

EDU622: Final Curriculum Unit

GREEK GODS & GODESSES: FROM APHRODITE TO ZEUS



Exploring Rationalism through Ancient Greek Myths and Legends

ANTONIA BISTA

The following unit is intended for rising 4th and 5th graders and includes the following detailed sections:
An introduction with a rationale and section for differentiation for gifted learners; goals and outcomes;
assessments plan; lesson plans; and annotated unit resources

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GREEK GODS & GODDESSES: FROM APHRODITE TO ZEUS



INTRODUCTION

The following unit will challenge students to examine the concept of rationalism throughout various Greek myths and legends. They will collaborate together to determine significant underlying themes and morals and synthesize their observations to form evidence-based opinions. The Ancient Greeks were rational beings that were able to orally pass down stories to explain the world around them using the complex relationships of their Gods, Goddesses, Heroes, Monsters, etc. Students will learn that the Greeks explained daily life occurrences, such as the rise and fall of the sun, with basic reasoning skills intertwined with their faith in mythical beings. In four, three-hour sessions, students will evaluate the reasoning of the Greeks as they analyze relationships and underlying rationalisms in several myths and legends. Not only will they find that some myths were founded on stronger rationalism than others, but even the most powerful of the Greek Gods or Goddesses can act irrationally when faced with certain matters. By the end of the unit, students will have enough foundational knowledge and analytical skills to create a myth of their own that explains a life occurrence of the present-day world.

RATIONALE

Throughout this unit, students will be developing and strengthening specific learning skills. In addition to determining main ideas of texts with the support of key details, they will work on Inferring character traits based on both what motivates a character and by the character's actions. Students will learn the skills of using *strong* reasons and evidence to support a point-of-view on a specific situation. They will challenge one another by posing and responding to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Therefore, they will build their communication skills by presenting and discussing an inference verbally, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes. When tasked with a writing activity, students will strengthen skills needed to write their inference clearly, provide a general observation and focus, and group related information logically.

The content presented in this unit is significant for students to learn for several reasons. Students will be learning about the Ancient Greek society and their methods of spreading stories to one another in order to provide explanations about the world. They will be gaining valuable information about how the Greek's perspective on what they deemed to be rational may differ greatly than what present day's society believes to be rational. By understanding the complex relationships of Greek Gods and Goddesses, students will learn how one simple action can lead to a chain of events that may build bridges and underlying connections throughout various Greek myths and legends.

In final, the concepts embedded throughout this unit are extremely valuable for students to learn at an earlier age. Rationalism is a complex concept but can be easily taught through fun and fantastical stories such as those found in Greek mythology. Understanding that when you act rationally you are acting with reason is a very basic idea, one that younger students will easily be able to grasp. Therefore, by analyzing the actions of Greek characters throughout myths and asking the general question of "How would you argue that the God here acted with reason?" builds the students into learning what they perceive as rational. As the unit progresses, the students will begin to master the concept of rationalism as they tear apart whole Greek myths and legends and determine what the underlying rationality of the entire story was.

Differentiation for Gifted Learners

This unit offers significant benefits for differentiating for gifted children across the domains of content, process, product, and learning environment. Certain aspects throughout the lessons enable the teacher to easily modify the complexity, challenge, depth, and creativity of the various activities students are tasked to carry out. A simple pre-assessment at the beginning of the unit provides the teacher with a comprehensive idea of the background knowledge students are entering with. They are then able to determine if certain students will have to be grouped together to accelerate them past certain parts of lessons and provide them with supplementary, challenging material.



CONTENT

As this unit contains a great deal of reading material, it is easy to differentiate the content by providing texts of various Lexile levels, lengths, and depths. This will challenge gifted learners to understand more complex vocabulary and language without altering the underlying plot. Throughout the lessons and when possible, students will be encouraged to move through content areas at their own pace. If they master a particular activity or lesson, they will be provided with more advanced learning activities, not just more of the same activity. At the end of each lesson, students are given time to perform an Independent Study where they are able to reflect on the content they learned at their own pace and use different resources, such as laptops and additional passages, to deepen their understanding.

PROCESS

Throughout the unit, the teacher will be able to differentiate the process for gifted learners through small-group activities that require roles/positions for each student. In some activities, the teacher will be able to designate students' experts/leaders. In others, the tiered activities guarantee that students will be able to process the instruction through reading, collaboration, and/or writing. In each lesson, the teacher poses higher-level and open-ended questions that stimulate inquiry, active exploration, and discovery. The lessons in the unit entail a great deal of group interaction and simulations, flexible pacing, and guided self-management that support process modification.

PRODUCT

This unit was designed to have flexibility for the students when it came for them to design their products at the end of each lesson. The teacher is to encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas. For example, students are given the option to create a comic strip, PowerPoint, play, or a written report in order to deliver their performance task. Products can be consistent with each student's preferred learning style. At the end of each lesson, students are to self-reflect on their products and whether it truly demonstrates their mastery of the content taught.

LEARNING ENVIRONMENT

Understanding that it is difficult for a young gifted learner to sit still for a three-hour lesson, this unit is designed around a receptive, nonjudgmental, student-centered environment that encourages inquiry and independence. Each lesson requires a great deal of physical movement and interchanging small-groups that require students to face new complex questions from their peers. This in-turn keeps them on their toes and embraces their critical-thinking skills, as they must adapt to each new scenario. At the end of the lessons, students are to reflect on the material learned that day and how they can connect it with the greater world.

ASSESSMENT PLAN

In order to fully assess student learning and understanding of the material, this unit includes a variety of pre-assessments, formative and summative assessments, and a cumulative performance task. Throughout each lesson, students will be working in small-groups, partners, and whole-group discussions. In order to evaluate such discussions, I will be constantly monitoring, observing, and recording student participation and responses. Student-led discussions should involve a rich debate where students are building on others' ideas and expressing their own clearly. I will be looking for students to reference their opinions based on text-evidence or support from past readings. In addition I will be monitoring specific small-group activities where students are assigned a role or position in order to assess their participation and commitment to the task.

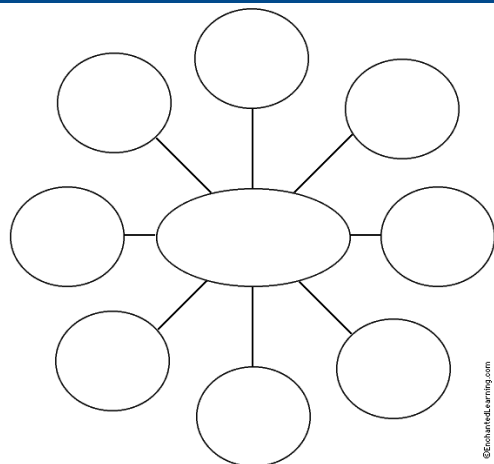
Informal formative assessments are crucial throughout this unit as they check for understanding along the way and guide teacher decision making about future instruction; they also provide feedback to students so they can improve their performance.

The **pre-assessment** at the start of the first lesson is crucial in order to understand the depths of previous knowledge students are entering the classroom with. As they are at the age where they are reading a great deal of fantastical texts, students may have a strong foundation of Greek mythology. The pre-assessment will give the teacher an idea of what Greek myths students have read about, as well as their understanding of Greek Gods, Goddesses, Heroes, Monsters, etc. This will allow the teacher to accelerate students through basic review sections of lessons and provide more advanced and challenging materials to keep students engaged and learning. This will also give the teacher a strong understanding of how to differentiate when forming small groups by placing students in certain groups based on how great their previous knowledge on the content is.



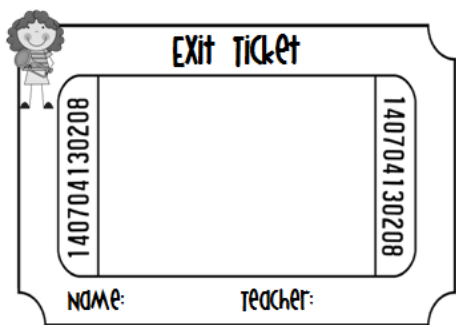
Constant monitoring and observation of students to formatively assess learning

ASSESSMENT PLAN



Formal Formative Assessments:

Throughout the unit, each lesson asks for students to briefly reflect on the content in each Greek myth or legend. Students stop and reflect, make sense of what they have heard or read, derive personal meaning from their learning experiences, and/or increase their metacognitive skills. These require that students use content-specific language. In some lessons, a graphic organizer will be attached to the Greek myth for students to organize information, make connections, and note relationships.



Informal Formative Assessments:

Aside from monitoring and observing student collaboration/participation, the teacher will also use quick-check strategies periodically throughout lessons to routinely assess student learning. This involves basic review at the start of each lesson to evaluate the need to re-teach or look for questions that need to be answered. This also involves a quick exit ticket to assess the students' overall understanding of the lesson that was just taught.

Summative Assessment: Performance Task



At the end of the unit, the teacher will evaluate cumulative student learning of all lessons by assessing their final performance task. This task should demonstrate thorough understanding of rationalism and how it is used to inform myths. Their final task should integrate all content knowledge of Greek Mythology and integrate the Gods and Goddesses students learned about in their lessons. Because students are given the option to work with partners or independently, depth and collaboration will be assessed heavily. Students are given the option to demonstrate their understanding of rationalism in myths presented in various formats (dependent on the student's preferred learning style). This requires the teacher to assess PowerPoint, drama performances, comic strips, essays/reports, etc. Therefore, basic factors such as organization and presentation, participation/contribution, content knowledge, and conceptual understanding will be considered in evaluating each performance task.

WORK SAMPLES

Below are examples of students' performance tasks using PowerPoint as their presentation format. Both deliver a myth founding on a creative rationalism using Greek Gods, Goddesses, Heroes, etc.

Eternal Sleep

Long ago, there was a moon goddess named Selene. She had fallen in **love** with a shepard. The shepard's name was Edymion. After he woke up, he fell in **love** with Selene. A few years later, they got married and had 50 children. Since Edymion was mortal, he was going to **die**, so Selene begged of Zeus to put him in eternal sleep, and Zeus said he would, and he did.

Eve

As a child, Eve **loved** to be with her mother, Selene. As she grew older, she did not lose her **love** for her mother. Selene **loved** Eve's company too. Later, her siblings moved away, and Eve stayed with Selene. They rode the moon chariot every night together.

Eve ->



The Arrow

Eve was having a **wonderful** time while Poseidon was sitting down in his throne. He felt a **pain** in his back. Eros had shot one of his **love** arrows. Suddenly, Poseidon felt a strong **passion** for Eve.



