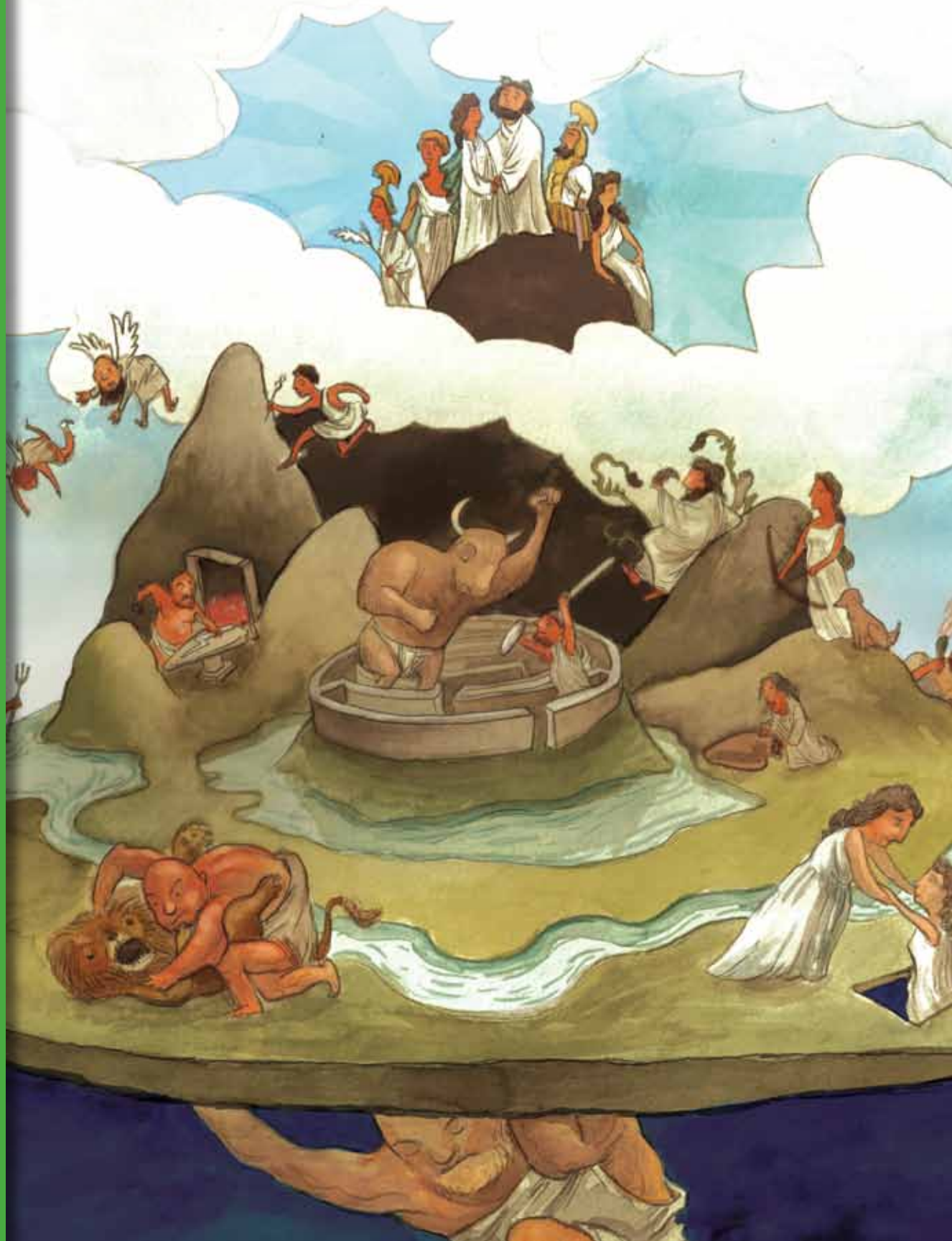


# Greek Myths

Tell It Again!™ Read-Aloud Supplemental Guide



Core Knowledge Language Arts® • Listening & Learning™ Strand



Core Knowledge®

GRADE 2





# Greek Myths

Transition Supplemental Guide to the  
Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand

GRADE 2

Core Knowledge Language Arts®



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Table of Contents  
**Greek Myths**  
Transition Supplemental Guide to the  
Tell It Again!™ Read-Aloud Anthology

<b>Preface</b> to the <i>Transition Supplemental Guide</i> . . . . .	v
<b>Alignment Chart</b> for <i>Greek Myths</i> . . . . .	xvii
<b>Introduction</b> to <i>Greek Myths: Transition Supplemental Guide</i> . . . . .	1
<b>Lesson 1:</b> The Twelve Gods of Mount Olympus . . . . .	13
<b>Lesson 2:</b> Prometheus and Pandora. . . . .	32
<b>Lesson 3:</b> Demeter and Persephone. . . . .	48
<b>Lesson 4:</b> Arachne the Weaver . . . . .	67
<b>Lesson 5:</b> Theseus and the Minotaur . . . . .	86
<b>Lesson 6:</b> Daedalus and Icarus . . . . .	105
<b>Pausing Point</b> . . . . .	123
<b>Lesson 7:</b> Hercules . . . . .	129
<b>Lesson 8:</b> Other Adventures of Hercules . . . . .	146
<b>Lesson 9:</b> Oedipus and the Riddle of the Sphinx . . . . .	169
<b>Lesson 10:</b> Atalanta and the Golden Apples . . . . .	187
<b>Domain Review</b> . . . . .	207
<b>Domain Assessment</b> . . . . .	210
<b>Culminating Activities</b> . . . . .	213
<b>Appendix</b> . . . . .	217





# Preface to the Transition Supplemental Guide

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This preface to the *Transition Supplemental Guide* provides information about the guide’s purpose and target audience, and describes how it can be used flexibly in various classroom settings.

**Please note:** The *Supplemental Guides* for the first three domains in Grade 2 contain modified read-alouds and significantly restructured lessons with regard to pacing and activities. These early *Supplemental Guides* provided step-by-step, scaffolded instruction with the intention that students receiving instruction from teachers using the *Supplemental Guide* for the first part of the year would be ready to participate in regular Listening & Learning lessons, and that teachers who have used the *Supplemental Guide* for the first part of the year would be equipped with the instructional strategies to scaffold the lessons when necessary. This shift from the full *Supplemental Guide* to the *Transition Supplemental Guide* affords teachers more autonomy and greater responsibility to adjust their execution of the lessons according to the needs of their classes and individual students.

*Transition Supplemental Guides* for the remaining domains will still contain Vocabulary Charts and *Supplemental Guide* activities such as Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. However, the *Transition Supplemental Guides* do not have rewritten read-alouds and do not adjust the pacing of instruction; the pacing and read-aloud text included in each *Transition Supplemental Guide* is identical to the pacing and read-aloud text in the corresponding *Tell It Again! Read-Aloud Anthology*. We have, however, augmented the introductions and extensions of each lesson in the *Transition Supplemental Guides* so teachers have additional resources for students who need greater English language support. As a result, there are often more activities suggested than can be completed in the allotted time for the introduction or extension activities. Teachers will need to make informed and conscious decisions in light of their particular students’ needs when choosing which activities to complete and which to omit. We strongly recommend that teachers preview the Domain Assessment prior to teaching this domain; this will provide an additional way to inform their activity choices.

## ***Intended Users and Uses***

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This guide is intended to be used by general education teachers, reading specialists, English as a Second Language (ESL) teachers, special education teachers, and teachers seeking an additional resource for classroom activities. This guide is intended to be both flexible and versatile. Its use is to be determined by teachers in order to fit the unique circumstances and specific needs of their classrooms and individual students. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Transition Supplemental Guide* as their primary guide for Listening & Learning. Teachers may also choose individual activities from the *Transition Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*. For example, teachers might use the Vocabulary Instructional Activities, Syntactic Awareness Activities, and modified Extensions during small-group instruction time. Reading specialists and ESL teachers may find that the tiered Vocabulary Charts are a useful starting point in addressing their students' vocabulary learning needs.


The *Transition Supplemental Guide* is designed to allow flexibility with regard to lesson pacing and encourages education professionals to pause and review when necessary. A number of hands-on activities and graphic organizers are included in the lessons to assist students with learning the content.

## ***Transition Supplemental Guide Contents***

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The *Transition Supplemental Guide* contains tiered Vocabulary Charts, Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. The Domain Assessments and Family Letters have been modified. In some instances, the activities in the Extensions as well as the activities in the Pausing Point, Domain Review, and Culminating Activities have been modified or rewritten. Please refer to the following sample At a Glance Chart to see how additional support is communicated to the teacher.



Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
<b>Introductory Content</b>	[Additional materials to help support this part of the lesson will be listed here.]	[A brief explanation about how the material can be used.]
<b>Vocabulary Preview</b>	[There will be one or two vocabulary preview words per lesson.]	
<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud (15 minutes)</b>		
<p><b>Note:</b> It is highly recommended that teachers preview the read-aloud, Flip Book images, and comprehension questions to determine when to pause during the read-aloud and ask guiding questions, especially before a central or difficult point is going to be presented (e.g., While we are reading this part of the read-aloud, I want to you think about . . .) and supplementary questions (e.g., Who/What/Where/When/Why literal questions) to check for understanding.</p>		
<b>Title of Read-Aloud</b>	[Materials that may help scaffold the read-aloud will be listed here.]	
<b>Discussing the Read-Aloud (15 minutes)</b>		
<b>Comprehension Questions</b>		
<b>Word Work</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>		
<b>Extensions (20 minutes)</b>		
<b>Extension Activities</b>	[Additional Extension activities may include a Multiple Meaning Word Activity, a Syntactic Awareness Activity, a Vocabulary Instructional Activity, and modified existing activities or new activities.]	

The additional materials found in the *Transition Supplemental Guide* afford students further opportunities to use domain vocabulary and demonstrate knowledge of content. The lessons of this guide contain activities that create a purposeful and systematic setting for English language learning. The read-aloud for each story or nonfiction text builds upon previously taught vocabulary and ideas and introduces language and knowledge needed for the next more complex text. The *Transition Supplemental Guide's* focus on oral language in the earlier grades

addresses the language learning needs of students with limited English language skills. These students—outside of a school setting—may not be exposed to the kind of academic language found in many written texts.

## Vocabulary Charts

Vocabulary Chart for [Title of Lesson]			
Core Vocabulary words are in <b>bold</b> .			
Multiple Meaning Word Activity word is <u>underlined</u> .			
Vocabulary Instructional Activity words have an asterisk (*).			
Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>			
<b>Multiple Meaning</b>			
<b>Phrases</b>			
<b>Cognates</b>			

Vocabulary Charts at the beginning of each lesson categorize words into three tiers which are generally categorized as follows:

- Tier 1 words are words that are likely to appear in the basic repertoire of native English-speaking students—words such as *bird*, *candle*, and *apples*.
- Tier 2 words are highly functional and frequently used general academic words that appear across various texts and content areas—words such as *features*, *retrieve*, and *recognize*.
- Tier 3 words are content-specific and difficult words that are crucial for comprehending the facts and ideas related to a particular subject—words such as *arachnids*, *myth*, and *labyrinth*.

English Language Learners and students with limited oral language skills may not necessarily know the meanings of all Tier 1 words, and may find Tier 2 and Tier 3 words confusing and difficult to learn. Thus, explicit explanation of, exposure to, and practice using Tier 1, 2, and 3 words are essential to successful mastery of content for these students (National Governors Association Center for Best Practices, Council of Chief State School Officers 2010 32–35).

In addition, the Vocabulary Chart indicates whether the chosen words are vital to understanding the lesson (labeled *Understanding*); have multiple meanings or senses (labeled *Multiple Meaning*); are clusters of words

that often appear together (labeled *Phrases*); or have a Spanish word that sounds similar and has a similar meaning (labeled *Cognates*). Words in the Vocabulary Chart were selected because they appear frequently in the text of the read-aloud or because they are words and phrases that span multiple grade levels and content areas. Teachers should be aware of and model the use of these words as much as possible before, during, and after each individual lesson. The Vocabulary Chart could also be a good starting point and reference for keeping track of students' oral language development and their retention of domain-related and academic vocabulary. These lists are not meant to be exhaustive, and teachers are encouraged to include additional words they feel would best serve their students.

### **Multiple Meaning Word Activities**

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Multiple Meaning Word Activities help students determine and clarify the different meanings of individual words. This type of activity supports a deeper knowledge of content-related words and a realization that many content words have multiple meanings associated with them. Students with strong oral language skills may be able to navigate through different meanings of some words without much effort. However, students with limited English language proficiency and minimal vocabulary knowledge may be less likely to disambiguate the meanings of words. This is why it is important that teachers have a way to call students' attention to words in the lesson that have ambiguous meanings, and that students have a chance to explore the nuances of words in contexts within and outside of the lessons.

### **Syntactic Awareness Activities**

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Syntactic Awareness Activities focus on sentence structure. During the early elementary grades, students are not expected to read or write lengthy sentences, but they might be able to produce complex sentences in spoken language when given adequate prompting and support. Syntactic Awareness Activities support students' awareness of the structure of written language, interrelations between words, and grammar. Developing students' oral language through syntactic awareness provides a solid foundation for written language development in the later elementary grades and beyond.

## Vocabulary Instructional Activities

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Vocabulary Instructional Activities are included to build students' general academic, or Tier 2, vocabulary. These words are salient because they appear across content areas and in complex written texts. These activities support students' learning of Tier 2 words and deepen their knowledge of academic words and the connections of these words to other words and concepts. The vocabulary knowledge students possess is intricately connected to reading comprehension, the ability to access background knowledge, express ideas, communicate effectively, and learn about new concepts.

## ***English Language Learners and Students with Disabilities***

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The *Transition Supplemental Guide* assists education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and students with special needs. Although the use of this guide is not limited to teachers of ELLs and/or students with special needs, the following provides a brief explanation of these learners and the challenges they may face in the classroom, as well as teaching strategies that address those challenges.

### English Language Learners

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The *Transition Supplemental Guide* is designed to facilitate the academic oral language development necessary for English Language Learners (ELLs) and to strengthen ELLs' understanding of the core content presented in the domains.

When teaching ELLs, it is important to keep in mind that they are a heterogeneous group from a variety of social backgrounds and at different stages in their language development. There may be some ELLs who do not speak any English and have little experience in a formal education setting. There may be some ELLs who seem fluent in conversational English, but do not have the academic language proficiency to participate in classroom discussions about academic content. The following is a chart showing the basic stages of second language acquisition; proper expectations for student behavior and performance; and accommodations and support strategies for each

stage. Please note that ELLs may have extensive language skills in their first language and that they advance to the next stage at various rates depending on their acculturation, motivation, and prior experiences in an education setting.

Language Development Stage	Comprehension and Production	Accommodations and Support Strategies
<b>Entering</b>	<ul style="list-style-type: none"> <li>• Produces little or no English</li> <li>• Responds in nonverbal ways</li> <li>• Has a minimal receptive vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Use predictable phrases for set routines</li> <li>• Use manipulatives, visuals, realia, props</li> <li>• Use gestures (e.g., point, nod) to indicate comprehension</li> <li>• Use lessons that build receptive and productive vocabulary, using illustrated pre-taught words</li> <li>• Use pre-taught words to complete sentence starters</li> <li>• Use simply stated questions that require simple nonverbal responses (e.g., “Show me . . . ,” “Circle the . . . ”)</li> <li>• Use normal intonation, emphasize key words, and frequent checks for understanding</li> <li>• Model oral language and practice formulaic expressions</li> <li>• Pair with another ELL who is more advanced in oral language skills for activities and discussions focused on the English language</li> <li>• Pair with same-language peers for activities and discussions focused on content</li> </ul>
<b>Emerging (Beginner)</b>	<ul style="list-style-type: none"> <li>• Responds with basic phrases</li> <li>• Includes frequent, long pauses when speaking</li> <li>• Has basic level of English vocabulary (common words and phrases)</li> </ul>	<ul style="list-style-type: none"> <li>• Use repetition, gestures, and visual aids to facilitate comprehension and students’ responses</li> <li>• Use manipulatives, visuals, realia, props</li> <li>• Use small-group activities</li> <li>• Use lessons that expand receptive and expressive vocabulary, especially Tier 2 vocabulary</li> <li>• Use illustrated core vocabulary words</li> <li>• Use pre-identified words to complete cloze sentences</li> <li>• Use increasingly more difficult question types as students’ receptive and expressive language skills improve: <ul style="list-style-type: none"> <li>• Yes/no questions</li> <li>• Either/or questions</li> <li>• Questions that require short answers</li> <li>• Open-ended questions to encourage expressive responses</li> </ul> </li> <li>• Allow for longer processing time and for participation to be voluntary</li> <li>• Pair with another ELL who is more advanced in oral language skills for activities and discussions focused on the English language</li> <li>• Pair with same-language peers for activities and discussions focused on content</li> </ul>

<b>Transitioning (Intermediate)</b>	<ul style="list-style-type: none"> <li>• Speaks in simple sentences</li> <li>• Uses newly learned words appropriately</li> <li>• With appropriate scaffolding, able to understand and produce narratives</li> <li>• Has a much larger receptive than expressive vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Use more complex stories and books</li> <li>• Continue to focus on Tier 2 vocabulary</li> <li>• Introduce academic terms (e.g., making predictions and inferences, figurative language)</li> <li>• Use graphic organizers</li> <li>• Use increasingly difficult question types as students' receptive and expressive language skills improve: <ul style="list-style-type: none"> <li>• Questions that require short sentence answers</li> <li>• <i>Why</i> and <i>how</i> questions</li> <li>• Questions that check for literal and abstract comprehension</li> </ul> </li> <li>• Provide some extra time to respond</li> <li>• Pair with high-level English speakers for activities and discussions focused on the English language</li> </ul>
<b>Expanding (Advanced)</b>	<ul style="list-style-type: none"> <li>• Engages in conversations</li> <li>• Produces connected narrative</li> <li>• Shows good comprehension</li> <li>• Has and uses expanded vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Continue work with academic terms (e.g., making predictions and inferences, figurative language)</li> <li>• Use graphic organizers</li> <li>• Use questions that require opinion, judgment, and explanation</li> <li>• Pair with native English speakers</li> </ul>
<b>Commanding (Proficient)</b>	<ul style="list-style-type: none"> <li>• Uses English that nearly approximates the language of native speakers</li> <li>• Can maintain a two-way conversation</li> <li>• Uses more complex grammatical structures, such as conditionals and complex sentences.</li> <li>• Has and uses an enriched vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Build high-level/academic language</li> <li>• Expand figurative language (e.g., by using metaphors and idioms)</li> <li>• Use questions that require inference and evaluation</li> <li>• Pair with students who have a variety of skills and language proficiencies</li> </ul>

(Adapted from Hirsch and Wiggins 2009, 362–364; New York Department of Education 2013; Smyk et al. 2013)

## **Students with Disabilities and Students with Special Needs**

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Students with disabilities (SWDs) have unique learning needs that require accommodations and modifications to the general education curriculum. When using the *Transition Supplemental Guide* with SWDs and students with special needs, it is important to consider instructional accommodations, tools, strategies, and Universal Design for Learning (UDL) Principles, which promote learning for all students through the use of multiple forms of representation, expression, and engagement (Hall, Strangman, and Meyer 2003).

### ***Pacing***

Pacing is the purposeful increase or decrease in the speed of instruction. Educators can break lessons into manageable chunks depending on needs of the class and follow the section with a brief review or discussion. This format of instruction ensures that students are not inundated with information. Additionally, you may want to allow students to move around the room for brief periods during natural transition points. When waiting for students to respond, allow at least three seconds of uninterrupted wait time to increase correctness of responses, response rates, and level of thinking (Stahl 1990).

### ***Goals and Expectations***

Make sure students know the purpose and the desired outcome of each activity. Have students articulate their own learning goals for the lesson. Provide model examples of desired end-products. Use positive verbal praise, self-regulation charts, and redirection to reinforce appropriate ways for students to participate and behave.

### ***Directions***

Provide reminders about classroom rules and routines whenever appropriate. You may assign a partner to help clarify directions. When necessary, model each step of an activity's instructions. Offering explicit directions, procedures, and guidelines for completing tasks can enhance student understanding. For example, large assignments can be delivered in smaller segments to increase comprehension and completion (Franzone 2009).



### ***Instruction Format and Grouping***

Use multiple instruction formats (e.g., small-group instruction, individual work, collaborative learning, and hands-on instruction). Be sure to group students in logical and flexible ways that support learning.

### ***Instructional Strategies***

The following evidence-based strategies can assist students with disabilities in learning content (Scruggs et al. 2010):

- **Mnemonic strategies** are patterns of letters and sounds related to ideas that enhance retention and recall of information. They can be used as a tool to encode information.
- **Spatial organizers** assist student understanding and recall of information using charts, diagrams, graphs, and/or other graphic organizers.
- **Peer mediation**, such as peer tutoring and cooperative learning groups, can assist in assignment completion and enhance collaboration within the classroom.
- **Hands-on learning** offers students opportunities to gain understanding of material by completing experiments and activities that reinforce content.
- **Explicit instruction** utilizes clear and direct teaching using small steps, guided and independent practice, and explicit feedback.
- **Visual strategies** (e.g., picture/written schedules, storymaps, task analyses, etc.) represent content in a concrete manner to increase focus, communication, and expression (Rao and Gagie 2006).

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# Alignment Chart for Greek Myths

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

## Alignment Chart for Greek Myths

### Lesson

	1	2	3	4	5	6	7	8	9	10
<b>Core Content Objectives</b>										
Explain that the ancient Greeks worshipped many gods and goddesses	✓						✓	✓		✓
Explain that the gods and goddesses of ancient Greece were believed to be immortal and to have supernatural powers, unlike humans	✓	✓								
Identify the Greek gods and goddesses in the read-alouds	✓	✓	✓	✓				✓		✓
Identify Mount Olympus as the place believed by the ancient Greeks to be the home of the gods						✓				
Identify Greek myths as a type of fiction						✓				
Demonstrate familiarity with particular Greek myths		✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify the elements of character, setting, plot, and supernatural beings and events in particular Greek myths		✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify common characteristics of Greek myths (i.e., they try to explain mysteries of nature and humankind, include supernatural beings or events)		✓	✓	✓	✓	✓	✓	✓	✓	✓
Describe some of the many different types of mythical creatures and characters in Greek myths, such as Atlas, Pan, Cerberus, Pegasus, and centaurs			✓		✓		✓	✓	✓	✓

**Note:** The Language Arts Objectives in the lessons may change depending on teacher's choice of activities.


## Reading Standards for Literature: Grade 2

### Key Ideas and Details

<b>STD RL.2.1</b>	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	
<b>CKLA Goal(s)</b>	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction read-aloud	✓
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships	✓

## Alignment Chart for Greek Myths

### Lesson

		1	2	3	4	5	6	7	8	9	10
<b>STD RL.2.2</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.										
<b>CKLA Goal(s)</b>	Recount fiction read-alouds, including fables and folktales from diverse cultures, and determine the central message, lesson, or moral		✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD RL.2.3</b>	Describe how characters in a story respond to major events and challenges.										
<b>CKLA Goal(s)</b>	Describe how characters in a fiction read-aloud respond to major events and challenges		✓	✓	✓	✓	✓	✓	✓		✓
<b>Craft and Structure</b>											
<b>STD RL.2.5</b>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.										
<b>CKLA Goal(s)</b>	Describe the following story elements: characters, setting, and plot, including how the beginning introduces the story and the ending concludes the action			✓	✓					✓	✓
<b>Integration of Knowledge and Ideas</b>											
<b>STD RL.2.7</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.										
<b>CKLA Goal(s)</b>	Use information gained from the illustrations and words in a read-aloud to demonstrate understanding of its characters, setting, or plot										
<b>STD RL.2.9</b>	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.										
<b>CKLA Goal(s)</b>	Compare and contrast (orally or in writing) similarities and differences within a single fiction read-aloud or between two or more read-alouds	✓									
<b>Reading Standards for Informational Text: Grade 2</b>											
<b>Integration of Knowledge and Ideas</b>											
<b>STD RI.2.7</b>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.										
<b>CKLA Goal(s)</b>	Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational read-aloud and explain how these graphics clarify the meaning of the read-aloud	✓	✓		✓						

## Alignment Chart for Greek Myths

### Lesson

1	2	3	4	5	6	7	8	9	10
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## Writing Standards: Grade 2

### Text Types and Purposes

<b>STD W.2.3</b>	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.													
<b>CKLA Goal(s)</b>	Plan, draft, and edit a narrative retelling of a fiction read-aloud, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure			✓				✓	✓	✓	✓			

### Production and Distribution of Writing

<b>STD W.2.5</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.													
<b>CKLA Goal(s)</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing												✓	
<b>STD W.2.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.													
<b>CKLA Goal(s)</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers													✓

### Research to Build and Present Knowledge

<b>STD W.2.8</b>	Recall information from experiences or gather information from provided sources to answer a question.													
<b>CKLA Goal(s)</b>	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud and/or make connections among several read-alouds			✓		✓	✓							
	With assistance, categorize and organize facts and information within a given domain to answer questions				✓									

## Speaking and Listening Standards: Grade 2

### Comprehension and Collaboration

<b>STD SL.2.1</b>	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups.													
<b>STD SL.2.1a</b>	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).													
<b>CKLA Goal(s)</b>	Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)													✓

## Alignment Chart for Greek Myths

### Lesson

		1	2	3	4	5	6	7	8	9	10
<b>STD SL.2.1b</b>	Build on others' talk in conversations by linking their comments to the remarks of others.										
<b>CKLA Goal(s)</b>	Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age						✓				
<b>STD SL.2.1c</b>	Ask for clarification and further explanation as needed about the topics and texts under discussion.										
<b>CKLA Goal(s)</b>	Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud						✓				
<b>STD SL.2.2</b>	Retell or describe key ideas or details from a text read aloud or information presented orally or through other media.										
<b>CKLA Goal(s)</b>	Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud						✓				
	Summarize (orally or in writing) text content and/or oral information presented by others						✓				
<b>STD SL.2.3</b>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.										
<b>CKLA Goal(s)</b>	Ask questions to clarify directions, exercises, classroom routines and/or what a speaker says about a topic to gather additional information, or deepen understanding of a topic or issue					✓	✓			✓	
<b>Presentation of Knowledge and Ideas</b>											
<b>STD SL.2.4</b>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.										
<b>CKLA Goal(s)</b>	Recount a personal experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences						✓		✓		
<b>STD SL.2.5</b>	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.										
<b>CKLA Goal(s)</b>	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings	✓		✓	✓						✓
<b>STD SL.2.6</b>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language.)										
<b>CKLA Goal(s)</b>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification						✓				



## Alignment Chart for Greek Myths

### Lesson


1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

## Language Standards: Grade 2

### Vocabulary Acquisition and Use

<b>STD L.2.5</b>	Demonstrate understanding of word relationships and nuances in word meanings.										
<b>STD L.2.5a</b>	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> ).										
<b>CKLA Goal(s)</b>	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> )										
	Provide synonyms and antonyms of selected core vocabulary words			✓	✓	✓					✓
	Determine the meaning of unknown and multiple meaning words and phrases in fiction or nonfiction/ informational read-alouds and discussions			✓							✓
<b>STD L.2.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy, that makes me happy</i> ).										
<b>CKLA Goal(s)</b>	Learn the meaning of common sayings and phrases						✓		✓		
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy, that makes me happy</i> )										

### Additional CKLA Goals

Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud											
Share writing with others	✓			✓						✓	✓
Identify and express physical sensations, mental states, and emotions of self and others	✓	✓	✓			✓	✓	✓			
Make predictions (orally or in writing) prior to and during a read-aloud, based on title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions									✓		
Create, tell, and/or draw and write an original story with characters, a beginning, a middle, and an end											✓
Use adjectives correctly in oral language							✓				



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.







# Greek Myths

## Transition Supplemental Guide Introduction

This introduction includes the necessary background information to be used in teaching the *Greek Myths* domain. The *Tell It Again! Read-Aloud Anthology for Greek Myths* contains ten daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. The entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 6. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than fourteen days total on this domain.**

Week One					
Day 1	#	Day 2	Day 3	Day 4	Day 5
Lesson 1A: "The Twelve Gods of Mount Olympus" (40 min.)		Lesson 2A: "Prometheus and Pandora" (40 min.)	Lesson 3A: "Demeter and Persephone" (40 min.)	Lesson 4A: "Arachne the Weaver" (40 min.)	Lesson 5A: "Theseus and the Minotaur" (40 min.)
Lesson 1B: Extensions (20 min.)		Lesson 2B: Extensions (20 min.)	Lesson 3B: Extensions (20 min.)	Lesson 4B: Extensions (20 min.)	Lesson 5B: Extensions (20 min.)
60 min.		60 min.	60 min.	60 min.	60 min.

Week Two					
Day 6	#	Day 7	Day 8	Day 9	Day 10
Lesson 6A: "Daedalus and Icarus" (40 min.)		Pausing Point (60 min.)	Lesson 7A: "Hercules" (40 min.)	Lesson 8A: "Other Adventures of Hercules" (40 min.)	Lesson 9A: "Oedipus and the Riddle of the Sphinx" (40 min.)
Lesson 6B: Extensions (20 min.)			Lesson 7B: Extensions (20 min.)	Lesson 8B: Extensions (20 min.)	Lesson 9B: Extensions (20 min.)
60 min.		60 min.	60 min.	60 min.	60 min.

Week Three				
Day 11	#	Day 12	Day 13	Day 14
Lesson 10A: "Atalanta and the Golden Apples" (40 min.)		Domain Review (60 min.)	Domain Assessment (60 min.)	Culminating Activities (60 min.)
Lesson 10B: Extensions (20 min.)				
60 min.		60 min.	60 min.	60 min.

⑩ Lessons include Student Performance Task Assessments.

# Lessons require advance preparation and/or additional materials; please plan ahead.

## Lesson Implementation

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It is important to note that the interactive activities in the *Transition Supplemental Guide* count on the teacher as the “ideal reader” to lead discussions, model proper language use, and facilitate interactions among student partners.

It is highly recommended that teachers preview the read-aloud, Flip Book images, and comprehension questions to determine when to pause during the read-aloud and ask guiding questions, especially before a central or difficult point is going to be presented (e.g., While we are reading this part of the read-aloud, I want to you think about . . .) and supplementary questions (e.g., Who/What/Where/When/Why literal questions) to check for understanding.

### Student Grouping

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Teachers are encouraged to assign partner pairs prior to beginning a domain and partners should remain together for the duration of the domain. If possible, English Language Learners should be paired with native English speakers, and students who have limited English oral language skills should be paired with students who have strong English language skills. Keep in mind that in some instances a group of three would benefit beginning ELLs and an older student or adult volunteer may be a better arrangement for some students with disabilities. Partnering in this way promotes a social environment where all students engage in collaborative talk and learn from one another.

In addition, there are various opportunities where students of the same home-language work together, fostering their first-language use and existing knowledge to construct deeper meanings about new information.

### Graphic Organizers and Domain-Wide Activities

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Several different organizers and domain-wide activities are included to aid students in their learning of the content in the *Greek Myths* domain.

- Response Cards for *Greek Myths* (one per myth, nine total) can be used to preview, review, and discuss the myths presented in this domain. Students may hold up these Response Cards to answer class questions.

- Poster 1 (Map of Ancient Greece) from *The Ancient Greek Civilization* domain. You may wish to keep this poster up for the Greek Myths domain and refer to it whenever a lesson refers to Mount Olympus, Greek city-states, and the Aegean Sea.
- Character Charts (one per myth) are provided in the lessons with pronunciation keys and information about the characters in each myth.
- The Gods, Mortals, and Creatures Chart helps students keep track of the different kinds of characters found in Greek myths, you may wish to create a large Gods, Mortals, and Creatures Chart on a large piece of chart paper and have this chart up for the duration of this domain. Character cut-outs for each myth are provided as Instructional Masters in the Appendix.
- The Greek Myths Chart (Instructional Master 5A-1) may be used after students have heard three Greek myths to help them keep track of the myths they have heard.
- Students will create journal entries in the Greek Myths Journal using information about the myths they have heard. There are nine journal pages total, one introductory cover page and eight pages for the different myths presented in this domain. **Note:** You may wish to have students make a cover page and choose four journal entries to write.
- Writing a Greek Myth is a writing project in which students conceptualize, write, and present or publish their own myths. Students will go through the writing process: plan, draft, and edit. Finally students will present or publish their myth. Instructional Masters have been provided for each step of the writing process.
- Art and Drama Connections—You may wish to coordinate with the school’s drama teacher to help students act out one of the myths from this domain. Students may also enjoy creating a backdrop for the setting of the myth. [Suggestions: “Arachne the Weaver,” “Daedalus and Icarus,” “Oedipus and the Riddle of the Sphinx,” and “Atalanta and the Golden Apples”]

## Anchor Focus in Greek Myths

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This chart highlights several Common Core State Standards as well as relevant academic language associated with the activities in this domain.

Anchor Focus	CCSS	Description of Focus and Relevant Academic Language
Writing	W.2.3	<i>Writing a Greek Myth</i> Students will plan, draft, edit, and present their Greek myth. Relevant academic language: <i>brainstorm; character, setting, plot; plan, draft, edit</i>
Language	L.2.1e	Use adjectives that convey feeling and appearance

## Domain Components

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Along with this *Transition Supplemental Guide*, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book\** for *Greek Myths*
- *Tell It Again! Image Cards* for *Greek Myths*

\*The *Tell It Again! Multiple Meaning Word Posters* and the *Tell It Again! Posters for Greek Myths* are located at the back of the *Tell It Again! Flip Book*.

Recommended Resource:

- *Core Knowledge Grade 2 Teacher Handbook*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2005) ISBN: 978-1890517748

## ***Why Greek Myths Are Important***

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This domain builds on *The Ancient Greek Civilization* domain and will introduce students to several well-known Greek myths and many well-known mythical characters. Students will learn that the ancient Greeks worshipped many gods and goddesses, and that the twelve they believed lived on Mount Olympus, the home of the gods, were the most powerful. Students will learn the definition of a myth: a fictional story, once thought to be true that tried to explain mysteries of nature and humankind. They will also learn about myths that include supernatural beings or events, and that myths give insight into the ancient Greek culture. Students will hear about Prometheus and Pandora, Demeter and Persephone, Arachne the Weaver, the Sphinx, and Hercules, among others.

References to Greek mythology are still culturally relevant today, and this domain will give students a frame of reference with which to understand literary allusions and the meanings of common words and expressions, such as *herculean*. It will also better enable them to understand modern retellings of these ancient stories.

It is important to note that the content of some myths might unsettle some children. While these versions of the stories have been adapted from the originals, and most potentially unsettling details have been eliminated, some students may still be sensitive to details contained in the versions presented here. You may want to remind students periodically that these myths are fiction.

Please preview all read-alouds and lessons in this domain before presenting them to students and feel free to substitute a trade book from the list of recommended trade books if you feel doing so would be more appropriate for your students. As you read, use the same strategies that you have been using when reading the read-aloud selections in this Anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the trade book, lead students in a discussion as to how the story or information in the book relates to the read-alouds in this domain.

The content in this domain is reinforced through the fictional narrative writing genre in the last four lessons of the domain.

## What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten and Grade 1

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The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *Greek Myths*. This background knowledge will greatly enhance students' understanding of the read-alouds they are about to enjoy:

### ***Stories (Kindergarten)***

- Listen to and then demonstrate familiarity with stories, including the ideas they express
- Explain that fiction can be in many different forms, including folktales, trickster tales, and tall tales
- Identify the setting of a given story
- Identify the characters of a given story
- Identify the plot of a given story

### ***Kings and Queens (Kindergarten)***

- Describe what a king or queen does
- Describe a royal family

### ***Seasons and Weather (Kindergarten)***

- Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
- Characterize winter as generally the coldest season, summer as generally the warmest season, and spring and autumn as transitional seasons

### ***Fables and Stories (Grade 1)***

- Identify character, plot, and setting as basic story elements

### ***Astronomy (Grade 1)***

- Describe how people sometimes tell stories about the moon and stars

## Core Vocabulary for Greek Myths

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The following list contains all of the core vocabulary words in *Greek Myths* in the forms in which they appear in the domain. These words appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout all lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

### Lesson 1

glimpse  
sanctuary  
securely  
spectators  
tending

### Lesson 2

amusing  
foresight  
hindsight  
ridiculous  
terrifying

### Lesson 3

bountifully  
despair  
pine  
retrieve  
spirited

### Lesson 4

arachnids  
flattered  
stern  
superior

### Lesson 5

convinced  
labyrinth  
sneered  
unraveling  
vaulted

### Lesson 6

currents  
desperately  
plummeted  
proof  
sill

### Lesson 7

aimlessly  
commotion  
dreadful

### Lesson 8

accurate  
guidance  
immeasurable  
reputation  
trample

### Lesson 9

encountering  
insisted  
posed

### Lesson 10

resist  
skilled  
terms  
tremendously

In addition to this core vocabulary list, every lesson includes its own Vocabulary Chart. Words in this chart either appear several times in the Read-Aloud or are words and phrases that support broader language growth, which is crucial to the English language development of young students. Most words on the chart are part of the General Service list of the 2000 most common English words or part of the Dale-Chall list of 3000 words commonly known by Grade 4. Moreover, a conscious effort has been made to include words from the Primary Priority Words according to Biemiller’s (2010) *Words Worth Teaching*. The words on the Vocabulary Chart are not meant to be exhaustive, and teachers are encouraged to add additional words they feel would best serve their group of students.

<b>Vocabulary Chart for Arachne the Weaver</b>			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
<b>Type of Words</b>	<b>Tier 3</b> Domain-Specific Words	<b>Tier 2</b> General Academic Words	<b>Tier 1</b> Everyday-Speech Words
<b>Understanding</b>	Arachne <b>arachnids</b> Athena goddess tapestry <i>weave/weaver</i>	actually angrily annoyed compared disguise exclaimed finest <b>flattered*</b> invented masterpieces recognized <b>superior</b>	best cloth look move real spider visit woman
<b>Multiple Meaning</b>	loom <b>stern</b>	change features* <u>lean</u> passed	color
<b>Phrases</b>	goddess of all handicrafts	reached the ears of	I am sick of . . . a puff of smoke the best _____ in the world
<b>Cognates</b>	<b>arácnidos</b> tapicería	comparer exclamó inventó reconoció <b>superior</b>	real visita color



## References

1. Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. 2008. *Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples*. New York: Guilford.
2. Biemiller, Andrew. 2010. *Words Worth Teaching*. Columbus, OH: SRA/McGrawHill.
3. Dale, Edgar, and Jeanne Chall. 1995. *Readability Revisited: The New Dale-Chall Readability Formula*.
4. West, Michael. 1953. *A General Service List of English Words*. London: Longman, Green and Co.

## Comprehension Questions

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In the *Transition Supplemental Guide for Greek Myths*, there are three types of comprehension questions. *Literal* questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 1 (RL.2.1) and Reading Standards for Informational Text 1 (RI.2.1).

*Inferential* questions ask students to infer information from the text and think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2–5 (RL.2.2–RL.2.5) and Reading Standards for Informational Text 2–4 and 6 (RI.2.2–RI.2.4; RI.2.6).


*Evaluative* questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. Evaluative questions might ask students to describe how reasons or facts support specific points in a read-aloud, which

addresses Reading Standards for Informational Text 8 (RI.2.8). Evaluative questions might also ask students to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.2.9) and Reading Standards for Informational Text 9 (RI.2.9).

The *Transition Supplemental Guides* include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 7 (RL.2.7) and Reading Standards for Informational Text 7 (RI.2.7) are addressed as well.


## ***Student Performance Task Assessments***

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In the *Transition Supplemental Guide for Greek Myths*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified with this icon: . There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

## ***Above and Beyond***

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In the *Transition Supplemental Guide for Greek Myths*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade level. These activities are labeled "Above and Beyond" and are identified with this icon: .

## Supplemental Guide Activities

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The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters; Syntactic Awareness Activities; and Vocabulary Instructional Activities. Several multiple-meaning words in the read-alouds are underlined to indicate that there is a Multiple Meaning Word Activity associated with them. These activities afford all students additional opportunities to acquire a richer understanding of the English language. *Supplemental Guide* activities are identified with this icon: ↔

## Recommended Resources for Greek Myths

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### Trade Book List

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The *Transition Supplemental Guide* includes a number of opportunities in Extensions, Pausing Point, and the Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature.

If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

1. *A Child's Introduction to Greek Mythology: The Stories of the Gods, Goddesses, Heroes, Monsters, and Other Mythical Creatures*, by Heather Alexander (Black Dog & Leventhal Publishers, 2011) ISBN 978-1579128678
2. *D'Aulaires' Book of Greek Myths*, by Ingri and Edgar Parin D'Aulaire (Delacorte Press, 1962) ISBN 978-0440406945
3. *Gifts from the Gods: Ancient Words and Wisdom from Greek and Roman Mythology*, by Lise Lunge-Larsen (Houghton Mifflin Books for Children, 2011) ISBN 978-0547152295
4. *The Gods and Goddesses of Olympus*, by Alikei (HarperCollins, 1997) ISBN 978-0064461894

5. *Greek Myths*, by Deborah Lock (DK Publishing, 2008)  
ISBN 978-0756640156
6. *Greek Myths*, by Marcia Williams (Candlewick, 2011)  
ISBN 978-0763653842
7. *King Midas: The Golden Touch*, by Demi (Margaret K. McElderry Books, 2002) ISBN 978-0689832970
8. *The McElderry Book of Greek Myths*, retold by Eric A. Kimmel (Margaret K. McElderry Books, 2008) ISBN 978-1416915348
9. *Mythological Creatures: A Classical Bestiary*, by Lynn Curlee (Atheneum Books for Young Readers, 2008)  
ISBN 978-1416914532
10. *Pandora*, by Robert Burleigh (Harcourt, Inc., 2002)  
ISBN 978-0152021788
11. *Pegasus*, by Marianna Mayer (Morrow Junior Books, 1998)  
ISBN 978-0688133825

## **Websites and Other Resources**

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### ***Student Resources***

1. **Greek Coloring Pages**  
<http://www.coloring.ws/greek.htm>
2. **Myths Brainstorming Machine**  
<http://teacher.scholastic.com/writewit/mff/mythmachine.htm>

### ***Teacher Resources***

3. **Additional Greek Myths**  
<http://greece.mrdonn.org/myths.html>
4. **Greek Gods/Twelve Olympians**  
<http://greece.mrdonn.org/greekgods/mountolympus.html>
5. **Miscellaneous Activities for Greek Myths**  
[http://www.activityvillage.co.uk/ancient\\_greece\\_for\\_kids.htm](http://www.activityvillage.co.uk/ancient_greece_for_kids.htm)
6. **Mt. Olympus**  
<http://travel.nationalgeographic.com/travel/parks/olympus-greece>



# The Twelve Gods of Mount Olympus

# 1

## ✔ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✔ Explain that the ancient Greeks worshipped many gods and goddesses
- ✔ Explain that the gods and goddesses of ancient Greece were believed to be immortal and to have supernatural powers, unlike humans
- ✔ Identify the Greek gods and goddesses in this read-aloud
- ✔ Identify Mount Olympus as the place believed by the ancient Greeks to be the home of the gods
- ✔ Identify Greek myths as a type of fiction

### **Language Arts Objectives**

---

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✔ Orally compare and contrast Greek gods and humans (RL.2.9)
- ✔ Interpret information pertaining to Greece from a world map or globe and connect it to information learned in “The Twelve Gods of Mount Olympus” (RI.2.7)
- ✔ Add drawings to descriptions of the Greek god Zeus to clarify ideas, thoughts, and feelings (SL.2.5)
- ✔ Share writing with others
- ✔ Identify how Leonidas feels about going to Olympia to see the races held in honor of Zeus

## Core Vocabulary

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**glimpse, n.** A brief or quick look

*Example:* Jan snuck into the kitchen before the party to get a glimpse of her birthday cake.

