

# Greek Myths

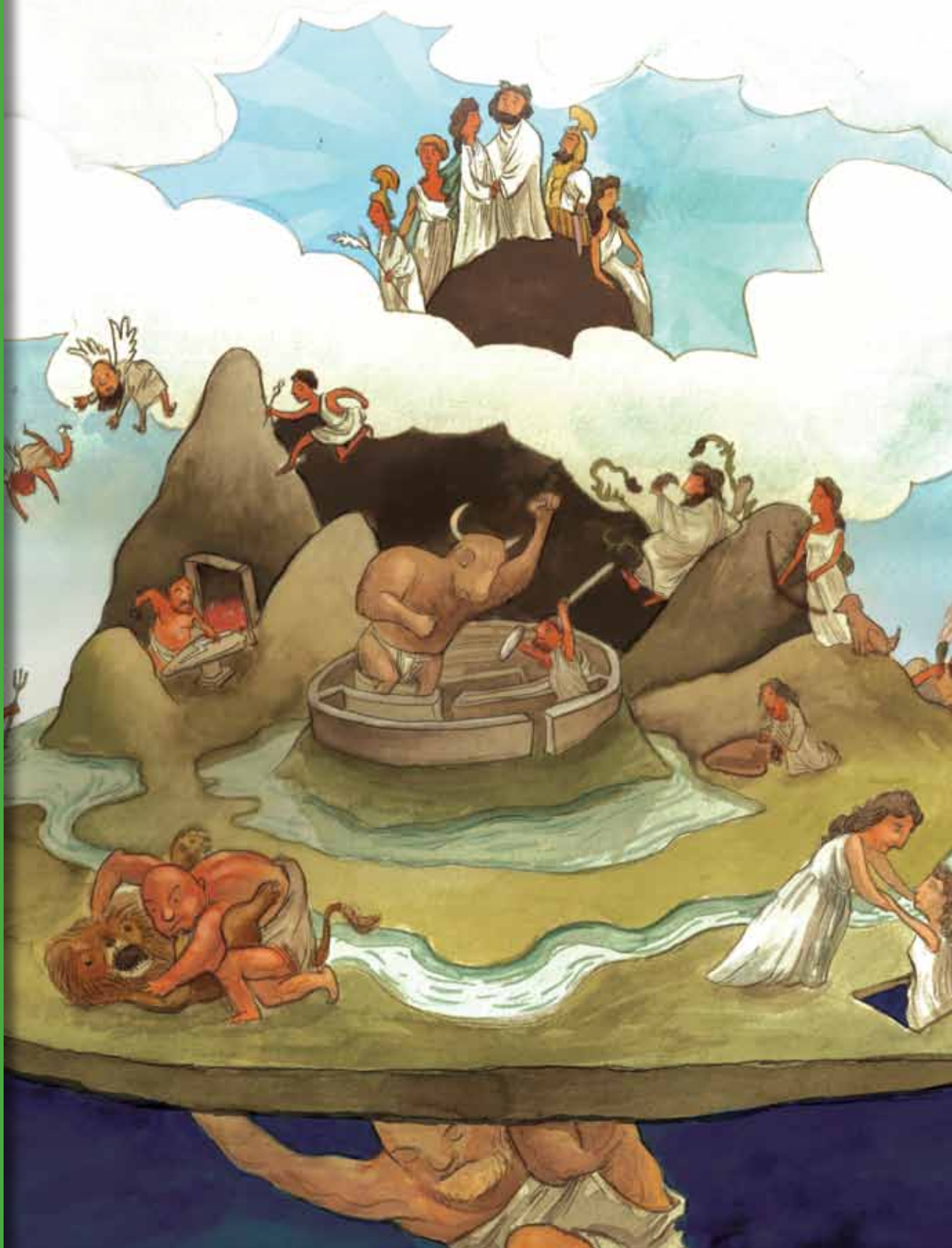
Tell It Again!™ Read-Aloud Anthology

Core Knowledge Language Arts® • Listening & Learning™ Strand



Core Knowledge®

GRADE 2







# **Greek Myths**

## Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand

**GRADE 2**

Core Knowledge Language Arts®



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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 twelve main gods and goddesses in Greek mythology	✓	✓	✓							
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			✓		✓		✓	✓	✓	✓

## Alignment Chart for Greek Myths

### Lesson

		1	2	3	4	5	6	7	8	9	10
<b>Reading Standards for Literature: Grade 2</b>											
<b>Key Ideas and Details</b>											
<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						✓				
<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						✓				



## Alignment Chart for Greek Myths

### Lesson

		1	2	3	4	5	6	7	8	9	10
<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	✓	✓		✓						
<b>Writing Standards: Grade 2</b>											
<b>Text Types and Purposes</b>											
<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				✓			✓	✓	✓	✓
<b>Production and Distribution of Writing</b>											
<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										✓

## Alignment Chart for Greek Myths

### Lesson

		1	2	3	4	5	6	7	8	9	10
<b>Research to Build and Present Knowledge</b>											
<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					✓					
<b>Speaking and Listening Standards: Grade 2</b>											
<b>Comprehension and Collaboration</b>											
<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.						✓				
<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>	Recount 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						✓				

## Alignment Chart for Greek Myths

### Lesson

		1	2	3	4	5	6	7	8	9	10
<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						✓				

## 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			✓							✓

## Alignment Chart for Greek Myths

### Lesson

		1	2	3	4	5	6	7	8	9	10
<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> )	✓									
<b>Additional CKLA Goals</b>											
	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.



# Introduction to Greek Myths

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 (40 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.)		Pausing Point (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 (40 min.)		Domain Assessment (40 min.)		Culminating Activities (40 min.)	
Lesson 10B: Extensions (20 min.)		Domain Review (20 min.)		Domain Assessment (20 min.)		Culminating Activities (20 min.)	
60 min.		60 min.		60 min.		60 min.	

ⓐ Lessons include Student Performance Task Assessments.

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

## Domain Components

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Along with this Anthology, 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*
- *Tell It Again! Supplemental Guide* 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. Boldfaced words in the list have an associated Word Work activity. 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.



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**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

---

## Comprehension Questions

In the *Tell It Again! Read-Aloud Anthology 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 *Tell It Again! Read-Aloud Anthologies* 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 *Tell It Again! Read-Aloud Anthology 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 in the *Tell It Again! Read-Aloud Anthology* with this icon: ⑩. 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 *Tell It Again! Read-Aloud Anthology 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

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Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed specifically to assist educators who serve students with limited English oral language skills or students with limited home literary experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning Strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students’ attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students’ general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: .

## Recommended Resources for Greek Myths

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### Trade Book List

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The *Tell It Again! Read-Aloud Anthology* 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 Aliki (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 twelve main gods and goddesses in Greek mythology
- ✔ 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**

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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:

- ✔ 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:* The voices of the choir filled the sanctuary.

*Variation(s):* sanctuaries

**securely, adv.** Tightly or firmly

*Example:* Kaiyo and her mother attached their bikes securely to the back of the car.

*Variation(s):* none

**spectators, n.** Observers; 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, someone or something

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

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



<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Where Are We?</b>	Poster 1 from <i>The Ancient Greek Civilization</i> domain; world map or globe	10
	<b>What Do We Know?</b>	Civilizations Chart from <i>The Ancient Greek Civilization</i> domain; Poster 1 from <i>The Ancient Greek Civilization</i> domain	
	<b>Domain Introduction</b>	chart paper, chalkboard, or whiteboard; marker(s) [This exercise requires advance preparation.]	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Twelve Gods of Mount Olympus</b>		15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Spectators</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Greek Gods Posters</b>	Greek Gods Posters 1–12	20
	<b>Greek Myths Journal</b>	Instructional Master 1B-1; drawing tools	
<b><i>Take-Home Material</i></b>	<b>Family Letter</b>	Instructional Masters 1B-2, 1B-3	*



# The Twelve Gods of Mount Olympus

1  
A

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

**10** minutes

### **Where Are We?**

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?**

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**

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. You may wish to add to the chart throughout the domain and use the chart for reference. 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. You will need to add additional rows to the chart for each lesson’s read-aloud.

Character Name	Description of Character (god, goddess, mythological creature, human)	Role in the Story
Leonidas	human	son traveler to Olympia
Cyrus	human	father and potter traveler to Olympia



← **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.

**Purpose for Listening**

Tell students to listen carefully to find out the twelve main gods and goddesses the ancient Greeks worshipped.