The Fall

Poseidon, uses a gigantic tidal wave to knock Eve of the chariot into the ocean. He caught Eve in his arms. When Poseidon caught her she turned into a water nymph. She looked at him curiously, and she suddenly remembered her mother, she was **angry** with Poseidon this for doing this to her mother.



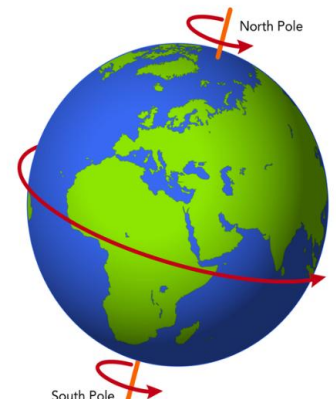
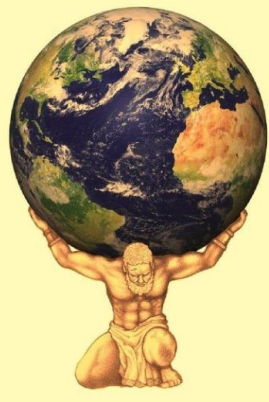
Why The World Spins

They got to where Atlas was standing. "How could you let Heracles steal my apples, YOU dinglebat" Hera exclaimed! "What, it wasn't my fault"Atlas exclaimed. That did it. Atlas and Hera started fighting. "Whoa, whoa, Hera said, You're making the world spin"! Atlas quickly regained his balance but the Earth is spinning ever since.



Gaea Get's Angry!!

It was a pleasant day when Hera stormed into Gaea's palace. "What, Why did you let Atlas get tricked by Heracles"! "Those were my wedding gifts, you're going to talk to him and i'm coming with you"Hera screamed! "What, my own grandson did that, I'll be down right now"Gaea said! Hera and Gaea stormed down to the place where Atlas was standing.



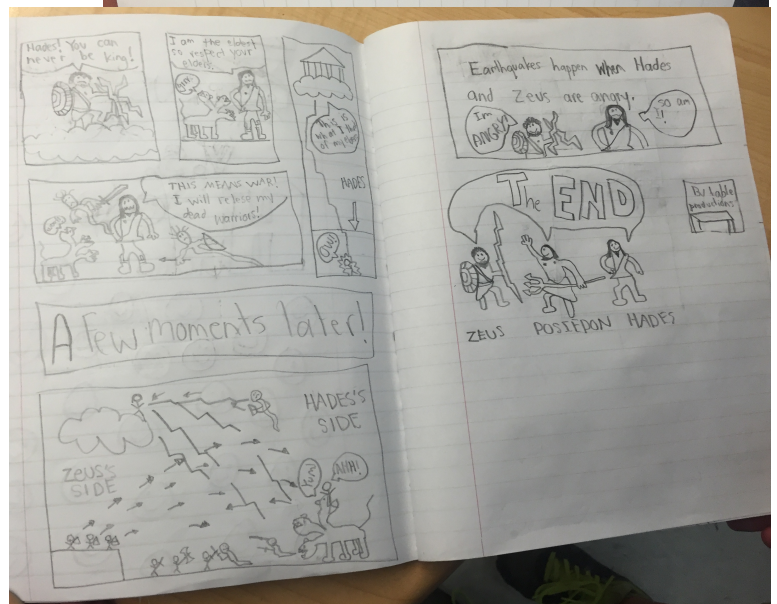
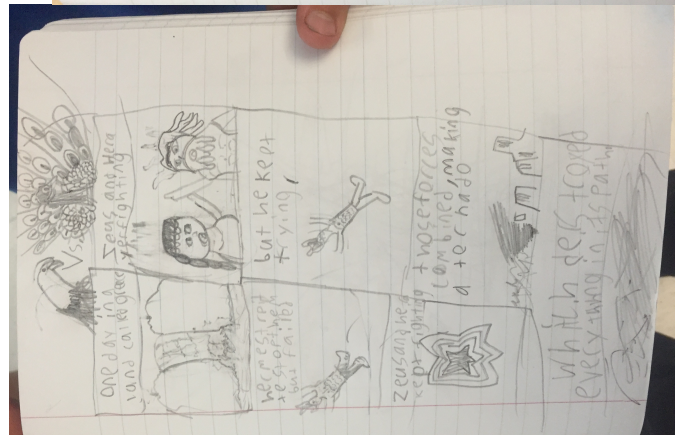
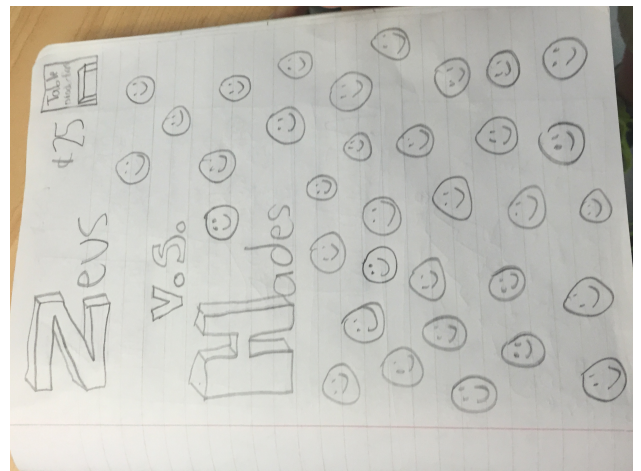
WORK SAMPLES

Below are examples of students' performance tasks using two different methods to present: a typed report and a comic strip. Both deliver a myth founding on a creative rationalism using Greek Gods, Goddesses, Heroes, etc.

Poresius always heard stories of the monster Medusa. Poresius new he would kill Medusa. Poresius trained as much as he could. The demigod climbed Mt. Olympus and pleaded mighty Zeus for permission to kill her. "Please! Just one chance?" Poresius pleaded. "I've said, no!" Zeus boomed with cheeks as red as roses. Poresius sighed. "Fine. Why does everyone hate me?" mumbled. As Poresius walked down the mountain ; Zeus called: "Poresius! I'll give you one chance!" Poresius's eyes gleamed. "THANK YOU SO MUCH!!" Poresius screams. Poresius sprints down Olympus as fast as he can.

Poresius prepared his swords and tools to prepare for battle. After gearing up, Poresius ventures off to find the cave of Medusa.

After hours of searching, Poresius found the cave. Poresius stepped inside. Medusa, in fact, was looking at herself in the mirror. Poresius wondered why she didn't turn to stone herself. Poresius snuck up on Medusa, readied his sword, and sliced her head off with ease. "Hmm... that was too easy... something's not right!" Poresius thought. Suddenly Medusa's head exploded into snakes and chased Poresius. Poresius sprinted everywhere to stop the snakes from chasing him. Poresius screamed for help but nobody answered. But he then remembered his sword; he took it from its case and stabbed at the snakes. He successfully stabbed one, then three! Then 7!



| TEACHER NAME | | Lesson # |
|---|-----------------------|---|
| Antonia Bista | | 1 |
| MODEL | CONTENT AREA | GRADE LEVEL |
| Moral Dilemma- Kohlberg | English Language Arts | 5th |
| CONCEPTUAL LENS | | LESSON TOPIC |
| Rationalism | | What rationalities are found in the Greek myth "Scylla and Charybdis"? |
| LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i> | | |
| <p>English Language Arts:</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.1.B Provide logically ordered reasons that are supported by facts and details.</p> | | |
| THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i> | | THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i> |
| <i>Rationalism informs Myth</i> | | <i>How does rationalism inform myth?</i> |
| CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i> | | PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i> |
| <ul style="list-style-type: none"> Rationalism is a belief or theory that opinions and actions should be based on reason and knowledge rather than on religious belief or emotional response. Morals are of, relating to, or concerned with the principles or rules of right conduct or the distinction between right and wrong A dilemma is a situation in which a difficult choice has to be made between two or more alternatives, especially equally undesirable ones Poseidon was the was god of the sea, earthquakes, storms, and horses and is considered one of the most moody and greedy Olympian gods Zeus is the most powerful god and impacts the human world in various ways Charybdis, daughter of Poseidon, was a sea monster or goddess whose gigantic whirlpool swirled in the straits of Messina, opposite the cliffs of Scylla Scylla was a bona fide monster, with six ferocious heads, each with three rows of sharp teeth, sitting | | <ul style="list-style-type: none"> Use reasons with strong support in order to defend a point-of-view for a given dilemma Determine two or more main ideas of a text (myth) and explain how they are supported by key details (summarize the text) Evaluate the themes, values, and ideas of a myth Infer character traits based on both what motivates a character and by the character's actions Use reasons and evidence to support a point-of-view on a specific situation Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions Present and discuss an inference verbally, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; Speak clearly at an understandable pace In writing, students will be able to communicate |

| | | |
|---|---|--|
| <p>on six very long necks. Her body was made out of several growling dogs and twelve feet or tentacles.</p> <ul style="list-style-type: none"> • Sailors who traversed the straight would have to choose between risking their lives with one or the other. • Odysseus, the legendary Greek hero, is most famous his wandering adventures after the events of the Trojan War. | <p>their inference clearly, provide a general observation and focus, and group related information logically.</p> | |
| <p>GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i></p> | | |
| <p>Pre-Lesson Questions:</p> | <p>During Lesson Questions:</p> | <p>Post Lesson Questions:</p> |
| <p>Review Questions:</p> <ul style="list-style-type: none"> • How can we explain rationalism based on the world around us? • How did the Greeks convey their rationalities of the world around them? • What were some of the rationalities we learned about the Greeks in the myths that we have studied so far? • Who was Helios and what rationality did he explain about the world, according to the Greeks? What rationality was the myth "Pandora's Box" explaining? <p>VTS Questions:</p> <ul style="list-style-type: none"> • What's going on in this picture? • What do you see that makes you say that? • What else can you find? <p>Extensions on VTS (if needed):</p> <ul style="list-style-type: none"> • Can you add to that? • Does everyone agree with that? • Does anyone see something different? • What do you feel looking at this picture? What is the mood? • What might happen next? <p>Summary:</p> <ul style="list-style-type: none"> • After all we have said, what is the story? • What do you think the artist wanted to tell us about the person, event, place, etc.? | <p>Reading Passage Questions:</p> <ul style="list-style-type: none"> • Why was Charybdis turned into a sea monster? What rationality of the world is explained using Charybdis? • Comparing the two tales of how Scylla and Charybdis were turned into nymphs, who would you argue for being the more deserving of the punishment and why? • How are Charybdis and Scylla similar in character? Different? • In your opinion, why do you think Odysseus sailed closer to Scylla over Charybdis? • What do you believe his rationality was for choosing a giant, six-headed beast over a whirlpool? • How could you argue against Odysseus's decision to sail closer to Scylla? • How does one rationalize choosing one evil over another? | <p>Moral Dilemma Questions:</p> <ul style="list-style-type: none"> • Should you knowingly cause the death of 6 crewmembers in order to save the rest? Or do you risk all their lives in the hopes of saving all their lives? • If deciding to face Scylla and had to choose the six victims that were to be sacrificed, how would you go about making such a choice? What if you were one of the chosen? Would your choice remain the same? • Should crew size change your opinion? How would your decision be impacted if your crew were composed of only a handful of men compared to almost a hundred men? • Should you risk sailing straight down the middle in the hopes of evading both sea monsters, despite the increase risk of having to face both? <p>Post-Reading Questions:</p> <ul style="list-style-type: none"> • In this myth, how does Odysseus rationalize choosing Scylla over Charybdis? • What makes an action more rational than another? • How does his rationality relate to real-world situations? • Can you create a scenario where rationality is needed when faced with a no-win-win situation? |

