**TITLE: BROCHURE**

The Colossal Colon Ad Agency wants to hire you as a GREEK AND ROMAN GODS consultant to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(company name). Before you can collect your wages from the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Bureau, you must produce a brochure. The owner of the consulting agency bureau, Ms. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, has informed you that in order to earn the contract, you must make a table of the following information comparing Greek and Roman gods according to their rank and function , their jobs, a short story about them with mortals , and their family connections. For insurance considerations, you must also discreetly mention any possible dangers or special precautions that people interacting with them may encounter when visiting with them. Your tour should include one of the following information: A comparison table of the Greek and Roman gods, **compare and contrast signal words**: *like* and *however*; **DIGESTIVE, RESPIRATORY, SKELETAL, MUSCULAR, NERVOUS, URINARY, CIRCULATORY and IMMUNE.** ***MAKE SURE YOU HAVE A BIBLIOGRAPY***. Use *BibMe.org*, Chicago Style.

**Common Core Objective:**

1. 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
2. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table.
3. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**WiDA Objective**: Language of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Choose: Social and Instructional, Language Arts, Social Studies, Science, Mathematics)

**FORMAT:**

* Use regular 8 ½”X11”paper- can be any color
* Should be folded into 3 sections- having a total of six columns
* The key feature is to give an overall sense of the organization and function of the Greek and Roman gods belief system. You may use drawings, computer graphics, and photographs of actual organs, pictures from magazines, journals, or books to help in your advertisement of each deity. Whenever possible, type all written parts of the brochure. LET YOUR IMAGINATION RUN WILD!
* Each person will orally present their brochure to the class, and we will vote on which person gets the contract and earns the total wages!

BIBLIOGRAPHY

Possible dangers of dealing with the deity

PICTURE

NAME

Greek and Roman God Table

A story about the birth of the deity and/or family

What is the job of the deity?

**OUTSIDE**

**INSIDE**

**EXTRA CREDIT:** (Worth 25 points) Write a short story about meeting these deities as you share a meal and describe what you did when you met them. Put it in the INSIDE RIGHT section of the brochure.

**EXAMPLE GREEK AND ROMAN GOD TABLE**

|  |  |
| --- | --- |
| **Greek God: Name, Area, Personality Characteristic** | **Roman God, Name, Area, Personality Characteristic** |
| **Aphrodite:** Love, Loving | **Venus:** Love, Loving |

THE FOLLOWING INFORMATION IS TO BE PUT INTO THE BROCHURE. YOU DO NOT HAVE TO INCLUDE ALL QUESTIONS, EXCEPT **YOU MUST INCLUDE QUESTION NUMBERS FOR ALL DEITIES!!**

**Zeus/Jupiter**

1. Identify the god/goddess and get a picture of them.
2. Tell a story about their birth and/or their family.
3. Describe their area and job.
4. Identify the dangers of dealing with them to mortals with cause and effect signal words **If…then**?

**VOCABULARY TO BE INCLUDED IN THE BROCHURE:**

*God, goddess, pursuit, father, husband, son, character, job*

 **Hera/Juno**

1. Identify the god/goddess and get a picture of them.
2. Tell a story about their birth and/or their family.
3. Describe their area and job.
4. Identify the dangers of dealing with them to mortals with cause and effect signal words **If…then**??

**VOCABULARY TO BE INCLUDED IN BROCHURE:**

*God, goddess, pursuit, mother, wife, daughter, character, job*

**Athena/Minerva**

1. Identify the god/goddess and get a picture of them.
2. Tell a story about their birth and/or their family.
3. Describe their area and job.
4. Identify the dangers of dealing with them to mortals with cause and effect signal words **If…then**?

**VOCABULARY TO BE INCLUDED IN THE BROCHURE:**

*God, goddess, pursuit, mother, wife, daughter, character, job*

**Apollo/Apollo**

1. Identify the god/goddess and get a picture of them.
2. Tell a story about their birth and/or their family.
3. Describe their area and job.
4. Identify the dangers of dealing with them to mortals with cause and effect signal words **If…then**?

