



DRAFT

For Review Purposes Only

These draft materials are intended to provide teachers with insight into the content and structure of the Listening & Learning strand of Core Knowledge Language Arts materials.

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The Core Knowledge Language Arts Program

Grade 2

Listening & Learning Strand



Tell It Again! Read-Aloud Anthology

Greek Myths

Version 2.0

Published by the Core Knowledge Foundation
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Pilot Edition
Version 2.0

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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 eleven 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.

We have included two Pausing Points in this domain, one after Lesson 6 and one after Lesson 11. You may wish to pause and spend one to two days reviewing, reinforcing, or extending the material taught prior to the Pausing Point. You should spend no more than fifteen days total on this domain.

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! Workbook* for Greek Myths
- *Tell It Again! Posters* for Greek Myths

You will find the Instructional Objectives and Core Vocabulary for this domain below. The lessons that include Student Choice/ Domain-Related Trade Book Extensions, Image Cards, Parent Letters, Instructional Masters, and Assessments are also listed in the information below.

Why Greek Myths Are Important

This domain builds on the domain *The Ancient Greek Civilization* and will introduce your 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 who 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) and that myths tried to explain mysteries of nature and humankind, include supernatural beings or events, and give insight into the ancient Greek culture. Students will hear about Prometheus and Pandora, Demeter and Persephone, Arachne the Weaver, the riddle of the Sphinx, and Hercules, to name a few.

Greek mythology remains important in everyday life today, and this domain will give students the frame of reference to understand literary allusions, the meanings of common words and expressions such as *herculean*, and the modern retellings of these ancient stories.

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

The following Kindergarten and Grade 1 domains are particularly relevant to the read-alouds your students will hear in Greek Myths:

- *Stories* (Kindergarten)
- *Kings and Queens* (Kindergarten)
- *Seasons and Weather* (Kindergarten)
- *Fables and Stories* (Grade 1)
- *Astronomy* (Grade 1)

Listed below are the specific content objectives your students targeted in these domains. This background knowledge will greatly enhance your students' understanding of the read-alouds they are about to enjoy.

Students will:

- Listen to and then demonstrate familiarity with stories, including the ideas they express
- Understand 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
- Describe what a king or queen does
- Describe a royal family
- 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
- Identify character, plot, and setting as basic story elements
- Understand that people sometimes tell stories about the moon and stars

Instructional Objectives for Greek Myths

The following chart contains all of the Core Content Objectives and Language Arts Objectives for this domain, broken down by lesson.

Greek Myths Overview											
Objectives	Lessons										
	1	2	3	4	5	6	7	8	9	10	11
Core Content											
Understand that the ancient Greeks worshipped many gods and goddesses	✓						✓	✓	✓		✓
Understand 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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Demonstrate familiarity with particular Greek myths		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify the elements of characters, plot, and supernatural beings and events in particular Greek myths		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify Greek myths as a type of fiction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Objectives	Lessons										
	1	2	3	4	5	6	7	8	9	10	11
Core Content											
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)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Understand that there are many different types of mythical creatures and characters in Greek myths, such as Atlas, Pan, Cerberus, Pegasus, and centaurs			✓		✓		✓	✓	✓	✓	✓
Language Arts											
Use agreed-upon rules for group discussions . . . (L.2.1)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Carry on and participate in a conversation . . . (L.2.3)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify and express physical sensations . . . (L.2.4)	✓	✓	✓	✓		✓	✓		✓		✓
Follow multi-step, oral directions (L.2.5)								✓		✓	
Request or provide simple explanations (L.2.7)			✓	✓	✓				✓		
Learn common sayings and phrases such as “cold feet” and “Back to the drawing board” (L.2.9)						✓			✓		
Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related . . . (L.2.10)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Listen to and understand a variety of texts . . . (L.2.11)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Make predictions (orally or in writing) prior to and during a read-aloud . . . (L.2.12)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use pictures accompanying the read-aloud to check and support understanding . . . (L.2.14)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud . . . (L.2.18)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Interpret information (orally or in writing) presented and ask questions to clarify information . . . (L.2.19)					✓	✓		✓		✓	
Use narrative language to describe (orally or in writing) characters, a setting, facts, or events in a read-aloud (L.2.21)	✓	✓	✓					✓	✓		
Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions . . . (L.2.22)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Compare and contrast (orally or in writing) similarities and differences . . . (L.2.23)									✓		
Make personal connections (orally or in writing) . . . (L.2.24)		✓		✓			✓	✓			✓

Objectives	Lessons										
	1	2	3	4	5	6	7	8	9	10	11
Language Arts											
Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Rehearse and perform poems, stories, and plays for an audience . . . (L.2.33)			✓								
Share writing with others (L.2.34)	✓			✓							✓
Demonstrate understanding (orally or in writing) of literary language . . . (L.2.37)									✓		
Change some story events and provide a different story ending (orally or in writing) (L.2.38)					✓						✓
Create, tell, and/or draw and write an original story with characters . . . (L.2.39)								✓	✓	✓	
Generate questions and seek information . . . (L.2.40)									✓		

This domain gives students exposure to the Fictional Narrative writing genre.

Core Vocabulary for Greek Myths

The following list contains all of the boldfaced words in Greek Myths in the forms in which they appear in the read-alouds. The inclusion of the words on this list *does not* mean that students are expected to immediately be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1	Lesson 4	Lesson 8
glimpse	arachnids	accurate
sanctuary	flattered	guidance
securely	stern	hide
spectators	superior	labors
tending	Lesson 5	slay
Lesson 2	convinced	Lesson 9
amusing	labyrinth	attempt
foresight	sneered	immeasurable
hindsight	unraveling	reputation
ridiculous	vaulted	staggered
terrifying	Lesson 6	trample
Lesson 3	currents	Lesson 10
bountifully	desperately	encountering
despair	plummeted	insisted
pined	proof	posed
retrieve	sill	Lesson 11
spirited	Lesson 7	resist
	aimlessly	skilled
	commotion	terms
	dreadful	tremendously

Student Choice and Domain-Related Trade Book Extensions

In the *Tell It Again! Read-Aloud Anthology* for Greek Myths, Student Choice activities are suggested in both Pausing Points and in Lesson 6B. Domain-Related Trade Book activities are suggested in both Pausing Points. A list of recommended titles is included at the end of this introduction, or you may select another title of your choice.

Greek Myths Image Cards

There are thirty Image Cards for Greek Myths. The Image Cards include illustrations of mythical creatures both directly and indirectly featured in the read-alouds, and an image of the pomegranate fruit to help enhance students' understanding of the myth of Demeter and Persephone. There are also Image Cards with illustrations from select read-alouds. These Image Cards may be used to sequence and retell the myths of Hercules and of Prometheus and Pandora. In the *Tell It Again! Read-Aloud Anthology* for Greek Myths, Image Cards are referenced in both Pausing Points and in Lessons 2, 3, and 5.

Greek Myths Posters

There are twelve Posters for Greek Myths. The Greek Gods Posters may be used to review with students the various Greek gods discussed throughout the domain. The Posters are referenced in both Pausing Points and in Lessons 1–5, 7, 8, and 11.

Instructional Masters and Parent Take-Home Letters

Blackline Instructional Masters and Parent Take-Home Letters are included in the *Tell It Again! Workbook*.

In the *Tell It Again! Read-Aloud Anthology* for Greek Myths, Instructional Masters are referenced in the Domain Assessment, both Pausing Points, and in all lessons. The Parent Letters are referenced in Lessons 1B and 7B.

Assessments

In the *Tell It Again! Read-Aloud Anthology* for Greek Myths, Instructional Masters 2B-2, 5B-2, PP1-1, PP2-1, DA-1, DA-2, and DA-3 are used for this purpose. Use the following *Tens Conversion Chart* to convert a raw score on each assessment into a Tens score.

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	21	22	23	24	25	26	27	28	29	30	
1	Number of Questions	0	10																														
2	Number of Questions	0	5	10																													
3	Number of Questions	0	3	7	10																												
4	Number of Questions	0	3	5	8	10																											
5	Number of Questions	0	2	4	6	8	10																										
6	Number of Questions	0	2	3	5	7	8	10																									
7	Number of Questions	0	1	3	4	6	7	9	10																								
8	Number of Questions	0	1	3	4	5	6	8	9	10																							
9	Number of Questions	0	1	2	3	4	6	7	8	9	10																						
10	Number of Questions	0	1	2	3	4	5	6	7	8	9	10																					
11	Number of Questions	0	1	2	3	4	5	5	6	7	8	9	10																				
12	Number of Questions	0	1	2	3	3	4	5	6	7	8	8	9	10																			
13	Number of Questions	0	1	2	2	3	4	5	5	6	7	8	8	9	10																		
14	Number of Questions	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10																	
15	Number of Questions	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10																
16	Number of Questions	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10															
17	Number of Questions	0	1	1	2	2	3	4	4	5	5	6	6	7	8	8	9	9	10														
18	Number of Questions	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10													
19	Number of Questions	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10												
20	Number of Questions	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10											
21	Number of Questions	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10										
22	Number of Questions	0	0	1	1	2	2	3	3	4	4	5	5	5	6	6	7	7	8	8	9	9	10	10									
23	Number of Questions	0	0	1	1	2	2	3	3	3	4	4	5	5	6	6	7	7	7	8	8	9	9	10	10								
24	Number of Questions	0	0	1	1	2	2	3	3	3	4	4	5	5	5	6	6	7	7	8	8	8	9	9	10	10							
25	Number of Questions	0	0	1	1	2	2	2	3	3	4	4	4	5	5	6	6	6	7	7	8	8	8	9	9	10	10						
26	Number of Questions	0	0	1	1	2	2	2	3	3	3	4	4	5	5	5	6	6	7	7	7	8	8	8	9	9	10	10					
27	Number of Questions	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	9	9	9	10	10				
28	Number of Questions	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	8	8	8	9	9	9	10	10			
29	Number of Questions	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	8	9	9	9	10	10		
30	Number of Questions	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	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 30, into a Tens score. You may choose to use the Tens Recording Chart which is at the end of the appendix.

Recommended Trade Books for Greek Myths

If you recommend that your students read each night for homework, you may suggest that they choose titles from this trade book list.