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

| Content | Process | Product | Learning Environment |
|---|--|--|-----------------------------|
| Provide a variation of the myth "Charybdis and Scylla" that is a higher Lexile level and greater in length/depth. | Choose students who need a greater challenge to lead the small-group discussions and ensure that all students in their group are participating and elaborating on their reasoning. | Prompt students with a more in-depth reflection by posing: Create a scenario where rationality is needed when faced with a no-win-win situation | N/A |

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Review with the class from previous lessons (Before the Hook):

The teacher reviews how humans attempt to rationalize the world around them with reason. For the Greeks, rationalism was a reliance on reason as the only reliable source of human knowledge. Greek mythology is a collection of myths and teachings from ancient Greece, about their gods, heroes, mythic creatures, the nature of the world and how it got to be the way it is. The purpose of each Greek myth was written to provide rational explanations (i.e. the Sun sets and rises because Helios rides it through the sky on his chariot). The stories are then passed down in the oral tradition. Titans were the eldest Gods who were then overthrown by the 12 Olympians.

HOOK: Visual Thinking Strategies Opener:

1. The teacher selects an interesting picture or painting, one that relates to the topic of the story to be read, in this case the picture of the sea monsters Charybdis and (which the students have no concept of this myth): <https://odysseustracks.files.wordpress.com/2013/12/scylla-and-charybdis-bookpalace.jpg>
2. A copy of this picture is placed on the overhead projector.
3. The students are asked, "Please look at the picture silently for a minute and think about what you see. What's going on in the picture?"
4. After a minute the teacher opens up the question to the room, "What do you see in the picture?" The students' responses often start out with the obvious — "A dragon-like beast with six heads. A giant whirlpool on the left side of the picture. A ship sailing between both dangers."
5. When a student offers a qualitative statement, the teacher asks for more information. "You said that ship is sailing between dangers? How so?"
6. The students justify their answers by providing evidence from the picture. They may say, "The ship seems to be closer to the six-headed beast, which means that it could be in danger of being torn to pieces."
7. Next the teacher asks students to share differing opinions and provide justification. One student may say, "The ship seems to be trying to sail in-between both horrors, and doesn't mean to sail closer to the dragon" The teacher then asks, "Does everyone agree? Is that what the ship is doing?" Another student might say, "I don't think so. I think the ship is sailing closer to the dragon because it doesn't want the whole ship to be sucked into the whirlpool."
8. The discussion goes on until students have shared all they can about the picture.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Distribute the myth "Charybdis and Scylla" and ask the students to anticipate what they expect this reading to be like (based on the title and skimming the text).

Read the text together the first time aloud. Number the paragraphs 1-9. Have one student (or several students in turn) read the text aloud again.

Discuss the meaning of any words students identify as difficult. Encourage students to note the definitions you provide on their copy of the text.

Students are to read the text one final time independently while practicing close reading.

Split students up into groups of 3-4 and pass out Index Cards with the “During Lesson Questions” written on each index card (for a total of seven index cards). Students should split the index cards as equally as possible and then begin a round robin discussion. The teacher monitors discussions and ensures all students are actively participating and referring to the text as they collaborate.

After sufficient time has passed to discuss all seven questions, the teacher pulls the groups back together discusses the questions whole group – jotting down their responses on the board.

- The teacher ensures that all students understand that the Greeks explained whirlpools from rationalizing using the tale of the sea monster Charybdis.
- Odysseus was trying to make the rational choice, when confronted with two difficult outcomes, to choose to sacrifice six lives over the chance of losing everyone’s life.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

The teacher creates an inviting environment with an open atmosphere by splitting the class into groups of 4-5, having them put their desks in a circle with one another. Each of the following MDD questions is posed (given time constraints) in which small group discussion follows. In each group, all members should be participating and actively listening to one another’s reasoning as each attempt to answer the question using their moral compass. The teacher has minimal/no interaction during this part.

MORAL DISCUSSION DILEMMA:

- Should you knowingly cause the death of 6 crewmembers in order to save the rest? Or do you risk all their lives in the hopes of saving all their lives?
- If deciding to face Scylla and had to choose the six victims that were to be sacrificed, how would you go about making such a choice? What if you were one of the chosen? Would your choice remain the same?
- Should crew size change your opinion? How would your decision be impacted if your crew were composed of only a handful of men compared to almost a hundred men?
- Should you risk sailing straight down the middle in the hopes of evading both sea monsters, despite the increase risk of having to face both?

After sufficient time has passed and groups have worked out the questions together, the class comes back and the Moral Dilemma enters into a whole-group discussion. Groups are allowed to share their stances on each question and explain their rationality behind their decisions, based on morality and the ultimate outcomes. The teacher monitors and only engages in the discussion if students are talking too much/little, taking control of the discussion, or if the students are confused by the question.

Elaborate — *Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

The teacher then splits students back into groups and passes out the three remaining Post-Reading Questions. Students are given a brief time to discuss the questions in their groups while the teacher monitors.

After enough time has passed, students are to independently reflect on how rational Odysseus’s actions were in the myth “Charybdis and Scylla” and how valid his reasoning for his choice was. If put in his position, would they consider the same course of action or choose another and why? What makes one action more rational than another?

At the end of the writing, if time permits, have students reflect on a time when they were faced with

choosing over two evils and how difficult of a decision it was to rationalize one outcome over another. If they are having difficulty reflecting on a personal experience, have them connect to any real-world situation.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Formal Assessment: The teacher assesses individual reflections to ensure each student has an understanding of the rationalities presented in the myth.

Informal Assessment: The teacher assesses student participation throughout the whole lesson, from the VTS, MDD, and personal reflection during the Evaluate section of the lessons.

****Passage and Picture below****

Scylla and Charybdis: Between Fear and Courage

Long ago a beautiful naiad was born to the great sea god, Poseidon. Her name was Charybdis. She loved and admired her father with all her heart. And so, when Poseidon went to war with the great god Zeus and stirred up great storms, Charybdis rode the tides, leading the water onto beaches. In this way the sea swallowed up villages and fields and forests and towns, claiming these for the god of the sea.

After a while Charybdis had won so much land for her father's kingdom, Zeus became enraged with her. He vowed to stop her forever, and to do this he transformed her into a monster -- all wide, gaping mouth; her arms and legs became flippers. From that moment Charybdis was forced to live in a cave beneath a lone fig tree on a tiny island in the Strait of Messina. Each day, three times a day, Charybdis sucked in gallons of saltwater, and with it she sometimes swallowed passing ships. When Charybdis swallowed, she created a water funnel. Those who looked down could see through the swirling eddy the rock beneath; sailors heard her hideous roar as she spewed out the water, creating relentless, dangerous whirlpools. Hundreds of sailors drowned in those ferocious waters stirred up by Charybdis' rage.

On the other side of this narrow channel between Italy and Sicily lived another monster. Like Charybdis, Scylla had not always been a terror. She was born a nymph -- the daughter of Phorcys -- but one day Glaucus, a fisherman who had turned into a sea god, fell madly in love with her. Scylla did not return his love, and so she fled from him. In despair, and longing to convince her to love him, Glaucus went to see the sorceress Circe. There he begged for a love potion that would melt Scylla's heart.

Alas, as Glaucus told Circe his tale of love and longing, the sorceress fell in love with him. She tried to convince him to forget Scylla and to fall in love with her instead, but he paid her no attention; his heart belonged to the nymph. This enraged Circe. To punish her rival, she prepared a vial of poison, and this she poured into the pool where Scylla bathed.

As soon as Scylla walked into her bath, she was transformed into a horrifying monster with six heads, each with a triple row of teeth sharper than knives. Now she was no longer beautiful but a monstrous creature with 12 feet and a body composed of hideous barking dogs. Unable to move, she lived in misery on a cliff beneath the sea and lashed out at all ships that passed by. Whenever a ship sailed too close, each of Scylla's heads seized a member of the crew and destroyed them in her grotesque mouths.

From that time on Charybdis lived on one side of the blue channel, and Scylla on the other. The two monsters became the peril of all sailors. Everyone had tales to tell of the terrors they caused. The two sides of the strait were so close to each other that those who tried to avoid Scylla would pass too close to Charybdis, thus risking their lives in whirlpools. But those who attempted to slip past Charybdis moved too close to Scylla, and many died in the grip of her gnashing teeth.

Among those who tangled with the monsters was the great Odysseus -- a courageous and able seaman -- and fortunate too, for the gods watched over him. Circe had warned Odysseus and his crew of the monsters. Thus alerted, Odysseus believed he could pass in safety, and as he and his crew approached the channel, they kept strict watch, searching for the roaring waters as Charybdis swallowed; her roar warning him to keep his distance.

Alas, no matter how hard they looked, they could not make out Scylla, so hidden was she beneath the sea. And as they passed safely by Charybdis, Scylla darted forth with her terrible heads. In each mouth she caught a sailor, and those six men shrieked in horror as she carried them to her den beneath the sea.