## The Twelve Gods of Mount Olympus

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

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>

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



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, where we celebrate him and the other Olympian gods and goddesses with sporting competitions.<sup>9</sup> 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 you and me: they can feel happy or sad, jealous and angry, or generous and loving. Unlike you or me, 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 wine 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: Spectators

5 minutes

1. In the read-aloud you heard, “*Spectators* and vendors moved all around [Leonidas and his father] as the athletes stretched in preparation for their races.”
2. Say the word *spectators* with me.
3. Spectators are observers, or people who watch an event.
4. The spectators waited in their seats for the basketball game to begin.
5. Have you ever been a spectator or seen spectators? Try to use the word *spectators* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I saw spectators once when . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *spectators*? (noun) How do you know it is a noun? (It refers to people.)

Use a *Brainstorming* activity for follow-up. Directions: We will brainstorm situations where spectators might be present. [As students brainstorm, make sure they use the word *spectators*.]



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



# The Twelve Gods of Mount Olympus

1  
B

## Extensions

20 minutes

### Greek Gods Posters 1–12

Show students the twelve Greek Gods Posters one by one, in numerical order. 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. Then 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-1)

Tell students that they will be keeping a journal to help them remember important information they learn in this domain about the Greek gods and Greek myths. 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 page one of their journals will be about Zeus, the king of the gods.

Show students Instructional Master 1B-1. Share with them that on the left-hand side of the master is an illustration of the Greek god Zeus. Tell students that they will write "Zeus" on the title blank and then two to three sentences on the lines next to the illustration to help them remember who the Greeks believed Zeus was and why he was important. If students need help with their journal entry, reread key passages. If time allows, have students color the picture and share their journal entries with a partner.

Remember to save students' journal entries throughout the domain.

## Take-Home Material

### Family Letter

Send home Instructional Masters 1B-2 and 1B-3.



# 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 twelve main gods and goddesses in Greek mythology
- ✓ 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 (i.e., 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 cloudy skies that later brought a heavy afternoon shower.

*Variation(s):* none

**hindsight, *n.*** The realization that past situations could have been handled differently

*Example:* In hindsight, Frank realized that it had not been a good idea to run around the wet pool.

*Variation(s):* none

**ridiculous, *adj.*** Laughable and silly; unreasonable


*Example:* Lexie always used the most ridiculous excuses when she forgot to do her homework.

*Variation(s):* none

**terrifying, *adj.*** Frightening; full of terror

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

*Variation(s):* none

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Where Are We?</b>	world map or globe	10
	<b>What Have We Already Learned?</b>	Greek Gods Posters 1–12	
	<b>Essential Background Information or Terms</b>	Greek Gods Poster 1 (Zeus); Character Chart	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Prometheus and Pandora</b>		15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Amusing</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Sequencing the Read-Aloud</b>	Image Cards 1–6; Instructional Master 2B-1; scissors; glue or tape	20
	<b>Greek Myths Journal</b>	Instructional Master 2B-2; drawing tools	



# Prometheus and Pandora

# 2<sub>A</sub>

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

**10** minutes

### **Where Are We?**

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?**

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**

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.

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.

### **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?”

6 or useful and valuable

7 What do you think is going to happen?



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>

← **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.”<sup>8</sup>

8 Do you remember who, according to Greek mythology, is the god of fire? It’s Hephaestus, the blacksmith of 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>9</sup> Yet Prometheus was determined to bring fire to humans, even if it meant disobeying the king of the gods.

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

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

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



Prometheus picked a stalk of fennel and carried it up to Mount Olympus.<sup>10</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>11</sup>

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

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>12</sup> fire when he himself had forbidden this.

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 away at Prometheus's liver. But because he was immortal, he never died and every night his liver grew back again.<sup>13</sup>

12 or had

13 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. “To punish man, I will use another human—a very special human.”

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.’”

The name *Pandora* means “all gifts.” The gods gave her the gifts of beauty, persuasion, intelligence, and curiosity.<sup>14</sup>

14 Persuasion is the ability to cause someone to agree with your opinion, like when you write a persuasive essay.



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

When Zeus finally sent Pandora down to the earth as a gift to Epimetheus, 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>15</sup>

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

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

17 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>16</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>17</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>18</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>19</sup>

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

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

By the time Pandora was able to replace the lid back on the box, only one thing remained: 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 do you think Zeus finds Epimetheus's creations amusing? (because of how they look, move, etc.)
5. *Inferential* Why doesn't Zeus like Prometheus's human creations, even calling them ridiculous? (They aren't as fast, strong, or big as the other creatures.)
6. *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)
7. *Inferential* How does Zeus punish Prometheus for stealing the fire? (He chains him to the side of a mountain and has an eagle peck at his liver.)
8. *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**

9. *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 left inside 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:* There is an expression that warns people against opening “Pandora’s box.” What do you think that expression means? How is it related to this myth? (This expression means that something is a source of unexpected troubles and pain, and it is best to try to avoid it. Pandora could have avoided the 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>

## Extensions

20 minutes

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

**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)

Tell students that they will be continuing their journal to help them remember important information they learn in this domain about the Greek gods and Greek myths. Have students share which gods and/or goddesses they heard about in today's read-aloud. (Zeus) Ask students to share any other characters they heard about in today's read-aloud. (Prometheus, Epimetheus, Pandora)

Show students Instructional Master 2B-2. Tell them that for today's journal entry, they should write "Prometheus and Pandora" on the title blank. They should then write two to three sentences about one of the characters to help them remember who s/he is, what s/he does in today's myth, and why s/he might have been important to the ancient Greeks. After writing two to three sentences, students may also draw a picture in the rectangle to illustrate the information.



# Demeter and Persephone

## 3

### ✔ **Lesson Objectives**

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#### **Core Content Objectives**

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Students will:

- ✓ Identify the twelve main gods and goddesses in Greek mythology
- ✓ 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 (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

#### **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 or bounty; abundantly

*Example:* Jane was looking for a four-leaf clover, and luckily, clovers grew bountifully in her front yard.

*Variation(s):* none

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

*Example:* During his fourth voyage to the Americas, Columbus began to despair as he sailed near the coasts, looking for gold that wasn't there.

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

**pine, v.** Long for; desire to have

*Example:* Although she truly loved summer camp, Grace would often pine for her mother while she was away.

*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 end of his bedtime story to see what happened to the prince who was spirited away in the middle of the night.

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

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	Greek Gods Posters 1–12; Image Cards 1–6; Instructional Master 2B-2	10
	<b>Essential Background Information or Terms</b>	Greek Gods Posters 1, 2, 3, 6, 8; Image Card 7; Character Chart	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Demeter and Persephone</b>	Image Cards 7–11	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Retrieve</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Greek Myths Journal</b>	Instructional Master 3B-1	20
	<b>Multiple Meaning Word Activity: Pine</b>	Poster 1M (Pine)	



# Demeter and Persephone

3<sub>A</sub>

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

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

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.



#### ← 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.

### **Purpose for Listening**

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Tell students to listen carefully to find out if this myth helps to explain something in nature or teaches a moral lesson.



## 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 Remember, Demeter was the goddess who, at Athena's request, 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

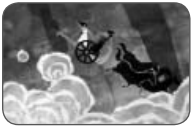
4 Who can point to the bouquet in the illustration?

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* Does this myth try to explain an event or something that happens in nature, or does it teach a moral lesson? (It tries to explain an event in nature.) What event in nature does this myth try to explain? (the changing of the seasons; the life cycle of plants) Do you remember from your study of other domains the real reason for the change in the seasons? (the tilt of the earth on its axis as it revolves around the sun)
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 Zeus made a good decision when he made the deal with Hades about having Persephone remain in the underworld one month for each seed she ate? Why or why not? What deal would you have made in this situation? (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: 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>

## Extensions

20 minutes

### Greek Myths Journal (Instructional Master 3B-1)

Tell students that they will be continuing their journal to help them remember important information they learn in this domain about the Greek gods and Greek myths. Have students share which gods and/or goddesses they heard about in today's read-aloud. (Demeter, Zeus, Hades, Helios, Persephone)

Show students Instructional Master 3B-1. Tell them that for today's journal entry, they should write "Demeter and Persephone" on the title blank. They should then write two to three sentences about one of the characters to help them remember who s/he is, what s/he does in today's myth, and why s/he was important to the ancient Greeks. After writing two to three sentences, students may also draw a picture in the rectangle to illustrate the information.

### ↔ Multiple Meaning Word Activity

#### *Associated Phrase: Pine*

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." [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
2. *Pine* can also mean something else. *Pine* also means a tree that has long, thin needles instead of leaves, which stays green year round. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
3. [Point to the image of *pine* that shows someone who is sad because s/he is missing someone.] With your partner, talk about what you think of when you see this kind of pine. I will call on a few partners to share what they came up with. Try to answer in complete sentences. (When I see this kind of pine, I think of sad, lonely, crying, etc.)