1. *D'Aulaires' Book of Greek Myths*, by Ingri and Edgar Parin D'Aulaire (Delacorte Press, 1962) ISBN 0440406943
2. *The Gods and Goddesses of Olympus*, by Aliko (HarperCollins, 1994) ISBN 0064461894
3. *Greek Myths*, by Deborah Lock (DK Publishing, 2008) ISBN 0756640156
4. *Greek Myths for Young Children*, retold by Heather Amery (Usborne Publishing Ltd., 2000) ISBN 0746037256
5. *King Midas: The Golden Touch*, by Demi (Margaret K. McElderry Books, 2002) ISBN 0689832974
6. *The McElderry Book of Greek Myths*, retold by Eric A. Kimmel (Margaret K. McElderry Books, 2008) ISBN 1416915348
7. *Mythological Creatures: A Classical Bestiary*, by Lynn Curlee (Atheneum Books for Young Readers, 2008) ISBN 1416914536
8. *Pandora*, by Robert Burleigh (Harcourt, Inc., 2002) ISBN 0152021788
9. *Pegasus*, by Marianna Mayer (Morrow Junior Books, 1998) ISBN 0688133825

* Some of these titles may be put into the classroom book tub for various reading levels.

1

The Twelve Gods of Mount Olympus



Lesson Objectives

Core Content Objectives

Students will:

- Understand that the ancient Greeks worshipped many gods and goddesses
- Understand that the gods and goddesses of ancient Greece were believed to be immortal and to have supernatural powers unlike humans
- Identify Mount Olympus as the place believed by the ancient Greeks to be the home of the gods
- Identify the twelve main gods and goddesses in Greek mythology
- Identify Greek myths as a type of fiction

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- 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 (L.2.10)

- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Use narrative language to describe (orally or in writing) characters, a setting, facts, or plot in a read-aloud (L.2.21)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Share writing with others (L.2.34)

Core Vocabulary

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: Brie 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

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Where Are We?	Poster 1 from <i>The Ancient Greek Civilization</i> domain world map or globe	10
	What Do We Know?	Civilizations Chart from <i>The Ancient Greek Civilization</i> domain	
	Domain Introduction		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Twelve Gods of Mount Olympus		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Spectators		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Greek Gods Posters	Greek Gods Posters	20
	Greek Myths Journal	Instructional Master 1B-1 drawing tools	
<i>Take-Home Material</i>	Parent Letter	Instructional Masters 1B-2 and 1B-3	

1A

The Twelve Gods of Mount Olympus



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 modern-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 from *The Ancient Greek Civilization* domain. Tell and/or remind students that this area on the Poster 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 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 yet have the knowledge that we have today. Tell students that as a result, these stories, which were later written down, were first thought to be factual, but we know now 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 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)



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

4. Did all of the Greek gods and goddesses have the same powers? (No, they each had a different power or skill that explained how something came to be or how something happened in nature.)
5. According to what ancient Greeks believed, how did some of the powers of the gods and goddesses explain how things had come to be or how things happened in nature? (Answers may vary, but may include: Apollo created music, light, and poetry; Artemis created hunting; Poseidon created earthquakes and storms in the seas; Zeus was the cause of lightning and thunder; Ares caused war; Athena was the source of wisdom and war; Demeter caused the seasons to happen and plants to grow; Hephaestus made the lightning bolts for Zeus to throw; etc.)

Purpose for Listening

Remind students that the ancient Greeks worshipped many gods and goddesses. Tell students to listen carefully to find out which gods and goddesses are characters in today's read-aloud.



The Twelve Gods of Mount Olympus

← Show image 1A-1: Leonidas waking up

1 or caring for

2 If Leonidas and his father are going to harness the horses, they are going to attach straps and bands to them to have control over them as they 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 What does *harnessing* mean?



6 What are Leonidas and his father putting in the cart? Where are they going?

7 or tightly

8 or thick board

9 (Point to the wooden plank in the next image.)

Leonidas woke up early on the day of the footraces. Still lying in bed, he could hear his father, Cyrus, outside **tending**¹ 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.”² 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.³

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,⁴ 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.⁵

← Show image 1A-2: Leonidas and his father preparing the cart⁶

“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**⁷ fastened to the cart, Leonidas and Cyrus finished storing their pottery safely in the cart. Then, taking their seats on a wooden plank⁸ at the front of the cart, they started their journey to Olympia.⁹



← **Show image 1A-3: Leonidas’s father pointing to Mount Olympus**¹⁰

10 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?”

11 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.¹¹ The twelve gods of Mount Olympus are the most powerful of all of the many gods, and Zeus is their leader. Of course, the gods actually live far away on Mount Olympus, but this is a beautiful valley, beloved to them and perfect for the games.”

12 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.¹² “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**

13 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 mortals¹³ 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

14 Can anyone tell me what a trident is?

whole world. While Zeus controls the heavens, Poseidon controls the sea and rules over it with a trident.¹⁴ 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 in the distance ahead of them—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,¹⁵ 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?”

15 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: Hephhaestus, Aphrodite, Athena, and Ares**

“Well, there’s Hephhaestus, god of fire; 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 who 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.¹⁶ 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**¹⁷ of a palace with twelve golden thrones.¹⁸

16 Spectators are observers. So, 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.

17 or passing view

18 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 the students’ responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. What is the setting for this story? (ancient Greece; Olympia Valley)
2. 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.)

3. 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. 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.)
5. 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. Where did the Olympian gods and goddesses supposedly live? (in a palace on Mount Olympus)
7. 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.)

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. *Think Pair Share:* Why do you think Leonidas liked to hear his father tell the story of the gods and goddesses again and again? Are there any stories you like to hear your parents tell again and again? (Answers may vary.)

Word Work: Spectators

(5 minutes)

1. In the read-aloud, we heard that “*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*?

Use a *Brainstorming* activity for follow-up. Have students brainstorm situations where spectators might be present. As students brainstorm, be sure they use the word *spectators*.



Complete Remainder of the Lesson Later in the Day

1B

The Twelve Gods of Mount Olympus



Extensions

20 minutes

Greek Gods Posters

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 any important information they learn in this domain about the Greek gods and Greek myths. Tell them that page one of their journals will be about Zeus, the king of the gods, from today's read-aloud.

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 this 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.

Parent Letter

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

2

Prometheus and Pandora



Lesson Objectives

Core Content Objectives

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
- Understand that the gods and goddesses of ancient Greece were believed to be immortal and have supernatural powers unlike humans
- 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)
- Demonstrate familiarity with *Prometheus and Pandora*
- Identify the elements of characters, plot, and supernatural beings and events in *Prometheus and Pandora*
- Identify Greek myths as a type of fiction

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)

- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- 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 (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Use narrative language to describe (orally or in writing) characters, a setting, facts, or plot in a read-aloud (L.2.21)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)

Core Vocabulary

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: Lexie 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 act of understanding past events as important

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: Yasmin always used the most ridiculous excuses when she forgot to do her homework.

Variation(s): none

terrifying, *adj.* Frightening; full of terror

Example: Tom thought roller coasters were absolutely terrifying and refused to ride them.

Variation(s): none

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

2A

Prometheus and Pandora



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 the 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, while 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 yesterday. 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. Ask students to share what the words *immortal* and *mortal* mean. Ask students what kinds of immortal characters might be found in myths to see if 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.

Purpose for Listening

Tell students to listen carefully to find out who made the first mortal creatures according to Greek mythology. Listen also to see which of the Greek gods and goddesses you learned about are mentioned in this myth.



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.¹

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,² 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.³

- 1 What does *foolish* mean? So, 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**.⁴ 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.”⁵

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

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

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

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

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

6 or useful and valuable

7 What do you think is going to happen?



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

Prometheus felt sorry for the humans, though. They had no fur to keep them warm, nothing to light the darkness, and nothing with which to cook their food. Humans needed fire, especially if they were to prove themselves. He asked Zeus for this gift for the humans, but Zeus refused. “Fire,” he said, “is just for the gods.”⁸

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.”

8 Do you remember who, according to Greek mythology, is the god of fire? It’s Hephaestus, the blacksmith of the gods.



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

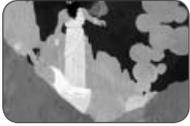
Prometheus knew that up on Mount Olympus, where most of the gods lived, there was one carefully guarded fire. The goddesses and gods used this fire to cook their food. From this same fire, however, came the dangerous lightning bolts that Zeus would fling through the sky. In fact, all fire came from this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

Zeus had said, “Fire is too dangerous for these **ridiculous** humans to use wisely. Only we gods and goddesses shall have it.”⁹ 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?



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

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

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 fire when he himself had forbidden this.¹²

12 What does *possessed* mean? Were your predictions correct?

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.¹³

13 So, 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.¹⁴

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.¹⁵

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

16 What does *gaze* mean?

17 Were your predictions correct? 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.¹⁶ 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.¹⁷



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

Out of the box burst all of the frightening, saddening, anger-causing, **terrifying** evils and sorrows.¹⁸ 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.¹⁹

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 inside: hope.

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. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. 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)
2. 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. 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. Why do you think Zeus finds Epimetheus's creations amusing? (because of how they look, move, etc.)
5. 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. 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. How does Zeus punish Prometheus for stealing the fire? (He ties him to a rock and has an eagle peck at his liver.)

8. Who else does Zeus want to punish? (the humans) Who does Zeus use to punish man? (Pandora)
9. 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)

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. *Think Pair Share:* When Pandora opens the box, she lets out terrifying evils and sorrows that will cause pain to people of the world. Have you ever heard the expression "Pandora's box"? This expression means that something is a source of unexpected troubles and pain. Have you ever done something or know of any situations that might be like opening Pandora's box? (Answers may vary.)

Word Work: Amusing

(5 minutes)

1. In the read-aloud, we heard Zeus say to Epimetheus about the animals he created, "These toys of yours are quite *amusing*. Some of them make me laugh . . ."
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 once when . . .")
6. What's the word we've been talking about? What part of speech is the word *amusing*?

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. Be sure to use the word *amusing* when you tell about it.



Complete Remainder of the Lesson Later in the Day

2B

Prometheus and Pandora



Extensions

20 minutes

Greek Myths Journal (Instructional Master 2B-1)

Tell students that they will be continuing their journal to help them remember any 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-1. 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 was, what s/he did 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 to illustrate the information.



10 Sequencing the Read-Aloud (Image Cards 1–6; Instructional Master 2B-2, optional)

Use Image Cards 1–6 to sequence and retell the myth of Prometheus and Pandora. Talk about the beginning, middle, and end of the plot. These image cards may also be used as a center activity.

Instructional Master 2B-2 has also been provided if you would like for students to do this individually.