Ulysses had never seen a more terrible sight. He stood helplessly on deck, unable to save his men. His heart broke as he listened to the echoing cries long after Scylla had captured them.



| TEACHER NAME | | Lesson # |
|--|-----------------------|--|
| Antonia Bista | | 2 |
| MODEL | CONTENT AREA | GRADE LEVEL |
| Problem-Based Learning | English Language Arts | 5th |
| CONCEPTUAL LENS | | LESSON TOPIC |
| Rationalism | | How would you rationally determine a solution for each of the 12 labors Hercules had to accomplish? |
| LEARNING OBJECTIVES (from State/Local Curriculum) | | |
| <p>English Language Arts:</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.1.B Provide logically ordered reasons that are supported by facts and details.</p> | | |
| THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?) | | THE ESSENTIAL QUESTION (What question will be asked to lead students to "uncover" the Essential Understanding) |
| <i>Rationalism informs Myth</i> | | <i>How does rationalism inform myth?</i> |
| CONTENT KNOWLEDGE (What factual information will students learn in this lesson?) | | PROCESS SKILLS (What will students be able to do as a result of this lesson?) |
| <ul style="list-style-type: none"> Rationalism is a belief or theory that opinions and actions should be based on reason and knowledge rather than on religious belief or emotional response. Born to Zeus by a mortal woman, Hercules was a mere demigod. Hera, Zeus' queen, was so jealous of Hercules that she sent snakes to Hercules' crib in an attempt to get rid of him. In a display of what he was to become, Hercules strangled the snakes with his bare hands. However, Hera eventually drove Hercules mad. In a fit of rage, Hercules killed his own family, so he was ordered to complete 10 labors for his cousin, King Eurystheus. Labor 1 - The Nemean Lion: More of a monster than an animal, Hercules was first ordered to kill the Nemean Lion. Even Hercules could not pierce the lion's skin with arrows or other weapons, so he had to resort to using his bare hands. He strangled the lion, and, as a trophy, wore its skin as a cape and its jaws as a helmet. Labor 2 - The Hydra: Hercules' next task was to defeat the Hydra, a monster with multiple heads. The problem was, as soon as one head was cut off, two heads grew back in its place! Remembering that his cousin, Iolaus was nearby, he called for backup. Once Hercules would chop off a head, Iolaus was right behind him to burn the stump,impeding the monster's ability to regrow the noggins. Even though he defeated the monster, King Eurystheus refused to count this labor since Hercules had assistance. Labor 3 - The Ceryneian Hind: Next, Hecules was ordered to capture the Ceryneian Hind, a female deer with golden antlers. This posed a problem because the hind was sacred to Artemis, the goddess of hunting. After tracking the animal for a year, Hercules aimed his arrow and fired, striking the deer between the tendons and bones of the forelegs without drawing blood. He was able to avoid the wrath of Artemis by | | <ul style="list-style-type: none"> Use reasons with strong support in order to determine a solution within the boundaries of any given problem. When first given a problem, students will observe and analyze for in order to develop a clear picture of the problem Collaboratively generate a range of possible courses of actions Carefully evaluate the different possible courses of action, and then selecting the best solution Reviewing the outcomes of problem solving over a period of time, including seeking feedback as the success of the outcomes of the chose solution. Determine two or more main ideas of a text (myth) and |

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| <p>blaming the incident on King Eurystheus.</p> <ul style="list-style-type: none"> • Labor 4 - The Erymanthian Boar: In Arcadia lived a boar that terrorized the village. Hercules' next mission was to capture the enormous boar, still alive, and bring it back to King Eurystheus. He finally located the boar on Mount Erymanthus. Hercules ran the giant hog into a snowbank, which immobilized it long enough to carry it back to the king. • Labor 5 - The Augean Stables: In an attempt to humiliate him, Hercules' next order was to clean out the stables of King Augeas, the largest in the land. Using his wit, Hercules diverted two rivers through the stables - flushing out the waste without even dirtying his hands. King Eurystheus refused to count this as a labor since Hercules did not use his strength. • Labor 6 - The Stymphalian Birds: The birds at Stymphalian had a history of terrorizing the people living there, so it was fitting that Hercules take care of the issue. The only problem was the birds inhabited a swampy area, and the ground would not hold the weight of Hercules. Hercules decided the best approach was to make noise with his castanet, then shoot the birds with his arrows. His plan worked, and he brought down the birds by the dozen. • Labor 7 - The Cretan Bull: A Minotaur is a monster that is part man part bull, and, you guessed it, Hercules had to fight this beast for his next labor. The beast breathed fire, but it was no match for Hercules' brute strength. He captured the creature and shipped it off to Athens, where it became someone else' problem. • Labor 8 - The Mares of Diomedes: Eurystheus next ordered Hercules to bring him the mares of Diomedes. These mares had a nasty habit of feasting on travelers, so, to curb their appetite, Hercules fed them their own master, Diomedes. He then gathered the horses and showed them to Eurystheus, who agreed to set the mares free on Mount Olympus - where wild animals eventually ate them. • Labor 9 - Hippolyte's Belt: Hercules next had to travel to the land of the Amazons, who were warrior women, and retrieve the belt of their queen for Eurystheus' daughter. The queen willingly gave Hercules her belt, but Hera wasn't about to let Hercules off that easy. She composed a rumor that the Greeks had kidnapped the Amazon queen, which resulted in a large battle. • Labor 10 - The Cattle of Geryon: The next instruction Hercules faced was to steal Geryon's cattle. Not only were these cattle mutant with three heads, they were also guarded by Orthrus, a two-headed watchdog. Hercules clubbed Orthrus to death before making off with the cattle and herding them back to Greece. • Labor 11 - The Apples of Hesperides: The Hesperides were nymphs that Hera entrusted her sacred apples to. These apples were also guarded by a multi-headed dragon called Ladon. Hercules was ordered to steal the apples, but was told he would need the help of the titan, Atlas. Hercules first fired an arrow into the heart of Ladon, then held Atlas' pillar long enough for Atlas to retrieve the apples. Hercules then tricked Atlas back into supporting the pillar and continued on his way. • Labor 12 - The Capture of Cerberus: As his final task, Hercules was ordered to bring Cerberus, the hell hound, up from Hades. The problem was, he couldn't get into Hades because he wasn't dead. However, Hercules was so intimidating that Charon took him across the river Styx anyway. Once in Hades, Hercules battled with the monster until it succumbed. He brought Cerberus back to Tiryns with him, where he received credit for completing his ten (twelve) tasks. | <p>explain how they are supported by key details (summarize the text)</p> <ul style="list-style-type: none"> • Evaluate the themes, values, and ideas of a myth • Infer character traits based on both what motivates a character and by the character's actions • Use reasons and evidence to support a point-of-view on a specific situation • Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others • Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions • Present and discuss an inference verbally, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; • Speak clearly at an understandable pace • In writing, students will be able to communicate their inference clearly, provide a general observation and focus, and group related information logically. |
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GUIDING QUESTIONS
What questions will be asked to support instruction?
 Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

| Pre-Lesson Questions: | During Lesson Questions: | Post Lesson Questions: |
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| <p>Review Questions:</p> <ul style="list-style-type: none"> • How can we explain rationalism based on the world around us? • How did the Greeks convey their rationalities of the world around them? • What were some of the rationalities we learned about | <p>Problem-Based Learning Questions:</p> <p>Putting yourself in Hercules place (meaning you have god-like strength), how would solve each labor when presented to you within the given constraints:</p> <ul style="list-style-type: none"> • How would you go about killing the Nemean Lion, knowing no | <ul style="list-style-type: none"> • When determining the best solution for each labor, what challenges did your group face? How did you overcome them? • What strategies did your group utilize in order to collaboratively determine a solution? • Which of the labors did you |

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| <p>the Greeks in the myths that we have studied so far?</p> <ul style="list-style-type: none"> Who was Helios and what rationality did he explain about the world, according to the Greeks? What rationality was the myth "Pandora's Box" explaining? <p>Pre-Lesson Questions:</p> <ul style="list-style-type: none"> Who was Hercules and why did the goddess Hera despise him since his birth? Do you agree with the rationality behind Hera's actions? Why or why not? Putting yourself in Hercules place, after you've killed your loved ones, how would you react and how does your reaction compare to Hercules? In what ways can you argue that Hercules was rational when he sought penance for his actions? What example can you provide of when you have done something wrong and had to face the consequences of your actions? | <p>weapons can pierce the Lion's skin?</p> <ul style="list-style-type: none"> How would you go about defeating the multi-headed Hydra, knowing that if you cut off one of its heads, another will grow back? How would you capture the evasive Cerynenian Hind (dead or alive), without invoking the wrath of Artemis (the goddess of deer)? How would you capture the enormous Erymanthian Boar, without harming or killing it? How would you clean out the dirtiest stables of the Gods, without going inside of them? How would kill the Stymphalian Birds, without going into their swampland as the swamp will not hold your weight? How would you get rid of the fire-breathing Minotaur (part man, part bull) off of the Cretan Island, without killing him? How would you capture the man-eating mares of Diomedes, without harming them or being eaten yourself? How would you retrieve the belt from the warrior queen Hippolyte, which she never takes off and without touching her? How would you steal Geryon's mutant, three-headed cattle, when they are constantly guarded by Orthrus (a monstrous two-headed dog) How would you retrieve the Apples of the Hesperides, which are invisible and fiercely guarded by a hundred-headed dragon? (hint: Atlas, who holds the earth and sky on his shoulders, is nearby) How would you kidnap Cerberus (Hade's three-headed guard-hound), without using weapons or harming him AND returning out of the Underworld alive (no mortal has ever returned)? | <p>group find the easiest to solve and why? Which were difficult?</p> <ul style="list-style-type: none"> After learning of how Hercules dealt with the 12 Labors, how do your solutions compare to his? In what ways would you argue that your solutions were more rational than Hercules? In which labors do you believe Hercules solved the challenge more rationally than others and why? Why was Hercules not given credit for his solutions to solving the labors of the Hydra and the Augean Stables? Do you agree with this argument? Why or why not? How could you argue that Hercules's solutions for those two labors were his most rational solutions? After completing all twelve labors, do you agree that Hercules should be forgiven for the murders of his loved ones? Why or why not? What is the overall rationality you have learned from this myth and why? In today's world, most humans are rational beings and know that doing something wrong will usually come with consequences. Why then do humans continuously act wrongly throughout history? |
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

| Content | Process | Product | Learning Environment |
|---------|--|---------|---|
| N/A | Choose students who need a greater challenge to lead the small-group discussions and ensure that all students in their group are participating and elaborating on their reasoning. | N/A | Group size will vary depending on the abilities and demands of each child |

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Brief review with the class from previous lessons (BEFORE beginning the Engage):

The teacher reviews how humans attempt to rationalize the world around them with reason. For the Greeks, rationalism was a reliance on reason as the only reliable source of human knowledge. Greek mythology is a collection of myths and teachings from ancient Greece, about their gods, heroes, mythic creatures, the nature of the world and how it got to be the way it is. The purpose of each Greek myth was written to provide rational explanations (i.e. the Sun sets and rises because Helios rides it through the sky on his chariot). The stories are then passed down in the oral tradition. Titans were the eldest Gods who were then overthrown by the 12 Olympians.

