

# Lesson Exemplars for English Language Learners/Multilingual Learners: Greek Myths Tell It Again! Second Grade Read-Aloud Anthology

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**July 2018**

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# 1: The Twelve Gods of Mount Olympus<sup>1</sup>

## Lesson Objectives

### Core Vocabulary

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

*Example:* Jan snuck into the kitchen before the party to get a glimpse of her birthday cake. *Jan looked at her birthday cake quickly and then left.*

*Variation(s):* glimpses

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

*Example:* The voices of the choir filled the sanctuary.

*Variation(s):* sanctuaries

**securely, adv.** Tightly or firmly

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

*They did not want to lose their bikes.*

*Variation(s):* to secure (verb)

**spectators, n.** Observers; people watching an event, *a game or a show*

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

*Variation(s):* spectator

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

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

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

## Introducing the Read-Aloud

### Where Are We?

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

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<sup>1</sup> The additional supports added to the lessons are in italicized red font.

## What Do We Know?

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

## Domain Introduction

Tell students that, like people in many civilizations, the ancient Greeks told stories orally, or by word of mouth. Share that these stories usually had supernatural beings or heroes as the main characters, and the plots usually explained events in nature or taught people how to behave. Explain that in ancient times people did not have the knowledge that people have today. Tell students that, as a result, these stories, which were later written down, were first thought to be factual, but it is now known that they are fictional, or not true. Share with students that we call such oral stories myths. Students who participated in the Core Knowledge Language Arts program in Grade 1 will have heard about myths in the *Astronomy* domain and learned how many different ancient peoples told myths about the stars and constellations they saw in the sky. You may wish to solicit their knowledge of this topic to share with the class.

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

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

3. Who did the ancient Greeks believe ruled these gods and goddesses? (a king named Zeus and a queen named Hera)

## Meet the Characters

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

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

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



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

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



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

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

## Purpose for Listening

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

## Presenting the Read-Aloud



### The Twelve Gods of Mount Olympus

← Show image 1A-1: *Say:* Leonidas waking up. [*Point to Leonidas.*]

*This is a story about Leonidas. Leonidas was a human boy. Cyrus was Leonidas's father. Leonidas and Cyrus lived in Ancient Greece.<sup>2</sup>*

Leonidas woke up early on the day of the footraces, *or running races*. Still lying in bed, he could hear his father, Cyrus, outside **tending**<sup>1</sup> the horses. *Cyrus was taking care of the horses.*

"He's probably feeding them," Leonidas thought to himself. "And then we'll harness, *or connect*, them to the cart and make our way to Olympia."<sup>2</sup>

*Who is Leonidas' father? What is Leonidas' father doing?*

Olympia was the site, *or place*, of the day's footraces in honor of Zeus, the leader of all the Greek gods and goddesses. Leonidas and his father would take their pottery to sell to the people at the races, and when they had sold all they could, they would watch the races.<sup>3</sup>

*What are Leonidas and his father going to do today?*

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

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

*How will Leonidas and his father get to the races?*

<sup>1</sup> or caring for

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

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

<sup>4</sup> or celebrations

<sup>2</sup> In some cases, AIR staff have added background information when we thought it was important.



← Show image 1A-2: **Say:** Leonidas and his father preparing the cart. *[Point to the cart.]*

“Good morning, father,” Leonidas said.

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

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

<sup>5</sup> or tightly

<sup>6</sup> or thick board

<sup>7</sup> [Point to the wooden plank in the next image]



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

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

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

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

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

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

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



<sup>11</sup> or humans who are born and later die

← Show image 1A-4: **Say:** Olympians on their thrones. *[Point to the Olympians.]*

*Thrones are special chairs. Look at the picture. These are thrones. [Point to the thrones in the picture.] Who are the people on the thrones?*

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



Leonidas did know, but he wanted his father to continue telling the story, so he said, “Yes, Father, but tell me anyway!” *What is Leonidas’s father going to tell him about?*

← Show image 1A-5: **Say:** Zeus and Poseidon. *[Point to Zeus and Poseidon.]*

Cyrus continued on, saying, “Well, as I said before, Zeus is the leader of all the gods and protects all of us here on Earth. He has a voice like rolling thunder and controls the wind, rain, and lightning, which he also uses as his weapons. *Zeus uses the wind, rain, and lightning to fight. Who is Zeus? What does Zeus control?*

<sup>12</sup> Who can point to the trident in the illustration?

He has two brothers, Hades and Poseidon, and together they rule over, *or lead*, the whole world. While Zeus controls the heavens, Poseidon controls the sea and rules over it with a trident.<sup>12</sup> When he strikes, *or hits*, the ground with his trident, the earth shakes, and when he strikes the seas with it, the waves rise up as tall as a mountain. *Who is Poseidon? What does Poseidon control?*

Zeus and Poseidon are two of the twelve gods who live on Mount Olympus and have thrones there.” *Thrones are special chairs. There are twelve gods who live on Mount Olympus. They have thrones. Where do Zeus and Poseidon live?*

*Who are the three gods in the story so far? How are they related?*

Leonidas and his father came to a fork in the road, *or a place where the road goes two different ways*, and turned left. They could now see other carts ahead of them in the distance—other vendors, *or sellers*, looking to sell their wares at the footraces in Olympia. *The other people also wanted to sell their things at the races.*



← Show image 1A-6: **Say:** Hades in the underworld on his throne. *[Point to Hades.]*

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



<sup>13</sup> or enemy

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

*Who is Hades? What does Hades control?*

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



← **Show image 1A-7: Say: Demeter and Hera. [Point to Demeter and Hera.]**

“Well,” Cyrus said, “Zeus also has a sister who has a throne on Mount Olympus. *Zeus’s sister is Demeter. Demeter has a throne, or special chair, on Mount Olympus.* Demeter is the goddess of the harvest and grain; she looks after all of the fields and crops on Earth. *Demeter takes care of all the plants that grow food.*

*Who is Demeter? What does Demeter control?*

Zeus’s wife, Hera, also lives on Mount Olympus; she is the queen, *or leader*, of the gods and goddesses and is the goddess of women’s lives. *Who is Hera? What does Hera control?*

*Look at the picture. Who are the two goddesses in the picture? How are they related to Zeus?*

“Hmm, how many is that?” Cyrus turned and asked his son.

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



← **Show image 1A-8: Say: Hephaestus, Aphrodite, Athena, and Ares. [Point to each and name them.]**

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

*Repeat the name: Hephaestus. What does Hephaestus control?*

*Repeat the name: Aphrodite. What does Aphrodite control?*

*Repeat the name: Athena. What does Athena control?*

*Repeat the name: Ares. What does Ares control?*



← Show image 1A-9: **Say:** Apollo, Artemis, Hermes, and Dionysus. *[Point to each and name them.]*

“Then there are the twins: Apollo, the god of light and music, and his sister Artemis, the goddess of the hunt. There’s Hermes, the messenger of the gods, and finally, Dionysus, the god of wine and the youngest of all the gods.

*Let’s repeat the names of these gods and goddesses.*

*Repeat the name: Apollo. What does Apollo control?*

*Repeat the name: Artemis. What does Artemis control?*

*Repeat the name: Hermes. What does Hermes control?*

*Repeat the name: Dionysus. What does Dionysus control?*

Even though these are the most powerful of all the gods and goddesses, Zeus is the strongest of all. And it is he whom we honor today.” *Who is the strongest god?*



← Show image 1A-10: **Say:** Leonidas and his father arrive at the races. *[Point to Mount Olympus.]*

Cyrus stopped the cart; they had finally reached Olympia. **Spectators** and vendors moved all around them as the athletes, stretched in preparation for their races.<sup>14</sup> *Players in the games and races stretched their muscles to get ready. What is happening in Olympia today? What are the athletes getting ready to do?*

Leonidas knew that many miles away was cloud-covered Mount Olympus. As the midday sun shone through some of the clouds, Leonidas imagined, *or pretended*, he could see the briefest, **glimpse**<sup>15</sup> of a palace with twelve golden thrones.<sup>16</sup> *Leonidas imagined he could take a quick look at the palace on Mount Olympus.*

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

<sup>15</sup> or passing view

<sup>16</sup> What does Leonidas think he glimpsed at the top of Mount Olympus?

## Discussing the Read-Aloud

### Comprehension Questions

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

1. *Literal The setting is the place where a story happens.* What is

the setting for this story? (ancient Greece; Olympia) *Listen first. “As you know, we’re going to Olympia for the footraces held in honor of Zeus.” (p. 8) What is the setting for this story?*

2. *Inferential* Why were Leonidas and his father tending to and securely harnessing the horses? (They were preparing them for the journey to the sanctuary at Olympia) *Listen first. Leonidas woke up early on the day of the footraces, or running races. Still lying in bed, he could hear his father, Cyrus, outside tending the horses. Cyrus was taking care of the horses. “He’s probably feeding them,” Leonidas thought to himself. “And then we’ll harness, or connect, them to the cart and make our way to Olympia.” (p. 7) Leonidas and his father would take their pottery to sell to the people at the races, and when they had sold all they could, they would watch the races. (p. 7) Why were Leonidas and his father tending to and securely harnessing the horses?*



← Show image 1A-3: *Say: Leonidas’s father pointing to Mount Olympus. [Point to Mount Olympus.]*

3. *Literal* Leonidas and Cyrus were going to the sanctuary at Olympia to sell their pottery and be spectators at the races held in Zeus’s honor. What story did Cyrus tell Leonidas during their journey? (He told Leonidas all about the Olympian gods and goddesses, what their special powers were, and how the Greeks held the races in honor of Zeus.) *Listen first. After they’d traveled some miles down the road, Leonidas asked, “Father, will you tell me again the story of the gods and goddesses?” (p. 8) What story did Cyrus tell Leonidas during their journey?*
4. *Evaluative* How were the gods and goddesses similar to humans? (They were believed to have many different emotions.) How were they different? (They were believed to have special powers and to be immortal, or to never die.) *Listen first. “These gods and goddesses can sometimes be just like you and me: they can feel happy or sad, jealous and angry, or generous and loving. Unlike you or me, they have special powers to control things like the seasons and the weather, when and where there is war, and sometimes, with whom we fall in love! And unlike you and me, the gods are immortal—that means they never die.” (p. 8) How were the gods and goddesses similar to humans? How were they different?*



← Show image 1A-4: **Say:** Olympians on their thrones. [**Point to the Olympians.**]

5. *Inferential* Which gods or goddesses can you remember from the read-aloud? (Answers may vary.) [Tell students that you will review all twelve later.] What are some of their special powers? (Answers may vary.) [Tell students that you will review all of them later.] *Listen first. Well, as I said before, Zeus is the leader of all the gods and protects all of us here on Earth. While Zeus controls the heavens, Poseidon controls the sea and rules over it with a trident. When he strikes the ground with his trident, the earth shakes, and when he strikes the seas with it, the waves rise up as tall as a mountain. (p. 9) While Zeus rules the heavens, and Poseidon rules the sea, Hades rules the underworld, or the land of the dead. Hades has a helmet that makes him invisible, so that no one, friend or foe, can see him coming. Demeter is the goddess of the harvest and grain; she looks after all of the fields and crops on Earth. Zeus's wife, Hera, also lives on Mount Olympus; she is the queen of the gods and goddesses and is the goddess of women's lives. Well, there's Hephaestus, god of fire and the blacksmith of the gods; Aphrodite, goddess of love; Athena, goddess of wisdom; and Ares, god of war." (p. 10) Then there are the twins: Apollo, the god of light and music, and his sister Artemis, the goddess of the hunt. There's Hermes, the messenger of the gods, and finally, Dionysus, the god of wine and the youngest of all the gods. (p. 11) **Which gods or goddesses can you remember from the read-aloud? What are some of their special powers?** [Tell students that you will review all of them later.]*
6. *Literal* Where did the Olympian gods and goddesses supposedly live? (in a palace on Mount Olympus) *Listen first. Zeus and Poseidon are two of the twelve gods who live on Mount Olympus and have thrones there. (p. 9) **Where did the Olympian gods and goddesses supposedly live?***
7. *Literal* What did Leonidas think he glimpsed on Mount Olympus in the distance? (the twelve thrones of the Olympian gods) Do you think he really saw this? Why or why not? (Answers may vary.) *Listen first. Leonidas knew that many miles away was cloud-covered Mount Olympus. As the midday sun shone through some of the clouds, Leonidas imagined he could see the briefest **glimpse** of a palace with twelve golden thrones (p.11) **What did Leonidas think he glimpsed at Mount Olympus in the distance? Do you think he really saw this? Why or why not?***

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

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

8. *Evaluative Think Pair Share:* You heard that Greek myths are fiction, or stories that are not true. How do you know they are fiction? (Answers may vary, but may include that in myths, the gods and goddesses possess supernatural powers; the ancient Greeks created the stories to explain events in nature that they could not understand or explain) *You can use this sentence frame to help you: I know Greek myths are fiction because \_\_\_\_\_.*
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## 2: Prometheus and Pandora

### Lesson Objectives

#### Core Vocabulary

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

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

*Variation(s):* amused (by something), (to) amuse (someone)

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

*Example:* Yasmin had the foresight to take an umbrella when she saw the cloudy skies that later brought a heavy afternoon shower.