4. [Point to the pine that shows evergreen trees.] With your partner, talk about what you think of when you see this kind of pine. I will call on a few partners to share what they came up with. Try to answer in complete sentences. (When I see this kind of pine, I think of outdoors, green, needles, etc.)



# Arachne the Weaver

## 4

### ✔ **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 “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 (i.e., 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.** A class of animals that includes spiders, scorpions, mites, ticks, and daddy-longlegs, which are carnivorous and have a two-segmented body, eight legs, and no antennae or wings

*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/or strict


*Example:* Their grandmother gave them a stern warning that they were to look both ways before crossing the street.

*Variation(s):* sterner, sternest

**superior, adj.** Higher in position or quality

*Example:* Alice felt that her pie was far superior to her sister’s.

*Variation(s):* none

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Where Are We?</b>	world map or globe	10
	<b>What Have We Already Learned?</b>	Greek Gods Posters 1–12; Greek Myths Journal	
	<b>Essential Background Information or Terms</b>	Greek God Poster 7 (Athena); Character Chart	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Arachne the Weaver</b>		15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Flattered</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Greek Myths Journal</b>	Instructional Master 4B-1	20
	<b>Spin a Story</b>	drawing paper, drawing tools [This exercise requires advance preparation.]	
	<b>Vocabulary Instructional Activity: Features</b>	drawing paper, drawing tools	



# Arachne the Weaver

4<sub>A</sub>

## Introducing the Read-Aloud

10 minutes

### Where Are We?

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?

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

#### *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.



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

Ask students what Arachne does if she is a weaver. (She weaves, or combines strands of thread or yarn in an alternating pattern in order to make cloth.) Ask them what tools she might use. (loom)



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.

### **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 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

6 Why do you think Arachne began to get annoyed?

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

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>



### ← 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, with a wave of her hand and a puff of smoke, gone was the young

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**

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

10 or parts



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

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], and that is why some people say all spiders are the children of Arachne the Weaver.

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



## 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? Would you have been flattered? (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>

## Extensions

20 minutes

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

Tell students that they will be continuing their journal to help them remember important information they learn in this domain about the Greek gods and Greek myths. Have students share which gods and/or goddesses they heard about in today's read-aloud. (Athena) Ask students to share any other characters they heard about in today's read-aloud. (Arachne)

Show students Instructional Master 4B-1. Tell them that for today's journal entry, they should write "Arachne the Weaver" on the title blank. They should then write two to three sentences about one of the characters to help them remember who she is, what she does in today's myth, and why she might have been important to the ancient Greeks. After writing two to three sentences, students may also draw a picture in the rectangle to illustrate the information.

### Spin a Story

**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.


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 a tapestry that retells 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.



## ↔ Vocabulary Instructional Activity

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### *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.



# 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 (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

### **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.** Brought someone to a certain opinion; persuaded

*Example:* As we talked, 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 of interconnecting paths bordered by high hedges or bushes

*Example:* The competitors raced to be the first to reach the prize at the center of the labyrinth, but they were easily confused by the tall bushes around them.

*Variation(s):* labyrinths

**sneered, v.** Laughed with a slight raising of one corner of the upper lip to show disrespect or dislike

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

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

**unraveling, v.** Separating or disentangling threads; 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

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	students' tapestry pieces from Lesson 4 Extension	10
	<b>Essential Background Information or Terms</b>	Image Card 7; Greek Gods Posters 1–12; Character Chart; chart paper, chalkboard, or whiteboard [This exercise requires advance preparation.]	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Theseus and the Minotaur</b>	Image Card 12; world map or globe	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	world map or globe	10
	<b>Word Work: Unraveling</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Greek Myths Journal</b>	Instructional Master 5B-1	20
	<b>Which Happened First?</b>	Instructional Master 5B-2; chart paper or drawing paper [This exercise requires advance preparation.]	



# Theseus and the Minotaur

5<sub>A</sub>

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

**10** minutes

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

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.

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

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 something in nature?	Insights into ancient Greek culture?	Mythical creatures?	Has Greek gods and goddesses in the story?
<i>Prometheus and Pandora</i>	Yes (how humans and animals were created; how humans got fire; how evil and sorrow came into the world)	Answers may vary.	None	Yes (Zeus)
<i>Demeter and Persephone</i>	Yes (the changing of the seasons; the life cycle of plants)	Answers may vary.	Cerberus	Yes (Demeter, Persephone, Zeus, Hades, Helios)
<i>Arachne the Weaver</i>	Yes (how the very first spider was created)	Answers may vary.	None	Yes (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.)

### **Meet the Characters**

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



← **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.

### **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.

“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.

- 10 or persuaded

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.”

- 11 or smiled in a cruel, twisted way

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>

- 12 Do you think Theseus will be successful?



← **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?



← **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.)

4. *Inferential* Why does King Minos send fourteen Athenian youths into the Labyrinth every nine years? (He sends the youths into the Labyrinth because he is sad and upset over the loss of his son and blames the Athenians.)



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

5. *Inferential* Who comes up with a plan to help Theseus escape the Labyrinth? (Princess Ariadne) Why does she choose to help him even though she knows her father would be furious? (She thinks Theseus is an extraordinary man.)
6. *Evaluative* Theseus escapes the Minotaur's dangerous horns by vaulting over the beast every time he approaches. How does Theseus escape from 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.) Do you think Theseus would have been able to find his way out of the Labyrinth without the unraveled string? Why or why not? (Answers may vary.)
7. *Evaluative* Do you think King Minos sneered when he found out that Theseus had defeated the Minotaur and returned to Athens? (Answers may vary.)
8. *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.)
9. *Evaluative* What clues did you hear that the setting for this myth was ancient Greece? (Athens had a king; Aegean Sea, etc.)

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

10. *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.
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: Unraveling

5 minutes

1. In the read-aloud you heard, “Tying the thread to the door handle, *unraveling* it with each step, Theseus set off into the Labyrinth.”
2. Say the word *unraveling* with me.
3. If something is unraveling, it is separating or unwinding.
4. The threads in the old, worn blanket began unraveling after it was washed many, many times.
5. Have you ever had some item that was unraveling? Try to use the word *unraveling* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Once I had a \_\_\_\_\_ that started unraveling.”]
6. What’s the word we’ve been talking about?

Use an *Antonyms* activity for follow-up. Directions: Antonyms are words that are the opposite of another word. What are some antonyms, or opposites, of the word *unraveling*? (Answers may vary, but may include words such as *tying*, *repairing*, *fixing*, etc.)



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



# Theseus and the Minotaur

5<sub>B</sub>

## Extensions

20 minutes

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

Tell students that they will be continuing their journal to help them remember important information they learn in this domain about the Greek gods and Greek myths. Have students share which characters they heard about in today's read-aloud. (Theseus, King Aegeus, King Minos, Daedalus, Princess Ariadne, the Minotaur) Ask students if any of these characters were gods or goddesses. (no)

Show students Instructional Master 5B-1. Tell them that for today's journal entry, they should write "Theseus and the Minotaur" on the title blank. They should then write two to three sentences about one of the characters to help them remember who s/he is, what s/he does in today's myth, and why s/he might have been important to the ancient Greeks. After writing two to three sentences, students may also draw a picture in the rectangle to illustrate the information.

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

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.

✈ 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. \_\_\_\_\_, Theseus defeats the Minotaur. (Then)  
\_\_\_\_\_, Theseus meets his father. (First)
2. \_\_\_\_\_, Theseus forgets to change the sails from black to white. (First)  
\_\_\_\_\_, King Aegeus falls into the sea. (Then)
3. \_\_\_\_\_, Theseus ties the gold thread around his body. (Then)  
\_\_\_\_\_, King Minos's son dies in Athens. (First)
4. \_\_\_\_\_, Daedalus creates the Labyrinth. (First)  
\_\_\_\_\_, Princess Ariadne asks Daedalus how to help Theseus escape from the Labyrinth. (Then)





# 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 (i.e., 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, or wildly with a sense of panic and need

*Example:* Kim looked desperately for her socks but could not find them before the big soccer match.

*Variation(s):* none

**plummeted, v.** Fell straight down

*Example:* During the earthquake, the plates in the cabinets plummeted to the floor.

*Variation(s):* plummet, plummets, plummeting

**proof, n.** Evidence that something is true


*Example:* Jane had all the proof she needed when she caught her little brother sneaking cookies before dinner.