3

Demeter and Persephone



Lesson Objectives

Core Content Objectives

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 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)
- Demonstrate familiarity with *Demeter and Persephone*
- Identify the elements of characters, plot, and supernatural beings and events in *Demeter and Persephone*
- Understand that there are many different types of mythical creatures and characters in Greek myths, such as Atlas, Pan, Cerberus, Pegasus, and centaurs
- Identify Greek myths as a type of fiction

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)

- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Provide simple explanations (L.2.7)
- 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 (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Use narrative language to describe (orally or in writing) characters, a setting, facts, or plot in a read-aloud (L.2.21)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation (L.2.33)

Core Vocabulary

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

pined, v. Longed for; desired to have

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

Variation(s): pine, pines, 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

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Greek Gods Posters Image Cards 1–6 Instructional Master 2B-2	10
	Purpose for Listening	Greek Gods Poster 3	
<i>Presenting the Read-Aloud</i>	Demeter and Persephone	Image Cards 7–11	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Pined		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Greek Myths Journal	Instructional Master 3B-1	20
	On Stage		

3A

Demeter and Persephone



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Remind students that they heard the domain's first Greek myth yesterday, *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-2). 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.

Finally, review with students the Greek Gods Posters. Ask students to share what they have learned about the gods (i.e., where they live; if they are immortal or mortal; etc.).

Purpose for Listening

Tell students that today's myth is about the Greek goddess Demeter. Point to Greek Gods Poster 3 (Demeter). 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 Demeter¹

- 1 Do you recognize any of the characters in this picture?
- 2 (Point to Demeter in the picture. She is on the right in the foreground.)
- 3 Remember, Demeter was the goddess who, at Athena's request, made the olive trees abundant and strong for the ancient Greeks.

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.

Demeter [dih-MEE-ter]² 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.³

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.

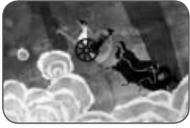


← Show image 3A-2: Demeter tending fields and Persephone straying

- 4 What are bouquets?
- 5 What is Mount Olympus? Who lives there?
- 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.

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.⁴ 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.

Now, Persephone was not just known by the gods and goddesses on Mount Olympus.⁵ 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.⁶



← **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.⁷

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 loud 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.⁸ 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 talking**

“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 *persuasive*, which they heard in the last read-aloud as one of Pandora's characteristics.)

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**.⁹ How was she to ever **retrieve**¹⁰ 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, and 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.¹¹

← **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.¹²

“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.¹³

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.”¹⁴

← **Show image 3A-7: Blooming world and dead 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**,¹⁵ the world was bright, and it was summer.

16 The word *pined* means yearned for or longed to have.

During those six months that Persephone lived in the underworld, however, Demeter ignored all of the crops on earth and **pined** for her daughter.¹⁶ 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. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. 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 what is the real reason for the change in the seasons? (the tilt of the earth on its axis as it revolves around the sun)
2. 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. What happens to Persephone at the beginning of the story? (She is kidnapped by Hades.)
4. 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.)

5. How does Demeter feel when she realizes Persephone is missing? (sad) How do we know? (She begins to look older; she is no longer full of happiness and light.)
6. 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.)
7. 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. 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.)

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.

9. *Think Pair Share:* According to this myth, what happens on the earth during the six months that Persephone lives with Demeter? (The grass is green and crops are bountiful.) What happens on the earth during the six months that Persephone lives in the underworld and Demeter pines for her? (The grass turns brown and withers; there are few crops.)

Word Work: Pined

(5 minutes)

1. The read-aloud said, “During those six months that Persephone lived in the underworld, however, Demeter ignored all of the crops on earth and *pined* for her daughter.”
2. Say the word *pined* with me.
3. *Pined* means desired or longed for something.
4. Martha loved summer, and pined for hot, summer days in the winter.
5. Have you ever pined for something? Try to use the word *pined* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I pined for _____ once when . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *pined*?

Use a *Sharing* activity for follow-up. Have students share a time they pined for something or someone. As students share, be sure they use the word *pined*.



Complete Remainder of the Lesson Later in the Day

3B

Demeter and Persephone



Extensions

20 minutes

Greek Myths Journal (Instructional Master 3B-1)

Tell students that they will be continuing their journal to help them remember any 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 did 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 to illustrate the information.

On Stage

Tell students that you are going to read some key parts of the myth *Demeter and Persephone* again, and this time they will act out the myth. Ask students what characters will be needed. (Demeter, Persephone, Zeus, Hades, Helios, the starving people on earth) Then designate students to be various characters. You may have several students act as Demeter to increase active participation. Ask students what settings will be needed and designate locations in the classroom for the various settings. (Earth, the Underworld, Mount Olympus)

As you read, encourage the "characters" to listen carefully to know what actions to use, such as Demeter searching for her daughter, Persephone picking flowers, etc. Also, talk about using facial expressions to show how the characters are feeling. You may also have the students create some of their own dialogue to go along with the story. Encourage students to use in their dialogue the vocabulary learned in this lesson whenever possible.

4

Arachne the Weaver



Lesson Objectives

Core Content Objectives

Students will:

- 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)
- Identify Mount Olympus as the place believed by the ancient Greeks to be the home of the gods
- Demonstrate familiarity with *Arachne the Weaver*
- Identify the elements of characters, plot, and supernatural beings and events in *Arachne the Weaver*
- Identify Greek myths as a type of fiction

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Provide simple explanations (L.2.7)

- 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 (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Share writing with others (L.2.34)

Core Vocabulary

arachnids, n. A special 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: At first Julie was flattered by all the attention her new bike brought her, but eventually she just wanted to be left alone.

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

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Where Are We?	world map or globe	10
	What Have We Already Learned?	Greek Gods Posters Greek Myths Journal	
	Essential Background Information or Terms		
	Purpose for Listening		
Presenting the Read-Aloud	Arachne the Weaver		15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Flattered		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Greek Myths Journal	Instructional Master 4B-1	20
	Spin a Story	drawing paper, drawing tools (Note: You may need to prepare in advance.)	

4A

Arachne the Weaver



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 yesterday. 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

Share the title of today’s read-aloud with students. Ask the 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) Then have students share the characteristics of Greek myths, that 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

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 contraption called a loom.¹ She did not just weave solid colors; she wove tapestries, wonderful woven pictures that people would hang on their walls as art.²

People came from distant lands to see these masterpieces³ 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 bound⁴ away."

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.

At first, when people compared Arachne's work to that of Athena's, Arachne was **flattered**.⁵ 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?"⁶ 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!"⁷

← Show image 4A-2: Athena transforming 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

1 (Point to the loom.)

2 What is a tapestry?

3 or great works

4 or jump

5 or pleased by the attention and compliments

6 Why do you think Arachne began to get annoyed?

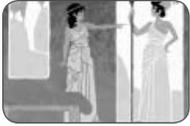
7 Do you think this bragging might cause a problem for Arachne?



woman, replaced by a woman so old and bent with age that she had to lean on a walking stick to get around. Of course, inside that body was still the goddess Athena, but no one would have recognized her.⁸

8 Why did Athena change her appearance?

9 Does this mean Arachne's work is good or bad?



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

In this disguise she went to visit Arachne, commenting, “Your work is extraordinary, my dear.”⁹ 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.”¹⁰

10 Who do you think will be 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 features¹¹ 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.

11 or parts



← 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.¹²

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

13 or far better

14 Were your predictions correct? Why or why not?

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**;¹³ 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."¹⁴



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

15 or harsh and firm

16 What do you think is going to happen?

Then Athena grew **stern**.¹⁵ "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."¹⁶

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.

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. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. 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. 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. 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. 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.)
5. How does Arachne feel when she sees Athena's superior work? (She is upset and embarrassed, and refuses to weave again.)
6. 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. Do you think there are lessons to be learned from this myth? If so, what are they? (Answers may vary.)

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. *Think Pair Share:* In the read-aloud, we 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.)

Word Work: Flattered

(5 minutes)

1. In the read-aloud, we heard that at first Arachne was *flattered* when people compared her work to Athena’s work.
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*?

For follow-up, have students talk about times that they have felt flattered. You may also wish to have students share times when they have flattered others. Explain that if they are the ones giving the praise or attention, they are flattering others. As they share, be sure they use the word *flattered*.



Complete Remainder of the Lesson Later in the Day

4B

Arachne the Weaver



Extensions

20 minutes

Greek Myths Journal (Instructional Master 4B-1)

Tell students that they will be continuing their journal to help them remember any 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 did 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 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 a 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, when she hears 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.

Share that Group Four 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 when she declares she will never weave again so that Arachne will always continue to use her special gift)

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

5

Theseus and the Minotaur



Lesson Objectives

Core Content Objectives

Students will:

- 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)
- Demonstrate familiarity with *Theseus and the Minotaur*
- Identify the elements of characters, plot, and supernatural beings and events in *Theseus and the Minotaur*
- Understand that there are many different types of mythical creatures and characters in Greek myths, such as Atlas, Pan, Cerberus, Pegasus, and centaurs
- 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

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Provide simple explanations (L.2.7)

- 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 (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Interpret information (orally or in writing) presented, and then ask questions to clarify information or the topic in a read-aloud (L.2.19)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Change some story events and provide a different story ending (orally or in writing) (L.2.38)

Core Vocabulary

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 to play outside.

Variation(s): convince, convinces, convincing

labyrinth, n. A maze of interconnecting paths bordered by high hedges or bushes

Example: The competitors raced to make it to the prize at the center of the labyrinth first, but 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 bully sneered after teasing John about his new haircut.

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 it

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

Variation(s): vault, vaults, vaulting

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

5A

Theseus and the Minotaur



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” their 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 chart paper, chalkboard, or whiteboard and have students vote for the one they liked most thus far. Have students share the general characteristics of myths. (Greek myths are ancient stories that usually try to explain mysteries of nature and humankind, include supernatural beings or events, and give insight into the ancient Greek culture.) Lead the 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.	Prometheus (giant)	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 had gods or goddesses as main characters. Using the Greek Gods Posters, review with students the twelve main Greek gods who lived on Mount Olympus in this domain, focusing on the ones in these three myths. (**Note:** Persephone, Hades, and Helios did not live on Mount Olympus, but were also Greek gods.)

Now share with students that not all Greek myths involve these supernatural gods and goddesses. Tell students that some myths feature humans, heroes, and mythical creatures. Show students Image Card 7 (Cerberus). Ask: Who remembers which myth we already heard that featured this mythical creature? (*Demeter and Persephone*) Who is this mythical creature? (Cerberus, the three-headed dog, that lived in the underworld with Hades.)