*Variation(s):* (to have) foresight

**hindsight, *n.*** The realization that past situations could have been handled differently;  
**understanding that something could have been done in a different way**

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

*Variation(s):* (to have) hindsight

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

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

*Variation(s):* none

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

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

*Variation(s):* to terrify (someone or something, terrified)

### Introducing the Read-Aloud

#### Where Are We?

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

#### What Have We Already Learned?

Remind students that they heard about twelve important Greek gods and goddesses in the previous read-aloud. Ask students what makes a god or goddess different from a human being. (A god or goddess is believed to be immortal, or never dies, and has special powers, whereas a human being is mortal and does not have magical

powers.) Using the Greek Gods Posters, have students name each of the Greek gods they heard about in the previous lesson. Have students share what the ancient Greeks believed each god/goddess was in charge of.

## Essential Background Information or Terms

Share the title of the read-aloud with students. Remind students that myths are fictional stories that try to explain events or things in nature, teach moral lessons, and entertain listeners. Share with students that Greek myths have many characters, both mortal and immortal. Remind students that the word *immortal* refers to living creatures that never die, and the word *mortal* refers to living creatures that will eventually die. Ask students what kinds of immortal characters might be found in myths. If students have difficulty remembering this, guide the discussion so that they remember that gods and goddesses were often the main characters in Greek myths and were believed to be immortal. Ask students what kinds of mortal characters might be found in myths. Tell students that today's Greek myth is a story that tries to explain how the first mortal creatures were created.

## Meet the Characters

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

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

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



← Show image 2A-1: **Say:** Prometheus and Epimetheus creating. **[Point to the brothers.]**

Tell students that in today's myth, they will hear about two brothers whose long names have special meanings that are related to what happens in the story. Say each of the names Prometheus and Epimetheus and ask students to say the names as you repeat them. Tell students to think about whether Prometheus and Epimetheus were mortal or immortal as they listen to the story. *Remind students that a myth is a story told a long ago to explain things about people and nature. Define mortal and immortal. Ask students to tell you what*

*they are going to think about as they listen to the story* (whether Prometheus and Epimetheus were mortal or immortal)



← Show image 2A-7: **Say:** Curious Pandora coming down to Earth with a sealed box. **[Point to Pandora.]**

Ask students which additional Greek god or goddess they think will be introduced in this myth based on its title. Ask students what they notice about the image. Tell students to listen carefully to the myth to hear if Pandora is mortal or immortal.

## Purpose for Listening

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

## Presenting the Read-Aloud

### Prometheus and Pandora



← Show image 2A-1: **Say:** Prometheus and Epimetheus creating. **[Point to the brothers.]**

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

*Let’s repeat the names of the brothers. [Point to each brother in the picture as you say the name.]*

*Repeat the name: Prometheus.*

*Repeat the name: Epimetheus.*

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

The ancient Greeks believed that it was Prometheus who first created human beings, *or people*, and that it was his brother who made all of the other creatures, *or animals*. Zeus gave the two brothers gifts to give the living things. So while Prometheus scooped, *or dug*, up

<sup>1</sup> What does *foolish* mean? Which brother thinks ahead? Which brother is foolish and does not think ahead?

<sup>2</sup> or to look like the gods

<sup>3</sup> Who can point to Prometheus in the picture? Who can point to Epimetheus? How were the animals that were created by Epimetheus different from the humans that were created by Prometheus?



some river clay and began to make human beings in the likeness of, *or that looked like*, the gods,<sup>2</sup> his brother Epimetheus made all sorts of animals and gave them all the good gifts. The animals could see, smell, and hear better than humans, and they had fur to keep them warm, unlike man, who shivered in the cold.<sup>3</sup> *What were the two brothers' names? What did Prometheus create? What did Epimetheus create?*



<sup>4</sup> or funny

<sup>5</sup> or smooth and elegant in their movement

<sup>6</sup> or useful and valuable  
<sup>7</sup> What do you think is going to happen?

← **Show image 2A-2: Say: Zeus complimenting Epimetheus and questioning Prometheus. [Point to Zeus.]**

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

To Prometheus he said, “But these humans, *or people*, of yours . . . what good are they? The other creatures are bigger, faster, or stronger. Humans just sit around. I think you should get rid of them, *or throw them away*, and try something else.”<sup>7</sup> *What did Zeus say about the humans? Why did Zeus say this?*

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

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



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

← **Show image 2A-3: Say: Prometheus asking Zeus for fire for the humans. [Point to Prometheus.]**

Prometheus felt sorry for the humans, though. *Prometheus felt badly because humans did not have things they needed*. They had no fur to keep them warm, nothing to light the darkness, and nothing with which to cook their food. Humans needed fire, especially if they were to prove themselves. He asked Zeus for this gift for the humans, but Zeus refused. “Fire,” he said, “is just for the gods.”<sup>8</sup>

*What did Prometheus ask Zeus? What did Zeus say?*

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



← Show image 2A-4: **Say:** Prometheus stealing fire from Mount Olympus. *[Point to Prometheus.]*

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

Zeus had said, “Fire is too dangerous for these **ridiculous** humans to use wisely. Only we gods and goddesses shall have it.”<sup>9</sup> Yet Prometheus was determined to bring fire to humans, even if it meant disobeying the king of the gods. *Prometheus did not give up. He wanted to bring fire to humans.*

Prometheus picked a stalk of fennel and carried it up to Mount Olympus.<sup>10</sup> When no one was looking, he dropped a burning coal from the fire into the plant’s hollow center, where no one could see it. *Prometheus put the fire in the empty center of the plant.* Then he carried the plant, with the fire hidden inside, down to the earth.<sup>11</sup> *What did Prometheus hide in the plant?*

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

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

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



← Show image 2A-5: **Say:** Enraged Zeus standing over Prometheus. *[Point to Zeus.]*

Not long after that, Zeus noticed or, saw, smoke rising from the earth. Gazing, *or looking*, down in amazement, *or surprise*, he saw that humans were now doing all sorts of wonderful new things. Zeus thought, “It seems human beings really are worth keeping around.” At the same time, however, he was furious, *or very angry*, when he found out that humans possessed<sup>12</sup> fire when he himself had forbidden, *or said no to*, this.

*How does Zeus feel about humans having fire?*

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

<sup>12</sup> or had

<sup>13</sup> What does *immortal* mean?



Soon after this, Zeus ordered Prometheus chained, *or tied up*, to the side of a mountain. Every day, an eagle would come and peck, *or poke with its beak*, away at Prometheus's liver. But because he was immortal, he never died and every night his liver grew back again.<sup>13</sup> *How does Zeus punish Prometheus for giving humans fire?*

← Show image 2A-6: **Say: Zeus and the gods creating Pandora with her gifts. [Point to Pandora.]**

Now, Zeus was still angry that humans had fire, but he decided to let them keep it and instead punish man in another way. "To punish man, I will use another human—a very special human."

*Why did Zeus want to punish the humans?*

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

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

The name Pandora means "all gifts." The gods gave her the gifts of beauty, persuasion, intelligence, and curiosity.<sup>14</sup> *What wonderful characteristics or qualities does Pandora have?*



← Show image 2A-7: **Say: Curious Pandora coming down to Earth with a sealed box. [Point to Pandora.]**

When Zeus finally sent Pandora down to the earth as a gift to Epimetheus, he sent her with a closed box and warned her to never open it. Pandora, however, desired to know what was in the box. *Pandora wanted to know what was inside the box.* She fought against her curiosity, but day after day, night after night, the question nibbled away at, *or bothered*, her. Pandora would often sit and look at the box, wondering, wanting to open it, but always stopping herself.<sup>15</sup> *What did Pandora want to do?*

<sup>15</sup> Do you think Pandora is going to open the box? What would you do?

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

<sup>17</sup> What do you think is going to happen next?

One day, when none of the housekeepers or servants, *or helpers*, were around, Pandora went to gaze, *or look*, at the box.<sup>16</sup> Finally she thought, "Surely one little peek, *or quick look*, cannot hurt." She stood up and studied the closed box one last time before she took a deep breath and opened the lid.<sup>17</sup> *Why did Pandora open the box? What was the rule about the box?*



← Show image 2A-8: **Say: Pandora opening the box. [Point to Pandora.]**

Out of the box burst, *or came*, all of the frightening, saddening, anger-causing, **terrifying** evils, and sorrows.<sup>18</sup> *Many bad things*

<sup>18</sup> The word *terrifying* means frightening, or full of terror.

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

*came out of the box.* Greed, hate, anger, pain, disease, disaster, and death swarmed from the box and around Pandora. *Pandora tried to put the bad things back in the box.* She tried to shove, *or push*, them back inside, but she was too late. Out they flew in all directions.<sup>19</sup>

*What came out of the box? What did Pandora do?*

By the time Pandora was able to replace, *or put*, the lid, *or top*, back on the box, only one thing remained, *or was left*: hope. *Hope was the only thing left in the box. Hope means you have a feeling that good things will happen.*

## Discussing the Read-Aloud

### Comprehension Questions

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

1. *Inferential* Myths often try to explain how things came to be in the world. What does this myth attempt to explain? (how humans and animals were created; how evil and sorrow came into the world)  
*Listen first. The ancient Greeks believed that it was Prometheus who first created human beings, or people, and that it was his brother who made all of the other creatures, or animals. (p. 17)*

*When Zeus finally sent Pandora down to the earth as a gift to Epimetheus, he sent her with a closed box and warned her to never open it. Pandora, however, desired to know what was in the box.*

*She stood up and studied the closed box one last time before she took a deep breath and opened the lid. Out of the box burst all of the frightening, saddening, anger-causing, terrifying evils and sorrows.*

*Greed, hate, anger, pain, disease, disaster, and death swarmed from the box and around Pandora. (p. 20)*

*By the time Pandora was able to replace the lid back on the box, only one thing remained inside; hope. (p. 21) What does this myth attempt to explain?*



← Show image 2A-1: *Say:* Prometheus and Epimetheus creating. *[Point to the brothers.]*

*Literal* According to Greek mythology, who made the first mortal creatures? (Prometheus and Epimetheus) What kinds of creatures did they make? (Prometheus made humans, and Epimetheus made animals.) Which name means foresight? (Prometheus) Which name means hindsight? (Epimetheus) *Listen first. Long, long ago there were two brothers named Prometheus and Epimetheus. The ancient Greeks believed that it was Prometheus who first created human beings and that it was his brother who made all of the other creatures. (p. 17) According to Greek mythology, who made the first mortal creatures? Listen first. So while Prometheus scooped up some river clay and began to make human beings in the likeness of the gods, his brother Epimetheus made all sorts of animals and gave them all the good gifts. (p. 17) What kinds of creatures did they make?*

*Listen first. Prometheus means “foresight,” or “thinking ahead,” in Greek, and Epimetheus means “hindsight,” or “thinking afterward” (p. 17) Which name means foresight? Which name means hindsight?*

2. *Inferential* What other characters are in today’s read-aloud? (Zeus, Pandora) Which of these characters is an immortal Greek god? (Zeus) Which is not? (Pandora) *Listen first. Zeus ordered one of the gods to make the first woman. He then asked each of the goddesses and gods for some wonderful quality or talent for this new human, explaining, “I want someone who possesses all of the most wonderful characteristics. I shall name her ‘Pandora.’” (p. 20) What other characters are in today’s read-aloud? Which of these characters is an immortal Greek god? Which is not?*
3. *Inferential* Why do you think Zeus finds Epimetheus’s creations amusing? (because of how they look, move, etc.) *Listen first. Zeus told Epimetheus, “These toys of yours are quite amusing. Some of them make me laugh, like that—what did you call it— ‘elephant’? What an imagination you have! Others are quite beautiful in their own way. This morning I was watching your dolphins leap and play in the water. They are very graceful.” (p. 18) Why do you think Zeus finds Epimetheus’s creations amusing?*
4. *Inferential* Why doesn’t Zeus like Prometheus’s human creations, even calling them ridiculous? (They aren’t as fast, strong, or big as the other creatures.) *Listen first. To Prometheus he said, “But these humans of yours... what good are they? The other creatures are bigger, faster, or stronger. Humans just sit around. I think you should get rid of them and try something else.” (p. 18) Why doesn’t Zeus like Prometheus’s human creations, even calling them ridiculous?*

