THE EDUCATION FUND

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2022-2023

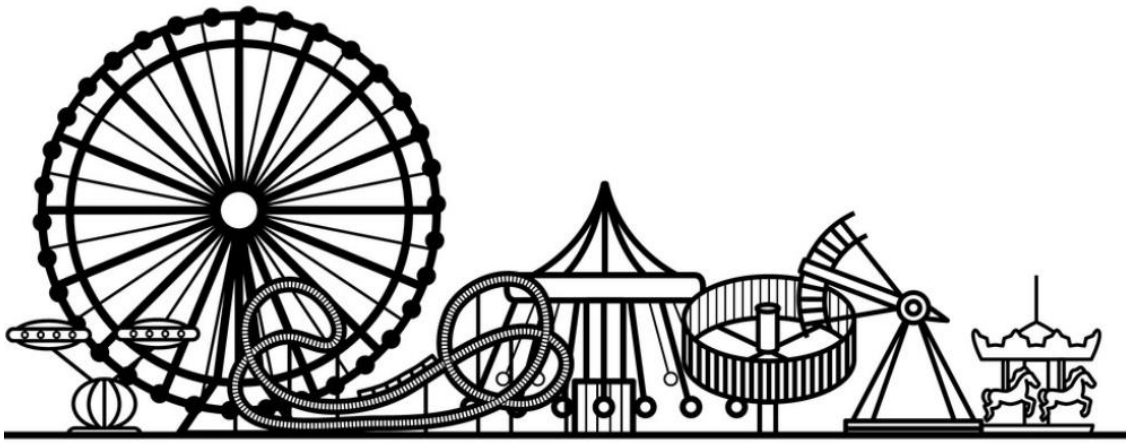
Ideas with IMPACT

Idea Packet Sponsored by:

P.L. Dodge

Ancient Attractions Theme Park

Ancient Attractions



Mrs. Katia Calejo Mora
kcalejo@dadeschools.net
Ada Merritt K-8 Center
School Code: 3191

For information concerning Ideas with IMPACT opportunities including Adapter and Disseminator grants, please contact:

The Education Fund
305-558-4544, Ext. 113
Email: audrey@educationfund.org
www.educationfund.org

Table of Contents

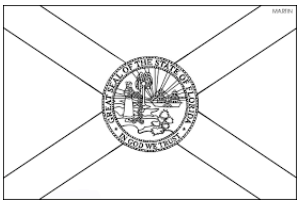
Goals and Objectives	3
Course Outline / Overview	3
Florida Standards	4
"Creating and Marketing a Theme Park"	
Lesson Plan	6
Rubric	9
Resources	10
Recommended Stories	20

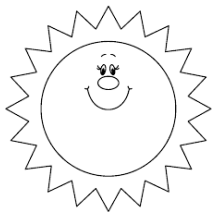
Goals and Objectives

The goal of this project is for students to create a "mythological" theme park using a variety of resources and strategies based on a story they read in the genre. With this project, students will enhance their critical, reading, technological, thinking and writing skills in a variety of creative ways to reach all types of learners (*Differentiated Instruction*) not only in ELA, but across the content areas to increase student achievement.

Course Outline / Overview

Week 1	▪ Introduce the "Greek Mythology" genre – KWL & Story ▪ Students will select a Greek story of their choice from the recommended list to create their theme park. ▪ Review Key Greek Mythology Vocabulary ▪ Teach presentation skills
Week 2	▪ Students will choose their groups & story ▪ Students will research what goes into creating a theme park. (Research Graphic Organizer) ▪ Students will research about marketing their product.
Week 3	▪ Work on graphic organizers – Plot Diagram ▪ Begin a process journal of the work they are doing and of their progress. ▪ Sketch and draft their theme park on paper ▪ Mini-Lesson – Financing a business
Week 4 & 5	▪ Students will present their projects ▪ Group evaluation of the project and process of working together ▪ Self-Evaluation ▪ Personal Reflections





Florida Standards

These standards apply to middle school but, it is also applicable to elementary and high school students. This project can be adapted to other ages, achievement levels and other subject areas.