Purpose for Listening

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–joos].¹ Theseus had been raised by his mother in a town faraway from Athens, and did not know his father in his youth.² When he was old enough, in order to meet his father, Theseus journeyed to Athens, had many adventures, and proved himself a fierce warrior.³ 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.⁴ Several years ago, his son was visiting here in Athens. There was a terrible accident, and the young man died. 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.⁵ Then Minos announced, ‘You Athenians must share my sorrow. My son was eighteen when he died here. 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.



← **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.⁶ 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.⁷ The Minotaur knows every inch of the maze, and hunts down whoever 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. Next week the black ship returns.”⁸



← **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 youths⁹ 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**¹⁰ 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**,¹¹ “It is fitting that the son of the king of Athens should die here in Crete, as my son died among your people.”

- 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.”¹²

- 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 cannot let him die. But how can I save him? Even I would not be safe from my father's fury¹³ 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.¹⁴

13 or extreme anger

14 So Daedalus created the maze where the Minotaur lives.

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

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



← **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."¹⁶



← **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 die, you are no worse off; if I succeed, we will all live." Tying the thread to the door handle, **unraveling**¹⁷ it with each step, Theseus set off into the Labyrinth.

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

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.¹⁸

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.¹⁹

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.²⁰

20 or snuck out quietly; What is the guard doing in this picture?

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?

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

Theseus, however, had forgotten to change the sails from black to white.²¹ When his father, King Aegeus, saw the black sails from his perch on a cliff, he fainted and fell forward into the sea.²² To this day, the sea King Aegeus fell into is called the Aegean 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. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. 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.)
2. 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. 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. 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 his son's death and blames the Athenians.)

5. 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. Theseus escapes the Minotaur's deadly 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. Do you think King Minos sneered when he found out that Theseus had defeated the Minotaur and returned to Athens? (Answers may vary.)
8. Can anyone locate the Aegean Sea on a 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. What clues did you hear that the setting for this myth was ancient Greece? (Athens had a king; Aegean Sea, etc.)
10. *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.

Word Work: Convinced

(5 minutes)

1. In the read-aloud, we heard that Theseus *convinced* his father that he was the person with the best chance against the Minotaur.
2. Say the word *convinced* with me.
3. If you convinced someone, you persuaded them or begged them until they agreed with you.
4. Margaret convinced her grandmother to enter her apple pie into the contest at the state fair.
5. Have you ever convinced someone or been convinced by someone? Try to use the word *convinced* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I convinced _____ once when . . ." or "I was convinced once by _____ when . . .")
6. What's the word we've been talking about? What part of speech is the word *convinced*?

For follow-up, have students talk about times that they have convinced someone or have been convinced by someone. As students share, be sure they use the word *convinced*.



Complete Remainder of the Lesson Later in the Day

5B

Theseus and the Minotaur



Extensions

20 minutes

Greek Myths Journal (Instructional Master 5B-1)

Tell students that they will be continuing their journal to help them remember any 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 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. Or 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)

6

Daedalus and Icarus



Lesson Objectives

Core Content Objectives

Students will:

- 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)
- Identify Mount Olympus as the place believed by the ancient Greeks to be the home of the gods
- Demonstrate familiarity with *Daedalus and Icarus*
- Identify the elements of characters, plot, and supernatural beings and events in *Daedalus and Icarus*
- Identify Greek myths as a type of fiction

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Learn common sayings and phrases such as “Cold feet” (L.2.9)

- 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 (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Interpret information (orally or in writing) presented, and then ask questions to clarify information or the topic in a read-aloud (L.2.19)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)

Core Vocabulary

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: Tony grew wonderful cooking herbs in pots on his window sill.
Variation(s): sills

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

6A

Daedalus and Icarus



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.)

Personal Connections

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 fast enough. Tell students that their ice cream probably melts in the heat. Heat can cause things to melt, like ice. Have students share problems they've had with things melting in the heat.

Purpose for Listening

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



Daedalus and Icarus

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

- 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?

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.¹

King Minos of Crete was terribly angry with Daedalus for helping the young hero Theseus defeat the Minotaur and escape from Crete with Minos's daughter, Princess Ariadne.² The king had no **proof**³ 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.⁴ So King Minos announced, "Daedalus, you helped them escape, so now I will lock you up in turn; and since there were two of them, one of whom was my own daughter, you shall share your imprisonment with your son, Icarus [IK-er-us]."



← Show image 6A-2: Prison tower

- 5 Do you think Daedalus and Icarus could ever escape from a place like this? Why or why not?
- 6 Do you think Daedalus will try to use the books and candles to escape? How might he do that?

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 deadly, sharp rocks and raging ocean tides which would kill them."⁵

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.⁶



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

7 or the horizontal piece at the bottom

He and Icarus would set breadcrumbs on the **sill**⁷ 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. They 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."⁸

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.⁹ 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."¹⁰



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

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

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.¹¹ 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."

"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 deadly 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.¹²

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,¹³ 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**¹⁴ down, down, down into the sea. Daedalus, weeping, reached the harbor, took a boat, and sailed off to safety through the waters into which his dear son had fallen.

13 or wildly with a sense of panic and need

14 or fell straight

Comprehension Questions

(10 minutes)

1. What problem happens in this myth because something melts? (Icarus falls into the ocean because his wings melt.)
2. 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. How does King Minos decide to punish Daedalus? (He locks him up in a high tower.)
4. Who else does King Minos lock in the tower with Daedalus? (his son, Icarus)
5. 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. 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.)
7. 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 closely 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. Do you think there is a lesson to be learned from this myth? (Answers may vary.)
9. *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.

Word Work: Proof

(5 minutes)

1. In the read-aloud, we heard that King Minos has no *proof* that Daedalus 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 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? What part of speech is the word *proof*?

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, say, "S/he has no proof."

1. Jan thought Carl was sneaking cookies before dinner, but didn't know for sure until 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

6B

Daedalus and Icarus



Extensions

20 minutes

Greek Myths Journal (Instructional Master 6B-1)

Tell students that they will be continuing their journal to help them remember any 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 did 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 to illustrate the information.

Sayings and Phrases: Cold Feet

(5 minutes)

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. While 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 the students if they have ever heard the saying, "cold feet." Have students repeat the saying. Explain that if someone has cold feet that means 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 deadly

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 scared 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.

Student Choice

Ask students which read-aloud they have heard recently that they would like to hear again. If necessary, reread the titles of recent read-alouds to refresh the students’ memories. You may also want to choose one yourself.

Reread the text that is selected. Feel free to pause at different places in the read-aloud this time and talk about vocabulary and information that you did not discuss previously during the read-aloud.

After the read-aloud, ask students if they noticed anything new or different during the second reading that they did not notice during the first reading. Also, ask them to try to express why they like this read-aloud. Remember to repeat and expand upon each response using richer and more complex language, including if possible any read-aloud vocabulary.

PP1

Pausing Point 1



Note to Teacher

You are now halfway through the Greek myths read-alouds. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

If you do pause, you may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. 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

Students will:

- Understand that the ancient Greeks worshipped many gods and goddesses
- Understand 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 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)
- Demonstrate familiarity with particular Greek myths
- Identify the elements of characters, plot, and supernatural beings and events in particular Greek myths

- Understand that there are many different types of mythical creatures and characters in Greek myths, such as Atlas, Pan, Cerberus, Pegasus, and centaurs
- Identify Greek myths as a type of fiction

Activities

Image Review

Materials: Greek Myths Chart from previous lessons, Greek Gods Posters

Show the 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*.



Sequencing the Read-Aloud

Materials: Image Cards 13–17, Instructional Master PP1-1

Use Image Cards 13–17 to sequence and retell the myth of Demeter and Persephone. Talk about the beginning, middle, and end of the plot. These image cards may also be used as a center activity.

Instructional Master PP1-1 has also been provided if you would like for students to do this individually.

Domain-Related Trade Book or Student Choice

Materials: Trade book

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

Characters, Setting, Plot

Materials: Drawing paper, drawing tools

Divide the 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.

Somebody Wanted But So Then

Materials: Instructional Master PP1-2

Explain to the 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 PP1-2, 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 first grade teachers model the exercises. 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, be sure to use complete sentences and domain-related vocabulary to expand upon their responses. For your reference, completed charts should follow along these lines:

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

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

A New Ending

Show students 5A-10 and ask them to share what happens at the end of the myth *Theseus and the Minotaur*. 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 the 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.

Riddles for Core Content

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

- I am the Greek goddess of handicrafts and 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 changing 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

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 thus far 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.

On Stage

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

Materials: Writing paper

Students may be given an additional writing prompt such as:

- 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 . . .

7

Hercules



Lesson Objectives

Core Content Objectives

Students will:

- Understand 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 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)
- Demonstrate familiarity with *Hercules*
- Identify the elements of characters, plot, and supernatural beings and events in *Hercules*
- Understand that there are many different types of mythical creatures and characters in Greek myths, such as Atlas, Pan, Cerberus, Pegasus, and centaurs
- Identify Greek myths as a type of fiction

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)

- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- 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 (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)

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>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Greek Myths Chart from previous lessons Greek Gods Posters	10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Hercules		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Greek Gods Poster 1	10
	Word Work: Aimlessly		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Greek Myths Journal	Instructional Master 7B-1	20
	Characters, Setting, Plot	Instructional Master 7B-2	
<i>Take-Home Material</i>	Parent Letter	Instructional Master 7B-3	

7A

Hercules



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

(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 Pausing Point 1.)

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 were supposed to live 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) Can you give an example 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. 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.

Purpose for Listening

Tell students to listen carefully to find out who the hero is in this Greek myth.



- 1 Who or what do you think Hercules is? Why do you think this family is so scared of Hercules?



- 2 What do you think the word *commotion* means?
- 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?

- 6 Has your temper ever gotten the best of you?



- 7 How would you feel if you were Hercules and heard this from the Greeks you had so long protected?

Hercules

← Show image 7A-1: Farm family running away from 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, hanging clothes out to dry, threw down her load and picked up the boy’s younger sister. They all rushed into their farmhouse and slammed the door.¹

← Show image 7A-2: Hercules’ heroic feats of strength

The huge, muscular man who had caused all this **commotion** sighed and continued walking past the farm in long, powerful strides.² 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.³ As a baby, he once squeezed to death two snakes that someone put in his crib, such was his strength. He could carve a new channel⁴ in the ground to change the direction of a river or wrestle and defeat fierce beasts or monsters to save people in trouble.⁵

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 mad, he would strike out against whatever—or whoever—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.⁶

← Show image 7A-3: Hercules in exile

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.”⁷ So Hercules, once the most beloved and admired

person in the land, was forced to wander, friendless and alone.

After awhile, 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 hearty⁸ meal. He ate just to survive.

