

Creation Myth

Formal Grade: 200 points

Due: Tuesday, 9/9/14

Creation Myths were created by early people to “*explain the unexplainable.*” Usually these unexplainable things were natural occurrences such as lightning, storms, the sun or the wind. In this assignment, you will be creating your own creation myth. Choose a natural occurrence and explain how it came to be. *This is NOT designed to be a factual story, nor is it designed to replace your religious beliefs.* Be creative but please make sure it follows the concept of a creation myth. Below is the grading rubric so you know what to include.

- Typed Final Copy (12pt. font, Times New Roman, double- spaced, 500 word min)
- Full Page color illustration completed on NB page 6

CATEGORY	4	3	2	1
Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.
Requirements	12 point font, double spaced, a minimum of 500 words. Heading in the upper right corner: Full Name, Date, Color of class	Almost all (about 90%) the written requirements were met.	Most (about 75%) of the written requirements were met, but several were not.	Many requirements were not met.
Content	Fully explain the creation of what happened in nature (blame it on the Gods).	Mostly explain your myth, but not fully explaining your theory.	Explaining something that wasn't part of nature (example, a man-made structure).	Requirements for your creation myth were not met.
Overall	You have an effective idea that makes complete sense with a clear creation myth explained.	Most of your myth was sensible, though part of was confusing or got off topic.	A majority of the myth was confusing and was hard to understand what they myth was.	Requirements for explaining your myth were not met.

Myth Rubric For Kids

David Kobrin



Myth Rubric For Kids:

Designing and Using Rubrics for Reading and Language Arts, K-6 Joan F. Groeber, 2007 A valuable resource for teachers who use authentic assessment to support student learning Helpful for new teachers teachers new to using authentic assessments and experienced teachers looking for new ideas Barbara A Bradley Assistant Professor of Teaching and Leadership University of Kansas An excellent resource for classroom teachers assessment specialists staff developers and curriculum developers The information is comprehensive teacher friendly and easy to use making the book a valuable tool in the classroom Tracy Taylor Callard English Language Arts Teacher Wichita Collegiate School Wichita KS Enhance literacy instruction using a proven assessment tool rubrics Rubrics are essential tools for providing effective instruction and assessing student achievement Literacy consultant Joan Groeber provides educators with a teacher friendly step by step guide for creating and using rubrics to assess a wide range of literacy skills Groeber's approach helps ensure that students gain a clear understanding of teacher expectations and assume a greater responsibility for their own learning Offering an overview of rubrics as instructional tools with methods and strategies for developing them the revised edition includes Expanded guidelines for creating rubrics More than 40 time saving preconstructed model rubrics covering key literacy skills Rubrics at both primary and intermediate grade levels Strategies for introducing rubrics to students and suggestions for using the rubrics New rubrics that reflect the expanding field of literacy education including information literacy and technology use Using this comprehensive resource teachers can design rubrics to meet their specific classroom needs giving students the opportunity to identify and achieve high levels of performance **Karok Myths** A. L. Kroeber, E.W. Gifford, 2023-07-28 This title is part of UC Press's Voices Revived program which commemorates University of California Press's mission to seek out and cultivate the brightest minds and give them voice reach and impact Drawing on a backlist dating to 1893 Voices Revived makes high quality peer reviewed scholarship accessible once again using print on demand technology This title was originally published in 1980 *Teaching Mythology Exposed: Helping Teachers Create Visionary Classroom Perspective* Starr Sackstein, 2014-09-25 Mishaps that resulted in tears and a constant questioning of my choice to switch careers are the short story of my earliest teaching memories Fortunately looking back I can laugh at the many foibles of that experience It's with love that I invite you new or older teaching professionals to embrace this miraculous journey This book will help ease the growing pains of being a teacher offering professional reflection and connection You are not alone

