 136

3. Skill Objective(s)

- a. Students will analyze characters. (6.1H)
- b. Students will write a short play or dialogue story. (6.2E)
- c. Students will be exposed to literature of different cultures, including Greek myths. (6.3A)
- d. Students will participate in dialogue with peers and adults. (6.3B)
- e. Students will listen and respond. (6.3C)
- f. Students will make inferences. (6.6E)
- g. Students will express ideas and opinions in a variety of settings. (6.9B)
- h. Students will utilize a variety of resources to access information. (6.10G)
- i. Students will write a friendly letter. (6.7F)

B. *Materials*

1. Pen and paper
2. Computer
3. Word processor

C. *Key Vocabulary*

1. Muses – nine goddesses who presided over learning and the art
2. Orpheus – son of the Muses
3. Eurydice – wife of Orpheus
4. Calliope – muse of music
5. River Styx – separates the land of the dead with the land of the living
6. Cerberus – three headed dog that guards the gates to hell/underworld
7. Hades – god of the underworld

D. *Procedures/Activities*

1. Listen to the myth Orpheus and Eurydice at the site:
http://www.artsmia.org/mythology/wm_qtaudio/orpheus.html.
 2. Students will read the myth about Orpheus and Eurydice silently.
 3. As a class, discuss characters and conflict in the myth.
 4. Review elements of writing a friendly letter.
 5. Independently, the students will write a rough draft letter as a friend of Orpheus, offering him sympathy and advice after he failed to bring back Eurydice from Hades.
 6. Students will edit and revise letters using word processor.
 7. Student letters will be displayed in hall exhibit.
 8. In cooperative groups, students will rewrite the myth in play form using dialog. Each group will present their play for the class.
- E. *Assessment/Evaluation*
1. Teacher will review and assess students' rough drafts and final letters. (Appendix D)
 2. Teacher will observe participation in group activity and final presentations of plays. (Appendices B and E)

Lesson Four: Echo and Narcissus

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand symbolism in Greek Mythology.
 - b. Students will understand how Greeks explained natural events in the world around them, and tried to resolve ethical issues through storytelling
 2. Lesson Content
 - a. Echo and Narcissus p. 136
 3. Skill Objectives
 - a. Students will analyze characters. (6.1H)
 - b. Students will be exposed to literature of different cultures, including Greek myths. (6.3A)
 - c. Students will participate in dialogue with peers and adults. (6.3B)
 - d. Students will listen and respond. (6.3C)
 - e. Students will make inferences. (6.6E)
 - f. Students will express ideas and opinions in a variety of settings. (6.9B)
 - g. Students will utilize a variety of resources to access information. (6.10G)
 - h. Students will give an oral report to inform and entertain using appropriate speech techniques. (6.9A)
- B. *Materials*
1. Paper and pencil
 2. White construction paper
 3. Crayons/markers/colored pencils
 4. Computer
 5. Encyclopedias
 6. Russell, William Ed.D. *Classic Myths to Read Aloud*. New York, Three Rivers Press, 1989. ISBN 0-517-58837-4
- C. *Key Vocabulary*

1. Narcissus – a charming youth with whom all the young girls feel in love with
 2. Echo – young nymph
 3. Juno – queen of the gods
 4. Olympus – home of the gods
 5. Jupiter – father of the gods
 6. Narcissistic – excessive interest in oneself
- D. *Procedures/Activities*
1. With partners, students will read the myth *Echo and Narcissus* taking turns reading to each other.
 2. Have each student in the pair take one of the main characters and find out who their character is and what significance he or she plays in the myths.
 3. Upon completion of their research, have each student or pair present a short oral report to the class.
 4. Students will formulate a theory as to what natural occurrence is being portrayed in this myth.
 5. Have students search Internet for information/pictures of the narcissus flower. Draw a picture and write a short paragraph about the narcissus.
- E. *Assessment/Evaluation*
1. Take a grade on the picture, paragraph, and oral report on character. (Appendix B)

Lesson Five: Pygmalion and Galatea

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand symbolism in Greek Mythology.
 - b. Students will understand how Greeks explained natural events in the world around them, and tried to resolve ethical issues through storytelling.
 2. Lesson Content
 - a. Pygmalion and Galatea p. 136
 3. Skill Objectives
 - a. Students will analyze characters. (6.1H)
 - b. Students will be exposed to literature of different cultures, including Greek myths. (6.3A)
 - c. Students will participate in dialogue with peers and adults. (6.3B)
 - d. Students will listen and respond. (6.3C)
 - e. Students will make inferences. (6.6E)
 - f. Students will utilize computer-aided instruction. (6.7J)
 - g. Students will express ideas and opinions in a variety of settings. (6.9B)
 - h. Students will utilize a variety of resources to access information. (6.10G)
- B. *Materials*
1. Paper and pen
 2. Crayons/markers/map pencils
 3. Computer with Internet
- C. *Key Vocabulary*
1. Pygmalion – a sculptor in Ancient Greece