8 or extremely nourishing

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

10 or terrible



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

One day, as he sat on a hillside with his back against a tree trunk, Hercules noticed a line of horsemen riding into sight. Their road passed by the foot of his hill, so they came closer. Then, to Hercules' shock, the lead rider held up his hand to halt¹¹ 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 or stop

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

13 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' huge hand between his own. "I have been looking for you, my friend," Theseus said, and despite everything, in that

14 What does the word *dreadful* mean?

moment Hercules felt a first, faint ray of hope. Theseus went on, “I know you did not do those dreadful things on purpose.”¹⁴ Come with me to Athens, where the people care more for true justice.”

15 or his position as king

By helping Hercules, Theseus was risking his crown¹⁵ 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.”¹⁶

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

“Thank you,” replied Hercules. “You have taught me that there are more kinds of courage than I ever knew. One must be brave to face a monster, but braver still to do what is right when all are against you.”

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

So Hercules set out once more on his road, never guessing that his most remarkable adventures and his greatest glory still lay before him.¹⁷

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Who is the hero in this Greek myth? (Hercules; Theseus for being Hercules' friend) Who is Hercules the son of? (Zeus) [Point to Greek Gods Poster 1 (Zeus).]
2. 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)
3. Why does Hercules sometimes cause a commotion? Is it because he is a well-liked hero in this myth? (People run away from him and no longer want him to live among them because he has a dreadful temper.)

4. 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. 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)
6. Why do you think Theseus wants to help Hercules? (He is a true friend.)
7. Who does Theseus tell Hercules to see to free himself of his past? (Apollo, the god of wisdom)
8. What clues did you hear in this myth that help you to know this is a Greek myth? (set in ancient Greece; has the gods Zeus, Apollo; talks about Athens)

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. *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.)

Word Work: Aimlessly

(5 minutes)

1. In the read-aloud, we heard that “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 explored their new 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? What part of speech is the word *aimlessly*?

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, “aimlessly.” If what I describe is someone doing something with a specific purpose or destination, say, “not aimlessly.”

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



Complete Remainder of the Lesson Later in the Day

7B

Hercules



Extensions

20 minutes

Greek Myths Journal (Instructional Master 7B-1)

Tell students that they will be continuing their journal to help them remember any 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 did 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 to illustrate the information.

Characters, 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' 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 characters and settings boxes.

Parent Letter

Send home Instructional Master 7B-3.

8

Hercules and the Nemean Lion



Lesson Objectives

Core Content Objectives

Students will:

- Understand 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 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)
- Demonstrate familiarity with *Hercules and the Nemean Lion*
- Identify the elements of characters, plot, and supernatural beings and events in *Hercules and the Nemean Lion*
- Understand that there are many different types of mythical creatures and characters in Greek myths, such as Atlas, Pan, Cerberus, Pegasus, and centaurs
- Identify Greek myths as a type of fiction

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)

- Follow multi-step, oral directions (L.2.5)
- 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 (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Interpret information (orally or in writing) presented, and then ask questions to clarify information or the topic in a read-aloud (L.2.19)
- Use narrative language to describe (orally or in writing) characters, a setting, facts, or plot in a read-aloud (L.2.21)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Create, tell, and/or draw and write an original story with characters, a beginning, middle, and an end (L.2.39)

Core Vocabulary

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 fight with his best friend.

Variation(s): none

hide, *n.* The tough skin of a large animal, such as a cow, buffalo, or horse

Example: The Sioux Indians made drums, buckets, and even ropes from raw buffalo hide.

Variation(s): hides

labors, *n.* Specific jobs or tasks

Example: The result of the construction crew’s many labors over several months was a beautiful, new house.

Variation(s): labor

slay, *v.* To kill

Example: In Lara’s favorite fairytale, the knight sets out to slay the dragon.

Variation(s): slays, slew, slaying

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?	Instructional Master 7B-2	10
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
Presenting the Read-Aloud	Hercules and the Nemean Lion		15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Guidance		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Characters, Setting, Plot	Instructional Master 7B-2	20
	Writing a Greek Myth: Plan	Greek Gods Posters Instructional Master 8B-1 chart paper, chalkboard, or whiteboard	

8A

Hercules and the Nemean Lion



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 Characters, Setting, Plot charts (Instructional Master 7B-2).

Making Predictions About the Read-Aloud

Reread the last line of the read-aloud in Lesson 7: “So Hercules set out once more on his road, never guessing that his most remarkable adventures and his greatest glory still lay before him.” Then share the title and ask students to predict what kind of remarkable adventure Hercules might have with a lion.

Purpose for Listening

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



Hercules and the Nemean Lion

← Show image 8A-1: Hercules 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, a priestess of the temple sat upon a three-legged stool. Anyone could ask 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.

1 or advice

Hercules asked for Apollo’s **guidance**,¹ and the answer came back: “Go to King Eurystheus [yur-ISS-thoos] and do as he commands.”

2 A labor is a job or task. So Hercules has twelve jobs to do. What do you think these labors might be?

Thus began perhaps the most famous of Hercules’ 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.”²



← 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 deadly 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 deadly, man-eating lion. For over a year now, he has roamed the land killing and terrorizing the Nemean people. You, Hercules, shall **slay**³ the lion.”

3 or kill

“Why haven’t the Nemeans killed the lion with their bows and arrows?” Hercules asked. “I know they are skilled archers.”

4 or skin

“I am told that the lion’s **hide**⁴ is magical. No material known to man, such as metal, stone, or wood, can cut that lion’s skin. You will have to think of another way to stop it before it kills again.”

5 Do you think Hercules will be able to slay the lion? How?

Bowing, Hercules said, “I do not know how I can do this, but I will try.”⁵

6 What do you think *accurate* means?

However, as he left the throne room, he thought, “Perhaps this story is not **accurate**.⁶ Perhaps the hunters simply have not gotten close enough to shoot their arrows at the lion. Well, I am a famous archer. I will bring my own bow and arrows; and just in case those are not enough, I will bring my heavy stone club, too.”



← **Show image 8A-3: Hercules taking aim at the lion**

7 Why didn’t Hercules take his car to get there faster?

Hercules journeyed to Nemea, which took him three days on foot.⁷ Then he took another week to track down the lion. At last, Hercules found the fierce animal out in the forest, sleeping in the midday heat, for lions generally prefer to hunt in the cooler mornings or evenings. The lion lay at one end of a large, open clearing.⁸ 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.⁹ Drawing back the string, he took careful aim, and then let go. Straight and true the arrow flew, and it struck the lion at the exact spot for which Hercules had aimed—but the arrow simply bounced right off the lion! Its hide was indeed magical.

8 A clearing is a stretch of land that has no bushes or trees.

9 What is a quiver? Remember, Artemis, the goddess of hunting, carried her arrows in a quiver.

The lion was unhurt, but it still felt the blow. It awoke and leapt to its feet, roaring with rage. Then that mighty lion charged Hercules. Throwing down his bow and arrows, the hero stood waiting, his heavy stone club in his hand.¹⁰

10 What do you think will happen next?



← **Show image 8A-4: Hercules breaking his club over the lion**

Now, lions almost always hunt in the same way. They chase after something and leap upon it, knocking it to the ground. This did not work with Hercules, however. Instead, when the lion leaped

11 So was that a strong blow?

at him, Hercules simply stepped to the side and let the lion sail right past him. Then, down came that club like a falling star. The force of that blow would have knocked even an elephant to its knees,¹¹ but the Nemean lion, protected by its magical hide, did not suffer terribly from the impact. It only sank to the ground for a moment, stunned. The club, however, had shattered into a hundred pieces.



← **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, just as the lion usually leaped upon its own victims. Then Hercules reached forward and grabbed the lion's front paws so that it could not turn its deadly claws against Hercules. The furious beast rolled on its back on the ground and banged Hercules against the trees in order to shake him off, so that it might attack once more. Hercules wound his legs under the lion's belly and continued to hold its front paws. Then Hercules, with his immense strength, began to squeeze . . . and squeeze . . . until he squeezed the very life out of the lion, and it fell dead beneath him.



← **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 only I could remove the magical hide, I could wear it as protection. Then swords and arrows would have no effect on me. How can I possibly do this?"

He tried every sort of cutting edge he could think of, but nothing even left a mark on the lion's hide. "There must be *something* I haven't tried yet," thought Hercules. Then, in a clever moment, he lifted one of the lion's paws from the ground. Turning it around, Hercules found that the lion's own claws could cut its hide. So Hercules removed the lion's skin and cleaned it. The hollowed-out skin, legs and all, covered the hero's huge body. "I'll keep the hollowed-out head, too," Hercules laughed. "It will protect my

head from spears or arrows, and it will also keep my head dry in snow or rain. Even heroes don't like to get rained on."

12 What do you think some of Hercules' other labors might be?

So that is how Hercules slew the Nemean lion and succeeded in completing the first of his twelve labors for King Eurystheus.¹²

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. What new characters were introduced in today's myth? (the priestess at Delphi; King Eurystheus; Nemean lion)
2. What new settings does Hercules travel to? (Delphi in the mountains; Nemea; a forest in Nemea) Why does Hercules travel to Delphi? (to visit the temple to receive guidance from Apollo on how to free himself from his past)
3. What kind of guidance does Apollo give Hercules? (to go see King Eurystheus and do as he commands)
4. What does King Eurystheus tell Hercules to do? (He makes him do the twelve most difficult tasks he can think of, also known as the Labors of Hercules.)
5. What is Hercules' first labor? (slaying the Nemean lion)
6. How does Hercules first try to slay the lion? (with an arrow) What does he use next? (his club)
7. Were the Nemeans accurate in saying the lion's hide was magical? (yes) How do you know? (Hercules could not pierce the skin with his arrows and his club did not hurt the lion) What does Hercules do with the magical hide of the Nemean lion? (He decides to wear it for protection.)
8. *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 gave Hercules guidance in today's myth?" 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.

Word Work: Guidance

(5 minutes)

1. In the read-aloud, we heard that “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? What part of speech is the word *guidance*?

For follow-up, have students discuss times when they have given or received guidance. Allow them to share the outcome of these situations and what they think would have happened if they had not given or received this guidance. As they share, be sure they use the word *guidance*.



Complete Remainder of the Lesson Later in the Day

8B

Hercules and the Nemean Lion



Extensions

20 minutes

Characters, Setting, Plot (Instructional Master 7B-2)

Using Instructional Master 7B-2, have students continue the chart with the characters, setting, and plot they heard about in today's read-aloud. When students are ready to fill in the plot portion of their chart, tell them that they have now heard the beginning and the middle of Hercules' story. Share with students that they can now fill in the "Middle" box, as well as add new characters (King Eurystheus, the Nemean lion) and settings (Delphi, Nemea) to the Characters and Settings boxes.