*Variation(s):* glimpses

**sanctuary, n.** A holy place; a safe, protected place

*Example:* Cyrus went to the sanctuary to pray to the gods.

*Variation(s):* sanctuaries

**securely, adv.** Tightly or firmly

*Example:* Kaiyo ties her shoelaces securely so that they will not come undone when she runs.

*Variation(s):* none

**spectators, n.** People watching an event

*Example:* Spectators come from distant cities to watch the Olympics.

*Variation(s):* spectator

**tending, v.** Taking care of or caring for

*Example:* On Saturday mornings, Carl's grandfather could always be found outside tending his garden.

*Variation(s):* tend, tends, tended

### Vocabulary Chart for The Twelve Gods of Mount Olympus

Core Vocabulary words are in **bold**.


Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (\*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	Cyrus/Leonidas footrace god/goddess <i>immortal</i> <i>myth</i> Olympia pottery <b>sanctuary</b> <b>spectators</b> Zeus/Hades/ Poseidon/ Demeter/Hera/ Hephaestus/ Aphrodite/Athena/ Ares/ Apollo/Artemis/ Hermes/ Dionysus	honor glimpse <b>securely*</b> <b>tending</b>	father/son earth leader sea sell/sold throne
<b>Multiple Meaning</b>	harness race rule	control	story
<b>Phrases</b>	Mount Olympus sell their wares		favorite part of the story tell me again
<b>Cognates</b>	<i>inmortal</i> <i>mito</i> Olimpia <b>santuario</b> <b>espectador(ora)</b> Monte Olimpo	honor controlar	trono

**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
<b>Where Are We?</b>	Poster 1 from <i>The Ancient Greek Civilization</i> domain	You may wish to review the acronym BAM (Black, Aegean, and Mediterranean Seas) as the boundaries of ancient Greece. Have students locate Mount Olympus and Olympia on the poster.
<b>What Do We Know?</b>	Civilizations Chart from <i>The Ancient Greek Civilization</i> domain	Students may wish to use their own Ancient Greek Civilization Chart to review what they have learned.
<b>Domain Introduction</b>	Character Chart for current read-aloud	You may wish to create separate Character Charts for each read-aloud.
<b>Vocabulary Preview: Myths, Immortal</b>	chart paper	Write down student responses to what they hope to learn from the myths they will hear.
	Instructional Master 1A-1 (Response Card 1)	Have students point to the different gods of Mount Olympus while they practice using the term <i>immortal</i> .
<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud (15 minutes)</b>		
<b>The Twelve Gods of Mount Olympus</b>	Greek Gods Posters 1–12; Response Card 1	Point out the posters as the gods are mentioned in the read-aloud. Students may wish to identify the gods on their Response Cards.
<b>Discussing the Read-Aloud (15 minutes)</b>		
<b>Comprehension Questions</b>		
<b>Word Work: Securely</b>	shoelaces	Show students the meaning of <i>securely</i> by tying shoelaces securely and loosely.
 <b>Complete Remainder of the Lesson Later in the Day</b>		



Exercise	Materials	Details
<b>Extensions (20 minutes)</b>		
<b>The Twelve Gods of Mount Olympus</b>	Greek Gods Posters 1–12; Instructional Master 1B-1; Response Card 1	You may wish to use the song and chant to help students remember the names and powers of the twelve gods of Mount Olympus.
<b>Greek Myths Journal</b>	Instructional Master 1B-2; drawing tools	This will be the cover page of students' Greek Myths journal.
<b>Take-Home Material</b>		
<b>Family Letter</b>	Instructional Masters 1B-3–5	

### **Advance Preparation**

Make a copy of Instructional Master 1A-1 for each student. Refer to it as Response Card 1, an illustration of the twelve gods of Mount Olympus.

Make a copy of Instructional Master 1B-2 for each student. This will be the cover page of their Greek Myths journals.

Create a Character Chart for today's read-aloud. (See sample chart in the lesson.)

### **Notes to Teacher**

You may wish to stick to a single definition of myth as it applies to this domain—A myth is a fictional story from ancient times that tries to explain events or things in nature. A myth may also teach a lesson. A myth usually has characters that are gods or goddesses, humans, and creatures.

For additional information and images of the twelve gods of Mount Olympus, you may wish to refer to these web resources:

<http://www.virginia.edu/cla2/resources/myth/imagesgods.html>

<http://www.theoi.com/greek-mythology/olympian-gods.html>



# The Twelve Gods of Mount Olympus

1A

**Note:** Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## ***Introducing the Read-Aloud***

**10** minutes

### **Where Are We?**

**5** minutes

Show students a world map or globe; ask a volunteer to locate Greece. If students cannot locate it, point to the country of present-day Greece. Tell students that this is Greece today, and that even though it occupies a very small area now, it was once the center of a very large civilization. Show students Poster 1 (Map of Ancient Greece) from *The Ancient Greek Civilization* domain. Tell and/or remind students that the area on the Poster from the Black Sea to the Mediterranean Sea—including Crete—represents ancient Greece, a civilization from a very long time ago.

### **What Do We Know?**

**5** minutes

Ask students to share what they have already learned about the ancient Greek civilization. You may wish to refer to the Civilizations Chart from *The Ancient Greek Civilization* domain to help students remember the various components of this civilization.

### **Domain Introduction**

**10** minutes

Tell students that, like people in many civilizations, the ancient Greeks told stories orally, or by word of mouth. Share that these stories usually had supernatural beings or heroes as the main characters, and the plots usually explained events in nature or taught people how to behave. Explain that in ancient times people did not have the knowledge that people have today. Tell students that, as a result, these stories, which were later written down,

were first thought to be factual, but it is now known that they are fictional, or not true. Share with students that we call such oral stories myths.

Students who participated in the Core Knowledge Language Arts program in Grade 1 will have heard about myths in the *Astronomy* domain and learned how many different ancient peoples told myths about the stars and constellations they saw in the sky. You may wish to solicit their knowledge of this topic to share with the class.

Tell students that over the next couple of weeks, they are going to hear many well-known Greek myths, or myths that originated in ancient Greece. Share with students that these myths include several fascinating characters, many of whom are gods and goddesses who were worshipped by the ancient Greeks. Students who participated in the Core Knowledge Language Arts program in Grade 1 will remember that gods and goddesses are beings believed to have supernatural powers and were worshipped by others. Remind students of this definition. Ask students to share the names of any gods and/or goddesses they remember from *The Ancient Greek Civilization* domain. You may wish to prompt them with the following questions:

1. Of gods and goddesses, which are male beings and which are female beings? (Gods are male beings, and goddesses are female beings.)
2. Where did the Greek gods and goddesses live, according to the ancient Greeks? Show me the location on *The Ancient Greek Civilization* Poster 1. (The Greeks believed that the most powerful of these gods and goddesses lived in a palace on the very top of Mount Olympus, the highest mountain in Greece.)
3. Who did the ancient Greeks believe ruled these gods and goddesses? (a king named Zeus and a queen named Hera)

### ***Meet the Characters***

Explain that before each read-aloud students will have an opportunity to meet the characters in the story by looking at a few images and hearing the characters' names.

**Note:** As you take students through the *Meet the Characters* section of *Introducing the Read-Aloud* in each lesson, you may wish to create a Character Chart similar to the one that follows and fill in relevant information about the characters as they are introduced. Please note that most of the characters' names are not decodable for students in Grade 2 and students should not be expected to be able to read the names. You may have some students who can read some of the names or who may enjoy recognizing them as a result of the repetition throughout the domain as they see the names, listen to the stories, and view the illustrations of characters.

Character Name	Description of Character (god, goddess, mythological creature, human)	Role in Story
Leonidas (lee-AH-nih-diss)	human	son traveler to Olympus
Cyrus (SIGH-rus)	human	father and potter traveler to Olympus



← **Show image 1A-4: Olympians on their thrones**

Tell students that the first myth they will hear is called “The Twelve Gods of Mount Olympus.” Remind students that the image shows some of the Greek gods and goddesses. Tell students that in today’s story they will hear the names of each of these gods and goddesses and learn a little about them. Ask a student to point to Zeus and Hera on their thrones. Ask students if they remember from *Ancient Greek Civilizations* if the gods and goddesses all have the same powers.



← **Show image 1A-2: Leonidas and his father preparing the cart**

Tell students that in today’s story, they will hear about Cyrus and his son Leonidas who are going to the footraces at Olympia to sell their pottery.

***Myths***

1. In this domain you will hear several Greek *myths*.
2. Say the word *myths* with me three times.
3. Myths are fictional—or made-up—stories from ancient times that try to explain events or things in nature. Myths usually have supernatural characters and supernatural events.
4. Even though myths are not true, children enjoy listening to Greek myths over and over again.
5. Myths try to explain events, like how humans came to exist, or things in nature, like where lightning comes from. Tell your partner about one thing you hope to hear about in the myths. [You may wish to write student responses on chart paper and refer back to this list as you read different myths.]

***Immortal***

1. In today’s read-aloud you will hear, “[U]nlike you and me, the gods are immortal—that means they never die.”
2. Say the word *immortal* with me three times.
3. When someone is immortal that means he or she never dies.
4. The ancient Greeks believed the gods of Mount Olympus were immortal.
5. [Invite different students to point to the different gods of Mount Olympus on Response Card 1. First the student will say the god’s name, and then the class will respond, “[name of god] is immortal.”]

**Purpose for Listening**

Tell students to listen carefully to learn more about the twelve main gods and goddesses the ancient Greeks worshipped.



## The Twelve Gods of Mount Olympus

### ← Show image 1A-1: Leonidas waking up

1 or caring for

2 If Leonidas and his father are going to harness the horses, they are going to attach straps and bands to them to have control over them as the animals pull the cart.

3 Pottery is the name for vases, pots, bowls, or plates shaped from moist clay and hardened by heat. Many groups of people have made pottery (e.g., Native Americans, Mayans, Aztecs, etc.)

4 or celebrations

Leonidas woke up early on the day of the footraces. Still lying in bed, he could hear his father, Cyrus, outside **tending**<sup>1</sup> the horses. “He’s probably feeding them,” Leonidas thought to himself. “And then we’ll harness them to the cart and make our way to Olympia.”<sup>2</sup> Olympia was the site of the day’s footraces in honor of Zeus, the leader of all the Greek gods and goddesses. Leonidas and his father would take their pottery to sell to the people at the races, and when they had sold all they could, they would watch the races.<sup>3</sup>

Leonidas knew that if he asked, his father would tell him again how the gods and goddesses came to be, and why he and the other Greeks honored them with races, festivals,<sup>4</sup> and feasts. It was his favorite story, and he loved to hear his father tell it.

But first, Leonidas had to get out of bed and get dressed; otherwise, he wouldn’t get to hear that story or see the races at all. After breakfast he went outside to help his father, Cyrus, who had just finished harnessing the first of their two horses to the cart.



### ← Show image 1A-2: Leonidas and his father preparing the cart

“Good morning, father,” Leonidas said.

“Good morning, son! We’re almost ready to go. Will you help me harness this last horse?”

Leonidas nodded, and together, as the sun burnt away the morning fog, father and son harnessed the second horse. Once they double-checked that the horses were **securely**<sup>5</sup> fastened to the cart, Leonidas and Cyrus finished storing their pottery safely in the cart. Then, taking their seats on a wooden plank<sup>6</sup> at the front of the cart, they started their journey to Olympia.<sup>7</sup>

5 or tightly

6 or thick board

7 [Point to the wooden plank in the next image.]



← **Show image 1A-3: Leonidas’s father pointing to Mount Olympus<sup>8</sup>**

8 How do you think Leonidas feels about going to Olympia to see the races held in honor of Zeus?

After they’d traveled some miles down the road, Leonidas asked, “Father, will you tell me again the story of the gods and goddesses?”

9 A sanctuary is a holy place. The Olympian gods being celebrated in this sanctuary were the gods and goddesses whom the Greeks believed lived on Mount Olympus.

“Of course, son. As you know, we’re going to Olympia for the footraces held in honor of Zeus. Olympia is the home of an important **sanctuary** devoted to Zeus.<sup>9</sup> Olympia is where we honor Zeus and the other Olympian gods and goddesses. The twelve gods of Mount Olympus are the most powerful of all of the many gods, and Zeus is their leader. Of course, Mount Olympus is actually far away, but this is a beautiful valley, beloved to them and perfect for the games.”

10 Wares are goods. What wares did Cyrus and Leonidas have in their cart?

Their cart went over a bump, and Cyrus turned around to check their wares briefly before continuing the story.<sup>10</sup> “These gods and goddesses can sometimes be just like people: they can feel happy or sad, jealous and angry, or generous and loving. Unlike people, they have special powers to control things like the seasons and the weather, when and where there is war, and sometimes, with whom we fall in love! And unlike you and me, the gods are immortal—that means they never die.”



← **Show image 1A-4: Olympians on their thrones**

11 or humans who are born and later die

Cyrus paused before continuing on with Leonidas’s favorite part of the story. “That’s how the gods are different from mortals<sup>11</sup> on Earth, but do you know how to tell them apart from one another?”

Leonidas did know, but he wanted his father to continue telling the story, so he said, “Yes, Father, but tell me anyway!”



← **Show image 1A-5: Zeus and Poseidon**

Cyrus continued on, saying, “Well, as I said before, Zeus is the leader of all the gods and protects all of us here on Earth. He has a voice like rolling thunder and controls the wind, rain, and lightning, which he also uses as his weapons. He has two brothers, Hades and Poseidon, and together they rule over the whole world. While

12 Who can point to the trident in the illustration?

Zeus controls the heavens, Poseidon controls the sea and rules over it with a trident.<sup>12</sup> When he strikes the ground with his trident, the earth shakes, and when he strikes the seas with it, the waves rise up as tall as a mountain. Zeus and Poseidon are two of the twelve gods who live on Mount Olympus and have thrones there.”

Leonidas and his father came to a fork in the road and turned left. They could now see other carts ahead of them in the distance—other vendors looking to sell their wares at the footraces in Olympia.



← **Show image 1A-6: Hades in the underworld on his throne**

“And what about Hades, Zeus’s other brother?” Leonidas asked.

“While Zeus rules the heavens, and Poseidon rules the sea, Hades rules the underworld, or the land of the dead. Hades has a helmet that makes him invisible, so that no one, friend or foe,<sup>13</sup> can see him coming. Hades’ throne is in the underworld, where he lives,” Cyrus said.

“He sounds scary,” Leonidas shivered. “Who else lives on Mount Olympus?”

13 or enemy



← **Show image 1A-7: Demeter and Hera**

“Well,” Cyrus said, “Zeus also has a sister who has a throne on Mount Olympus. Demeter is the goddess of the harvest and grain; she looks after all of the fields and crops on Earth. Zeus’s wife, Hera, also lives on Mount Olympus; she is the queen of the gods and goddesses and is the goddess of women’s lives. Hmm, how many is that?” Cyrus turned and asked his son.

Counting on his fingers, Leonidas said, “Zeus, Poseidon, Demeter, and Hera. Just four . . . who are the other gods and goddesses who live on Mount Olympus?”



← **Show image 1A-8: Hephaestus, Aphrodite, Athena, and Ares**

“Well, there’s Hephaestus, god of fire and the blacksmith of the gods; Aphrodite, goddess of love; Athena, goddess of wisdom; and Ares, god of war.”





← **Show image 1A-9: Apollo, Artemis, Hermes, and Dionysus**

“Then there are the twins: Apollo, the god of light and music, and his sister Artemis, the goddess of the hunt. There’s Hermes, the messenger of the gods, and finally, Dionysus, the god of grapes and the youngest of all the gods. Even though these are the most powerful of all the gods and goddesses, Zeus is the strongest of all. And it is he whom we honor today.”



← **Show image 1A-10: Leonidas and his father arrive at the races**

Cyrus stopped the cart; they had finally reached Olympia. **Spectators** and vendors moved all around them as the athletes stretched in preparation for their races.<sup>14</sup> Leonidas knew that many miles away was cloud-covered Mount Olympus. As the midday sun shone through some of the clouds, Leonidas imagined he could see the briefest **glimpse**<sup>15</sup> of a palace with twelve golden thrones.<sup>16</sup>

14 Spectators are observers. There are three types of people at the sanctuary of Olympia: spectators observing the races; vendors selling their wares; and athletes competing in the races.

15 or passing view

16 What does Leonidas think he glimpsed at the top of Mount Olympus?

## **Discussing the Read-Aloud**

**15** minutes

### **Comprehension Questions**

**10** minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* What is the setting for this story? (ancient Greece; Olympia)
2. *Inferential* Why were Leonidas and his father tending to and securely harnessing the horses? (They were preparing them for the journey to the sanctuary at Olympia.)



← **Show image 1A-3: Leonidas's father pointing to Mount Olympus**

3. *Literal* Leonidas and Cyrus were going to the sanctuary at Olympia to sell their pottery and be spectators at the races held in Zeus's honor. What story did Cyrus tell Leonidas during their journey? (He told Leonidas all about the Olympian gods and goddesses, what their special powers were, and how the Greeks held the races in honor of Zeus.)
4. *Evaluative* How were the gods and goddesses similar to humans? (They were believed to have many different emotions.) How were they different? (They were believed to have special powers and to be immortal, or to never die.)



← **Show image 1A-4: Olympians on their thrones**

5. *Inferential* Which gods or goddesses can you remember from the read-aloud? (Answers may vary.) [Tell students that you will review all twelve later.] What are some of their special powers? (Answers may vary.) [Tell students that you will review all of them later.]
6. *Literal* Where did the Olympian gods and goddesses supposedly live? (in a palace on Mount Olympus)
7. *Evaluative* What did Leonidas think he glimpsed as he looked at Mount Olympus in the distance? (the twelve thrones of the Olympian gods) Do you really think he saw this? Why or why not? (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* You heard that Greek myths are fiction, or stories that are not true. How do you know they are fiction? (Answers may vary, but may include that the gods and goddesses possess supernatural powers; the ancient Greeks created the stories to explain events in nature that they could not explain; etc.)

9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Securely

5 minutes

1. In the read-aloud you heard, “Once [Cyrus and Leonidas] double-checked that the horses were *securely* fastened to the cart, they finished storing their pottery safely in the cart.”
2. Say the word *securely* with me.
3. Securely means tightly and firmly.

[Demonstrate what *securely* means by tying shoelaces tightly. Then show the opposite, loosely, by tying the shoelaces loosely.]

4. Acacia made sure that her shoelaces were securely tied so that they would not come undone.
5. What other things would you need to securely tie or fasten? Use the word *securely* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I need to securely tie/fasten\_\_\_\_\_.”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will name some items that are either securely tied or fastened or loosely tied or fastened. If what I describe is securely tied or fastened, stand up and say “[Name of item] is securely tied/fastened.” If what I describe is loosely tied or fastened, stay seated and say “[Name of item] is loosely tied/fastened.”

1. The bow on Agnes’s dress is almost undone.
  - The bow is loosely tied.
2. Daman’s mother tied his bow tie on so tightly that he had a hard time breathing.
  - The bow tie is securely tied.
3. It is important that your seatbelt is fastened firmly across your body.
  - The seatbelt is securely fastened.
4. Daphne wears a belt tightly around her jeans so her jeans do not fall down.
  - The belt is securely fastened.
5. Hair is coming out of Greta’s ponytail.
  - The ponytail is loosely tied.
6. Greg’s uncle made sure the table leg was tightly fastened so that the table no longer wobbled.
  - The table leg is securely fastened.



**Complete Remainder of the Lesson Later in the Day**



# The Twelve Gods of Mount Olympus

1B

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### The Twelve Gods of Mount Olympus

15 minutes

- Show students the twelve Greek Gods Posters one by one, in numerical order. Have students identify the god or goddess on Response Card 1. As you show students each poster and share the name of each god or goddess, have them share distinguishing characteristics and/or things they learned about each from today's read-aloud.

[On Response Card 1, starting from left to right, point to the god or goddesses and say their names and powers. Have students repeat the names of the gods and goddesses with you. You may wish to use the song and chant from Instructional Master 1B-1 to help students learn the name and power of each Greek god.]

- Dionysus (*DIGH-oh-NIGH-suss*)—god of wine, pleasure, and theatre
- Hermes (*HUR-meess*)—messenger of the gods; he can move with lightning speed
- Hephaestus (*heh-FESS-tuss*)—the god of fire and the blacksmith of gods
- Aphrodite (*AF-roh-DY-tee*)—goddess of beauty and love
- Poseidon (*poh-SY-dun*)—the god of the seas and of all that crosses the seas
- Hera—queen of the gods

- Zeus—the king of the gods
- Demeter (dih-*MEE*-tur)—goddess of plants and the harvest
- Athena (uh-*THEEN*-uh)—goddess of wisdom and war
- Ares (*AIR*-ees)—the god of war
- Apollo (uh-*PAHL*-oh)—god of light, music, and poetry
- Artemis (*ART*-eh-miss)—goddess of hunting, wilderness, and animals
- Display the posters around the room where students can clearly see them and where they can be referred to throughout the domain.

### **Greek Myths Journal (Instructional Master 1B-2)**

**15 minutes**

- Tell students that they will be keeping a journal to help them remember important information they learn in this domain about the Greek myths they hear. Share with students that at the end of this domain, they will staple all of their journal pages together and take them home to share with family and friends.
- Tell students that this page will be the cover page for their journals about Greek myths.
- Show students Instructional Master 1B-1. Tell students that the illustration to the left is of the leader of the twelve gods of Mount Olympus. Ask students which god is the leader on Mount Olympus. (Zeus)
- Tell students the directions for creating the cover page of their Greek Myths journal:
  1. First write “Greek Myths” on the title line.
  2. Then write your definition of a myth. Use the sentence frame:  
Greek myths are . . .
  3. Finally, write what you hope to hear about or learn in the Greek myths you will hear.
- Allow time for students to share their journal entries with a partner.
- Remember to save students’ journal entries throughout the domain.

## ***Take-Home Material***

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### **Family Letter**

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Send home Instructional Masters 1B-3-5.



# Prometheus and Pandora

## 2

### ✔ **Lesson Objectives**

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#### **Core Content Objectives**

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Students will:

- ✓ Explain that the gods and goddesses of ancient Greece were believed to be immortal and have supernatural powers, unlike humans
- ✓ Identify the Greek gods and goddesses in this read-aloud
- ✓ Identify Mount Olympus as the place believed by the ancient Greeks to be the home of the gods
- ✓ Identify Greek myths as a type of fiction
- ✓ Demonstrate familiarity with “Prometheus and Pandora”
- ✓ Identify the elements of character, setting, plot, and supernatural beings and events in “Prometheus and Pandora”
- ✓ Identify common characteristics of Greek myths (e.g., they try to explain mysteries of nature and humankind, include supernatural beings or events, give insight into the ancient Greek culture)

#### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Recount information from “Prometheus and Pandora,” a Greek myth, and determine the central meaning of the myth (RL.2.2)
- ✓ Describe how Prometheus, Epimetheus, and Pandora respond to challenges in “Prometheus and Pandora” (RL.2.3)



- ✓ Interpret information pertaining to Greece from a world map or globe and connect it to information learned in “The Twelve Gods of Mount Olympus” (RI.2.7)
- ✓ Add drawings to descriptions of the myth “Prometheus and Pandora” to clarify ideas, thoughts, and feelings (SL.2.5)
- ✓ Identify how Pandora feels when all of the terrible things burst out of the box

## Core Vocabulary

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**amusing, *adj.*** Pleasantly funny

*Example:* Chris found his new baby sister amusing to watch; she always made strange sounds and faces as she discovered new things.

*Variation(s):* none

**foresight, *n.*** The act of thinking ahead

*Example:* Yasmin had the foresight to take an umbrella when she saw the dark storm clouds in the sky.

*Variation(s):* none

**hindsight, *n.*** Understanding something only after it has happened

*Example:* In hindsight, Frank realized that it had not been a good idea to run around in the muddy grass with his new white shoes.

*Variation(s):* none

**ridiculous, *adj.*** Silly and unreasonable

*Example:* Lexie sometimes says ridiculous things when she is upset.

*Variation(s):* none

**terrifying, *adj.*** Frightening; very scary

*Example:* Tomás thought roller coasters were terrifying and refused to ride them.

*Variation(s):* none

### Vocabulary Chart for Prometheus and Pandora

Core Vocabulary words are in **bold**.


Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (\*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	creature god/goddess <i>mortal/immortal</i> Pandora Prometheus/ Epimetheus Zeus	<b>amusing*</b> clever/foolish created disobey/obey <b>foresight/</b> <b>hindsight</b> imagination noticed <b>ridiculous</b> suggested <b>terrifying</b> wonderful	animals box brothers dangerous fire gifts human make
<b>Multiple Meaning</b>			open plant
<b>Phrases</b>	nibbled away at her Pandora's box stalk of fennel	had something in mind get rid of them prove they are worthy thinking ahead thinking afterward was determined to	cook food felt sorry for human beings
<b>Cognates</b>	criatura <i>mortal/inmortal</i>	creó obedecer/ desobedecer imaginación <b>ridículo(a)</b> sugirió	los animales humano planta

**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
Where Are We?	world map or globe	
What Have We Already Learned?	Greek Gods Posters 1–12; Response Card 1; song and chant for the gods of Mount Olympus	You may wish to use these additional materials to help students learn the names and powers of the gods of Mount Olympus.
Essential Background Information or Terms	Greek Gods Poster 1 (Zeus); Character Chart for current read-aloud	You may wish to create separate Character Charts for each read-aloud.
Vocabulary Preview: Mortal, Terrifying	index cards—one per student; drawing tools	Students will write or draw something terrifying. They will place their cards into “Pandora’s box” near the end of the read-aloud.
Purpose for Listening	Instructional Master 2A-1 (Response Card 2)	Students may wish to look at the Response Card to identify the characters and setting, and predict what may happen in the myth.
<b>Presenting the Read-Aloud (15 minutes)</b>		
Prometheus and Pandora	chart paper to create a class Gods, Mortals, and Creatures Chart; Instructional Master 2A-2	Use the Gods, Mortals, and Creatures Chart throughout this domain to keep track of the different types of characters in the Greek myths your students will hear. You may wish to use the cut-outs provided on Instructional Master 2A-2. (See Advance Preparation for sample chart.)
	box with lid	This will be the class’s “Pandora’s box.” Have students put their index card with a terrifying item inside the box.
<b>Discussing the Read-Aloud (15 minutes)</b>		
Comprehension Questions		
Word Work: Amusing		
 <b>Complete Remainder of the Lesson Later in the Day</b>		

Exercise	Materials	Details
<b>Extensions</b>		
<b>Sequencing the Read-Aloud</b>	Image Cards 1–6; Instructional Master 2B-1; scissors; glue or tape	
<b>Greek Myths Journal</b>	Instructional Master 2B-2; drawing tools	This will be the page for the myth “Prometheus and Pandora.”

### **Advance Preparation**

Make a copy of Instructional Master 2A-1 for each student. Refer to it as Response Card 2 for the Greek myth “Prometheus and Pandora.” Students can use this Response Card to preview, review, and answer questions about this myth.

Make a copy of Instructional Master 2B-1 for each student. Students will sequence the images from this instructional master according to the order of events in the myth.

Make a copy of Instructional Master 2B-2 for each student. This will be the page for “Prometheus and Pandora” in their Greek Myths journal.

Create a Character Chart for today’s read-aloud. (See sample chart in the lesson.)

Create a class Gods, Mortals, and Creatures Chart on a large sheet of chart paper. You may wish to use the character cut-outs on Instructional Master 2A-2. You will add to this chart as students meet the different types of characters in the read-alouds.

<b>Gods of Mount Olympus</b> Zeus	<b>Other Gods</b> Prometheus Epimetheus
<b>Mortals</b> Pandora	
<b>Creatures</b>	

### **Notes to Teacher**

You may wish to stick to a single definition of myth as it applies to this domain—A myth is a fictional story from the ancient times that tries to explain events or things in nature. A myth may also teach a lesson. A myth usually has characters that are gods or goddesses, humans, and creatures.



# Prometheus and Pandora

# 2<sub>A</sub>

**Note:** Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## ***Introducing the Read-Aloud***

**10** minutes

### **Where Are We?**

**5** minutes

On a world map or globe, have students locate the country of Greece. Remind students that the myths they will hear over the next several days originated in, or were first told in, ancient Greece.

### **What Have We Already Learned?**

**10** minutes

Remind students that they heard about twelve important Greek gods and goddesses in the previous read-aloud. Ask students what makes a god or goddess different from a human being. (A god or goddess is believed to be immortal, or never dies, and has supernatural powers, whereas a human being is mortal and does not have magical powers.) Using the Greek Gods Posters, have students name each of the Greek gods they heard about in the previous lesson. Have students share what the ancient Greeks believed each god/goddess was in charge of.

### **Essential Background Information or Terms**

**10** minutes

Share the title of the read-aloud with students. Remind students that myths are fictional stories that try to explain events or things in nature, teach moral lessons, and entertain listeners. Share with students that Greek myths have many characters, both mortal and immortal. Remind students that the word *immortal* refers to living creatures that never die, and the word *mortal* refers to living creatures that will eventually die. Ask students what kinds of immortal characters might be found in myths. If students

have difficulty remembering this, guide the discussion so that they remember that gods and goddesses were often the main characters in Greek myths and were believed to be immortal. Ask students what kinds of mortal characters might be found in myths. Tell students that today’s Greek myth is a story that tries to explain how the first mortal creatures were created.

**Meet the Characters**

**Note:** You may wish to add to the Character Chart as you introduce the characters in this read-aloud.

Character Name	Description of Character (god, goddess, mythological creature, human)	Role in Story
Prometheus (pruh-MEE-thee-us)	god	created humans gave humans the gift of fire
Epimetheus (EP-ih-MEE-thee-us)	god	created animals
Zeus	god	king of gods ordered the gods to make Pandora
Pandora	human	first woman opened the box containing all evils and sorrows

Tell students that in today’s read-aloud, “Prometheus and Pandora,” they will hear more about the Greek gods. Ask students to name the king of the Greek gods and ask a student to point to the poster of Zeus. Ask students if Zeus was mortal or immortal.

**Note:** When meeting the characters before each read-aloud, you may wish to place a small marker of some kind, such as a bright sticky note, on the posters of the gods and goddesses who play a role in that day’s story.



← **Show image 2A-1: Prometheus and Epimetheus creating**

Tell students that in today’s myth, they will hear about two brothers whose long names have special meanings that are related to what happens in the story. Say each of the names Prometheus and Epimetheus and ask students to say the names as you repeat them. Tell students to think about whether Prometheus and Epimetheus were mortal or immortal as they listen to the story.



← **Show image 2A-7: Curious Pandora coming down to Earth with a sealed box**

Ask students who else they think will be in this myth based on its title. Ask students what they notice about the image. Tell students to listen carefully to the myth to hear if Pandora is mortal or immortal.

## Vocabulary Preview

5 minutes

### *Mortal*

1. In today's read-aloud you will hear that the gods created the first *mortal* woman.
2. Say the word *mortal* with me three times.
3. *Mortal* means a human being.
4. The ancient Greeks believed that the gods created and took care of the mortals living on Earth.
5. You can add *im-* to the beginning of the word *mortal* to make the word *immortal*. *Immortal* is the opposite, or the antonym, of *mortal*. What do you think *immortal* means? (someone who lives forever and never dies)  
[You may wish to share other words with the prefix *im-* (e.g., impolite, impatient, impossible, imperfect).]

### *Terrifying*

1. In today's myth you will hear about a box that contains all the *terrifying* things of the world.
2. Say the word *terrifying* with me three times.
3. *Terrifying* means frightening. When something is terrifying, it can make you very, very scared. [Make a terrified face and have students do the same.]
4. Alessandro thinks spiders and snakes are terrifying.
5. [Give each students an index card. Later students will place their cards into a box.] Write or draw one thing you think is terrifying. Tell your partner about it. Use the sentence frame: "\_\_\_\_\_ is terrifying."

## **Purpose for Listening**

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Tell students to listen carefully to find out who made the first mortal creatures according to Greek mythology. Remind students to also think about whether each character in the story is mortal or immortal.





## Prometheus and Pandora

### ← Show image 2A-1: Prometheus and Epimetheus creating

Long, long ago there were two brothers named Prometheus [pruh-MEE-thee-us] and Epimetheus [EP-ih-MEE-thee-us]. Their names fit them perfectly. Prometheus means “**foresight**,” or “thinking ahead,” in Greek, and Epimetheus means “**hindsight**,” or “thinking afterward.”

Prometheus was quite clever and was always planning ahead in an effort to make things better for himself and for those around him. On the other hand, his brother, Epimetheus, was always doing foolish things without thinking.<sup>1</sup>

The ancient Greeks believed that it was Prometheus who first created human beings and that it was his brother who made all of the other creatures. Zeus gave the two brothers gifts to give the living things. So while Prometheus scooped up some river clay and began to make human beings in the likeness of the gods,<sup>2</sup> his brother Epimetheus made all sorts of animals and gave them all the good gifts. The animals could see, smell, and hear better than humans, and they had fur to keep them warm, unlike man, who shivered in the cold.<sup>3</sup>

- 1 What does *foolish* mean? Which brother thinks ahead? Which brother is foolish and does not think ahead?
- 2 or to look like the gods
- 3 Who can point to Prometheus in the picture? Who can point to Epimetheus? How were the animals that were created by Epimetheus different from the humans that were created by Prometheus?



### ← Show image 2A-2: Zeus complimenting Epimetheus and questioning Prometheus

Zeus, king of the gods, noticed all of these new animal creatures hopping, swimming, flying, growing, and walking on the earth. Zeus told Epimetheus, “These toys of yours are quite **amusing**.<sup>4</sup> Some of them make me laugh, like that—what did you call it—‘elephant’? What an imagination you have! Others are quite beautiful in their own way. This morning I was watching your dolphins leap and play in the water. They are very graceful.”<sup>5</sup>

To Prometheus he said, “But these humans of yours . . . what good are they? The other creatures are bigger, faster, or stronger.

- 4 or funny
- 5 or smooth and elegant in their movement

Humans just sit around. I think you should get rid of them and try something else.”

Prometheus, however, had something in mind when he created humans. He suggested, “Please be patient, great Zeus. I think you will be surprised and pleased at how quickly humans can learn and how useful they can be. Why, I plan to teach them to pray to you! Wouldn’t you like that?”

Zeus agreed that this sounded like a fine idea. “Very well, I will give humans time to prove they are worthy.<sup>6</sup> If they do not do so, however, you will have to get rid of them.”<sup>7</sup>

6 or useful and valuable

7 What do you think is going to happen?



← **Show image 2A-3: Prometheus asking Zeus for fire for the humans**

Prometheus felt sorry for the humans, though. They had no fur to keep them warm, nothing to light the darkness, and nothing with which to cook their food. Humans needed fire, especially if they were to prove themselves. He asked Zeus for this gift for the humans, but Zeus refused. “Fire,” he said, “is just for the gods.”

Prometheus knew the humans needed fire. “With fire,” he thought to himself, “they can soften metal and bend it into shapes to make tools. With these tools they can plow fields, fish and hunt for food, cook that food, and build shelters in which to live. With fire, humans can also honor the gods with sacrifices. Human beings need fire, but getting it for them will be very dangerous.”

← **Show image 2A-4: Prometheus stealing fire from Mount Olympus**

Prometheus knew that up on Mount Olympus, where most of the gods lived, there was one carefully guarded fire. The gods and goddesses used this fire to cook their food. From this same fire, however, came the dangerous lightning bolts that Zeus would fling through the sky. In fact, all fire came from this one source.

Zeus had said, “Fire is too dangerous for these **ridiculous** humans to use wisely. Only we gods and goddesses shall have it.”<sup>8</sup> Yet Prometheus was determined to bring fire to humans, even if it meant disobeying the king of the gods.

8 The word *ridiculous* means laughable or silly. Why do you think Zeus thinks the humans are ridiculous?



9 Fennel is a plant that has small yellow flowers and parts that can be eaten.

10 How do you think Zeus is going to react when he finds out Prometheus disobeyed him?



← **Show image 2A-5: Enraged Zeus standing over Prometheus**

Prometheus picked a stalk of fennel and carried it up to Mount Olympus.<sup>9</sup> When no one was looking, he dropped a burning coal from the fire into the plant's hollow center, where no one could see it. Then he carried the plant, with the fire hidden inside, down to the earth.<sup>10</sup>

Not long after that, Zeus noticed smoke rising from the earth. Gazing down in amazement, he saw that humans were now doing all sorts of wonderful new things. Zeus thought, "It seems human beings really are worth keeping around." At the same time, however, he was furious when he found out that humans possessed<sup>11</sup> fire when he himself had forbidden this.

11 or had

Guessing at once who was responsible, Zeus promised, "I will teach Prometheus and these human beings of his that they must obey me. And I know exactly how to do it."

Soon after this, Zeus ordered Prometheus chained to the side of a mountain. Every day, an eagle would come and peck at Prometheus. But because he was immortal, he never died.<sup>12</sup>

12 What does *immortal* mean?



← **Show image 2A-6: Zeus and the gods creating Pandora with her gifts**

Now, Zeus was still angry that humans had fire, but he decided to let them keep it and instead punish man in another way.

Zeus ordered one of the gods to make the first woman. He then asked each of the goddesses and gods for some wonderful quality or talent for this new human, explaining, "I want someone who possesses all of the most wonderful characteristics. I shall name her 'Pandora.'"

13 To have the gift of beauty means that Pandora was pretty. To have the gift of persuasion means that Pandora was able to get others to agree with her. To have the gift of intelligence means that Pandora was smart. To have the gift of curiosity means that Pandora has the desire to know about many things.

The name *Pandora* means "all gifts." The gods gave her the gifts of beauty, persuasion, intelligence, and curiosity.<sup>13</sup>



← **Show image 2A-7: Curious Pandora coming down to Earth with a sealed box**

When Zeus finally sent Pandora down to the earth, he sent her with a closed box and warned her to never open it. Pandora, however, desired to know what was in the box. She fought against her curiosity, but day after day, night after night, the question nibbled away at her. Pandora would often sit and look at the box, wondering, wanting to open it, but always stopping herself.<sup>14</sup>

14 Do you think Pandora is going to open the box? What would you do?

15 Based on the way it is used in this sentence, what do you think *gaze* means?

16 What do you think is going to happen next?

One day, when none of the housekeepers or servants were around, Pandora went to gaze at the box.<sup>15</sup> Finally she thought, “Surely one little peek cannot hurt.” She stood up and studied the closed box one last time before she took a deep breath and opened the lid.<sup>16</sup>



← **Show image 2A-8: Pandora opening the box**

Out of the box burst all of the frightening, saddening, anger-causing, **terrifying** evils and sorrows.<sup>17</sup> Greed, hate, anger, pain, disease, disaster, and death swarmed from the box and around Pandora. She tried to shove them back inside, but she was too late. Out they flew in all directions.<sup>18</sup>

17 The word *terrifying* means frightening, or full of terror.

18 How do you think Pandora felt when all of these terrible things burst out of the box?

By the time Pandora peeked into the box, only one thing remained at the bottom: hope.

## Discussing the Read-Aloud

**15** minutes

### Comprehension Questions

**10** minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Inferential* Myths often try to explain how things came to be in the world. What does this myth attempt to explain? (how humans and animals were created; how evil and sorrow came into the world)



← **Show image 2A-1: Prometheus and Epimetheus creating**

2. *Literal* According to Greek mythology, who made the first mortal creatures? (Prometheus and Epimetheus) Which name means foresight? (Prometheus) Which name means hindsight? (Epimetheus) What kinds of creatures did they make? (Prometheus made humans, and Epimetheus made animals.)
3. *Inferential* What other characters are in today's read-aloud? (Zeus, Pandora) Which of these characters is an immortal Greek god? (Zeus) Which is not? (Pandora)
4. *Inferential* Why does Prometheus steal fire for the humans? (Without fire, humans wouldn't be able to prove themselves to Zeus; they wouldn't be able to cook food or keep themselves warm; etc.) Where does Prometheus have to go to steal the fire? (Mount Olympus)
5. *Literal* How does Zeus punish Prometheus for stealing the fire? (He chains him to the side of a mountain and has an eagle peck at him.)
6. *Literal* Who else does Zeus want to punish? (the humans) Who does Zeus use to punish man? (Pandora)



← **Show image 2A-8: Pandora opening the box**

7. *Inferential* Zeus sends Pandora down to Earth with a closed box and strict instructions not to open it. Does Pandora follow Zeus's instructions? (no) What happens when she opens the box? (Frightening and terrifying evils and sorrows come out of the box to cause people pain.) What is the one thing on the bottom of the box? (hope)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a couple of questions. I will give you a minute to think about the questions, and then I will ask you to turn to your neighbor and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

10. *Evaluative Think Pair Share:* In today's read-aloud you heard that evil and negative things were released from Pandora's box and into the world. Can you think of some examples

of negative and evil things that might be in Pandora's box?  
(Answers may vary.)

You also heard that hope was also in the box. Why do you think that it is important that hope was there? (Answers may vary.)

**[Note:** “Pandora’s box” is an expression that means the source of trouble and pain. A warning not to open Pandora’s box means it is best to avoid something. Pandora could have avoided pain and trouble by not opening the box.]

11. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Amusing

5 minutes

1. In the read-aloud you heard Zeus say to Epimetheus about the animals he created, “These toys of yours are quite *amusing*.”
2. Say the word *amusing* with me.
3. If something is amusing, it is pleasantly funny.
4. The kittens were amusing to watch as they rolled around and jumped on each other.
5. Have you ever experienced something amusing? Try to use the word *amusing* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “\_\_\_\_\_ was amusing because . . .”]
6. What’s the word we’ve been talking about?

Use a *Sharing* activity for follow-up. Directions: In the read-aloud, Zeus thought the elephant was amusing. Are there any animals that you think are amusing? Share with your partner which animal you think is amusing and why. Make sure to use the word *amusing* when you tell about it.