Engagement:

9. The teacher opens the following video in order to open the myth of "Hercules and the 12 Labors" and asks students to simply watch and listen: <http://www.history.com/topics/ancient-history/greek-mythology/videos>
10. Afterwards, the teacher passes out the Hercules information Sheet (attached below) and has students read it over together.
 - a. Students should take careful note of Hercules family tree (how he is mortal because his father is Zeus but his mother is human) and his physical/mental characteristics (noting his godlike strength)
11. The teacher then poses the Pre-Lesson Questions and discusses their responses whole group to ensure students have a basic understanding of who Hercules is and why he is completing the twelve labors.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Problem-Based Learning Activity:

Students are to now be split into groups of 3-4 and are told that they are going to pretend to be Hercules. They will be confronted with the 12 Labors Hercules was faced with and work together to come up with a rational solution for each of the challenges. Students should be reminded that although Hercules was the son of Zeus, he is mortal and can be killed just as any other human. His significant difference is his godlike strength (he has no other powers, such as invisibility or the ability to fly).

Instruct students that as each labor is posed, they need to collaborate and come up with several possible solutions before deciding on the best solution. They need to ask each other if their solution is the most rational of all choices. Students may ask questions about the situation but the teacher will only provide the same information Hercules was provided at the time.

After a couple minutes, the teacher will ask for their final solutions at the end of each labor and jot them down on the board (some may overlap). After all groups have given their final solution, the teacher will then state "Out of all the possible solutions we have generated, we need to decide which is the most rational for Hercules to choose in order to accomplish this labor." Students will then vote the most rational, which the teacher circles, and write it down on the back of their Hercules Information Sheet (if there is a tie, the teacher will use their best judgment).

The Problem-Based Learning Questions are then posed one at a time on the screen, following a few minutes for students to analyze and discuss. The teacher monitors discussions and ensures all students are actively participating and collaborating, but does not offer any guidance.

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

Students are now to reflect on their experience with solving problems in a group by answering the following questions:

- When determining the best solution for each labor, what challenges did your group face? How did you overcome them?
- What strategies did your group utilize in order to collaboratively determine a solution?
- Which of the labors did you group find the easiest to solve and why? Which were difficult?

After all twelve labors have been completed and solutions are written down, the teacher will now explain the actual solutions Hercules came up with in order to solve the labors. Students are to watch through the presentation and jot down notes for each task in the final column on their Hercules Information Sheet: <https://prezi.com/3i3o-hdr2edh/the-12-labors-of-hercules/>

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

Socratic Seminar:

Students will be familiar with this learning style as it is not their first time performing it. Students form a circle, and using their Hercules Information Sheet, answer the following open-ended questions that are posed by a rotating leader (pre-decided by the teacher). Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. The following questions are posed one at a time by each leader and discussion is monitored by the teacher:

- After learning of how Hercules dealt with the 12 Labors, how do your solutions compare to his? In what ways would you argue that your solutions were more rational than Hercules?
- In which labors do you believe Hercules solved the challenge more rationally than yours and why?
- Why was Hercules not given credit for his solutions to solving the labors of the Hydra and the Augean Stables? Do you agree with this argument? Why or why not?
- How could you argue that Hercules's solutions for those two labors were his most rational solutions?
- After completing all twelve labors, do you agree that Hercules should be forgiven for the murders of his loved ones? Why or why not?

The teacher then gathers students back together for a whole group analysis of the myth "Hercules and the 12 Labors". Posed on the board should be the question "What is the overall rationality you have learned from this myth and why?" The teacher calls on a couple of students, but ensures that all students understand that the rationality behind the myth was that no one is ever exempt from consequences. Hercules was stronger than anyone around and was even a demigod, but he was still punished when he acted wrongly. Even when he was completing his labors, he had to carry out two more because he didn't do them right the first time.

In final, students are to reflect in their notebooks the following question: "In today's world, most humans are rational beings and know that doing something wrong will usually come with consequences. Why then do humans continuously act wrongly throughout history?"

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

Formal Assessment: The teacher assesses each student's Hercules Information Sheet and individual

reflections to ensure each student has an understanding of the rationalities presented in the myth.

Informal Assessment: The teacher assesses student participation throughout the whole lesson, from the Engagement, Problem-Based Learning Activity, and Socratic Seminar throughout all sections of the lesson.

****Hercules Information Sheet Below****



Hercules (known in Greek as Heracles or Herakles) is one of the best-known heroes for his godlike strength in Greek and Roman mythology. His life was not easy—he endured many trials and completed many daunting tasks—but the reward for his suffering was a promise that he would live forever among the gods at Mount Olympus.

EARLY LIFE

Hercules had a complicated family tree. According to legend, his father was Zeus, ruler of all the gods on Mount Olympus and all the mortals on earth, and his mother was Alcmena, the granddaughter of the hero Perseus. (Perseus, who was also said to be one of Zeus’ sons, famously beheaded the snake-haired Gorgon Medusa.)

HERA’S REVENGE

Hercules had enemies even before he was born. When Zeus’ wife Hera heard that her husband’s mistress was pregnant, she flew into a jealous rage. First, she used her supernatural powers to prevent the baby Hercules from becoming the ruler of Mycenae. (Though Zeus had declared that his son would inherit the Mycenaean kingdom, Hera’s meddling meant that another baby boy, the feeble Eurystheus, became its leader instead.) Then, after Hercules was born, Hera sent two snakes to kill him in his crib. The infant Hercules was unusually strong and fearless, however, and he strangled the snakes before they could strangle him.

But Hera kept up her dirty tricks. When her stepson was a young adult, she cast a kind of spell on him that drove him temporarily insane and caused him to murder his beloved wife and their two children. Guilty and heartbroken, Hercules tracked down the Oracles at Delphi who speaks for Apollo, the god of truth and healing (and another of Zeus’ sons), and begged to be punished for what he had done.

THE HEROIC LABORS OF HERCULES

Apollo understood that Hercules’ crime had not been his fault—Hera’s vengeful actions were no secret—but still he insisted that the young man make amends. He ordered Hercules to perform 12 “heroic labors” for the Mycenaean king Eurystheus. Once Hercules completed every one of the labors, Apollo declared, he would be absolved of his guilt and achieve immortality.

| LABOR | PERSONAL SOLUTION | HERCULES'S SOLUTION |
|------------------------------|-------------------|---------------------|
| 1) The Nemean Lion | | |
| 2) The Hydra | | |
| 3) The Ceryneian Hind | | |
| 4) The Erymanthian Boar | | |
| 5) The Augean Stables | | |
| 6) The Stymphalian Birds | | |
| 7) The Cretan Minotaur | | |
| 8) The Mares of Diomedes | | |
| 9) Hippolyte's Belt | | |
| 10) The Cattle of Geryon | | |
| 11) The Apples of Hesperides | | |
| 12) The Capture of Cerberus | | |

| TEACHER NAME | | Lesson # |
|---|------------------------------|---|
| <i>Antonia Bista</i> | | 3 |
| MODEL | CONTENT AREA | GRADE LEVEL |
| <i>Socratic Seminar</i> | <i>English Language Arts</i> | <i>5th</i> |
| CONCEPTUAL LENS | | LESSON TOPIC |
| <i>Rationalism</i> | | <i>What rationalities are found in the Greek myth "Pandora's Box"?</i> |
| LEARNING OBJECTIVES (from State/Local Curriculum) | | |
| <p>English Language Arts:</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.1.B Provide logically ordered reasons that are supported by facts and details.</p> | | |
| THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?) | | THE ESSENTIAL QUESTION (What question will be asked to lead students to "uncover" the Essential Understanding) |
| <i>Rationalism informs Myth</i> | | <i>How does rationalism inform myth?</i> |
| CONTENT KNOWLEDGE (What factual information will students learn in this lesson?) | | PROCESS SKILLS (What will students be able to do as a result of this lesson?) |
| <ul style="list-style-type: none"> • Zeus is the most powerful god and impacts the human world in various ways • Epimetheus and Prometheus are two human brothers who provoked Zeus to punish the entire human species • Pandora was a charming, deceitful woman created by Zeus to punish the two brothers • Epimetheus, despite his brother's warning, fell in love with and married Pandora • Zeus gave Pandora a box, in which she opened, containing many evils as well as hope that spread through the world | | <ul style="list-style-type: none"> • Determine two or more main ideas of a text (myth) and explain how they are supported by key details (summarize the text) • Evaluate the themes, values, and ideas of a myth • Infer character traits based on both what motivates a character and by the character's actions • Use reasons and evidence to support a point-of-view on a specific situation • Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others |

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| <ul style="list-style-type: none"> • Character traits are all the aspects of a person's behavior and attitudes that make up that person's personality. • Temptation is a desire to do something, especially something wrong or unwise. • Motivation is the reason or reasons one has for acting or behaving in a particular way. • The significance of values varies in societies and individually. • From the Greek myth "Pandora's Box", it can be derived Greeks reasoned that evils were unleashed in this world by human fault. They also rationalized that the Gods included hope amongst all the horrors humans released upon themselves. | <ul style="list-style-type: none"> • Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions • Present and discuss an inference verbally, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; • Speak clearly at an understandable pace • In writing, students will be able to communicate their inference clearly, provide a general observation and focus, and group related information logically. |
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GUIDING QUESTIONS
What questions will be asked to support instruction?
 Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

| Pre-Lesson Questions: | During Lesson Questions: | Post Lesson Questions: |
|--|--|---|
| <ul style="list-style-type: none"> • How would you describe temptation? Hope? Evil? • How are the concepts of temptation, hope, and evil important in society and in the students' lives? • What are common features of myths and teachings from ancient Greece? • How did these stories spread through Greek society? • What are some reasons as to why you would give into temptation (i.e. eating a donut over a salad when presented)? • What are some reasons why you wouldn't give into temptation (i.e. cheating on a test)? • Why do you think pain and suffering exist in the world? Why were humans built to feel pain and suffer? • In what ways do humans act irrationally when faced with pain, suffering, or temptation? • Why do you think it is difficult to act rationally when faced with pain or temptation? | <ul style="list-style-type: none"> • What word or phrase would you choose as an alternate title for this story? Why? • Why did Zeus create Pandora in the first place and send her down to the world? • Do Epimetheus and Prometheus deserve what happen to them? Why or why not? • Why did Zeus give Pandora a beautiful box full of evil and tell her not to open it? • In paragraph 3, Pandora was taught to be both charming and deceitful. Where is there evidence in the story of her charm? Where is there evidence of her deceit? • How do you think Pandora feels when she is told not to open the box? • Why did Zeus include hope in the box along with all the evils? | <ul style="list-style-type: none"> • How can you organize the character's traits and motivations to show key events in the myth? • In what ways are you and Pandora alike? How are you different? • In what ways do you identify with Pandora? • What would result if the characters had completely different traits? Would the events remain the same? • Based on what you know, how would you explain the reasons for one of the character's actions? • How would you justify Zeus's reasons to include hope inside the box amongst all of the suffering? • What rationalities of the Greeks can we derive from this myth? Would you agree/disagree with their reasoning and why? • How could you make connections from their rationalities in the myth to how society rationalizes pain/suffering/hope in present day? |