*Variation(s):* none

**sill, n.** The horizontal piece below a window or door

*Example:* Antonio grew wonderful cooking herbs in pots on his window sill.

*Variation(s):* sills

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	Greek Myths Journal; Greek Myths Chart from previous lesson	10
	<b>Essential Background Information or Terms</b>	Character Chart	
	<b>Personal Connections</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Daedalus and Icarus</b>		15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Proof</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Greek Myths Journal</b>	Instructional Master 6B-1	20
	<b>Syntactic Awareness Activity: Adjectives</b>		
	<b>Sayings and Phrases: Cold Feet</b>		



# Daedalus and Icarus

6<sub>A</sub>

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

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.)

### Essential Background Information or Terms

#### Meet the Characters

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



#### ← 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**

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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.

### **Purpose for Listening**

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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* What problem happens in this myth because something melts? (Icarus falls into the ocean because his wings melt.)

2. *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)

3. *Inferential* How does King Minos decide to punish Daedalus? (He locks him up in a high tower.)

4. *Literal* Who else does King Minos lock in the tower with Daedalus? (his son, Icarus)



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

5. *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.)

6. *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**

7. *Inferential* Does Daedalus's plan work? Are he and Icarus able to escape safely from the tower? (Yes and no. Daedalus is able to escape, but Icarus does not heed his father's advice and flies too close to the sun; his wings begin to melt, and despite his desperate efforts to then follow his father's path, he plummets into the sea.)

8. *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.]

9. *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.
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: 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>

## Extensions

20 minutes

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

Tell students that they will be continuing their journal to help them remember important information they learn in this domain about the Greek gods and Greek myths. Have students share which characters they heard about in today's read-aloud. (King Minos, Daedalus, Icarus) Ask students if any of these characters were gods or goddesses. (no)

Show students Instructional Master 6B-1. Tell them that for today's journal entry, they should write "Daedalus and Icarus" on the title blank. They should then write two to three sentences about one of the characters to help them remember who s/he is, what s/he does in today's myth, and why s/he might have been important to the ancient Greeks. After writing two to three sentences, students may also draw a picture in the rectangle to illustrate the information.

### ↔ Syntactic Awareness Activity: Adjectives

**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.**

**Note:** There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical.

1. We know that a noun is a person, place, or thing. Today we will practice using adjectives, which are words that are used to describe nouns.
2. [Show image 6A-1.] What do you see in this image? (King Minos)

3. King Minos is a person. What words could we use to describe how King Minos looks in this image? (*angry, old, upset, mad, mean, etc.*)
4. The words that describe King Minos are called adjectives. Adjectives are words that describe nouns.
5. In the read-aloud you heard, “This is the story of a very brilliant man . . .”
6. Who is this sentence about? (a man) What word does the story use to describe the man in this sentence? (*brilliant*)
7. *Brilliant* is the adjective that is used to describe the noun *man*.
8. [Gather familiar classroom objects and have students help you describe them.] We can use adjectives to describe objects in the classroom, too. What is the name of the object I am holding? What words, or adjectives, could we use to describe it?
9. Now you try! [Give student partners familiar classroom objects to describe to each other.] First, identify the name of the object (*pencil, marker, pen, eraser, etc.*). Then, describe the size, color, texture, etc. of the object to your partner. What are these describing words called? (adjectives)

### Sayings and Phrases: Cold Feet

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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.



# 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 twelve main gods and goddesses in Greek mythology
- ✓ 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

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

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### **10 Sequencing the Read-Aloud**

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**Materials: Image Cards 13–17; Instructional Master PP-1; blank sheet of paper per student; scissors; glue or tape**

As a review, use Image Cards 13–17 to sequence and retell the myth “Demeter and Persephone.” Talk about the beginning, middle, and end of the plot.

Distribute one copy of Instructional Master PP-1 to each student. Ask students to cut out the five images, arrange them in the proper order, and then glue or tape them on the blank sheet of paper in the order in which they occurred in the story.



## 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.

### Riddles for Core Content

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

- 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 am the Greek goddess of the harvest and farming. When Hades kidnapped my daughter, I became very sad, causing the change in seasons. 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 it 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. Tell them that you are going to name a character and that, in their groups, one person should draw or write the name of another character from the same myth and pass the paper and pen to the second student. The second student should draw or write the name of a setting from that myth and pass the paper and pen to the third student. The third student should write one sentence or key phrase about the plot of the myth and raise their hand once they are finished.

Give each group the opportunity to orally share their 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 in the world.

## A New Ending

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 . . .



# 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 (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

### **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

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

*Example:* The prince wandered aimlessly for several years until Rapunzel found him.

*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 extremely unpleasant

*Example:* “This weather is dreadful for driving!” Peter exclaimed as the heavy snow fell on the windshield.

*Variation(s):* none

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>What Have We Already Learned?</b>	Greek Myths Chart from previous lessons; Greek Gods Posters	10
	<b>Essential Background Information or Terms</b>	Character Chart	
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	Hercules		15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>	Greek Gods Poster 1 (Zeus)	10
	<b>Word Work: Aimlessly</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Greek Myths Journal</b>	Instructional Master 7B-1	20
	<b>Character, Setting, Plot</b>	Instructional Master 7B-2	
	<b>Writing a Greek Myth: Plan</b>	Instructional Master 7B-3	
<i><b>Take-Home Material</b></i>	<b>Family Letter</b>	Instructional Master 7B-4	*



# Hercules

7<sub>A</sub>

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

**10** minutes

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

**Note:** You may wish to continue the Greek Myths Chart from previous lessons, adding the details for the last myth heard, “Daedalus and Icarus,” if you did not already do so during the Pausing Point.

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

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### *Meet the Characters*

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



← **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.)

## Purpose for Listening

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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 and continued walking past the farm in long, powerful strides.<sup>2</sup> He was used to this sort of thing, although he remembered a time when his appearance would have been a cause for joyous celebration. The man was Hercules, mightiest of heroes and son of Zeus.<sup>3</sup> As a baby, he once subdued, or calmed, two snakes that someone put in his crib, such was his strength. 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>

- 3 Who is Zeus?

- 4 or groove

- 5 Does it sound like Hercules used his strength to help people or to hurt people? Why do you think 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, 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.

7 or extremely nourishing

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.

8 *Aimlessly* means without purpose or direction. What do you think it means to have the strength and courage of a lion?

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.

9 or terrible



← **Show image 7A-4: Theseus approaching Hercules**

10 or stop

One day, as he sat on a hillside with his back against a tree trunk, Hercules noticed a line of horsemen riding into sight. Their road passed by the foot of his hill, so they came 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.

11 What have you already heard about Theseus, king of Athens? Was he always the king of Athens?

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!"

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,

13 What does the word *dreadful* mean?

14 or his position as king

15 What advice do you think Apollo will give Hercules? How do you think Hercules can master his temper and strength?

16 What other kinds of adventures do you think Hercules will have?

“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.”

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 wisdom and truth, how to do these things. And remember always, you have a friend who believes in you.”<sup>15</sup>

“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.”

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 hero in this Greek myth? (Hercules; Theseus for being Hercules’s friend) 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 wisdom)
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: Aimlessly

5 minutes

1. In the read-aloud you heard, “For three long years, Hercules, who had the strength and courage of a lion, wandered *aimlessly*.”
2. Say the word *aimlessly* with me.
3. If you do something aimlessly, you do it without a specific purpose or destination.
4. Fred and his brother walked around their neighborhood aimlessly.
5. Have you ever done anything aimlessly? Try to use the word *aimlessly* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I \_\_\_\_\_ aimlessly once 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 scenarios to you. If what I describe is someone doing something aimlessly, say, “That is being done aimlessly.” If what I describe is someone doing something with a specific purpose or destination, say, “That is not being done aimlessly.”

1. doodling all over a piece of paper without a plan (That is being done aimlessly.)
2. writing a letter to a friend (That is not being done aimlessly.)
3. walking to school (That is not being done aimlessly.)
4. wandering around outside (That is being done aimlessly.)
5. running laps in P. E. (That is not being done aimlessly.)



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



# Hercules

7  
B

## Extensions

20 minutes

### Greek Myths Journal (Instructional Master 7B-1)

Tell students that they will be continuing their journal to help them remember important information they learn in this domain about the Greek gods and Greek myths. Have students share which characters they heard about in today's read-aloud. (Hercules and Theseus) Ask students if any of these characters were gods or goddesses. (no)

Show students Instructional Master 7B-1. Tell them that for today's journal entry, they should write "Hercules" on the title blank. They should then write two to three sentences about one of the characters to help them remember who he is, what he does in today's myth, and why he might have been important to the ancient Greeks. After writing two to three sentences, students may also draw a picture in the rectangle to illustrate the information.