5. *Inferential* Why does Prometheus steal fire for the humans? (Without fire, humans wouldn't be able to prove themselves to Zeus; they wouldn't be able to cook food or keep themselves warm; etc.) Where does Prometheus have to go to steal the fire? (Mount Olympus)

*Listen first. "With fire," he thought to himself, "they can soften metal and bend it into shapes to make tools. With these tools they can plow fields, fish and hunt for food, cook that food, and build shelters in which to live. With fire, humans can also honor the gods with sacrifices. (pp. 18–19) Why does Prometheus steal fire for the humans?*

*Listen first. Prometheus knew that up on Mount Olympus, where most of the gods lived, there was one carefully guarded fire. (p. 19) Where does Prometheus have to go to steal the fire?*

6. *Inferential* How does Zeus punish Prometheus for stealing the fire? (He chains him to the side of a mountain and has an eagle peck at his liver.) *Listen first. Soon after this, Zeus ordered Prometheus chained to the side of a mountain. Every day, an eagle would come and peck away at Prometheus's liver. (p. 19) How does Zeus punish Prometheus for stealing the fire?*

7. *Literal* Who else does Zeus want to punish? (the humans) Who does Zeus use to punish man? (Pandora) *Listen first. Now, Zeus was still angry that humans had fire, but he decided to let them keep it and instead punish man in another way. (p. 20) Who else does Zeus want to punish?*

*Listen first. "To punish man, I will use another human—a very special human." Zeus ordered one of the gods to make the first woman. He then asked each of the goddesses and gods for some wonderful quality or talent for this new human, explaining, "I want someone who possesses all of the most wonderful characteristics. I shall name her 'Pandora.'" (p. 20) Who does Zeus use to punish man?*



← Show image 2A-8: *Say:* Pandora opening the box. [*Point to Pandora.*]

8. *Inferential* Zeus sends Pandora down to Earth with a closed box and strict instructions not to open it. Does Pandora follow Zeus's instructions? (no) What happens when she opens the box? (Frightening and terrifying evils and sorrows come out of the box to cause people pain.) What is the one thing left inside the box? (hope) *Listen first. Finally she thought, "Surely one little peek cannot hurt." She stood up and studied the closed box one last time before she took a deep breath and opened the lid. (p. 20) Does Pandora follow Zeus's instructions?*

*Listen first. Out of the box burst all of the frightening, saddening, anger-causing, **terrifying** evils and sorrows. Greed, hate, anger, pain, disease, disaster, and death swarmed from the box and around Pandora. (p. 20) **What happens when she opens the box?***

*Listen first. By the time Pandora was able to replace the lid back on the box, only one thing remained: hope. (p.21) **What is the one thing left inside the box?***

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

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

9. *Evaluative Think Pair Share:* There is an expression that warns people against opening “Pandora’s box.” *Remember, out of the box came greed, hate, anger, pain, disease, disaster, and death. Sometimes people say, “Don’t open Pandora’s box.” Why do you think they say that? How is it related to this myth? (This expression means that something is a source of unexpected troubles and pain, and it is best to try to avoid it. Pandora could have avoided the pain and trouble by not opening the box.) You can use this sentence frame to help you: I think people say, “Don’t open Pandora’s box” because \_\_\_\_\_.*
10. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### 3: Demeter and Persephone

#### Lesson Objectives

#### Core Vocabulary

**bountifully, *adv.*** In great amount or bounty; abundantly; *a lot of something*

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

*Variation(s):* bountiful (adjective), bounty (noun)

**despair, *v.*** To lose, give up, or be without hope; to *have no hope*

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

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

**pine (for someone or something), *v.*** Long for; desire to have; *to feel sad because you are not with someone or do not have something you want*

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

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

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

*Example:* "I'm going across the street to retrieve your brother," Billy's mom said.

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

**spirited *away, v.*** Carried off mysteriously or secretly; *taken away without anyone knowing; kidnapped*

*Example:* Jimmy couldn't wait to hear the end of his bedtime story to see what happened to the prince who was spirited away in the middle of the night.

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

#### Introducing the Read-Aloud

#### What Have We Already Learned?

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



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

## Essential Background Information or Terms

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

## Meet the Characters



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

← Show image 3A-2: **Say: Demeter tending fields and Persephone straying.** [*Point to Demeter and Persephone.*]

Tell students that today’s myth is called “Demeter and Persephone.”

*Let’s repeat their names. [Point to the picture as you say each name.]*

*Repeat the name: Demeter.*

*Repeat the name: Persephone.*

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



← Show image 3A-6: **Say: Zeus is talking to Hades in the underworld.** [*Point to Zeus and Hades.*]

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



← Show images 3A-5: **Say: Helios and Demeter.** [*Point to Helios.*]

Tell students they will meet another immortal in this story—Helios.

*Let’s repeat his name. [Point to the picture as you say the name.]*

*Repeat the name: Helios.*

Ask students to look at the image and think about what Helios might be known for. Tell students that Hades and Helios are both immortals who do not live on Mount Olympus.

Show Image Card 7 (Cerberus) *and point to the dog.*

Tell students they will also meet a dog named Cerberus.

*Let's repeat the dog's name. [Point to the dog as you say the name.]*

*Repeat the name: Cerberus.*

Ask students in what way Cerberus looks unusual. Tell students to listen carefully to learn whose dog Cerberus is.

## Purpose for Listening

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

## Presenting the Read-Aloud

### Demeter and Persephone



<sup>1</sup> Who can name any of the characters in this picture?

← Show image 3A-1: **Say:** Greek gods Poseidon, Ares, Aphrodite, Persephone, and Demeter.<sup>1</sup> *[Point to the gods and goddesses.]*

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

<sup>2</sup> [Point to Demeter in the picture. She is on the right in the foreground.]

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

<sup>3</sup> Remember, Demeter was the goddess who, at Athena's request, made the olive trees abundant and strong for the ancient Greeks.

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

was summer all the time, or year-round. *Who was Persephone? What was she like?*



<sup>4</sup> Who can point to the bouquet in the illustration?

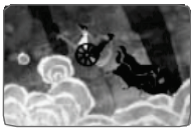
<sup>5</sup> What is Mount Olympus? Who lives there, according to Greek mythology?

<sup>6</sup> [Show Image Cards 7-10 as you name each creature.] Cerberus is a nonhuman creature in Greek mythology. There are many other nonhuman creatures as Pegasus, Pan, and the centaurs. *Point to each creature as you name it.*

← Show image 3A-2: **Say: Demeter tending fields and Persephone straying.** [*Point to the Demeter and Persephone.*]

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

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



<sup>7</sup> The word *spirited* means carried off mysteriously or secretly.

← Show image 3A-3: **Say: Hades taking Persephone down to the underworld.** [*Point to Hades and Persephone.*]

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



← Show image 3A-4: **Say: Demeter searching for Persephone.** [*Point to Demeter.*]

As the sun began to set, Demeter finally stopped her work in the fields. "Persephone!" she called out, ready to take her daughter home.

There was no answer. Thinking that perhaps Persephone had not heard her, she called out again. *Demeter yelled.* Demeter heard nothing but the chirps of evening crickets, and then she began to worry. Demeter searched, *or looked*, all night, calling for her daughter, but no matter where she looked or how loudly she called, she could not find Persephone. *What was Demeter doing?*

As the night wore on, *or as it got late*, Demeter began to look older. Wrinkles, *or age lines*, formed, *or grew*, on her face, her body grew crooked, *or bent*, and she moved more and more slowly. By the time the sun came up the next day, Demeter was no longer full of happiness, warmth, and light, but was a bent, old woman.<sup>8</sup>

<sup>8</sup> How do you think Demeter feels?

*What happened to Demeter?*

In her night of searching, Demeter had not found Persephone, and so she turned to the sun god, Helios—who during the day sees all—and asked for help. *Why did Demeter go to Helios?*



← Show images 3A-4: **Say: Helios and Demeter. [Point to Helios and Demeter.]**

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

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

<sup>9</sup> or give up hope  
<sup>10</sup> or bring back

*Why did Hades take Persephone to the underworld?*

Upon hearing this, Demeter began to **despair**.<sup>9</sup> *Demeter began to lose hope.* How was she to ever **retrieve**<sup>10</sup> her daughter now? *How could Demeter get Persephone back?* Demeter began to weep, *or cry*, for her lost daughter, and in her sadness, she forgot to tend to the crops in the fields. *Demeter forgot to take care of the plants and the plants died.* The grass turned brown, the wheat stopped growing, and soon there was no more food on the earth for the animals and people to eat. Every tree, vine, and field was bare, *or empty*. Even the gods received no more offerings, *or gifts*, for the people did not have any food or meat to spare.<sup>11</sup> *The people did not have any extra food to give to the gods. What happened to all the food? Why did this happen?*

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



← Show image 3A-6: **Say: Zeus talking to Hades in the underworld. [Point to Zeus and Hades.]**

After some time, Zeus saw that the people would starve, *or die from not eating*, if something was not done. Only gods and goddesses could go to the underworld and then leave, so Zeus traveled to the

<sup>12</sup> What does persuade mean? [Tell students that this is another form of the

word persuasion, which they heard in the last read-aloud was one of Pandora's gifts.]

underworld to persuade Hades to let Persephone go.<sup>12</sup> *Zeus went to the underworld to talk to Hades.*

*Why did Zeus go to the underworld?*

"Hades," he said, "if you do not return Persephone to her mother, Demeter, nothing will grow on the earth again. The people will starve and die." *What did Zeus say to Hades?*

"I will gladly return her," Hades said, "if she hasn't eaten anything. You know the rule, Zeus: whoever eats of the food of the underworld or drinks of its water must stay forever." *What did Hades say to Zeus?*

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

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

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

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



← Show image 3A-7: *Say: Blooming world and barren world.* [Point to the two different worlds.]

And so it was that for six months of the year, Demeter and Persephone were happy together. Fruits, wheat, and other plants sprouted, *or grew*, from the ground, and it was spring. As they grew **bountifully**,<sup>15</sup> the world was bright, and it was summer. *There was a lot of food growing from the ground. What happened in summer?* During those six months that Persephone lived in the underworld, however, Demeter would ignore, *or not pay attention to*, all of the crops on Earth and would **pine** for her daughter.<sup>16</sup> *Demeter missed her daughter. Demeter wanted to be with her daughter.* The leaves would fall off the trees in autumn and would be bare in winter, while Demeter longed for, *or missed*, her daughter. *What happened in winter?*

Once Persephone was returned to Demeter, it would be spring again.

<sup>15</sup> or in great amount

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

Discussing the Read-Aloud

## Comprehension Questions

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

1. *Inferential* Does this myth try to explain an event or something that happens in nature, or does it teach a moral lesson? (It tries to explain an event in nature.) What event in nature does this myth try to explain? (the changing of the seasons; the life cycle of plants) Do you remember from your study of other domains the real reason for the change in the seasons? (the tilt of the earth on its axis as it revolves around the sun) *Listen first. Demeter was the goddess of the harvest and agriculture, or farming. It was because of her, the ancient Greeks believed, that fruits hung heavy on the trees, wheat grew in the fields, and vegetables ripened on the ground. (p. 27)* **Does this myth try to explain an event or something that happens in nature, or does it teach a moral lesson?**

*Listen first. And so it was that for six months of the year, Demeter and Persephone were happy together. Fruits, wheat, and other plants sprouted from the ground, and it was spring. As they grew bountifully, the world was bright, and it was summer. During those six months that Persephone lived in the underworld, however, Demeter would ignore all of the crops on Earth and would pine for her daughter. The leaves would fall off the trees in autumn and would be bare in winter, while Demeter longed for her daughter. Once Persephone was returned to Demeter, it would be spring again. (p. 30)* **What event in nature does this myth try to explain?**

**Do you remember from your study of other subjects the real reason for the change in the seasons?**

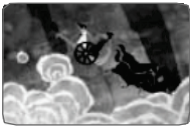
2. *Inferential* *Gods and goddesses are supernatural characters.*<sup>3</sup> What supernatural characters are in today's read-aloud? (Demeter; her daughter, Persephone; Zeus; Hades; Cerberus;

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<sup>3</sup> An explanation of "supernatural characters" was added to support students' understanding of the question that was provided in the original materials.