Myth and Method Laurie L. Patton, Wendy Doniger, 1996 In confronting these tension they provide an outline of the most troubling questions in the field and offer a variety of responses to them *Challenging the Myths*, 1971 **Rubric Nation** Michelle Tenam-Zemach, Joseph E. Flynn, 2015-04-01 What is a rubric and how are they being used in teacher education and evaluation When did rubrics become ubiquitous in the field of education What impact do rubrics have on students teachers teacher educators and the educational enterprise This book is an edited volume of essays that critically examine the

phenomenon of rubrics in teacher education evaluation and education more broadly Rubrics have seen a dramatic rise in use and presence over the past twenty five years in colleges of education and districts across the country Although there is a wealth of literature about how to make rubrics there is scant literature that explores the strengths and weaknesses of rubrics and the impact the rubric phenomenon is having in reshaping education The chapters included in this edited volume will critically reflect on the contemporary contexts of rubrics and the uses and impact of rubrics in education Since rubrics have become indelible in education it is necessary for a fuller nuanced discussion of the phenomenon Creating a book that explores these aspects of rubrics is timely and fundamental to expanding the discourse on this ubiquitous evaluation tool This book is not meant to be a series of chapters dedicated to best practices for creating rubrics nor is this text meant to present all sides of the rubric discussion Rather this text intends to offer critical polemics about rubrics that can spur greater critical discussion about a phenomenon in education that has largely been unquestioned in the literature

The Myth Awakens

Ken Derry, John C. Lyden, 2018-09-13 The trailers for Star Wars The Force Awakens made a strong impression on fans Many were excited by what they saw as a return to the spirit of George Lucas's 1977 creation Others including several white supremacy groups were upset and offended by key differences most notably the shift away from a blond blue eyed male protagonist When the film was finally released reactions similarly seemed to hinge on whether or not The Force Awakens renewed the mythic aspects of the original trilogy in ways that fans approved of The Myth Awakens examines the religious implications of this phenomenon considering the ways in which myth can function to reinforce traditional social and political values In their analyses the authors of this book reflect on fan responses in relation to various elements of and changes to the Star Wars canon including toys video games and novels as well as several of the films They do so using a variety of critical tools drawing from studies of gender race psychology politics authority music ritual and memory

Designing Instruction

Judith K. March, Karen H. Peters, 2008 A fresh new approach that strengthens the need for teaching with creative thinking strategies for administrative leadership teams Few textbooks have such detailed examples combined with the background study of best practices The authors have great credibility experience resources and abundant research to support their proposal A very well written text offering ample review of the research Sara E Spruce Professor of Education Olivet Nazarene University Use this research based instructional model to meet students achievement goals As the achievement gap between advantaged and disadvantaged students gets wider teachers and administrators need a proven process to help all students meet the requirements of NCLB This practitioner friendly guidebook provides a step by step approach to a complete standards based curriculum and the integration of best practices into the delivery and assessment of instruction in every classroom The authors present three capacity building features of the design process 1 training for building leadership teams to help teachers plan and lead the reform process 2 stewardship training to assist district administrators and principals in supporting and sustaining the implemented reforms and 3 a collaborative observation process to help teachers work together

and in partnership with principals to monitor and improve classroom instruction Offering an education model that has been field tested with more than 50 school districts in the U S and Canada this book shows school leaders how to maximize collaborative observation and other team leadership processes to integrate reforms into a school s existing culture Educators will learn ways to Integrate instructional design with successful instructional reform Strengthen the learning culture through standards Develop effective performance indicators Apply curriculum mapping to instructional design Designing Instruction supports teachers and administrators working together to raise student achievement by using proven instructional design and best practices *Leadership, Myth, & Metaphor* Daniel Cherry, Jeff Spiegel, 2006-01-06 Use the creative energy of metaphor to clarify and make your leadership vision a reality How do you see yourself as an educator How would you describe yourself as a leader Have you ever considered using metaphors to reframe your leadership practice vision and mission Often leaders stumble when asked to articulate their values ethics and purpose This book illustrates the significance of leadership archetypes and metaphoric reframing in understanding and facilitating organizational change Leadership Myth Metaphor reports on the findings of a professional development study funded by the Gates Foundation of more than 250 superintendents and principals celebrating educators unique individual core values while acknowledging their shared intrinsic beliefs including A commitment to a cause beyond oneself A devotion to an ethic of care A desire to improve the condition of society A wish to make a significant impression on student and adult lives A conviction to inspire others to seek their full potential Awareness of yourself on a personal and professional level leads to a deeper consideration of your mission as a leader and of your purpose in life Shattering the Myths Judith Glazer-Raymo, 2002-10-14 Winner of the Outstanding Publication Award of the Post secondary Education Division of the American Educational Research Association In Shattering the Myths Judith Glazer Raymo uses a critical feminist perspective to examine women s progress in higher education since 1970 She contrasts the activism of the 1970s the passivity of the 1980s and the ambivalence and antipathy demonstrated toward feminism in the 1990s These waves of change she explains were brought about by external forces by generational differences among women and by intellectual and ideological struggles within the women s movement and the larger academic culture In tracing three decades of women s progress in the academy the author provides data from a variety of sources on women s rank salary employment status and education The book also draws on the experience of women faculty and administrators as they articulate and reflect on the social economic political and ideological contexts in which they work and the multiple influences on their professional and personal lives *Power and Identity in the Creative Writing Classroom* Anna Leahy, 2005-11-11 Power and Identity In the Creative Writing Classroom remaps theories and practices for teaching creative writing at university and college level This collection critiques well established approaches for teaching creative writing in all genres and builds a comprehensive and adaptable pedagogy based on issues of authority power and identity A long needed reflection this book shapes creative writing pedagogy for the 21st century **Metaphysical Myths,**