### Character, Setting, Plot (Instructional Master 7B-2)

Using Instructional Master 7B-2, have students fill in the chart with the characters, setting, and plot they heard about in today's myth. When students are ready to fill in the plot portion of their chart, tell them that they have only heard the beginning of Hercules's story and to only fill in the first plot 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 "Character(s)" and "Setting(s)" boxes.

### Writing a Greek Myth: Plan (Instructional Master 7B-3)

Remind students that they have been listening to Greek myths, a kind of fictional story. Ask students what a myth is. (a fictional story that has supernatural beings and/or heroes as the main characters and tries to explain events in nature and/or teach moral

lessons) Review with students some of the key elements of a fictional story in general and myths in particular: characters (gods and goddesses, supernatural creatures, etc.), settings (Mount Olympus, Underworld, Earth, etc.), and plot (explaining something in nature like the changing seasons, how animals came to be, teaching a lesson, such as that in “Arachne the Weaver,” etc.).

Tell students that it is now time for them to write their own myths. Tell them that they first need to plan their myth by brainstorming ideas. Remind students that planning is the first step in the writing process, and that drafting and editing are the next steps.

Ask students to think about events in nature that they would like to explain in a myth. (why there is lightning, why volcanoes erupt, why olives grow on trees, why the sun rises every morning and sets every evening, etc.). Have students share these ideas with the class. 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.

Using Instructional Master 7B-3, have students decide which Greek gods or goddesses they want to include in their myth. You may wish to use the Greek Gods Posters to help students choose. Tell students they can also choose to include a character other than the Greek gods or goddesses they have heard about. Tell students to write their chosen characters in the “Character(s)” box. Next, ask students to brainstorm possible settings for their myths, such as Sparta, the Parthenon, etc. Have students write their chosen setting in the “Setting(s)” box. Finally, remind students of their plot ideas and what event in nature they are trying to explain. Tell students that this event in nature is the end of their myth and that they should write it in the “End” box.

Ask students what they think should happen first. Tell them to write down what happens first in the “Beginning” box on Instructional Master 7B-3. 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.

Depending on your class or individual students' needs, you may wish to work with some students in a small group as you write a myth together, or you may wish to have some students work independently and use Lesson 4 ("Arachne the Weaver") as a model, having students substitute Athena, Arachne, and the spider for different gods/goddesses, human characters, and animals.

Collect students' work and tell them they will begin the draft stage in the next lesson.

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

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### **Family Letter**

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Send home Instructional Master 7B-4.





# Other Adventures of Hercules

## 8

### ✔ **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 “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 (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

#### **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.*** Factual, 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 giving someone advice or guiding someone to 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

*Example:* My grandfather always says that his love for me is immeasurable.

*Variation(s):* none

**reputation, *n.*** The general opinion of a person by the public or a certain group of people


*Example:* Meg had a reputation for always doing her best in class.

*Variation(s):* reputations

**trample, *v.*** Stomp or beat down with the feet

*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><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	Instructional Master 7B-2	10
	<b>Essential Background Information or Terms</b>	Greek Gods Poster 9 (Apollo); Image Card 21; Character Chart	
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Other Adventures of Hercules</b>		15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Guidance</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Character, Setting, Plot</b>	Instructional Master 7B-2	20
	<b>Sayings and Phrases: Back to the Drawing Board</b>		
	<b>Writing a Greek Myth: Draft</b>	Greek Gods Posters; Instructional Masters 7B-3, 8B-1; Instructional Master 8B-2 (optional)	



# Other Adventures of Hercules

8A

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

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

#### Meet the Characters

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

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**

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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.

### **Purpose for Listening**

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Tell students to listen carefully to find out whether or not their predictions are correct.



## 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 blow. 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 slew the Nemean lion and succeeded in completing the first of his twelve labors for King Eurystheus.<sup>8</sup>

← **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?

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. *Evaluative* Were your predictions about Hercules’s adventures correct? (Answers may vary.)
2. *Literal* What new characters were introduced in today’s myth? (the priestess at Delphi; King Eurystheus; the Nemean lion; Atlas)
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)
4. *Literal* What kind of guidance does Apollo give Hercules? (to go see King Eurystheus and do as he commands)



← **Show image 8A-2: King Eurystheus telling Hercules of the Nemean lion**

5. *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.)
6. *Literal* What is Hercules’s first labor? (subduing the Nemean lion)
7. *Inferential* How does Hercules first try to subdue the lion? (with an arrow) What does he use next? (his club)

8. *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.)
9. *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)
10. *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**

11. *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.

12. *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.]

## 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*.



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



# Other Adventures of Hercules

8B

## Extensions

20 minutes

### Character, Setting, Plot (Instructional Master 7B-2)

Using Instructional Master 7B-2, have students complete their charts with the characters, setting, and plot, based on what they heard in today's myth. When students are ready to fill in the plot portion of their chart, tell them that they have now heard the beginning, middle, and end of Hercules' story. Share with students that they can now fill in the "End" box, as well as add new characters (priestess at Delphi; King Eurystheus; lion at Nemea; Atlas) and settings (Delphi; Nemea; mountain range) to the "Character(s)" and "Setting(s)" boxes. If time allows, you may wish to research with students Hercules' other labors.

### 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.

### **Writing a Greek Myth: Draft (Instructional Masters 7B-3, 8B-1, and 8B-2, optional)**

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Tell students they are going to work on the draft stage of their myths, which they started to plan in the previous lesson. Remind students that the writing process has three steps—plan, draft, edit—and that they have already completed the planning step.

Give each student a copy of their plan (Instructional Master 7B-3 from the previous lesson) and a copy of Instructional Master 8B-1. Tell students that today they are going to use their words and sentences from the planning step to create a myth. Share with students that their drafts will contain the same information as their planning worksheet, but they will write it in paragraph form.

**Note:** For students who are not ready to complete this step on their own, Instructional Master 8B-2 may be used to provide assistance and structure.

Tell students that the beginning sentence of their myth should introduce the characters and the setting, specifying where and when the myth takes place. Have students consult their planning template notes for a good beginning sentence or sentences for their myths. Then have students write the middle of their myths using the words and sentences from their Instructional Master 7B-3 for ideas. Encourage students to write in the voice of one or more characters as they are writing. You may wish to assist them in formulating sentences that convey dialogue. Tell students that the ending sentence of the myth should wrap up the myth and let the reader know that the myth is finished. 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.

Depending on your class and time, students' myths may be a paragraph (five sentences) or several paragraphs. 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:** Due to time constraints, you may wish to give students extra time later in the day to complete their drafts or assign their drafts as homework.





# Oedipus and the Riddle of the Sphinx

9

## ✔ 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 “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 (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

### 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 “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

**encountering, v.** Unexpectedly meeting; running into; stumbling upon  
*Example:* As Ken ran his errands on Saturday, he kept encountering friends and neighbors at various stores.

*Variation(s):* encounter, encounters, encountered

**insisted, v.** Continued to order or demand something


*Example:* Charles insisted that he pick out his own clothes every day.

*Variation(s):* insist, insists, insisting

**posed, v.** 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

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>What Have We Already Learned?</b>	Greek Myths Chart from previous lessons; chart paper, chalkboard, or whiteboard	10
	<b>Essential Background Information or Terms</b>	Character Chart	
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>Oedipus and the Riddle of the Sphinx</b>		15
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Insisted</b>	drawing paper, drawing tools	5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Greek Myths Journal</b>	Instructional Master 9B-1	20
	<b>Writing a Greek Myth: Edit</b>	Instructional Masters 8B-1, 9B-2	



# Oedipus and the Riddle of the Sphinx

9<sup>A</sup>

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

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

#### *Meet the Characters*

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



#### ← 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."

### **Purpose for Listening**

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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. *Literal* What riddle did you hear about in today's read-aloud? (What is it that walks on four feet in the morning, on two feet at noon, and on three feet in the evening?)
2. *Evaluative* What is the answer to this riddle? (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.]
3. *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)
4. *Evaluative* Why do you think the Sphinx insists on posing this particular riddle? (Answers may vary.)
5. *Literal* Which traveler to Thebes is able to answer her riddle? (Oedipus)



← **Show image 9A-7: Oedipus made king by happy Thebans**

6. *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.]

7. *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.

