

One-Week Lesson Plan: Create Your Own Greek God!

Materials Needed:

- A child-friendly book of Greek Myths (such as *D'Aulaires' Book of Greek Myths* or similar)
 - Large drawing paper or a sketchbook
 - Pencils, colored pencils, markers, or crayons
 - Modeling clay or play-dough
 - A small notebook or journal for a "Mythology Log"
 - Scissors and glue
 - Optional: Shoebox, craft sticks, fabric scraps, and other craft supplies for a diorama
 - Printed "New God Application" worksheet (template described in Day 4)
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Day 1: Welcome to Mount Olympus

- **Topic Focus:** The Gods & Their Domains
 - **Learning Objectives:**
 - Student will identify at least three major Olympian gods and their domains (e.g., Zeus - sky, Poseidon - sea, Hades - underworld).
 - Student will understand that gods have specific symbols and personalities.
 - **Activity: "God Symbol Sculpting"**
 1. Read the introductory chapters of your Greek myth book, focusing on the main Olympians. As you read, have the student jot down gods, their domains (what they rule over), and their symbols in their Mythology Log.
 2. Discuss what makes these figures "gods." What are their powers? What are their personalities like? (e.g., Zeus is powerful but has a temper; Hera is queenly but gets jealous).
 3. Choose one or two gods from the reading. Using modeling clay or play-dough, the student will sculpt that god's primary symbol (e.g., a lightning bolt for Zeus, a trident for Poseidon, a helmet of invisibility for Hades).
 - **Discussion Questions:**
 - If you could be the god/goddess of anything, what would it be? Why?
 - Which god's symbol do you think is the coolest? What makes it a good symbol for them?
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Day 2: What Makes a Hero?

- **Topic Focus:** Greek Heroes & Their Quests
 - **Learning Objectives:**
 - Student will describe the key elements of a hero's journey (a difficult quest, a monstrous foe, help from the gods).
 - Student will create a visual narrative of a hero's story.
 - **Activity: "Hero's Quest Comic Strip"**
 1. Read a myth about a famous hero, like Heracles (Hercules), Perseus, or Theseus. Focus on the challenges they faced and how they overcame them.
 2. In their Mythology Log, have the student list the hero's main tasks or major events of the story.
 3. Take a large piece of paper and fold it into 4 or 6 squares. The student will create a
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simple comic strip telling the story of the hero's quest. They should include a panel for the beginning (the call to adventure), the middle (the main challenge), and the end (the triumphant return). Encourage them to use speech bubbles and captions.

- **Discussion Questions:**

- What is the difference between a god and a hero?
- Do you think the hero could have succeeded without help? Why is teamwork (even with gods) important?
- What makes someone a hero in our world today?

Day 3: Designing a Monster

- **Topic Focus:** Mythical Creatures & Monsters

- **Learning Objectives:**

- Student will identify at least two Greek monsters and their unique features.
- Student will creatively combine animal or human features to design an original monster.

- **Activity: "Invent-a-Monster"**

1. Read about a few famous Greek monsters, like the Minotaur, Medusa, or a Hydra. Talk about what makes them scary or dangerous. Notice how they are often a mix of different animals or beings (e.g., Minotaur = man + bull).
2. The student will now invent their own monster! In their sketchbook, they will draw their creation.
3. In their Mythology Log, they will write a short description of their monster, including:
 - Its name.
 - What it's made of (e.g., head of a shark, body of a bear, wings of an eagle).
 - Its special powers (e.g., breathes fire, can turn invisible).
 - Its weakness (every monster has one!).

- **Discussion Questions:**

- Why do you think the Greeks created stories with such scary monsters?
- If your monster were in a story, would it be a villain, or would it just be misunderstood?

Day 4: A New God is Born!

- **Topic Focus:** Synthesizing Knowledge & Creation

- **Learning Objectives:**

- Student will apply their knowledge of domains, symbols, and personalities to design an original god or goddess.
- Student will articulate the key attributes of their creation in a structured format.

- **Activity: "New God Application"**

1. Review the concepts from the week: gods and their domains, heroes and their quests, and monsters. Explain that today, the student will create their very own god or goddess who could live on Mount Olympus.
2. Create and print a simple "New God Application" worksheet with the following fields:
 - **Name of God/Goddess:**
 - **Domain (What you rule over):** (e.g., God of Lost Socks, Goddess of Whispers, God of Brave Dogs)
 - **Your Symbol:** (Describe and draw it)
 - **Personality:** (Are you wise, funny, grumpy, kind?)
 - **Powers & Abilities:** (What can you do?)
 - **Who are your friends on Olympus? Who is your rival?**
 - **What kind of hero would you help on a quest?**

3. The student will fill out the application for their new deity. This is the planning phase for tomorrow's final project.

- **Discussion Questions:**

- What job would your god have in our modern world?
- What kinds of things would people pray to your god for?

Day 5: Presenting to the Pantheon

- **Topic Focus:** Creative Presentation & Storytelling

- **Learning Objectives:**

- Student will confidently present their original god/goddess to an audience.
- Student will create a tangible representation of their god/goddess and a short myth about them.

- **Activity: "Myth-Making & Showcase"**

1. Using the "New God Application" from yesterday, the student will bring their god to life! They can choose one or more of the following:

- **Draw a Portrait:** Create a large, colorful drawing of the god/goddess in their home (on Olympus, in the sea, etc.), holding their symbol.
- **Write a Myth:** Write a short story (a "mini-myth") in their Mythology Log about their god. It could be about how they got their powers, or a time they helped a hero fight the monster created on Day 3.
- **Build a Temple:** Create a shoebox diorama of a temple dedicated to their god/goddess.

2. At the end of the lesson time, the student will present their project. They should introduce their god/goddess, explain their domain and symbols, and share the portrait, myth, or diorama they created.

- **Discussion Questions (for after the presentation):**

- What was your favorite part about creating your own god?
- What other stories could you tell about your god?

Differentiation & Inclusivity

- **For Extra Support:** Focus more on the drawing and building activities. Provide story starters or sentence frames for the writing portions. Read the myths aloud together and pause frequently to check for understanding.
- **For an Advanced Challenge:** Encourage more detailed writing, such as a longer myth with dialogue. Have the student research a lesser-known god or creature and present their findings. They could create a whole family of gods or design a complex quest for a hero to complete for their new god.
- **Inclusivity:** Discuss how different cultures have their own mythologies (Norse, Egyptian, Roman, etc.). Emphasize that these stories were ways for people to explain the world around them. When creating a god, encourage the student to think beyond traditional appearances and personalities.

Assessment

Assessment is based on the creative application of concepts, not rote memorization. Use the final Day 5 project as a summative assessment.

- **Formative (Daily):** Observe the student's participation in discussions, review their Mythology Log entries, and see their daily creations (sculptures, comics). Are they grasping the core ideas

of domain, symbol, and quest?

- **Summative (Day 5 Project):** Evaluate the final presentation using a simple checklist:
 - ☐ Did the student create an original god/goddess?
 - ☐ Does the god have a clear domain and symbol?
 - ☐ Is the god's personality defined?
 - ☐ Was the final project (drawing, story, or diorama) completed with effort and creativity?
 - ☐ Was the student able to explain their creation clearly?