Language Arts

- ✓ Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.
- ✓ Compare two or more themes and their development throughout a literary text.

Math

- ✓ Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables
- ✓ Develop budgets that fit within various incomes using spreadsheets and other technology

Science

- ✓ Energy is involved in all physical processes and is a unifying concept in many areas of science.
- ✓ Energy exists in many forms and has the ability to do work or cause a change.

Social Studies

- ✓ Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum)

- ✓ Describe the emergence of early civilizations

Technology

- ✓ Describe the major components and functions of computer systems and networks.

- ✓ Identify the major components of a network.

Creating and Marketing a Theme Park" Lesson Plan

Directions:

You will create a proposal for a NEW theme park based on a Greek / Roman Mythological story - - this includes the gods and goddesses of your mythology.

Your proposal can be for a traditional theme park or a themed water park. Remember, an amusement park is NOT the same thing as a theme park.

Essential Question: How does the creation and marketing of a theme park allow for product differentiation?

For this project you will work in teams consisting of 3 - 4 students.

You will need to purchase a tri-fold presentation board measuring 48 inches x 36 inches. This is the standard size board used for science fair projects.

On the Center Panel of the Presentation Board

- Name of theme park.
- Promotional slogan.
- Map of the park using numbers or letters to designate rides and attractions.
- Map legend to name and describe the numbered attractions.
- Include 5 rides. Name the rides and give a brief description of each.
- Include 2 additional attractions. Name each attraction and give a brief description of each.
- Include 2 restaurants. Name each restaurant and include some creative menu items.
- Include 2 gift shops. Give each a creative name.
- Include the Front Gate, Guest Services, First Aid Stations, and Restrooms.

On the Right Panel of the Presentation Board

- **The Target Market**
  - Your description of the target market should include a discussion of demographics – age, gender, income.
  - Explain WHY this is the appropriate target market for this theme park.
  - Explain WHY you decided to target this market segment.
  - Include a photo representing the target market.
- **Pricing Strategies**
  - Provide daily admission rates and multiple day rates
  - Provide the season pass rates and what, if anything will be bundled with the season pass.
  - Will you offer express passes? If so, state the price and give a description of the benefits.
- **Global Marketing Opportunities**
  - While your first theme park will be located in the United States, explain the opportunities that exist for global expansion.
  - Assume that your second theme park will be located in another country; include a map of that country.
  - Include a statement explaining WHY this country would be the best choice for the opening of you second park.

On the Left Panel of the Presentation Board

- **Proposed Location of the Theme Park**
  - Include a map of the United States indicating WHERE your theme park will be located.
  - Describe several advantages of this location.

- **Celebrity Endorser**
  - Include a picture your celebrity.
  - The celebrity endorser may be a living person, a deceased person, or a fictional character.
  - Include a statement explaining WHY you selected this person as your celebrity endorser.
  - Explain how this person represents the theme of the new park while appealing to the target market.
- **Product Tie-ins and Merchandising**
  - Provide an example of a product tie-in.
  - List product tie-ins that will be offered in the gift shops – be creative.
  - Explain WHY you have selected these products.
  - These products should specifically appeal to the target market.
  - Include a photo or photos of product tie-ins. You may also include an actual example of the product tie-in.

☆☆☆ **Extra Credit:** You can include a minimum of 2 **actual** examples of product tie-ins. These examples will be displayed along with your tri-fold display board.

Differentiated Instruction:

- ✓ Students can create this project on Power Point
- ✓ Younger grades can create one section per group and at the end, all the groups put their sections together for one big project.
- ✓ Stories from different genres can be substituted for the Greek Mythology genre
- ✓ Older students can build a 3D prototype of the theme park