Writing a Greek Myth: Plan (Instructional Master 8B-1)

Remind students that they have been listening to Greek myths, a kind of fictional story. Ask students what a myth is. (a fictional story, which has supernatural beings and/or heroes as the main characters, that 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, the earth, etc.), and plot (explaining something in nature like the changing seasons; how animals came to be; teaching a lesson like in *Arachne the Weaver*, etc.).

Tell students that now it is time for them to write their own myths. Tell students 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 night; etc.) Have students share these ideas with the

class. Explain that since this is brainstorming, they should feel free to share lots of ideas and any ideas that come to mind. Continue collecting ideas until you have several recorded on a piece of chart paper, chalkboard, or whiteboard. Have students select one of these ideas to write about.

Then, using Instructional Master 8B-1, 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 and goddesses that they heard about in one of the myths. (For example, they may wish to write a myth about Theseus or Hercules.) Tell students to write their chosen characters in the “Characters” box. Next, ask students to brainstorm possible settings for their myths. Share with students that they can use a setting they heard about in one of the myths, or that they can use their knowledge of ancient Greece to choose a setting, e.g., Sparta, Parthenon, etc. Ask for responses from two or three students. Have students choose the setting of their myth and then write it in the “Setting” 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 down in the “End” box.

Ask students what they think should happen first. Tell students to write down what happens first under the “Beginning” title. Then, ask students what they think should happen next. Tell students to write this down under the “Middle” title. Remind students that many events can happen in the middle of a story. Finally, have students add any additional information in the “End” box. Circulate around the room, helping students brainstorm.

Depending on your class or on 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 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 the next time you meet.

9

Hercules and Atlas



Lesson Objectives

Core Content Objectives

Students will:

- Understand 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 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)
- Demonstrate familiarity with *Hercules and Atlas*
- Identify the elements of characters, plot, and supernatural beings and events in *Hercules and Atlas*
- Understand that there are many different types of mythical creatures and characters in Greek myths, such as Atlas, Pan, Cerberus, Pegasus, and centaurs
- Identify Greek myths as a type of fiction

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)

- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Provide simple explanations (L.2.7)
- Learn common sayings and phrases such as “Back to the drawing board” (L.2.9)
- 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 (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Use narrative language to describe (orally or in writing) characters, a setting, facts, or plot in a read-aloud (L.2.21)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.2.23)
- Demonstrate understanding (orally or in writing) of literary language, e.g., author, illustrator, characters, setting, plot, dialogue, and personification, by using this language in retelling stories or creating their own stories (L.2.37)

- Create, tell, and/or draw and write an original story with characters, a beginning, middle, and an end (L.2.39)
- Generate questions and seek information from multiple sources to answer questions (L.2.40)

Core Vocabulary

attempt, v. To try to perform or achieve

Example: “And now,” the magician said, “I’m going to attempt to pull a bunny from my hat!”

Variation(s): attempts, attempted, attempting

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

staggered, v. Walked, moved, or stood unsteadily

Example: Still not fully awake, Frank staggered to the bathroom in the morning to brush his teeth.

Variation(s): stagger, staggers, staggering

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

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Instructional Master 7B-2	10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Hercules and Atlas		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Attempt		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Characters, Setting, Plot	Instructional Master 7B-2	20
	Sayings and Phrases: Back to the Drawing Board		
	Writing a Greek Myth: Draft	Instructional Masters 8B-1, 9B-1, and 9B-2 (optional)	

9A

Hercules and Atlas



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Have a volunteer define the term *myth*. Ask students to explain some of the unique traits of Greek myths. (set in ancient Greece; involve immortal Greek gods and goddesses; etc.) Then, review with students the previous myth about Hercules by having them share what they have filled out thus far in their Characters, Setting, Plot charts (Instructional Master 7B-2). Make sure students share that Hercules was given twelve labors. Have students review what a labor is and describe the labor Hercules has accomplished so far.

Purpose for Listening

Remind students that they have now heard the beginning and middle of Hercules' story. Tell students to listen carefully to find out how Hercules' story ends.



Hercules and Atlas

← Show image 9A-1: King Eurystheus telling of the golden apples¹

1 Why is Hercules wearing that lion's head and hide?

2 or try. What is a labor?

3 Hercules' new labor is not as frightful as slaying a dangerous beast, but will be just as difficult. What do you think it might be?

4 or stomp all over

5 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 9A-2: Hercules sailing in vain all over the world

6 without seeing any results

7 Can you suggest any better ways for Hercules to find the Hesperides?

8 Who do you think Hercules is going to ask for help?

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**."²

"A dragon, perhaps, or a sea monster?"

"It is nothing so frightful as that," the king answered, "though it will be difficult."³ Hercules, 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. Stories alone claim that the Hesperides live far to the west, and that 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**⁴ 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."⁵

So Hercules, who had traveled throughout the known world, now set sail for the unknown world. Sailors had heard from other sailors, who had heard from still others, about the Hesperides. Did they and their golden apples even exist?

Hercules sailed west too, and after searching in vain⁶ for several weeks, he thought, "There must be a better way to find the Hesperides."⁷ Suddenly he grinned. "Wait a moment! I cannot find them myself, but I know where to find someone who might be able to help."⁸



← **Show image 9A-3: Atlas holding up the sky**

9 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. His name was 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. As his punishment, Atlas was to stand and hold the entire sky on his massive shoulders so that it would not fall down upon the earth.⁹

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?”

“It is I, Hercules.”

“Hercules! Imagine your coming all this way to see me.”

“Actually, I came to ask a favor.” Then Hercules explained his mission to clear his **reputation**¹⁰ as a man of bad temper, ending with his request, “I hoped you might direct me to your daughters and their garden.”

10 or the people’s opinion of him

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 9A-4: Hercules holding up the sky**

11 Do you think this will be a great weight or a small weight?

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.¹¹

12 Who can show me how Hercules staggered with the weight of the sky?

13 or load that is too heavy to measure



← **Show image 9A-5: Atlas with apples**

Even Hercules, strong as he was, **staggered** a bit.¹² Then he found his balance and said, “I have it now. Hurry back, Atlas.” The giant strode away with mile-long steps. For a long time, Hercules stood bent beneath that **immeasurable** load.¹³

14 Do you think Atlas will come back if Hercules lets him take the apples to King Eurystheus?

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.”¹⁴

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 terribly. 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 9A-6: 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.”¹⁵

15 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 9A-7: Hercules happy again

16 or the employment of King Eurystheus

17 How do you think Hercules feels now compared to how he felt at the beginning of his story?

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.¹⁶ He once again traveled all over Greece completing many heroic deeds—but this time he was always thanked for them.¹⁷

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. How does Hercules' story end? (He completes all twelve labors and clears his reputation for being ill-tempered.)
2. What is Hercules' second labor? (to bring back the golden apples of the Hesperides) Which does Hercules have to use to complete this labor: his strength or his brain? (his brain)
3. 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.)
4. 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.)
5. How did Zeus punish Atlas for fighting against him? (He made Atlas stand and hold the sky up so it would not fall on the earth.)
6. 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) Would you have wanted to take the sky back? (Answers may vary.)
7. Have you read any other stories with characters that play tricks like Hercules did in this Greek myth? (Answers may vary.)

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.

8. *Think Pair Share:* Why do you think the Greeks forgave Hercules after he completed his twelve labors? (Answers may vary.)

Word Work: Attempt

(5 minutes)

1. In the read-aloud, King Eurystheus said, “I have another labor for you to *attempt*.”
2. Say the word *attempt* with me.
3. If you attempt something that means you try to do something or achieve something even though you’re not sure it is possible to accomplish this act.
4. With her teacher’s encouragement, Leila decided to attempt balancing on the balance beam for the first time during gymnastics class.
5. Is there something you would like to attempt—something you’re not sure you could achieve but would like to try anyway? Try to use the word *attempt* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I would like to attempt . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *attempt*?

Use a *Sharing* activity for follow-up. Have students share, with a partner or with the class, something they will attempt, have attempted, or want to attempt to do.



Complete Remainder of the Lesson Later in the Day

9B

Hercules and Atlas



Extensions

20 minutes

Characters, 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 about 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 (Atlas) and settings (an enormous mountain range) to the characters and setting 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. While 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 sail west, but when his search west produces no results, he has to think of a new plan or has to go back to the drawing board.

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 8B-1, 9B-1, and 9B-2, optional)

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

Give each student a copy of their plan (Instructional Master 8B-1 from the previous lesson) and a copy of Instructional Master 9B-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 9B-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 8B-1 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. Lastly, have students create a title for their myth. Share 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 the next time you meet.

Note: Due to time constraints, you may wish to give students extra time to complete their drafts or assign their drafts as homework.

10

Oedipus and the Riddle of the Sphinx



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 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)
- Demonstrate familiarity with *Oedipus and the Riddle of the Sphinx*
- Identify the elements of characters, plot, and supernatural beings and events in *Oedipus and the Riddle of the Sphinx*
- Understand that there are many different types of mythical creatures and characters in Greek myths, such as Atlas, Pan, Cerberus, Pegasus, and centaurs
- Identify Greek myths as a type of fiction

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)

- Follow multi-step, oral directions (L.2.5)
- 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 (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Interpret information (orally or in writing) presented, and then ask questions to clarify information or the topic in a read-aloud (L.2.19)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Create, tell, and/or draw and write an original story with characters, a beginning, middle, and an end (L.2.39)

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
Introducing the Read-Aloud	What Have We Already Learned?	Greek Myths Chart from previous lessons chart paper, chalkboard, or whiteboard	10
	Essential Background Information or Terms		
	Purpose for Listening		
Presenting the Read-Aloud	Oedipus and the Riddle of the Sphinx		15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Insisted	drawing paper, drawing tools	5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Greek Myths Journal	Instructional Master 10B-1	20
	Writing a Greek Myth: Edit	Instructional Master 9B-1 Editing Checklist (Note: You will need to prepare this prior to the lesson.)	

10A

Oedipus and the Riddle of the Sphinx



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 three-part myth 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 chart paper, chalkboard, or 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

Ask students if they know what a riddle is. Tell students that a riddle is a puzzling question, which people try to guess the answer to. Ask students if they know any riddles they would like to share with the class. Tell students that riddles were popular among the ancient Greeks and that today's myth involves a riddle.