### Complete Remainder of the Lesson Later in the Day



# Prometheus and Pandora

# 2<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## ***Extensions***

**20** minutes

### **10 Sequencing the Read-Aloud (Instructional Master 2B-1) 15 minutes**

**Materials:** blank sheet of paper; scissors; glue or tape

Tell students that they should review the images on Instructional Master 2B-1 carefully to determine what event is depicted in each image. Then they should cut out the six images and glue or tape them, in the proper sequence, on a blank sheet of paper.

### **Greek Myths Journal (Instructional Master 2B-2) 15 minutes**

- Tell students that this page of their journal will be about the Greek myth “Prometheus and Pandora.”
- Show students Instructional Master 2B-2. Have students describe what they see in the illustrations. Have students share about the characters in this myth.
- Read the title line together “Prometheus and Pandora.” Then have students write two or three sentences about this myth.
- Students may draw a picture about their sentences on the back of the page.
- Allow time for students to share their journal entries with a partner or with their home-language peers.



# Demeter and Persephone

# 3

## ✔ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Identify the Greek gods and goddesses in this read-aloud
- ✓ Identify Mount Olympus as the place believed by the ancient Greeks to be the home of the gods
- ✓ Identify Greek myths as a type of fiction
- ✓ Demonstrate familiarity with “Demeter and Persephone”
- ✓ Identify the elements of character, setting, plot, and supernatural beings and events in “Demeter and Persephone”
- ✓ Identify common characteristics of Greek myths (e.g., they try to explain mysteries of nature and humankind, include supernatural beings or events, give insight into the ancient Greek culture)
- ✓ Describe some of the many different types of mythical creatures and characters in Greek myths, such as Atlas, Pan, Cerberus, Pegasus, and centaurs

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Recount information from “Demeter and Persephone,” a Greek myth, and determine the central message of the myth (RL.2.2)
- ✓ Describe how Persephone, Demeter, Hades, and Zeus respond to challenges in “Demeter and Persephone” (RL.2.3)



- ✓ Describe the characters and plot of “Demeter and Persephone,” including how the beginning introduces the story (RL.2.5)
- ✓ Add drawings to descriptions of the myth “Demeter and Persephone” to clarify ideas, thoughts, and feelings (SL.2.5)
- ✓ Provide synonyms for *retrieve* (L.2.5a)
- ✓ Identify new meanings for the word *pine* and apply them accurately (L.2.5a)
- ✓ Identify how Demeter feels when she realizes Persephone is missing

### Core Vocabulary

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**bountifully, adv.** In great amount; abundantly

*Example:* Daffodils grew bountifully in the front of the school during the spring.

*Variation(s):* none

**despair, v.** To give up, or be without hope

*Example:* Pandora began to despair when she could not close the lid to the box of terrors.

*Variation(s):* despairs, despaired, despairing

**pine, v.** Long for, or feel very sad because you want someone or something

*Example:* After several days of searching, Demeter began to pine for her lost daughter.

*Variation(s):* pines, pined, pining

**retrieve, v.** To rescue; to bring back

*Example:* “I’m going across the street to retrieve your brother,” Billy’s mom said.

*Variation(s):* retrieves, retrieved, retrieving

**spirited, v.** Carried off mysteriously or secretly

*Example:* Jimmy couldn’t wait to hear the part of the story that explains what happened to the prince who was spirited away in the middle of the night.

*Variation(s):* spirit, spirits, spiriting

### Vocabulary Chart for Demeter and Persephone

Core Vocabulary words are in **bold**.

Multiple Meaning Word Activity word is underlined.


Vocabulary Instructional Activity words have an asterisk (\*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	agriculture bouquets Cerberus chariot Demeter/ Persephone god/goddess Hades Helios pomegranate <i>underworld</i> weep Zeus	<b>bountifully*</b> <b>despair</b> ignore <b>retrieve*</b> starve	away began earth eat/eaten farming mother/daughter older seed spring/summer/ autumn/winter
<b>Multiple Meaning</b>	crop <u>pine</u> rule wrinkles	field ground return	flowers
<b>Phrases</b>	goddess of the harvest king of the underworld <b>pine</b> for <b>spirited</b> her away	drifted away responsible for to tend to workings of the world	calling for fallen in love with six months
<b>Cognates</b>	agricultura	<b>desesperarse</b> ignoror	

**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b>Introducing the Read-Aloud</b>		
<b>What Have We Already Learned?</b>	Image Cards 1–6; Instructional Master 2B-1	You may wish to have students focus on retelling the previous myth using the Image Cards or their completed Sequencing the Read-Aloud page.
<b>Essential Background Information or Terms</b>	Greek Gods Posters 1 (Zeus) and 3 (Demeter); Image Card 7 (Cerberus)	You may wish to show only the Posters and Image Card that have to do with today’s myth. Review that Zeus is the king of the gods, introduce Demeter as the goddess of the harvest, and introduce the mythical creature Cerberus.
	Character Chart for current read-aloud	You may wish to create separate Character Charts for each read-aloud.
<b>Vocabulary Preview: Despair, Underworld</b>	Image 3A-3: Hades taking Persephone down to the underworld; Image Card 7 (Cerberus)	
<b>Purpose for Listening</b>	Instructional Master 3A-1 (Response Card 3)	Students may wish to look at the Response Card to identify the characters and setting, and predict what may happen in the myth.
<b>Presenting the Read-Aloud (15 minutes)</b>		
<b>Demeter and Persephone</b>	Gods, Mortals, and Creatures Chart; Instructional Master 3A-2	Use the Gods, Mortals, and Creatures Chart throughout this domain to keep track of the different types of characters in the Greek myths your students will hear. You may wish to use the cut-outs provided on Instructional Master 3A-2. (See Advance Preparation for sample chart.)
	samples of pomegranate seeds	You may wish to have students sample what pomegranate tastes like. <b>Note:</b> Be sure to check with your school’s policy regarding food distribution and allergies.

Exercise	Materials	Details
<b>Discussing the Read-Aloud (15 minutes)</b>		
Comprehension Questions		
Word Work: Retrieve		
 <b>Complete Remainder of the Lesson Later in the Day</b>		
<b>Extensions (20 minutes)</b>		
Multiple Meaning Word Activity: Pine	Poster 1M (Pine)	
Syntactic Awareness Activity: Adjectives That Show Feeling and Emotion	index cards—one per student, drawing tools	Partner pairs will draw a set of opposite adjectives. You may wish to play an opposites matching game at a separate time.
Vocabulary Instructional Activity: Bountifully	examples of plants that grow in the local area in the spring and summer	<b>Note:</b> Be sure to check with your school’s policy regarding food distribution and allergies.
Sequencing the Read-Aloud	Instructional Master 3B-1; scissors; glue or tape	
Greek Myths Journal	Instructional Master 3B-2; drawing tools	This will be the page for the myth “Demeter and Persephone.”

### **Advance Preparation**

Make a copy of Instructional Master 3A-1 for each student. Refer to it as Response Card 3 for the Greek myth “Demeter and Persephone.” Students can use this Response Card to preview, review, and answer questions about this myth.

Bring in examples and samples of pomegranate seeds and plant varieties that grow in the spring and summer in your area.

Make a copy of Instructional Master 3B-1 for each student. Students will sequence the images from this instructional master according to the order of events in the myth.

Make a copy of Instructional Master 3B-2 for each student. This will be the page for “Demeter and Persephone” in their Greek Myths journal.

Create a Character Chart for today’s read-aloud. (See sample chart in the lesson.)

Continue the class Gods, Mortals, and Creatures Chart. You may wish to use the character cut-outs on Instructional Master 3A-2. You will add to this chart as students meet the different types of characters in the read-alouds.

<p><b>Gods of Mount Olympus</b></p> <p>Zeus</p> <p><b>Demeter</b></p> <p><b>Hades</b> (Note: Hades is an Olympian god but does not live on Mount Olympus.)</p>	<p><b>Other Gods</b></p> <p>Prometheus</p> <p>Epimetheus</p> <p><b>Persephone</b></p> <p><b>Helios</b></p>
<p><b>Mortals</b></p> <p>Pandora</p>	
<p><b>Creatures</b></p> <p><b>Cerberus</b></p>	

**Notes to Teacher**

You may wish to stick to a single definition of myth as it applies to this domain—A myth is a fictional story from the ancient times that tries to explain events or things in nature. A myth may also teach a lesson. A myth usually has characters that are gods or goddesses, humans, and creatures.



# Demeter and Persephone

3<sub>A</sub>

**Note:** Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

**5** minutes

Remind students that they heard the domain's first Greek myth in the previous read-aloud, "Prometheus and Pandora." Have students share some of the characteristics of Greek myths. (fictional stories once thought to be true that tried to explain things in nature, taught moral lessons, and educated listeners; stories with supernatural beings and heroes as characters; etc.) Have students retell the myth using Image Cards 1–6 or their Sequencing the Read-Aloud masters from the previous lesson (Instructional Master 2B-1). Review with students that the god Zeus punished both Prometheus and all of mankind. Then have students define what makes a Greek god different from a human being.

Ask students to share what they have learned about the gods (i.e., where they lived; if they were immortal or mortal; etc.).

### **Essential Background Information or Terms**

**10** minutes

Tell students that today's read-aloud features several gods and goddesses. Ask student volunteers to point to the Greek Gods Posters of Zeus, Poseidon, Ares, Aphrodite, and Demeter. As students identify the gods and goddesses, ask them to share what they remember about each of them.

### Meet the Characters

**Note:** You may wish to add to the Character Chart as you introduce the characters in this read-aloud.

Character Name	Description of Character	Role in Story
Demeter (dih-MEE-tur)	god	mother goddess of the harvest
Persephone (per-SEF-uh-nee)	god	daughter wife of Hades goddess of spring and flowers
Zeus	god	king of gods made a deal with Hades to let Persephone go back to her mother
Hades (HAY-deez)	god	god of the underworld took Persephone to the underworld to be his wife
Cerberus (SUR-buh-rus)	mythological creature	three-headed dog made sure no one escapes from the underworld
Helios (heel-EE-os)	god	god of the sun sees everything that happens during the day



← **Show image 3A-2: Demeter tending fields and Persephone straying**

Tell students that today’s myth is called “Demeter and Persephone.” Remind students that Demeter is one of the goddesses they pointed out on the posters. Ask students whether Demeter is mortal or immortal. Tell students that Persephone is Demeter’s daughter. Ask students what they notice in this image of Demeter and Persephone.



← **Show image 3A-6: Zeus talking to Hades in the underworld**

Remind students that Hades is one of Zeus’s brothers. Ask students if they remember where Hades lives. (the underworld)



← **Show image 3A-5: Helios and Demeter**

Tell students they will meet another immortal in this story—Helios. Ask students to look at the image and think about what Helios might be known for. Tell students that Hades and Helios are both immortals who do not live on Mount Olympus.

Show Image Card 7 (Cerberus).

Tell students they will also meet a dog named Cerberus. Ask students in what way Cerberus looks unusual. Tell students to listen carefully to learn whose dog Cerberus is.

## Vocabulary Preview

5 minutes

### *Despair*

1. In today's myth Demeter began to *despair* when she could not find her daughter Persephone.
2. Say the word *despair* with me three times.
3. *Despair* means to give up or be without hope.
4. Pandora began to despair when she was not able to close the box of terrors.
5. Tell your partner about a time you began to despair or about a situation that would make you despair.

### *Underworld*

#### ← Show image 3A-3: Hades taking Persephone down to the underworld

1. In today's myth you will hear that Hades takes Persephone down to the *underworld*.
2. Say the word *underworld* with me three times.
3. The underworld is the place dead people go in Greek myths. The ancient Greeks imagined the underworld as being under the earth.
4. [Invite a student to point in the direction of the underworld in the image.]
5. Hades is the god of the underworld. He and his three-headed dog, Cerberus, make sure none of the dead escape back to the land of the living.
6. Discuss with your partner what kind of place the underworld might be. Complete this sentence frame: "I think the underworld might be \_\_\_\_\_."

## Purpose for Listening

Tell students to listen carefully to find out what things in nature this myth helps to explain.







## Demeter and Persephone

- ← Show image 3A-1: Greek gods Poseidon, Ares, Aphrodite, Persephone, and Demeter<sup>1</sup>

1 Who can name any of the characters in this picture?

As you have learned, the ancient Greeks believed that there were many gods and goddesses responsible for the workings of the world. There was Poseidon, the god of the sea; Ares, the god of war; and Aphrodite, the goddess of love, to name a few.

2 [Point to Demeter in the picture. She is on the right in the foreground.]

Demeter [dih-MEE-ter]<sup>2</sup> was the goddess of the harvest and agriculture, or farming. It was because of her, the ancient Greeks believed, that fruits hung heavy on the trees, wheat grew in the fields, and vegetables ripened on the ground.<sup>3</sup>

3 Demeter was the goddess who made the olive trees abundant and strong for the ancient Greeks.

Demeter had a daughter named Persephone [per-SEF-uh-nee], who was the joy of her life. Persephone was known by all of the gods and goddesses on Mount Olympus as a beautiful girl—just like her mother—and like her mother, she was full of happiness, warmth, and light. As long as the two of them were together, it was summer year round.



- ← Show image 3A-2: Demeter tending fields and Persephone straying

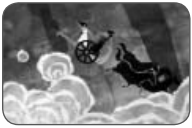
4 Who can point to the bouquet in the illustration?

Some days, Demeter would take Persephone with her to tend to the crops in the fields. On these days, Demeter would work among the crops, and Persephone would play in a nearby field of flowers picking bouquets.<sup>4</sup> One such day, Persephone strayed farther and farther away from her mother, until, humming a little tune, Persephone was far out of Demeter's sight.

5 What is Mount Olympus? Who lives there, according to Greek mythology?

Now, Persephone was not just known by the gods and goddesses on Mount Olympus.<sup>5</sup> Hades, Zeus's brother and the god of the underworld, had also taken notice of her. As god of the underworld, Hades lived underground and oversaw all of the souls of the dead. He and his three-headed dog, Cerberus, saw to it that none of the dead escaped back to the land of the living.<sup>6</sup>

6 [Show Image Cards 7–10 as you name each creature.] Cerberus is a nonhuman creature in Greek mythology. There are many other nonhuman creatures such as Pegasus, Pan, and the centaurs.



← **Show image 3A-3: Hades taking Persephone down to the underworld**

Hades had fallen in love with Persephone, and the king of the underworld wanted to make her his queen. On that day, as Persephone drifted away from her mother, Hades harnessed his four black horses to his golden chariot. As Persephone bent to pick up one last flower, she could hear the faint sounds of hooves beating. Persephone stood up and looked around. As she did, Hades tore open the ground that separated the underworld from the land of the living and grabbed Persephone. He **spirited** her away, back to the underworld in his chariot.<sup>7</sup>

7 The word *spirited* means carried off mysteriously or secretly.



← **Show image 3A-4 Demeter searching for Persephone**

As the sun began to set, Demeter finally stopped her work in the fields. “Persephone!” she called out, ready to take her daughter home. There was no answer. Thinking that perhaps Persephone had not heard her, she called out again. Demeter heard nothing but the chirps of evening crickets, and then she began to worry. Demeter searched all night, calling for her daughter, but no matter where she looked or how loudly she called, she could not find Persephone.

As the night wore on, Demeter began to look older. Wrinkles formed on her face, her body grew crooked, and she moved more and more slowly. By the time the sun came up the next day, Demeter was no longer full of happiness, warmth, and light, but was a bent, old woman.<sup>8</sup> In her night of searching, Demeter had not found Persephone, and so she turned to the sun god, Helios—who during the day sees all—and asked for help.

8 How do you think Demeter feels?



← **Show image 3A-5: Helios and Demeter**

“Oh, Helios,” Demeter said, “have you seen my daughter, Persephone? Do you know where she has gone?”

“Hades has taken her down to the underworld to be his queen,” Helios replied.

9 or give up hope

10 or bring back

11 Humans offered food to the gods and goddesses as gifts to show their appreciation, and/or to keep them happy.



12 What does *persuade* mean? [Tell students that this is another form of the word *persuasion*, which they heard in the last read-aloud was one of Pandora’s gifts.]

13 A pomegranate is a fruit with a reddish rind that has many seeds enclosed in a juicy pulp. [Show students Image Card 11 (Pomegranate).] What do you think is going to happen?

14 How many seeds did Persephone eat? So how many months of the year must she stay in the underworld? How many months of the year will she live with Demeter?



15 or in great amount

Upon hearing this, Demeter began to **despair**.<sup>9</sup> How was she to ever **retrieve**<sup>10</sup> her daughter now? Demeter began to weep for her lost daughter, and in her sadness she forgot to tend to the crops in the fields. The grass turned brown, the wheat stopped growing, and soon there was no more food on the earth for the animals and people to eat. Every tree, vine, and field was bare. Even the gods received no more offerings, for the people did not have any food or meat to spare.<sup>11</sup>

← **Show image 3A-6: Zeus talking to Hades in the underworld**

After some time, Zeus saw that the people would starve if something was not done. Only gods and goddesses could go to the underworld and then leave, so Zeus traveled to the underworld to persuade Hades to let Persephone go.<sup>12</sup>

“Hades,” he said, “if you do not return Persephone to her mother, Demeter, nothing will grow on the earth again. The people will starve.”

“I will gladly return her,” Hades said, “if she hasn’t eaten anything. You know the rule, Zeus: whoever eats of the food of the underworld or drinks of its water must stay forever.”

Zeus and Hades looked at Persephone, waiting for an answer. Had she eaten the food of the underworld? Persephone began to cry. “I ate six pomegranate seeds,” she said.<sup>13</sup>

A rule was a rule, but Zeus knew that if Persephone remained in the underworld, nothing would grow on the earth again. So he made a deal with Hades. “For each seed she has eaten, Persephone will stay one month in the underworld as your queen. For the rest of the year, however, she will live on Earth with her mother, Demeter.”<sup>14</sup>

← **Show image 3A-7: Blooming world and barren world**

And so it was that for six months of the year, Demeter and Persephone were happy together. Fruits, wheat, and other plants sprouted from the ground, and it was spring. As they grew **bountifully**,<sup>15</sup> the world was bright, and it was summer.

16 The word *pine* means to yearn for or long to have. The word *pine* can also mean a type of tree that has needles instead of leaves and stays green all year round.

During those six months that Persephone lived in the underworld, however, Demeter would ignore all of the crops on Earth and would **pine** for her daughter.<sup>16</sup> The leaves would fall off the trees in autumn and would be bare in winter, while Demeter longed for her daughter. Once Persephone was returned to Demeter, it would be spring again.

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Inferential* What event in nature does this myth try to explain? (the changing of the seasons; the life cycle of plants)
2. *Inferential* What supernatural characters are in today's read-aloud? (Demeter; her daughter, Persephone; Zeus; Hades; Cerberus; Helios) Which of these characters are immortal gods? (all except Cerberus)
3. *Literal* What happens to Persephone at the beginning of the story? (She is spirited away by Hades.)



← **Show image 3A-3: Hades taking Persephone down to the underworld**

4. *Inferential* What is Hades the god of? (the underworld) Why does he spirit Persephone away? (He sees how beautiful she is, and he wants to make her his queen.)



← **Show image 3A-4: Demeter searching for Persephone**

5. *Evaluative* How does Demeter feel when she realizes Persephone is missing? (sad) How do you know? (She begins to look older; she is no longer full of happiness and light.)



6. *Literal* What happens to all of the plants and crops when Demeter begins to despair that she will never be able to retrieve her daughter? (The grass turns brown; the wheat stops growing; every tree, vine, and field is bare.)

← **Show image 3A-6: Zeus talking to Hades in the underworld**

7. *Inferential* Why does Zeus try to persuade Hades to return Persephone to Demeter? (He knows that the people will starve if nothing grows on the earth.)
8. *Inferential* Hades returns Persephone to her mother, but only for part of the year. Why? (Persephone ate six pomegranate seeds, and so has to return to the underworld for six months of the year.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* Do you think this myth is the real explanation for why there are seasons on Earth? Why do you think there are seasons on Earth? (Answers may vary.)  
[**Note:** Later in the year, students will learn that Earth's tilt and orbit around the sun causes the seasons.]
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

## Word Work: Retrieve

5 minutes

1. In the read-aloud you heard, “How was she to ever *retrieve* her daughter now?”
2. Say the word *retrieve* with me.
3. *Retrieve* means to rescue or bring back.
4. Andre left his sweater in the classroom and had to retrieve it before going home.
5. Have you ever had to retrieve something? [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I once had to retrieve . . .”]
6. What’s the word we’ve been talking about?

Use a *Synonym* activity for follow-up. Directions: A synonym is a word that means the same thing as another word. What are some synonyms for the word *retrieve*? (Answers may vary, but may include *get back*, *recover*, *rescue*, etc.)



**Complete Remainder of the Lesson Later in the Day**



# Demeter and Persephone

3<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### ↔ Multiple Meaning Word Activity

5 minutes

#### *Multiple Choice: Pine*

**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 1M (Pine).] In the read-aloud you heard, “Demeter would ignore all of the crops on Earth and would *pine* for her daughter.” Here *pine* means to feel very sad because you are not with someone. Which picture shows this?
2. *Pine* can also mean something else. A pine is a tree that has long, thin needles instead of leaves. A pine tree stays green year around. Which picture shows this?
3. Now that we have gone over the different meanings for pine, quiz your partner on these different meanings. Use complete sentences. For example, you could say, “When I am away from my mother, I pine for her.” And your partner should respond, “That’s number 1.”

**Adjectives That Show Feelings and Emotions**

Adjective Reference Chart for Teachers	
Positive Feelings and Emotions	Negative Feelings and Emotions
brave	fearful
calm	angry
delightful	unpleasant
eager	lazy
gentle	fierce
happy	sad
hopeful	helpless
jolly	grumpy
kind	mean
nice	unfriendly
proud	ashamed
silly	serious
victorious	defeated

**Note:** The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations and restate students’ sentences so that they are grammatical.

Directions: We will learn about a special kind of word called an adjective. We use adjectives when we speak and write to give more information about a noun. Adjectives help what we say and write come to life. Today we will talk about adjectives that show feelings and emotions to describe people.



← **Show image 3A-7: Blooming world and barren world**

1. In today’s read-aloud you heard that for six months of the year, Demeter and Persephone were together. Which side of the image shows this time of year? Tell your partner which adjectives you could use to describe how Demeter might be feeling when she is with Persephone. Use this sentence frame: “Demeter is \_\_\_\_\_ when she is with Persephone.” [Possible adjectives are italicized in the chart.]



2. In today’s read-aloud you also heard that for six months of the year, Persephone lived in the underworld and Demeter would ignore all the crops on Earth. Which side of the image shows this time of year? Tell your partner which adjectives you could use to describe how Demeter might be feeling when she is not with Persephone. Use this sentence frame: “Demeter is \_\_\_\_\_ when she is not with Persephone.” [Possible adjectives are italicized in the chart.]
3. [Give each student an index card.] I will give each partner pair a set of opposite adjectives. Talk to your partner about how your adjectives are opposite. Then decide who will write or draw which adjective on their index card. Later I will collect all your cards and we can play an opposites matching game with the cards you have created.

### ↔ Vocabulary Instructional Activity

5 minutes

#### **Word Work: Bountifully**

1. In the read-aloud you heard, “As [the plants] grew *bountifully*, the world was bright, and it was summer.”
2. Say the word *bountifully* with me three times.
3. *Bountifully* means in great amount.
4. Daffodils grow bountifully in front of the school in the spring.
5. Here are some plants that grow bountifully around our area in the spring and summer.

[Show each type of plant and have students say: “[Name of plant] grows bountifully in the spring/summer.”]

6. What’s the word we’ve been talking about?

### ⑩ Sequencing the Read-Aloud (Instructional Master 3B-1) 15 minutes

Tell students that they should review the images on Instructional Master 3B-1 carefully to determine what event is depicted in each image. Then they should cut out the five images and glue or tape them, in the proper sequence, on a blank sheet of paper.

## Greek Myths Journal (Instructional Master 3B-2)

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15 minutes

- Tell students that this page of their journal will be about the Greek myth “Demeter and Persephone.”
- Show students Instructional Master 3B-2. Have students describe what they see in the illustrations. Have students share about the characters in this myth.
- Read the title line together “Demeter and Persephone.” Then have students write two or three sentences about this myth.
- Students may draw a picture about their sentences on the back of the page.
- Allow time for students to share their journal entries with a partner or with their home-language peers.



# Arachne the Weaver

## 4

### ✔ **Lesson Objectives**

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#### **Core Content Objectives**

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Students will:

- ✓ Identify the Greek gods and goddesses in this read-aloud
- ✓ Identify Mount Olympus as the place believed by the ancient Greeks to be the home of the gods
- ✓ Identify Greek myths as a type of fiction
- ✓ Demonstrate familiarity with “Arachne the Weaver”
- ✓ Identify the elements of character, setting, plot, and supernatural beings and events in “Arachne the Weaver”
- ✓ Identify common characteristics of Greek myths (e.g., they try to explain mysteries of nature and humankind, include supernatural beings or events, give insight into the ancient Greek culture)

#### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Recount information from “Arachne the Weaver,” a Greek myth, and determine the central message of the myth (RL.2.2)
- ✓ Describe how Arachne and Athena respond to challenges in “Arachne the Weaver” (RL.2.3)
- ✓ Describe the characters and plot of “Arachne the Weaver,” including how the ending concludes the action (RL.2.5)

- ✓ Interpret information pertaining to Greece from a world map or globe and connect it to information learned in various Greek myths (RI.2.7)
- ✓ Plan, draft, and edit a narrative retelling of “Arachne the Weaver,” including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure (W.2.3)
- ✓ Make a personal connection to Arachne and her feelings when Athena calls her work superior (W.2.8)
- ✓ Add drawings to descriptions of the myth “Arachne the Weaver” to clarify ideas, thoughts, and feelings (SL.2.5)
- ✓ Provide synonyms for *flattered* (L.2.5a)
- ✓ Share writing with others

### Core Vocabulary

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**arachnids, n.** An animal that has eight legs and no antennae or wings; includes spiders, scorpions, mites, ticks, and daddy-longlegs  
*Example:* Many people confuse arachnids with insects, until they remember that insects have six legs and arachnids have eight.  
*Variation(s):* arachnid

**flattered, v.** Pleased by attention or compliments  
*Example:* Julie was flattered by the kind compliments her classmates gave her after she presented her book report.  
*Variation(s):* flatter, flatters, flattering

**stern, adj.** Harsh, firm, and strict  
*Example:* Their grandmother gave them a stern warning that they were not to open the door to strangers.  
*Variation(s):* sterner, sternest

**superior, adj.** Better than, higher in quality  
*Example:* Alice felt that her painting was superior to her little sister’s.  
*Variation(s):* none


### Vocabulary Chart for Arachne the Weaver

Core Vocabulary words are in **bold**.  
 Multiple Meaning Word Activity word is underlined.  
 Vocabulary Instructional Activity words have an asterisk (\*).  
 Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	Arachne <b>arachnids</b> Athena goddess tapestry <i>weave/weaver</i>	actually angrily annoyed compared disguise exclaimed finest <b>flattered*</b> invented masterpieces recognized <b>superior</b>	best cloth look move real spider visit woman
<b>Multiple Meaning</b>	loom <b>stern</b>	change features* <u>lean</u> passed	color
<b>Phrases</b>	goddess of all handicrafts	reached the ears of	I am sick of . . . a puff of smoke the best _____ in the world
<b>Cognates</b>	<b>arácnidos</b> tapicería	comparer exclamó inventó reconoció <b>superior</b>	real visita color

**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
<b>Where Are We?</b>	world map or globe	
<b>What Have We Already Learned?</b>		You may wish to have students focus on retelling the previous myth using the Image Cards or their completed Sequencing the Read-Aloud page.
	Greek Gods Posters 1 (Zeus) and 3 (Demeter); Songs and Chants for The Twelve Gods of Mount Olympus	Review Zeus and Demeter, the two gods from the previous read-aloud. You may wish to sing the song and chant for these two gods.
<b>Essential Background Information and Terms</b>	Greek God Poster 7 (Athena); Songs and Chants for The Twelve Gods of Mount Olympus	Introduce the Greek goddess, Athena, to students.
	Character Chart for current read-aloud	You may wish to create separate Character Charts for each read-aloud.
<b>Vocabulary Preview: Arachnids, Weave/Weaver</b>	images of arachnids: spiders, scorpions, mites, ticks, daddy-longlegs	
	examples of tapestries and woven cloth	
<b>Purpose for Listening</b>	Instructional Master 4A-1 (Response Card 4)	Students may wish to look at the Response Card to identify the characters and setting, and predict what may happen in the myth.
<b>Presenting the Read-Aloud (15 minutes)</b>		
<b>Arachne the Weaver</b>	Gods, Mortals, and Creatures Chart; Instructional Master 4A-2	Use the Gods, Mortals, and Creatures Chart throughout this domain to keep track of the different types of characters in the Greek myths your students will hear. You may wish to use the cut-outs provided on Instructional Master 4A-2. (See Advance Preparation for sample chart.)

Exercise	Materials	Details
<b>Discussing the Read-Aloud (15 minutes)</b>		
Comprehension Questions		
Word Work: Flattered		
 <b>Complete Remainder of the Lesson Later in the Day</b>		
<b>Extensions (20 minutes)</b>		
Multiple Meaning Word Activity: Lean	Poster 2M (Lean)	
Syntactic Awareness Activity: Adjectives That Describe Appearance	Greek Gods Poster 7 (Athena); index cards—one per student; drawing paper; drawing tools	Partner pairs will draw a set of opposite adjectives. You may wish to play an opposites matching game at a different time.
Vocabulary Instructional Activity: Features	drawing paper; drawing tools	
Greek Myths Journal	Instructional Master 4B-1; drawing tools	This will be the page for the myth “Arachne the Weaver.”
Spin a Story	create a five-part story web	

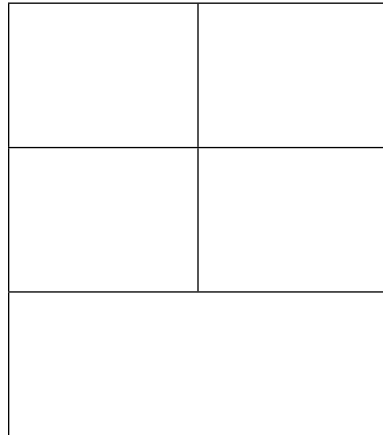
### **Advance Preparation**

Make a copy of Instructional Master 4A-1 for each student. Refer to it as Response Card 4 for the Greek myth “Arachne the Weaver.” Students can use this Response Card to preview, review, and answer questions about this myth.

Bring in images of different kinds of arachnids and examples of tapestries and woven cloth.

Make a copy of Instructional Master 4B-1 for each student. This will be the page for “Arachne the Weaver” in their Greek Myths journal.

Create a five-part story web using five sheets of plain paper. Four of the five sheets should be of equal length and width, with the width of the fifth sheet being the combined width of two sheets.



Create a Character Chart for today’s read-aloud. (See sample chart in the lesson.)

Continue the class Gods, Mortals, and Creatures Chart. You may wish to use the character cut-outs on Instructional Master 4A-2. You will add to this chart as students meet the different types of characters in the read-alouds.

<p><b>Gods of Mount Olympus</b>          Zeus          Demeter          Hades (Note: Hades is an Olympian god but does not live on Mount Olympus.)  <b>Athena</b></p>	<p><b>Other Gods</b>          Prometheus          Epimetheus          Persephone          Helios</p>
<p><b>Mortals</b>          Pandora  <b>Arachne</b></p>	
<p><b>Creatures</b>          Cerberus</p>	

**Notes to Teacher**

You may wish to stick to a single definition of myth as it applies to this domain—A myth is a fictional story from the ancient times that tries to explain events or things in nature. A myth may also teach a lesson. A myth usually has characters that are gods or goddesses, humans, and creatures.





# Arachne the Weaver

4<sub>A</sub>

**Note:** Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## ***Introducing the Read-Aloud***

**10** minutes

### **Where Are We?**

**5** minutes

Remind students that the myths they will hear over the next several days originated, or were created, in ancient Greece. Have students locate Greece on a world map or globe. Ask students what kind of story they are about to hear if this story is a Greek myth; that is, what kinds of characters or plots can they expect?

### **What Have We Already Learned?**

**10** minutes

Remind students that they heard about several Greek gods and goddesses in the previous read-aloud. Show students Flip Book images from the previous myth, “Demeter and Persephone,” and ask them to retell it. Then, using the Greek Gods Posters, have students name each of the Greek gods they heard about in the previous lesson. You may also wish to have students share facts about the Greek gods from their Greek Myths Journals. Have students share what each Greek god was supposed to be the god of. Ask: “What does it mean in Greek mythology to be the god of something?” Ask students what the ancient Greeks believed made a god or goddess different from a human being.

### **Essential Background Information or Terms**

**5** minutes

#### ***Meet the Characters***

**Note:** You may wish to add to the Character Chart as you introduce the characters in this read-aloud. Share the title of today’s read-aloud with students.

Character Name	Description of Character	Role in Story
Arachne (uh-RAK-nee)	human	Weaver challenged Athena to a weaving contest transformed into the first spider
Athena (uh-THEEN-uh)	god	goddess of handicraft (also commonly known as the goddess of wisdom and war)



← **Show image 4A-1: Arachne weaving**

Ask students what it looks like Arachne is doing in this image. Tell students that Arachne is a weaver. Have students guess what a weaver does. (A weaver makes cloth.) Point to the loom and tell students that Arachne uses a loom to make cloth.

Ask students to point to Greek Gods Poster 7 (Athena). Tell students this myth tells the story of an encounter between Arachne—a mortal woman—and the goddess Athena.

Have students share the characteristics of Greek myths. (They are fictional stories that try to explain events or things in nature, teach moral lessons, and entertain listeners.) Tell students that today's myth is a story that was told to explain how one animal in nature was first created.

## Vocabulary Preview

5 minutes

### *Arachnids*

1. Today you will learn that we call all the members of the spider family *arachnids*.
2. Say the word *arachnids* with me three times.
3. Arachnids are animals that have eight legs and no antennae or wings.
4. [Show an image of each type of arachnid as you name them.] Types of arachnids include spiders, scorpions, mites, ticks, and daddy-longlegs.
5. For each type of arachnid, let's count the number of legs and see whether it has antennae or wings.

### **Weaver/Weaves**

1. In today's myth you will meet a character named Arachne. She is a *weaver* who *weaves* beautiful cloth.
2. Say the words *weaver* and *weaves* with me three times.
3. A weaver is someone whose job is to weave yarn into cloth. To weave means to make cloth by lacing strands of thread or yarn together. A weaver weaves yarn lengthwise and crosswise. [You may wish to point out the thread going lengthwise crossing over the thread going crosswise on a piece of cloth or on students' clothes.]
4. Arachne the weaver was able to weave the most beautiful cloth.
5. [Show examples of tapestries and woven cloth. Invite students to touch the cloth and run their fingers along the thread or yarn. Have students describe the patterns woven into the cloth.]

### **Purpose for Listening**

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Tell students to listen carefully to the read-aloud to hear which animal in nature this myth is about.



## Arachne the Weaver

### ← Show image 4A-1: Arachne weaving

Long ago, there lived among the Greeks a young woman named Arachne [uh-*RAK*-nee], who was a very gifted—or skilled and talented— weaver. A weaver weaves or spins threads or yarns together to make cloth. Arachne wove upon a wooden frame called a loom.<sup>1</sup> She did not just weave solid colors; she wove tapestries, wonderful woven pictures that people would hang on their walls as art.<sup>2</sup>

1 [Point to the loom.]

2 What is a tapestry?

3 or great works

People came from distant lands to see these masterpieces<sup>3</sup> in Arachne’s studio. A visitor might comment, “This is amazing! Why, look at the leaves on this tree. They look so real that you almost expect them to move in the breeze. And this deer in the meadow looks as if he is going to turn and bound<sup>4</sup> away.”

4 or jump

The visitors would tell Arachne, “You are the finest weaver in all the world!” But then they would add, “Except, of course, for the goddess Athena, who invented weaving!” Athena was actually the goddess of all handicrafts, not just weaving.

5 or pleased by the attention and compliments

At first, when people compared Arachne’s work to that of Athena’s, Arachne was **flattered**.<sup>5</sup> But as years passed, she began to get annoyed. She would say, “I’m sure Athena is very talented, but look, did you see this one over here?”<sup>6</sup> As still more years passed, whenever people compared her to the goddess, Arachne would angrily say, “I don’t care if Athena invented weaving. I think I am the best weaver in the world!”<sup>7</sup>

6 Why do you think Arachne began to get annoyed?

7 Do you think this bragging might cause a problem for Arachne?



### ← Show image 4A-2: Athena transformed into an old woman

Word of this eventually reached the ears of the goddess Athena on Mount Olympus. She decided to visit Arachne’s studio to learn if Arachne was truly saying such things. However, Athena did not want Arachne to recognize her, so with her magic, Athena changed her own appearance from a beautiful, athletic young woman. Now,

- 8 Here the word *lean* means to rest against someone or something for support. The word *lean* can also mean physically thin, strong, and healthy.
- 9 Does this mean Arachne's work is good or bad?



← **Show image 4A-3: Arachne challenging Athena**

with a wave of her hand and a puff of smoke, gone was the young woman, replaced by a woman so old and bent with age that she had to lean on a walking stick to get around.<sup>8</sup> Of course, inside that body was still the goddess Athena, but no one would have recognized her.

In this disguise she went to visit Arachne, commenting, “Your work is extraordinary, my dear.”<sup>9</sup> I am certain that you are the finest weaver in the world—except, of course, for the goddess Athena.”

Hearing this, Arachne, thinking she spoke to a bent, old woman, angrily exclaimed, “I am sick of hearing about Athena. I say that I am the best weaver in the world!”

Well, there was a puff of smoke, and when it blew away, who did Arachne see standing there with her but the beautiful goddess Athena. Arachne was afraid of what the goddess might do to her, but she took a deep breath and said, “I meant what I said. I am prepared to prove that I am the best. I have two wooden looms for weaving. You use one, and I shall use the other. Let us see once and for all who is the best.”



← **Show image 4A-4: Athena and Arachne in a weaving contest**

So the goddess and the young woman chose their colors and started to weave. When at last they stopped, Arachne grinned, for she truly believed she had won. She pointed out all the wonderful features<sup>10</sup> of her work to the goddess.

“Look,” she said, “see how real the stream looks tumbling down this hillside, and how the water reflects the colors of the sunlight, as real water would do. And if you move over here to look, the colors actually change, the way real sunlight would change.”

At last she turned to see Athena’s tapestry.

← **Show image 4A-5: Arachne overcome by grief at the sight of Athena’s superior tapestry**

Arachne saw at once that the work of the goddess was even finer than her own. Athena had woven a stream, but hers seemed to ripple and move. She had woven clouds that appeared to float lightly in the

10 or parts



11 Do you recognize any of the Greek gods in Athena's tapestry?

12 or far better

13 Were your predictions about whether her bragging would cause a problem for Arachne correct? Why or why not?

14 or harsh and firm



15 Do you hear somebody's name in the word *arachnid*?

16 What does Arachne weave now? (spiderwebs)

sky, and above it all she had woven the gods in all of their majesty.<sup>11</sup>

Upset and embarrassed, Arachne turned and ran from the room. Athena caught up with her, asking, "Where are you going?"

Arachne exclaimed, "I thought I was the best, but you are **superior**;<sup>12</sup> and no matter how long and hard I work at it, I will never be as good as you are. I shall never weave again."<sup>13</sup>

Then Athena grew **stern**.<sup>14</sup> "Everyone is born with some special gift or talent, if only he or she can figure out what it is and how to use it. You must not waste this skill of yours. We shall see to it that you *shall* weave again."

← **Show image 4A-6: Athena changing Arachne into a spider**

She reached out and touched Arachne's shoulder with the tip of one finger. Instantly, Arachne began to change shape. She grew smaller and smaller, and her body rounder and rounder. Her legs and arms grew longer and thinner until, after about five minutes, Arachne had turned into the very first spider in the world. Today we call all the members of the spider family **arachnids** [uh-*RAK*-nids]<sup>15</sup>, and that is why some people say all spiders are the children of Arachne the Weaver. And so Athena was correct: Arachne did weave again.<sup>16</sup>

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* What animal in nature is this Greek myth about? (spiders, arachnids) Do you think there were arachnids in ancient Greece? Why or why not? (Yes, because the ancient Greeks told stories about them.)

2. *Evaluative* According to this myth, who created the very first spider in the world? (the goddess Athena) Do you think that is really how the very first spider was created, or is this story fiction? (This story is fiction.)
3. *Inferential* Who are the main characters in this myth? (Arachne and Athena) Which of these characters is a god or goddess? (Athena) How do you know? (She has special powers and lives on Mount Olympus.)
4. *Evaluative* Imagine you are Arachne. How would you have felt if people always compared your work to Athena’s? (Answers may vary.)



← **Show image 4A-5: Arachne overcome by grief at the sight of Athena’s superior tapestry**

5. *Inferential* How does Arachne feel when she sees Athena’s superior work? (She is upset and embarrassed and refuses to weave again.)



← **Show image 4A-6: Athena changing Arachne into a spider**

6. *Inferential* How does this story conclude, or end? (with Athena turning Arachne into a spider) Why does Athena turn Arachne into a spider and not some other kind of animal? (Because Arachne was a weaver and spiders weave webs. Athena wanted to ensure that Arachne would continue to weave.)
7. *Evaluative* Do you think there are lessons to be learned from this myth? If so, what are they? (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a couple of questions. I will give you a minute to think about the questions, and then I will ask you to turn to your neighbor and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* In the read-aloud, you heard Athena say, “Everyone is born with some special gift or talent, if only he or she can figure out what it is and how to use it.” What is your special gift or talent? (Answers may vary.) Have you figured out how to use it? (Answers may vary.)

9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Flattered

5 minutes

1. In the read-aloud you heard, “At first, when people compared Arachne’s work to that of Athena’s, Arachne was *flattered*.”
2. Say the word *flattered* with me.
3. If you are flattered, you are pleased by the attention or compliments of others.
4. Juanita was flattered by the praise she received from her teacher for her performance on the multiplication test.
5. Have you ever felt flattered? Try to use the word *flattered* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I felt flattered once when . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *flattered*?

Use a *Synonyms* activity for follow-up. Directions: A synonym is a word that is the same as, or similar to, another word. What are some synonyms for *flattered*? (Answers may vary, but may include *praised, complimented, admired, etc.*)



### Complete Remainder of the Lesson Later in the Day





# Arachne the Weaver

4<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### ↔ Multiple Meaning Word Activity

5 minutes

#### *Word in Context: Lean*

**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 2M (Lean).] In the read-aloud you heard that when Athena changed herself into an old women, “[G]one was the young woman, replaced by a woman so old and bent with age that she had to lean on a walking stick to get around.” Here *lean* means to rest on or against something for support. Which picture shows this?
2. *Lean* also means thin, strong, and healthy. Which picture shows this?
3. Now with your partner, make a sentence for each meaning of *lean*. Remember to use complete sentences. [Call on a few students to share their sentences.]