**VOCABULARY TO BE INCLUDED IN THE BROCHURE:**

*God, goddess, pursuit, father, husband, son, character, job*

**Aphrodite/Venus**

1. Identify the god/goddess and get a picture of them.
2. Tell a story about their birth and/or their family.
3. Describe their area and job.
4. Identify the dangers of dealing with them to mortals with cause and effect signal words **If…then**?

**VOCABULARY TO BE INCLUDED IN BROCHURE:**

*God, goddess, pursuit, mother, wife, daughter, character, job*

**Poseidon/Neptune**

1. Identify the god/goddess and get a picture of them.
2. Tell a story about their birth and/or their family.
3. Describe their area and job.
4. Identify the dangers of dealing with them to mortals with cause and effect signal words **If…then**?

**VOCABULARY TO BE INCLUDED IN THE BROCHURE:**

*God, goddess, pursuit, father, husband, son, character, job*

**Hades/Pluto**

1. Identify the god/goddess and get a picture of them.
2. Tell a story about their birth and/or their family.
3. Describe their area and job.
4. Identify the dangers of dealing with them to mortals with cause and effect signal words **If…then**?

**VOCABULARY TO BE INCLUDED IN THE BROCHURE:**

*God, goddess, pursuit, father, husband, son, character, job*

**Hermes/Mercury**

1. Identify the god/goddess and get a picture of them.
2. Tell a story about their birth and/or their family.
3. Describe their area and job.
4. Identify the dangers of dealing with them to mortals with cause and effect signal words **If…then**?

**VOCABULARY TO BE INCLUDED IN THE BROCHURE:**

*God, goddess, pursuit, father, husband, son, character, job*

## Greek and Roman Deity Tour

**SEVEN POINT ASSESSMENT**
1= the element described is missing
3= the element is present, but does not meet standard described
5= the element is present and meets standard, but needs some revision or improvement
7= the element is present and meets or exceeds the standard and no revision is recommended

**Content**

1   3   5   7   Information presented is accurate, factual, and relevant to the specific topic

1   3   5   7   Research is in-depth and covers major deities and required topic areas

1   3   5   7   Time, energy, effort, enthusiasm, and group commitment to the project are evident

1   3   5   7   Project shows mastery of structure and function of deity information

1   3   5   7   Interrelationships between deities are clearly depicted and explained

**Travel Brochure**

1   3   5   7   Travel brochure is neat and shows thought and effort

1   3   5   7   Travel brochure clearly illustrates all structures, functions, and risks associated with relationships to the deities.

1   3   5   7   Travel brochure exhibits creativity

1   3   5   7 Travel brochure contains deity information.

**Oral presentation**

1   3   5   7   Presentation is smooth and shows evidence of preparation

**Peer and Self Evaluation**

**Peer Evaluation**

1   2   3   4    Evaluations show thought and effort

**\_\_\_\_\_\_\_\_\_\_\_Total Points**

**CRITERION TO BE ASSESSED**

**COMMUNICATION-** Students should be able to communicate scientific observations, ideas, arguments, and practical experiences using appropriate scientific vocabulary, language and conventions

 **SCIENTIFIC KNOWLEDGE AND CONCEPTS**- Students are expected to have knowledge and understanding of the scientific information encountered during this course. They should be able to comment on the nature of science and appreciate that over time factual knowledge can change. Students should be able to select and use appropriate information to solve problems.

**PROCESSING DATA-** Students should be able to organize qualitative and quantitative data, to transform data from a variety of sources into diagrammatic form and to draw and explain appropriate conclusions.

PEER EVALUATOR:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NAME OF EVALUATOR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ RATING: \_\_\_\_\_\_\_\_

Possible Ratings: (1) Poor (5) Average (10) Excellent

RATIONALE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_