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: 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 *Drawing/Writing* activity for follow-up. Directions: Quickly sketch something you have insisted should happen. [Explain that they may have insisted on having something, doing something, or having someone else do something. Have students write one sentence that explains the drawing and gives the reason why they insisted on what they did. As students share their pictures and sentences, make sure they use the word *insisted*.]



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



# Oedipus and the Riddle of the Sphinx

9<sub>B</sub>

## Extensions

20 minutes

### Greek Myths Journal (Instructional Master 9B-1)

Tell students that they will be continuing their journal to help them remember important information they learn in this domain about the Greek gods and Greek myths. Have students share which characters they heard about in today's read-aloud. (the Sphinx, Oedipus) Ask students if any of these characters were gods or goddesses. (no)

Show students Instructional Master 9B-1. Tell them that for today's journal entry, they should write "Oedipus and the Riddle of the Sphinx" on the title blank. They should then write two to three sentences about one of the characters to help them remember who s/he is, what s/he does in today's myth, and why s/he might have been important to the ancient Greeks. After writing two to three sentences, students may also draw a picture in the rectangle to illustrate the information.

### Writing a Greek Myth: Edit (Instructional Masters 8B-1 and 9B-2)

Tell students that they are going to edit the myths they have written. 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-1) 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.

Explain that students are going to work with a partner to share and edit their myths. Allow students to share any mistakes they see, what they like about what has been written, and what changes they may suggest.

Finally, have students copy their drafts onto a clean piece of paper, incorporating all of the changes made on their draft. You may wish to allow time for students to share the final versions of their myths.



# Atalanta and the Golden Apples

10

## ✔ **Lesson Objectives**

### Core Content Objectives

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 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 (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

### 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 “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:* Trixie loved snacks and could never resist a fresh orange.

*Variation(s):* resists, resisted, resisting

**skilled, adj.** Gifted and able

*Example:* Even at ten years old, Manuel was a skilled musician.

*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:* The circus was Bette’s favorite place, and she always enjoyed it tremendously.

*Variation(s):* none

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>What Have We Already Learned?</b>	Greek Myths Chart from previous lessons; chart paper, chalkboard, or whiteboard	10
	<b>Essential Background Information or Terms</b>	Greek Gods Poster 6 (Aphrodite); Character Chart	
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>Atalanta and the Golden Apples</b>		15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>	Greek Gods Poster 6	10
	<b>Word Work: Resist</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Greek Myths Journal</b>	Instructional Master 10B-1	20
	<b>Multiple Meaning Word: Palm</b>	Poster 5M (Palm)	
	<b>Writing a Greek Myth: Publishing or Performing</b>	students' completed Greek myths	



# Atalanta and the Golden Apples

10<sub>A</sub>

## *Introducing the Read-Aloud*

**10** minutes

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

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**

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.



← **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**

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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.<sup>3</sup> Finally, Princess Atalanta said, “Very well, I shall marry the first unmarried man who can defeat me in a footrace.”<sup>4</sup>

“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>5</sup> and sent word throughout the land.<sup>6</sup>

2 Why do Atalanta’s parents want her to get married?

3 During the time in which this story takes place, unlike today, it was very uncommon, or very rare, for an adult to choose not to get married. Because of this, Atalanta’s parents were very surprised by her statement that she didn’t want to get married, but that decision would not cause the same reaction today.

4 What does *insisted* mean?

5 or conditions

6 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>7</sup>

7 or greatly

8 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>8</sup> The goddess thought, “She is making a joke of love! I cannot allow this to go on.”<sup>9</sup>

9 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>10</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.”

10 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>11</sup> She appeared before Hippomenes and told him that he must outrace Atalanta if he wanted to marry her.

11 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.”

12 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>12</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>13</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!

13 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>14</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.

14 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**

15 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>15</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**

16 What do you think happened after that?

What happened after that?<sup>16</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? (He distracts her with three golden apples.) Does Hippomenes defeat Atalanta on his own, or does he have help? (Aphrodite, the goddess of love, helps 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 an *Antonym* activity for follow-up. Directions: 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, etc.*)



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



# Atalanta and the Golden Apples

10<sub>B</sub>

## Extensions

20 minutes

### Greek Myths Journal (Instructional Master 10B-1)

Tell students that they will be continuing their journal to help them remember important information they learn in this domain about the Greek gods and Greek myths. Have students share which characters they heard about in today's read-aloud. (the king and queen, Atalanta, Aphrodite, Eros, Hippomenes) Ask students if any of these characters were gods or goddesses. (yes, Aphrodite and Eros)

Show students Instructional Master 10B-1. Tell them that for today's journal entry, they should write "Atalanta and the Golden Apples" on the title blank. They should then write two to three sentences about one of the characters to help them remember who s/he is, what s/he does in today's myth, and why s/he might have been important to the ancient Greeks. After writing two to three sentences, students may also draw a picture in the rectangle to illustrate the information.

Share with students that this is their last journal entry. 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.

**Note:** The only myths students did not journal about were the myths about Hercules. You may wish to review these myths and assign this task for homework.

## Writing a Greek Myth: Publish or Perform

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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.

## ↔ Multiple Meaning Word Activity

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### **Multiple Choice: Palm**

[Show Poster 5M (Palm).] The pictures on the poster are labeled as follows:

"1" for the noun meaning the inside part of the hand between the wrist and the fingers

"2" for the noun meaning a kind of tree that grows in tropical regions

[Have students hold up one or two fingers to indicate which image on the poster shows the meaning of the word being discussed.]

1. In the read-aloud you heard, "This one, too, she held in the *palm* of her hand as she returned to the race."



2. Which picture shows this meaning of the word *palm* that indicates the inside part of the hand between the wrist and the fingers? (1)
3. *Palm* also means other things. *Palm* can also mean a type of tree that grows in tropical regions of the world. Which picture shows a palm tree? (2)
4. Now that we have gone over the different meanings for *palm*, quiz your neighbor 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 neighbor should respond, “That’s ‘1’.”



# 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 twelve main gods and goddesses in Greek mythology
- ✓ 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. **Sanctuary:** Olympia was the home of a sanctuary, or holy place, devoted to Zeus. (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. **Labyrinth:** A labyrinth is something someone uses to weave a picture. (frowning face)
4. **Guidance:** Many people need guidance to help them make an important decision. (smiling face)
5. **Skilled:** A person who is skilled at a job does not know how to do it. (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. **Spectators:** The spectators watched the football game with excitement. (smiling face)
7. **Amusing:** If something is amusing, it is dull and boring. (frowning face)
8. **Retrieve:** If someone leaves his coat inside, he should retrieve it before going out in the cold weather. (smiling face)
9. **Flattered:** Someone would feel flattered if they were told their drawing wasn't nice. (frowning face)
10. **Unraveling:** The old blanket was unraveling and becoming worn and thin from being washed so many times. (smiling face)
11. **Proof:** If you see someone walking across the floor with muddy shoes, you have proof she was outside in the mud. (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:** It is best to resist eating too many sweets because they are not healthy for you. (smiling face)
15. **Features:** The features of an item, such as a car or computer, are the parts that are the most important or the most interesting. (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 smiling face. If what I describe in the sentence is not correct, circle the frowning face.

1. Myths are fictional stories once thought to be true and were used to try to explain events in nature. (smiling face)
2. The only characters in myths are gods and goddesses. (frowning face)
3. The ancient Greeks thought Mount Olympus was the home of the twelve main gods and goddesses. (smiling face)
4. Zeus and Athena are two of the twelve gods and goddesses that the Greeks thought lived on Mount Olympus. (smiling face)
5. The king of the gods punished Prometheus because his human creations weren't amusing. (frowning face)
6. When Pandora opened her box, she let out all of the evils and terrifying things that cause people sorrow. (smiling face)
7. Hercules completed fifty difficult labors. (frowning face)
8. Icarus listened to his father and did not fly too close to the sun. (frowning face)
9. The ancient Greeks believed they had different seasons because Persephone lived in the underworld for six months of the year. (smiling face)
10. Arachne boasted that she was a better weaver than the goddess Athena. (smiling face)

### Part III (Instructional Master DA-3)

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Directions: I am going to read some questions. After I read each one, think about the answer. Write words, phrases, or sentences that come to mind when you hear each question.

**Note:** You may need to have some students respond orally if they are not able to respond in writing.

1. Who was the most outrageous character you heard about in the Greek myths? Make sure to explain why.
2. How did the ancient Greeks explain the name of the Aegean Sea?
3. Describe one nonhuman creature you heard about in these Greek myths.
4. Tell about the supernatural powers of one of the characters you heard about in the Greek myths.





# Culminating Activities

CA

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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
- reading the corresponding lesson in the *Supplemental Guide*, if available

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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.