### ↔ Syntactic Awareness Activity

15 minutes

#### *Adjectives That Describe Appearance*

Adjective Reference Chart for Teachers	
Adjectives That Describe Appearance	
beautiful	ugly
big	small
clean	dirty
fat	skinny

Adjective Reference Chart for Teachers	
Adjectives That Describe Appearance	
gigantic	tiny
long	short
round	flat
shiny	dull
smooth	wrinkled
straight	crooked
tall	short
wet	dry
young	old

**Note:** The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical.

Directions: We will learn about a special kind of word called an adjective. We use adjectives when we speak and write to give more information about a noun. Adjectives help what we say and write come to life. Today we will talk about adjectives that describe the appearance of people and things.

1. [Show Greek Gods Poster 7 (Athena).] In today's myth you met Athena, the goddess of handicrafts. With your partner think of three adjectives you could use to describe how Athena looks in this poster. Use this sentence frame: "Athena is \_\_\_\_\_." [Call on several partner pairs to share. You may wish to write down the adjectives on the board.]



← **Show image 4A-2: Athena transformed into an old woman**

2. [Point to the old woman with a cane.] In today's myth Athena disguised herself as someone else. With your partner think of three adjectives you could use to describe how Athena looks in this image. Use this sentence frame: "Athena is \_\_\_\_\_." [Call on several partner pairs to share. You may wish to write down the adjectives on the board.]
3. [Give each student an index card.] I will give each partner pair a set of opposite adjectives. Talk to your partner about how your adjectives are opposite. Then decide who will write or draw which adjective on their index card. Later I will collect all your cards and we can play an opposites matching game with the cards you have created.

## ↔ Vocabulary Instructional Activity

10 minutes

### **Word Work: Features**

1. In the read-aloud you heard, “She pointed out all the wonderful *features* of her work to the goddess.”
2. Say the word *features* with me.
3. The word *features* means interesting or important parts of something else.
4. This new book has many nice features, such as beautiful pictures, a helpful table of contents, and a list of all the maps included in it.
5. [Hold up an item in your classroom that has many different features, such as a globe, a laptop computer, an encyclopedia, or a dictionary.] What are some of the important or interesting features of this \_\_\_\_\_? [Ask two or three students to describe the important or interesting features of the object you are displaying. If necessary, guide and/or rephrase the students’ responses: “One of the more interesting/important features of \_\_\_\_\_ is . . .”]
6. What is the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: Think of an item you own, or wish you owned, and draw a picture of it. Be sure to draw one or more of your favorite features of this item. After you finish drawing your object, write a sentence about one of its features you think is the most interesting or most important. Be sure to use the word *features* in your sentence.

## **Greek Myths Journal (Instructional Master 4B-1)**

15 minutes

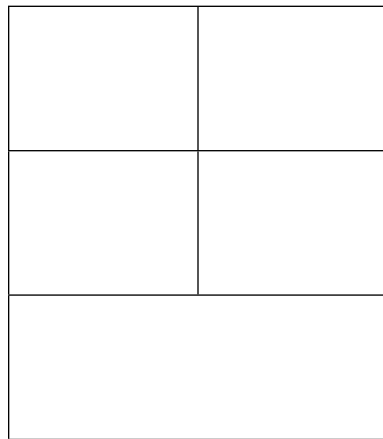
- Tell students that this page of their journal will be about the Greek myth “Arachne the Weaver.”
- Show students Instructional Master 4B-1. Have students describe what they see in the illustration. Have students share about the characters in this myth.
- Read the title line together “Arachne the Weaver.” Then have students write two or three sentences about this myth.

- Students may draw a picture about their sentences on the back of the page.
- Allow time for students to share their journal entries with a partner or with their home-language peers.

### Spin a Story

20 minutes

**Note:** Before this extension, prepare five sheets of plain paper. Four of the five sheets should be of equal length and width, with the width of the fifth sheet being the combined width of two sheets. Tell students that the “tapestry” they will make is different from a real tapestry because real tapestry is made from woven cloth.



Remind students that Arachne was a weaver. Ask students to share what Arachne wove. (tapestries) Then have students share what a tapestry is. (a woven image that can be hung on walls) Tell students that as a class, they are going to make some drawings like a tapestry that retell the myth of Arachne the Weaver. Divide the class into five groups. Tell the class that there will be five parts to this “tapestry” and that each of the five groups will be responsible for drawing one part.

Tell students that Group One will draw the beginning scene of the myth, Groups Two through Four will draw scenes from the middle of the myth, and that Group Five will draw the ending scene of the myth.

Ask students what events Group One should include. (Arachne weaving beautiful tapestries on a loom while many visitors flatter her by saying she weaves like the goddess Athena)

Tell Group Two that they will draw Athena disguising herself as an old woman after she hears about Arachne’s boastful words declaring herself the best weaver in the world.

Tell Group Three that they will draw a surprised Arachne, who discovers that the old woman is really the goddess Athena.

Tell Group Four that they will depict Arachne and Athena during the weaving contest.

Ask students to share what Group Five should draw. (Arachne’s tapestry and Athena’s superior tapestry in the background; Athena changing Arachne into a spider—after Arachne declares she will never weave again—so that Arachne will always continue to use her special gift.)

Tell students that in the next lesson they will put all of their drawings together to create a classroom tapestry of the myth “Arachne the Weaver.” As students create their illustrations, encourage them to use richer and more complex language, including, if possible, any read-aloud vocabulary.



# Theseus and the Minotaur

5

## ✔ **Lesson Objectives**

### **Core Content Objectives**

Students will:

- ✓ Identify Mount Olympus as the place believed by the ancient Greeks to be the home of the gods
- ✓ Identify Greek myths as a type of fiction
- ✓ Demonstrate familiarity with “Theseus and the Minotaur”
- ✓ Identify the elements of character, setting, plot, and supernatural beings and events in “Theseus and the Minotaur”
- ✓ Identify common characteristics of Greek myths (e.g., they try to explain mysteries of nature and humankind, include supernatural beings or events, give insight into the ancient Greek culture)
- ✓ Describe some of the many different types of mythical creatures and characters in Greek myths, such as Atlas, Pan, Cerberus, Pegasus, and centaurs

### **Language Arts Objectives**

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Recount information from “Theseus and the Minotaur,” a Greek myth, and determine the central message of the myth (RL.2.2)
- ✓ Describe how Theseus, King Minos, Princess Ariadne, and King Aegeus respond to challenges in “Theseus and the Minotaur” (RL.2.3)

- ✓ With assistance, categorize and organize facts and information from “Theseus and the Minotaur” in a “Which Happened First?” Chart (W.2.8)
- ✓ Ask and answer *who* questions orally to gather information or deepen understanding of the information contained in “Theseus and the Minotaur” (SL.2.3)
- ✓ Provide synonyms for *unraveling* (L.2.5a)

### Core Vocabulary

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**convinced, v.** Made someone agree or believe

*Example:* My mom convinced me that it was better to do my homework before going outside to play.

*Variation(s):* convince, convinces, convincing

**labyrinth, n.** A maze

*Example:* The competitors had a hard time reaching the prize at the center of the labyrinth.

*Variation(s):* labyrinths

**sneered, v.** Smiled in a rude and disrespectful way

*Example:* The thief sneered rudely when the police questioned him.

*Variation(s):* sneer, sneers, sneering

**unraveling, v.** Unwinding

*Example:* A loose thread from Kim’s scarf got caught on the doorknob, and before she knew it the whole thing was quickly unraveling.

*Variation(s):* unravel, unravels, unraveled

**vaulted, v.** Jumped over something while using the hands to push off

*Example:* Brooke vaulted over the fence as she chased her runaway puppy.

*Variation(s):* vault, vaults, vaulting

### Vocabulary Chart for Theseus and the Minotaur


Core Vocabulary words are in **bold**.  
 Multiple Meaning Word Activity word is underlined.  
 Vocabulary Instructional Activity words have an asterisk (\*).  
 Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	Athens/Athenians Crete Daedalus <b><i>Labyrinth</i></b> /maze Minotaur navy warrior	<b>convinced*</b> defeated fainted fierce fury horrid <b>sneered</b> succeed	father/son gate young
<b>Multiple Meaning</b>	guard sail thread <b>vaulted</b>	found raised <b>unraveling</b>	ship string
<b>Phrases</b>	Aegean Sea half-man, half-bull King Aegeus King Minos Prince Theseus Princess Ariadne ship with black sails	hunts down proved himself risk your life share my sorrow stole out Worse yet	every nine years find his way back out hopelessly lost lead you back the best chance against
<b>Cognates</b>	Atenas/ateniense Creta <b><i>Laberinto</i></b>	<b>convenció</b> fiero(a) furia	



**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
<b>Spin a Story (continued)</b>	Students' tapestry pieces from Lesson 4 Extension	Students will "spin the story" or retell or act out their part of the myth, "Arachne the Weaver."
<b>What Have We Already Learned?</b>	Instructional Master 5A-1 (Greek Myths Chart)	Help students review the myths they have heard so far using this chart. You may wish to add to this chart as the following myths in this domain are told.
	Greek Gods Posters 1 (Zeus), 3 (Demeter), and 7 (Athena); Image Card 7 (Cerberus)	Use these specific Posters and Image Card while reviewing the myths.
<b>Essential Background Information and Terms</b>	Character Chart for current read-aloud	You may wish to create separate Character Charts for each read-aloud.
	Poster 1 from <i>The Ancient Greek Civilization</i> domain	Use this poster to point out the locations in today's read-aloud: Athens, Crete, and the Aegean Sea. You may wish to explain that today's myth explains how the Aegean Sea got its name.
<b>Vocabulary Preview: Labyrinth</b>	Image Card 12 (Labyrinth) and additional images of labyrinths and mazes	
<b>Purpose for Listening</b>	Instructional Master 5A-2 (Response Card 5)	Students may wish to look at the Response Card to identify the characters and setting, and predict what may happen in the myth.
<b>Presenting the Read-Aloud (15 minutes)</b>		
<b>Theseus and the Minotaur</b>	Gods, Mortals, and Creatures Chart; Instructional Master 5A-3	Use the Gods, Mortals, and Creatures Chart throughout this domain to keep track of the different types of characters in the Greek myths your students will hear. You may wish to use the cut-outs provided on Instructional Master 5A-3. (See Advance Preparation for sample chart.)

Exercise	Materials	Details
<b>Discussing the Read-Aloud (15 minutes)</b>		
Comprehension Questions		
Word Work: Convinced		
 <b>Complete Remainder of the Lesson Later in the Day</b>		
<b>Extensions (20 minutes)</b>		
Greek Myths Journal	Instructional Master 5B-1; drawing tools	This will be the page for the myth “Theseus and the Minotaur.”
Which Happened First?	Instructional Master 5B-2	You may wish to give a pair of students a set of <i>First, Then</i> sentence strips and have the class decide which event happened first. Then have the students physically position themselves in the order of story events until all eight sentence strips are in order.
Sequencing the Story	Instructional Master 5B-3	

### **Advance Preparation**

Create a Greek Myths Chart, using Instructional Master 5A-1 as a guide. You can use this chart for review purposes. You may wish to have students fill in their own charts as you fill in the class chart.

Make a copy of Instructional Master 5A-2 for each student. Refer to it as Response Card 5 for the Greek myth “Theseus and the Minotaur.” Students can use this Response Card to preview, review, and answer questions about this myth.

Bring in additional images of labyrinths and mazes.

Make a copy of Instructional Master 5B-1 for each student. This will be the page for “Theseus and the Minotaur” in their Greek Myths journal.

Write the sentences from the Extensions activity, Which Happened First?, on strips of chart paper to create sentence strips that can be read at a distance.

Create a Character Chart for today’s read-aloud. (See sample chart in the lesson.)

Continue the class Gods, Mortals, and Creatures Chart. You may wish to use the character cut-outs on Instructional Master 5A-3. You will add to this chart as students meet the different types of characters in the read-alouds.

<p><b>Gods of Mount Olympus</b>          Zeus          Demeter          Hades (Note: Hades is an Olympian god but does not live on Mount Olympus.)          Athena</p>	<p><b>Other Gods</b>          Prometheus          Epimetheus          Persephone          Helios</p>
<p><b>Mortals</b>          Pandora          Arachne  <b>Prince Theseus</b>  <b>King Aegeus</b>  <b>King Minos</b>  <b>Princess Ariadne</b>  <b>Daedalus</b></p>	
<p><b>Creatures</b>          Cerberus  <b>Minotaur</b></p>	

**Notes to Teacher**

You may wish to stick to a single definition of myth as it applies to this domain—A myth is a fictional story from the ancient times that tries to explain events or things in nature. A myth may also teach a lesson. A myth usually has characters that are gods or goddesses, humans, and creatures.



# Theseus and the Minotaur

5<sub>A</sub>

**Note:** Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## ***Introducing the Read-Aloud***

**10** minutes

### **Spin a Story (continued)**

**10** minutes

Tell students that they are going to use their illustrations from the previous lesson to create a “tapestry” and review the myth of Arachne the Weaver from beginning to end. Tell students that in their groups, they will come up to the front of the class in order and “spin the story” (retell or act out their part of the myth) shown in their illustration. After each group “weaves” its part of the tapestry, place the illustration accordingly.

**Note:** The final tapestry should have Group One’s illustration in the top left-hand corner, Group Two’s in the top right; Group Three’s illustration below Group One’s; etc., ending with the largest illustration, Group Five’s, at the bottom.

### **What Have We Already Learned**

**10** minutes

Remind students that they have now heard three Greek myths: “Prometheus and Pandora”; “Demeter and Persephone”; and “Arachne the Weaver.” Write the names of these myths on a piece of chart paper, a chalkboard, or a whiteboard and have students vote for the one they liked most thus far. Have students share the general characteristics of myths. (Myths are ancient stories that usually try to explain mysteries of nature and humankind and include supernatural beings or events; Greek myths give insight into the ancient Greek culture.) Lead students in a discussion of these characteristics relative to each of the specific myths they’ve heard using the following chart:

(You may wish to add to the chart as each myth is introduced in later lessons.)

Myth	Tries to explain . . . / Tries to teach the lesson:	Mythical creatures?	Greek gods and goddesses?
Prometheus and Pandora	how humans and animals were created; how humans got fire; how evil and sorrow came into the world	No	Zeus; Prometheus; Epimetheus
Demeter and Persephone	the changing of the seasons; the life cycle of plants	Cerberus	Zeus; Demeter; Persephone; Hades; Helios
Arachne the Weaver	how the first spider was created; do not be too proud or boastful	No	Athena

Tell students that all of the myths they have heard so far have included gods or goddesses as main characters.

**Note:** Persephone, Hades, and Helios did not live on Mount Olympus, but they were also Greek gods.

Now share with students that not all Greek myths involve supernatural gods and goddesses. Tell students that some myths feature humans, heroes, and mythical creatures. Show students Image Card 7 (Cerberus). Ask the following questions:

- Which myth that you already heard featured this mythical creature? (Demeter and Persephone)
- Who is this mythical creature? (Cerberus, the three-headed dog, that lived in the underworld with Hades.)

**Note:** You may wish to add to the Character Chart as you introduce the characters in this read-aloud.

Character Name	Description of Character (god, goddess, mythological creature, human)	Role in Story
Prince Theseus (THEE-see-us)	human	son defeated the Minotaur
King Aegeus (EE-jee-us)	human	father leader of Athens
King Minos (MY-noce)	human	father leader of Crete sender of ship with black sails
Princess Ariadne (ar-ee-ADD-nee)	human	daughter helps Theseus find his way back
Daedalus (DED-ah-lus)	human	inventor designed the Labyrinth
Minotaur (MIN-oh-tar)	mythological creature	half-man, half-bull lives in the Labyrinth



← **Show image 5A-1: Prince Theseus returning in his ship to Athens**

Tell students that Prince Theseus is one of the main characters in this myth. Tell students that the story begins with Theseus sailing to Athens to see his father, King Aegeus.



← **Show image 5A-4: Theseus preparing to get on the black-sailed ship with other youth**

Tell students that in this image Theseus's father, King Aegeus, is shown in the foreground, or nearest to the viewer. Tell students they will hear about another important Greek king, King Minos, but they will not see an image of King Minos in this story.



← **Show image 5A-5: Ariadne talking to Daedalus**

Tell students that Princess Ariadne and Daedalus both play important roles in this story. Ask students to look at the image and ask them what they notice that they think might be important.

## Vocabulary Preview

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5 minutes

### *Labyrinth*

1. In today's myth, Theseus fights the Minotaur in the *Labyrinth*.
2. Say the word *labyrinth* with me three times.
3. A labyrinth is a maze.
4. After five minutes of wandering around the labyrinth, Theseus was completely lost.
5. [Show Image Card 12 (Labyrinth) and additional images of labyrinths.] Describe this labyrinth to your partner.  
[Later in the day, you may wish to give partner pairs a maze to complete or have students design their own mazes and have others complete them.]

## Purpose for Listening

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Tell students that today's read-aloud does not have any Greek gods and goddesses in it, but it involves a mythical creature as well as a courageous person who does good deeds. Tell students to listen carefully to find out what the creature looks like and who the hero is.



## Theseus and the Minotaur

### ← Show image 5A-1: Prince Theseus returning in his ship to Athens

- 1 What do you remember about Athens? This story takes place before Athens was a democracy, when it was still ruled by a king.
- 2 or when he was a child
- 3 What does *fierce* mean?

Prince Theseus [*THEE*–see-us] was the son of the ruler of Athens, King Aegeus [*EE*-jee-us].<sup>1</sup> Theseus had been raised by his mother in a town far away from Athens and did not know his father in his youth.<sup>2</sup> When he was old enough, in order to meet his father, Theseus journeyed to Athens, had many adventures, and proved himself a fierce warrior.<sup>3</sup> When he finally reached Athens, he was shocked to hear what his father, King Aegeus, was telling him.

“Next week, King Minos [*MY*-noce] and his ship return to Athens after another nine years,” King Aegeus said. “This will be the most terrible time for our people when they see those black sails.”

“Black sails? Who is this King Minos, and what happens when his ship comes to Athens?” asked Prince Theseus.



### ← Show image 5A-2: Black-sailed ship

- 4 [Have a volunteer point to the island of Crete on a world map or globe.]

His father answered, “King Minos, who rules the great island of Crete, has the mightiest navy and army on Earth.<sup>4</sup> Several years ago, his son was visiting here in Athens. There was a terrible accident, and the young man never returned to Crete. I sent word to Crete explaining what had happened, and how sorry we were, but King Minos would not listen. He and his warriors attacked and conquered Athens.<sup>5</sup> Then Minos announced, ‘You Athenians must share my sorrow. My son was eighteen when he went to Athens. Every nine years I shall send to you a ship with black sails. This ship will take seven of your Athenian men and seven Athenian women, each my son’s age, to Crete. There I shall send those Athenians into the **Labyrinth.**’”

“What is ‘the Labyrinth,’ Father?” Theseus asked.

- 5 Why did King Minos attack Athens?





← **Show image 5A-3: Labyrinth and the Minotaur**

- 6 *Commissioned* means chose someone to do a specific job. [Show students Image Card 12 (Labyrinth).] This is a labyrinth.
- 7 Does the Minotaur sound like a supernatural creature to you?
- 8 What happens every nine years when the ship with black sails arrives in Athens?

“It is an enormous maze of twisting tunnels and rooms cut into the hillside near Minos’s palace. Minos commissioned the master inventor Daedalus [DED-ah-lus] to design it.<sup>6</sup> Once inside, a person becomes hopelessly lost. Worse yet, living in that maze is the Minotaur [MIN-oh-tar], a monster that is half-bull and half-man.<sup>7</sup> The Minotaur knows every inch of the maze and hunts down whomever enters there. Many times King Minos has sent his black-sailed ship to carry away seven of our young men and women, and none of them ever gets out of the Labyrinth. And now, next week the black-sailed ship will return.”<sup>8</sup>



← **Show image 5A-4: Theseus preparing to get on the black-sailed ship with other youth**

- 9 or young people

Theseus said, “Father, you know my skills as a warrior. I am eighteen years old. I will take the place of one of these youths<sup>9</sup> and stop the Minotaur before it can strike again.”

“No, my son! I will not let you risk your life,” King Aegeus replied.

- 10 or persuaded

“Father, how can I let this continue when I know I can stop it? I am the person with the best chance against the beast.” Finally, Theseus **convinced**<sup>10</sup> his father and told him that if he was successful, he and the other Athenians would return on King Minos’s ship with white sails.

- 11 or smiled in a cruel, twisted way

A week later, the prince and the other young Athenians boarded King Minos’s ship. When they reached the island of Crete, guards led them to King Minos’s throne room in the palace. There, Minos **sneered**,<sup>11</sup> “It is fitting that the son of the king of Athens should not return to his home, as my son did not return to his.”

- 12 Do you think Theseus will be successful?

Theseus answered, “It is more fitting that the son of the king of Athens should end this horrid business once and for all.”<sup>12</sup>



← **Show image 5A-5: Ariadne talking to Daedalus**

Standing at King Minos’s side through all of this was his daughter, Princess Ariadne [ar-ee-ADD-nee]. The princess was amazed to see that Theseus was not afraid. She thought, “What an extraordinary man! I must save him. But how? Even I would not be safe from my father’s fury<sup>13</sup> if he found out.” Princess Ariadne needed help, so she went to see the most brilliant man she knew, the man who also happened to be the creator of the Labyrinth—Daedalus.<sup>14</sup>

13 or extreme anger

14 So Daedalus created the maze where the Minotaur lives.

15 What does Daedalus have in his hand? What do you think it’s for?

The clever Daedalus told her, “It is impossible to sneak a weapon into the maze. The guards would find it and remove it, and eventually they would trace it back to you. However, if the reports of Theseus’s bravery are true, he may still have a chance fighting the Minotaur. Then at least we can help him find his way back out of the Labyrinth. Here is what you must do . . .”<sup>15</sup>



← **Show image 5A-6: Ariadne advising Theseus and giving him a ball of string**

That night, Princess Ariadne went to Theseus’s room in her father’s palace. She told the young hero, “Wind this ball of string around yourself beneath your clothes so the guards will not see it. After you enter the Labyrinth, tie one end of the thread to the handle of the gate and unwind the rest as you go through the maze. If you defeat the Minotaur, rewind the thread, and it will lead you back by the same route to the gate. And if you succeed, you must take me with you to Athens, for if my father finds that I have helped you . . .”

16 What do you think will happen next?

“Of course we will take you,” Theseus said. “Thank you, Princess.”<sup>16</sup>



← **Show image 5A-7: Theseus wandering through the maze with string and other Athenians**

The next day, after the guards closed the gates of the labyrinth behind the Athenians, Theseus told the others, “Wait here. I go to seek the Minotaur. If I fail, you are no worse off; if I succeed, we will all be able to return safely to Athens.” Tying the thread to the

17 The word *unraveling* means undoing or unwinding. What is Theseus unraveling?

door handle, **unraveling** it with each step, Theseus set off into the Labyrinth.<sup>17</sup>

Within five minutes he was hopelessly lost. Still he went on, though he knew that the half-man, half-bull might be waiting around the next bend for him, or sneaking up from behind ready to eat him.

Finally, Theseus found himself at the entrance to the great central room of the Labyrinth. Resting on the stone floor at the far end was the Minotaur. It had the huge, muscled body of a man, but instead of a man's head, there was the head of a bull with long, sharp horns.

Theseus broke off the golden thread and stepped forward. The Minotaur rose to its feet to face him. Then, the Minotaur charged.



← **Show image 5A-8: Theseus and Minotaur facing off**

Theseus waited as the huge beast rushed toward him. At the last moment, the young prince stepped to one side and **vaulted** over the monster's back.<sup>18</sup>

18 The word *vaulted* means jumped over, using the hands to push off.

Confused at not having caught him on its horns, the Minotaur turned back and charged again. Again Theseus avoided its horns, leaping to the other side this time. Over and over, Theseus escaped the deadly horns. Each time, Theseus was moving closer to the wall of the room. Finally, as Theseus leaped aside once more, the Minotaur, unable to stop, ran with an explosive shock into the wall. Staggering, it fell to its knees. Theseus leaped upon its back and seized the great horns. He wrestled the Minotaur to the ground and eventually defeated him.<sup>19</sup>

19 If Theseus defeated the Minotaur, who won?



← **Show image 5A-9: Athenians escaping the maze to the ship where Ariadne is waiting**

Hours later, the other Athenians saw their prince emerging wearily and triumphantly from the stone tunnels. Untying the thread that had led him back, he said quietly, "Let's go home." Opening the gate, which was never locked (for no one had ever returned), the Athenians stole out.<sup>20</sup>

20 or snuck out quietly

The day had passed, and the city was now shadowed with night. They moved down to the harbor and found Princess Ariadne waiting for them in the shadows by the docks. Then they all set sail for Athens, bearing the glad news: thanks to Theseus, the danger from the Minotaur was finally over.



← **Show image 5A-10: Triumphant Theseus returning on black-sailed ship**

21 Why was Theseus supposed to change the sails? What do you think King Aegeus is going to think?

Theseus, however, had forgotten to change the sails from black to white.<sup>21</sup> When his father, King Aegeus, saw the black sails from his perch on a cliff, he fainted and fell forward into the sea.<sup>22</sup> To this day, the sea King Aegeus fell into is called the Aegean Sea.

22 Why do you think King Aegeus fell forward into the sea?

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Inferential* Who is the courageous character in today's read-aloud? (Theseus) How will you convince me that Theseus is courageous? (He volunteers to go and stop the Minotaur.)



← **Show image 5A-3: Labyrinth and the Minotaur**

2. *Literal* Who is the supernatural creature in today's read-aloud? (the Minotaur) What does the Minotaur look like, and where does he live? (half-man and half-bull; in the Labyrinth)
3. *Literal* Daedalus created the Labyrinth, which is a maze. Who owns and uses the Labyrinth? (King Minos) What does he use it for? (He uses it to punish the Athenians.)



← **Show image 5A-5: Ariadne talking to Daedalus**

4. *Literal* Who comes up with a plan to help Theseus escape the Labyrinth? (Princess Ariadne)
5. *Literal* How does Theseus find his way out of the Labyrinth? (He ties a golden thread around the handle of the gate and unwinds the rest as he goes through the maze. After he defeats the Minotaur, he follows the unraveled string back to the entrance of the Labyrinth.)
6. *Inferential* Who can locate the Aegean Sea on the map? According to this myth, how did the Aegean Sea supposedly get its name? (Prince Theseus forgets to change the sails of his boat from black to white, and so his father, King Aegeus, thinks Theseus did not defeat the Minotaur. King *Aegeus* is so shocked he faints and falls into the sea . . . the *Aegean* Sea.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

7. *Evaluative Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who defeats the Minotaur?” Turn to your neighbor and ask your *who* question. Listen to your neighbor’s response. Then your neighbor will ask a new *who* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
8. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

## Word Work: Convinced

5 minutes

1. In the read-aloud you heard, “Finally, Theseus *convinced* his father [to let him fight the Minotaur].”
2. Say the word *convinced* with me.
3. Convinced means persuaded to agree. When you agree with someone after he or she has told you the reasons why you should agree, you are convinced.
4. Dahlia’s mother convinced her that it is better to finish her homework first before going outside to play.
5. What are some things Theseus might have said to his father to convince his father to let him fight the Minotaur?  
[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Theseus convinced his father to let him go by saying, ‘. . .’.”]
6. What’s the word we’ve been talking about? What part of speech is *convinced*?

Use an *Acting* activity for follow-up. Directions: With your partner, think of ways you could convince others of the following things:

1. Try to convince your parents to let you stay up one hour later on the weekends.
2. Try to convince your friend to play a new game with you.
3. Try to convince your parents to let you take art/karate/swimming lessons.
4. Try to convince your teacher to let the class have lunch inside the classroom.
5. Try to convince your teacher to plan a field trip.
6. Try to convince your parents to let you play at your friend’s house.
7. Try to convince your friend to read the book you are currently reading.



**Complete Remainder of the Lesson Later in the Day**



# Theseus and the Minotaur

5<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### Greek Myths Journal (Instructional Master 5B-1)

15 minutes

- Tell students that they will be continuing their journal to help them remember important information they learn in this domain about the Greek myths they hear.
- Tell students that this page of their journal will be about the Greek myth “Theseus and the Minotaur.”
- Show students Instructional Master 5B-1. Have students describe what they see in the illustration. Have students share about the characters in this myth.
- Read the title line together “Theseus and the Minotaur.” Then have students write two or three sentences about this myth.
- Students may draw a picture about their sentences on the back of the page.
- Allow time for students to share their journal entries with a partner or with their home-language peers.

### Which Happened First? (Instructional Master 5B-2)

15 minutes

- Tell students that you are going to play a game called “Which Happened First?” You will read a pair of sentences that you have written on chart paper or sentence strips. Each sentence begins with a blank. One volunteer will choose which sentence happened first in the story and write the word *First* on the blank before that sentence. Then another volunteer will write the word

*Then* on the blank before the sentence that happens second in the story.

- Alternatively, you may wish to give a pair of students a set of *First, Then* sentence strips and have the class decide which event happened first. Then have the students physically position themselves in the order of story events until all eight sentence strips are in order.

✈ Above and Beyond: You may wish to do this extension as an assessment and have students use Instructional Master 5B-2 to write *First* and *Then* on the corresponding lines.

1. \_\_\_\_\_, King Minos sends a ship with black sails to Athens.  
(Then)  
\_\_\_\_\_, King Minos's son dies in Athens. (First)
2. \_\_\_\_\_, Theseus meets his father. (First)  
\_\_\_\_\_, Theseus convinces his father to let him go on the ship with black sails. (Then)
3. \_\_\_\_\_, Theseus uses gold thread to find his way back to the gate of the Labyrinth. (Then)  
\_\_\_\_\_, Princess Ariadne asks Daedalus how Theseus can escape from the Labyrinth. (First)
4. \_\_\_\_\_, Theseus forgets to change the sails on the ship from black to white. (First)  
\_\_\_\_\_, King Aegeus falls into the sea. (Then)

## 10 Sequencing the Story

15 minutes

Tell students that they should review the images on Instructional Master 5B-3 carefully to determine what event is depicted in each image. Then they should cut out the six images and glue or tape them, in the proper sequence, on a blank sheet of paper.





# Daedalus and Icarus

## 6

### ✔ **Lesson Objectives**

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#### **Core Content Objectives**

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Students will:

- ✓ Identify Mount Olympus as the place believed by the ancient Greeks to be the home of the gods
- ✓ Identify Greek myths as a type of fiction
- ✓ Demonstrate familiarity with “Daedalus and Icarus”
- ✓ Identify the elements of character, setting, plot, and supernatural beings and events in “Daedalus and Icarus”
- ✓ Identify common characteristics of Greek myths (e.g., they try to explain mysteries of nature and humankind, include supernatural beings or events, give insight into the ancient Greek culture)

#### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Recount information from “Daedalus and Icarus,” a Greek myth, and determine the central message of the myth (RL.2.2)
- ✓ Describe how Daedalus and Icarus respond to challenges in “Daedalus and Icarus” (RL.2.3)
- ✓ Make a personal connection to the method of escape devised by Daedalus in “Daedalus and Icarus” (W.2.8)
- ✓ Ask and answer *what* questions orally to gather information or deepen understanding of the information contained in “Daedalus and Icarus” (SL.2.3)

- ✓ Recount a personal experience involving “cold feet” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (SL.2.4)
- ✓ Explain the meaning of “cold feet” and use in appropriate contexts (L.2.6)
- ✓ Identify how King Minos feels when he discovers Theseus escaped from the Labyrinth
- ✓ Use adjectives correctly in oral language

### Core Vocabulary

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**currents, n.** Strong flows of air or water moving in a certain direction  
*Example:* The ocean currents carried Max’s sailboat closer to shore.  
*Variation(s):* current

**desperately, adv.** Frantically and with all your might, with a sense of panic and need  
*Example:* The firefighters tried desperately to save the animals from the burning house.  
*Variation(s):* none

**plummeted, v.** Fell straight down  
*Example:* Chloe sadly watched as her ice cream plummeted off the cone onto the floor.  
*Variation(s):* plummet, plummets, plummeting

**proof, n.** Evidence that something is true  
*Example:* You need to have proof before you blame someone for doing something.  
*Variation(s):* none

**sill, n.** The strip of material, such as wood, below a window or door  
*Example:* Antonio grew little flowers in pots on his window sill.  
*Variation(s):* sills

### Vocabulary Chart for Daedalus and Icarus

Core Vocabulary words are in **bold**.


Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (\*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	Crete Daedalus/Icarus <b>sill</b> wax	attract challenge <b>desperately</b> escape <i>genius</i> <b>plummeted</b> realized unravel	air away bird candle father/son feather forgotten heat high/higher melt ocean/sea soldier sun window wing
<b>Multiple Meaning</b>	<b>currents</b> harbor <b>proof*</b> tower	brilliant overlooks plan problem	books lock rocks
<b>Phrases</b>	currents of air King Minos pluck the feathers ride the winds	sheer joy should have known better	lock you up lost their fear of
<b>Cognates</b>	<b>corrientes</b> <b>prueba*</b> torre	atraer <b>desesperadamente</b> <i>genio</i> brillante el plan problema	aire océano soldado

**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
<b>What Have We Already Learned?</b>	Greek Myths Journal page for “Theseus and the Minotaur”	Focus review on previous myth. Ask whether students drew/wrote about the character Daedalus, the creator of the Labyrinth.
	Greek Myths Chart	You may wish to add information from “Theseus and the Minotaur” to this chart.
<b>Essential Background Information and Terms</b>	Character Chart for current read-aloud	You may wish to create separate Character Charts for each read-aloud.
<b>Vocabulary Preview: Genius, Currents</b>		
<b>Purpose for Listening</b>	Instructional Master 6A-1 (Response Card 6)	Students may wish to look at the Response Card to identify the characters and setting, and predict what may happen in the myth.
<b>Presenting the Read-Aloud (15 minutes)</b>		
<b>Daedalus and Icarus</b>	Gods, Mortals, and Creatures Chart; Instructional Master 6A-2	Use the Gods, Mortals, and Creatures Chart throughout this domain to keep track of the different types of characters in the Greek myths your students will hear. You may wish to use the cut-outs provided on Instructional Master 6A-2. (See Advance Preparation for sample chart. Use the same character images for King Minos and Daedalus from Lesson 5.)
<b>Discussing the Read-Aloud (15 minutes)</b>		
<b>Comprehension Questions</b>		
<b>Word Work: Proof</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>		

Exercise	Materials	Details
<b>Extensions (20 minutes)</b>		
<b>Sayings and Phrases: Cold Feet</b>		
<b>Greek Myths Journal</b>	Instructional Master 6B-1; drawing tools	This will be the page for the myth “Daedalus and Icarus.”
<b>Which Happened First?</b>	Instructional Master 6B-2	You may wish to give a pair of students a set of <i>First, Then</i> sentence strips and have the class decide which event happened first. Then have the students physically position themselves in the order of story events until all eight sentence strips are in order.
<b>Sequencing the Story</b>	Instructional Master 6B-3	

### **Advance Preparation**

Make a copy of Instructional Master 6A-1 for each student. Refer to it as Response Card 6 for the Greek myth “Daedalus and Icarus.” Students can use this Response Card to preview, review, and answer questions about this myth.

Make a copy of Instructional Master 6B-1 for each student. This will be the page for “Daedalus and Icarus” in their Greek Myths journal.

Write the sentences from the *Extensions* activity, *Which Happened First?*, on strips of chart paper to create sentence strips that can be read at a distance.

Create a Character Chart for today’s read-aloud. (See sample chart in the lesson.)

Continue the class Gods, Mortals, and Creatures Chart. You may wish to use the character cut-out on Instructional Master 6A-2. You will add to this chart as students meet the different types of characters in the read-alouds.

<p><b>Gods of Mount Olympus</b></p> <p>Zeus Demeter Hades (Note: Hades is an Olympian god but does not live on Mount Olympus.) Athena</p>	<p><b>Other Gods</b></p> <p>Prometheus Epimetheus Persephone Helios</p>
<p><b>Mortals</b></p> <p>Pandora Arachne Prince Theseus King Aegeus King Minos Princess Ariadne Daedalus</p> <p><b>Icarus</b></p>	
<p><b>Creatures</b></p> <p>Cerberus Minotaur</p>	

**Notes to Teacher**

You may wish to stick to a single definition of myth as it applies to this domain—A myth is a fictional story from the ancient times that tries to explain events or things in nature. A myth may also teach a lesson. A myth usually has characters that are gods or goddesses, humans, and creatures.



# Daedalus and Icarus

6<sub>A</sub>

**Note:** Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

**10** minutes

Help students review the previous Greek myth, “Theseus and the Minotaur,” by having them share with the class their last journal entry. If none of the students wrote about Daedalus, remind them of his role in the previous read-aloud. (Daedalus was the creator of the Labyrinth and told Princess Ariadne how Theseus could escape from the Labyrinth.)

Ask students how they think King Minos felt when he discovered that Theseus and the other Athenians had escaped from the Labyrinth. Do they think King Minos would have been happy to discover this?

You may wish to add to the Greek Myths Chart you started in the previous lesson. Remind students that the myth of Theseus does not have gods and goddesses, that it tries to explain how the Aegean Sea got its name, etc. Remind students that myths are *fictional* stories that try to explain events or things in nature, teach moral lessons, and/or entertain listeners. (You may wish to emphasize the fictional aspect of myths with students, because some of them have sad events.)

<b>Myth</b>	<b>Tries to explain . . ./ Tries to teach the lesson:</b>	<b>Mythical creatures?</b>	<b>Greek gods and goddesses?</b>
Prometheus and Pandora	how humans and animals were created; how humans got fire; how evil and sorrow came into the world	No	Zeus; Prometheus; Epimetheus
Demeter and Persephone	the changing of the seasons; the life cycle of plants	Cerberus	Zeus; Demeter; Persephone; Hades; Helios
Arachne the Weaver	how the first spider was created; do not be too proud or boastful	No	Athena
Theseus and the Minotaur	how the Aegean Sea got its name	Minotaur	No

## Essential Background Information or Terms

10 minutes

### Meet the Characters

**Note:** You may wish to add to the Character Chart as you introduce the characters in this read-aloud.

<b>Character Name</b>	<b>Description of Character</b>	<b>Role in Story</b>
King Minos (MY-noce)	human	leader of Crete locked up Daedalus and Icarus
Daedalus (DED-ah-lus)	human	father created wings
Icarus (IK-er-us)	human	son



#### ← Show image 6A-1: King Minos ordering Daedalus imprisoned

Remind students that in the last read-aloud they heard about King Minos. Tell students that King Minos is also in this story titled “Daedalus and Icarus.” Ask students how they would describe King Minos’s face and the way he is standing. Ask them what kinds of feelings he might have at this moment in the story based on how he looks in this image.



#### ← Show image 6A-4: Daedalus instructing and warning Icarus

Remind students that they met Daedalus in the last story. Ask students what they remember about Daedalus. Tell students that this image shows Daedalus and his son Icarus who is also in this story.



## Personal Connections

5 minutes

Ask students if they have ever eaten an ice cream cone on a hot day. Ask students what happens if they don't eat their ice cream quickly enough. Tell students that their ice cream probably melts in the heat. Heat can cause things to melt, like ice.

## Vocabulary Preview

5 minutes

### Genius

1. Today's myth is about a very brilliant man, a *genius*, whose name was Daedalus.
2. Say the word *genius* with me three times.
3. A genius is a very smart, talented, or creative person.
4. Daedalus was the genius who created the Labyrinth.
5. Tell your partner what you think of when you hear the word *genius*.

### Currents

1. In today's myth, Daedalus studies the birds and how they use the *currents* of air to fly.
2. Say the word currents with me three times.
3. Currents are strong flows of air or water moving in a certain direction. [Using hand motions, show what currents might look like.]
4. The ocean's currents carried Max's sailboat closer to shore.
5. When you are outdoors, you can tell which direction the air currents are moving by holding a strip of paper and seeing which direction the paper is blowing in the wind. [This can also be done with paper airplanes.]

## Purpose for Listening

Tell students to listen carefully for a problem in today's myth caused by something melting.



## Daedalus and Icarus

### ← Show image 6A-1: King Minos ordering Daedalus imprisoned

This is the story of a very brilliant man, a genius, whose name was Daedalus [DED-ah-lus]. He was able to look at a problem and think until an answer came to him. Once, however, Daedalus faced a challenge he wished he did not have to solve.<sup>1</sup>

King Minos of Crete was upset with Daedalus for helping the young hero Theseus defeat the Minotaur and escape from Crete with Minos's daughter, Princess Ariadne.<sup>2</sup> The king had no **proof**<sup>3</sup> that Daedalus had helped them, but he believed that only Daedalus was smart enough to have done it, since he had also created the Labyrinth.<sup>4</sup> So King Minos announced, "Daedalus, you helped them escape, so now I will lock you up in turn; and since there were two of you responsible for their escape, one of whom was my own daughter, you shall share your imprisonment with your son, Icarus [IK-er-us]."

- 1 Do you remember what a challenge is? What kind of challenge do you think Daedalus wished not to face?
- 2 [Point to the image.] This is King Minos.
- 3 or evidence
- 4 Was the king right? Had Daedalus helped Theseus and the princess?



### ← Show image 6A-2: Prison tower

The king was too smart to lock Daedalus in an ordinary cell, however, for he feared the genius might escape. He commanded, "Guards, lock up Daedalus and Icarus in that great stone tower that overlooks the ocean cliffs. There is only one window at the top of the tower and one door, which we will lock. Even if they escape through the window, there is nothing below but sharp rocks and raging ocean tides."<sup>5</sup>

So the father and son were locked away. Twice a day, soldiers unlocked the door to deliver food or take away the dishes. On one of those occasions, Daedalus sent a message by the soldiers to King Minos: "If we must live out our lives here, at least give us some books to read, and candles by which to read them after dark." Minos saw no harm in that, and agreed—but he should have known better, for Daedalus had a plan.<sup>6</sup>

- 5 Do you think Daedalus and Icarus could ever escape from a place like this?
- 6 Do you think Daedalus will try to use the books and candles to escape? How might he do that?



7 or the horizontal piece at the bottom

← **Show image 6A-3: Daedalus and Icarus constructing wings**

He and Icarus would set breadcrumbs on the **sill**<sup>7</sup> of the tower's high window to attract sea birds. Over a period of months, the birds lost their fear of Daedalus and his son and would allow the two men to pick them up. The father and son began to pluck feathers from their wings, though not so many as would hurt the birds or keep them from flying. He and Icarus hid the feathers under their beds, along with some wax from each candle the soldiers supplied, until after several years Daedalus told his son, "Now we have what we need in order to escape."<sup>8</sup>

8 How do you think Daedalus will use the feathers and wax to escape?

9 What does *unravel* mean?

Daedalus began to unravel threads from the blankets in their tower room.<sup>9</sup> Using the flames of the candles for heat, he melted and shaped the wax they had saved, inserted into it the feathers they had hidden, and tied it all with thread. Icarus's eyes lit up. "You are making us wings!"