Helios)<sup>4</sup> *Listen first. Demeter was the goddess of the harvest and agriculture, or farming. Demeter had a daughter named Persephone, who was the joy of her life. (p. 27) Hades, Zeus’s brother and the god of the underworld, had also taken notice of her. He and his three-headed dog, Cerberus, saw to it that none of the dead escaped back to the land of the living. (p. 28) “Oh, Helios,” Demeter said, “have you seen my daughter, Persephone? Do you know where she has gone?” (p. 29) Only gods and goddesses could go to the underworld and then leave, so Zeus traveled to the underworld to persuade Hades to let Persephone go. (p. 29) **What supernatural characters are in today’s read-aloud?***

3. *Literal* What happens to Persephone at the beginning of the story? *(She is spirited away by Hades.) Listen first. Hades tore open the ground that separated the underworld from the land of the living and grabbed Persephone. He spirited her away, back to the underworld in his chariot. (p. 28) **What happens to Persephone at the beginning of the story?***



← Show image 3A-3: **Say:** Hades taking Persephone down to the underworld. *[Point to the Hades and Persephone.]*

4. *Inferential* What is Hades the god of? *(the underworld) Why does he spirit Persephone away? (He sees how beautiful she is, and he wants to make her his queen.) Listen first. Hades, Zeus’s brother and the god of the underworld, had also taken notice of her. (p. 28) **What is Hades the god of? Hades had fallen in love with Persephone, and the king of the underworld wanted to make her his queen. (p. 28) Why does Hades spirit Persephone away?***



← Show image 3A-4: **Say:** Demeter searching for Persephone. *[Point to Demeter.]*

5. *Evaluative* How does Demeter feel when she realizes Persephone is missing? *(sad) How do you know? (She begins to look older; she is no longer full of happiness and light.) Listen first. As the night wore on, Demeter began to look older. Wrinkles formed on her face, her body grew crooked, and she moved more and more slowly. By the time the sun came up the next day, Demeter was no longer full of happiness, warmth, and light, but was a bent, old woman. (p. 29) **How does Demeter feel when she***

<sup>4</sup> A question was deleted from the original materials because the text did not provide an answer for the question.

**realizes Persephone is missing? How do you know?**

6. *Literal* What happens to all of the plants and crops when Demeter begins to despair that she will never be able to retrieve her daughter? (*The grass turns brown; the wheat stops growing; every tree, vine, and field is bare.*) *Listen first. The grass turned brown, the wheat stopped growing, and soon there was no more food on the earth for the animals and people to eat. Every tree, vine, and field was bare. (p. 29)* **What happens to all of the plants and crops when Demeter begins to despair that she will never be able to retrieve her daughter?**



← Show images 3A-6: **Say:** Zeus talking to Hades in the underworld. [**Point to Zeus and Hades.**]

7. *Inferential* Why does Zeus try to persuade Hades to return Persephone to Demeter? (*He knows that the people will starve if nothing grows on the earth.*) *Listen first. After some time, Zeus saw that the people would starve if something was not done. (p. 29)* **Why does Zeus try to persuade Hades to return Persephone to Demeter?**
8. *Inferential* Hades returns Persephone to her mother, but only for part of the year. Why? (*Persephone ate six pomegranate seeds, and so has to return to the underworld for six months of the year.*) *Listen first. Had she eaten the food of the underworld? Persephone began to cry. “I ate six pomegranate seeds,” she said “For each seed she has eaten, Persephone will stay one month in the underworld as your queen. For the rest of the year, however, she will live on Earth with her mother, Demeter.” (p. 30)* **Hades returns Persephone to her mother, but only for part of the year. Why?**

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



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

9. *Inferential* Hades returns Persephone to her mother, but only for part of the year. Why? (*Persephone ate six pomegranate seeds, and so has to return to the underworld for six months of the year.*) *You can use this sentence frame to help you: Hades returned Persephone to her mother for only part of the year because \_\_\_\_\_.*
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## 4: Arachne the Weaver

### Lesson Objectives

#### Core Vocabulary

**arachnids, n.** A class of animals that includes spiders, scorpions, mites, ticks, and daddy-longlegs, which are carnivorous and have a two-segmented body, eight legs, and no antennae or wings; *bugs*

*Example:* Many people confuse arachnids with insects, until they remember that insects have six legs and arachnids have eight *legs*.

*Variation(s):* arachnid

**flattered, v.** Pleased by, *or happy about*, attention or compliments, *or nice things someone said*

*Example:* Julie was flattered by the kind compliments her classmates gave her after she presented her book report.

*Variation(s):* flatter, flatters, flattering

**stern, adj.** Harsh, firm, and/or strict

*Example:* Their grandmother *spoke to the children in a serious way*. *She* gave them a stern warning that they were to look both ways before crossing the street.

*Variation(s):* sterner, sternest

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

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

*Variation(s):* none

### Introducing the Read-Aloud

#### Where Are We?

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

#### What Have We Already Learned?

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

the ancient Greeks believed made a god or goddess different from a human being.

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

## Essential Background Information or Terms: Meet the Characters

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



← **Show image 4A-1: Say: Arachne weaving. [Point to Arachne.]** Ask students what Arachne does if she is a weaver. (She weaves, or combines strands of thread or yarn in an alternating pattern in order to make cloth.) Ask them what tools she might use. (loom)

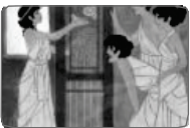
Ask students to point to Greek Gods Poster 7 (Athena) **and point to Athena**. Tell students this myth tells the story of an argument between Arachne—a mortal woman—and the goddess Athena.

## Purpose for Listening

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

## Presenting the Read-Aloud

### Arachne the Weaver



← **Show image 4A-1: Say: Arachne weaving. [Point to Arachne.]**

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

<sup>1</sup> [Point to the loom.]

<sup>2</sup> What is a tapestry?

<sup>3</sup> or great works

People came from distant lands to see these masterpieces<sup>3</sup> in Arachne’s studio. A visitor might comment, “This is amazing! Why, look at the leaves on this tree. They look so real that you almost expect

<sup>4</sup> or jump

them to move in the breeze. And this deer in the meadow, *or field of grass*, looks as if he is going to turn and bound<sup>4</sup> away.”

*What did Arachne do very well? What was she good at?*

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

<sup>5</sup> or pleased by the attention and compliments

*Who was Athena? What did Athena do very well?*

<sup>6</sup> Why do you think Arachne began to get annoyed?

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

<sup>7</sup> Do you think this bragging might cause a problem for Arachne?



← **Show images 4A-2: *Say*: Athena transformed into an old woman. [Point to Athena in a disguise.]**

Word of this eventually reached the ears of the goddess Athena on Mount Olympus. *Athena finally heard what Arachne said*. She decided to visit Arachne’s studio, *or weaving room*, to learn if Arachne was truly saying such things. However, Athena did not want Arachne to recognize her, *or know who she was*, so with her magic, Athena changed her own appearance, *or how she looked*, from a beautiful, athletic young woman to a wrinkled old woman. Now, with a wave of her hand and a puff of smoke, gone was the young woman, replaced by a woman so old and bent with age that she had to lean on a walking stick to get around.<sup>8</sup> *Athena changed herself from a young woman into a weak, old woman*. Of course, inside that body was still the goddess Athena, but no one would have recognized her. *No one would know that the old woman was really Athena.*

<sup>8</sup> Here the word *lean* means to rest against someone or something for support. The word *lean* can also mean physically thin, strong, and healthy.

*Why did Athena change into an old woman?*

<sup>9</sup> Does this mean Arachne’s work is good or bad?

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

Hearing this, Arachne, thinking she spoke to a bent, old woman, angrily exclaimed, *or shouted*, “I am sick of hearing about Athena. *I am tired of hearing about Athena*. I say that *I* am the best weaver in the world!” *What did Arachne say to the old woman? Who was the old woman?*



← Show image 4A-3: **Say:** Arachne challenging Athena. **[Point to Arachne.]**

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



← Show images 4A-4: **Say:** Athena and Arachne in a weaving contest. **[Point to Athena and Arachne weaving.]**

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

*What did Arachne and Athena do?*

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

*Why did Arachne think she had won?*

At last she turned to see Athena’s tapestry. *Arachne looked at Athena’s tapestry.*



← Show image 4A-5: **Say:** Arachne overcome by grief at the sight of Athena’s superior tapestry. **[Point to Arachne.] Arachne felt very sad when she looked at Athena’s tapestry.**

Arachne saw at once, *or right away*, that the work of the goddess was even finer than her own. *Athena’s work was better than Arachne’s work.* Athena had woven a stream, but hers seemed to ripple, and move. She had woven clouds that appeared to float lightly in the sky, and above it all she had woven the gods in all of their majesty,<sup>11</sup> *or greatness.* *Who was the best weaver?*

Upset and embarrassed, *or feeling foolish*, Arachne turned and ran from the room. Athena caught up with her, asking, “Where are you going?”

<sup>10</sup> or parts

<sup>11</sup> Do you recognize any of the Greek gods in Athena’s tapestry?

<sup>12</sup> or far better

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

<sup>14</sup> or harsh and firm



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

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

← **Show image 4A-6: Say: Athena changing Arachne into a spider. [Point to Athena and Arachne, the spider.]**

*Athena touched Arachne.* She reached out and touched Arachne’s shoulder with the tip of one finger. Instantly, Arachne began to change shape. She grew smaller and smaller, and her body rounder and rounder. Her legs and arms grew longer and thinner until, after about five minutes, Arachne had turned into the very first spider in the world. *Arachne changed into a spider.* Today we call all the members of the spider family **arachnids** [uh-RAK-nids], and that is why some people say all spiders are the children of Arachne the Weaver. *What did Athena do? What happened to Arachne?*

## Discussing the Read-Aloud

### Comprehension Questions

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

1. *Evaluative* What animal in nature is this Greek myth about? (spiders, arachnids) Do you think there were arachnids in ancient Greece? Why or why not? (Yes, because the ancient Greeks told stories about them.) *Listen first. Arachne had turned into the very first spider in the world. Today we call all the members of the spider family arachnids and that is why some people say all spiders are the children of Arachne the Weaver (p. 38) What animal in nature is this Greek myth about? Do you think there were arachnids in ancient Greece? Why or why not?*
2. *Evaluative* According to this myth, who created the very first

spider in the world? (*the goddess Athena*) Do you think that is really how the very first spider was created, or is this story fiction? (*This story is fiction.*) *Listen first. Athena touched Arachne. She reached out and touched Arachne’s shoulder with the tip of one finger. Instantly, Arachne began to change shape. Her legs and arms grew longer and thinner until, after about five minutes, Arachne had turned into the very first spider in the world. (p. 38)* **According to this myth, who created the very first spider in the world? Do you think that is really how the very first spider was created, or is this story fiction?**

3. *Inferential* Who are the main characters in this myth? (*Arachne and Athena*) Which of these characters is a god or goddess? (*Athena*) How do you know? (*She has special powers and lives on Mount Olympus.*) *Listen first. The visitors would tell Arachne, “You are the finest weaver in all the world!” But then they would add, “Except, of course, for the goddess Athena, who invented weaving!” Athena was actually the goddess of all handicrafts, not just weaving. However, Athena did not want Arachne to recognize her, so with her magic, Athena changed her own appearance from a beautiful, athletic young woman. (p. 36)* **Who are the main characters in this myth? Which of these characters is a god or goddess? How do you know?**
4. *Evaluative* Imagine you are Arachne. How would you have felt if people always compared your work to Athena’s? Would you have been flattered? (*Answers may vary.*) *You can use these sentence frames to help you: If I were Arachne, I would feel \_\_\_\_\_.* *If people always compared my work to Athena’s work, I would feel \_\_\_\_\_.*



← Show image 4A-5: **Say:** Arachne overcome by grief at the sight of Athena’s superior tapestry. [**Point to Arachne.**]

5. *Inferential* How does Arachne feel when she sees Athena’s superior work? (*She is upset and embarrassed and refuses to weave again.*) *Listen first. Upset and embarrassed, Arachne turned and ran from the room. Athena caught up with her, asking, “Where are you going?”*
- Arachne exclaimed, “I thought I was the best, but you are superior; and no matter how long and hard I work at it, I will never be as good as you are. I shall never weave again.” (p. 37)* **How does Arachne feel when she sees Athena’s superior work?**



← Show image 4A-6: **Say:** Athena changing Arachne into a spider. **[Point to the spider.]**

6. *Inferential* How does this story conclude, or end? (with Athena turning Arachne into a spider) Why does Athena turn Arachne into a spider and not some other kind of animal? (Because Arachne was a weaver and spiders weave webs. Athena wanted to ensure that Arachne would continue to weave.) **Listen first. We shall see to and be sure it that you shall weave again.**” (p. 37) Arachne had turned into the very first spider in the world. Today we call all the members of the spider family **arachnids**, and that is why some people say all spiders are the children of Arachne the Weaver. (p. 38) **How does this story conclude, or end? Why does Athena turn Arachne into a spider and not some other kind of animal?**

7. *Evaluative* Do you think there are lessons to be learned from this myth? If so, what are they? (Answers may vary.) **Listen first. Arachne exclaimed, “I thought I was the best, but you are superior<sup>2</sup> and no matter how long and hard I work at it, I will never be as good as you are. I shall never weave again.”**

**Then Athena grew stern. “Everyone is born with some special gift or talent, if only he or she can figure out what it is and how to use it. You must not waste this skill of yours. We shall see to it or be sure that you shall weave again.”** (p. 37) **Do you think there are lessons to be learned from this myth? If so, what are they?**

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

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

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



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

## 5: Theseus and the Minotaur

### Lesson Objectives

#### Core Vocabulary

**convinced, v.** Brought someone to a certain opinion; persuaded; made someone believe something

*Example:* As we talked, my mom convinced me that it was better to do my homework before going outside to play.