Rubric

Score Levels	Name and Slogan for the Theme Park	Map of Theme Park	Legend for Map	The Proposed Location	Celebrity Endorser	Product Tie-ins & Merchandising	The Target Market	Pricing Strategies	Global Marketing	Arrangement, Neatness, Grammar, Spelling
20 19 18 17 16	The name is distinctive. The slogan is unique. The name and slogan creatively and accurately reflects the theme of the park.	The map of the park includes all required elements. The map is neat, realistic, and well organized.	The legend contains ALL required rides, attractions, restaurants, and shops, etc. A well-written, but brief description of each ride is given.	The proposed location is realistic. The proposed location is convenient to a large population or many people already visit this area.	The choice of celebrity endorser indicates a clear and logical understanding of the promotional value of a relevant celebrity endorser.	Three examples of appropriate product tie-ins are provided. The product tie-ins are displayed with the board. The examples are creative, realistic, and appropriate.	The target market is well-defined using demographic characteristics. A photo representing the target market is included.	**Realistic** prices for single day admission and multiple day admission are included. The season pass rate is realistic and is bundled with other benefits.	The country selected for global expansion is realistic and logical. A precise explanation is given for the selection of this country for global expansion.	The presentation board is extremely neat and well organized. The material is exceptionally clear and easy to read. There are no major grammatical errors. There are NO spelling errors.
15 14 13 12 11 10	The name and slogan may be creative but do little to reflect the theme. The slogan fails to convey the major experience of the theme park.	Some required elements of the theme park are missing from the map. The map lacks organization, realism, and/or neatness.	Some of the required elements are missing from the legend. Descriptions of the rides are incomplete or disordered.	The proposed location is only partially realistic and is not sufficiently located near a large population center.	The choice of celebrity endorser is only partially relevant and/or appropriate for the proposed theme park.	The suggested product tie-ins lack either creativity, realism, and/or they are inappropriate for the theme selected for the theme park.	The target market is described but does not fully discuss the target market's demographic characteristics.	Prices are given but are unrealistic. The season pass rate is given but is not bundled with other services.	The country selected is not the most logical or realistic choice for global expansion.	The presentation board lacks neatness in its arrangement. The material lacks organization. There are major grammatical errors. Some spelling errors exist.
9 8 7 6 5	The name and slogan lack creativity and do little to reflect the theme of the proposed park.	Many of the required elements are missing from the map.	Many of the required elements are missing from the legend.	The proposed location indicates a lack of understanding of the importance of the theme park's location.	The chosen celebrity endorser indicates a lack of understanding about its promotional importance.	The selected product tie-ins do not accurately reflect the park's them.	A photo representing the target market is not included. The discussion of the target market is incomplete.	The prices given do not include multiple day admissions. The season pass rate is not given.	The country selected is NOT suitable for global expansion due to economic, political, or social problems.	The presentation board largely lacks neatness. Its appearance is haphazard. Many grammatical and spelling errors exist.
4 3 2 1 0	The name and slogan have little or no relationship to the actual theme park proposal.	The map of the proposed theme park has little or no value.	The legend has little or no value.	The proposed location has little or no value.	The selected endorser has little or no value.	The product tie-ins and other merchandise have little or no value.	The description of the target market has little or no value.	The pricing strategies given have little or no value.	The country selected for global expansion has little or no value.	The material on the presentation board has little or no value.