Purpose for Listening

Tell students to listen carefully to find out what the riddle is, and explain that you will give them opportunities throughout the read-aloud to guess the answer to the riddle.



Oedipus and the Riddle of the Sphinx

← Show image 10A-1: Sphinx on the road to Thebes

- 1 Who remembers the name of the beloved Greek poet who was from Thebes, whom we learned about during our study of *The Ancient Greek Civilization*? It was 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
- 5 What do you think the answer to this riddle is? (Repeat the riddle. Ask two or three students for suggestions.)

Long ago, one of the great Greek cities was called Thebes [theebz].¹ 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.² 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 deadly, 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.³ She had wings so she could swoop down and attack anyone, and could speak as humans do. It was she who **posed**⁴ the deadly 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?'"⁵

The poor traveler was often too frightened to even speak, and the cruel beast would strike with her deadly 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."



← Show image 10A-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.⁶ They knew only that she ate every person she had met. The people of Thebes felt as if they were living in a nightmare. Not only that, but no one from the outside would bring fresh food to the city for fear of **encountering**⁷ the monster. "If

- 8 Have people been concerned about not having enough food to eat in other Greek myths that you have heard?



← **Show image 10A-3: Guards see a traveler approaching**

someone does not solve this riddle,” the people told one another, “we will starve to death.”⁸

As bad as this was, it was not the only problem the Thebans faced. Their king, King Laius [LAY-US], had recently been killed on a journey far from home. So the person the Thebans usually turned to for help was not there in their hour of danger.

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.⁹

- 9 Who do you think this man is? Do you think the Sphinx will pose her riddle to him?



← **Show image 10A-4: Sphinx and Oedipus talking**

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.”

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.¹⁰ “Traveler,” said the monster, “today you have chosen the wrong road.”

- 10 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 leaves this spot alive, 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?”¹¹

- 11 (Pause for more guesses from students.)



← **Show image 10A-5: Oedipus thinking**

The stranger sat down in the dust of the road to think. The Sphinx, sure of a meal, gazed down at him, her tail twitching with impatience and hunger. 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 die by the monster's claws, but it had been so long since anyone had even tried to answer the riddle that they had come to see anyway. At last, the stranger rose to his feet.



← **Show image 10A-6: Oedipus answering the riddle**

“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?”

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.”¹²

The Sphinx's eyes flew open in shock. The traveler had answered correctly. With a cry, the monster threw herself down so violently from her high rock that the fall killed her. The Sphinx was dead!

12 So what is the answer to the riddle?



← **Show image 10A-7: Oedipus made king by happy Thebans**

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)

1. What riddle did we 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. 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 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. 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. Why do you think the Sphinx insists on posing this particular riddle? (Answers may vary.)
5. What does the Sphinx do to people who cannot correctly answer her riddle? (She eats them.) So, how do people feel about encountering the Sphinx? (They are afraid; they try to avoid her.)
6. Which traveler to Thebes is able to answer her riddle? (Oedipus)
7. Are the Thebans grateful to Oedipus? (yes) How do you know? (They cheered and made him king.)
8. *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.

Word Work: Insisted

(5 minutes)

1. In the read-aloud, we heard of the Sphinx, "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."
2. Say the word *insisted* with me.
3. If you have insisted on something, you have continually ordered or demanded it.
4. For weeks, Daphne insisted on having a pony at her birthday party.
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? What part of speech is the word *insisted*?

Use a *Drawing/Writing* activity for follow-up. Have students quickly sketch something they have insisted on. Explain that they may have insisted on having something, doing something, or having someone else do something. Have them write a sentence explaining their drawing and the reason why they insisted on this specific thing. As students share their pictures and sentences, be sure they use the word *insisted*.



Complete Remainder of the Lesson Later in the Day

10B

Oedipus and the Riddle of the Sphinx



Extensions

20 minutes

Greek Myths Journal (Instructional Master 10B-1)

Tell students that they will be continuing their journal to help them remember any 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 10B-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 did 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 to illustrate the information.

Writing a Greek Myth: Edit

Note: You will need to prepare a simple editing checklist for students to use for this exercise. Make sure to include basics such as using commas between things in a list, capital letters at the beginning of their sentences, and punctuation at the end. You may wish to also include a specific grammar concept students are currently learning about in class.

Once all of the students have finished their draft, tell them that the last step in the writing process is editing. Explain that editing is what we do when we take a draft and try to make it better. Explain that they are going to work with a partner to check their myths for any mistakes and to make sure they have said everything they needed or wanted to say.

Give each student a copy of their draft (Instructional Master 9B-1) and a copy of the editing checklist that you have prepared. Share with students the following editing conventions:

- Cross out punctuation mistakes, and write the correct punctuation mark above the wrong one.
- Cross out capitalization mistakes, and write the correct uppercase/lowercase letter above the wrong one.
- Write a carat (^) where a word or punctuation mark needs to be inserted. Write the word or punctuation mark above the carat.
- Correct spelling mistakes if you notice or question them.

Tell students that they can also make other suggestions to improve the author's writing. Finally, have students copy their drafts onto a clean piece of paper, incorporating all of the changes made on their draft.

11

Atalanta and the Golden Apples



Lesson Objectives

Core Content Objectives

Students will:

- Understand 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 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)
- Demonstrate familiarity with *Atalanta and the Golden Apples*
- Identify the elements of characters, plot, and supernatural beings and events in *Atalanta and the Golden Apples*
- Understand that there are many different types of mythical creatures and characters in Greek myths, such as Atlas, Pan, Cerberus, Pegasus, and centaurs
- Identify Greek myths as a type of fiction

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)

- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- 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 (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Share writing with others (L.2.34)
- Change some story events and provide a different story ending (orally or in writing) (L.2.38)

Core Vocabulary

resist, v. To turn down or say no to something

Example: Trixie loved snacks and could never resist a sweet treat.

Variation(s): resists, resisted, resisting

skilled, adj. Gifted and able

Example: Even at ten years old, Michael 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>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?	Greek Myths Chart from previous lessons chart paper, chalkboard, or whiteboard	10
	Sharing the Title of the Read-Aloud		
	Purpose for Listening		
Presenting the Read-Aloud	Atalanta and the Golden Apples		15
Discussing the Read-Aloud	Comprehension Questions	Greek Gods Poster 6	10
	Word Work: Resist		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Greek Myths Journal	Instructional Master 11B-1	20
	Writing a Greek Myth	students' completed Greek myths	

11A *Atalanta and the Golden Apples*



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 chart paper, chalkboard, or 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 can 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

Sharing the Title of the Read-Aloud

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. Then ask students to predict what role golden apples will play in this myth.

Purpose for Listening

Tell students to listen carefully to see if their predictions are correct.



Atalanta and the Golden Apples

← Show image 11A-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, and though 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**¹ 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 11A-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."²

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."³

But the king and queen insisted. Finally Princess Atalanta said, "Very well, I shall marry the first unmarried man who can defeat me in a foot race."⁴

"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**⁵ and sent word throughout the land.⁶

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

3 What do you think about Atalanta's decision? Would you want to be friends with someone who only liked you because of something you had?

4 What do you think *insisted* means if Atalanta then agreed to marry the man who could beat her in a footrace?

5 or conditions

6 What are Atalanta's terms? Do you think a man will be able to defeat Atalanta, the fastest runner in the world, in a race?



← **Show image 11A-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**.⁷

7 or greatly

8 Why would Aphrodite be looking down from Mount Olympus?

9 Is Aphrodite upset or happy about Atalanta's behavior? What do you think Aphrodite will do?

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].⁸ The goddess thought, "She is making a joke of love! I cannot allow this to go on."⁹



← **Show image 11A-4: Cupid 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,¹⁰ 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, Cupid, 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 Cupid 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.¹¹ 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 goddesses?



← **Show image 11A-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?



← **Show image 11A-6: Atalanta and Hippomenes at starting line**

The goddess held out her hand, palm upward, and a wooden box appeared there. Lifting the lid, she revealed 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.¹² “Here is what you must do.”

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.”¹³

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 11A-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.¹⁴ 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 11A-8: Atalanta chasing after the third apple**

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 her hand as she returned to the race.



← **Show image 11A-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 11A-10: Atalanta and Hippiomenes happily ever after**

What happened after that? ¹⁵ 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.

15 What do you think happened after that?

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. 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, Cupid) [Have a student point to Greek Gods Poster 6 (Aphrodite).]
2. What makes Atalanta special or different from others? (She is a skilled huntress, a princess, and the fastest runner in the world.)
3. 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. 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.)
5. Hippomenes finally beats Atalanta in a foot race. 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. Why do you think Atalanta is not able to resist the golden apples? (Answers may vary.)
7. At the end of the myth, is Atalanta tremendously happy or sad that she married Hippomenes? (She is tremendously happy.)
8. What setting was mentioned in this myth that gave you a clue that this was a Greek myth? (Mount Olympus)

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.

9. *Think Pair Share:* If you could change the ending of this myth, would you? If so, how would you change it? (Answers may vary.)

Word Work: Resist

(5 minutes)

1. In the read-aloud, Aphrodite says, “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? What part of speech is the word *resist*?

For follow-up, have students discuss times when they have had to resist something or when they have not been able to resist something. As they share these situations and how they felt, be sure they use the word *resist*.



Complete Remainder of the Lesson Later in the Day

11B

Atalanta and the Golden Apples



Extensions

20 minutes

Greek Myths Journal (Instructional Master 11B-1)

Tell students that they will be continuing their journal to help them remember any 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, Cupid, Hippomenes) Ask students if any of these characters were gods or goddesses. (yes, Aphrodite)

Show students Instructional Master 11B-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 did 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 to illustrate the information.

Share with students that this is their last journal entry. 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 myth students did not journal about was the three-part myth about Hercules. You may wish to review this myth and assign this task for homework.

Writing a Greek Myth

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, setting, 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.”

Tell students that today they will have a chance to share their myths with the class. Have as many students as time allows share their myths with the class. You may also wish to have any remaining students share their myths during the Pausing Point.

PP2

Pausing Point 2



Note to Teacher

Your students have now heard all of the Greek Myths read-alouds. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

If you do pause, you may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. 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

Students will:

- Understand 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 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)
- Demonstrate familiarity with particular Greek myths
- Identify the elements of characters, plot, and supernatural beings and events in particular Greek myths
- Understand that there are many different types of mythical creatures and characters in Greek myths, such as Atlas, Pan, Cerberus, Pegasus, and centaurs
- Identify Greek myths as a type of fiction

Activities

Image Review

Materials: Greek Myths Chart from previous lessons

Show the 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

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

Materials: Greek Gods Posters

Use the Greek Gods Posters to review with students the twelve main gods of Mount Olympus or the twelve Olympians. Have students describe what each Greek god was believed to be the god of and what the ancient Greeks believed it meant to be a god of something.