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

**labyrinth, n.** A maze of interconnecting paths bordered by high bushes or an underground maze with walls made of rock; *a place that has many confusing paths*

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

*Variation(s):* labyrinths

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

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

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

**unraveling, v.** Separating or disentangling threads; unwinding, *coming apart*

*Example:* A loose thread from Kim's scarf got caught on the doorknob, and before she knew it the whole thing was quickly unraveling. *The threads from Kim's scarf came apart and it was ruined.*

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

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

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

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

### Introducing the Read-Aloud

#### What Have We Already Learned?

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

**Note:** The final tapestry should have Group One's illustration in the top left-hand corner, Group Two's in the top right, Group Three's

illustration below Group One’s, etc., ending with the largest illustration (Group Five’s) at the bottom.

### Essential Background Information or Terms

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

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

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

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

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

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

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

## Meet the Characters

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



← Show images 5A-1: **Say:** Prince Theseus returning in his ship to Athens. **[Point to Prince Theseus.]**

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



← Show image 5A-4: **Say:** Theseus preparing to get on the black-sailed ship with other youth or young people. **[Point to Theseus and the ship.]**

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



← Show image 5A-5: **Say:** Ariadne talking to Daedalus. **[Point to Ariadne, then Daedalus.]**

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

## Purpose for Listening

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

Presenting the Read-Aloud

## Theseus and the Minotaur



<sup>1</sup> What do you remember about Athens? This story takes place before Athens was a democracy, when it was still ruled by a king.

<sup>2</sup> or when he was a child

<sup>3</sup> What does *fierce* mean?

← Show images 5A-1: **Say:** Prince Theseus returning in his ship to Athens. **[Point to Prince Theseus.]**

*This story is about Prince Theseus.* Prince Theseus [*THEE-see-us*] was the son of the ruler of Athens, King Aegeus [*EE-jee-us*].<sup>1</sup> Theseus had been raised by his mother in a town far away from Athens and did not know his father in his youth.<sup>2</sup> *When Prince Theseus was a young boy, he did not know his father.* When he was old enough, in order to meet his father, Theseus journeyed, *or went*, to Athens, had many adventures, *or did many exciting things*, and proved himself a fierce warrior, *or soldier*.<sup>3</sup> When he finally reached Athens, he was shocked, *or surprised*, to hear what his father, King Aegeus, was telling him. *Who is Prince Theseus's father? Why did Prince Theseus go to Athens?*

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

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



<sup>4</sup> [Have a volunteer point to the island of Crete on a world map or globe.]

<sup>5</sup> Why did King Minos attack Athens?

← Show image 5A-2: **Say:** Black-sailed ship. **[Point to the black sails.]**

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

“What is ‘the Labyrinth,’ Father?” Theseus asked. *What did Prince Theseus say to King Aegeus?*



<sup>6</sup> *Commissioned* means chose someone to do a specific job. [Show students Image Card 12 (Labyrinth).] This is a labyrinth.

<sup>7</sup> Does the Minotaur sound like a supernatural creature to you?

<sup>8</sup> What happens every nine years when the ship with black sails arrives in Athens?

← Show images 5A-3: **Say:** Labyrinth and the Minotaur. *[Point to the Minotaur.]*

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



<sup>9</sup> or young people

← Show image 5A-4: **Say:** Theseus preparing to get on the black-sailed ship with other youth. *[Point to Theseus and the black sails.]*

Theseus said, “Father, you know my skills as a warrior. I am eighteen years old. I will take the place of or go instead of one of these youths<sup>9</sup> and stop the Minotaur before it can strike again.” *What did Prince Theseus say to King Aegeus?*

“No, my son! I will not let you risk your life,” King Aegeus replied. *King Aegeus did not want his son to fight because he could die.*

<sup>10</sup> or persuaded

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

<sup>11</sup> or smiled in a cruel, twisted way

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

<sup>12</sup> Do you think Theseus

will be successful?

Theseus answered, “It is more fitting, *or better*, that the son of the king of Athens should end this horrid, *or terrible*, business once and for all.”<sup>12</sup> *What did Prince Theseus say to King Minos?*



← Show images 5A-5: *Say: Ariadne talking to Daedalus. [Point to Ariadne and Daedalus.]*

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

<sup>13</sup> or extreme anger

<sup>14</sup> So Daedalus created the maze where the Minotaur lives.

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

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



← Show image 5A-6: *Say: Ariadne advising Theseus and giving him a ball of string. [Point to Ariadne giving Theseus the string.]*

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

<sup>16</sup> What do you think will happen next?

“Of course we will take you,” Theseus said. “Thank you, Princess.”<sup>16</sup> *What did Prince Theseus say to Princess Ariadne?*



<sup>17</sup> The word *unraveling* means undoing or unwinding. What is Theseus unraveling?

← Show images 5A-7: **Say:** Theseus wandering through the maze with string and other Athenians. *[Point to Theseus.]*

The next day, after the guards closed the gates of the labyrinth behind the Athenians, Theseus told the others, “Wait here. I go to seek the Minotaur. If I fail, you are no worse off; if I succeed, we will all be able to return safely to Athens.” *What did Prince Theseus say to the Athenians?* Tying the thread to the door handle, **unraveling** it with each step, Theseus set off into the Labyrinth.<sup>17</sup> *What did Prince Theseus do with the thread?*

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

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

Theseus broke off the golden thread and stepped forward. The Minotaur rose to its feet to face him. Then, the Minotaur charged. *What did the Minotaur do? How will Theseus get out of the maze if he beats the Minotaur?*



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

← Show image 5A-8: **Say:** Theseus and Minotaur facing off. *[Point to the vaulting prince.]*

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

Confused at not having caught him on its horns, the Minotaur turned back and charged, *or ran at him*, again. Again Theseus avoided, *or kept away from*, its horns, leaping, *or jumping*, to the other side this time. Over and over, Theseus escaped the deadly horns. Each time, Theseus was moving closer to the wall of the room. Finally, as Theseus leaped aside once more, the Minotaur, unable to stop, ran with an explosive shock into the wall. *The Minotaur ran very hard into the wall.* Staggering, *or wobbling*, it fell to its knees. Theseus leaped upon its back and seized, *or grabbed*, the great horns. He wrestled, *or fought*, the Minotaur to the ground and eventually defeated, *or beat*, him.<sup>19</sup> *Who was fighting? Who won the fight?*

<sup>19</sup> If Theseus defeated the Minotaur, who won?





←Show image 5A-9: **Say:** Athenians escaping the maze to the ship where Ariadne is waiting. *[Point to the Athenians.]*

Hours later, the other Athenians saw their prince emerging wearily and triumphantly from the stone tunnels. *Prince Theseus came out tired, but happy and proud.* Untying the thread that had led him back, he said quietly, “Let’s go home.” Opening the gate, which was never locked (because no one had ever returned), the Athenians stole or out.<sup>20</sup> *The Athenians left quietly. What did Prince Theseus say to the Athenians?*

<sup>20</sup> or snuck out quietly

The day had passed, and the city was now shadowed with night. They moved down to the harbor, *or a place where boats are kept in the water*, and found Princess Ariadne waiting for them in the shadows by the docks. Then they all set sail for Athens, bearing, *or telling*, the glad news: Thanks to Theseus, the danger from the Minotaur was finally over. *Where were the Athenians going?*



←Show images 5A-10: **Say:** Triumphant Theseus returning on black-sailed ship. *[Point to the ship.]*

Theseus, however, had forgotten to change the sails from black to white.<sup>21</sup> When his father, King Aegeus, saw the black sails from his perch, *or waiting place*, on a cliff, he fainted, *or fell down*, and fell forward into the sea.<sup>22</sup> *What did King Aegeus do? Why?* To this day, the sea King Aegeus fell into is called the Aegean Sea. *Why were the sails still black?*

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

<sup>22</sup> Why do you think King Aegeus fell forward into the sea?

## Discussing the Read-Aloud

### Comprehension Questions

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

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

first. When he was old enough, in order to meet his father, Theseus journeyed to Athens, had many adventures, and proved himself a fierce warrior.

Theseus said, “Father, you know my skills as a warrior. I am eighteen years old. I will take the place of one of these youths<sup>9</sup> and stop the Minotaur before it can strike again.” (p. 45) **Who is the courageous character in today’s read-aloud? How will you convince me that Theseus is courageous?**



← Show image 5A-3: **Say:** Labyrinth and the Minotaur. **[Point to the Minotaur.]**

2. *Literal* Who is the supernatural creature in today’s read-aloud? (*the Minotaur*) What does the Minotaur look like, and where does he live? (*half-man and half-bull; in the Labyrinth*) *Listen first. Worse yet, living in that maze is the Minotaur a monster that is half-bull and half-man. (p. 45)* **Who is the supernatural creature in today’s read-aloud? What does the Minotaur look like, and where does he live?**

3. *Literal* Daedalus created the Labyrinth, which is a maze. Who owns and uses the Labyrinth? (*King Minos*) What does he use it for? (*He uses it to punish the Athenians.*) *Listen first. Then Minos announced, ‘You Athenians must share my sorrow. I shall send those Athenians into the **Labyrinth.**’*” (p. 44)

*“What is ‘the Labyrinth,’ Father?” Theseus asked. “It is an enormous maze of twisting tunnels and rooms cut into the hillside near Minos’s palace. Minos commissioned the master inventor Daedalus to design it. Once inside, a person becomes hopelessly lost. Worse yet, living in that maze is the Minotaur, a monster that is half-bull and half-man. The Minotaur knows every inch of the maze and hunts down whoever enters there. Many times King Minos has sent his black-sailed ship to carry away seven of our young men and women, and none of them ever gets out of the Labyrinth. (pp. 44–45)* **Daedalus created the Labyrinth, which is a maze. Who owns and uses the Labyrinth? What does he use it for?**

4. *Inferential* Why does King Minos send fourteen Athenian youths into the Labyrinth every nine years? (*He sends the youths into the Labyrinth because he is sad and upset over the loss of his son and blames the Athenians.*) *Listen first. Several years ago, his son was visiting here in Athens. There was a terrible accident, and the young man never returned to Crete.*

*Then Minos announced, ‘You Athenians must share my sorrow. My son was eighteen when he went to Athens. Every nine years I shall send to you a ship with black sails. This ship will take seven of your Athenian men and seven Athenian women, each my son’s age, to Crete. There I shall send those Athenians into the Labyrinth.’” (p. 44) **Why does King Minos send fourteen Athenian youths into the Labyrinth every nine years?***



← Show images 5A-5: **Say:** Ariadne talking to Daedalus. **[Point to Ariadne.]**

5. *Inferential* Who comes up with a plan to help Theseus escape the Labyrinth? (*Princess Ariadne*) Why does she choose to help him even though she knows her father would be furious? (*She thinks Theseus is an extraordinary man.*) **Listen first.** *Standing at King Minos’s side through all of this was his daughter, Princess Ariadne [ar-ee-ADD-nee]. The princess was amazed to see that Theseus was not afraid. She thought, “What an extraordinary man! I must save him. (p. 46) **Who comes up with a plan to help Theseus escape the Labyrinth? Why does she choose to help him even though she knows her father would be furious?***
  
6. *Evaluative* Theseus escapes the Minotaur’s dangerous horns by vaulting over the beast every time he approaches. How does Theseus escape from the Labyrinth? (*He ties a golden thread around the handle of the gate and unwinds the rest as he goes through the maze. After he defeats the Minotaur, he follows the unraveled string back to the entrance of the Labyrinth.*) **Listen first.** *Ariadne told the young hero, “Wind this ball of string around yourself beneath your clothes so the guards will not see it. After you enter the Labyrinth, tie one end of the thread to the handle of the gate and unwind the rest as you go through the maze. If you defeat the Minotaur, rewind the thread, and it will lead you back by the same route to the gate. (p. 46) **How does Theseus escape from the Labyrinth?***
  
7. *Evaluative* Do you think King Minos sneered when he found out that Theseus had defeated the Minotaur and returned to Athens? (*Answers may vary.*)<sup>5</sup>

<sup>5</sup> This question asks students to give their opinion. There is no text that directly answers this question.