## **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 name a character, and that in their groups one person should draw or write the name of another character from the same myth and pass the paper and pen to the second student. The second student should draw or write the name of a setting from that myth and pass the paper and pen to the third student. The third student should write one sentence or key phrase about the plot of the myth and raise their hand once they are finished.

Give each group the opportunity to orally share their 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:**  
Copies of *Tell It Again! Workbook*













Dear Family Member,

Today, your child heard a read-aloud about the twelve Greek gods and goddesses that the ancient Greeks believed lived on Mount Olympus. Over the next several days, your child will review that the ancient Greeks worshipped many gods and goddesses, and that the twelve on Mount Olympus were thought to be the most powerful. S/he will learn the definition of a myth (a fictional story, once thought to be true), and that myths try to explain occurrences in nature, teach moral stories, and entertain listeners. Your child will hear several well-known Greek myths including “Prometheus and Pandora,” “Demeter and Persephone,” and “Arachne the Weaver.”

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**

Have your child share which twelve gods and goddesses the ancient Greeks thought lived on Mount Olympus and what these gods and goddesses were in charge of. (Zeus, Poseidon, Demeter, Hera, Hephaestus, Aphrodite, Athena, Ares, Apollo, Artemis, Hermes, Dionysus) As your child shares what they know about these twelve Greek gods and goddesses, share with them what you know, including any Greek gods and goddesses that they have not heard about.

### **2. Prometheus and Pandora**

Have your child share what s/he learned about Prometheus. (His name means foresight; the ancient Greeks believed that he created humans; he stole fire to give to man; Zeus punished him.) Have your child share what s/he learned about Pandora. (The Greek gods made her to punish man; they sent her to Earth with a box, which she was not supposed to open; she opened it and let out all the things that cause people pain and suffering.) Talk with your child about the saying, “Pandora’s box” and in what situations one might use it.

### **3. Demeter and Persephone**

Talk with your child about the myth of Demeter and Persephone. Have your child share which characters appeared in this myth and how this myth was a way for ancient Greeks to explain the changing seasons.

#### **4. Sayings and Phrases: Cold Feet**

Your child will learn the saying “cold feet” in relation to the Greek myth of Daedalus and Icarus. Before Daedalus and his son Icarus use their wax wings to try to escape from the prison tower, Daedalus hesitates with sudden fear. Talk with your child about other situations where one might use the saying “cold feet.”

#### **5. Words to Use**

Below is a list of some of the words that your child will be learning about and using. Try to use these words as they come up in everyday speech with your child.

- myths—Many ancient peoples told myths, fictional stories thought to be true at the time, that tried to explain events in nature.
- mortal—All humans are mortal, which means that they are born and later die.
- immortal—Greek gods and goddesses were believed to be immortal, which means they never die.

#### **6. Read-Aloud Each Day**

It is very important that you read to your child each day. The local library has many books on Greek myths and ancient Greek civilization, and a list of books and other resources 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 Aliki (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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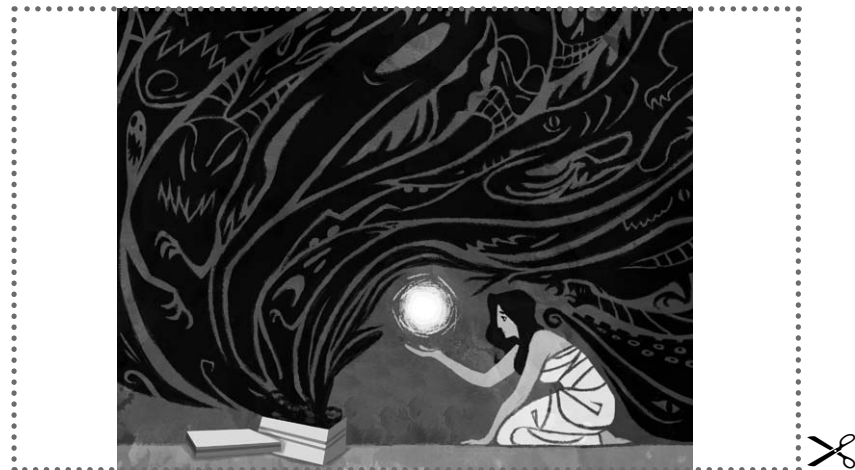
### *Student Resources*

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

### *Family 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/>

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





















*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. \_\_\_\_\_, Theseus defeats the Minotaur.

\_\_\_\_\_, Theseus meets his father.

2. \_\_\_\_\_, Theseus forgets to change the sails from black to white.

\_\_\_\_\_, King Aegeus falls into the sea.

3. \_\_\_\_\_, Theseus ties the gold thread around his body.

\_\_\_\_\_, King Minos's son dies in Athens.

4. \_\_\_\_\_, Daedalus creates the Labyrinth.

\_\_\_\_\_, Princess Ariadne asks Daedalus how to help Theseus escape from the Labyrinth.



*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, Theseus defeats the Minotaur.

First, Theseus meets his father.

2. First, Theseus forgets to change the sails from black to white.

Then, King Aegeus falls into the sea.

3. Then, Theseus ties the gold thread around his body.

First, King Minos's son dies in Athens.

4. First, Daedalus creates the Labyrinth.

Then, Princess Ariadne asks Daedalus how to help Theseus escape from the Labyrinth.









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



2



3







4



5



Directions: Think about what you have heard in the read-aloud, and then fill in the chart using words or sentences.

<b>Somebody</b>	
<b>Wanted</b>	
<b>But</b>	
<b>So</b>	
<b>Then</b>	

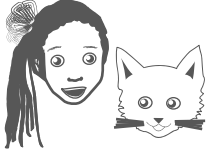







Title: \_\_\_\_\_

Character(s)



Setting(s)



Directions: Use this story map to describe the characters, settings, and plot of the story.

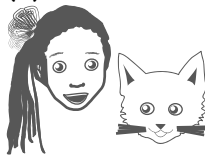
Plot	Beginning
	Middle
	End






Title: \_\_\_\_\_

Character(s)



Setting(s)



Directions: Use this story map to brainstorm the characters, setting, and plot of your Greek myth.

Plot	Beginning
	Middle
	End





Dear Family Member,

Today, your child heard a read-aloud about the most famous hero in Greek mythology, Hercules. Over the next several days your child will hear more about the twelve labors of Hercules, specifically his fight with the Nemean lion and his search for the golden apples of the Hesperides. 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

Have your child share with you what s/he has learned about Hercules. Share with your child that the name “Hercules” is actually the better-known Roman pronunciation of this mythical hero. In Greek “Hercules” is pronounced “Heracles” [HER-uh-kleez]. You may wish to search at the library or online for text or more details about Hercules’ other labors to share with your child.

### 2. Sayings and Phrases: Back to the Drawing Board

Your child will learn the saying “back to the drawing board” in relation to the myth of Hercules and the golden apples. Hercules does not know where these apples are, but has heard stories that they can be found to the west. He travels to the west but does not find the apples. As a result he has to start his search all over again or has to go “back to the drawing board.” Talk with your child about other situations where one might say “back to the drawing board” when something doesn’t work out at first.

### 3. The Riddle of the Sphinx

Talk with your child about the riddle of the Sphinx, a winged, mythical creature with the body of a lion and the face of a woman. Have your child tell you the riddle and share the answer with you after you have guessed. If you know of any other riddles, share them with your child, or brainstorm with your child to create new riddles about the Greek myths s/he has heard.

#### 4. Atalanta

Ask your child to tell you about Atalanta, the swift-footed huntress. Discuss with your child how the goddess Aphrodite helped one of Atalanta's suitors trick her, sharing that the Greek gods and goddesses were believed to have often interfered in the lives of mortals. Share with your child other myths you may know of where the Greek gods or goddesses interfered in the lives of others.

#### 5. Words to Use

Below is a list of some of the words that your child will be learning about and using. Try to use these words as they come up in everyday speech with your child.

- *labors*—Hercules had to complete twelve difficult labors or tasks.
- *reputation*—Hercules cleared his reputation, or the people's opinion of him, as ill-tempered after he completed those twelve labors.
- *posed*—The Sphinx posed her difficult riddle to any traveler who walked the road to Thebes.
- *resist*—Atalanta was unable to resist the golden apples.

#### 6. Read Aloud Each Day

It is very important that you read to your child each day. Please refer to the list of books and other resources sent home with the previous family letter, recommending resources related to Greek myths and the ancient Greek civilization.

Be sure to let your child know how much you enjoy hearing about what s/he has learned at school.





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 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.









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.









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he cat ran.