InterRnet

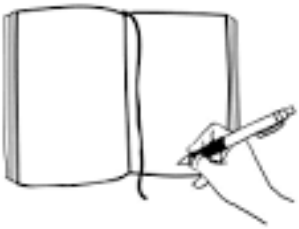
pEncils

Study Guide

NOvel

Usb Drive

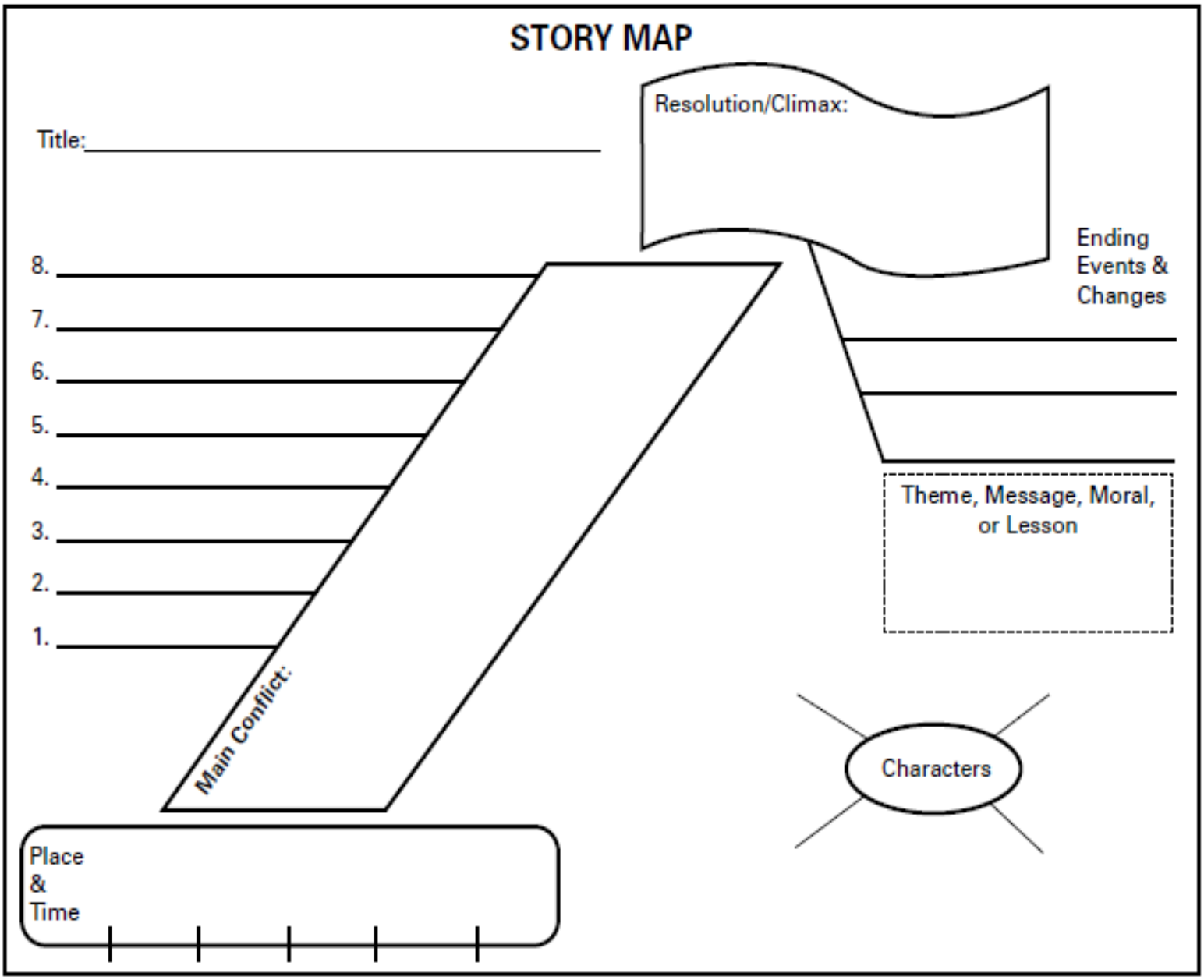
ReseaRch Skills



Computer

NotEbook

NoteS



Building Reading Comprehension in Grades 6–12: A Toolkit of Classroom Activities by Jeff Zwiers. Copyright © 2004 by the International Reading Association. May be copied for classroom use.
(See related activity on page 49.)

Notes:

Name: _____ Date: _____ Period: _____

THEME

What will be the theme of your park?
Brainstorm your ideas below.

LOGO

List your ideas for a logo below. Design a logo in the circle .