8. *Inferential* Who can locate the Aegean Sea on the map? According to this myth, how did the Aegean Sea supposedly get its name? (*Prince Theseus forgets to change the sails of his boat from black to white, and so his father, King Aegeus, thinks Theseus did not defeat the Minotaur. King Aegeus is so shocked he faints and falls into the sea . . . the Aegean Sea.*) [Show students a map and ask them to point to the Aegean Sea.] **Who can locate the Aegean Sea on the map?**

*Listen first. Theseus, however, had forgotten to change the sails from black to white. When his father, King Aegeus, saw the black sails from his perch on a cliff, he fainted, or fell down, and fell forward into the sea. To this day, the sea King Aegeus fell into is called the Aegean Sea. (p. 48)* **According to this myth, how did the Aegean Sea get its name?**

9. *Evaluative* What clues did you hear that the setting for this myth was ancient Greece? (*Athens had a king; Aegean Sea, etc.*) *Listen first. This story is about Prince Theseus. Prince Theseus was the son of the ruler of Athens, King Aegeus. (p. 44)* **What clues did you hear that the setting for this myth was ancient Greece?**

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

10. *Evaluative Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word who. For example, you could ask, “Who defeats the Minotaur?” Turn to your neighbor and ask your who question. Listen to your neighbor’s response. Then your neighbor will ask a new who question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

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

## 6: Daedalus and Icarus

### Lesson Objectives

#### Core Vocabulary

**currents, n.** Strong flows of air or water moving in a certain direction

*Example:* The ocean currents, *or the movement of the water*, carried Max’s sailboat closer to shore.

*Variation(s):* current

**desperately, adv.** Frantically, or wildly with a sense of panic and need; with a sense of great need

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

*Variation(s):* none

**plummeted, v.** Fell straight down

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

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

**proof, n.** Evidence that something is true; material that shows something is true or real

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

*Variation(s):* none

**sill, n.** The horizontal piece below a window or door (*or a narrow shelf at the bottom of a window.*)

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

*Variation(s):* sills

### Introducing the Read-Aloud

#### What Have We Already Learned?

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

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

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

### Essential Background Information or Terms: Meet the Characters

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



← Show image 6A-1: **Say:** King Minos ordering Daedalus imprisoned. *[Point to King Minos.]*

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



← Show image 6A-4: **Say:** Daedalus instructing and warning Icarus. *[Point to Daedalus and his son.]*

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

### Personal Connections

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

### Purpose for Listening

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

Presenting the Read-Aloud

## Daedalus and Icarus



<sup>1</sup> Do you remember what a challenge is? What kind of challenge do you think Daedalus wished not to face?

<sup>2</sup> [Point to the image.] This is King Minos.

<sup>3</sup> or evidence

<sup>4</sup> Was the king, right? Had Daedalus helped Theseus and the princess?

← Show images 6A-1: **Say:** King Minos ordering Daedalus imprisoned. **[Point to King Minos.]**

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

King Minos of Crete was upset with Daedalus for helping the young hero Theseus defeat, *or beat*, the Minotaur and escape, *or get out*, from Crete with Minos's daughter, Princess Ariadne.<sup>2</sup> The king had no **proof**<sup>3</sup> that Daedalus had helped them. *The king did not know for sure that Daedalus had helped Prince Theseus and Princess Ariadne*, but he believed that only Daedalus was smart enough to have done it, since he had also created, *or made*, the Labyrinth.<sup>4</sup> *What did King Minos believe?* So King Minos announced, "Daedalus, you helped them escape so now I will lock you up; and since there were two of you responsible for their escape, one of whom was my own daughter, you shall share your imprisonment with your son, Icarus [IK-er-us]." *King Minos put Daedalus in jail with his son, Icarus. What did King Minos say to Daedalus?*



<sup>5</sup> Do you think Daedalus and Icarus could ever escape from a place like this?

← Show image 6A-2: **Say:** Prison tower. **[Point to the stone tower.]**

The king was too smart to lock Daedalus in an ordinary, *or usual*, cell, however, for he feared the genius might escape. *Daedalus was a very smart person and he might escape.* He commanded, "Guards, lock up Daedalus and Icarus in that great stone tower that overlooks the ocean cliffs. There is only one window at the top of the tower and one door, which we will lock. Even if they escape through the window, there is nothing below but sharp rocks and raging ocean tides."<sup>5</sup> *Raging ocean tides means the ocean waves were very high and dangerous. What did King Minos say to the guards?*

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

<sup>6</sup> Do you think Daedalus will try to use the books and candles to escape? How might he do that?



<sup>7</sup> or the horizontal piece at the bottom

<sup>8</sup> How do you think Daedalus will use the feathers and wax to escape?

<sup>9</sup> What does *unravel* mean?

<sup>10</sup> Do you think Daedalus' plan will work?



<sup>11</sup> Currents are strong flows of air or water moving in a certain direction.

← Show images 6A-3: **Say:** Daedalus and Icarus constructing wings. **[Point to the wings.]**

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

**What did Daedalus say to Icarus?**

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

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

← Show image 6A-4: **Say:** Daedalus instructing and warning Icarus. **[Point to Daedalus.]**

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

"I understand, Father," replied Icarus. They strapped, **or tied**, on their wings and waited as the sun began to rise over the sea. **What did Icarus say to Daedalus?**





← Show image 6A-5: **Say:** Daedalus and Icarus flying. *[Point to Daedalus and Icarus.]*

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

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

<sup>12</sup> What do you think is going to happen?



← Show images 6A-6: **Say:** Icarus falling, Daedalus watching helplessly. *[Point to Icarus.]*

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

<sup>13</sup> or wildly with a sense of panic and need

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

<sup>14</sup> or fell straight

Discussing the Read-Aloud

## Comprehension Questions

1. *Inferential* What problem happens in this myth because something melts? (*Icarus falls into the ocean because his wings melt.*) *Listen first. But the boy shouted, “Look, father!” and continued his tricks in the air, until all of a sudden, he saw a feather loosen and drop from one of his wings. He realized that he had flown too high. The growing heat from the morning sun was melting the wax. The feathers began dropping from his wings, first one at a time, and then in clumps. Too many feathers had fallen out, and the wings could no longer support Icarus. He plummeted<sup>14</sup> down, down, down into the sea. (p. 56)* **What problem happens in this myth because something melts?**



← Show image 6A-1: **Say:** King Minos ordering Daedalus imprisoned. [*Point to King Minos.*]

2. *Inferential* How does King Minos feel when he discovers Theseus escaped from the Labyrinth? (*terribly angry*) Who does he blame or hold responsible even though he doesn't have proof? (*the inventor Daedalus*) *Listen first. King Minos of Crete was upset with Daedalus for helping the young hero Theseus defeat the Minotaur and escape from Crete with Minos's daughter, Princess Ariadne. (p. 54)* **How does King Minos feel when he discovers Theseus escaped from the Labyrinth?** *Listen first. The king had no proof that Daedalus had helped them, but he believed that only Daedalus was smart enough to have done it, since he had also created the Labyrinth. (p. 54)* **Who does King Minos blame or hold responsible even though he doesn't have proof?**
3. *Inferential* How does King Minos decide to punish Daedalus? (*He locks him up in a high tower.*) *Listen first. He commanded, “Guards, lock up Daedalus and Icarus in that great stone tower that overlooks the ocean cliffs. There is only one window at the top of the tower and one door, which we will lock. Even if they escape through the window, there is nothing below but sharp rocks and raging ocean tides.” (p. 54)* **How does King Minos decide to punish Daedalus?**
4. *Literal* Who else does King Minos lock in the tower with Daedalus? (*his son, Icarus*) *Listen first. So King Minos announced, “Daedalus, you helped them escape, so now I will lock you up in turn; and since there were two of you responsible for their escape, one of whom was my own daughter, you shall*

share your imprisonment with your son, Icarus.” (p. 54) **Who else does King Minos lock in the tower with Daedalus?**



← Show image 6A-3: **Say:** Daedalus and Icarus constructing wings. **[Point to the wings.]**

5. *Evaluative* How does Daedalus plan to escape the tower? (*He makes wings from bird feathers, melted wax, and thread. He plans to fly away on the air currents.*) How would you have tried to escape? (*Answers may vary.*) *Listen first. Daedalus told his son, “Now we have what we need in order to escape.” Daedalus began to unravel, or take apart, threads from the blankets in their tower room. Using the flames of the candles for heat, he melted and shaped the wax they had saved, inserted into it the feathers they had hidden, and tied it all with thread. Icarus’s eyes lit up. “You are making us wings!” Daedalus smiled. “If we cannot walk from our prison, we will fly. Come, hold that candle closer to soften, or melt, this wax so I can bend it.”* (p. 55) **How does Daedalus plan to escape the tower? How would you have tried to escape?**

6. *Inferential* How does Daedalus get the feathers and wax that he needs for his plan of escape? (*He puts bread crumbs on the window sill to attract the birds and asks the soldiers for candles.*) *Listen first. On one of those occasions, Daedalus sent a message by the soldiers to King Minos: “If we must live out our lives here, at least give us some books to read, and candles by which to read them after dark.”* (p. 54)

*He and Icarus would set breadcrumbs on the sill of the tower’s high window to attract sea birds. The father and son began to pluck feathers from their wings, though not so many as would hurt the birds or keep them from flying.* (p. 55) **How does Daedalus get the feathers and wax that he needs for his plan of escape?**



← Show image 6A-5: **Say:** Daedalus and Icarus flying. *[Point to Daedalus and Icarus.]*

7. *Inferential* Does Daedalus' plan work? Are he and Icarus able to escape safely from the tower? (Yes and no. Daedalus is able to escape, but Icarus does not heed his father's advice and flies too close to the sun; his wings begin to melt, and despite his desperate efforts to then follow his father's path, he plummets into the sea.) *Listen first. The boy shouted, "Look, father!" and continued doing, his tricks in the air, until all of a sudden, he saw a feather loosen and drop from one of his wings. He realized that he had flown too high. The growing heat from the morning sun was melting the wax. **Desperately**, Icarus tried to turn and follow his father's path, but the warming air currents carried him higher. The feathers began dropping from his wings, first one at a time, and then in clumps. Many feathers were dropping at a time. "Father! Help!" But Daedalus could not turn and rise fast enough to help. He could only watch. Too many feathers had fallen out, and the wings could no longer support Icarus. He **plummeted** down, down, down into the sea. Daedalus, weeping, or crying, reached the harbor, took a boat, and sailed off to safety. (p. 56) **Does Daedalus' plan work? Are he and Icarus able to escape safely from the tower?***
8. *Evaluative* Do you think there is a lesson to be learned from this myth? (Answers may vary.)

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

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

## 7: Hercules

### Lesson Objectives

#### Core Vocabulary

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

*Example:* The prince wandered aimlessly, *or walked around without a purpose*, for several years until Rapunzel found him.

*Variation(s):* none

**commotion, n.** A noisy confusion or fuss

*Example:* There was quite a commotion on the playground at recess as the students ran around having fun. *The students were making a lot of noise.*

*Variation(s):* none

**dreadful, adj.** Terrible or extremely unpleasant

*Example:* “This weather is dreadful for driving! *It is terrible and makes it hard to drive my car!*” Peter exclaimed as the heavy snow fell on the windshield.

*Variation(s):* none

### Introducing the Read-Aloud

#### What Have We Already Learned?

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

What is a myth? (a fictional story with supernatural beings, like gods and goddesses, and/or heroes; a story that tries to explain events in nature or teaches a lesson) What examples can you give of some of these elements from the myths you have already heard? (Answers may vary.)

Help students review the Greek gods and goddesses they have learned about so far by using the Greek Gods Posters. Begin with the following questions:

- What is Mount Olympus? (a real mountain in Greece that the ancient Greeks believed was the home of the gods)
- How many gods and goddesses did the ancient Greeks believe lived on Mount Olympus? (twelve)
- 

As you point to each god in each poster, have one or two students share something they have learned about this god or goddess.

Remind students that myths are fictional stories that try to explain events in nature or are meant to teach the listener a moral lesson. Tell students that in some of the myths they have heard so far, the main characters have been gods. You may reference the details on the Greek Myths Chart you created during previous lessons for this information. Remind students that **not** all Greek myths involve gods and goddesses. Some myths feature courageous heroes and nonhuman characters. Using the Flip Book, review with students heroes from earlier myths, like Theseus.