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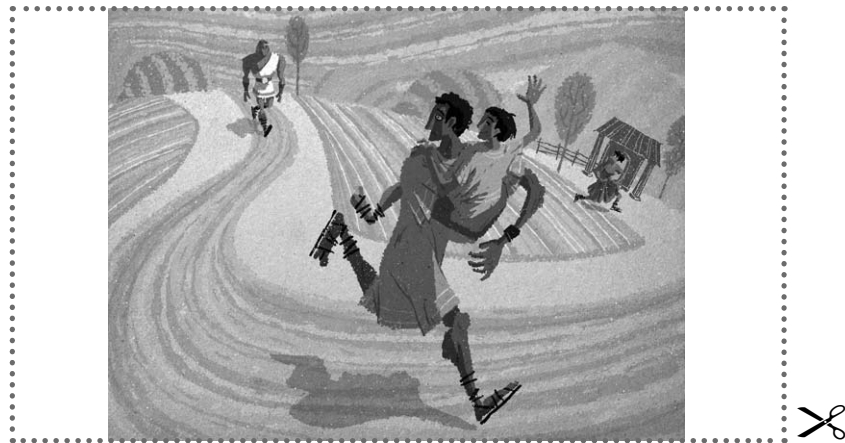
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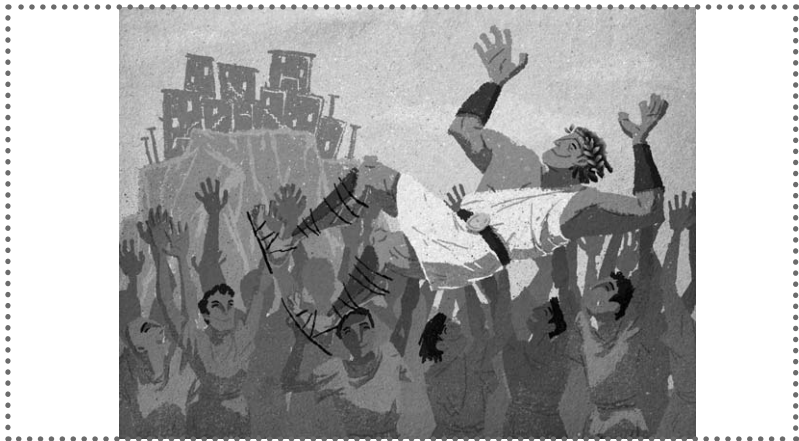


Directions: These six pictures show events from the myth of Hercules. Cut out the six pictures. Think about what is happening in each one. Put the pictures in order to show the sequence of events of the myth. Glue them in the correct order on a piece of paper.











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.



1



2



3

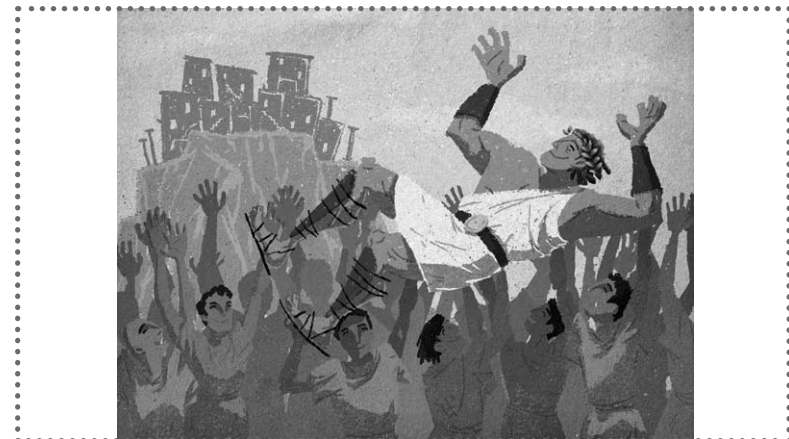




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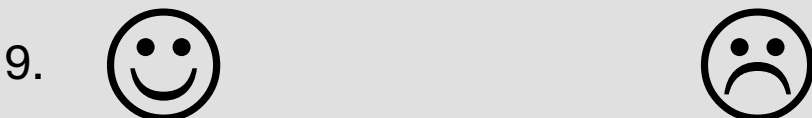
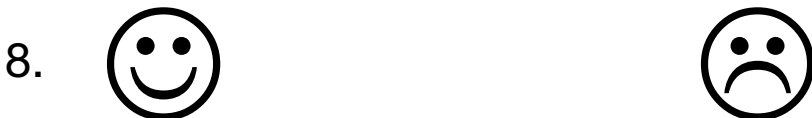
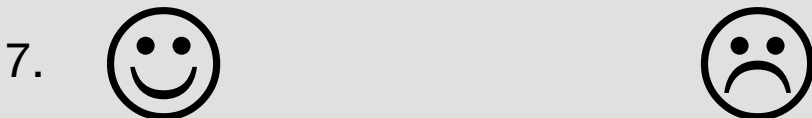
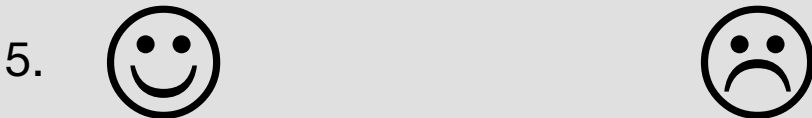
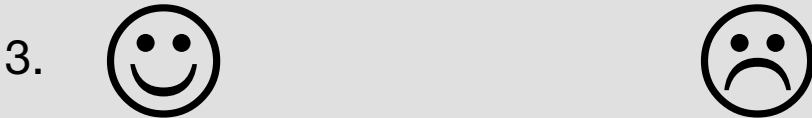
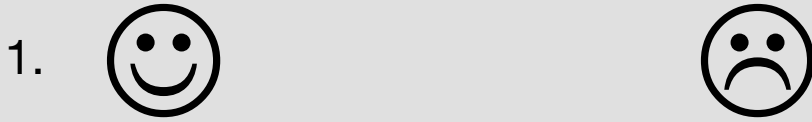


5



6








Directions: Listen to your teacher's instructions.



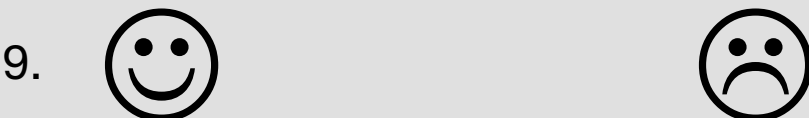
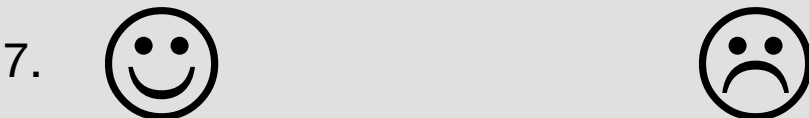
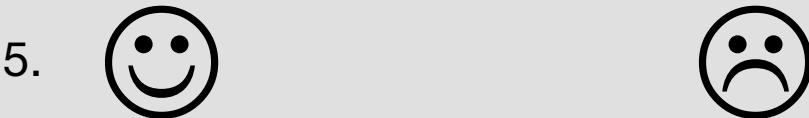
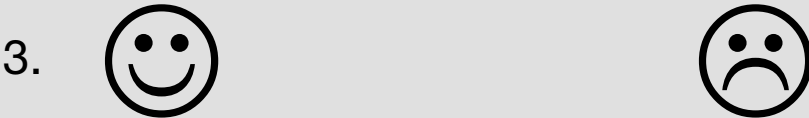
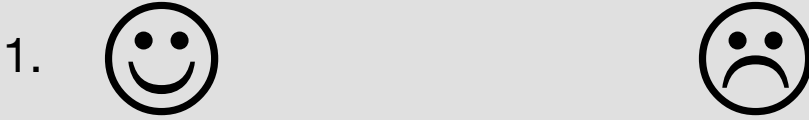


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2.	<input type="radio"/>	<input type="radio"/>
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Directions: Listen to your teacher's instructions.





















11.  
12.  
13.  
14.  
15.  

Directions: Listen to each sentence read by the teacher. If the sentence is true, circle the smiling face. If the sentence is false, circle the frowning face.





Directions: Listen to each sentence read by the teacher. If the sentence is true, circle the smiling face. If the sentence is false, circle the frowning face.

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



*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. Who was the most outrageous character you heard about in the Greek myths? Make sure to explain why.

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2. How did the ancient Greeks explain the name of the Aegean Sea?

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3. Describe one nonhuman creature you heard about in these Greek myths.

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4. Tell about the supernatural powers of one of the characters you heard about in the Greek myths.

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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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