DIFFERENTIATION
(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

| Content | Process | Product | Learning Environment |
|---|---|--|----------------------|
| <p>Provide a variation of the myth "Pandora's Box" that is a higher Lexile level and greater in length/depth.</p> | <p>AIG students is given the responsibilities/role of group facilitator</p> <p>Permit the AIG students to model more than one panel of the reading (if time permits).</p> | <p>After having writing a reflection on the rationalizations the Greeks conveyed through Pandora's box, if the student needs more of a challenge, require an additional reflection on how society rationalizes why pain/suffering/hope exist in today's society. Then have them compare present and past rationalizations and decide on which society presents a more logical or reasonable explanation.</p> | <p>N/A</p> |

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Review with the class from previous lessons: Greek mythology is a collection of myths and teachings from ancient Greece, about their gods, heroes, mythic creatures, the nature of the world and how it got to be the way it is. The purpose of each Greek myth was written to provide rational explanations (i.e. the Sun sets and rises because Helios rides it through the sky on his chariot). The stories are then passed down in the oral tradition.

Before passing out anything, the teacher firmly instructs the students that they must not open the box they are about to be given. The teacher then passes out small boxes numbered for each student. Every multiple of four box (4,8,12,16..) will have a positive gift inside of it (happy sticker and a lollipop/candy). The other boxes will contain items from pointless (such as a paperclip) to depressing-to-look-at (such as small pictures of concentration camps from the Holocaust, 9/11, refugee camps), and a couple will contain nothing at all.

Before opening the boxes, the teacher asks for students to describe what they are feeling or thinking about the box. Students discuss their emotions and thoughts (i.e. want to open it, curious, frustrated). The teacher jots these down on the board.

The teacher then instructs students 1-4 to open their boxes as the other students look on silently. Three of the four students should appear disappointed, while one should be quite content. The next four students are instructed to open their boxes, presumably with the same outcome. And so on and so forth until all students have opened their box.

The teacher then asks students after they opened their own box and records those responses (sad, let-down, angry, happy). The teacher also asks the third or fourth group what they were feeling before they opened their box but having watched the others take out their "gift" (some should feel hopeful that they might get the one "good" box). Collect materials and move on.

Distribute the myth "Pandora's Box" and ask the students to anticipate what they expect this reading to be like (based on the title and skimming the text).

Read the text together the first time aloud. Number the paragraphs 1-12. Have one student (or several students in turn) read the text aloud again.

Discuss the meaning of any words students identify as difficult. Encourage students to note the definitions you provide on their copy of the text.

Students are to read the text one final time independently while practicing close reading.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

The teacher explains the **Pre-Seminar Process** and helps the student set-up by:

- Define and state the purpose for Socratic Seminar
- Describe the responsibilities of the facilitator and participator
- Have students set a Personal Goal
- Have students agree on a Group Goal
- Establish rules/ procedures for the seminar (everyone must participate, take turns voicing their opinions, no put-downs or talking over another, etc.)

The teacher then asks the following **Seminar Questions** aloud to the student groups and allows time for

discussion after each question is posed. The teacher does not interrupt nor offer instruction during this time; only monitors and observes:

Opening Questions (*Identifying main ideas from the text*):

- What rationalities (or logical explanations) in “Pandora’s Box” can you derive that showed how the Greeks explain the world around them? How does one rationalize what is unknown?

Core (*Analyze textual details*):

- How would you justify Zeus’s creation of Pandora and sending her down to the world?
- Do Epimetheus and Prometheus deserve what happen to them? Why or why not?
- Why did Zeus give Pandora a beautiful box full of evil and tell her not to open it?
- How could you describe Pandora being charming and deceitful simultaneously?
- Why do you believe Zeus included hope in the box along with all the evils?

Closing (*Personalize and apply the details*):

- In what ways are you and Pandora alike? How are you different? OR
- In what ways do you identify with Pandora?

The teacher ends the Seminar questioning and administers the **Post-Seminar Process** by:

- Have students do a written self-assessment of their personal participation goal
- Do a group assessment of the social and intellectual goals of the seminar
- Note any reminders or amendments for the next seminar (if needed)

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

The teachers begins a transition to the writing activity by having students revisit their thoughts from the engagement activity, and add to them the ways in which the ideas and values of punishment, temptation and hope are important to the characters in the story of Pandora’s Box.

With a partner, students think about a key event in the story, and about how the characters contribute to that event by asking themselves, “What character trait or motivation made this happen?” Together, they record their thinking on the graphic organizer. (see below)

The teacher then presents the Writing Activity on the front board:

Based on the events and actions of the characters in “Pandora’s Box”, what rationalities do you believe the Greeks were trying to convey in the myth? After reading and discussing “Pandora’s Box,” write a reflection in which you explain how this myth supports how Greeks attempted to make sense of the world around them. Use several examples from the story to support your opinion. Your reflection should include you opinion on how reasonable you believe the rationales to be.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

The teacher helps guide students through each writing process and monitors pacing, but allows students to work independently as much as possible. Not every step needs to be addressed if time does not permit (i.e. multiple drafts, revisions, etc.).

- **BRAINSTORMING** - Discuss in pairs what the writing task is asking.
- **STRUCTURE THE WRITING**: Each student should make a list of details to include in the reflection, beneath the rationalization selected. Pick the examples from the story that will be used. Plan

how the paragraphs will be organized.

- **FIRST DRAFT:** Ask students to draft their reflections beginning with a clear topic sentence. Specify that they need to refer to the original text to provide examples of the points they are making.
- **COLLABORATIVE REVISION:** Have students work in pairs to read the first drafts aloud to each other. The listener should comment with one point he or she heard clearly expressed, and ask one question for clarification. Switch roles. Make revisions, resulting in a second draft.
- **EDIT:** Once the second draft is complete, students should work in groups of 3-4, each reading one another's drafts and marking (up to 5) errors of spelling, punctuation and usage. Provide grammar and spelling reference books. Reteach specific conventions lessons as needed. Provide time for students to rewrite and edit the third draft.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Formal Assessment: The teacher scores the student's reflections in their final form, alongside the sequenced story board panels created in the Analytical Read.

Informal Assessment: The teacher assesses student participation from the Socratic Seminar process, their individual Participation Goal reflections, and the group reflections.

****Passage and Graphic Organizer below****

Pandora's Box

In ancient Greece there were two brothers named Epimetheus and Prometheus. They upset the gods and annoyed the most powerful of all Gods, Zeus, in particular. This was not the first time humans had upset Zeus, and once before, as punishment, he had taken from humans the ability to make fire. This meant they could no longer cook their meat and could not keep themselves warm.

However, Prometheus was clever and he knew that, on the Isle of Lemnos, lived Hephaestus, the blacksmith. He had a fire burning to keep his forge hot. Prometheus travelled to Lemnos and stole fire from the blacksmith. Zeus was furious and decided that humans had to be punished once and for all for their lack of respect.

Zeus came up with a very cunning plan to punish the two brothers. With the help of Hephaestus, he created a woman from clay. The goddess Athene then breathed life into the clay, Aphrodite made her very beautiful and Hermes taught her how to be both charming and deceitful. Zeus called her Pandora and sent her as a gift to Epimetheus.

His brother Prometheus had warned him not to accept any gifts from the gods but Epimetheus was completely charmed by the woman and thought Pandora was so beautiful that she could never cause any harm, so he agreed to marry her.

Zeus, pleased that his trap was working, gave Pandora a wedding gift of a beautiful box. There was one very, very important condition however, that she must never open the box. Pandora was very curious about the contents of the box but she had promised that she would never open it.

All she could think about was; what could be in the box? She could not understand why someone would send her a box if she could not see what was in it. It seemed to make no sense at all to her and she could think of nothing else but of opening the box and unlocking its secrets. This was just what Zeus had planned.

Finally, Pandora could stand it no longer. When she knew Epimetheus was out of sight, she crept up to the box, took the huge key off the high shelf, fitted it carefully into the lock and turned it. But, at the last moment, she felt a pang of guilt, imagined how angry her husband would be and quickly locked the box again without opening the lid and put the key back where she had found it. Three more times she did this until, at last, she knew she had to look inside or she would go completely mad!

She took the key, slid it into the lock and turned it. She took a deep breath, closed her eyes and slowly lifted the lid of the box. She opened her eyes and looked into the box, expecting to see fine silks, gowns or gold bracelets and necklaces or even piles of gold coins.

But there was no gleam of gold or treasure. There were no shining bracelets and not one beautiful dress! The look of excitement on her face quickly turned to one of disappointment and then horror. For Zeus had packed the box full of all the terrible evils he could think of. Out of the box poured disease and poverty. Out came misery, out came death, out came sadness - all shaped like tiny buzzing moths.

The creatures stung Pandora over and over again and she slammed the lid shut. Epimetheus ran into the room to see why she was crying in pain. Pandora could still hear a voice calling to her from the box, pleading with her to be let out. Epimetheus agreed that nothing inside the box could be worse than the horrors that had already been released, so they opened the lid once more.

All that remained in the box was Hope. It fluttered from the box like a beautiful dragonfly, touching the wounds created by the evil creatures, and healing them. Even though Pandora had released pain and suffering upon the world, she had also allowed Hope to follow them.