### Essential Background Information or Terms: Meet the Characters

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



← **Show image 7A-5: *Say:* Theseus inviting Hercules to Athens. [*Point to Theseus and Hercules.*]**

Remind students that they have already heard a story about Theseus. Tell them that he also plays an important role in this story. Tell students that the new character in the image is Hercules. Ask students to look carefully at the two characters in the image and think about the looks on their faces and the way they are standing. Ask students to think of words and phrases that might describe the interaction between Theseus and Hercules. (friendly, happy to see each other, etc.)

### Purpose for Listening

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

Presenting the Read-Aloud

## Hercules



<sup>1</sup> Who or what do you think Hercules is? Why do you think this family is so scared of Hercules?



<sup>2</sup> Based on the way in which it is used in the sentence, what do you think the word *commotion* means?

<sup>3</sup> Who is Zeus?

<sup>4</sup> or groove, *or path*

<sup>5</sup> Does it sound like Hercules used his strength to help people or to hurt people? Why do you think people now fear him?



<sup>6</sup> How would you feel if you were Hercules and

← Show image 7A-1: **Say:** Family running away from Hercules. *[Point to the man carrying his son.]*

“It’s Hercules!” a boy shouted. His father stopped in the middle of plowing their field and ran to get his son. *The boy’s mother saw Hercules and she was very scared.* The boy’s mother, terrified, at the sight of the large man, stopped her work in the field and dashed, *or ran*, to join the rest of her family. They all rushed into their farmhouse and slammed, *or quickly shut*, the door.<sup>1</sup> *Who did the people see? Why did everyone run away?*

← Show image 7A-2: **Say:** Hercules’s heroic feats of strength. *[Point to Hercules.]*

The huge, muscular man who had caused all this **commotion** sighed, *(demonstrate a sigh)*, and continued walking past the farm in long, powerful strides,<sup>2</sup> *or steps*. He was used to this sort of thing, although he remembered a time when his appearance, *or the way he looked*, would have been a cause for joyous, *or happy*, celebration. The man was Hercules, mightiest, *or strongest*, of heroes and son of Zeus.<sup>3</sup> As a baby, he once subdued, or calmed, two snakes that someone put in his crib. He could carve, *or cut*, a new channel<sup>4</sup> in the ground to change the direction of a river or wrestle, *or fight*, and defeat, *or beat*, fierce, *or wild*, beasts or monsters to save people in trouble.<sup>5</sup> *Hercules was very strong as a baby. What were some of the things he could do?*

There was only one thing Hercules could not defeat: himself. That was why everyone now feared, *or was afraid of*, him. You see, Hercules had a temper, *or anger*, as powerful as his muscles. When he became angry, he would strike out against whatever—or whomever—had angered him, *or made him mad*. Then he would feel terrible, thinking, “I told myself I would not let that happen again!” But it was always too late for whomever he had hurt. *Why were people afraid (or scared) of Hercules?*

← Show images 7A-3: **Say:** Hercules in exile. *[Point to Hercules.]*

At last the other Greeks told Hercules, “You have done many great things for us, but now you are a threat to our safety. *You are dangerous.* You may no longer live among us. Furthermore, anyone sheltering you, *or giving you a place to live*, feeding you, or even speaking with you will also be forced out from among us. *If anyone*

heard this from the Greeks you had so long protected?

*helps you, we will make them leave also.*<sup>6</sup> So Hercules, once the most beloved and admired, *or liked*, person in the land, was forced to wander, *or walk around*, friendless and alone. *What was Hercules forced to do? Why was he forced to do this?*

<sup>7</sup> or extremely nourishing, *or big*

After a while, he no longer cared about his appearance, *or how he looked*. His hair and beard grew shaggy, *or messy*; his clothing became torn. If no one else cared, why should he? Food was not a problem, for he was a great hunter, but he no longer took pleasure in, *or liked eating*, a hearty<sup>7</sup> meal. He ate just to survive, *or stay alive*. *How did Hercules feel after the people made him go away?*

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

For three long years, Hercules, who had the strength and courage of a lion, wandered **aimlessly**.<sup>8</sup> *Hercules walked around with no purpose*. If he stumbled, *or came*, into a place where some **dreadful**<sup>9</sup> danger threatened, *or could hurt*, the people, he would take care of the problem on his own, although no one had asked him to do so or thanked him at the end. Then he continued on his way, *or keep going*. *What did Hercules do after the people made him move away?*

<sup>9</sup> or terrible



← Show image 7A-4: **Say: Theseus approaching Hercules. [Point to Theseus and Hercules.]**

<sup>10</sup> or stop

One day, as he sat on a hillside with his back against a tree trunk, Hercules noticed a line of horsemen riding into sight. *Hercules saw a line of men riding horses*. The road they were on passed by the foot, *or bottom*, of his hill, so they came closer. Then, to Hercules's shock, the lead rider held up his hand to halt<sup>10</sup> the others and, turning his horse, started alone up the hill straight toward Hercules. *The man was coming toward Hercules*. As the rider came closer and closer, Hercules rose, *or got up*, to his feet in surprise and alarm. He thought, "Doesn't he know what will happen to him if he approaches, *or comes up to*, me?" The huge man, *Hercules*, began to wave his arms and shout, "Go back! Go back!" Still, the horseman rode straight toward him. *Why was Hercules worried when he saw the man coming towards him? What did Hercules say to the man?*

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

Now Hercules could see the rider's face, and his concern, *or worry*, became even greater, *or stronger*, for the horseman was another great Grecian hero. *The man on the horse was another hero from Greece. His name was Theseus, king of Athens.*<sup>11</sup> *Who was the man on the horse?* The two men had become loyal friends ever since Hercules had rescued, *or saved*, Theseus from the underworld.<sup>12</sup> Now, as Theseus continued toward him, Hercules again shouted, "Go back!" *What did Hercules say to Theseus? Why?*

<sup>12</sup> But that's a story for another time.





← Show images 7A-5: **Say:** Theseus inviting Hercules to Athens. **[Point to Theseus and Hercules.]**

But Theseus rode straight up to Hercules, dismounted, *or got off his horse*, and then took Hercules's huge hand between his own. "I have been looking for you, my friend," Theseus said, and despite everything, in that moment Hercules felt a faint ray of, *or a little bit of*, hope. Theseus went on, "I know you did not do those dreadful things on purpose.<sup>13</sup> Come with me to Athens, where the people care more for true justice, *or care about making things fair.*" **What did Theseus say to Hercules?**

<sup>13</sup> What does the word dreadful mean?

<sup>14</sup> or his position as king

By helping Hercules, Theseus was risking his crown<sup>14</sup> and his entire way of life. *Theseus could get in trouble for helping Hercules and not be a king anymore.* Fortunately, the Athenians so completely trusted his wisdom and honor, *or believed or trusted in Theseus*, that they then welcomed Hercules among them. *The Athenians were happy to have Hercules stay with them. Why?* Still, the huge man felt sad for what he had done. Theseus told him, "You will never be free of the past until you have worked away your guilt, and mastered your temper and your great strength. *You have to control your anger and your strength.* Go ask Apollo, the god of wisdom and truth, how to do these things. And remember always, you have a friend who believes in you."<sup>15</sup> **What did Theseus say to Hercules?**

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

"Thank you," replied Hercules. "You have taught me that there are more kinds of courage, *or ways to be brave*, than I ever knew. One must be brave to face a monster, but braver still to do what is right when all are against you." **What did Hercules say to Theseus?**

<sup>16</sup> What other kinds of adventures do you think Hercules will have?

So Hercules set out, *or left*, once more, never guessing that his most remarkable adventures, *or exciting trips*, and his greatest glory, *or happiness*, still lay before him. *The best things were still in Hercules's future.*<sup>16</sup> **Where was Hercules going?**

## Discussing the Read-Aloud

### Comprehension Questions

1. *Literal* Who are the heroes in this Greek myth?<sup>6</sup> (*Hercules; Theseus for being Hercules's friend*) Who is Hercules the son of? (*Zeus*) [Point to Greek Gods Poster 1 (Zeus).] **Listen first.** *The man was Hercules, mightiest of heroes and son of Zeus. By helping Hercules, Theseus was risking his crown and his entire*

<sup>6</sup> This question was edited to show that there is more than one hero in this Greek myth.

way of life. Fortunately, the Athenians so completely trusted his wisdom and honor that they then welcomed Hercules among them. (p. 64) **Who are the heroes in this Greek myth?** The man was Hercules, mightiest of heroes and son of Zeus. (p. 64) **Who is Hercules' father?** [Point to Zeus on the Greek Gods Poster 1.]

2. *Inferential* What kinds of good deeds does Hercules perform as a hero with his great strength? (*carves a new path for a river; defeats fierce monsters; saves people in dreadful situations*) *Listen first. He could carve a new channel in the ground to change the direction of a river or wrestle and defeat fierce beasts or monsters to save people in trouble.* (p. 62) **What kinds of good deeds does Hercules perform?**



← Show image 7A-3: **Say: Hercules in exile.** [Point to Hercules.]

3. *Inferential* Why does Hercules sometimes cause a commotion? (*People run away from him and no longer want him to live among them because he has a dreadful temper; he is no longer well liked.*) *Listen first. You see, Hercules had a temper as powerful as his muscles. When he became angry, he would strike out against whatever—or whomever—had angered him.* (p. 62) **Why does Hercules sometimes cause a commotion?**
4. *Evaluative* Was it appropriate for Hercules to hurt others just because he was angry with them? (*Answers may vary.*) *Listen first. When he became angry, he would strike out against whatever—or whomever—had angered him. Then he would feel terrible, thinking, “I told myself I would not let that happen again!” But it was always too late for whomever he had hurt.* (p. 62) **How did Hercules feel after he hurt people?**<sup>7</sup> **How could he have expressed his anger?**<sup>8</sup>
5. *Literal* For three years, Hercules wanders aimlessly because he is told that he cannot live with the other Greeks. Who stops his aimless wandering? (*King Theseus of Athens*) *Listen first. Theseus went on, “I know you did not do those dreadful things on purpose. Come with me to Athens, where the people care more for true justice.”* (p. 64) **Who stops his aimless wandering?**

<sup>7</sup> This question was added because it is text dependent.

<sup>8</sup> This question was added to support students' understanding of the original question.



← Show images 7A-5: **Say:** Theseus inviting Hercules to Athens. **[Point to Theseus and Hercules.]**

6. *Inferential* Why do you think Theseus wants to help Hercules? (He is a true or good friend.) *Listen first. The two men had become loyal friends ever since Hercules had rescued Theseus from the underworld. (p. 63)* **Why do you think Theseus wants to help Hercules?**
7. *Literal* Who does Theseus tell Hercules to see to free himself of his past? (Apollo, the god of wisdom) *Listen first. Theseus told him, “You will never be free of the past until you have worked away your guilt and mastered your temper and your great strength. Go ask Apollo, the god of wisdom and truth, how to do these things. (p. 64)* **Who does Theseus tell Hercules to see?**
8. *Evaluative* What clues did you hear in this myth that help you to know this is a Greek myth? (set in ancient Greece; has the Greek gods Zeus and Apollo; talks about Athens) *Listen first. At last the other Greeks told Hercules, “You have done many great things for us, but now you are a threat to our safety. You may no longer live among us. (p. 62)*
- Come with me to Athens, where the people care more for true justice.” (p. 64)*
- Go ask Apollo, the god of wisdom and truth, how to do these things. (p. 64)*
- What clues did you hear in this myth that help you to know this is a Greek myth?**

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

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

9. *Evaluative Think Pair Share:* In the read-aloud, Theseus tells Hercules: “Remember always that you have a friend who believes in you.” Do you have a friend who believes in you, or do you believe in someone? (Answers may vary.)

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

## 8: Other Adventures of Hercules

### Lesson Objectives

#### Core Vocabulary

**accurate, *adj.*** Factual, without error; *without mistakes; correct*

*Example:* “If you don’t study for your spelling quiz, you will not be able to produce an accurate spelling for all of the words,” the teacher said.

*Variation(s):* none

**guidance, *n.*** The act of giving someone advice or guiding someone to a decision; *help*

*Example:* Toby went to his mom for guidance on what to do when he had a disagreement with his best friend. *Toby went to his mom for help.*

*Variation(s):* none

**immeasurable, *adj.*** Impossible to measure; *very big*

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

*Variation(s):* none

**reputation, *n.*** The general opinion of a person by the public or a certain group of people; the *way people think about someone or something*

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

*Variation(s):* reputations

**trample, *v.*** Stomp or beat down with the feet (*demonstrate stomping*)

*Example:* We were careful to walk between the rows in the garden so that we did not trample the strawberry plants.