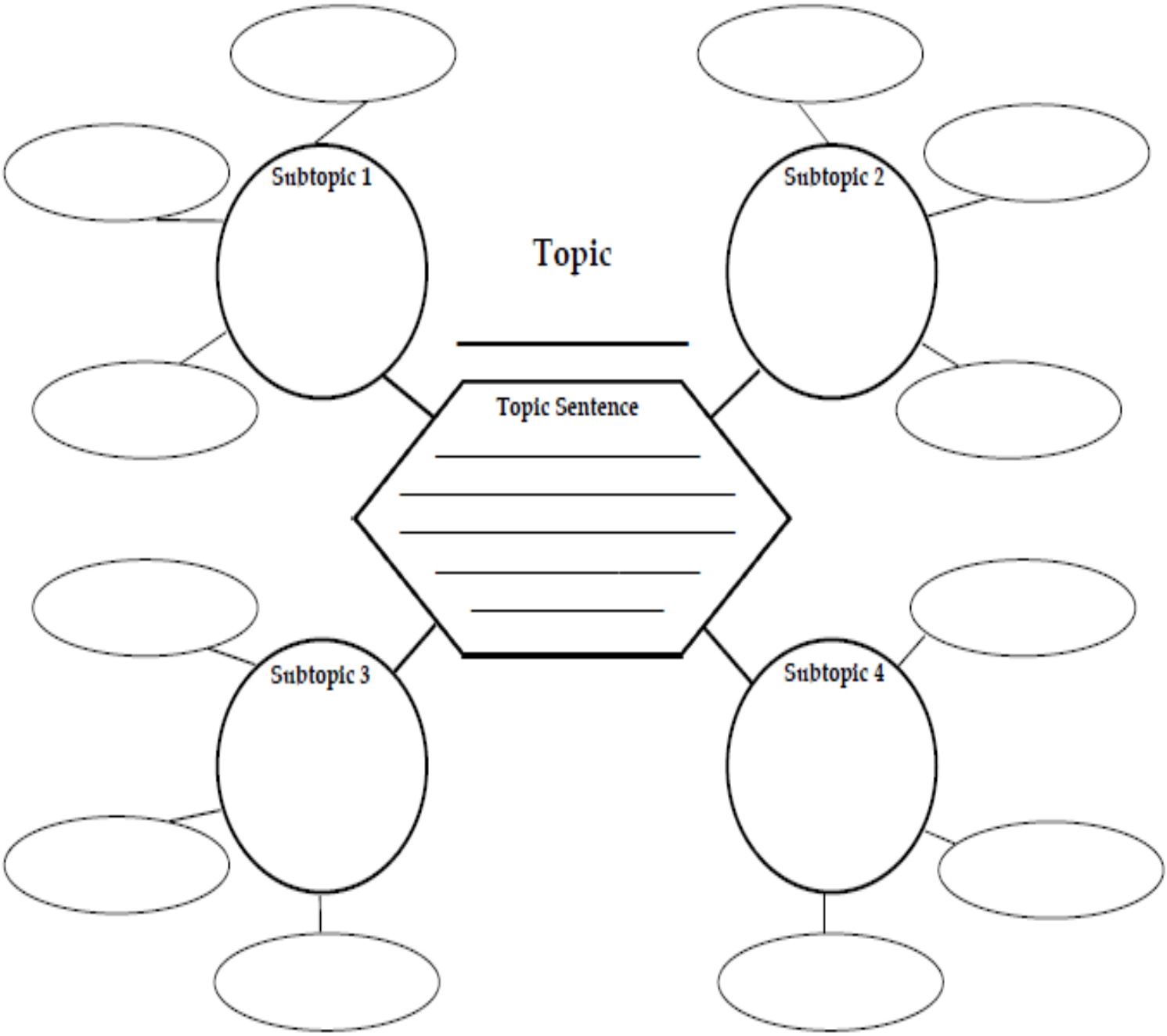
LOGO IDEAS

Name: _____ Date: _____ Period: _____

Use this page to sketch a map of the layout of your theme park.

MAP KEY

Idea Organizer



Research Organizer

Topic: Title:	Source #1	Source #2	Source #3
Question #1:			
Question #2:			
Question #3:			

Ancient Greece Word Chart

Word	Part of Speech	Definition	Picture
oracle			
philosophy			
ancient			
tragedy			
temple			
Parthenon			
hero			

Greek Mythology
K.W.L Chart

Know	**W**ant to Learn	**L**earned
Date: _____	Date: _____	Date: _____
Summary:		

Greek Mythology
What is a Myth?

When you look up at the sky, you see the sun, moon, clouds, meteors, comets, planets, and stars. You may recognize certain star patterns (called *constellations)* such as the Big Dipper and the Little Dipper (also called the Big Bear and the Little Bear). You might know the names of the nine planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto. Did you know that many of the names of these heavenly bodies come from myths?