2. Galatea – a sculpture made by Pygmalion that came to life because of his love her
3. Aphrodite – goddess of love
4. Sculptor – a person who forms statues
5. Sculpture – the act or process of making statues by carving or chiseling, as wood or stone, by modeling, as clay, or by casting, as molten metals or plaster

D. *Procedures/Activities*

1. Teacher will read the myth Pygmalion and Galatea aloud to the class.
2. Discuss with the class the underlying meaning of the story (love conquers all: love makes you real).
3. Tell the students that they are famous reporters and they have been given exclusive rights for an interview with Pygmalion or Galatea. What information would their readers want to know? Students will then write a news article based on this ‘interview’. (This will later be used in a newsletter that will be used for an accumulative activity).
4. Students will write an obituary for Pygmalion. This will also be used in the newsletter.
5. Students will develop a comic strip with at least 4 panels of art and dialogue depicting the myth. This comic strip will be included in the students’ newsletters.

VI. CULMINATING ACTIVITY

1. Do a word search puzzle of all of the key vocabulary (Appendix L)
2. Students will in pairs, develop a Power Point presentation on one of the 4 myths read. The students will have requirements (Appendix F) of what is expected to be found in the presentation. After they have done the research and a storyboard (Appendix H), they can begin using the computer to create their presentation. Remind students to keep a site page to list all their sources. Teacher will evaluate presentation with a Power Point Rubric. (Appendix G)
3. Have students make up a newsletter informing their parents of an upcoming Greek Myth night. The students will have requirements (Appendix I) of what is expected to be found in the newsletter. After they have done a rough draft, they can begin using Publisher to create their newsletter. They will use the article and obituary about Pygmalion. Remind students to keep a site page to list all their sources. Teacher will evaluate presentation with a Newsletter Rubric. (Appendix J)

VII. HANDOUTS/WORKSHEETS

Appendices A - L

VIII. BIBLIOGRAPHY

A. RESOURCES

E. Books

1. Evslin, Evslin, and Hoopes *The Greek Gods*. New York: Scholastic, 1966. ISBN 0-590-33456-5.
2. Hirsch, Jr. E.D. *What Your 6th Grader Needs To Know*. New York: Dell Publishing, 1993. ISBN 0-385-31467-1.

3. Hirsch, Jr. E.D. *Core Knowledge Sequence*. Canada: Core Knowledge Foundation, 1998, ISBN 1-890517-12-7.
4. Price, Sean Stewart *Ancient Greece*. New York: Scholastic Professional Books, 2000, ISBN 0-439-05919-4.
5. Russell, William Ed.D. *Classic Myths to Read Aloud*. New York: Three Rivers Press, 1989. ISBN 0-517-58837-4

F. Technology

1. Ancient Greece For Fun
<http://www.athenai.com/Themi>
2. Apollo and Daphne
<http://www.bulfinch.org/fables/bull3.html>
3. Daphne and Apollo by Cupid
<http://www.home.pacific.net.sg/~alexia/meaning/html>
4. Friendly Letter Format
<http://www.csnet.net/coalition/fourthgrade/help.items/friendly.letter.htm>
5. Narcissus and Echo
<http://www.bulfinch.org/fables/bull13.html>
6. Microsoft Office Classroom Tools
<http://microsoft.com/downloads/release.asp?ReleaseID=11022>
7. Story of Orpheus and Eurydice
http://www.artsmia.org/mythology/wm_qtaudio/orpheus.html
8. The Ancient Greek World
http://www.museum.upenn.edu/Greek_World/Index.html

Appendix A

name of god	picture of god or goddess	Parents: Married: Home: Title: Weapon of Choice: Symbols: Powers: Background: Pastimes:
name of god	picture of god or goddess	Parents: Married: Home: Title: Weapon of Choice: Symbols: Powers: Background: Pastimes:
name of god	picture of god or goddess	Parents: Married: Home: Title: Weapon of Choice: Symbols: Powers: Background: Pastimes:

Appendix B

Appendix B

Evaluating Presentations					
Greek Mythology					
	1	2	3	4	Total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
				Total Points:	

Adapted from:

http://canadateachers.about.com/aboutcanada/canadateachers/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.ncsu.edu%2Fmidlink%2Frub_pres.html

Appendix C
Role Play Rubric
Greek Mythology



Student: _____ Teacher: _____

Title: _____ Other Group Members: _____

Date: _____

Scoring criteria	9-10 Excellent	8 Good	7 Needs Some Improvement	6 Needs Much Improvement	5 and below N/A
------------------	-------------------	-----------	--------------------------------	--------------------------------	-----------------------

Interpret characters by speaking and moving					
Creativity					
Ability to hold the audience attention					
Uses feeling and expression					
Varies intonation					
Presents characters appropriately					
Remains true to the character					
Ability to improvise and use movement					
Appropriate behavior in setting					
Participation in group					

Scale:

90-100 A Excellent

80-99 B Good

70-79 C Needs Some Improvement

60-69 D Needs Much Improvement

Below 60 F Not Appropriate

Total:

Comments

Adapted from: <http://www.texashte.com/html/rolerub.htm>

Appendix D

Heading

This includes the address, line by line, with the last line being the date. Skip a line after the heading. The heading is indented to the middle of the page.

Greeting

The greeting always ends with a comma. The greeting may be formal, beginning with the word “dear” and using the person’s given name or relationship, or it may be informal if appropriate.

Body

Also known as the main text. This includes the message you want to write. Normally in a friendly letter, the beginning of paragraphs is indented. If not indented, be sure to skip a space between paragraphs. Skip a line after the greeting and before the closing.

Closing

This short expression is always a few words on a single line. It ends in a comma. It should be indented to the same column as the heading. Skip one to three spaces (two is usual) for the signature line.

Signature

Type or print your name. The handwritten signature goes above this line and below the closing. The signature line and the handwritten signature are indented to the same column as the closing. The signature should be written in blue or black ink. If the letter is quite informal, you omit the signature line as long as you sign the letter.



**Appendix E
Drama Rubric
Greek Mythology**

Student: _____ Teacher: _____

Title: _____ Other Group Members: _____

Date: _____

Scoring criteria	9-10 Excellent	8 Good	7 Needs Some Improvement	6 Needs Much Improvement	5 and below N/A
------------------	-------------------	-----------	--------------------------------	--------------------------------	-----------------------

Interpret characters by speaking and moving					
Creativity					
Ability to hold the audience attention					
Role-plays scene with feeling and expression					
Varies intonation					
Presents characters appropriately					
Interrupts setting correctly					
Ability to improvise and use movement					
Adaptation of myth to play format					
Participation in group					

Scale:
 90-100 A Excellent
 80-99 B Good
 70-79 C Needs Some Improvement
 60-69 D Needs Much Improvement
 Below 60 F Not Appropriate
 Comments:

Total:

Adapted from: <http://www.texashte.com/html/rolerub.htm>

Appendix F

Requirements for Student PowerPoint Presentation



1. Data is complete and error free
2. Sources are used from the Internet, books, and encyclopedias and are properly cited.
3. Storyboard and or outline is presented before getting on computer
4. Each slide is easy to understand, have no more than 3 graphics
5. Animation is not overdone, and sound don't distract from the data
5. Slides are original and visually attractive



Appendix G

**Greek Mythology
SCORING RUBRIC Power Point**
Student _____

Date _____

	VALUE	PEER EVAL	TEACHER EVAL
CONTENT			
• Data complete and error free	10		
• Each slide clearly summarizes unit activity	15		
• Multiple sources are used (from Internet as well as books, encyclopedias, etc)	10		
DESIGN			
• Clear plan of organization (storyboard and or outline)	10		
• Slides are easy to understand	10		
• Graphics support text	5		
• Animations are consistent	5		
• Sounds add to presentation and don't distract from material	5		
CREATIVITY AND ORIGINALITY			
• Unique	10		
• Fresh and original	10		
• Presentation is visually attractive (backgrounds, fonts, and clipboards are coordinated and appropriate)	10		
TOTAL POINTS	100		
Grade			

Reviewed by: _____

Appendix H

PowerPoint Storyboard

Slide 1 Title: 	Slide 2 Title:
Slide 3 Title: 	Slide 4 Title:

Slide 5

Title:

Slide 6

Title:

Appendix I
Requirements for Newsletter

1. At least two articles, obituary, and comic strip
2. Use vocabulary words
3. Title/Logo
4. Article titles
5. Graphics support text
6. Use personnel artwork
7. Table of Contents
8. Quotation
9. Correct spelling and grammar
10. Visual presentation is attractive



Appendix J

Greek Mythology SCORING RUBRIC Newsletter



Student _____ Date _____

	TOTAL VALUE	PEER EVAL	TEACHER EVAL
CONTENT			
• Two articles	10		
• Each article clearly summarizes unit activity	15		
• Use of vocabulary	10		
LAYOUT			
• Title / Logo	5		
• Article titles	10		
• Graphics support text	5		
• Use of digital photographs and personnel artwork	5		
• Table of Contents	5		
• Quotation	5		
ORGANIZATION			
• Spelling	10		
• Grammar	10		
• Presentation is visually attractive	10		
TOTAL POINTS	100		
Grade			

Reviewed by: _____

Appendix K

(Name of your school)

Name of Child _____

Teacher/Classroom _____

As part of our Internet program here at (*your school name*), we are adding class pages and student work to our website located at (*Your web address*) In order to publish student artwork, writing or photo, we need to have parent or legal guardian permission.

These guidelines will be followed:

- No individual photos of your child will be published without additional consent.
- No personal information about the students, such as last name, home address or telephone number will be published.
- All student work and/or photos will appear with a copyright notice prohibiting the copying of student's work and /or photos without express written permission.
- If anyone should request such permission, those requests will be forwarded to the child and their parents/guardians.
- The copyright of the work will still belong to the student.
- A copy of all student work that is published to the Internet will be printed and sent home for parents to see.

Please complete this section and return it to the school.

I understand that my child's artwork, writing and/or class photo will be considered for publication on the Internet.

		I grant permission for the WWW publishing based on the guidelines listed above. Please check either Yes or No for all of the following:
Yes	No	
		My Child's artwork .
		My Child's writing .
		My child in a group or class photo .

Parent Name: _____

Parent Signature: _____ Date _____

I, the student, also give my permission for such publishing.

Student Signature _____ Date _____

Appendix L



Customize...

Create New Puzzle

S	N	P	H	H	U	A	T	V	S	B	K	W	U	J	Z	W	B	Y	J
N	T	B	P	M	H	Q	Q	G	H	V	V	P	Z	X	F	S	Z	G	N
C	Z	R	A	O	C	C	U	H	B	H	J	H	Y	Z	K	H	E	E	Q
K	K	S	I	Q	F	E	P	C	L	X	G	U	J	H	X	Q	Q	L	C
O	S	X	V	A	O	X	L	R	N	N	M	J	K	H	B	G	Z	B	K
J	M	E	M	G	Q	O	E	Y	R	N	K	C	U	L	T	P	V	A	F
B	C	I	D	A	N	R	O	V	C	E	R	L	J	D	S	Y	N	C	T
K	M	M	F	I	C	P	E	Y	C	L	H	W	T	H	R	G	C	A	I
U	H	G	M	G	I	B	M	F	W	P	T	Y	I	O	C	Q	K	Y	C
Y	Q	J	D	M	F	Z	D	A	I	O	X	N	K	W	V	R	S	Z	I
M	K	S	E	K	O	V	O	L	N	F	Q	M	R	X	J	H	H	D	N
F	P	J	W	M	E	R	T	P	U	E	V	F	Y	B	B	U	J	M	D
D	E	B	S	N	O	F	M	T	T	K	X	T	C	Q	S	A	L	K	H
Z	U	S	K	T	H	J	L	Y	D	Q	J	C	E	C	L	Y	O	M	Z
F	J	K	H	N	D	N	Z	O	X	R	L	S	B	T	S	M	E	F	I
U	B	N	T	U	I	Z	U	R	X	W	K	D	Y	U	S	K	A	E	E
N	K	C	H	Q	W	M	E	X	J	I	U	F	L	G	W	P	J	K	W
P	Y	N	I	W	G	G	E	J	A	T	V	H	S	K	V	T	L	C	K
I	S	I	U	D	P	Y	G	Y	C	Z	Q	P	X	O	G	W	B	L	T
G	J	K	N	H	P	F	C	X	C	Q	X	G	Y	W	L	M	U	V	J

Find these words:

mythology
god
goddess
apollo
daphne
nymph
laurel

eros
penaeus
lyre
quiver
orpheus
eurydice
calliope

river styx
hades
narcissus
echo
juno
olympus
jupiter

pygmalion
galatea
sculpture