10 Do you think Daedalus's plan will work?

Daedalus smiled. "If we cannot walk from our prison, we will fly. Come, hold that candle closer to soften this wax so I can bend it."<sup>10</sup>



← **Show image 6A-4: Daedalus instructing and warning Icarus**

It took several days to finish the work, until one morning, the two sets of wings were ready. Daedalus had studied the movements of the birds and knew where the **currents** of air blew near their seaside tower.<sup>11</sup> He carefully taught Icarus what he knew, adding, "We will land at that harbor over there, remove our wings, and sail away in one of the boats anchored there. By the time King Minos knows we are gone, we will be far from Crete. However, my son, follow me as I ride the winds safely down. If we are not careful, and we fly too high, the sun's heat could melt the wax in our wings and plunge us down into the sea. Our friends the birds need not fear this, but we are only borrowing their skills."

11 Currents are strong flows of air or water moving in a certain direction.

"I understand, Father," replied Icarus. They strapped on their wings and waited as the sun began to rise over the sea.



← **Show image 6A-5: Daedalus and Icarus flying**

Below their tower were dangerous rocks and crashing waves. Daedalus worried that they might not make it. He thought over every detail, and then told his son, “It is time to regain our freedom. Come!” Stepping up to the window, he drew a deep breath and leaped outward—and his wings worked! The air lifted him and held him. Looking back over his shoulder, he saw his son leap from the tower.

Icarus laughed out loud at the sheer joy of flying. Lifting and dipping the tips of his wings, he turned and swirled, delighting in the wonder of it all. Forgotten in the moment was his father’s warning. As Daedalus glided gracefully down toward the harbor, Icarus thought, “I wonder if I can make this kind of curve, or that,” and he rode the winds higher and higher and farther and farther out over the water.<sup>12</sup>

12 What do you think is going to happen?



← **Show image 6A-6: Icarus falling, Daedalus watching helplessly**

Daedalus looked back for him, but Icarus was not following behind. Eyes wide with fear, Daedalus called, “Icarus! Come down!” But the boy shouted, “Look, father!” and continued his tricks in the air, until all of a sudden, he saw a feather loosen and drop from one of his wings. He realized that he had flown too high. The growing heat from the morning sun was melting the wax.

**Desperately,**<sup>13</sup> Icarus tried to turn and follow his father’s path, but the warming air currents carried him higher. The feathers began dropping from his wings, first one at a time, and then in clumps. “Father! Help!” But Daedalus could not turn and rise fast enough to help. He could only watch. Too many feathers had fallen out, and the wings could no longer support Icarus. He **plummeted**<sup>14</sup> down, down, down into the sea. Daedalus, weeping, reached the harbor, took a boat, and sailed off to safety.

13 or wildly with a sense of panic and need

14 or fell straight

## Comprehension Questions

10 minutes



### ← Show image 6A-1: King Minos ordering Daedalus imprisoned

1. *Inferential* How does King Minos feel when he discovers Theseus escaped from the Labyrinth? (terribly angry) Who does he blame or hold responsible even though he doesn't have proof? (the inventor Daedalus)
2. *Inferential* How does King Minos decide to punish Daedalus? (He locks him up in a high tower.)
3. *Literal* Who else does King Minos lock in the tower with Daedalus? (his son, Icarus)



### ← Show image 6A-3: Daedalus and Icarus constructing wings

4. *Evaluative* How does Daedalus plan to escape the tower? (He makes wings from bird feathers, melted wax, and thread. He plans to fly away on the air currents.) How would you have tried to escape? (Answers may vary.)
5. *Inferential* How does Daedalus get the feathers and wax that he needs for his plan of escape? (He puts bread crumbs on the window sill to attract the birds and asks the soldiers for candles.)



### ← Show image 6A-5: Daedalus and Icarus flying

6. *Inferential* Does Daedalus's plan work? (Yes and no. Daedalus is able to escape, but Icarus does not heed his father's advice and flies too close to the sun.) What problem happens in this myth because something melts? (Icarus falls into the ocean because his wings melt.)
7. *Evaluative* Do you think there is a lesson to be learned from this myth? (Answers may vary.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

8. *Evaluative* *What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could

ask, “What is Daedalus accused of?” Turn to your neighbor and ask your *what* question. Listen to your neighbor’s response. Then your neighbor will ask a new *what* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Proof

5 minutes

1. In the read-aloud you heard, “The king had no *proof* that Daedalus had helped [Theseus defeat the Minotaur and escape from the Labyrinth].”
2. Say the word *proof* with me.
3. Proof is evidence that something is true.
4. The muddy paw prints on the carpet were proof that Cindy’s cat had been outside in the mud.
5. Can you think of a time when you have found proof of something? Try to use the word *proof* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I found proof of \_\_\_\_\_ when . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read several sentences. If the person in the sentence has proof that something happened, say, “S/he has proof.” If the person in the sentence believes that something happened but does not have any evidence, or proof, say, “S/he has no proof.”

1. Jan thought Carl was sneaking cookies before dinner, but she knew for sure when she saw him do it. (She has proof.)
2. Sean thought the neighbor’s dog probably took his shoes that he left outside, but he didn’t see the dog take them. (He has no proof.)
3. Juliane believed that fairies existed, but had never seen one. (She has no proof.)
4. The neighborhood kids always played baseball at the end of the street, but no one actually saw their ball break the car window. (They have no proof.)
5. Tony caught his dog eating his homework. (He has proof.)



### **Complete Remainder of the Lesson Later in the Day**



# Daedalus and Icarus

6<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### Sayings and Phrases: Cold Feet

5 minutes

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Ask students if they have ever heard the saying “cold feet.” Have students repeat the saying. Explain that if someone has cold feet, s/he is afraid to do something. Remind them that in the read-aloud, Daedalus made wings to help him and his son Icarus escape from their prison tower. Share that right before they jumped from the window of the tower, Daedalus saw the dangerous rocks and crashing waves below them. The read-aloud said, “Daedalus worried that they might not make it.” Tell students that we can say Daedalus had cold feet because he became afraid at the last minute that his wings wouldn’t work, afraid for himself and his son. Even though Daedalus had cold feet, he was able to overcome his sudden fear.

Ask students if they have ever been afraid to do something. Ask: “Have you ever had cold feet?” Give students the opportunity to share their experiences and encourage them to use the saying.



### **Greek Myths Journal (Instructional Master 6B-1)**

15 minutes

- Tell students that this page of their journal will be about the Greek myth “Daedalus and Icarus.”
- Show students Instructional Master 6B-1. Have students describe what they see in the illustration. Have students share about the characters in this myth.
- Read the title line together “Daedalus and Icarus.” Then have students write two or three sentences about this myth.
- Students may draw a picture about their sentences on the back of the page.
- Allow time for students to share their journal entries with a partner or with their home-language peers.

### **Which Happened First? (Instructional Master 6B-2)**

15 minutes

- Tell students that you are going to play a game called “Which Happened First?” You will read a pair of sentences that you have written on chart paper or sentence strips. Each sentence begins with a blank. One volunteer will choose which sentence happened first in the story and write the word *First* on the blank before that sentence. Then another volunteer will write the word *Then* on the blank before the sentence that happens second in the story.
- Alternatively, you may wish to give a pair of students a set of *First, Then* sentence strips and have the class decide which event happened first. Then have the students physically position themselves in the order of story events until all eight sentence strips are in order.

✈ Above and Beyond: You may wish to do this extension as an assessment and have students use Instructional Master 6B-2 to write *First* and *Then* on the corresponding lines.

1. \_\_\_\_\_, King Minos is upset at Daedalus for helping Theseus. (First)  
\_\_\_\_\_, King Minos locks up Daedalus and his son in a tall tower. (Then)
2. \_\_\_\_\_, Daedalus makes wings. (Then)  
\_\_\_\_\_, Daedalus asks for books to read and candles. (First)
3. \_\_\_\_\_, Daedalus and Icarus strap on their wings. (Then)  
\_\_\_\_\_, Daedalus teaches Icarus how to ride the winds down to the harbor. (First)
4. \_\_\_\_\_, Icarus flies higher and higher. (First)  
\_\_\_\_\_, Daedalus watches as Icarus falls down into the sea. (Then)

## 10 Sequencing the Story

15 minutes

Tell students that they should review the images on Instructional Master 6B-3 carefully to determine what event is depicted in each image. Then they should cut out the five images and glue or tape them, in the proper sequence, on a blank sheet of paper.



# Pausing Point

PP

## ***Note to Teacher***

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You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of Greek myths. The other activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

## ***Core Content Objectives Up to This Pausing Point***

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Students will:

- ✓ Explain that the ancient Greeks worshipped many gods and goddesses
- ✓ Explain that the gods and goddesses of ancient Greece were believed to be immortal and have supernatural powers, unlike humans
- ✓ Identify the Greek gods and goddesses in the read-alouds
- ✓ Identify Mount Olympus as the place believed by the ancient Greeks to be the home of the gods
- ✓ Identify Greek myths as a type of fiction
- ✓ Demonstrate familiarity with particular Greek myths
- ✓ Identify the elements of character, setting, plot, and supernatural beings and events in particular Greek myths
- ✓ Identify common characteristics of Greek myths (e.g., they try to explain mysteries of nature and humankind, include supernatural beings or events, give insight into the ancient Greek culture)

- ✓ Describe some of the many different types of mythical creatures and characters in Greek myths, such as Atlas, Pan, Cerberus, Pegasus, and centaurs

## ***Student Performance Task Assessment***

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### **10 Myths Match**

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#### **Materials: Instructional Master PP-1**

Give each student Instructional Master PP-1. Help them identify the images from the myths on the left. Then have them read the sentences on the right and match each sentence with the myth the sentence is about.

## ***Activities***

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### **Image Review**

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#### **Materials: Greek Myths Chart from previous lessons; Greek Gods Posters**

Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images. You may also wish to use the Greek Gods Posters to have students review the Greek gods they have heard about thus far and what role they played in the myths.

Review the Greek Myths Chart from previous lessons, adding the details for the last myth heard, “Daedalus and Icarus.”

### **Domain-Related Trade Book or Student Choice**

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#### **Materials: Trade book**

Read a trade book to review a particular myth; refer to the books listed in the Introduction. You may also choose to have students select a read-aloud to be heard again.

### **Exploring Student Resources**

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#### **Materials: Domain-related student websites**

Pick appropriate websites from the Internet for further exploration of Greek Myths and Greek gods and goddesses.

## Videos of Greek Myths

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### Materials: Videos of Greek Myths

Carefully peruse the Internet for short (5 minute), age-appropriate videos related to the Greek Myths your students have heard.

Prepare some questions related to the content presented in the videos.

Discuss how watching a video is the same as and different from listening to a storybook or read-aloud.

Have students ask and answer questions using question words *who*, *what*, *when*, *where*, and *why* regarding what they see in the videos.

## Riddles for Core Content

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Ask students riddles such as the following to review core content:

- I am the leader of all the Greek gods and goddesses. Who am I? (Zeus)
- I am the Greek goddess of handicrafts, and I turned Arachne into the world's first spider. Who am I? (Athena)
- The ancient Greeks believed that I created humans and stole fire for them from the sacred hearth on Mount Olympus. Who am I? (Prometheus)
- I punished Prometheus for stealing fire from the gods. Who am I? (Zeus)
- I opened my box and let all the evil and negative things into the world. Who am I? (Pandora)
- I am the Greek goddess of the harvest and farming. Who am I? (Demeter)
- I captured Demeter's daughter and took her to the underworld. Who am I? (Hades)
- The seasons change when I am sad because my daughter is in the underworld. Who am I? (Demeter)
- I am a master inventor and a brilliant man. King Minos locked my son and me in a tower. Who am I? (Daedalus)

- I am the prince who defeated the Minotaur in the Labyrinth and saved the Athenian youths. Who am I? (Theseus)

## **Class Book: Mount Olympus**

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### **Materials: Drawing paper, drawing tools**

Tell the class or a group of students that they are going to make a class book about Mount Olympus to help them remember what they have learned about in this domain. Have the students brainstorm important information about Mount Olympus: who the ancient Greeks believed lived there, what it might look like, etc. Have each student then draw a picture of what they imagine Mount Olympus to look like, and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

## **Character, Setting, Plot**

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### **Materials: Drawing paper, drawing tools**

Divide students into groups of three. Give each group a blank piece of paper and have them fold their paper into thirds. Tell them that you are going to name a character and that, in their groups, one person should quickly sketch or write the name of another character from the same myth and pass the paper and pencil to the second student. The second student should quickly sketch or write the name of a setting from that myth and pass the paper and pencil to the third student. The third student should write one sentence or key phrase about the plot of the myth. Once all three sections of the paper have been filled out with character, setting, and plot, the group should raise their hands.

Remind students that their sketches and writing do not need to be perfect, but that their sketches and writing do need to relate to the myth.

Give each group the opportunity to orally share its drawings and/or writing.

## Somebody Wanted But So Then

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### Materials: Instructional Master PP-2

Explain to students that they are going to retell the stories of Prometheus and Pandora, first individually, and then together as a class. Divide the class in half; one half will complete a chart for Prometheus, and the other will complete a chart for Pandora using Instructional Master PP-2, a Somebody Wanted But So Then worksheet. Students who participated in the Core Knowledge Language Arts program in Kindergarten and Grade 1 should be very familiar with this chart and will have seen their Kindergarten and Grade 1 teachers model the exercise. Have these students work in pairs to orally fill in the chart together while one person acts as the scribe. If you have any students who are new to the Core Knowledge Language Arts program, you may wish to work with them individually or in a small group, guiding them through the exercise.

If time allows, have students share their charts with the class. As they recount the myths, you may wish to refer back to the Flip Book images for this read-aloud. As students retell the read-aloud, make sure to use complete sentences and domain-related vocabulary to expand upon their responses. For your reference, completed charts should be similar to the following:

<b>Somebody</b>	Prometheus
<b>Wanted</b>	Wanted to give his human creations fire
<b>But</b>	But fire was only for the gods.
<b>So</b>	So he stole some fire and took it down to the earth for the humans.
<b>Then</b>	Then Zeus, the king of the gods, found out and punished him.

<b>Somebody</b>	Pandora
<b>Wanted</b>	Wanted to know what was inside the box
<b>But</b>	But she was told not to ever open it.
<b>So</b>	So, for a long time, she didn't.
<b>Then</b>	Then her curiosity got the better of her, and she opened it, releasing pain and suffering into the world.

## A New Ending

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Show students Flip Book image 5A-10 and ask them to share what happens at the end of the myth “Theseus and the Minotaur.” If students have difficulty remembering, remind them that Theseus forgets to change the sails of his boat from black to white, and so King Aegeus thinks Theseus did not defeat the Minotaur. King Aegeus is so shocked that he faints and falls into the sea. Tell students that they are going to make up a new ending to this myth. Ask students what they would change about the ending of this myth. Have students brainstorm new endings with a partner, and then write sentences or draw pictures of their own new endings. Give students the opportunity to share their pictures and sentences with a partner or with the class.

## On Stage

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You may choose to reread and have students act out any of the myths. Encourage students to portray actions and feelings and to use some of their own dialogue. Students could also make puppets of the characters from a particular Greek myth and retell the myth using the puppets.

## Above and Beyond: Writing Prompts

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Students may be given an additional writing prompt such as the following:

- One Greek myth I have heard that teaches a lesson is . . .
- One Greek myth I have heard about nature is . . .
- My favorite Greek myth is \_\_\_\_\_ because . . .
- A Greek god/goddess that impressed me is . . .





# Hercules

7

## ✔ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Explain that the ancient Greeks worshipped many gods and goddesses
- ✓ Identify Mount Olympus as the place believed by the ancient Greeks to be the home of the gods
- ✓ Identify Greek myths as a type of fiction
- ✓ Demonstrate familiarity with the myth “Hercules”
- ✓ Identify the elements of character, setting, plot, and supernatural beings and events in “Hercules”
- ✓ Identify common characteristics of Greek myths (e.g., they try to explain mysteries of nature and humankind, include supernatural beings or events, give insight into the ancient Greek culture)
- ✓ Describe some of the many different types of mythical creatures and characters in Greek myths, such as Atlas, Pan, Cerberus, Pegasus, and centaurs

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Recount information from “Hercules,” a Greek myth, and determine the central message of the myth (RL.2.2)
- ✓ Describe how Hercules responds to challenges in “Hercules” (RL.2.3)

- ✓ Plan, draft, and edit a narrative Greek myth, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure (W.2.3)
- ✓ Make a personal connection to friendship as it is depicted in “Hercules” (W.2.8)
- ✓ Identify how Hercules feels when he was feared by Greek citizens

### Core Vocabulary

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**aimlessly, adv.** Without purpose or plan

*Example:* The Minotaur wandered aimlessly around the Labyrinth.

*Variation(s):* none

**commotion, n.** A noisy confusion or fuss

*Example:* There was quite a commotion on the playground at recess as the students ran around having fun.

*Variation(s):* none

**dreadful, adj.** Terrible or unpleasant

*Example:* “This weather is dreadful for driving!” Peter exclaimed as the heavy snow fell on the windshield.

*Variation(s):* none

### Vocabulary Chart for Hercules

Core Vocabulary words are in **bold**.


Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (\*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	Apollo Athens Hercules horseman justice Theseus	<b>aimlessly</b> brave/braver <b>commotion</b> <b>courage*</b> defeat <b>dreadful</b> <i>guilt</i> strength subdued trusted	alone angry friend horse
<b>Multiple Meaning</b>	<i>temper</i>	appearance care problem	face
<b>Phrases</b>	master your temper muscular man risking his crown son of Zeus work away your guilt	a threat to our safety joyous celebration terrified at the sight of	do what is right friendless and alone Go back! looking for you no one else cared
<b>Cognates</b>	justicia	<b>conmoción</b> coraje apariencia problema	

**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
<b>What Have We Already Learned?</b>	Greek Myths Chart	You may wish to add information from “Daedalus and Icarus” to this chart.
		You may wish to simply ask the three bulleted review questions. Then focus on the different kinds of characters using the Greek Myths Chart.
<b>Essential Background Information and Terms</b>	Poster 1 from <i>The Ancient Greek Civilization</i> domain	Use this poster to point out Greece and Athens. Tell students that in this myth, Theseus is the king of Athens.
<b>Vocabulary Preview: Temper, Guilt</b>	Character Chart for current read-aloud	You may wish to create separate Character Charts for each read-aloud.
<b>Purpose for Listening</b>	Instructional Master 7A-1 (Response Card 7)	Students may wish to look at the Response Card to identify the characters and setting, and predict what may happen in the myth. <b>Note:</b> This myth focuses on the first two images on this Response Card.
<b>Presenting the Read-Aloud (15 minutes)</b>		
<b>Hercules</b>	Gods, Mortals, and Creatures Chart; Instructional Master 7A-2	Use the Gods, Mortals, and Creatures Chart throughout this domain to keep track of the different types of characters in the Greek myths your students will hear. You may wish to use the cut-outs provided on Instructional Master 7A-2. (See Advance Preparation for sample chart. Use the same character image for Theseus from Lesson 5.)
<b>Discussing the Read-Aloud (15 minutes)</b>		
<b>Comprehension Questions</b>	Greek Gods Poster 1 (Zeus)	
<b>Word Work: Courage</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>		

Exercise	Materials	Details
<b>Extensions (20 minutes)</b>		
Character, Setting, Plot	Instructional Master 7B-1	Students will fill in information for today's myth. Students will continue to fill in this chart in the next lesson.
Writing a Greek Myth: Plan	Instructional Master 7B-2; chart paper, chalkboard, or whiteboard	
<b>Take-Home Material</b>		
Family Letter	Instructional Masters 7B-3, 7B-4	

### **Advance Preparation**

Make a copy of Instructional Master 7A-1 for each student. Refer to it as Response Card 7 for the Greek myths about Hercules. Students can use this Response Card to preview, review, and answer questions about this myth.

Create a Character Chart for today's read-aloud. (See sample chart in the lesson.)

Continue the class Gods, Mortals, and Creatures Chart. You may wish to use the character cut-out on Instructional Master 7A-2. You will add to this chart as students meet the different types of characters in the read-alouds.

<p><b>Gods of Mount Olympus</b></p> <p>Zeus Demeter Hades (Note: Hades is an Olympian god but does not live on Mount Olympus.) Athena</p>	<p><b>Other Gods</b></p> <p>Prometheus Epimetheus Persephone Helios</p>
<p><b>Mortals</b></p> <p>Pandora Arachne</p> <p><b>Prince/King Theseus</b></p> <p>King Aegeus King Minos Princess Ariadne Daedalus Icarus</p> <p><b>Hercules</b></p>	
<p><b>Creatures</b></p> <p>Cerberus Minotaur</p>	

### **Notes to Teacher**

You may wish to stick to a single definition of myth as it applies to this domain—A myth is a fictional story from the ancient times that tries to explain events or things in nature. A myth may also teach a lesson. A myth usually has characters that are gods or goddesses, humans, and creatures.

Starting in this lesson and for the rest of this domain, students will write their own Greek myth. You will walk your students through the writing process of planning, drafting, and editing. Finally, in the last lesson, students will have an opportunity to act out or publish their myths. It is highly recommended that all students participate in this writing activity. Today the class will complete the planning part of this writing project (Instructional Master 7B-2).

**Please note:** Due to time constraints, you may wish to give students extra time to finish this activity or have students complete the planning part of this activity as homework. Work with students who need extra help in small groups and help them plan their myth together, using the Lesson 4 myth “Arachne the Weaver” as a guide.



# Hercules

7  
A

**Note:** Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

**10** minutes

**Note:** You may wish to continue the Greek Myths Chart from previous lessons, adding the details for the last myth heard, “Daedalus and Icarus.”

<b>Myth</b>	<b>Tries to explain . . ./ Tries to teach the lesson:</b>	<b>Mythical creatures?</b>	<b>Greek gods and goddesses?</b>
Prometheus and Pandora	how humans and animals were created; how humans got fire; how evil and sorrow came into the world	No	Zeus; Prometheus; Epimetheus
Demeter and Persephone	the changing of the seasons; the life cycle of plants	Cerberus	Zeus; Demeter; Persephone; Hades; Helios
Arachne the Weaver	how the first spider was created; do not be too proud or boastful	No	Athena
Theseus and the Minotaur	how the Aegean Sea got its name	Minotaur	No
Daedalus and Icarus	how humans can use things in nature to do something new (e.g., flying); always follow your parent's directions	No	No

Help students review the Greek gods and goddesses they have learned about so far by using the Greek Gods Posters. Begin with the following questions:

- What is Mount Olympus? (a real mountain in Greece that the ancient Greeks believed was the home of the gods)
- How many gods and goddesses did the ancient Greeks believe lived on Mount Olympus? (twelve)
- What is a myth? (a fictional story with supernatural beings, like gods and goddesses, and/or heroes; a story that tries to explain events in nature or teaches a lesson) What examples can you give of some of these elements from the myths you have already heard? (Answers may vary.)

As you point to each god in each poster, have one or two students share something they have learned about this god or goddess.

Remind students that myths are fictional stories that try to explain events in nature or are meant to teach the listener a moral lesson. Tell students that in some of the myths they have heard so far, the main characters have been gods. You may wish to reference the details on the Greek Myths Chart you created during previous lessons for this information. Remind students that not all Greek myths involve gods and goddesses. Some myths feature courageous heroes and nonhuman characters. Using the Flip Book, review with students heroes from earlier myths, like Theseus.

## Essential Background Information or Terms

5 minutes

### *Meet the Characters*

**Note:** You may wish to add to the Character Chart as you introduce the characters in this read-aloud.

Character Name	Description of Character	Role in Story
King Theseus (THEE-see-us)	human	leader of Athens friends with Hercules
Hercules (HER-kyoo-leez)	human	son of Zeus feared by the people





← **Show image 7A-5: Theseus inviting Hercules to Athens**

Remind students that they have already heard a story about Theseus. Tell them that he also plays an important role in this story. Tell students that the new character in the image is Hercules. Ask students to look carefully at the two characters in the image and think about the looks on their faces and the way they are standing. Ask students to think of words and phrases that might describe the interaction between Theseus and Hercules. (friendly, happy to see each other, etc.)

**Vocabulary Preview**

5 minutes

**Temper**

1. In today's myth you will meet a character who has a bad *temper*.
2. Say the word *temper* with me three times.
3. You have a temper when you get angry very easily.
4. Hercules had a temper, if anyone made him mad, he would attack and hit that person.
5. Tell your partner about actions that show a bad temper.

**Guilt**

1. In today's myth, one of Hercules's friends suggests that Hercules finds a way to work away his *guilt*.
2. Say the word *guilt* with me three times.
3. Guilt is the feeling you have when you do something wrong.
4. Hercules felt guilt after he knocked down his neighbor's home in anger.
5. What are some actions that might make you feel guilt.

**Purpose for Listening**

Tell students to listen carefully to find out who the hero is in this Greek myth.



## Hercules

### ← Show image 7A-1: Family running away from Hercules

- 1 Who or what do you think Hercules is? Why do you think this family is so scared of Hercules?

“It’s Hercules!” a boy shouted. His father stopped in the middle of plowing their field and ran to get his son. The boy’s mother, terrified at the sight of the large man, stopped her work in the field and dashed to join the rest of her family. They all rushed into their farmhouse and slammed the door.<sup>1</sup>



### ← Show image 7A-2: Hercules’s heroic feats of strength

- 2 Based on the way in which it is used in the sentence, what do you think the word *commotion* means?

The huge, muscular man who had caused all this **commotion** sighed.<sup>2</sup> He continued walking past the farm in long, powerful strides, taking quick, long steps. He was used to this sort of thing, although he remembered a time when his appearance would have been a cause for joyous celebration.

- 3 Who is Zeus?

The man was Hercules, mightiest of heroes and son of Zeus.<sup>3</sup> Hercules was strong and mighty. As a baby, he once subdued, or calmed, two snakes that someone put in his crib. He could carve a new channel<sup>4</sup> in the ground to change the direction of a river or wrestle and defeat fierce beasts or monsters to save people in trouble.<sup>5</sup>

- 4 or groove

- 5 Does it sound like Hercules used his strength to help people or to hurt people? [Tell students to listen carefully to find out why people now fear him.]

There was only one thing Hercules could not defeat: himself. That was why everyone now feared him. You see, Hercules had a temper as powerful as his muscles. When he became angry, he would strike out against whatever—or whomever—had angered him. Then he would feel terrible, thinking, “I told myself I would not let that happen again!” But it was always too late for whomever he had hurt.



### ← Show image 7A-3: Hercules in exile

- 6 How would you feel if you were Hercules and heard this from the Greeks you had so long protected?

At last the other Greeks told Hercules, “You have done many great things for us, but now you are a threat to our safety. You may no longer live among us. Furthermore, anyone sheltering you or giving you a place to live, feeding you, or even speaking with you will also be forced out from among us.”<sup>6</sup> So Hercules, once

the most beloved and admired person in the land, was forced to wander, friendless and alone.

After a while, he no longer cared about his appearance. His hair and beard grew shaggy; his clothing became torn. If no one else cared, why should he? Food was not a problem, for he was a great hunter, but he no longer took pleasure in a hearty<sup>7</sup> meal. He ate just to survive.

7 or extremely nourishing

For three long years, Hercules, who had the strength and courage of a lion, wandered **aimlessly**.<sup>8</sup> If he stumbled into a place where some **dreadful**<sup>9</sup> danger threatened the people, he would take care of the problem on his own, although no one had asked him to do so or thanked him at the end. Then he would continue on his way.

8 *Aimlessly* means without purpose or direction. What do you think it means to have the strength and courage of a lion?

9 or terrible



← **Show image 7A-4: Theseus approaching Hercules**

One day, as he sat on a hillside with his back against a tree trunk, Hercules noticed a line of horsemen riding into sight. They came closer and closer. Then, to Hercules's shock, the lead rider held up his hand to halt<sup>10</sup> the others and, turning his horse, started alone up the hill straight toward Hercules. As the rider came closer and closer, Hercules rose to his feet in surprise and alarm. He thought, "Doesn't he know what will happen to him if he approaches me?" The huge man began to wave his arms and shout, "Go back! Go back!" Still, the horseman rode straight toward him.

10 or stop

Now Hercules could see the rider's face, and his concern became even greater, for the horseman was another great Grecian hero, Theseus, king of Athens.<sup>11</sup> The two men had become loyal friends ever since Hercules had rescued Theseus from the underworld.<sup>12</sup> Now, as Theseus continued toward him, Hercules again shouted, "Go back!"

11 What have you already heard about Theseus, king of Athens? Was he always the king of Athens?

12 But that's a story for another time.



← **Show image 7A-5: Theseus inviting Hercules to Athens**

But Theseus rode straight up to Hercules, dismounted, and then took Hercules's huge hand between his own. "I have been looking for you, my friend," Theseus said, and despite everything, in that moment Hercules felt a faint ray of hope. Theseus went on, "I know you did not do those dreadful things on purpose."<sup>13</sup> Come with me to Athens, where the people care more for true justice."

13 What does the word *dreadful* mean?

14 or his position as king

By helping Hercules, Theseus was risking his crown<sup>14</sup> and his entire way of life. Fortunately, the Athenians so completely trusted his wisdom and honor that they then welcomed Hercules among them. Still, the huge man felt sad for what he had done. Theseus told him, "You will never be free of the past until you have worked away your guilt and mastered your temper and your great strength. Go ask Apollo, the god of light, how to do these things. And remember always, you have a friend who believes in you."<sup>15</sup>

15 What advice do you think Apollo will give Hercules? How do you think Hercules can master his temper and strength?

"Thank you," replied Hercules. "You have taught me that there are more kinds of courage than I ever knew. One must be brave to face a monster, but braver still to do what is right when all are against you."

16 What other kinds of adventures do you think Hercules will have?

So Hercules set out once more, never guessing that his most remarkable adventures and his greatest glory still lay before him.<sup>16</sup>

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**10** minutes

1. *Literal* Who is the main character in this Greek myth? (Hercules) Who is Hercules the son of? (Zeus) [Point to Greek Gods Poster 1 (Zeus).]
2. *Inferential* What kinds of good deeds does Hercules perform as a hero with his great strength? (carves a new path for a river; defeats fierce monsters; saves people in dreadful situations)



← **Show image 7A-3: Hercules in exile**

3. *Inferential* Why does Hercules sometimes cause a commotion? (People run away from him and no longer want him to live among them because he has a dreadful temper; he is no longer well liked.)
4. *Evaluative* Was it appropriate for Hercules to hurt others just because he was angry with them? (No, that was dreadful.) How should he have dealt with his anger? (Answers may vary.)
5. *Literal* For three years, Hercules wanders aimlessly because he is told that he cannot live with the other Greeks. Who stops his aimless wandering? (King Theseus of Athens)



← **Show image 7A-5: Theseus inviting Hercules to Athens**

6. *Inferential* Why do you think Theseus wants to help Hercules? (He is a true friend.)
7. *Literal* Who does Theseus tell Hercules to see to free himself of his past? (Apollo, the god of light)
8. *Evaluative* What clues did you hear in this myth that help you to know this is a Greek myth? (set in ancient Greece; has the Greek gods Zeus and Apollo; talks about Athens)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative* *Think Pair Share:* In the read-aloud, Theseus tells Hercules: “Remember always that you have a friend who believes in you.” Do you have a friend who believes in you, or do you believe in someone? (Answers may vary.)
10. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

## Word Work: Courage

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1. In the read-aloud you heard, “Hercules had the strength and courage of a lion.”
2. Say the word courage with me.
3. Courage is bravery and the ability to do something difficult and dangerous.
4. It took all of Jasmina’s courage to speak in front of the whole class.
5. Have you ever done something that took all your courage? Try to use the word *courage* when you tell about it.

[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I used all my courage to . . .”]

6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read several scenarios to you. If what I describe is something that takes courage to do stand up and say, “That takes courage.” If what I describe is something that does not take courage to do, stay seated and say, “That does not take courage.”

[Explain that students may have different opinions about which things do and do not take courage to do. You may wish to call on two students to share their thoughts.]

1. learning to swim
2. going to the doctor’s office
3. asking the teacher for help
4. trying new foods
5. telling someone not to bother you
6. asking someone to play with you



**Complete Remainder of the Lesson Later in the Day**



# Hercules

7  
B

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### Character, Setting, Plot (Instructional Master 7B-1)

15 minutes

- Review with students some of the key elements of a fictional story in general and myths in particular.  
**[Note:** You may wish to focus on the characters, settings, and plot of one myth.]
  - characters (gods and goddesses, mortals, supernatural creature)
  - settings (Mount Olympus, Underworld, Earth, ocean, tower, Labyrinth)
  - plot (explaining something in nature like the changing seasons, how animals came to be, or teaching a lesson)
- Using Instructional Master 7B-1, have students fill in the chart with these story elements from today's myth about Hercules: characters, setting, and plot. Tell students that they have only heard the beginning of Hercules's story and to only fill in the Beginning box. Share with students that as they hear more about Hercules they will be able to fill in the Middle and End boxes as well as add new characters and settings to the Characters and Setting boxes.

## Writing a Greek Myth: Plan (Instructional Master 7B-2) 20+ minutes

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- Remind students that they have been listening to Greek myths, a kind of fictional story. Ask students what a myth is. (A myth is a fictional story from the ancient times that tries to explain events or things in nature. A myth may also teach a lesson. A myth usually has supernatural characters and supernatural events.)
- Tell students that they will write their own myths. Remind students of the three steps in the writing process: plan, draft, and edit. Tell students that today they will plan their myths.
- First, have students brainstorm ideas for their myth. Ask students to think about events in nature that they would like to explain in a myth. For instance, why there is lightning, why volcanoes erupt, why olives grow on trees, why the sun rises every morning and sets every evening, etc. Brainstorming can be done individually first and then with partner pairs or in small groups. Explain that because this is brainstorming, they should feel free to share any ideas that come to mind. Continue collecting ideas that come to mind until you have several ideas recorded on a piece of chart paper, a chalkboard, or a whiteboard.
- Have students select one of these ideas as the topic for their own myth. Then have them write this event in nature in the *End* box on Instructional Master 7B-2.
- Ask students what kinds of characters they would like to have in their myth. Tell students to write or draw their chosen characters in the corresponding *Characters* boxes.
- Ask students about possible settings for their myths. Have students write or draw their chosen setting in the *Setting* box.
- Finally, have students write down what happens first in the *Beginning* box. Then ask students what they think should happen next. Tell them to write this in the *Middle* box. Remind students that many events can happen in the middle of a story. Finally, have students add any additional information in the *End* box.



**Note:** Depending on your class or individual students' needs, you may wish to work with some students in a small group as you plan a myth together, using Lesson 4 ("Arachne the Weaver") as a model and substituting Athena, Arachne, and the spider for different gods/goddesses, human characters, and animals.

## ***Take-Home Material***

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### **Family Letter**

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Send home Instructional Masters 7B-3 and 7B-4.



# Other Adventures of Hercules

## 8

**Note:** Preview read-aloud for this lesson. You may wish to split this read-aloud into two sections.

### **Lesson Objectives**

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#### **Core Content Objectives**

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Students will:

- ✓ Explain that the ancient Greeks worshipped many gods and goddesses
- ✓ Identify Mount Olympus as the place believed by the ancient Greeks to be the home of the gods
- ✓ Identify the Greek gods and goddesses in the read-aloud
- ✓ Identify Greek myths as a type of fiction
- ✓ Demonstrate familiarity with “Hercules and the Nemean Lion” and “Hercules and Atlas”
- ✓ Identify the elements of character, setting, plot, and supernatural beings and events in “Other Adventures of Hercules”
- ✓ Identify common characteristics of Greek myths (e.g., they try to explain mysteries of nature and humankind, include supernatural beings or events, give insight into the ancient Greek culture)
- ✓ Describe some of the many different types of mythical creatures and characters in Greek myths, such as Atlas, Pan, Cerberus, Pegasus, and centaurs

#### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Recount information from “Other Adventures of Hercules,” a Greek myth, and determine the central message of the myth (RL.2.2)
- ✓ Describe how Hercules and Atlas respond to challenges in “Other Adventures of Hercules” (RL.2.3)
- ✓ Plan, draft, and edit a narrative Greek myth, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure (W.2.3)
- ✓ Recount a personal experience involving “back to the drawing board” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (SL.2.4)
- ✓ Explain the meaning of “back to the drawing board” and use in appropriate contexts (L.2.6)
- ✓ Make predictions orally prior to listening to “Other Adventures of Hercules” and then compare the actual outcomes to predictions
- ✓ Identify how Hercules feels at the end of the story compared to how he felt at the beginning of the story

### Core Vocabulary

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**accurate, *adj.*** Correct, without error

*Example:* “If you don’t study for your spelling quiz, you will not be able to produce an accurate spelling for all of the words,” the teacher said.

*Variation(s):* none

**guidance, *n.*** The act of helping someone to make a decision

*Example:* Toby went to his mom for guidance on what to do when he had a disagreement with his best friend.

*Variation(s):* none

**immeasurable, *adj.*** Impossible to measure; huge

*Example:* My grandfather always says that his love for me is immeasurable.

*Variation(s):* none

**reputation, *n.*** What most people think of a person or thing

*Example:* Meg had a reputation for always doing her best in class.

*Variation(s):* reputations

**trample, v.** Stomp on


*Example:* We were careful to walk between the rows in the garden so that we did not trample the strawberry plants.

*Variation(s):* tramples, trampled, trampling

<b>Vocabulary Chart for Other Adventures of Hercules</b>			
Core Vocabulary words are in <b>bold</b> .			
Multiple Meaning Word Activity word is <u>underlined</u> .			
Vocabulary Instructional Activity words have an asterisk (*).			
Suggested words to pre-teach are in <i>italics</i> .			
<b>Type of Words</b>	<b>Tier 3</b> Domain-Specific Words	<b>Tier 2</b> General Academic Words	<b>Tier 1</b> Everyday-Speech Words
<b>Understanding</b>	Apollo Greece Hercules Hesperides Nemea	<b>accurate</b> commanded completing fierce <b>guidance*</b> <b>immeasurable</b> <b>reputation</b> subdue <b>trample</b>	apples blanket daughter lion magical sky
<b>Multiple Meaning</b>	Atlas club hide weight	<i>labors</i>	<u>bow</u> giant
<b>Phrases</b>	golden apples heroic deeds King Eurytheus King Theseus Nemean lion priestess at Delphi “The Labors of Hercules” worked away your guilt/mastered your temper	ask a favor brace yourself brilliant idea searching in vain	bow and arrows break a promise
<b>Cognates</b>		completando fiero(a) <b>reputación</b>	león mágico(a) gigante

**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
<b>What Have We Already Learned?</b>	Characters, Setting, Plot Chart (Instructional Master 7B-1)	Have students refer to the information they have on their charts.
<b>Essential Background Information and Terms</b>	Greek Gods Poster 9 (Apollo); Image Cards 28 (Nemean lion) and 21 (Atlas)	You may wish to use these visuals to introduce the new characters in this myth.
	Character Chart for current read-aloud	You may wish to create separate Character Charts for each read-aloud.
<b>Vocabulary Preview: Labors, Reputation</b>		
<b>Purpose for Listening</b>	Response Card 7	<b>Note:</b> This myth focuses on the last two images on this Response Card.
<b>Presenting the Read-Aloud (15 minutes)</b>		
<b>Other Adventures of Hercules</b>		<p><b>Note:</b> You may wish to split this longer read-aloud into two sections and pause between the story of the Nemean lion and the story of golden apples of the Hesperides.</p> <p>You may need to pause and explain that the priestess at Delphi can tell others what Apollo is saying, so although others do not see Apollo, they can hear what he is saying through the priestess.</p>
	Gods, Mortals, and Creatures Chart; Instructional Master 8A-1	Use the Gods, Mortals, and Creatures Chart throughout this domain to keep track of the different types of characters in the Greek myths your students will hear. You may wish to use the cut-outs provided on Instructional Master 8A-1. (See Advance Preparation for sample chart. Use the same character images for Theseus and Hercules.)

Exercise	Materials	Details
<b><i>Discussing the Read-Aloud (15 minutes)</i></b>		
Comprehension Questions		
Sayings and Phrases: Back to the Drawing Board		
 <b>Complete Remainder of the Lesson Later in the Day</b>		
<b><i>Extensions (20 minutes)</i></b>		
Multiple Meaning Word Activity: Bow	Poster 3M (Bow)	
Syntactic Awareness Activity: Adjectives that Show Feeling and Appearance		
Word Work: Guidance		
Greek Myths Journal	Instructional Master 8B-1, drawing tools	This will be the page for the myths about Hercules.
Character, Setting, Plot	Character, Setting, Plot Chart (Instructional Master 7B-1)	Students will complete the rest of this chart.
Writing a Greek Myth: Draft	Instructional Masters 7B-2 (plan) and 8B-2 or lined paper	

### **Advance Preparation**

Make a copy of Instructional Master 8B-1 for each student. This will be the page for the myths about Hercules in their Greek Myths journal.

Create a Character Chart for today's read-aloud. (See sample chart in the lesson.)

Continue the class Gods, Mortals, and Creatures Chart. You may wish to use the character cut-outs on Instructional Master 8A-1. You will add to this chart as students meet the different types of characters in the read-alouds.

<b>Gods of Mount Olympus</b> Zeus Demeter Hades (Note: Hades is an Olympian god but does not live on Mount Olympus.) Athena Apollo	<b>Other Gods</b> Prometheus Epimetheus Persephone Helios
<b>Mortals</b> Pandora Arachne Prince/King Theseus King Aegeus King Minos Princess Ariadne Daedalus Icarus Hercules <b>Priestess at Delphi</b> <b>King Eurystheus</b> <b>Atlas</b> (Note: Atlas is a giant) <b>Hesperides</b> (Note: the daughters of Atlas are represented by the apples)	
<b>Creatures</b> Cerberus Minotaur <b>Nemean lion</b>	

### ***Notes to Teacher***

You may wish to stick to a single definition of myth as it applies to this domain—A myth is a fictional story from the ancient times that tries to explain events or things in nature. A myth may also teach a lesson. A myth usually has characters that are gods or goddesses, humans, and creatures.

In today’s lesson, students will write a draft of their own Greek myth. Remind students of the steps of the writing process: plan, draft, edit. Finally, in the last lesson, students will have an opportunity to act out or publish their myths. It is highly recommended that all students participate in this writing activity. Today the class will complete the draft of this writing project (Instructional Master 8B-2 or lined paper).

**Please note:** Due to time constraints, you may wish to give students extra time to finish this activity or have students complete their draft as homework. Work with students who need extra help in small groups and help them draft their myth together, using Instructional Master 8B-2 as a guide.





# Other Adventures of Hercules

8A

**Note:** Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

**5** minutes

Review with students the previous myth about Hercules by having them use the Flip Book to retell the myth. Make sure students share that Theseus suggested Hercules go to Apollo for guidance. You may also wish to have students review by sharing what they have filled out thus far on their Character, Setting, Plot charts (Instructional Master 7B-2).