Retrieved March 14, 2015 from: <http://myths.e2bn.org/mythsandlegends/textonly562-pandoras-box.html>

Name _____

Date _____

Pandora's Box

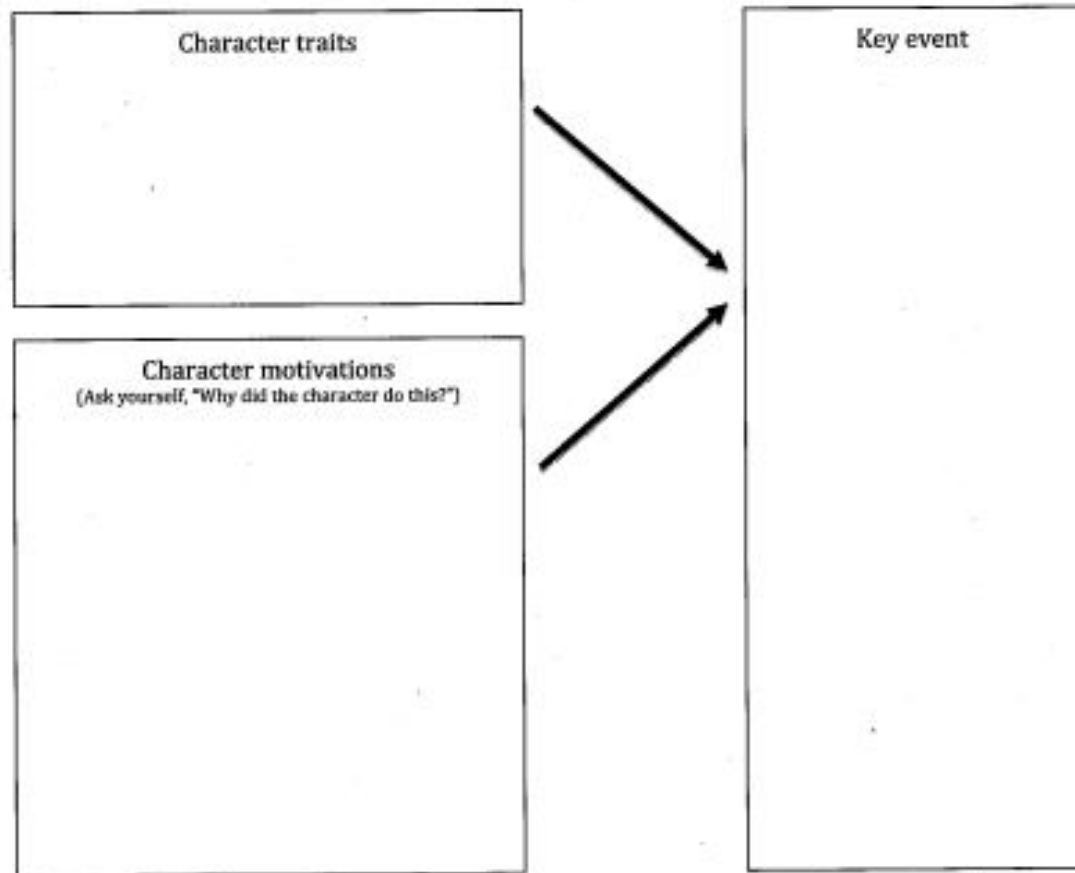
How do the characters' traits and motivations contribute to the sequence of events in the text, *Pandora's Box*?

Objective: *In this lesson you will learn to describe how the characters' traits and motivations contribute to the sequence of events by asking, "What character trait or motivation made this event happen?"*

Steps:

1. Recount a key event from the text.
2. Ask, "What character traits or motivations made this event happen?"
3. Record your thinking in a graphic organizer.

Sequence of Events Graphic Organizer



Adapted from a lesson at LearnZillion.com

| TEACHER NAME | | Lesson # |
|---|-----------------------|--|
| Antonia Bista | | 4 |
| MODEL | CONTENT AREA | GRADE LEVEL |
| Visual Thinking Strategies | English Language Arts | 5th |
| CONCEPTUAL LENS | | LESSON TOPIC |
| Rationalism | | What rationalities are found in the Greek myth "Phaethon and the Sun Chariot"? |
| LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i> | | |
| <p>English Language Arts:</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.1.B Provide logically ordered reasons that are supported by facts and details.</p> | | |
| THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i> | | THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i> |
| <i>Rationalism informs Myth</i> | | <i>How does rationalism inform myth?</i> |
| CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i> | | PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i> |
| <ul style="list-style-type: none"> Rationalism is a belief or theory that opinions and actions should be based on reason and knowledge rather than on religious belief or emotional response. The Titans, also known as the elder gods, ruled the earth before the Olympians overthrew them. The ruler of the Titans was Cronus who was de-throned by his son Zeus. Zeus is the most powerful god and impacts the human world in various ways Helios was a Titan, son of Hyperion and Theia. He was the personification of the Sun and his sisters were the goddesses Selene (the Moon) and Eos (the Dawn). He drove the chariot of the sun across the sky on a daily basis, as four immortal, powerful horses pulled it. Phaethon was the son of the god Helios who received Helios's favor to drive the Chariot of the Sun (despite his fathers warnings). However, as he was young and inexperienced, he lost control of the horses and was struck down by Zeus. | | <ul style="list-style-type: none"> Use evidence to support observations of a picture or artwork. Determine two or more main ideas of a text (myth) and explain how they are supported by key details (summarize the text) Evaluate the themes, values, and ideas of a myth Infer character traits based on both what motivates a character and by the character's actions Use reasons and evidence to support a point-of-view on a specific situation Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions Present and discuss an inference verbally, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; Speak clearly at an understandable pace In writing, students will be able to communicate |

| | |
|--|---|
| <ul style="list-style-type: none"> The Chariot of the Sun was said to have blazed a gash in the skies, which supposedly became the Milky Way, a spiral galaxy. The Chariot began to steer too low, hitting the earth and unleashing immense destruction, including the burning of the African continent and turning it into desert, making the Ethiopian people black-skinned, since they were burnt from the fire of the Sun. | <p>their inference clearly, provide a general observation and focus, and group related information logically.</p> |
|--|---|

GUIDING QUESTIONS
What questions will be asked to support instruction?
Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

| Pre-Lesson Questions: | During Lesson Questions: | Post Lesson Questions: |
|--|---|---|
| <p>Review Questions:</p> <ul style="list-style-type: none"> What does rationalism mean? How did the Greeks convey their rationalities of the world around them? What were some of the rationalities we learned about the Greeks in the myths that we have studied so far? Who was Helios and what rationality did he explain about the world, according to the Greeks? <p>VTS Questions:</p> <ul style="list-style-type: none"> What's going on in this picture? What do you see that makes you say that? What else can you find? <p>Extensions on VTS (if needed):</p> <ul style="list-style-type: none"> Can you add to that? Does everyone agree with that? Does anyone see something different? What do you think he is feeling? What is the mood? What might happen next? <p>Summary:</p> <ul style="list-style-type: none"> After all we have said, what is the story? What do you think the artist wanted to tell us about the person, event, place, etc.? | <ul style="list-style-type: none"> What reasons did Phaethon have to seek out his father Helios? Why do you think Helios was surrounded with mythological creatures such as the Seasons and Times? What prediction can you make when Helios is fearful and pleads against his son's request to drive the Chariot of the Sun? After accepting his son's decisions, how does Helios act? What character traits can we infer based on his actions? After analyzing Phaethon's actions in "The Great Destruction", what character traits would define Phaethon and why? How would you justify Zeus's reasons to shoot down Phaethon with a bolt of lightning? How do you think Phaethon's sisters felt upon learning of his demise? What evidence from the text supports your reasons? | <ul style="list-style-type: none"> In what ways were Helios and his son Phaethon similar? Different? Would you identify yourself more with Phaethon or with Helios? Why? How could you justify Helios's permission to grant his son any favor asked of him? How do you think the ending would change if Zeus had not killed Phaethon? Do you agree with Zeus's actions? Why do you think Phaethon's sisters turned into poplar trees by the river and not any other plant? Based on what you know, how would you explain the reasons for one of the character's actions? What rationalities of the Greeks can we derive from this myth? Would you agree/disagree with their reasoning and why? How could you make connections from their rationalities in the myth to how society rationalizes regions of the earth the galaxy? If the events had unfolded differently, what rationalities might have changed in the myth? |

DIFFERENTIATION
(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

| Content | Process | Product | Learning Environment |
|---|---------|---|----------------------|
| Provide a variation of the myth "Phaethon and the | N/A | Prompt students with a more in-depth reflection | N/A |

| | | | |
|--|--|---|--|
| <p>Sun Chariot" that is a higher Lexile level and greater in length/depth.</p> | | <p>by posing: Using your knowledge of today's scientific advancements, provide several counterpoints for the rationalities presented in the myth.</p> | |
|--|--|---|--|

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Review with the class from previous lessons (before the hook):

Rationalism is a reliance on reason as the only reliable source of human knowledge. Greek mythology is a collection of myths and teachings from ancient Greece, about their gods, heroes, mythic creatures, the nature of the world and how it got to be the way it is. The purpose of each Greek myth was written to provide rational explanations (i.e. the Sun sets and rises because Helios rides it through the sky on his chariot). The stories are then passed down in the oral tradition. Titans were the eldest Gods who were then overthrown by the 12 Olympians.

The teacher passes out the Visual Thinking Strategies Reflection sheet (See below) and pencils.

HOOK: Visual Thinking Strategies Opener:

12. The teacher selects an interesting picture or painting, one that relates to the topic of the story to be read, in this case the picture of Phaethon wildly riding the Chariot of the Sun (which the students have no concept of this myth): <https://s-media-cache-ak0.pinimg.com/originals/75/47/1d/75471d8a413d898373ec8afb3d7dedf3.jpg>
13. A copy of this picture is placed on the overhead projector.
14. The students are asked, "Please look at the picture silently for a minute and think about what you see. What's going on in the picture?"
15. After a minute the teacher opens up the question to the room, "What do you see in the picture?" The students' responses often start out with the obvious — "There's horses pulling a chariot. An unhappy man is in the chariot. There is lightning in the background."
16. When a student offers a qualitative statement, the teacher asks for more information. "You said the man looks unhappy. What makes you say that?"
17. The students justify their answers by providing evidence from the picture. They may say, "He is leaned back in his seat, head to the side. He isn't smiling, nor is he looking where he is going."
18. Next the teacher asks students to share differing opinions and provide justification. One student may say, "The man is just trying to look at what is beneath him and is in control of the chariot." The teacher then asks, "Does everyone agree? Is that why the man is looking off to the side?" Another student might say, "I don't think so. I think he is looking off to the side because the lightning is so close to him."
19. The discussion goes on until students have shared all they can about the picture.
20. The teacher summarizes what the students said and pauses to have students write as much of their observations down under "Pre-Reading Picture Observations" on their worksheet.
21. The teacher collects the worksheets to be returned later.

For the next activity, the teacher then has the students read a text related to the picture, in this case, the Greek myth "Phaethon and the Sun Chariot". *Attached below

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Distribute the myth "Phaethon and the Sun Chariot" and ask the students to anticipate what they expect this reading to be like (based on the title and skimming the text).

Read the text together the first time aloud. Number the paragraphs 1-12. Have one student (or several

students in turn) read the text aloud again.

Discuss the meaning of any words students identify as difficult. Encourage students to note the definitions you provide on their copy of the text.