Mathematical Practice Jody Azzouni, 1994-02-25 This original and exciting study offers a completely new perspective on the philosophy of mathematics Most philosophers of mathematics try to show either that the sort of knowledge mathematicians have is similar to the sort of knowledge specialists in the empirical sciences have or that the kind of knowledge mathematicians have although apparently about objects such as numbers sets and so on isn't really about those sorts of things at all Jody Azzouni argues that mathematical knowledge is a special kind of knowledge that must be gathered in its own unique way He analyzes the linguistic pitfalls and misperceptions philosophers in this field are often prone to and explores the misapplications of epistemic principles from the empirical sciences to the exact sciences What emerges is a picture of mathematics sensitive both to mathematical practice and to the ontological and epistemological issues that concern philosophers The book will be of special interest to philosophers of science mathematics logic and language It should also interest mathematicians themselves

Mythmaking across Boundaries Züleyha Çetiner-Öktem, 2016-04-26 This volume explores the dynamics of myths throughout time and space along with the mythmaking processes in various cultures literatures and languages in a wide range of fields ranging from cultural studies to the history of art The papers brought together here are motivated by two basic questions How are myths made in diverse cultures and literatures And do all different cultures have different myths to be told in their artistic pursuits To examine these questions the book offers a wide array of articles by contributors from various cultures which focus on theory history space place philosophy literature language gender and storytelling Mythmaking across Boundaries not only brings together classical myths but also contemporary constructions and reconstructions through different cultural perspectives by transcending boundaries Using a wide spectrum of perspectives this volume instead of emphasising the different modes of the mythmaking process connects numerous perceptions of mythmaking and investigates diversities among cultures languages and literatures viewing them as a unified whole As the essays reflect on both academic and popular texts the book will be useful to scholars and students as well as the general reader

Great Myths of Education and Learning Jeffrey D. Holmes, 2016-05-02 Great Myths of Education and Learning reviews the scientific research on a number of widely held misconceptions pertaining to learning and education including misconceptions regarding student characteristics how students learn and the validity of various methods of assessment A collection of the most important and influential education myths in one book with in depth examinations of each topic Focusing on research evidence regarding how people learn and how we can know if learning has taken place the book provides a highly comprehensive review of the evidence contradicting each belief Topics covered include student characteristics related to learning views of how the learning process works and issues related to teaching techniques and testing

In There with the Kids David Kobrin, 2004-12-15 The best teachers says David Kobrin think about who their students are and how they learn In this age of standardized tests and teacher proof lesson plans they recognize that teaching is a rich and complex activity that demands professional skill sound judgment and quick thinking This second edition of In

There with the Kids presents the parallel working lives of two teachers elementary teacher Mel Stainko and high school teacher Hilary Coles We see these teachers composites drawn from the author s experience and observations in schools as they plan lessons interact with students reflect on what happens in the classroom and try always to do better Through them we are prompted to think carefully about why some lessons work and others don t Kobrin brings us into the classroom where we hear the voices of individual students and see how their concerns influence what happens each day He provides detailed reconstructions of student debates and includes the handouts exams and assessment instructions used for selected lessons At the close of each chapter he analyzes the characters actions the motives behind them and their effects on events in the classroom Both practical and inspiring In There with the Kids demonstrates that by tailoring lessons to students life experiences teachers can help students reach new levels of achievement Note This product listing is for the Adobe Acrobat PDF version of the book