### **Essential Background Information or Terms**

**10** minutes

#### ***Meet the Characters***

**Note:** You may wish to add to the Character Chart as you introduce the characters in this read-aloud.

<b>Character Name</b>	<b>Description of Character</b>	<b>Role in Story</b>
King Theseus (THEE-see-us)	human	leader of Athens friends with Hercules
Hercules (HER-kyoo-leez)	human	son of Zeus feared by the people
Apollo (uh-PAHL-oh)	god	god of light (wisdom and truth)
Priestess at Delphi (DEL-fee)	human	priestess in the temple for Apollo Apollo speaks through her
King Eurystheus (yur-iss-thoos)	human	made Hercules perform “The Labors of Hercules”
Nemean lion (neh-ME-ahn)	mythological creature	has a magical hide

Atlas	giant	father of the three magical sisters, the Hesperides holds up the sky
Hesperides (neh-SPARE-ih-deez)	human	daughters have a garden with a tree that grows golden apples

Ask a student to point to the Greek Gods Poster 9 (Apollo). Remind students that in the last read-aloud, Theseus suggested to Hercules that he go and seek guidance from Apollo. Ask students why they think Apollo may have good advice for Hercules. (He is the god of wisdom and truth.)



← **Show image 8A-2: King Eurystheus telling Hercules of the Nemean lion**

Tell students that in addition to Theseus and Hercules, they will also hear about King Eurystheus. Ask students to think about what might be happening between Hercules and King Eurystheus in this image based on what they can see of their expressions and movements.

Show Image Card 21 (Atlas). Tell students that they will hear about the Hesperides but they will not see an image of them. Tell students that the Hesperides are the daughters of the giant Atlas, who they will also hear about in this read-aloud.



← **Show image 8A-3: Hercules taking aim at the lion**

Tell students that they will also hear about another mythical beast called the Nemean lion. Ask students if they see any clues in the image about what might happen.

### **Making Predictions About the Read-Aloud**

*5 minutes*

Reread the last line of the read-aloud in Lesson 7: “So Hercules set out once more, never guessing that his most remarkable adventures and his greatest glory still lay before him.” Then share the title of today’s read-aloud, and ask students to predict what kind of remarkable adventures Hercules might have in the future.

## Vocabulary Preview

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5 minutes

### **Labors**

1. In today's myth Hercules is sent to complete difficult *labors*.
2. Say the word *labors* with me three times.
3. Labors are hard tasks and jobs that need to be done. Labors take a lot of strength and energy.
4. Today you will hear about two of Hercules's labors. In all, Hercules had to complete twelve difficult labors.
5. Predict what kind of labors Hercules had to complete.

### **Reputation**

1. Hercules had to complete many labors in order to clear his *reputation* as a man with a bad temper.
2. Say the word *reputation* with me three times.
3. A reputation is what most people think of something or someone.
4. Hercules had a reputation of being strong and angry. Theseus had a reputation of being friendly and wise.
5. What was Daedalus's reputation? (brilliant genius)  
What was Arachne's reputation? (talented but proud weaver)

## Purpose for Listening

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Tell students to listen carefully to hear about two of Hercules's remarkable adventures.



## Other Adventures of Hercules

### ← Show image 8A-1: Priestess at Delphi

As Hercules journeyed across Greece, he thought about what his friend Theseus had told him: “You will never be free of the past until you have worked away your guilt and mastered your temper and your great strength. Go ask Apollo, the god of wisdom and truth, how to do these things. And remember always, you have a friend who believes in you.”

Hercules traveled up into the mountains until he reached Delphi [DEL-fee], where there was a famous temple built to honor the god Apollo. In a cave behind this temple sat a priestess. When someone asked her a question, she would go into a trance, as if she were asleep, and Apollo would speak through her. The words would come from her mouth, with her voice, but the Greeks believed they were really Apollo’s words.

Hercules asked for Apollo’s **guidance**,<sup>1</sup> and the answer came back: “Go to King Eurystheus [yur-*ISS*-thoos] and do as he commands.”

Thus began perhaps the most famous of Hercules’s many adventures. King Eurystheus sent the hero out to perform the most difficult tasks he could think of, twelve in all, and these daring deeds became known as “The Labors of Hercules.”<sup>2</sup>

### ← Show image 8A-2: King Eurystheus telling Hercules of the Nemean lion

The first of these labors that King Eurystheus commanded Hercules to complete involved a large and dangerous animal. King Eurystheus was a small man, and he paced nervously back and forth in front of his throne as he spoke to the huge Hercules, who stood listening. “In another part of Greece known as ‘Nemea’ [neh-*ME*-ah],” the king began, “there lives a dangerous lion. You, Hercules, shall subdue the lion so he won’t ever hurt anyone. I am told that the lion’s hide<sup>3</sup> is magical. No material known to man,

1 or advice

2 A labor is a job or task. So Hercules has twelve jobs to do. What do you think these labors might be?



3 or skin

4 Do you think Hercules will be able to subdue the lion? How?

5 The word *accurate* means without mistake.

6 Here the word *bow* means a long, thin piece of wood used for shooting arrows. The word *bow* can also mean a knot that is made by tying a ribbon or string into two or more loops.



such as metal, stone, or wood, can cut that lion’s skin. You will have to think of another way to stop it.”

Bowing, Hercules said, “I do not know how I can do this, but I will try.”<sup>4</sup>

However, as he left the throne room, he thought, “Perhaps this story is not **accurate**.<sup>5</sup> Perhaps the hunters simply have not gotten close enough to shoot their arrows at the lion, but I will bring my own bow and arrows, as well as my heavy stone club.”<sup>6</sup>

← **Show image 8A-3: Hercules taking aim at the lion**

Hercules journeyed to Nemea, and, at last, found the fierce animal out in the forest, sleeping in the midday heat. Hercules moved forward until he had a clear view of the beast. Then the hero drew an arrow from his quiver and set the end to the string of his bow. Drawing back the string, he took careful aim, and then let go, but the arrow simply bounced right off the lion! Its hide was indeed magical.

The lion was unhurt, but it still felt the arrow. It awoke and leapt to its feet, roaring with rage, and then charged Hercules. Throwing down his bow and arrows, the hero stood waiting, his heavy stone club in his hand.

← **Show image 8A-4: Hercules breaking his club over the lion**



When the lion leaped at him, Hercules simply stepped to the side and let the lion sail right past him. Then Hercules struck with his club, which would have been powerful enough to knock down an elephant, but the Nemean lion, protected by its magical hide, did not suffer terribly from the impact.<sup>7</sup> It only sank to the ground for a moment, stunned. The club, however, had shattered into a hundred pieces.

7 So was that a strong blow?



← **Show image 8A-5: Hercules wrestling the lion**

Knowing that in a moment the large cat would leap to the attack again, Hercules turned and leaped upon the lion’s back. Then Hercules reached forward and grabbed the lion’s front paws so

that it could not turn them against Hercules. The furious beast rolled on its back on the ground and tried to shake him off. But Hercules' strength was too much, and he was able to subdue the lion.



← **Show image 8A-6: Hercules making his lion-skin outfit**

Catching his breath, Hercules thought, "The report was true. The lion's hide protected it from my club and my arrows. If I could wear it, it would provide me protection against swords and arrows. How can I possibly do this?"

After trying many ways to get the hide off the lion, Hercules had a brilliant idea: he lifted one of the lion's paws from the ground and used the lion's own claws to cut the hide.

So that is how Hercules defeated the Nemean lion and succeeded in completing the first of his twelve labors for King Eurystheus.<sup>8</sup>

[**Note:** You may wish to split the read-aloud at this juncture.]

← **Show image 8A-7: King Eurystheus telling of the golden apples**

King Eurystheus [yur-*ISS*-thoos] smiled at the large man in the lion skin who stood before his throne. "Hercules," said the king, "I have another labor for you to attempt, or try.<sup>9</sup> I want you to bring me three of the golden apples of the Hesperides [heh-*SPARE*-ih-deez]."

This startled even Hercules. "But, Your Majesty, those three magical sisters live beyond any land to which humans have ever traveled. According to stories, in the middle of their garden is a tree from which there grow apples of real gold. The sisters keep the location secret, for otherwise people would constantly **trample**<sup>10</sup> the place just to get the gold. How am I to bring you these apples if no one even knows where they are or if they even exist?"

The king shrugged. "If it were easy, Hercules, I would not need you. Now go."<sup>11</sup>

8 What do you think some of Hercules' other labors might be?



9 What is a labor?

10 or stomp all over

11 Does this labor seem more difficult than Hercules' first? Do you think he will need to use his muscles or his brain more for this task?



← **Show image 8A-8: Ship setting sail**

12 or without seeing any results

So Hercules, who had traveled throughout the known world, now set sail for the unknown world. He sailed west and after searching in vain<sup>12</sup> for several weeks, he thought, “There must be a better way to find the Hesperides.” Suddenly he grinned. “Wait a moment! I cannot find them myself, but I know where to find someone who might be able to help.”



← **Show image 8A-9: Atlas holding up the sky**

13 This is how the ancient Greeks explained how and why the sky, the stars, and the moon remained above them. Is there really a person who holds up the sky?

You see, the Hesperides were the daughters of the biggest and strongest of all the giants, Atlas. The giants used to rule the world before Zeus became king of the gods. After Zeus became king, he punished Atlas for fighting against him by having him stand and hold the entire sky on his massive shoulders so that it would not fall down upon the earth.<sup>13</sup>

Hercules journeyed until he found a range of enormous mountains. In the middle of them stood Atlas bent beneath the weight of the sky. Hercules shouted, “Hello, Atlas!”

Atlas squinted downward, calling in a deep voice, “Who is there?”

14 or the people’s opinion of him

“It is I, Hercules. I have come to ask a favor.” Then Hercules explained his mission to clear his **reputation**<sup>14</sup> as a man of bad temper, ending with his request, “I hoped you might direct me to your daughters and their garden.”

Atlas replied, “I would gladly do so, but my daughters made me promise never to tell anyone where it is. I cannot break a promise—not even for you, Hercules. I would get you the apples myself, but I dare not set down the sky.”

Thinking for a moment, Hercules said, “I am nowhere near your size, Atlas, but you know I am strong. Perhaps I can hold the sky while you go and get the three apples I need.”



← **Show image 8A-10: Hercules holding up the sky**

Atlas had stood unmoving for so long that now even his ideas moved slowly. Finally he agreed, warning, “Brace yourself, Hercules. Even you have never held a weight such as this one.” Slowly the giant lowered himself to his knees and transferred onto Hercules’ shoulders the weight of the entire sky and everything in it.<sup>15</sup>

15 Do you think this will be a great weight or a small weight?

Even Hercules, strong as he was, staggered a bit. Then he found his balance and said, “I have it now. Hurry back, Atlas.” The giant strode away with mile-long steps. For a long time, Hercules stood bent beneath that **immeasurable** load.<sup>16</sup>

16 or load that is too heavy to measure



← **Show image 8A-11: Atlas with apples**

At last Atlas returned and showed Hercules the golden apples. But to Hercules’ horror, Atlas told him, “I have held the sky almost from the beginning of time, and until today I could never set it down. Now I know someone else is strong enough to take over the job. I will take the apples to your king.”<sup>17</sup>

17 Do you think Atlas will come back if Hercules lets him take the apples to King Eurystheus?

Hercules did not like this idea at all. Knowing how slowly Atlas thought, however, the hero answered, “I did not know I would be holding the sky for so long a time, Atlas, so I was not careful enough when I took it from you. There seems to be a planet rubbing against the back of my neck, and it is starting to hurt. I am afraid I might drop the sky. Before you go, please get the blanket from my pack over there and slip it between my neck and that planet.”



← **Show image 8A-12: Hercules tricking Atlas**

Atlas tried, but his hands were so large that he could not get the blanket out of the pack, so Hercules suggested, “Take back the sky long enough for me to set the blanket in place.” He handed the load back to the giant. As soon as Atlas held the sky once more, Hercules said, “I am sorry, Atlas, but Zeus chose *you* to hold the sky. Thank you for bringing me the apples.”<sup>18</sup>

18 Who is Zeus?



Atlas sighed, realizing Hercules had turned his own trick back against him. “I suppose it is only fair. Well, Hercules, come back and visit old Atlas again sometime.” So Hercules took the apples to the king, completing another labor, and Atlas never again set down the sky.



← **Show image 8A-13: Hercules happy again**

Hercules completed all twelve of his labors after defeating the Nemean lion and retrieving the golden apples. Once he did, he was free to leave the service of King Eurystheus. He once again traveled all over Greece completing many heroic deeds—but this time he was always thanked for them.<sup>19</sup>

19 How do you think Hercules feels now compared to how he felt at the beginning of his story?

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

10 minutes

1. *Literal* What new characters were introduced in today’s myth? (the priestess at Delphi; King Eurystheus; the Nemean lion; Atlas)
2. *Literal* What kind of guidance does Apollo give Hercules? (to go see King Eurystheus and do as he commands)
3. *Literal* What new settings does Hercules travel to? (Delphi in the mountains; Nemea; a forest in Nemea; mountains where Atlas stood) Why does Hercules travel to Delphi? (to visit the temple to receive guidance from Apollo on how to free himself from his past)



← **Show image 8A-2: King Eurystheus telling Hercules of the Nemean lion**

4. *Literal* What does King Eurystheus tell Hercules to do? (He makes him do the twelve most difficult tasks he can think of, also known as the Labors of Hercules.)
5. *Literal* What is Hercules’s first labor? (subduing the Nemean lion)
6. *Inferential* How does Hercules first try to subdue the lion? (with an arrow) What does he use next? (his club)

7. *Inferential* Were the Nemeans accurate in saying the lion's hide was magical? (yes) How do you know? (Hercules could not pierce the skin with his arrows, and his club did not hurt the lion.) What does Hercules do with the magical hide of the Nemean lion? (He decides to wear it for protection.)
8. *Inferential* What is Hercules' second labor? (to bring back the golden apples of the Hesperides) Which does Hercules have to use the most to complete this labor: his strength or his brain? (both)
9. *Inferential* Why is this a difficult task? (No one has ever traveled to the land of the Hesperides; the location of the apples is secret so that the place isn't trampled; no one even knows if the apples exist.) Why is Hercules willing to attempt such a difficult task? (He is following the king's commands; he wants to change his reputation.)



← **Show image 8A-11: Atlas with apples**

10. *Inferential* After Atlas returns with the apples, he does not want to take the sky back. Why not? (because he is tired of holding the sky with its immeasurable weight)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

11. *Evaluative Think Pair Share* Who does Hercules ask for help in finding the golden apples? (Atlas) Atlas is an immortal giant. What do you think the difference is between a Greek god and a giant? (Answers may vary.)

After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

## Sayings and Phrases: Back to the Drawing Board

5 minutes

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Ask students if they have ever heard the saying “back to the drawing board.” Have students repeat the saying. Explain that if someone goes back to the drawing board, it means that they have tried something and their first attempt failed, so they have to start all over again. Remind students that in today’s read-aloud, Hercules tries to find the golden apples of the Hesperides. His initial, or first, plan is to ask Atlas for the location of the golden apples, but when Atlas cannot tell him the location of the apples, he has to think of a new plan or has to go back to the drawing board. The second plan Hercules devises, asking Atlas to get the apples for him, is successful.

Ask students if they have ever had to go back to the drawing board. Ask: “Have you ever tried to do something, failed, and so had to think of another way to do it?” Give students the opportunity to share their experiences, and encourage them to use the saying.



**Complete Remainder of the Lesson Later in the Day**



# Other Adventures of Hercules

8B

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### ↔ Multiple Meaning Word Activity

5 minutes

#### **Context Clues: Bow**

**Note:** You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 3M (Bow).] In the read-aloud you heard Hercules think while he was defeating the Nemean lion, “I will bring my own *bow* and arrows [to shoot the lion].” Which picture shows this kind of bow? [Point to the bow and then to the arrow.]
2. Bow is also something that is used for playing a violin and other instruments. Which picture shows this? [Point to the bow of the violin.]
3. Bow is also a knot that is made by tying a ribbon or string. Which picture shows this kind of bow?
4. I’m going to say some sentences with the word *bow*. Hold up one finger if my sentence tells about *bow* in picture one; hold up two fingers if my sentence tells about *bow* in picture two; hold up three fingers if my sentence is about *bow* in picture three.
  1. Her mother ties a bow in her hair.
  2. You need a bow in order to play the violin.

3. The Native Americans hunted using a bow and arrow.
4. The soldier put the arrow into the bow and was ready to shoot.
5. The bow on the gift box is shiny.

## ↔ Syntactic Awareness Activity

5 minutes

### *Adjectives that Show Feeling and Appearance*

**Note:** The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical.

Directions: We have learned that we use adjectives when we speak and write to give more information about a noun. Adjectives help what we say and write come to life. We have learned about adjectives that show feeling and describe the way someone or something looks.

[Refer to the Syntactic Awareness Activity in Lessons 3 and 4 for lists of adjectives that show feeling and describe appearance. You may wish to review opposites at this time.]



#### ← Show image 7A-3: Hercules in exile

1. Today we will use the adjectives that you have learned to describe Hercules. With your partner describe Hercules in this part of the myth. [You may wish to write this sentence frame on the board: "Hercules looks \_\_\_\_\_. He feels \_\_\_\_\_."]



#### ← Show image 8A-13: Hercules happy again

2. With your partner describe Hercules in this part of the myth. [You may wish to write this sentence frame on the board: "Hercules looks \_\_\_\_\_. He feels \_\_\_\_\_."]
3. [Show additional images from the myths about Hercules and have students describe what they see using adjectives that show feeling and describe appearance.]

## Word Work: Guidance

5 minutes

1. In the read-aloud you heard, “Hercules asked for Apollo’s *guidance*, and the answer came back: ‘Go to King Eurystheus (yur-*iss*-thoos) and do as he commands.’”
2. Say the word *guidance* with me.
3. If you offer someone guidance, you are giving them advice or helping them to make a decision.
4. Without guidance at the pet store, Joshua felt like he wouldn’t be able to decide which pet to buy.
5. Have you ever given or received guidance? Try to use the word *guidance* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I received guidance from \_\_\_\_\_ once when . . .” or “I gave guidance to \_\_\_\_\_ once when . . .”]
6. What’s the word we’ve been talking about?

Use a *Sharing* activity for follow-up. Directions: Discuss with your partner times you have given or received guidance. What happened during these situations, and what do you think would have happened if you had not given or received this guidance? As you share, make sure you use the word *guidance*.

## Greek Myths Journal (Instructional Master 8B-1)

15 minutes

- Tell students that this page of their journal will be about the Greek myths about Hercules.
- Show students Instructional Master 8B-1. Have students describe what they see in the illustrations. Have students share about the characters in this myth.
- Read the title line together “Hercules.” Then have students write two or three sentences about the myths.
- Students may draw a picture about their sentences on the back of the page.
- Allow time for students to share their journal entries with a partner or with their home-language peers.

## Character, Setting, Plot (Instructional Master 7B-1)

15 minutes

- Review with students some of the key elements of a fictional story in general and myths in particular:
  - characters (gods and goddesses, mortals, supernatural creature)
  - settings (Mount Olympus, Underworld, Earth, ocean, tower, Labyrinth)
  - plot (explaining something in nature like the changing seasons, how animals came to be, or teaching a lesson)
- Tell students that they have heard the middle and end of Hercules's story. They also heard of new characters (priestess at Delphi; King Eurystheus; lion at Nemea; Atlas) and settings (Delphi; Nemea; mountain range).
- Have students complete their charts with the characters, setting, and plot, based on what they heard in today's myth.

## Writing a Greek Myth: Draft (Instructional Masters 7B-2, 8B-2 or lined paper)

20+ minutes

- Remind students that they have been listening to Greek myths, a kind of fictional story. Ask students what a myth is. (A myth is a fictional story from the ancient times that tries to explain events or things in nature. A myth may also teach a lesson. A myth usually has supernatural characters and supernatural events.)
- Tell students that they are in the process of writing their own myths. Remind students of the three steps in the writing process: plan, draft, and edit. Tell students that today they will draft or write down their myths.
- Give each student a copy of their plan (Instructional Master 7B-2 from the previous lesson) and a copy of Instructional Master 8B-2.
- Above and Beyond: For students who can write the beginning, middle, and end of their story independently, have them write on a piece of lined paper.

- Tell students that today they are going to use their words and sentences from the planning step to write the sentences for their myth. Share with students that their drafts will contain the same information as their planning worksheet, but they will write it in paragraph form.
  - Tell students that the beginning sentence of their myth should introduce the characters and the setting, specifying where and when the myth takes place.
  - Then have students write the middle of their myths using the ideas from their planning worksheet.
  - Tell students that the ending sentence of the myth should wrap up the myth and let the reader know that the myth is finished by explaining the event in nature.
  - Finally, have students create a title for their myth. Explain that their title is the very first thing someone will read and that it should give the reader an idea of what their myth is about.
- At the end of the extension time, collect students' work and tell them that they will complete the edit step in the next lesson.

**Note:** Depending on your class or individual students' needs, you may wish to work with some students in a small group as you draft and write a myth together, using Instructional Master 8B-2 and Lesson 4 ("Arachne the Weaver") as a model and substituting Athena, Arachne, and the spider for different gods/goddesses, human characters, and animals.





# Oedipus and the Riddle of the Sphinx

9

## ✔ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Identify Mount Olympus as the place believed by the ancient Greeks to be the home of the gods
- ✓ Identify Greek myths as a type of fiction
- ✓ Demonstrate familiarity with “Oedipus and the Riddle of the Sphinx”
- ✓ Identify the elements of character, setting, plot, and supernatural beings and events in “Oedipus and the Riddle of the Sphinx”
- ✓ Identify common characteristics of Greek myths (e.g., they try to explain mysteries of nature and humankind, include supernatural beings or events, give insight into the ancient Greek culture)
- ✓ Describe some of the many different types of mythical creatures and characters in Greek myths, such as Atlas, Pan, Cerberus, Pegasus, and centaurs

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Recount information from “Oedipus and the Riddle of the Sphinx,” a Greek myth, and determine the central message of the myth (RL.2.2)

- ✓ Plan, draft, and edit a narrative Greek myth, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure (W.2.3)
- ✓ With guidance and support from adults and peers, focus on information presented in the *Greek Myths* domain and strengthen writing as needed by revising and editing (W.2.5)
- ✓ Ask and answer *what* questions orally to gather information or deepen understanding of the information contained in “Oedipus and the Riddle of the Sphinx” (SL.2.3)
- ✓ Share writing with others

### Core Vocabulary

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**encountering, v.** Meeting; running into

*Example:* On the weekend, Nayla kept encountering different classmates at the library and at the grocery store.

*Variation(s):* encounter, encounters, encountered

**insisted, v.** Wanted or demanded

*Example:* Charles insisted that he pick out his own clothes every day.

*Variation(s):* insist, insists, insisting

**posed, v.** Asked, presented

*Example:* Every Friday, Mrs. Fitz, the math teacher, posed a tricky problem to the class for them to solve over the weekend.

*Variation(s):* pose, poses, posing

### Vocabulary Chart for Oedipus and the Riddle of the Sphinx

Core Vocabulary words are in **bold**.

Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (\*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	beast Oedipus Sphinx Thebes/Thebans <i>riddle</i> statue	<b>encountering</b> <b>insisted*</b>	answer/solve city guessed king monster morning/noon/ evening thinking
<b>Multiple Meaning</b>	<u>cane</u>	<b>posed</b> stranger	feet rock
<b>Phrases</b>	King of Thebes Master of the Sphinx Theban Sphinx	eyes flew open in shock dreadful situation	answered correctly chosen the wrong road shouts of joy
<b>Cognates</b>	bestia estatua	<b>encontrando</b> <b>insistió*</b> extranjero	resolver ciudad monstruo

**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b>Introducing the Read-Aloud (10 minutes)</b>		
<b>What Have We Already Learned?</b>	Greek Myths Chart	You may wish to add information from the myths about Hercules to this chart.
	Gods, Mortals, and Creatures Chart	You may wish to use this chart and the cut-outs on this chart to review the different characters in the Greek myths. Students may point to the cut-outs of the characters to answer the riddles.
<b>Essential Background Information and Terms</b>	Poster 1 from <i>The Ancient Greek Civilization</i> domain	Use this poster to point out the location in today's read-aloud: Thebes
	Character Chart for current read-aloud	You may wish to create separate Character Charts for each read-aloud.
<b>Vocabulary Preview: Posed, Riddle</b>	examples of age-appropriate riddles	
<b>Purpose for Listening</b>	Instructional Master 9A-1 (Response Card 8)	
<b>Presenting the Read-Aloud (15 minutes)</b>		
<b>Oedipus and the Riddle of the Sphinx</b>	Gods, Mortals, and Creatures Chart; Instructional Master 9A-2	Use the Gods, Mortals, and Creatures Chart throughout this domain to keep track of the different types of characters in the Greek myths your students will hear. You may wish to use the cut-outs provided on Instructional Master 9A-2. (See Advance Preparation for sample chart.)
<b>Discussing the Read-Aloud (15 minutes)</b>		
<b>Comprehension Questions</b>		
<b>Word Work: Insisted</b>	drawing paper, drawing tools	

Exercise	Materials	Details
<b>Extensions (20 minutes)</b>		
<b>Multiple Meaning Word Activity: Cane</b>	Poster 4M (Cane)	
<b>Greek Myths Journal</b>	Instructional Master 9B-1; drawing tools	This will be the page for the myth “Oedipus and the Riddle of the Sphinx.”
<b>Writing a Greek Myth: Edit</b>	Instructional Masters 8B-2 (draft) and 9B-2; clean Instructional Master 8B-2 or lined paper	

### **Advance Preparation**

Make a copy of Instructional Master 9A-1 for each student. Refer to it as Response Card 8 for the Greek myth “Oedipus and the Riddle of the Sphinx.” Students can use this Response Card to preview, review, and answer questions about this myth.

Prepare/find examples of age-appropriate riddles for your students to solve. For example:

Question: There is a one-story house. The walls are purple, the doors are purple, the floors are purple, and the bathroom is purple. What color are the stairs?

Answer: There are not any stairs because it is a one-story house.

Question: What can you break without touching it?

Answer: A promise.

Question: What has a head and a tail and is brown all over?

Answer: A penny.

Make a copy of Instructional Master 9B-1 for each student. This will be the page for “Oedipus and the Riddle of the Sphinx” in their Greek Myths journal.

Create a Character Chart for today’s read-aloud. (See sample chart in the lesson.)

Continue the class Gods, Mortals, and Creatures Chart. You may wish to use the character cut-outs on Instructional Master 9A-2. You will add to this chart as students meet the different types of characters in the read-alouds.

<p><b>Gods of Mount Olympus</b></p> <p>Zeus Demeter Hades (Note: Hades is an Olympian god but does not live on Mount Olympus.) Athena Apollo</p>	<p><b>Other Gods</b></p> <p>Prometheus Epimetheus Persephone Helios</p>
<p><b>Mortals</b></p> <p>Pandora Arachne Prince/King Theseus King Aegeus King Minos Princess Ariadne Daedalus Icarus Hercules Priestess at Delphi King Eurystheus Atlas (Note: Atlas is a giant) Hesperides (Note: the daughters of Atlas are represented by the apples)</p> <p><b>Thebans</b></p> <p><b>Oedipus</b></p>	
<p><b>Creatures</b></p> <p>Cerberus Minotaur Nemean lion</p> <p><b>Sphinx</b></p>	

### **Notes to Teacher**

You may wish to stick to a single definition of myth as it applies to this domain—A myth is a fictional story from the ancient times that tries to explain events or things in nature. A myth may also teach a lesson. A myth usually has supernatural characters and supernatural events.

In today’s lesson, students will edit their own Greek myth. Remind students of the steps of the writing process: plan, draft, edit. Finally, in the last lesson, students will have an opportunity to act out or publish their myths. It is highly recommended that all

students participate in this writing activity. Today the class will edit their draft using editing concepts they have learned (e.g., capitalization and punctuation, see Instructional Master 9B-2).

**Please note:** Work with students who need extra help in small groups and help them edit their myth together, using Instructional Master 9B-2. You may wish to set up writing conferences with individual students before they copy their edited drafts onto a clean piece of paper.



# Oedipus and the Riddle of the Sphinx

9<sub>A</sub>

**Note:** Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

10 minutes

Myth	Tries to explain . . ./ Tries to teach the lesson:	Mythical creatures?	Greek gods and goddesses?
Prometheus and Pandora	how humans and animals were created; how humans got fire; how evil and sorrow came into the world	No	Zeus; Prometheus; Epimetheus
Demeter and Persephone	the changing of the seasons; the life cycle of plants	Cerberus	Zeus; Demeter; Persephone; Hades; Helios
Arachne the Weaver	how the first spider was created; do not be too proud or boastful	No	Athena
Theseus and the Minotaur	how the Aegean Sea got its name	Minotaur	No
Daedalus and Icarus	how humans can use things in nature to do something new (e.g., flying); always follow your parent's directions	No	No
Hercules	what keeps the sky from falling; it is possible to work away your guilt and control your temper	Nemean lion	Apollo



Using the Flip Book images for guidance, have students help you continue the Greek Myths Chart from previous lessons, adding the details for the myths about Hercules.

Using the table of contents for this anthology, make a list of all of the Greek myths students have heard thus far on a piece of chart paper, a chalkboard, or a whiteboard. Ask students a few riddles to help them review what they have already learned about Greek myths. The following are provided for you as examples.

- The ancient Greeks believed I created humans and that my brother created all of the other animals. Zeus later punished me for giving humans fire. Who am I? (Prometheus)
- In Greek mythology, I am the goddess of the harvest and the mother of Persephone. When Hades spirited her away to the Underworld, I grew very sad and crops stopped growing. Who am I? (Demeter)

You may wish to have students create some riddles about the myths they have already heard.

## Essential Background Information or Terms

5 minutes

### Meet the Characters

**Note:** You may wish to add to the Character Chart as you introduce the characters in this read-aloud.

Character Name	Description of Character	Role in Story
Thebans (THEE-bunz)	human	people who live in Thebes
Oedipus (ED-i-pus)	human	solves the riddle of the Sphinx becomes the new king of Thebes
Sphinx	mythological creature	eats people who cannot solve her riddle



#### ← Show image 9A-2: Thebans hungry and afraid

Tell students that many of the people they will see in the images in today’s read-aloud are people from the great Greek city of Thebes and they are called Thebans. Tell students they will hear about the Theban king, King Laius, who is no longer in the city of Thebes. Point to the creature on the rocks and tell students that this is the Sphinx, a mythical beast.



← **Show image 9A-4: Sphinx and Oedipus talking**

Tell students that the person talking to the Sphinx in this image is the man Oedipus.

Remind students that a riddle is a puzzling question, to which people try to guess the answer. Tell students that riddles were popular among the ancient Greeks and that today's myth involves a riddle. Tell students that the title of today's myth is "Oedipus and the Riddle of the Sphinx."

**Vocabulary Preview**

**5 minutes**

***Posed***

1. In today's myth you will hear about the Sphinx who *posed* a riddle to Oedipus.
2. Say the word *posed* with me three times.
3. Posed means presented or asked a question.
4. Every Friday, the math teacher posed a tricky problem for the students to think about over the weekend.
5. Has anyone ever posed a tricky problem or question to you before? Tell your partner about it.

***Riddle***

1. In today's myth the Sphinx asks a *riddle* that no one could answer.
2. Say the word *riddle* with me three times.
3. A riddle is a puzzling question that is hard to solve.
4. The ancient Greeks liked to tell each other riddles for fun.
5. [Ask students the age-appropriate riddles you have prepared.]

**Purpose for Listening**

Tell students to listen carefully to find out what the riddle is and explain that you will give them opportunities throughout the read-aloud to guess the answer to the riddle.



## Oedipus and the Riddle of the Sphinx

### ← Show image 9A-1: Sphinx perched on rock

- 1 What was the name of the beloved Greek poet who was from Thebes, whom we learned about during our study of *The Ancient Greek Civilization?* (Pindar)
- 2 Have you heard the word *sphinx* before? Where did you hear it and what was it?
- 3 [Point to these features in the illustration as you read about them.]
- 4 or presented

Long ago, one of the great Greek cities was called Thebes [theebz].<sup>1</sup> At one point in its long history, on a towering rock overlooking the various roads into Thebes, there lived a horrible monster called the Sphinx.<sup>2</sup> This Sphinx was not like the great stone statue in Egypt that stares out endlessly over the desert near the Great Pyramid. The Theban Sphinx, according to Greek myth, was no statue. She was a living beast. She did have a lion's body, like the Egyptian statue, but the Theban Sphinx had the face and neck of a human woman.<sup>3</sup> She had wings so she could swoop down and attack anyone and could speak as humans do. It was she who **posed**<sup>4</sup> the riddle.

Whenever a traveler tried to enter or leave Thebes, that person knew the Sphinx would be waiting on her high rock.

The monster would say, "I am going to eat you unless you can correctly answer this riddle: 'What is it that walks on four feet in the morning, on two feet at noon, and on three feet in the evening?'"<sup>5</sup>

The poor traveler was often too frightened to even speak, and the cruel beast would strike with her sharp claws and teeth. Even if some clever person tried to answer the riddle, the Sphinx would always listen and then exclaim, "You have guessed wrong! Now I will eat you."

- 5 What do you think the answer to this riddle is? [Repeat the riddle. Ask two or three students for suggestions.]



### ← Show image 9A-2: Thebans hungry and afraid

- 6 What do you think it means that the Sphinx insisted on posing a riddle?
- 7 or unexpectedly meeting

No one knew why this terrifying creature had chosen to live on a rock above the road to Thebes, or why she **insisted** on posing this particular riddle.<sup>6</sup> They knew only that she ate every person she met. Not only that, but no one from the outside would bring fresh food to the city for fear of **encountering**<sup>7</sup> the monster. "If someone does not solve this riddle," the people told one another, "we will starve."

As bad as this was, it was not the only problem the Thebans faced. Their king, King Laius [LAY-us], never returned from a journey he had taken far from home. So the person the Thebans had usually turned to for help was not there in their hour of danger.



← **Show image 9A-3: Guards see a traveler approaching**

In this dreadful situation, you can imagine how surprised the guards were when they looked out from the city walls one day and saw a man nearing the main gate. They did not recognize him, but they could see that he was tall and richly dressed.<sup>8</sup>

8 Who do you think this man is? Do you think the Sphinx will pose her riddle to him?

The captain of the guards said, “Maybe he will make it. I do not see the Sphinx anywhere. Perhaps she is off watching another road.”



← **Show image 9A-4: Sphinx and Oedipus talking**

But just as the captain was about to order the gate thrown open, down came the Sphinx like an arrow shot from the clouds above. She settled on her rock and looked down at the stranger with cold, pitiless eyes.<sup>9</sup> “Traveler,” said the monster, “today you have chosen the wrong road.”

9 or eyes that held no sympathy

The stranger boldly replied, “I choose my own roads and my own destinations. Today I will go to Thebes.”

Anger lit up the monster’s eyes as she said, “I alone decide who travels this road. If I say no one travels this path, so it shall be. You have one chance and one chance only. You must correctly answer my riddle. Tell me, foolish man, what is it that walks on four feet in the morning, on two feet at noon, and on three feet in the evening?”<sup>10</sup>

10 [Pause for more guesses from students.]



← **Show image 9A-5: Oedipus thinking**

The stranger sat down in the dust of the road to think. The Sphinx, sure Oedipus wouldn’t guess it, gazed down at him, her tail twitching with impatience. After some time, she stopped even that movement. For half an hour, the man sat thinking as the huge beast lay still atop its rock.

Meanwhile, the people of Thebes had rushed to the walls. They knew the man would probably not guess the riddle, but it had been so long since anyone had even tried, they had come to see him try. At last, the stranger rose to his feet.

“Have you an answer?” demanded the Sphinx.

In a strong, sure voice the man repeated the riddle: “What is it that walks on four feet in the morning, on two feet at noon, and on three feet in the evening?”



11 So what is the answer to the riddle? Here the word *cane* means a short stick that someone uses to help them walk. The word *cane* can also mean the hollow stem of a plant, such as bamboo, that is used to make furniture and baskets.

← **Show image 9A-6: Oedipus answering the riddle**

Then staring straight into the Sphinx’s eyes, he said, “The answer is man. As a baby in the morning of his life, he crawls on all fours. At the noon of his life, when he is grown-up and strong, he walks upright on two feet. In his old age, the evening of his time on the earth, he walks with the aid of a cane, as if on three feet.”<sup>11</sup>



← **Show image 9A-7: Oedipus made king by happy Thebans**

The Sphinx’s eyes flew open in shock. The traveler had answered correctly. With a cry, the monster threw herself down from her high rock. The Sphinx was finally gone!

With shouts of joy, the people of Thebes rushed down from their walls, threw open the gates, and poured out onto the road. They lifted the stranger onto their shoulders and carried him into their city. There they asked, “Who are you, great hero? To whom do we owe our lives?”

“I am Oedipus,” (*ED-i-pus*) he answered.

“No,” they replied, “not just ‘Oedipus.’ You are now King Oedipus, Master of the Sphinx and King of Thebes!”

So that is the story of how Oedipus answered a riddle and became a king.



### Comprehension Questions

10 minutes

← Show image 9A-6: Oedipus answering the riddle

1. *Evaluative* What is the answer to the Sphinx's riddle: What is it that walks on four feet in the morning, on two feet at noon, and on three feet in the evening? (man or human beings) How would you explain the answer? (As a baby "in the morning" of our lives, we crawl on all fours; at "the noon" or middle of our lives, we walk on two feet; in "the evening" or in our old age, we walk with the aid of a cane, as if on three feet.) [Encourage students to share this riddle with their families when they get home.]
2. *Inferential* Which character poses this riddle? (the Sphinx) What is a Sphinx according to Greek mythology? (a beast with a lion's body, the face and neck of a human woman, and wings) Is the Sphinx that lived on a towering rock overlooking the road to Thebes a god, a hero, or a supernatural creature? (a supernatural creature)
3. *Evaluative* Why do you think the Sphinx insists on posing this particular riddle? (Answers may vary.)
4. *Literal* Which traveler to Thebes is able to answer her riddle? (Oedipus)



← Show image 9A-7: Oedipus made king by happy Thebans

5. *Inferential* Are the Thebans grateful to Oedipus? (yes) How do you know? (They cheered and made him king.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

6. *Evaluative What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, "What kind of question did the Sphinx ask travelers?" Turn to your neighbor and ask your *what* question. Listen to

your neighbor's response. Then your neighbor will ask a new *what* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Insisted

5 minutes

1. In the read-aloud you heard, "No one knew why this terrifying creature [the Sphinx] had chosen to live on a rock above the road to Thebes, or why she *insisted* on posing this particular riddle."
2. Say the word *insisted* with me.
3. If you have insisted on something, you have continually ordered or demanded it.
4. My mother insisted I wash my hands before I eat lunch.
5. Have you ever insisted on something? Try to use the word *insisted* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I insisted on \_\_\_\_\_ once when . . ."]
6. What's the word we've been talking about?

Use a *Sharing* activity for follow-up. Directions: Tell your partner about a time you insisted on something. [Explain that they may have insisted on having something, doing something, or having someone else do something. If time permits, have students write one sentence about what they insisted on.]



**Complete Remainder of the Lesson Later in the Day**



# Oedipus and the Riddle of the Sphinx

9<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### ↔ Multiple Meaning Word Activity

5 minutes

#### *Sentence in Context: Cane*

**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 4M (Cane).] In the read-aloud you heard Oedipus’s answer to the Sphinx’s riddle, “In his old age . . . he walks with the aid of a *cane*, as if on three feet.” Which picture shows this?
2. A cane is also the stem of some plants, such as bamboo or reed, that is used to make furniture and baskets. Which picture shows this?
3. Now with your partner, make a sentence for each meaning of *cane*. Remember to use complete sentences. [Call on a few students to share their sentences.]

### Greek Myths Journal (Instructional Master 9B-1)

15 minutes

- Tell students that they will be continuing their journal to help them remember important information they learn in this domain about the Greek myths they hear.
- Tell students that page eight of their journal will be about the Greek myth “Oedipus and the Riddle of the Sphinx.”



- Show students Instructional Master 9B-1. Have students describe what they see in the illustration. Have students share about the characters in this myth.
- Read the title line together “Oedipus and the Riddle of the Sphinx.” Then have students write two or three sentences about this myth.
- Students may draw a picture about their sentences on the back of the page.
- Allow time for students to share their journal entries with a partner or with their home-language peers.

### **Writing a Greek Myth: Edit (Instructional Masters 8B-2/Draft, 9B-2)**

**15 minutes**

- Remind students that they have been listening to Greek myths, a kind of fictional story. Ask students what a myth is. (A myth is a fictional story from the ancient times that tries to explain events or things in nature. A myth may also teach a lesson. A myth usually has supernatural characters and supernatural events.)
- Tell students that they are in the process of writing their own myths. Remind students of the three steps in the writing process: plan, draft, and edit. Tell students that today they will edit their myths.
- Explain that editing is what we do when we take a draft and try to make it better. Explain that this means they are going to read the story to check for any mistakes, and to make sure they have said everything they wanted or needed to say.
- Give each student a copy of their draft (Instructional Master 8B-2 or the lined paper) and a copy of the editing checklist (Instructional Master 9B-2). This checklist includes the basic items for students to review, such as using punctuation at the end of each sentence, commas between items in a list, and capital letters at the beginning of each sentence. In addition, the checklist includes additional lines on which you may also include specific writing concepts students are currently learning.
- Students may wish to work individually or with their partner to edit their myths. Students should make note of any mistakes

they see, what they like about what they have written, and what changes they would like to make.

- Finally, have students copy their drafts onto a clean piece of paper or a new Instructional Master 8B-2, incorporating all of the changes made on their draft.

**Note:** Work with students who need extra help in small groups and help them edit their myth together, using Instructional Master 9B-2. Then have each student write the correct sentences for the myth on a clean piece of paper or a new Instructional Master 8B-2. You may wish to set up writing conferences with individual students before they copy their edited drafts onto a clean piece of paper.