Students are to read the text one final time independently while practicing close reading.

Split students up into groups of 3-4 and pass out Index Cards with the “During Lesson Questions” written on each index card (for a total of seven index cards). Students should split the index cards as equally as possible and then begin a round robin discussion. The teacher monitors discussions and ensures all students are actively participating and referring to the text as they collaborate.

After sufficient time has passed to discuss all seven questions, the teacher pulls the groups back together discusses the questions whole group – jotting down their responses on the board.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

The teacher begins a transition back to the VTS opening and puts the picture back on the board. The observations worksheets are returned and students are to silently look upon the picture again and jot down any new observations or perspectives underneath the “Post-Reading Observations” sections. After a few minutes, the teacher prompts students to share their new observations (i.e. the man is Phaethon, he is in distress for he is out-of-control, the lightning is from Zeus, the smoke is from the burning path he is leaving on the Earth, etc.) After students have shared all they can about their new outlook on the picture, the teacher collects their VTS worksheet.

Now the teacher begins a whole-group discussion using the Post-Lesson Questions #1-6. Each question will be displayed on the board one-at-a-time and students will offer responses verbally and build off of each other’s statements. Students are to try and refer to the text as much as possible. The teacher may offer input or guidance, dependent on the flow of conversation.

Post Lesson Questions:

- In what ways were Helios and his son Phaethon similar? Different?
- Would you identify yourself more with Phaethon or with Helios? Why?
- How could you justify Helios’s permission to grant his son any favor asked of him?
- How do you think the ending would change if Zeus had not killed Phaethon? Do you agree with Zeus’s actions?
- Why do you think Phaethon’s sisters turned into poplar trees by the river and not any other plant?
- Based on what you know, how would you explain the reasons for one of the character’s actions?
- What rationalities of the Greeks can we derive from this myth? Would you agree/disagree with their reasoning and why?
- How could you make connections from their rationalities in the myth to how society rationalizes regions of the earth the galaxy?
- If the events had unfolded differently, what rationalities might have changed in the myth?

Elaborate — *Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

The teacher then splits students back into groups and passes out the three remaining Post-Lesson Questions. Students are to discuss the questions in their groups while the teacher monitors.

After enough time has passed, the teacher brings the students together and discusses their responses whole group while jotting ideas down on the board.

The teacher should ensure students are aware that the main rationalities from the myth are:

- Explaining how the Milky Way came to be created
- Why there are vast deserts in Africa

- How Ethiopians came to have their skin color
- How poplar trees came to grow by the river Po of Italy

Pictures should be brought up if students are confused about the context (i.e. need to see a poplar tree).

In their notebooks, students are to independently reflect on the rationalities presented in this myth and their opinion on the validity of the reasoning. With which of the rationalities do you most agree? Select the rationality with which you most strongly agree and write a justification for your decisions.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Formal Assessment: The teacher assesses individual reflections to ensure each student has an understanding of the rationalities presented in the myth.

Informal Assessment: The teacher assesses student participation throughout the whole lesson, from the VTS, and observations on their worksheet.

****Passage, Picture, and Worksheet below****

Discover the myth of Phaethon and the Sun Chariot

Looking for his father

According to the Greek Mythology, Phaethon, whose name means "shining", was the son of the Sun-God Helios and a mortal woman, Clymene. However, he was living only with his mother as his father had a difficult task to perform. He was responsible to drive the horse chariot with the Sun from the one side to the Earth to the other during the daytime.

One day, a school-mate of Phaethon laughed at his claim that he was the son of a god and said he didn't believe him. In tears, Phaethon went to his mother and demanded proof of his paternity. Clymene assured her son that he was indeed the son of the great god Helios and sent him on his way to the palace of his father to establish his legitimacy.

A delighted and hopeful Phaethon travelled to India, as there was the palace of his father who was supposed to begin every day his course from the East. When he reached the palace of Helios, he was astonished at its magnificence and luxury. His eyes were almost blinded by the dazzle of the light all around him.

The palace was supported by massive columns adorned with glittering gold and precious stones, while the ceilings and doors were made with polished ivory and silver. Phaethon watched with awe the exquisite representation of the earth, the sea and sky on the walls of the palace.

Inside the luxurious palace of Helios

Amazed with all the luxury he had faced, Phaethon came into the august presence of his reputed father, Helios, sitting on a diamond-studded throne surrounded by the presences of the Day, the Month, the Year, and the Hour. His other attendants included Spring, bedecked with flowers, Summer, with a garland of spear-like ripened grains, Autumn, with feet reddened with grape juice and Winter, with hoar-frost in his hair.

Phaethon told Helios about the humiliation he had to suffer because of the imputation of illegitimacy. He pleaded Helios to recognize him as his son and establish beyond all doubt the legitimacy of his birth. Helios got deeply moved and firmly affirmed Phaethon's paternity and legitimacy. In fact, he declared, in the presence of all his attendants, that he will gladly grant his son any favour that he would ask him.

Phaethon, happy because great Helios had recognized him as his son, decided to test the limits of his father's love and benevolence. The rash boy asked to be allowed to drive the awesome Chariot of the Sun for one day. Helios was fearful at his son's irrational request. He tried to explain to his son that even the mighty Zeus could not presume to drive the Chariot of the Sun, much less a mere mortal. That onerous task was reserved solely for him, god Helios.

Unfortunately, once the gods had promised a favour, they could not withdraw or deny it. Helios used all his persuasive skills to plead the rash Phaethon to withdraw his outrageous demand, but to no avail. The boy insisted that Helios kept his promise. The god of the Sun could do nothing else but to give in.

The great destruction

Wanting to drive the awesome Chariot of the Sun was one thing, but to actually do it was not as simple as our naive Phaethon had imagined. A helpless Helios tried to warn his son for the dangers involved in driving the Chariot with its fiery horses which even the great god himself had found it difficult to control on many occasions. He advised Phaethon to steer the Chariot through a middle course and not to go too high or too low. Helios rubbed an expression of power and arrogance on his son's face.

As soon as he took off, Phaethon realized that he had taken on more than he could handle. He found himself utterly powerless to control the fiery horses. When the horses realized the weakness and inexperience of their young charioteer, they began to steer a wild and dangerous course. The Chariot of the Sun was said to have blazed a gash in the skies which supposedly became the Milky Way, a spiral galaxy.

Then the uncontrollable Chariot with the Sun began to steer a too low course, hitting the earth and unleashing immense destruction, including the burning of the African continent and turning it into desert, making the Ethiopian people black-skinned, since they were burnt from the fire of the Sun, and even causing considerable damage to the river Nile.

The danger of a greater destruction infuriated the chief of the gods, Zeus, who struck the boy down with his thunderbolt. The body of the dead Phaethon fell into the Eridanus River, which was later to be known as the river Po of Italy. The unfortunate Phaethon was deeply mourned by his sisters, the Heliades, who were transformed into poplar trees to stand by the river and protect their brother for always.

Source: www.greeka.com



| Pre-Reading Observations: | Post-Reading Observations: |
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Greek Mythology

PERFORMANCE TASK

RATIONALISM FORMULATES MYTH



EXPLAIN YOUR OWN RATIONALITY IN A GREEK MYTH

The year is 800 B.C. You are a wise Greek storyteller and many of the Greek citizens are coming to you for answers! They need reasons to explain the crazy occurrences of the world – Where does wind come from? Why do people die? Combing observation with reasoning, your myths have founded rational explanations for life’s daily workings by explaining them using the Greeks powerful Gods and Goddesses. But the Greek citizens are not satisfied - they need more answers!

With the knowledge you have obtained about the personalities of the Greek Gods and Goddesses and their relationships with one another, you are to create your own Greek myth to provide an explanation for an unknown in this world that would have been accepted by the Greeks. Whichever you choose, ensure that your myth will provide a rationality that will explain a phenomenon that occurs in the world. You can choose to present your myth in a written format or multimedia presentation.

UNIT RESOURCES

Lesson One:

1. <https://odysseustracks.files.wordpress.com/2013/12/scylla-and-charybdis-bookpalace.jpg> - This is a picture of Odysseus sailing between the sea monsters Charybdis and Scylla, used for the VTS Hook
2. <http://www.uexpress.com/tell-me-a-story/2009/8/30/scylla-and-charybdis-a-greek-myth> – This is the Greek myth: Scylla & Charybdis at a reading level associated with upper 5th grade texts.
3. <https://reflectionandchoice.org/2012/09/26/scylla-and-charybdis-between-fear-and-courage/>– An additional analysis of the Greek Myth: Scylla & Charybdis for teachers to use to explore further reflection and questioning of the myth. It is a great resource to pull higher-order level questions to implement in the lesson.

Lesson Two:

1. <http://www.history.com/topics/ancient-history/greek-mythology/videos> – A link to a brief video introducing the myth of “Hercules and the 12 Labors”
2. <https://prezi.com/3i3o-hdr2edh/the-12-labors-of-hercules/> – A presentation that outlines the 12 Labors Hercules had to complete: includes description and visual aids
3. <http://www.perseus.tufts.edu/Herakles/labors.html> <http://www.crystalinks.com/12laborshercules.html> <http://www.igreekmythology.com/labors-of-Hercules.html> – Additional resources for teachers to use to explore and deepen their knowledge on the Greek myth of Hercules and the 12 Labors

Lesson Three:

1. <http://myths.e2bn.org/mythsandlegends/textonly562-pandoras-box.html> – The Greek Myth: Pandora’s Box at a reading level that is associated with mid 5th grade texts.
2. <https://www.youtube.com/watch?v=LGTTAfwHugY> – A brief video that outlines the Greek Myth: Pandora’s Box (in case further clarification is needed with the text).
3. <http://www.greekmyths-greekmythology.com/pandoras-box-myth/> <http://www.theoi.com/Heroine/Pandora.html> – Additional resources for teachers to use to explore and deepen their knowledge on the Greek myth Pandora’s Box

Lesson Four:

1. <https://s-media-cache-ak0.pinimg.com/originals/75/47/1d/75471d8a413d898373ec8afb3d7dedf3.jpg>– A picture of Phaethon riding his father Helios’s chariot wildly across the sky, used for the VTS Hook
2. <http://www.greeka.com/greece-myths/phaethon.htm> – The Greek Myth: Phaethon and The Sun Chariot at a reading level that is associated with upper 5th grade texts
3. <http://www.theoi.com/Titan/Phaethon.html> http://www.greekmythology.com/Other_Gods/Helios/helios.html – Additional resources for teachers to use to explore and deepen their knowledge on the Greek myth Phaethon and the Sun Chariot