

Social Studies

Essential Questions	*How have eclipses been explained by different cultures throughout history?*
Outcomes	Students will choose their favorite eclipse mythology, conduct additional research about the mythology, and create a short PowerPoint that they will present to the class.
Standard Benchmarks identified in RED are priority benchmarks.	**G.a.** Development of classical civilizations **G.b.5** Human changes to the environment **G.c.1** Concepts of region and place **G.c.2** Natural and cultural diversity **R.2.5.** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI.3.3) **R.3.3**. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.4.1) **R.3.14.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7) **W.3.6.** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7) **S.3.4**. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3)

	S.5.2. 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. (SL.9-10.4) **S.4.5**. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5)

TEACHERS: this content was designed for ABE/ASE students. Instructional scaffolding used in this lesson can be beneficial for multilingual students.

Because adult classrooms are multi-level, teachers will want to differentiate this HyperDoc by accommodating the different ways that students learn by using scaffolding strategies and appropriate leveled materials. Teachers will want to vary the instructional activities based on their student's needed skills.

For more information about collaborating and sharing on Google Drive, check out videos 36-45: Google Junior Training series - YouTube.

STUDENTS: Before you begin this lesson



- Go to File > Make a copy
- Change the name to: <your name> Eclipse Social Studies
- Begin working in your document
- When completing an activity, make a copy of the document and save with your name and the title of the activity

Be sure to read carefully. The green text is a prompt for reflection or activity.

Engage

Even if you don't know everything about solar eclipses, you probably heard that parts of Ohio will be in the path of a total solar eclipse on April 8, 2024. Imagine a time before we knew the science of eclipses; a time when there were random moments of complete darkness. How did people long ago explain this phenomenon?

Click on the image below to watch a short video from Minute Earth:



Click on the image below to learn more about eclipse myths:



Click on the image below to listen to Storyteller Lyn Ford tell an eclipse tale from *Batammaliba of Northern Togo and Benin*:



Explore

Let's Explore More!

Review this website:
[Eclipses: History]

Watch this news clip from KOAT TV Channel 7:



Answer the questions below:

What was the oldest recorded eclipse in human history?

How did the Maya document eclipses?

What are two reasons that make scientists believe that the petroglyph at Chaco Canyon depicts the solar eclipse?

Review these resources:
[Eclipse Legends Around the World | Exploratorium]
[The Sun Was Eaten: 6 Ways Cultures Have Explained Eclipses | Britannica]

Click to [Match the Myth!]

Explain

Your turn!

Pair with a partner and pick your favorite cultural eclipse myth. You and your partner will research the myth and create a slide presentation to share with your class.

Use the template below to start your project:
Eclipse Myths.pptx

Things to remember:

- You can change the format and the look of the slide show
- Your presentation should be no more than 12 slides and no less than 9 slides
- You must include the information that's required
- You and your partner will need to present your information clearly
- You will need to work with your teacher to use appropriate classroom technology to present your slideshow
- Have fun with this!

Need help with formatting your Google Slides presentation? Try these tutorials!
Google Slides: Text box, Shapes, and Fonts
Google Slides: Inserting an Image or Video

Share

After you have shared your presentation, you and your partner will review another group's presentation. Use the checklist below to make sure that the group you are reviewing has included all of the required information:

Eclipse Myth Reviewer Checklist



Reflect

Think about the myths that you reviewed and were presented by classmates. Do any people/cultures share similarities in their eclipse myths? What are the myths, who are the people, and how are they similar?

Write your answers in the box below:

Extend

Click on the image below to scroll through eclipse art throughout history. Be sure to read the descriptions of the art, paying close attention to the dates of the creations.



What was the earliest piece of art that you found? **Write the date of the piece, the name of the artist, and the title of the artwork in the box below:**