# Atalanta and the Golden Apples

10

## ✔ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Explain that the ancient Greeks worshipped many gods and goddesses
- ✓ Identify Mount Olympus as the place the ancient Greeks believed to be the home of the gods
- ✓ Identify the Greek gods and goddesses in the read-aloud
- ✓ Identify Greek myths as a type of fiction
- ✓ Demonstrate familiarity with “Atalanta and the Golden Apples”
- ✓ Identify the elements of character, setting, plot, and supernatural beings and events in “Atalanta and the Golden Apples”
- ✓ Identify common characteristics of Greek myths (e.g., they try to explain mysteries of nature and humankind, include supernatural beings or events, give insight into the ancient Greek culture)
- ✓ Describe some of the many different types of mythical creatures and characters in Greek myths, such as Atlas, Pan, Cerberus, Pegasus, and centaurs

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Recount information from “Atalanta and the Golden Apples,” a Greek myth, and determine the central message of the myth (RL.2.2)

- ✓ Describe how Atalanta and Hippomenes respond to challenges in “Atalanta and the Golden Apples” (RL.2.3)
- ✓ Describe the characters and plot of “Atalanta and the Golden Apples,” including how the ending concludes the story (RL.2.5)
- ✓ Plan, draft, and edit a narrative Greek myth, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure (W.2.3)
- ✓ With guidance and support from adults, explore a variety of digital tools to produce and publish a Greek myth (W.2.6)
- ✓ Create audio recordings of student-written Greek myths (SL.2.5)
- ✓ Provide antonyms for *resist* (L.2.5a)
- ✓ Identify new meanings for the word *palm* and apply them accurately (L.2.5a)
- ✓ Share writing with others
- ✓ Orally change the ending to the story of “Atalanta and the Golden Apples”

### Core Vocabulary

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**resist, v.** To turn down or say no to something

*Example:* Donna loves eating cherries so much that she could not resist eating the whole bowl of cherries.

*Variation(s):* resists, resisted, resisting

**skilled, adj.** Gifted and able

*Example:* Manuel was a skilled musician; he learned to play the violin when he was five.

*Variation(s):* none

**terms, n.** Rules or conditions

*Example:* Paul’s mother laid down some terms he would have to follow if he wanted to invite his friends over to play.

*Variation(s):* none

**tremendously, adv.** Greatly or enormously

*Example:* Marcus tremendously enjoyed playing with his cousins on the weekend.

*Variation(s):* none

### Vocabulary Chart for Atalanta and the Golden Apples

Core Vocabulary words are in **bold**.  
 Multiple Meaning Word Activity word is underlined.  
 Vocabulary Instructional Activity words have an asterisk (\*).  
 Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	Aphrodite Atalanta Eros footrace goddess Hippomenes huntress	challenged defeat impossible insisted instantly replied <b>resist*</b> <b>skilled*</b> <b>tremendously</b>	faster king/queen/ princess husband marry run/ran/running
<b>Multiple Meaning</b>	dashing <u>palm</u> race	<b>terms</b> tossed	step
<b>Phrases</b>	invisible arrow of love like a speeding cheetah Mount Olympus took off like a deer	care nothing for kept her promise making a joke sheer delight will not be able to resist	closer and closer crossed the finish line fall in love with the fastest runner in the world
<b>Cognates</b>	<u>palma</u>	imposible insistieron instantáneamente <b>resistir*</b> <b>tremendamente</b>	princesa

**Note:** Introducing the Read-Aloud and Extensions may have activity options that exceed the time allocated for that part of the lesson. To remain within the time periods allocated for each portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Exercise	Materials	Details
<b><i>Introducing the Read-Aloud</i></b>		
<b>What Have We Already Learned?</b>	Greek Myths Chart	You may wish to add information from the myth “Oedipus and the Riddle of the Sphinx” to this chart.
	chart paper, chalkboard, or whiteboard; Image Cards 2, 6, 7, 11, 12, 18, 19, 20, 21, 28	As an alternate activity, you may wish to play a “Guess that Character” game using the Image Cards.
<b>Essential Background Information and Terms</b>	Greek Gods Poster 6 (Aphrodite); song and chant for the gods of Mount Olympus	You may wish to use the stanza for Aphrodite to help students remember her special power.
	Character Chart for current read-aloud	You may wish to create separate Character Charts for each read-aloud.
<b>Purpose for Listening</b>	Instructional Master 10A-1 (Response Card 9)	
<b><i>Presenting the Read-Aloud</i></b>		
<b>Atalanta and the Golden Apples</b>	Gods, Mortals, and Creatures Chart; Instructional Master 10A-2	Use the Gods, Mortals, and Creatures Chart throughout this domain to keep track of the different types of characters in the Greek myths your students will hear. You may wish to use the cut-outs provided on Instructional Master 10A-2. (See Advance Preparation for sample chart.)
<b><i>Discussing the Read-Aloud</i></b>		
<b>Comprehension Questions</b>		
<b>Word Work: Resist</b>		

Exercise	Materials	Details
<b>Extensions</b>		
<b>Multiple Meaning Word Activity: Palm</b>	Poster 5M (Palm)	
<b>Syntactic Awareness Activity: Draw and Describe</b>	Instructional Master 10B-1	
<b>Vocabulary Instructional Activity: Skilled</b>		
<b>Greek Myths Journal</b>	Instructional Master 10B-2; drawing tools	This will be the page for the myth “Atalanta and the Golden Apples.”
<b>Writing a Greek Myth: Publishing or Performing</b>	students’ completed Greek myths	

### ***Advance Preparation***

Make a copy of Instructional Master 10A-1 for each student. Refer to it as Response Card 9 for the Greek myth “Atalanta and the Golden Apples.” Students can use this Response Card to preview, review, and answer questions about this myth.

Make a copy of Instructional Master 10B-2 for each student. This will be the page for “Atalanta and the Golden Apples” in their Greek Myths journal.

Create a Character Chart for today’s read-aloud. (See sample chart in the lesson.)

Continue the class Gods, Mortals, and Creatures Chart. You may wish to use the character cut-outs on Instructional Master 10A-2. You will add to this chart as students meet the different types of characters in the read-alouds.

<p><b>Gods of Mount Olympus</b></p> <p>Zeus Demeter Hades (Note: Hades is an Olympian god but does not live on Mount Olympus.) Athena Apollo <b>Aphrodite</b></p>	<p><b>Other Gods</b></p> <p>Prometheus Epimetheus Persephone Helios <b>Eros</b></p>
<p><b>Mortals</b></p> <p>Pandora Arachne Prince/King Theseus King Aegeus King Minos Princess Ariadne Daedalus Icarus Hercules Priestess at Delphi King Eurystheus Atlas (Note: Atlas is a giant) Hesperides (Note: the daughters of Atlas are represented by the apples) Thebans Oedipus <b>Atalanta</b> <b>Hippomenes</b></p>	
<p><b>Creatures</b></p> <p>Cerberus Minotaur Nemean lion Sphinx</p>	

**Notes to Teacher**

You may wish to stick to a single definition of myth as it applies to this domain—A myth is a fictional story from the ancient times that tries to explain events or things in nature. A myth may also teach a lesson. A myth usually has supernatural characters and supernatural events.



In today's lesson, students will publish or perform their own Greek myth. Remind students of the steps they have gone through in the writing process: plan, draft, edit. Today students will have an opportunity to act out or publish their myths. It is highly recommended that all students participate in this writing activity.



# Atalanta and the Golden Apples

10<sub>A</sub>

**Note:** Introducing the Read-Aloud may have activity options which exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

10 minutes

Myth	Tries to explain . . ./ Tries to teach the lesson:	Mythical creatures?	Greek gods and goddesses?
Prometheus and Pandora	how humans and animals were created; how humans got fire; how evil and sorrow came into the world	No	Zeus; Prometheus; Epimetheus
Demeter and Persephone	the changing of the seasons; the life cycle of plants	Cerberus	Zeus; Demeter; Persephone; Hades; Helios
Arachne the Weaver	how the first spider was created; do not be too proud or boastful	No	Athena
Theseus and the Minotaur	how the Aegean Sea got its name	Minotaur	No
Daedalus and Icarus	how humans can use things in nature to do something new (e.g., flying); always follow your parent's directions	No	No
Hercules	what keeps the sky from falling; it is possible to work away your guilt and control your temper	Nemean lion	Apollo
Oedipus and the Riddle of the Sphinx	how someone answered a riddle and became a king	Theban Sphinx	No

Using the Flip Book images for guidance, have students help you continue the Greek Myths Chart from previous lessons, adding the details for “Oedipus and the Riddle of the Sphinx.”

Using the table of contents for this Anthology, make a list of all of the Greek myths students have heard thus far on a piece of chart paper, a chalkboard, or a whiteboard. Then play a word association game to help students review what they have already learned about Greek myths. Tell students that you are going to name a place or character from the Greek myths they have heard, and that you will call on one of them to reply with another place, character, or associated word from the same myth. Say, “For example, if I say, ‘Hercules,’ you may say, ‘Atlas.’” Below is a list of some of the characters and places from the Greek myths heard so far.

- Daedalus, Icarus, King Minos, tower, sun, sea
- Hercules, Theseus, Nemean lion, Atlas, King Eurystheus, golden apples, Nemea
- Oedipus, Thebes, Sphinx, man, riddle

### Essential Background Information or Terms

5 minutes

Share the title of the read-aloud with students and ask if they remember another Greek myth that involved golden apples. Have students retell the myth of Hercules and Atlas.

#### Meet the Characters

**Note:** You may wish to add to the Character Chart as you introduce the characters in this read-aloud.

Character Name	Description of Character	Role in Story
Atalanta (at-uh-LAN-tuh)	human	princess who does not want to marry fastest runner in the world
Hippomenes (hip-POM-eh-nee-z)	human	falls in love with Atalanta defeats Atalanta in a footrace
Aphrodite (af-roe-DIE-tee)	goddess	goddess of love
Eros (AIR-ohs)	god	Aphrodite’s son god of love



← **Show image 10A-1: Atalanta and her royal parents**

Tell students that Atalanta is one of the main characters in this myth. Tell them that she is shown in this image with her royal parents. Ask students to share some words and phrases that describe Atalanta as she is shown here.



← **Show image 10A-5: Aphrodite advising Hippomenes**

Tell students that the goddess Aphrodite is an important character in this myth. Ask students to point to the Greek Gods poster of Aphrodite and remind them that she is the goddess of love. Tell students that her son Eros is also shown in this image hovering in the air with his bow and arrows of love.

Tell students that the other character in the image is brave Hippomenes. Ask students what other important objects they notice in the image. Then ask students to predict what role golden apples will play in this myth.

### **Purpose for Listening**

---

Tell students to listen carefully to see if their predictions are correct.



## Atalanta and the Golden Apples

### ← Show image 10A-1: Atalanta and her royal parents

Long ago, in a peaceful little corner of Greece, there lived a king and a queen who loved each other very much. Although their kingdom was not large or wealthy, they and all their people lived happily.

This king and queen had a daughter, a princess who was intelligent, beautiful, and a **skilled**<sup>1</sup> huntress. She also happened to be the fastest runner in the world. Her name was Atalanta [at-uh-LAN-tuh].

1 or gifted and able



### ← Show image 10A-2: An older Atalanta talking to her parents

When she reached a certain age, Atalanta’s parents told her, “One day you will become queen, and ruling this land is too big a job for one person to do alone. It is time for you to marry.”<sup>2</sup>

To their surprise, Atalanta replied, “I can ask wise men or women to help me run the country. As for a husband, perhaps I shall have one someday, but for now, there is no one whom I wish to marry.”

The queen asked, “What about all those fine young men who come around asking to marry you? Surely there must be one . . .”

“They care nothing for me, Mother,” Atalanta replied. “They only want to marry me in order to become king one day.”

But the king and queen insisted; they really wanted their daughter to get married. Finally, Princess Atalanta said, “Very well, I shall marry the first unmarried man who can defeat me in a footrace.”

“What?” her parents exclaimed. They tried to talk her out of the idea, but they could not, so at last they agreed to her **terms**<sup>3</sup> and sent word throughout the land.<sup>4</sup>

2 Why do Atalanta’s parents want her to get married?

3 or conditions

4 What are Atalanta’s terms? Do you think any man will be able to defeat Atalanta, the fastest runner in the world, in a race?



← **Show image 10A-3: Atalanta besting her suitors; Aphrodite watching**

As you might imagine, many young men came to race against the princess, hoping to marry her. She easily defeated every single one, enjoying herself **tremendously**.<sup>5</sup>

5 or greatly

6 Why would Aphrodite be looking down from Mount Olympus?

One day, after winning yet another race, she just kept running past the finish line for the sheer delight of it. She did not know that looking down from Mount Olympus that day was the goddess of love, Aphrodite [af-roe-DIE-tee].<sup>6</sup> The goddess thought, “She is making a joke of love! I cannot allow this to go on.”<sup>7</sup>

7 Is Aphrodite upset or happy about Atalanta’s behavior? What do you think Aphrodite will do?



← **Show image 10A-4: Eros shooting Hippomenes with an arrow**

Now at that same moment, a young man was walking along the same road upon which Atalanta was now running. The young man was a brave adventurer named Hippomenes [hip-POM-eh-nee]. He was just returning from a long sea voyage,<sup>8</sup> so he knew nothing of the princess’s challenge. As Hippomenes walked along, he glanced ahead and saw the most beautiful young woman he had ever laid eyes on running his way at an unbelievable speed. It was Atalanta, of course, and as Hippomenes was looking at her, the goddess Aphrodite was looking at him. Turning to her son, Eros, Aphrodite said, “Go shoot an invisible arrow of love into Hippomenes’ heart, so that he will fall in love with Atalanta.”

8 or journey

So Eros did as he was told, and Hippomenes instantly fell in love with Atalanta as she ran by him. He thought, “I have never seen such joy on a human face! I would not have thought it possible, but I believe that I have fallen in love with her.” At once he began to pray to Aphrodite for help, which is what the goddess had planned all along.<sup>9</sup> She appeared before Hippomenes and told him that he must outrace Atalanta if he wanted to marry her.

9 Why does he choose to pray to Aphrodite out of all of the gods and goddesses?



← **Show image 10A-5: Aphrodite advising Hippomenes**

“But this is impossible, my lady,” Hippomenes told Aphrodite. “I am a very fast runner, but I have never seen anyone move as Atalanta does.”

10 Would you be able to resist, or to stop yourself, from picking up golden apples such as these?



The goddess presented Hippomenes with three apples made of purest gold that shone almost as brightly as the sun. “When Atalanta sees these apples, she will not be able to **resist** picking them up,” Aphrodite said.<sup>10</sup> “Here is what you must do.”

← **Show image 10A-6: Atalanta and Hippomenes at starting line**

The next day, Hippomenes challenged Atalanta to a race. Inside his rather loose-fitting clothing, he had hidden the three golden apples. Before the race, he told Atalanta, “Your Highness, I want you to know why I am racing against you.”

Atalanta answered, “In order to marry a princess and become king someday.”<sup>11</sup>

To her shock he replied, “No, in order to marry the woman I love. She just happens to be a princess.” Then he walked to the starting line while Atalanta thought, “There is something different about this one.” Still, she took her place next to him. A moment later the race was on!

11 Is Atalanta correct?



← **Show image 10A-7: Atalanta chasing a golden apple**

Atalanta began to pull ahead almost at once, but Hippomenes drew one of the apples from inside his clothing and tossed it ahead of her and a little off to the side. The moment Atalanta saw the apple, she had to have it.<sup>12</sup> She turned and went after it. As she picked it up, she saw Hippomenes ahead of her, and losing no more time, she took off like a deer.

12 What do you think will happen?

Soon Hippomenes heard her footsteps closing in behind him. Drawing out apple number two, he held it up so she would see it and tossed it back over his shoulder. She turned right around and ran back to get it while Hippomenes ran on. Grabbing the second apple, she saw Hippomenes halfway to the finish line. This time Atalanta took off after him like a speeding cheetah dashing across the grasslands.



← **Show image 10A-8: Atalanta chasing after the third apple**

13 Here the word *palm* means the inside part of a person's hand between the wrist and fingers. The word *palm* can also mean a kind of tree that grows in tropical regions.

Soon Hippiomenes could hear her rapid footsteps getting closer, and he took out apple number three and threw it into a nearby field of tall grass. Of course, Atalanta went after it, hunting through the grass for the golden fruit while Hippiomenes kept running. This one, too, she held in the palm of her hand as she returned to the race.<sup>13</sup>



← **Show image 10A-9: Atalanta and Hippiomenes speeding across the finish line**

In all of Atalanta's life, she had never run as she ran then. Her feet seemed not to touch the ground. Faster and faster she moved, and closer and closer to Hippiomenes she came. He told himself, "Don't look back or you might lose a step."

Now she was only three steps behind him; now two steps; now just one; and then, she thought to herself, "Would it be so terrible if I did marry him?" And as she thought that, Hippiomenes gained a step and crossed the finish line before her.



← **Show image 10A-10: Atalanta and Hippiomenes happily ever after**

14 What do you think happened after that?

What happened after that?<sup>14</sup> Well, I am glad to say that Atalanta kept her word and married Hippiomenes, and I am even gladder to say that she had been right. There was something different about him, and soon she loved him as much as he loved her. Hippiomenes never minded that Atalanta could outrun him. He was happy just to be the one running with her.



## Comprehension Questions

10 minutes

1. *Literal* What is the name of the hero in today's read-aloud? (Atalanta) Which Greek gods or goddesses appear in today's read-aloud? (Aphrodite, Eros) [Have a student point to Greek Gods Poster 6 (Aphrodite).]



← **Show image 10A-2: An older Atalanta talking to her parents**

2. *Inferential* What makes Atalanta special or different from others? (She is a skilled huntress, a princess, and the fastest runner in the world.)
3. *Inferential* What do Atalanta's parents want her to do at the beginning of the myth? (They want her to get married.) Why? (So that when she becomes queen someone will help her rule.)
4. *Evaluative* Atalanta says she will only marry someone if they can beat her in a footrace. Why do you think Atalanta gives these terms? (She thinks no one will accomplish the task.) Why do you think Aphrodite, the goddess of love, does not like this? (Answers may vary.)



← **Show image 10A-7: Atalanta chasing a golden apple**

5. *Inferential* Hippomenes finally beats Atalanta in a footrace. How does he do this? Does he have any help? (He distracts her with three golden apples that Aphrodite has given him.)
6. *Evaluative* Why do you think Atalanta is not able to resist the golden apples? (Answers may vary.)
7. *Inferential* At the end of the myth, is Atalanta tremendously happy or sad that she married Hippomenes? (She is tremendously happy.)
8. *Literal* What setting was mentioned in this myth that gave you a clue that this was a Greek myth? (Mount Olympus)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and

discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* If you could change the ending of this myth how would you change it? (Answers may vary.)
10. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Resist

5 minutes

1. In the read-aloud you heard, “When Atalanta sees these apples, she will not be able to *resist* picking them up.”
2. Say the word *resist* with me.
3. If you resist something, you turn it down or say no to it.
4. Daniel had to resist staying up too late to read his comic book, because he needed to be rested for his test in the morning.
5. Have you ever had to resist something? Try to use the word *resist* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I had to resist \_\_\_\_\_ once when . . .” or “I could not resist \_\_\_\_\_ because . . .”]
6. What’s the word we’ve been talking about?

Use a *Synonym and Antonym* activity for follow-up. Directions: Synonyms are words that have a similar meaning with another word. Can you and your partner think of some synonyms, or similar words, of resist? (Answers may vary, but may include turn down, refuse, fight against, repel, etc.)

Antonyms are words that are the opposite of another word. What are some antonyms, or opposites, of resist? (Answers may vary, but may include obey, agree, accept, allow, etc.)



### Complete Remainder of the Lesson Later in the Day



# Atalanta and the Golden Apples

10<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### ↔ Multiple Meaning Word Activity

5 minutes

#### *Multiple Choice: Palm*

**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 5M (Palm).] In the read-aloud you heard, “This [apple Atalanta] held in the *palm* of her hand as she returned to the race.” Which picture shows this kind of *palm*?
2. A palm is also a type of tree that grows in tropical—or hot and humid—areas of the world. Which picture shows this type of tree?
3. Now that we have gone over the different meanings for *palm*, quiz your partner on these different meanings. Try to use complete sentences. For example, you could say, “I held the snowball in the palm of my hand.” And your partner should respond, “That’s ‘1’.”

### ↔ Syntactic Awareness Activity (Instructional Master 10B-1) 15 minutes

#### *Draw and Describe*

**Note:** The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used

in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical.

Directions: We have learned that we use adjectives when we speak and write to give more information about a noun. Adjectives help what we say and write come to life. We have learned about adjectives that show feeling and describe the way someone or something looks.

[Refer to the Syntactic Awareness Activity in Lessons 3 and 4 for lists of adjectives that show feeling and describe appearance. You may wish to review opposites at this time.]

- Pass out Instructional Master 10B-1. Tell students that first they will draw a picture of one of the characters from a myth they heard.
- Then they will write a descriptive sentence using adjectives about their character. You may wish to write the following sentence frame on the board for students to use: "My character is \_\_\_\_\_ and \_\_\_\_\_. He/She/It is feeling \_\_\_\_\_."
- Next, students should separate their picture from their sentence.
- You may wish to split students up into small groups to match their pictures and descriptions. Alternatively, you may wish to place a few picture/description sets on the board and have the class match the description to the picture.

## ↔ Vocabulary Instructional Activity

5 minutes

### **Word Work: Skilled**

1. In the read-aloud you heard, "[Atalanta] was a *skilled* huntress. She also happened to be the fastest runner in the world."
2. Say the word *skilled* with me three times.
3. When you are skilled at something that means you are really good at it.
4. Manuel is a skilled violinist, he learned how to play the violin when he was five.

5. Do you know someone who is skilled at something, such as a certain kind of music, art, or sports? Try to use the word *skilled* when you tell about him or her. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I know someone who is skilled at \_\_\_\_\_."]
6. What's the word we've been talking about?

Use a *Sharing* activity for follow-up. Directions: Would you like to be skilled at something one day? Tell your partner what you would like to be skilled at. Then discuss with your partner what you can do to become skilled at it. [Call on a few volunteers to share. This may be a good opportunity to review the saying students learned in *The Ancient Greek Civilization* domain, "Where there's a will, there's a way" and the popular saying, "Practice makes perfect."]

### **Greek Myths Journal (Instructional Master 10B-2)**

15 minutes

- Tell students that this will be the last page in their journal and that page nine of their journal will be about the Greek myth "Atalanta and the Golden Apples."
- Show students Instructional Master 10B-2. Have students describe what they see in the illustration. Have students share about the characters in this myth.
- Read the title line together "Atalanta and the Golden Apples." Then have students write two or three sentences about this myth.
- Students may draw a picture about their sentences on the back of the page.
- Allow time for students to share their journal entries with a partner or with their home-language peers.

[If you have collected students' previous journal entries, return them and help students staple all of their journal entries together. Tell students that they can now take their journals home and share with their parents, caretakers, or guardians all that they have learned about Greek myths.]

## Writing a Greek Myth: Publish or Perform

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20+ minutes

If students did not finish copying their edited drafts onto a clean piece of paper during the previous lesson's extension, you may wish to give them a few minutes to complete this task.

Tell students that they have now gone through the writing process. Say: "You planned your stories on a planning worksheet by specifying the characters, settings, and plot. You drafted your stories by writing the information from the planning worksheet onto a piece of paper in paragraph format, forming complete sentences, and adding a title. Finally, you edited your drafts by going through an editing checklist and making changes to make your drafts better."

**Note:** For this activity, explore with students various digital tools to create and/or publish their myths. Such tools include various student-publishing software and web-based publishing programs.

Tell students that today they will have a chance to share their myths with the class. If you have access to audio-recording equipment, you may choose to have students record themselves reading their myths and then have them listen to the recordings at various times throughout the year.



# Domain Review

DR

## ***Note to Teacher***

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You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole group or small group settings.

## ***Core Content Objectives Addressed in This Domain***

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Students will:

- ✓ Explain that the ancient Greeks worshipped many gods and goddesses
- ✓ Explain that gods and goddesses of ancient Greece were believed to be immortal and to have supernatural powers, unlike humans
- ✓ Identify the Greek gods and goddesses in the read-alouds
- ✓ Identify Mount Olympus as the place believed by the ancient Greeks to be the home of the gods
- ✓ Identify Greek myths as a type of fiction
- ✓ Demonstrate familiarity with particular Greek myths
- ✓ Identify the elements of character, setting, plot, and supernatural beings and events in particular Greek myths
- ✓ Identify common characteristics of Greek myths (i.e., they try to explain mysteries of nature and humankind, include supernatural beings or events, give insight into the ancient Greek culture)
- ✓ Describe some of the many different types of mythical creatures and characters in Greek myths, such as Atlas, Pan, Cerberus, Pegasus, and centaurs

## Activities

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### Image Review

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#### **Materials: Greek Myths Chart from previous lessons**

Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images. Additionally, you may wish to use these images to review the Greek Myths Chart you created throughout the lessons.

### Image Card Review

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#### **Materials: Image Cards 18–24**

In your hand, hold Image Cards 18–24 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for Hercules, a student may pretend to be wrestling with a lion. The rest of the class will guess the character being described. Proceed to another card when the correct answer has been given.

### Greek Gods Review

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#### **Materials: Greek Gods Posters**

Use the Greek Gods Posters to review with students the twelve main gods/goddesses of Mount Olympus, or the twelve Olympians. Have students describe what each Greek god/goddess was believed to be in charge of and what the ancient Greeks believed it meant to be a god/goddess of something.

### Riddles for Core Content

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Ask the students riddles such as the following to review core content:

- I am a very strong man who has to seek help from Apollo to learn how to control my own temper. Who am I? (Hercules)
- I roam the land and kill many people before Hercules defeats me and takes my magical hide. What am I? (the Nemean lion)



- I am the biggest and strongest giant who holds up the sky as a punishment from Zeus. Who am I? (Atlas)
- Having a lion's body and the face and neck of a woman, I sit outside the city of Thebes and eat every person who tries to enter if they can't guess my riddle. Who am I? (the Sphinx)
- I solve the riddle of the Sphinx, causing her to fall to her death. Who am I? (Oedipus)
- I am unhappy with Atalanta for making a joke out of love and cause her to marry Hippomenes. Who am I? (the goddess Aphrodite)

### Sequencing Events of Hercules

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#### **Materials: Image Cards 25–30; Instructional Master DR-1**

Use Image Cards 25–30 to sequence and retell the myth of Hercules. Talk about the beginning, middle, and end of the plot. These Image Cards may also be used as a center activity.



# Domain Assessment

# DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Greek Myths*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *Greek Myths*.

## Part I (Instructional Master DA-1)

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Directions: I am going to say a sentence using a word you have heard in the read-alouds. First I will say the word and then use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.

1. **Immortal:** An immortal is someone who never dies. (smiling face)
2. **Arachnids:** Arachnids, or spiders, get their name from the weaver Arachne, who was turned into the world's first spider by the goddess Athena. (smiling face)
3. **Myth:** A myth is a story about present-day people. (frowning face)
4. **Labyrinth:** A labyrinth is a maze. (smiling face)
5. **Mount Olympus:** All the Greek gods live on Mount Olympus. (frowning face)

Directions: I am going to read more sentences using other words you have heard in the read-alouds. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.

6. **Guidance:** People ask for guidance when they need help making a decision. (smiling face)
7. **Amusing:** If something is amusing, it is dull and boring. (frowning face)
8. **Securely:** If your seatbelt is securely fastened that means it is tight and not loose. (smiling face)
9. **Skilled:** Someone who is skilled at something is not very good at it yet. (frowning face)
10. **Reputation:** Reputation is what most people think about a person or thing. (smiling face)
11. **Proof:** When you have proof of something, you can show that it is true. (smiling face)
12. **Aimlessly:** If someone wanders aimlessly, it means he has a definite plan and a purpose. (frowning face)
13. **Insisted:** If someone insisted you do something, it means she really wants you to do it. (smiling face)
14. **Resist:** To resist something means to refuse it or turn it down. (smiling face)
15. **Convinced:** If you are convinced by what someone else says, that means that you agree with that person. (smiling face)

## Part II (Instructional Master DA-2)

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Directions: I am going to read several sentences about the Greek myths you have recently heard. If what I describe in the sentence is correct, circle the 'T' to show that what I said is true. If what I describe in the sentence is not correct, circle the 'F' to show that what I said is false or not true.

1. Myths are fictional stories from the ancient times that were used to try to explain events in nature. (T)
2. The only characters in myths are gods and goddesses. (F)
3. The ancient Greeks thought Mount Olympus was the home of the twelve main gods and goddesses. (T)
4. Zeus and Athena are two of the twelve gods and goddesses that the Greeks thought lived on Mount Olympus. (T)
5. When Pandora opened her box, all the nice and pleasant things came out from it. (F)
6. Zeus punished Prometheus for stealing fire for the humans. (T)
7. Athena turned Arachne into the first fly. (F)
8. Icarus listened to his father and did not fly too close to the sun. (F)
9. The ancient Greeks believed they had different seasons because Persephone lived in the underworld for six months of the year. (T)
10. Hercules completed twelve difficult labors. (T)

## Part III (Instructional Master DA-3)

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Directions: On the back of the page, draw a picture of your favorite myth. Then answer the two questions below using words, phrases, or sentences.

1. Why is this your favorite myth?
2. What does this myth explain or teach?



# Culminating Activities



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## **Note to Teacher**

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

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## **Remediation**

You may choose to regroup students according to particular areas of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds

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## **Enrichment**

### **Create a Mythical Character**

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Have students make up their own god/goddess, hero, or other type of mythical character. Review with students what types of mythical characters existed in Greek mythology using the Greek Gods Posters and Image Cards 7–10. Have students decide if their character will be human or nonhuman, mortal or immortal. Have them decide if the character will have supernatural powers. Have

them draw their mythical character and write one or two sentences to tell about it. As students share their characters with the class, remember to repeat and expand upon their vocabulary using richer and more complex language, including, if possible, any read-aloud vocabulary.

### **Domain-Related Trade Book or Student Choice**

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#### **Materials: Trade book**

Read a trade book to review a particular myth; refer to the books listed in the Introduction. You may also choose to have the students select a read-aloud to be heard again.

### **Exploring Student Resources**

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#### **Materials: Domain-related student websites**

Pick appropriate websites from the Internet for further exploration of Greek Myths and Greek gods and goddesses.

### **Videos of Greek Myths**

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#### **Materials: Videos of Greek Myths**

Carefully peruse the Internet for short (5 minute), age-appropriate videos related to the Greek Myths your students have heard.

Prepare some questions related to the content presented in the videos.

Discuss how watching a video is the same as and different from listening to a storybook or read-aloud.

Have students ask and answer questions using question words *who*, *what*, *when*, *where*, and *why* regarding what they see in the videos.

### **Character, Setting, Plot**

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#### **Materials: Drawing paper, drawing tools**

Divide students into groups of three. Tell them that you are going to Divide students into groups of three. Give each group a blank piece of paper and have them fold their paper into thirds. Tell them that you are going to name a character and that, in their groups,

one person should quickly sketch or write the name of another character from the same myth and pass the paper and pencil to the second student. The second student should quickly sketch or write the name of a setting from that myth and pass the paper and pencil to the third student. The third student should write one sentence or key phrase about the plot of the myth. Once all three sections of the paper have been filled out with character, setting, and plot, the group should raise their hands.

Remind students that their sketches and writing do not need to be perfect, but that their sketches and writing do need to relate to the myth.

Give each group the opportunity to orally share its drawings and/or writing.

### **Fun with Riddles**

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After reading a few of these riddles and allowing students to guess the answers, have students work in groups to write their own riddles about the Greek myths they have heard. They may also wish to share riddles that they already know.

- What has been around for millions of years but is never more than a month old? (the moon)
- What goes up but never comes down? (your age)
- What occurs once in a minute, twice in a moment, and never in a thousand years? (the letter 'm')
- What month has 28 days? (all of them)
- There were two ducks in front of a duck and two ducks behind a duck, and one duck in the middle. How many ducks were there in all? (three ducks)
- What was the worm doing in the cornfield? (going in one ear and out the other)
- What building has the most stories? (the library)

## **On Stage: “Other Adventures of Hercules”; “Oedipus and the Riddle of the Sphinx”; “Atalanta and the Golden Apples”**

---

You may choose to reread and have the students act out any of the myths. Encourage students to portray actions and feelings and to use some of their own dialogue. Students could also make puppets of the characters from a particular Greek myth and retell the myth using the puppets.

## **Writing Prompts**

---

Students may be given an additional writing prompt such as the following:

- One Greek myth I have heard that is my favorite is . . .
- A riddle I would tell if I were the Sphinx is . . .
- One thing I like to do as much as Atalanta likes to run is . . .
- If you only get to read one Greek myth, you must read . . .

## **Sharing a Greek Myth**

---

If some students have not yet had the opportunity, allow them to share their Greek myths with the class.

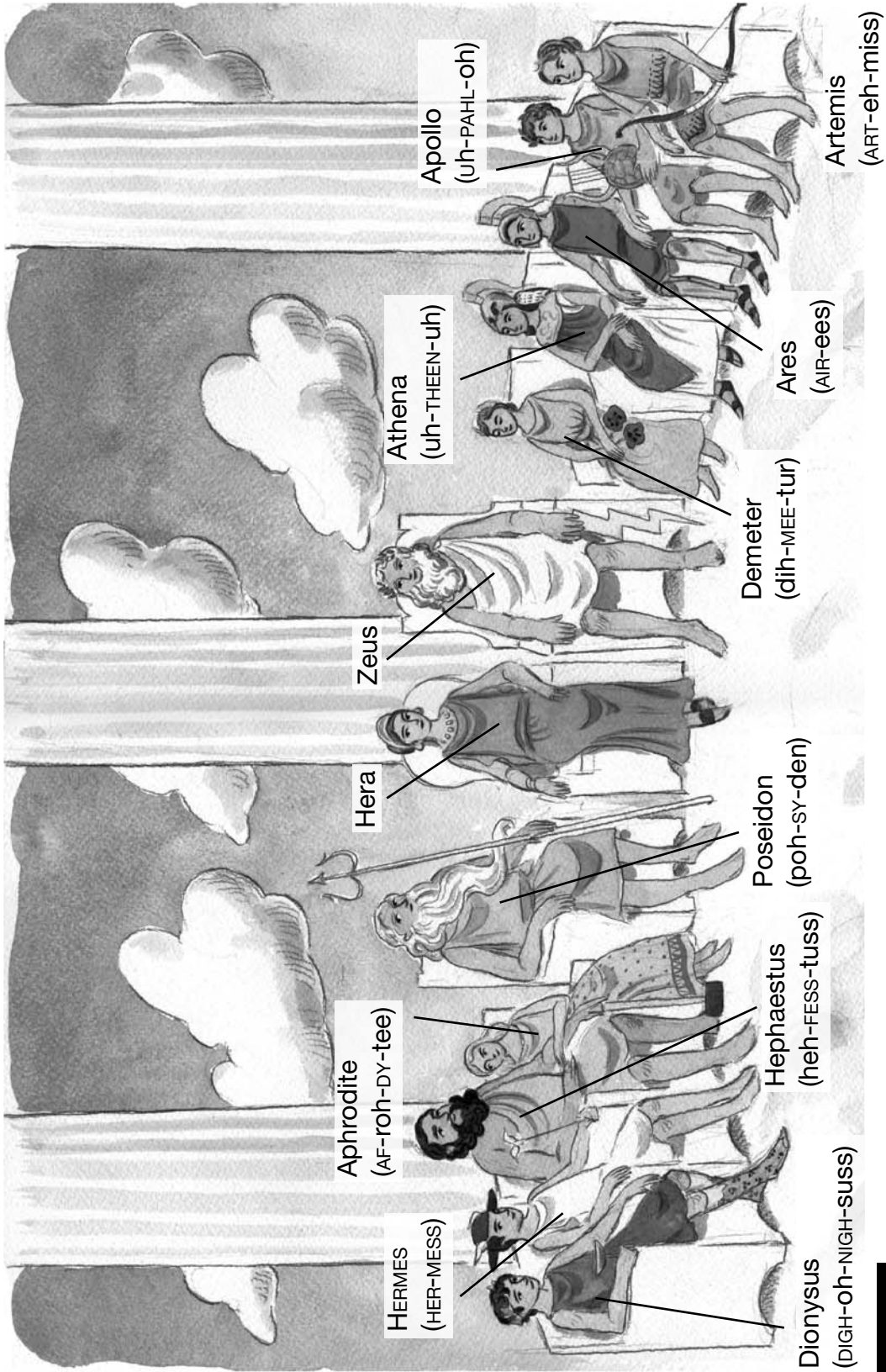


**For Teacher Reference Only:**

Instructional Masters for  
*Greek Myths*







HERMES  
(HER-MESS)

Aphrodite  
(AF-roh-DY-tee)

Hera

Zeus

Athena  
(uh-THEEN-uh)

Apollo  
(uh-PAHL-oh)

Dionysus  
(DIGH-Oh-NIGH-suss)

Hephaestus  
(neh-FESS-tuss)

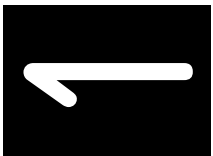
Poseidon  
(poh-sy-den)

Demeter  
(dih-MEE-tur)

Ares  
(AIR-ees)

Artemis  
(ART-eh-miss)

## The Twelve Gods of Mount Olympus





## ***Song and Chant for the Twelve Gods of Mount Olympus***

Use these songs and chants to the tune of Farmer in the Dell.

### **Introduction**

---

**The Olympian gods of Greece.  
The Olympian gods of Greece.  
Ruled from Mount Olympus,  
The Olympian gods of Greece.**

*The farmer in the dell.  
The farmer in the dell.  
Hi-ho the derry-oh  
The farmer in the dell.*

### **Zeus**

---

**Zeus the king of gods  
Zeus the king of gods  
Lightning bolt is in his hand,  
Zeus the king of gods.**

*The farmer in the dell.  
The farmer in the dell.  
Hi-ho the derry-oh  
The farmer in the dell.*

### **Hera**

---

**Hera queen of gods.  
Hera queen of gods.  
She's the wife of Zeus,  
Hera queen of gods.**

*The farmer in the dell.  
The farmer in the dell.  
Hi-ho the derry-oh  
The farmer in the dell.*

### **Dionysus**

---

**Dionysus god of grapes.  
Dionysus god of grapes.  
He's the youngest of them all,  
Dionysus god of grapes.**

*The farmer in the dell.  
The farmer in the dell.  
Hi-ho the derry-oh  
The farmer in the dell.*

### **Hermes**

---

**Hermes is lightening fast.  
Hermes is lightening fast.  
Messenger for the gods,  
Hermes is lightning fast.**

*The farmer in the dell.  
The farmer in the dell.  
Hi-ho the derry-oh  
The farmer in the dell.*

## Hephaestus

---

**Hephaestus god of fire.**  
**Hephaestus god of fire.**  
**He's the master blacksmith,**  
**Hephaestus god of fire.**

*The farmer in the dell.*  
*The farmer in the dell.*  
*Hi-ho the derry-oh*  
*The farmer in the dell.*

## Aphrodite

---

**Aphrodite goddess of love.**  
**Aphrodite goddess of love.**  
**And the goddess of beauty,**  
**Aphrodite goddess of love.**

*The farmer in the dell.*  
*The farmer in the dell.*  
*Hi-ho the derry-oh*  
*The farmer in the dell.*

## Poseidon

---

**Poseidon rules the sea.**  
**Poseidon rules the sea.**  
**With a trident in his hand,**  
**Poseidon rules the sea.**

*The farmer in the dell.*  
*The farmer in the dell.*  
*Hi-ho the derry-oh*  
*The farmer in the dell.*

## Demeter

---

**Demeter goddess of grain.**  
**Demeter goddess of grain.**  
**Blessing harvests of the earth,**  
**Demeter goddess of grain.**

*The farmer in the dell.*  
*The farmer in the dell.*  
*Hi-ho the derry-oh*  
*The farmer in the dell.*

## Athena

---

**Athena, she's so wise.**  
**Athena, she's so wise.**  
**Protector of Athens,**  
**Athena, she's so wise.**

*The farmer in the dell.*  
*The farmer in the dell.*  
*Hi-ho the derry-oh*  
*The farmer in the dell.*

## Ares

---

**Ares god of war.**  
**Ares god of war.**  
**Violent and destructive,**  
**Ares god of war.**

*The farmer in the dell.*  
*The farmer in the dell.*  
*Hi-ho the derry-oh*  
*The farmer in the dell.*

**Apollo**

---

**Apollo god of light.**  
**Apollo god of light.**  
**Playing music on his lyre,**  
**Apollo god of light.**

*The farmer in the dell.*  
*The farmer in the dell.*  
*Hi-ho the derry-oh*  
*The farmer in the dell.*

**Artemis**

---

**Artemis loves to hunt.**  
**Artemis loves to hunt.**  
**Bow and arrow in her hands,**  
**Artemis loves to hunt.**

*The farmer in the dell.*  
*The farmer in the dell.*  
*Hi-ho the derry-oh*  
*The farmer in the dell.*

**Conclusion**

---

**These are the twelve gods.**  
**These are the twelve gods.**  
**Each one has their special power,**  
**These are the twelve gods.**

*The farmer in the dell.*  
*The farmer in the dell.*  
*Hi-ho the derry-oh*  
*The farmer in the dell.*





*Directions: Use this worksheet for your writing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.*



Title: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





Dear Family Member,

Over the next few weeks your child will hear several Greek Myths. Your child will learn that the ancient Greeks worshipped many gods and goddesses and that twelve of the most powerful Greek gods lived on Mount Olympus. Several of these gods are characters in the myths. Your child will learn that myths are fictional stories that try to explain occurrences in nature, teach moral stories, and entertain listeners.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about Greek myths.

### 1. The Twelve Gods of Mount Olympus

Using the activity sheet included with this letter, have your child share what s/he knows about the twelve gods and goddesses of Mount Olympus. You may wish to sing the songs about the gods and goddesses they will hear about in the myths.

### 2. Food of the gods: Ambrosia

In Greek mythology, ambrosia is sometimes the food or drink of the gods. Although the real ingredients are unknown, you might enjoy making fruit ambrosia with your child.

**Note:** Please check ingredient list to make sure your child is not allergic to any of the ingredients in this recipe.

#### ***Fruit Ambrosia***

##### **Ingredients:**

1 can of mandarin oranges (drained)\*  
 1 can crushed pineapple\*  
 2 cups of sweetened shredded coconut  
 2 cups of miniature marshmallows  
 1 tub of whipped cream topping

##### **Directions:**

Gently fold together all ingredients in a large serving bowl. Refrigerate until ready to serve.

\* May be replaced with a can of fruit cocktail (drained)

### 3. Sayings and Phrases: Cold Feet

Your child will learn the saying “cold feet.” When someone has cold feet, s/he is all of a sudden afraid to do something. For instance in the Greek myth, “Daedalus and Icarus,” Daedalus hesitates with sudden fear before jumping out of a window with his wings on. Talk with your child about times you or your child has had “cold feet.”

#### 4. Read-Aloud Each Day

It is very important that you read to your child or have your child read to you each day. The local library or your child's teacher may have books on Greek myths and ancient Greek civilization. A list of books relevant to this topic is attached to this letter.

Be sure to let your child know how much you enjoy hearing about what s/he has learned at school.