Create a Mythical Character

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. 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

Materials: Trade book

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

Characters, Setting, Plot

Materials: Drawing paper, drawing tools

Divide the 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.



Sequencing Events of Hercules

Materials: Image Card 25–30; Instructional Master PP2-1

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.

Instructional Master PP2-1 has also been provided if you would like for students to do this individually.

Riddles for Core Content

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. What am I? (the Nemean lion)
- I am the biggest and strongest giant who holds up the sky as a punishment by Zeus. Who am I? (Atlas)
- Having a lion's body and the face and neck of a woman, I guard 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)

Fun with Riddles

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: Hercules and the Nemean Lion; Hercules and Atlas; 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

Materials: Writing paper

Students may be given an additional writing prompt such as:

- 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

Have students who have not yet had the opportunity share their Greek myths with the class.

DA

Domain Assessment



This domain assessment evaluates each student's retention of the core content targeted in *Greek Myths*.



Domain Assessment

Note: You may wish to have students do the three parts of the assessment in two or three sittings. For Part III, you may also wish to have the students answer two questions in one sitting, and two in another sitting.

Part I (Instructional Master DA-1)

Directions: Let's read the words in each row together. I am going to name a place or character from the Greek myths you have heard. We will read the choices again. Then you will circle the name of the character(s) or place(s) from the same myth.

1. Prometheus (Zeus, Pandora)
2. Demeter (Persephone, Hades)
3. Arachne (Athena, spider)
4. Theseus (King Aegeus, Labyrinth, Minotaur)
5. Daedalus (Icarus, King Minos)
6. Hercules (Atlas, Nemean lion, King Eurystheus)
7. Oedipus (Sphinx)
8. Atalanta (Aphrodite, Hippomenes)

Part II (Instructional Master DA-2)

Directions: I am going to read several sentences about the Greek myths you have recently heard. If what I describe in the sentence is true, circle the letter 'T.' If what I describe in the sentence is false, circle the letter 'F.'

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

Part III (Instructional Master DA-3)

Directions: Write a complete sentence to answer 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? Be 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.

For Teacher Reference Only:
Copies of *Tell It Again! Workbook*





Dear Parent or Guardian,

Today, your child heard a read-aloud about the Greek gods, specifically the twelve gods 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 the ancient Greeks thought lived on Mount Olympus and what these gods were the gods 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, share with them what you know, including any Greek gods 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 vase/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 using and learning about. 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 with your child every day. There should be time to read to your child and also time to listen to your child read to you. I have attached a list of recommended trade books related to Greek myths that may be found at the library.

Be sure to praise your child whenever s/he shares what has been learned at school.

Recommended Trade Books for Greek Myths

1. *D'Aulaires' Book of Greek Myths*, by Ingri and Edgar Parin D'Aulaire (Delacorte Press, 1962) ISBN 0440406943
2. *The Gods and Goddesses of Olympus*, by Aliki (HarperCollins, 1994) ISBN 0064461894
3. *Greek Myths*, by Deborah Lock (DK Publishing, 2008) ISBN 0756640156
4. *Greek Myths for Young Children*, retold by Heather Amery (Usborne Publishing Ltd., 2000) ISBN 0746037256
5. *King Midas: The Golden Touch*, by Demi (Margaret K. McElderry Books, 2002) ISBN 0689832974
6. *The McElderry Book of Greek Myths*, retold by Eric A. Kimmel (Margaret K. McElderry Books, 2008) ISBN 1416915348
7. *Mythological Creatures: A Classical Bestiary*, by Lynn Curlee (Atheneum Books for Young Readers, 2008) ISBN 1416914536
8. *Pandora*, by Robert Burleigh (Harcourt, Inc., 2002) ISBN 0152021788
9. *Pegasus*, by Marianna Mayer (Morrow Junior Books, 1998) ISBN 0688133825

Directions: These six pictures show events from the beginning, middle, and end of the myth of Prometheus and Pandora. Cut out the six pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the myth. Glue them in the correct order on a piece of paper.





Directions: These six pictures show events from the beginning, middle, and end of the myth of Prometheus and Pandora. Cut out the six pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the myth. Glue them in the correct order on a piece of paper.





Directions: Listen to each pair of sentences. 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. 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 beginning, middle, and end of 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 beginning, middle, and end of the myth. Glue them in the correct order on a piece of paper.





Directions: These five pictures show events from the beginning, middle, and end of 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 beginning, middle, and end of the myth. Glue them in the correct order on a piece of paper.



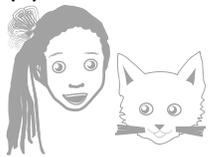


Directions: Think about what you have heard in the read-aloud, and then fill in the chart using words or sentences.

Somebody	
Wanted	
But	
So	
Then	

Title: _____

Character(s)



Setting(s)



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

PLOT	Beginning
	Middle
	End



Dear Parent or Guardian,

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 interfered in the lives of others.

5. Words to Use

Below is a list of some of the words that your child will be using and learning about. 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.

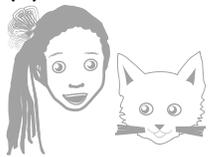
6. Read Aloud Each Day

It is very important that you read with your child every day. There should be time to read to your child and also time to listen to your child read to you. Remember to use the recommended tradebook list sent with the first parent letter.

Be sure to praise your child whenever s/he shares what has been learned at school.

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

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) _____

_____.

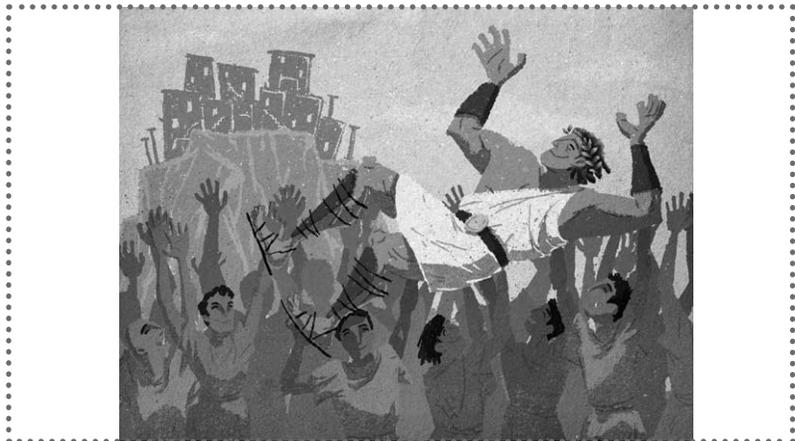
After that _____

_____.

And that is why/how _____

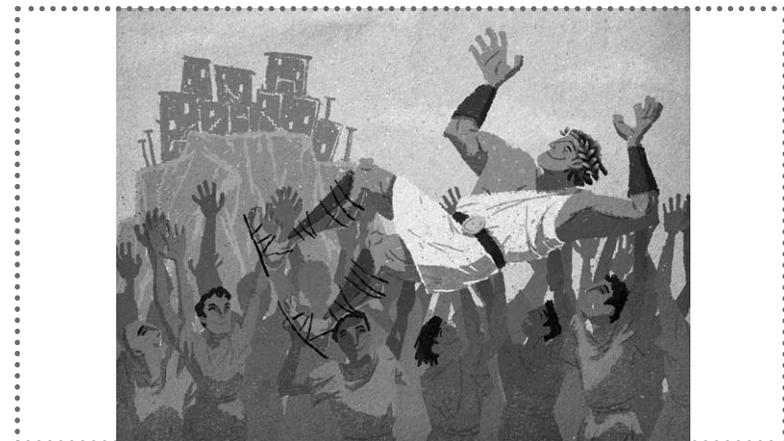
Directions: These six pictures show events from the beginning, middle, and end of the myth of Hercules. Cut out the six pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the myth. Glue them in the correct order on a piece of paper.





Directions: These six pictures show events from the beginning, middle, and end of 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 beginning, middle, and end of the myth. Glue them in the correct order on a piece of paper.





Directions: Listen to each name read by the teacher. Read the three names in the row. Circle the name(s) of the person(s) or place(s) from the same myth.

1. Zeus Pandora Hercules

2. Persephone Atlas Hades

3. Athena Icarus spider

4. King Aegeus Labyrinth Minotaur

5. Sphinx Icarus King Minos

6. Atlas Nemean lion King Eurystheus

7. Athena Arachne Sphinx

8. Aphrodite Hippomenes Zeus

Directions: Listen to each name read by the teacher. Read the three names in the row. Circle the name(s) of the person(s) or place(s) from the same myth.

1.

Zeus

Pandora

Hercules

2.

Persephone

Atlas

Hades

3.

Athena

Icarus

spider

4.

King Aegeus

Labyrinth

Minotaur

5.

Sphinx

Icarus

King Minos

6.

Atlas

Nemean lion

King Eurystheus

7.

Athena

Arachne

Sphinx

8.

Aphrodite

Hippomenes

Zeus

Directions: Listen to each sentence read by the teacher. If the sentence is true, circle the letter 'T.' If the sentence is false, circle the letter, 'F.'

1. T F

2. T F

3. T F

4. T F

5. T F

6. T F

7. T F

8. T F

9. T F

10. T F

Directions: Listen to each sentence read by the teacher. If the sentence is true, circle the letter 'T.' If the sentence is false, circle the letter, 'F.'

- | | | |
|-----|------------------------------------|------------------------------------|
| 1. | <input checked="" type="radio"/> T | <input type="radio"/> F |
| 2. | <input type="radio"/> T | <input checked="" type="radio"/> F |
| 3. | <input checked="" type="radio"/> T | <input type="radio"/> F |
| 4. | <input checked="" type="radio"/> T | <input type="radio"/> F |
| 5. | <input type="radio"/> T | <input checked="" type="radio"/> F |
| 6. | <input checked="" type="radio"/> T | <input type="radio"/> F |
| 7. | <input type="radio"/> T | <input checked="" type="radio"/> F |
| 8. | <input type="radio"/> T | <input checked="" type="radio"/> F |
| 9. | <input checked="" type="radio"/> T | <input type="radio"/> F |
| 10. | <input checked="" type="radio"/> T | <input type="radio"/> F |

Directions: Read each sentence. Think about the answer to the question. Write a complete sentence to answer each question.

1. Who was the most outrageous character you heard about in the Greek myths? Be 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.

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