

GREEK MYTHOLOGY

Research Assignment



Handouts for the assignment, including a rubric for oral presentation.

Rubric for Oral Presentation

Score	1 (Poor)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)
Content	Presenter does not understand the topic and does not use any research.	Presenter understands the topic but does not use any research.	Presenter understands the topic and uses some research.	Presenter understands the topic and uses a lot of research.	Presenter understands the topic and uses a lot of research.
Technique	Presenter does not use any research and does not use any research.	Presenter does not use any research and does not use any research.	Presenter does not use any research and does not use any research.	Presenter does not use any research and does not use any research.	Presenter does not use any research and does not use any research.
Visuals if appropriate	Presenter does not use any research and does not use any research.	Presenter does not use any research and does not use any research.	Presenter does not use any research and does not use any research.	Presenter does not use any research and does not use any research.	Presenter does not use any research and does not use any research.

Name _____

Date _____

Greek Mythology Research Assignment

Directions: Everyone in the class has been assigned a different god, goddess, creature or human being from Greek Mythology. You must research them and make a five-minute presentation based upon the mythological character that you have selected. You must answer the following questions in your presentation:

1. If you have selected a god or goddess please indicate what they are the god or goddess of and what special powers they possess.
2. Your character might be considered a demigod or half -god. A lot of the Greek gods liked to have love affairs with human beings, which created superior human beings. If you have selected a character that is a demigod what is his/her special power? Who are his/her parents?
3. If you have selected a creature or a human being you must find out the story behind them. Why are they important? What is unique about them?
4. What moral was learned from a story associated with your character from mythology? (A brief summary of a story associated with your character would be a good idea to include in your presentation.)
5. Why did the Greeks (and people from other nations) come up with these myths? Why do you think these stories still exist today?

This assignment is due _____

Zeus	Midas
Hera	Minos
Poseidon	Odysseus
Helen of Troy	Orion
Heracles	Paris
Medusa	Perseus
Achilles	Priam
Aphrodite	Hephaestus
Apollo	Persephone
Pandora	Cronus
Athena	Ares
Artemis	Chaos
Demeter	Cerberus
Polyphemus	Hermes
Hestia	Dionysus
Agamemnon	Hecate
Daedalus	Iris
Hector	Nike
Icarus	Triton
Medea	Hades

Rubric for Oral Presentation

Grade	A (90-100)	B (80-89)	C (70-79)	D/F (55-69)
Content	Presentation accurate and well organized. Notes complete and well organized.	Presentation accurate. Notes accurate.	Presentation confusing. Manner is casual.	Incomplete and/or incorrect.
Technique	Eye contact with audience. Well prepared. Easy to hear and understand.	Some eye contact. Reads from notes. Able to be heard and understood.	Poorly prepared. Hard to read from notes. Disorganized. Inaudible or hard to hear.	Not prepared. Missing or incomplete notes. Inaudible
Visuals (if appropriate)	Appropriate. Well prepared. Referred to and explained during presentation.	Small visuals that are appropriate.	No visuals	No visuals

Comments: _____

Overall Grade _____

Name: _____ Date: _____

Peer Evaluation of Presentation

Please complete a section for each of your classmates who are presenting his/her projects.

Name of presenter: _____

Something I learned from this presentation:

Additional comments:

Name of presenter: _____

Something I learned from this presentation:

Additional comments:

Name of presenter: _____

Something I learned from this presentation:

Additional comments:

Name of presenter: _____

Something I learned from this presentation:

Additional comments:

Name of presenter: _____

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Comments: _____

Name of presenter: _____

Something I learned from this presentation:

Comments: _____

Name of presenter: _____

Something I learned from this presentation:

Comments: _____

Name of presenter: _____

Something I learned from this presentation:

Comments: _____

Common Core Standards Addressed in This Activity:

6th Grade

CCSS.ELA-Literacy.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources

CCSS.ELA-Literacy.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

CCSS.ELA-Literacy.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 [here](#) for specific expectations.)

7th Grade

CCSS.ELA-Literacy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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.

CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CCSS.ELA-Literacy.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 [here](#) for specific expectations.)

8th Grade

CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CCSS.ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 [here](#) for specific expectations.)

9th and 10th Grade

CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 [here](#) for specific expectations.)

11th and 12th Grade

CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)

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