Transparency in Assessment – Exploring the Influence of Explicit Assessment Criteria Anders Jönsson, Frans Prins, 2019-04-03 In many schools and higher education institutions it has become common practice to share assessment criteria with students Sometimes it is required for accountability purposes at other times criteria are used as a means to communicate expectations to students However the idea that explicit assessment criteria should be shared with students has been contested On the one hand research has shown that explicit criteria may positively affect student performance reduce their anxiety as well as support students use of self regulated learning strategies On the other hand there are fears that explicit criteria may have a restraining influence on students learning as well as limiting their autonomy and creativity There are also indications of students becoming more performance oriented as opposed to learning oriented when being provided with explicit assessment criteria Taken together it is not fully understood under which circumstances it is productive for student learning to share explicit assessment criteria and under which circumstances it is not In particular empirical research on the proposed negative effects of sharing criteria with learners is limited and most fears voiced in the literature are based on individual experiences and anecdotal evidence In this book we therefore bring different perspectives on transparency in assessment together in order to further our understanding of how students are influenced by the use of explicit assessment criteria A deeper understanding of the influence of explicit assessment criteria on students understanding of criteria motivation and learning is equally imperative for future research and educational practice both of which need to go beyond individual opinions and convictions

Greek Myth and the Bible Bruce Louden, 2018-11-06 Since the nineteenth century rediscovery of the Gilgamesh epic we have known that the Bible imports narratives from outside of Israelite culture refiguring them for its own audience Only more recently however has come the realization that Greek culture is also a prominent source of biblical narratives Greek Myth and the Bible argues that classical mythological literature and the biblical texts were composed in a dialogic relationship Louden examines a variety of Greek myths from a range of sources analyzing parallels between biblical episodes and Hesiod Euripides Argonautic myth selections from Ovid s

Metamorphoses and Homeric epic This fascinating volume offers a starting point for debate and discussion of these cultural and literary exchanges and adaptations in the wider Mediterranean world and will be an invaluable resource to students of the Hebrew Bible and the influence of Greek myth **School and Community** ,1993 **History and the Contemporary Novel** David Cowart,1989 Cowart presents a study of international historical fiction since World War II with reflections on the affinities between historical and fictional narrative analysis of the basic modes of historical fiction and readings of a number of historical novels including John Barth's *The Sot Weed Factor* Marguerite Yourcenar's *Memoirs of Hadrian* Russell Hoban's *Riddley Walker* Margaret Atwood's *The Handmaid's Tale* Giuseppe Tomasi Di Lampedusa's *The Leopard* D M Thomas's *The White Hotel* William Faulkner's *Go Down Moses* and Umberto Eco's *The Name of the Rose* He proposes recognizing four modes of the historical novel the past as a distant mirror of the present fictions whose authors seek to pinpoint the precise historical moment when the modern age or some prominent feature of it came into existence fictions whose authors aspire purely or largely to historical verisimilitude and fictions whose authors reverse history to contemplate utopia and dystopia in the future Thus historical fiction can be organized under the rubrics The Distant Mirror The Turning Point The Way It Was and The Way It Will Be This fourfold schema and his focus on postwar novels set Cowart's work apart from previous studies which have not devoted adequate space to the contemporary historical novel Cowart argues that postwar historical fiction merits more extensive treatment because it is the product of an age unique in the annals of history an age in which history itself may end The Mythology in Our Language Ludwig Wittgenstein,2020-05-01 In 1931 Ludwig Wittgenstein wrote his famous *Remarks on Frazer's Golden Bough* published posthumously in 1967 At that time anthropology and philosophy were in close contact continental thinkers drew heavily on anthropology's theoretical terms like mana taboo and potlatch in order to help them explore the limits of human belief and imagination Now the book receives its first translation by an anthropologist in the hope that it can kick start a new era of interdisciplinary fertilization Wittgenstein's remarks on ritual magic religion belief ceremony and Frazer's own logical presuppositions are as lucid and thought provoking now as they were in Wittgenstein's day Anthropologists find themselves asking many of the same questions as Wittgenstein and in a reflection of that this volume is fleshed out with a series of engagements with Wittgenstein's ideas by some of the world's leading anthropologists including Veena Das David Graeber Wendy James Heonik Kwon Michael Lambek Michael Puett and Carlo Severi

Myth Rubric For Kids Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has become much more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Myth Rubric For Kids**," written by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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