### ***Recommended Trade Books for Greek Myths***

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#### **Trade Book List**

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1. *A Child's Introduction to Greek Mythology: The Stories of the Gods, Goddesses, Heroes, Monsters, and Other Mythical Creatures*, by Heather Alexander (Black Dog & Leventhal Publishers, 2011) ISBN 978-1579128678
2. *D'Aulaires' Book of Greek Myths*, by Ingri and Edgar Parin D'Aulaire (Delacorte Press, 1962) ISBN 978-0440406945
3. *Gifts from the Gods: Ancient Words and Wisdom from Greek and Roman Mythology*, by Lise Lunge-Larsen (Houghton Mifflin Books for Children, 2011) ISBN 978-0547152295
4. *The Gods and Goddesses of Olympus*, by Aliko (HarperCollins, 1997) ISBN 978-0064461894
5. *Greek Myths*, by Deborah Lock (DK Publishing, 2008) ISBN 978-0756640156
6. *Greek Myths*, by Marcia Williams (Candlewick, 2011) ISBN 978-0763653842
7. *King Midas: The Golden Touch*, by Demi (Margaret K. McElderry Books, 2002) ISBN 978-0689832970
8. *The McElderry Book of Greek Myths*, retold by Eric A. Kimmel (Margaret K. McElderry Books, 2008) ISBN 978-1416915348
9. *Mythological Creatures: A Classical Bestiary*, by Lynn Curlee (Atheneum Books for Young Readers, 2008) ISBN 978-1416914532
10. *Pandora*, by Robert Burleigh (Harcourt, Inc., 2002) ISBN 978-0152021788
11. *Pegasus*, by Marianna Mayer (Morrow Junior Books, 1998) ISBN 978-0688133825




## Vocabulary List for Greek Myths (Part 1)

This list includes many important words your child will learn about in *Greek Myths*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- securely
- spectators
- amusing
- terrifying
- despair
- retrieve
- arachnids
- flattered
- stern
- superior
- convinced
- labyrinth
- desperately
- plummeted
- proof

*Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.*

	<b>Draw it</b>
	<b>Write a sentence using it</b>
	<b>Find one or two examples</b>
	<b>Tell someone about it</b>
	<b>Act it out</b>
	<b>Make up a song using it</b>





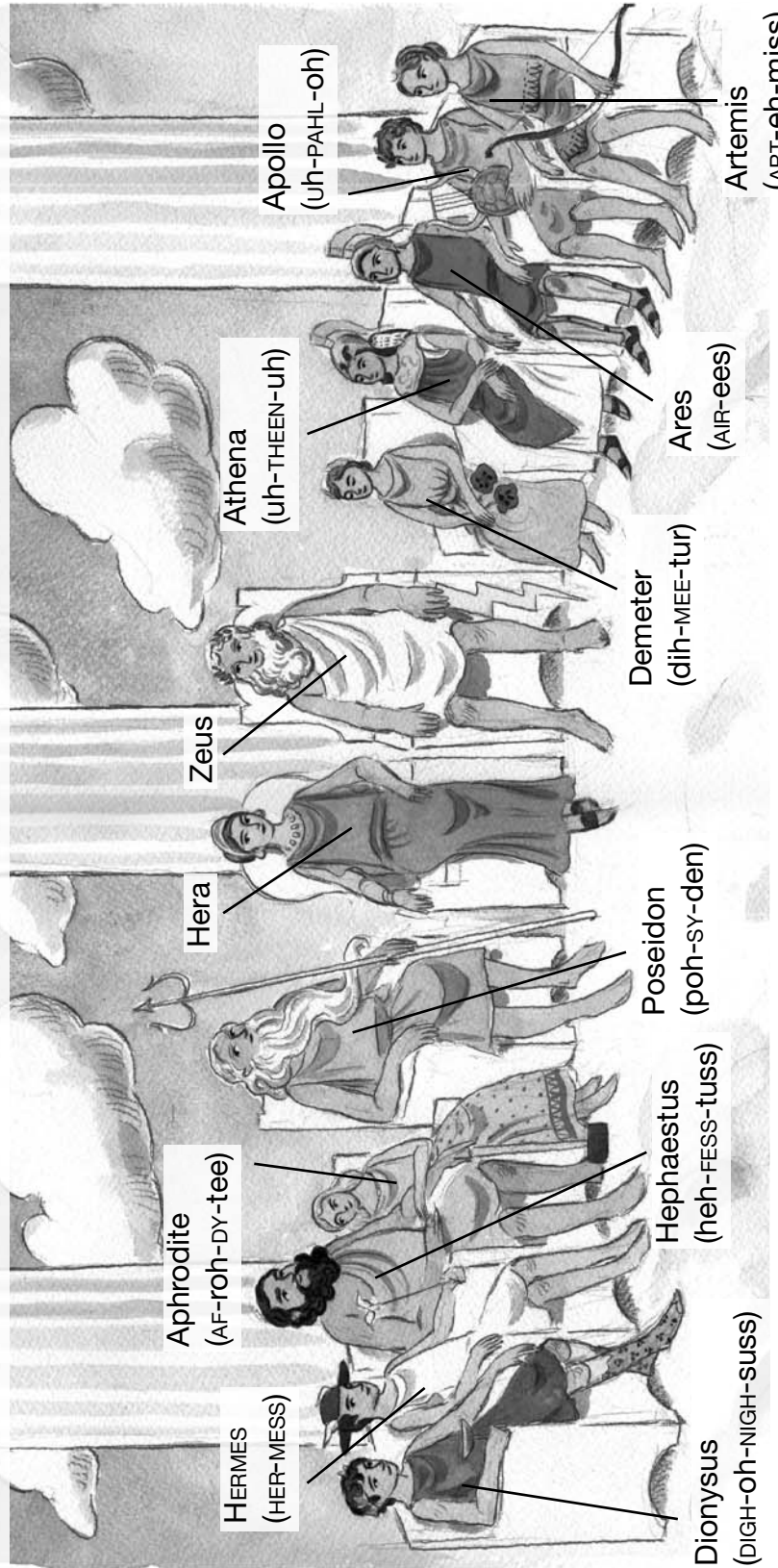
**Zeus**  
**Zeus the king of gods**  
**Zeus the king of gods**  
**Lightning bolt is in his hand,**  
**Zeus the king of gods.**

**Demeter**  
**Demeter goddess of grain.**  
**Demeter goddess of grain.**  
**Blessing harvests of the earth,**  
**Demeter goddess of grain.**

**Apollo**  
**Apollo god of light.**  
**Apollo god of light.**  
**Playing music on his lyre,**  
**Apollo god of light.**

**Aphrodite**  
**Aphrodite goddess of love.**  
**Aphrodite goddess of love.**  
**And the goddess of beauty,**  
**Aphrodite goddess of love.**

**Athena**  
**Athena, she's so wise.**  
**Athena, she's so wise.**  
**Protector of Athens,**  
**Athena, she's so wise.**





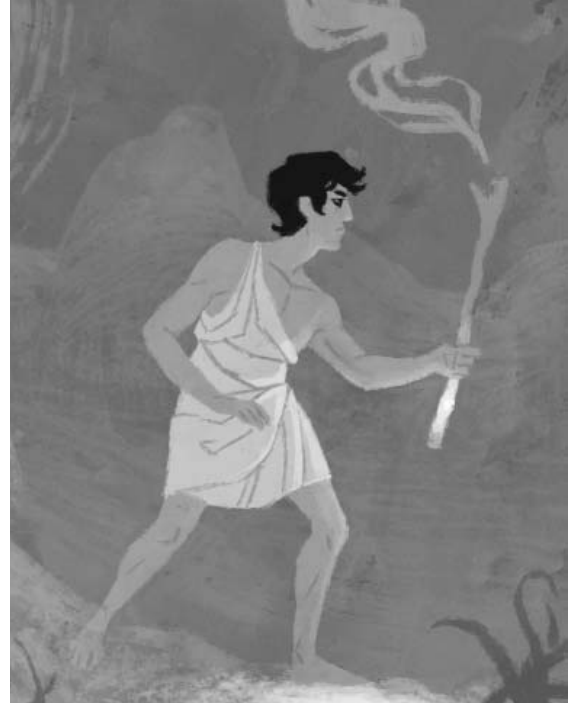


**Prometheus and Pandora**





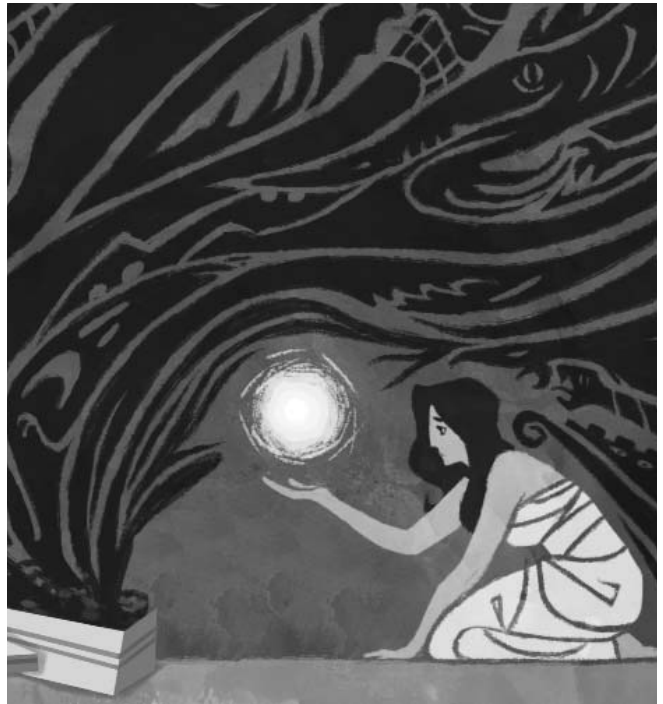
**Epimetheus**



**Prometheus**



**Zeus**

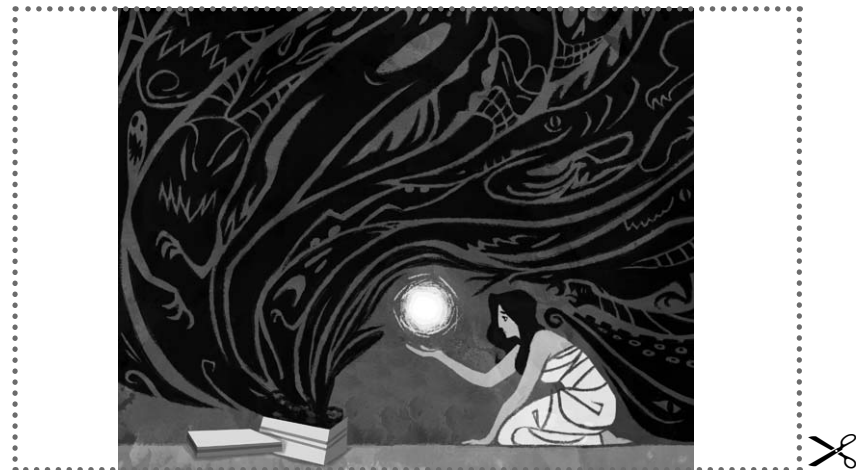


**Pandora**





Directions: These six pictures show events from the myth "Prometheus and Pandora." Cut out the six pictures. Think about what is happening in each one. Put the pictures in order to show the sequence of events in the myth. Glue them in the correct order on a piece of paper.











Directions: These six pictures show events from the myth "Prometheus and Pandora." Cut out the six pictures. Think about what is happening in each one. Put the pictures in order to show the sequence of events in the myth. Glue them in the correct order on a piece of paper.



1



2



3





4



5



6





**Prometheus and Pandora**

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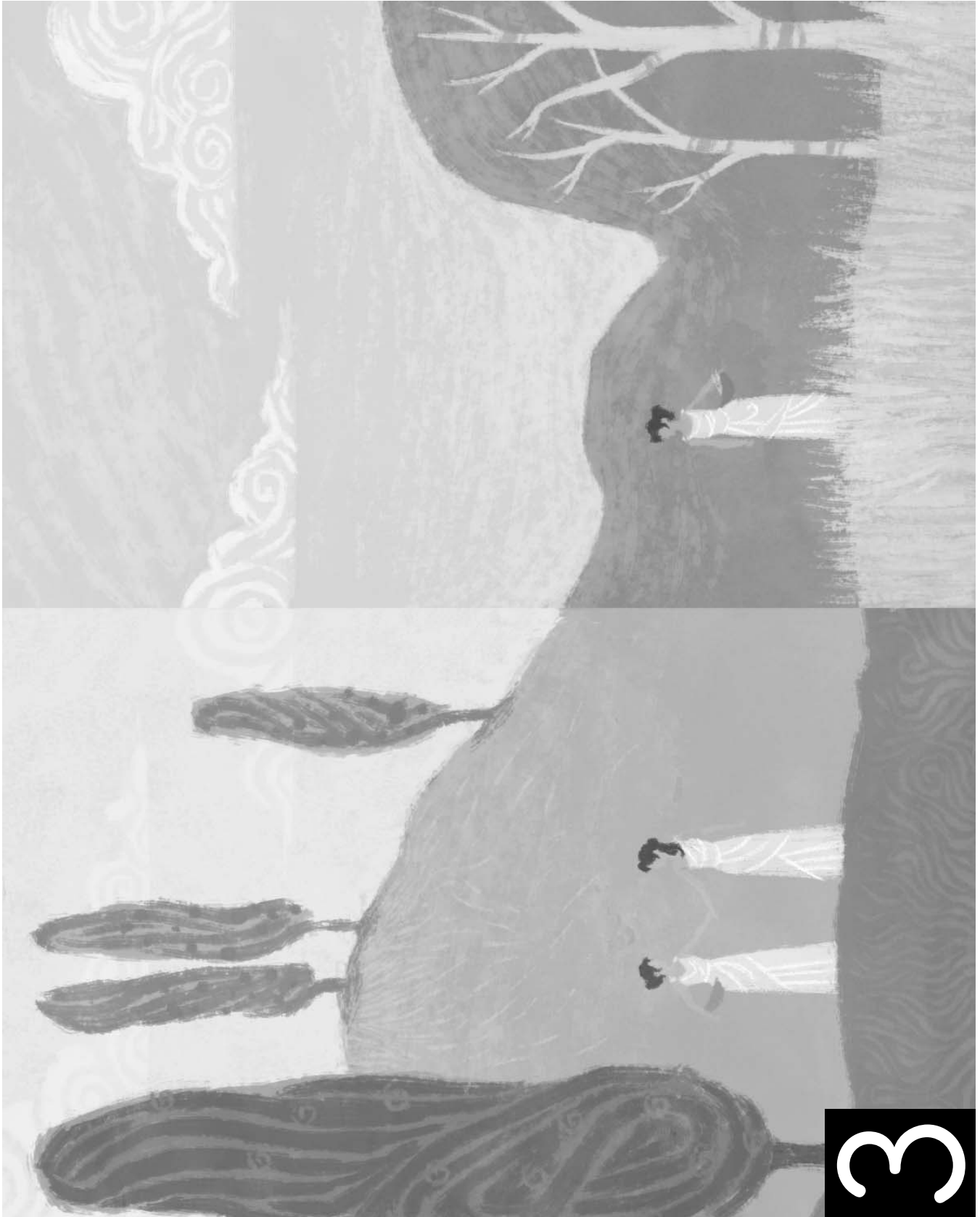
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**Demeter and Persephone**









**Demeter**



**Persephone**



**Cerberus**



**Helios**



**Hades**



Directions: These five pictures show events from the myth "Demeter and Persephone." Cut out the five pictures. Think about what is happening in each one. Put the pictures in order to show the sequence of events in the myth. Glue them in the correct order on a piece of paper.









Directions: These five pictures show events from the myth "Demeter and Persephone." Cut out the five pictures. Think about what is happening in each one. Put the pictures in order to show the sequence of events in the myth. Glue them in the correct order on a piece of paper.



1



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3







4



5





***Demeter and Persephone***

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---

---

---



**Arachne the Weaver**





**Athena**



**Arachne**









**Arachne the Weaver**

---

---

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<b>Myth</b>	<b>Tries to explain . . . Tries to teach the lesson:</b>	<b>Mythical creatures?</b>	<b>Greek gods and goddesses?</b>
<b>Prometheus and Pandora</b>			
<b>Demeter and Persephone</b>			
<b>Arachne the Weaver</b>			
<b>Theseus and the Minotaur</b>			

<b>Myth</b>	<b>Tries to explain . . . Tries to teach the lesson:</b>	<b>Mythical creatures?</b>	<b>Greek gods and goddesses?</b>
<b>Daedalus and Icarus</b>			
<b>Hercules</b>			
<b>Oedipus and the Riddle of the Sphinx</b>			
<b>Atalanta and the Golden Apples</b>			

<b>Myth</b>	<b>Tries to explain . . .Tries to teach the lesson:</b>	<b>Mythical creatures?</b>	<b>Greek gods and goddesses?</b>
<b>Prometheus and Pandora</b>	how humans and animals were created; how humans got fire; how evil and sorrow came into the world	No	Zeus; Prometheus; Epimetheus
<b>Demeter and Persephone</b>	the changing of the seasons; the life cycle of plants; do not stray too far from your parents	Cerberus	Zeus; Demeter; Persephone; Hades; Helios
<b>Arachne the Weaver</b>	how the first spider was created; do not be too proud or boastful	No	Athena
<b>Theseus and the Minotaur</b>	how the Aegean Sea got its name	Minotaur	No
<b>Daedalus and Icarus</b>	how humans can use things in nature to do something new (e.g., flying); always follow your parents' directions	No	No
<b>Hercules</b>	what keeps the sky from falling; it is possible to work away your guilt and master your temper	Nemean lion	Apollo
<b>Oedipus and the Riddle of the Sphinx</b>	how someone answered a riddle and became a king	Theban Sphinx	No
<b>Atalanta and the Golden Apples</b>	how people fall in love; keep your promises	No	Aphrodite; Eros



### ***Theseus and the Minotaur***









***Theseus***



***King Aegeus***



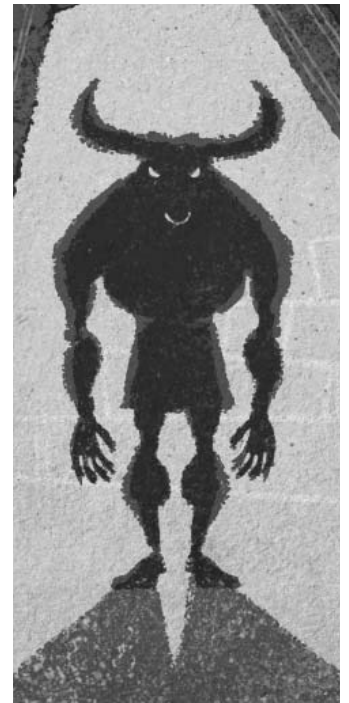
***King Minos***



***Daedalus***



***Princess Ariadne***



***Minotaur***







*Theseus and the Minotaur*

Four vertical lines for writing.



Directions: Listen to each pair of sentences as your teacher reads them. Write First on the blank before the sentence that happened first in the story, and write Then on the blank before the sentence that happens second in the story.



1. \_\_\_\_\_, King Minos sends a ship with black sails to Athens.

\_\_\_\_\_, King Minos's son dies in Athens.

2. \_\_\_\_\_, Theseus meets his father.

\_\_\_\_\_, Theseus convinces his father to let him go on the ship with black sails.

3. \_\_\_\_\_, Theseus uses gold thread to find his way back to the gate of the Labyrinth.

\_\_\_\_\_, Princess Ariadne asks Daedalus how Theseus can escape from the Labyrinth.

4. \_\_\_\_\_, Theseus forgets to change the sails on the ship from black to white.

\_\_\_\_\_, King Aegeus falls into the sea.



Directions: Listen to each pair of sentences as your teacher reads them. Write First on the blank before the sentence that happened first in the story, and write Then on the blank before the sentence that happens second in the story.



1. Then, King Minos sends a ship with black sails to Athens.

First, King Minos's son dies in Athens.

2. First, Theseus meets his father.

Then, Theseus convinces his father to let him go on the ship with black sails.

3. Then, Theseus uses gold thread to find his way back to the gate of the Labyrinth.

First, Princess Ariadne asks Daedalus how Theseus can escape from the Labyrinth.

4. First, Theseus forgets to change the sails on the ship from black to white.

Then, King Aegeus falls into the sea.

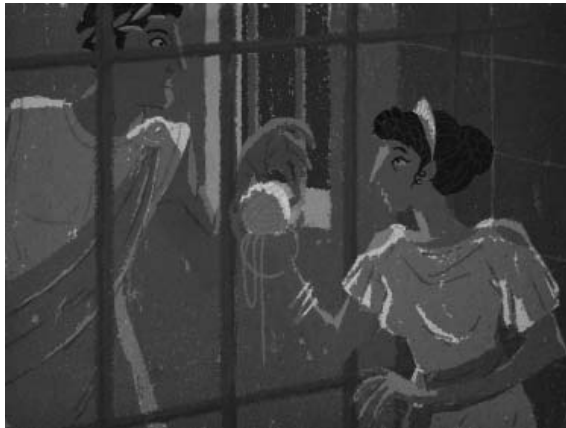




Directions: These six pictures show events from the myth "Theseus and the Minotaur." Think about what is happening in each one. Cut out the six pictures. Put the pictures in order to show the sequence of events in the myth. Glue them in the correct order on a piece of paper.









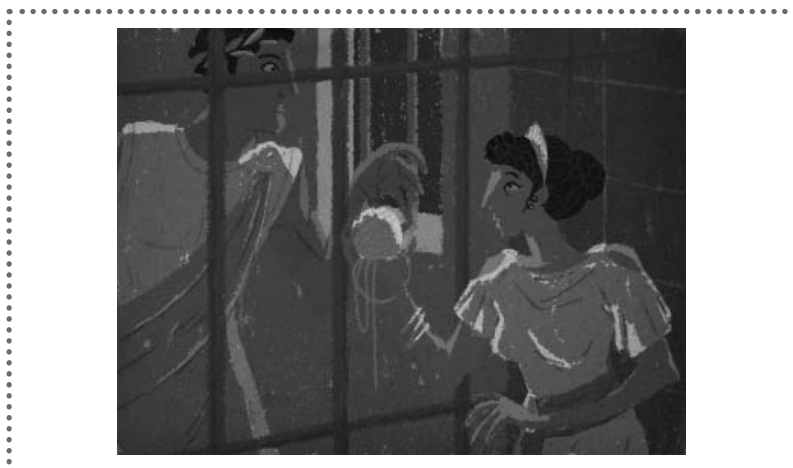
*Directions: These six pictures show events from the myth "Theseus and the Minotaur." Think about what is happening in each one. Cut out the six pictures. Put the pictures in order to show the sequence of events in the myth. Glue them in the correct order on a piece of paper.*



1



2



3





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5

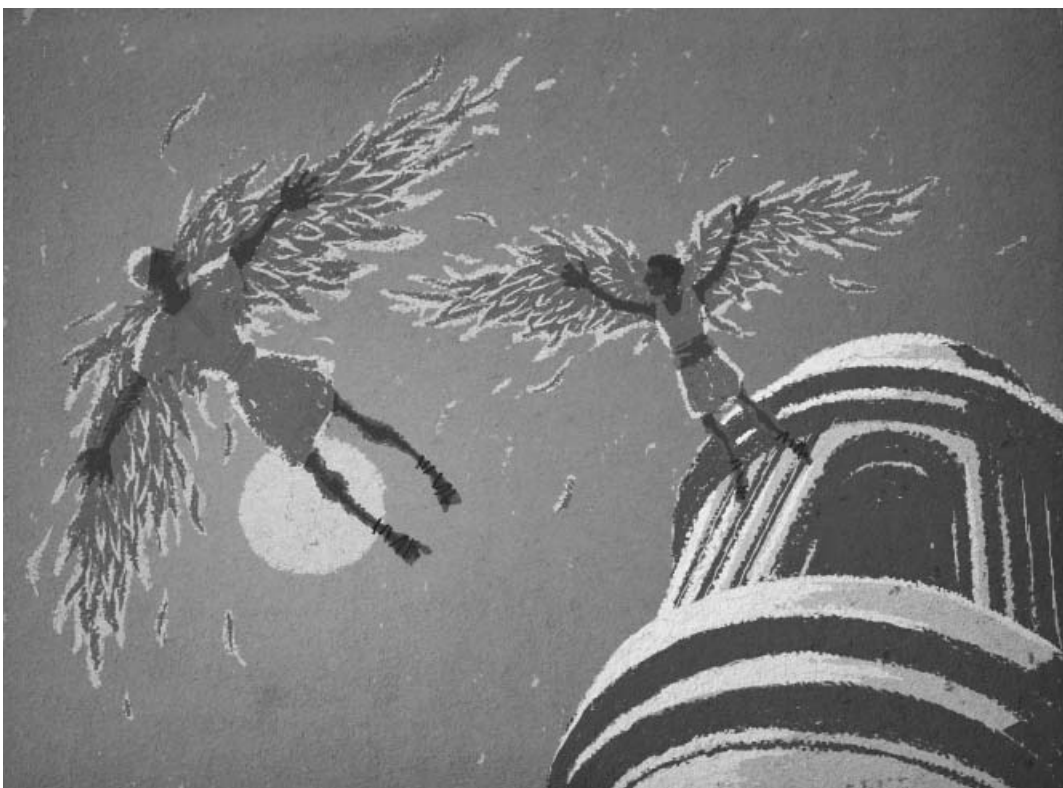


6





## Daedalus and Icarus







*Icarus*







***Daedalus and Icarus***

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---

---



Directions: Listen to each pair of sentences as your teacher reads them. Write First on the blank before the sentence that happened first in the story, and write Then on the blank before the sentence that happens second in the story.



1. \_\_\_\_\_, King Minos is upset at Daedalus for helping Theseus.  
\_\_\_\_\_, King Minos locks up Daedalus and his son in a tall tower.
  
2. \_\_\_\_\_, Daedalus makes wings.  
\_\_\_\_\_, Daedalus asks for books to read and candles.
  
3. \_\_\_\_\_, Daedalus and Icarus strap on their wings.  
\_\_\_\_\_, Daedalus teaches Icarus how to ride the winds down to the harbor.
  
4. \_\_\_\_\_, Icarus flies higher and higher.  
\_\_\_\_\_, Daedalus watches as Icarus falls down into the sea.





*Directions: Listen to each pair of sentences as your teacher reads them. Write First on the blank before the sentence that happened first in the story, and write Then on the blank before the sentence that happens second in the story.*



1. First, King Minos is upset at Daedalus for helping Theseus.

Then, King Minos locks up Daedalus and his son in a tall tower.

2. Then, Daedalus makes wings.

First, Daedalus asks for books to read and candles.

3. Then, Daedalus and Icarus strap on their wings.

First, Daedalus teaches Icarus how to ride the winds down to the harbor.

4. First, Icarus flies higher and higher.

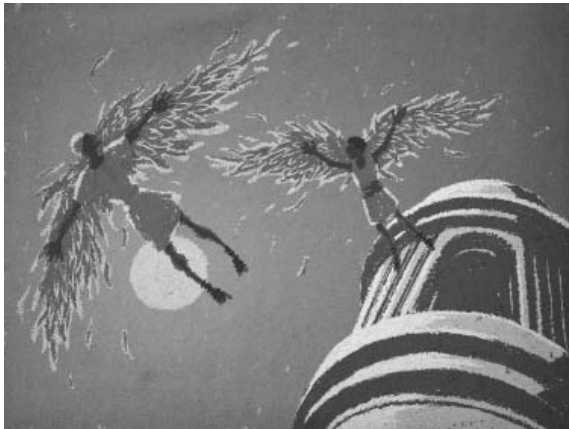
Then, Daedalus watches as Icarus falls down into the sea.



Directions: These five pictures show events from the myth "Daedalus and Icarus." Think about what is happening in each one. Cut out the five pictures. Put the pictures in order to show the sequence of events in the myth. Glue them in the correct order on a piece of paper.









Directions: These five pictures show events from the myth "Daedalus and Icarus." Think about what is happening in each one. Cut out the five pictures. Put the pictures in order to show the sequence of events in the myth. Glue them in the correct order on a piece of paper.



1



2



3







4



5



Directions: Match the pictures of the myths on the left with their big idea or what they try to explain or teach on the right.



This myth explains the changes in seasons.

This explains how the Aegean Sea got its name.

This myth explains how animals and humans were created.

This myth teaches us to follow our parent's directions.

This myth teaches us not be too proud or boastful.



Directions: Match the pictures of the myths on the left with their big idea or what they try to explain or teach on the right.



This myth explains the changes in seasons.

This explains how the Aegean Sea got its name.

This myth explains how animals and humans were created.

This myth teaches us to follow our parent's directions.

This myth teaches us not be too proud or boastful.



Directions: Think about what you have heard in the read-aloud, and then fill in the chart using words or sentences.

Somebody	
Wanted	
But	
So	
Then	

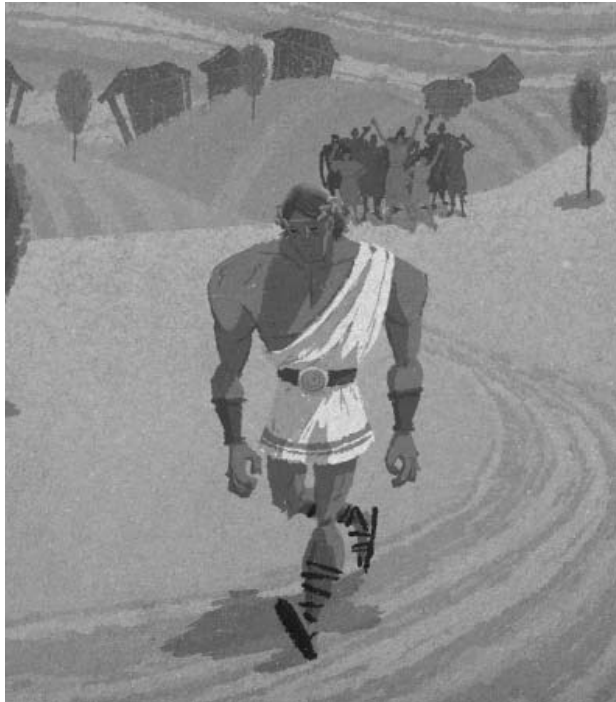






**Hercules**





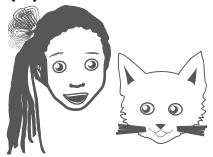
***Hercules***






Title: \_\_\_\_\_

Character(s)



Setting(s)



Plot	Beginning
	Middle
	End

Directions: Use this story map to describe the characters, settings, and plot of the story.



**Character:** Will your myth have...?

**gods/goddesses**

**mortals**

**creatures**

**Setting:** Where will your myth take place?

<b>Plot</b>	<b>Beginning</b>
	<b>Middle</b>
	<b>End</b>





Dear Family Member,

Today, your child heard a read-aloud about the most famous hero in Greek mythology, Hercules [HER-uh-kleez: this is the Greek pronunciation]. Your child will also hear about the riddle of the Sphinx and the story of Atalanta, a swift-footed huntress who refused to marry.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about Greek myths over the next several days.

### 1. Hercules

Using the activity page included with this letter, have your child share with you what s/he has learned about Hercules. (Over the next several days your child will hear about two adventures of Hercules: his fight with the Nemean lion and his search for the golden apples.)

### 2. Sayings and Phrases: Back to the Drawing Board

Your child will learn the saying “back to the drawing board.” If someone “goes back to the drawing board,” it means that s/he has tried something and failed the first time, so s/he has to try again (or go back to the drawing board to think of another plan). Ask your child how this saying relates to the adventures of Hercules. Try to use this saying the next time something doesn’t work out as planned the first time.

### 3. The Riddle of the Sphinx

“What is it that walks on four feet in the morning, on two feet at noon, and on three feet in the evening?” This is the riddle your child will hear in the myth, “Oedipus and the Riddle of the Sphinx.” Have your child tell you the riddle and share the answer with you after you have guessed the answer. If you know of any other riddles, share them with your child.

### 4. Read Aloud Each Day

Please continue to read to your child or have your child read to you each day.

Be sure to let your child know how much you enjoy hearing about the Greek myths s/he has learned at school.



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## Vocabulary List for Greek Myths (Part 2)

This list includes many important words your child will learn about in *Greek Myths*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- aimlessly
- commotion
- dreadful
- accurate
- guidance
- immeasurable
- reputation
- trample
- encountering
- insisted
- posed
- resist
- skilled
- terms
- tremendously

*Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.*

	<b>Draw it</b>
	<b>Write a sentence using it</b>
	<b>Find one or two examples</b>
	<b>Tell someone about it</b>
	<b>Act it out</b>
	<b>Make up a song using it</b>





***Apollo***



***Priestess at Delphi***



***King Eurystheus***



***Nemean lion***



***Atlas***



***Hesperides***







**Hercules**

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Directions: Use this worksheet to write your myth. Fill in the blanks with the information you have chosen to include in your myth. On the back of this paper, draw a picture of a scene from your myth.

\_\_\_\_\_

Myth Title

Written and Illustrated by \_\_\_\_\_

Long ago there was \_\_\_\_\_ who

lived \_\_\_\_\_

\_\_\_\_\_. One day, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_. Then the god/goddess (name) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

After that \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

And that is why/how \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.





**Oedipus and the Riddle of the Sphinx**





**Thebans**



**Oedipus**



**Sphinx**







***Oedipus and the Riddle of the Sphinx***

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Directions: Listen to your teacher's directions about this checklist. Then look at your writing to see if you have ended each sentence with the correct punctuation, put commas between items in a list, and started each sentence with a capital letter. Your teacher will let you know if there are other things you should look for in your writing.



. ? !

\_\_\_\_\_



,

,

\_\_\_\_\_

T

he cat ran.

\_\_\_\_\_

\_\_\_\_\_

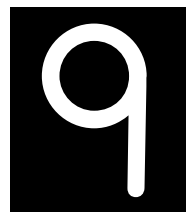
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### *Atalanta and the Golden Apples*







**Atalanta**



**Aphrodite**



**Eros**

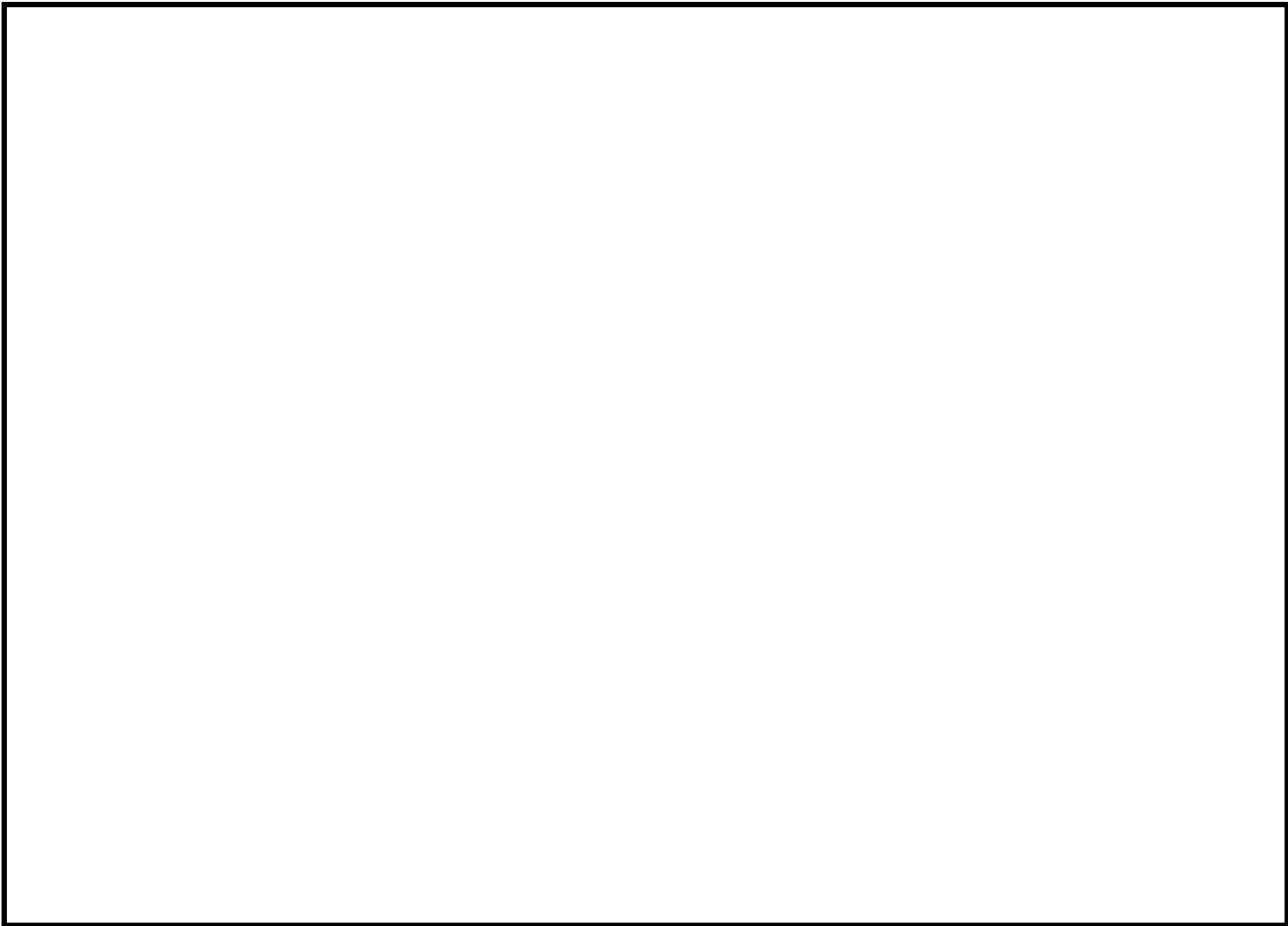


**Hippomenes**





Name \_\_\_\_\_



Four horizontal solid lines stacked vertically, providing space for writing.







***Atalanta and the Golden Apples***

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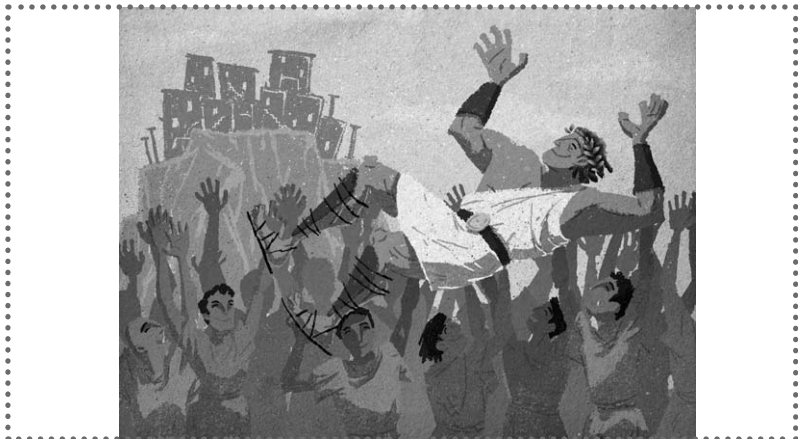
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Directions: These six pictures show events from the myth of Hercules. Cut out the six pictures. Think about what is happening in each one. Put the pictures in order to show the sequence of events of the myth. Glue them in the correct order on a piece of paper.









Directions: These six pictures show events from the myth of Hercules. Cut out the six pictures. Think about what is happening in each one. Put the pictures in order to show the sequence of events of the myth. Glue them in the correct order on a piece of paper.





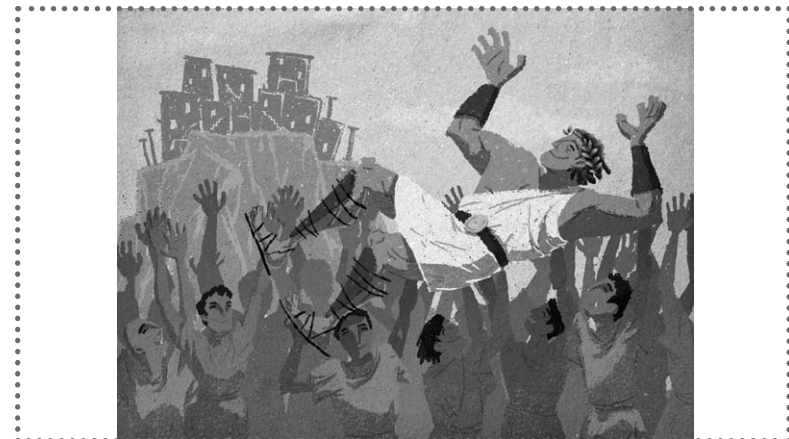




4




















5

















6













1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.



- |     |   |  |
|-----|---|--|
| 1.  |    |    |
| 2.  |    |    |
| 3.  |    |    |
| 4.  |    |    |
| 5.  |   |   |
| 6.  |  |  |
| 7.  |  |  |
| 8.  |  |  |
| 9.  |  |  |
| 10. |  |  |

Directions: Listen to your teacher's instructions.

11.  
12.  
13.  
14.  
15.  

Directions: Listen to each sentence read by the teacher. If the sentence is true, circle the "T". If the sentence is false, circle the "F".

1. T F

2. T F

3. T F

4. T F

5. T F

6. T F

7. T F

8. T F

9. T F

10. T F





Directions: Listen to each sentence read by the teacher. If the sentence is true, circle the "T". If the sentence is false, circle the "F".

- |     |                                    |                                    |
|-----|------------------------------------|------------------------------------|
| 1.  | <input checked="" type="radio"/> T | <input type="radio"/> F            |
| 2.  | <input type="radio"/> T            | <input checked="" type="radio"/> F |
| 3.  | <input checked="" type="radio"/> T | <input type="radio"/> F            |
| 4.  | <input checked="" type="radio"/> T | <input type="radio"/> F            |
| 5.  | <input type="radio"/> T            | <input checked="" type="radio"/> F |
| 6.  | <input checked="" type="radio"/> T | <input type="radio"/> F            |
| 7.  | <input type="radio"/> T            | <input checked="" type="radio"/> F |
| 8.  | <input type="radio"/> T            | <input checked="" type="radio"/> F |
| 9.  | <input checked="" type="radio"/> T | <input type="radio"/> F            |
| 10. | <input checked="" type="radio"/> T | <input type="radio"/> F            |



*Directions: Listen as your teacher reads each sentence. Think about the answer. Write words, phrases, or sentences that come to mind when you hear the question.*

1. Why is this your favorite myth?

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2. What does this myth explain or teach?

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# Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

Name							

# Tens Conversion Chart

		Number Correct																					
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Number of Questions	1	0	10																				
	2	0	5	10																			
	3	0	3	7	10																		
	4	0	3	5	8	10																	
	5	0	2	4	6	8	10																
	6	0	2	3	5	7	8	10															
	7	0	1	3	4	6	7	9	10														
	8	0	1	3	4	5	6	8	9	10													
	9	0	1	2	3	4	6	7	8	9	10												
	10	0	1	2	3	4	5	6	7	8	9	10											
	11	0	1	2	3	4	5	5	6	7	8	9	10										
	12	0	1	2	3	3	4	5	6	7	8	8	9	10									
	13	0	1	2	2	3	4	5	5	6	7	8	8	9	10								
	14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10							
	15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10						
	16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10					
	17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10				
	18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10			
	19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10		
	20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10	

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

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