Myths are stories of a special kind. They are created to give values to persons, places, and things. Myths respond to our need for some kind of reassurance and meaning in the universe. Myths are traditional tales of a particular people-Indians, Egyptians, Greeks, Romans, and others-and are especially connected with religious beliefs and rituals performed at public festivals. These rites were believed to invoke a type of magic that would aid the growth of crops and promote stability in the land. Out of these rituals came songs, poems, and stories which explained how people acquired basic things like simple speech, fire, grain, wine, oil, honey, agriculture, metal work, and other skills and arts.

A myth is an attempt to explain other things, as well, such as a certain custom or practice of a human society (like a religious rite), or a natural process, like the apparent daily motion of the sun across the skies. In their imaginations the Greeks of ancient times saw a man driving across the heavens in a chariot drawn by fiery horses. When evening came, he dipped into the western ocean, and while he slept he was carried back eastward along the earth's northern rim in a golden boat shaped like a bowl. Even today children might hear their parents say at sunset: "Now he's going down-now his feet, now his body, and now the top of his head:' Sometimes it's fun-even for modern people-to give human characteristics to non-human objects.

Myths were passed down by storytellers from generation to generation.
Myths are mixtures of morals, poetry, and history that were used to teach humans proper behavior. Mythical gods, the Higher Powers, with all their own shortcomings, had certain standards, rules, and expectations with regard to mortal men and women-they must show hospitality to strangers, and they must keep pride

within reasonable bounds (in the eyes of the gods, excessive pride, or *hubris,* was the worst offense and deserved the worst punishment).

Myths, then, are stories about certain characters-gods, goddesses, men, and women-and especially heroes. The stories of their adventures, triumphs, tragedies, devotion, and vengeance provide a history of the beliefs of ancient people.
People of more modern times create myths and heroes, too. For example, George Washington was mythologized by Parson Weems in the story of the cherry tree-a story about an event that never actually happened but was used to illustrate a moral truth about young George's character. Stories are told about other famous Americans, such as Ben Franklin and Abraham Lincoln,
making them larger than life and heroes in our minds. Still other American myths include the stories of Paul Bunyan, John Henry, and "The Little Engine That Could,'' who demonstrated that great things can be accomplished through self-confidence.

In the ancient myths, the gods are immortal-they can never die. They reach out and touch the lives of mortal humans who *must* die, even threatening and invading them at times. The relationships between gods and men are always dangerous, always at risk. But they are relationships which make the study of history and literature more interesting and-FUN!

What is a Myth? Comprehension Questions

1. Myths are stories created to give _____ to persons, places, and things.
2. Myths are tales from traditions of certain peoples and cultures, such as ….
3. They are especially connected with_____ beliefs and rites.
4. These rites were thought to invoke a type of _____, designed to help _____ grow.
5. Myths explain how people acquired basic things like ….
6. The sun seems to move. The Greeks explained this by seeing it as a golden chariot drawn by fiery _____.
7. Myths were used to teach humans proper _____.
8. The gods considered _____ , or excessive pride, to be the worst offense, deserving the worst punishment.
9. People of modern times have created myths about such American heroes as …
10. American myths also include the stories of …

©Mark Twain Media, Inc., Publishers

Recommended Stories

The Illiad by Homer

The Olympians

The Titans

The Trojan War

The Gods and the Earliest Heroes

The Lesser Gods of Olympus

The Gods of the Waters

The Underworld

Flower-Myths

The Quest of the Golden Fleece

Greek Mythological Creatures

Ancient Greek Civilization

The Adventures of Odysseus

Jason and the Golden Fleece

Greek Myths for Young Children

Arachne & Athena

Theseus and the Minotaur

Perseus

King Midas

Psyche & Cupid

Hercules

The Odyssey

Daedulus & Icarus

The Story of Pandora

Perseus & Medusa

D'Aulaires Greek Myths

Tales of Greek Heroes

Edith Hamilton books

Children's Homer

Note: It is important that you read these stories before you use them to make sure it is suitable for your grade level.