*Variation(s):* tramples, trampled, trampling

### Introducing the Read-Aloud

#### What Have We Already Learned?

Review with students the previous myth about Hercules by having them use the Flip Book to retell the myth. Make sure students share that Theseus suggested Hercules go to Apollo for guidance. You may also wish to have students review by sharing what they have filled out thus far on their Character, Setting, Plot charts (Instructional Master 7B-2).

#### Essential Background Information or Terms: Meet the Characters

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

Ask a student to point to the Greek Gods Poster 9 (Apollo). Remind students that in the last read-aloud, Theseus suggested to Hercules

that he go and seek guidance from Apollo. Ask students why they think Apollo may have good advice for Hercules. (He is the god of wisdom and truth.)



← Show image 8A-2: **Say: King Eurystheus telling Hercules of the Nemean lion. [Point to the king and Hercules.]**

Tell students that in addition to Theseus and Hercules, they will also hear about King Eurystheus. Ask students to think about what might be happening between Hercules and King Eurystheus in this image based on what they can see of their expressions and movements.

Show Image Card 21 (Atlas) **and point to Atlas**. Tell students that they will hear about the Hesperides but they will not see an image of them. Tell students that the Hesperides are the daughters of the giant Atlas, who they will also hear about in this read-aloud.



← Show images 8A-3: **Say: Hercules taking aim at the lion. [Point to the arrow Hercules is aiming.]**

Tell students that they will also hear about another mythical beast called the Nemean lion. Ask students if they see any clues in the image about what might happen.

### Making Predictions About the Read-Aloud

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

### Purpose for Listening

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

Presenting the Read-Aloud

## Other Adventures of Hercules



← Show image 8A-1: **Say:** Priestess at Delphi. *[Point to the priestess.]*

As Hercules journeyed across Greece, he thought about what his friend Theseus had told him: “You will never be free of the past until you have worked away your guilt and mastered your temper and your great strength. Go ask Apollo, the god of wisdom and truth, how to do these things. And remember always, you have a friend who believes in you.” *What did Theseus say to Hercules? Where do you think Hercules is going?*

Hercules traveled up into the mountains until he reached Delphi [*DEL-fee*], where there was a famous temple, *or building*, built to honor the god Apollo. In a cave behind this temple sat a priestess, *or lady priest*. When someone asked her a question, she would go into a trance, as if she were asleep, and Apollo would speak through her. The words would come from her mouth, with her voice, but the Greeks believed they were really Apollo’s words. *The words came from the mouth of a priestess. But who did the Greeks think was saying the words? Apollo.*

<sup>1</sup> or advice, *or help*

Hercules asked for Apollo’s **guidance**,<sup>1</sup> and the answer came back: “Go to King Eurystheus [*yur-ISS-thoos*] and do as he commands, *Do what King Eurystheus tells you to do.*” *What did Apollo say to Hercules?*

Thus began perhaps the most famous of Hercules’s many adventures. King Eurystheus sent the hero out to perform, *or do*, the most difficult tasks (*King Eurystheus gave Hercules the hardest jobs*) he could think of, twelve in all, and these daring deeds, *or brave works*, became known as “The Labors of Hercules.”<sup>2</sup> *What did King Eurystheus tell Hercules to do?*

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



← Show images 8A-2: **Say:** King Eurystheus telling Hercules of the Nemean lion. *[Point to King Eurystheus.]*

The first of these labors that King Eurystheus commanded Hercules to complete involved a large and dangerous animal. *Hercules’s first brave job involved a large and dangerous animal.*

King Eurystheus was a small man, and he paced nervously back and forth in front of his throne as he spoke to the huge Hercules, who stood listening. “In another part of Greece known as ‘Nemea’ [*neh-ME-ah*],” the king began, “there lives a dangerous lion. You,

<sup>3</sup> or skin

<sup>4</sup> Do you think Hercules will be able to subdue the lion? How?

<sup>5</sup> The word accurate means without mistake, *or true*.

<sup>6</sup> Here the word bow means a long, thin piece of wood used for shooting arrows. The word bow can also mean a knot that is made by tying a ribbon or string into two or more loops.



Hercules, shall subdue the lion, *you have to stop the lion*, so he won't ever hurt anyone. I am told that the lion's hide<sup>3</sup> *or* skin is magical. No material known to man, such as metal, stone, or wood, can cut that lion's hide. You will have to think of another way to stop it." *What did King Eurystheus tell Hercules to do?*

Bowing, Hercules said, "I do not know how I can do this, but I will try."<sup>4</sup> *What did Hercules say to King Eurystheus?*

However, as he left the throne room, he thought, "Perhaps this story is not **accurate**.<sup>5</sup> *Perhaps this story is not true*. Perhaps the hunters simply have not gotten close enough to shoot their arrows at the lion, but I will bring my own **bow** and arrows, as well as my heavy stone club, *or heavy stick*."<sup>6</sup> *What is Hercules' plan?*

← Show image 8A-3: **Say:** Hercules taking aim at the lion. [*Point to the arrow Hercules is aiming.*]

Hercules journeyed to Nemea, and, at last, found the fierce animal out in the forest, sleeping in the midday heat. Hercules moved forward until he had a clear view of the beast. Then the hero drew an arrow from his quiver, *or arrow holder*, and set the end to the string of his bow (*show image*). Drawing back the string, he took careful aim, and then let go, but the arrow simply bounced right off the lion! Its hide was indeed magical. *What happened when Hercules shot the lion with his arrow?*

The lion was unhurt, but it still felt the blow. It awoke and leapt, *or jumped*, to its feet, roaring with rage, and then charged Hercules. Throwing down his bow and arrows, the hero stood waiting, his heavy stone club in his hand. *What did the lion do? What did Hercules do?*



← Show image 8A-4: **Say:** Hercules breaking his club over the lion. [*Point to the club breaking.*]

When the lion leaped at him, Hercules simply stepped to the side and let the lion sail right past him. Then Hercules struck with his club, *Hercules hit the lion with his big stick*, which would have been powerful enough to knock down an elephant, but the Nemean lion, protected by its magical hide, did not suffer terribly from the impact.<sup>7</sup> *The lion was not badly hurt when the club hit him*. It only sank to the ground for a moment, stunned, *or surprised*. The club, however, had shattered into a hundred pieces. *The big stick broke into a hundred pieces. What happened when Hercules hit the lion with his club (or big stick)?*

<sup>7</sup> So was that a strong blow?



← Show image 8A-5: **Say:** Hercules wrestling the lion. [*Point to Hercules.*]



Knowing that in a moment the large cat would leap to the attack, *or fight*, again, Hercules turned and leaped upon the lion's back. *Hercules jumped onto the lion's back*. Then Hercules reached forward and grabbed the lion's front paws so that it could not turn them against Hercules. The furious, *or angry*, beast rolled on its back on the ground and tried to shake him off. But Hercules' strength was too much, and he was able to subdue the lion. *Hercules fought with the lion. Who won the fight?*



← Show image 8A-6: **Say:** Hercules making his lion-skin outfit. **[Point to the lion-skin clothing.]**

Catching his breath, Hercules thought, “The report was true. The lion's hide protected it from my club and my arrows. If I could wear it, it would provide me protection, *If I could wear the lion's skin, it would keep me safe*, against swords and arrows. How can I do this?” *Why did Hercules want to wear the lion's hide (or skin)?*

After trying many ways to get the hide off the lion, Hercules had a brilliant idea: he lifted one of the lion's paws from the ground and used the lion's own claws, *or nails*, to cut the hide. *How did Hercules get the lion's skin off the lion?*

<sup>8</sup> What do you think some of Hercules' other labors might be?

So that is how Hercules slew, *or killed*, the Nemean lion and succeeded in completing, the first of his twelve labors, for King Eurystheus.<sup>8</sup> *That is how Hercules finished his first job for King Eurystheus.*



← Show image 8A-7: **Say:** King Eurystheus telling of the golden apples. **[Point to King Eurystheus.]**

King Eurystheus [yur-*ISS*-thoos] smiled at the large man in the lion skin who stood before his throne. “Hercules,” said the king, “I have another labor for you to attempt, or try.<sup>9</sup> *I have another job for you*. I want you to bring me three of the golden apples of the Hesperides [heh-*SPARE*-ih-deez].” *What did King Eurystheus say to Hercules?*

<sup>9</sup> What is a labor?

This startled, *or surprised*, even Hercules. “But, Your Majesty, those three magical sisters live beyond any land to which humans have ever traveled. *No humans have ever gone to the place where the three magical sisters live.* According to stories, in the middle of their garden is a tree from which there grow apples of real gold. The sisters keep the location secret, *no one knows where the garden is*, for otherwise people would constantly **trample**<sup>10</sup> the place just to get the gold. How am I to bring you these apples if no one even knows where they are or if they even exist? *No one knows if these apples are real.*” *What did Hercules say to King Eurystheus?*

<sup>10</sup> or stomp, *or step heavily*, all over

<sup>11</sup> Does this labor seem more difficult than Hercules’ first? Do you think he will need to use his muscles or his brain more for this task?



<sup>12</sup> or without seeing any results

The king shrugged. “If it were easy, Hercules, I would not need you. Now go.”<sup>11</sup> *What did King Eurystheus say to Hercules?*

← Show images 8A-8: *Say: Ship setting sail. [Point to the ship.]*

So Hercules, who had traveled throughout the known world, now set sail for the unknown world. *Hercules traveled to parts of the world no one had seen.* He sailed west and after searching in vain<sup>12</sup> or without success for several weeks, he thought, “There must be a better way to find the Hesperides.” Suddenly he grinned. “Wait a moment! I cannot find them myself, but I know where to find someone who might be able to help.” *What problem does Hercules have?*



← Show image 8A-9: *Say: Atlas holding up the sky. [Point to Atlas.]*

You see, the Hesperides were the daughters of the biggest and strongest of all the giants, Atlas. *Giants are very large and strong people in stories. Atlas was the biggest and strongest giant.* The giants used to rule the world before Zeus became king of the gods. After Zeus became king, he punished Atlas for fighting against him by having him stand and hold the entire sky on his massive, *or very large*, shoulders so that it would not fall down upon the earth.<sup>13</sup> *Who was Atlas? How did Zeus punish Atlas?*

<sup>13</sup> This is how the ancient Greeks explained how and why the sky, the stars, and the moon remained above them. Is there really a person who holds up the sky?

Hercules journeyed, *or traveled*, until he found a range of enormous mountains. *The mountains were very big.* In the middle of them stood Atlas bent beneath, *or under*, the weight of the sky. Hercules shouted, “Hello, Atlas!” *Where did Hercules go? Who did Hercules see?*

Atlas squinted, *or looked*, downward, calling in a deep voice, “Who is there?” *What did Atlas say to Hercules?*

<sup>14</sup> or the people's opinion, *or thoughts*, of him

“It is I, Hercules. I have come to ask a favor, *or for help*.” Then Hercules explained his mission, *or work*, to clear his **reputation**<sup>14</sup> as a man of bad temper, ending with his request, “I hoped you might direct me to your daughters and their garden.” *What did Hercules say to Atlas?*

Atlas replied, “I would gladly do so, but my daughters made me promise never to tell anyone where their garden is. I cannot break a promise—not even for you, Hercules. I would get you the apples myself, but I dare not set down the sky. *I do not want to put the sky down.*” *What did Atlas say to Hercules?*

Thinking for a moment, Hercules said, “I am nowhere near your size, Atlas, but you know I am strong. Perhaps I can hold the sky while you go and get the three apples I need.” *What did Hercules say to Atlas?*



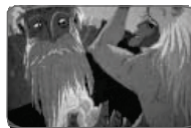
← **Show image 8A-10: Say: Hercules holding up the sky. [Point to Hercules.]**

Atlas had stood unmoving for so long that now even his ideas moved slowly. Finally he agreed, warning, “Brace yourself, *get ready*, Hercules. Even you have never held a weight such as this one.” Slowly the giant lowered himself to his knees and transferred onto Hercules’ shoulders the weight of the entire sky and everything in it.<sup>15</sup> *Atlas put the sky on Hercules’s shoulders.*

<sup>15</sup> Do you think this will be a great weight or a small weight?

Even Hercules, strong as he was, staggered, *or wiggled*, a bit. Then he found his balance and said, “I have it now. Hurry back, Atlas.” The giant strode, *or walked*, away with mile-long steps. For a long time, Hercules stood bent beneath that **immeasurable** load.<sup>16</sup> *The sky was very heavy. What is Hercules doing while Atlas gets the apples?*

<sup>16</sup> or load that is too heavy to measure



← **Show image 8A-11: Say: Atlas with apples. [Point to Atlas.]**

At last Atlas returned and showed Hercules the golden apples. But to Hercules’ horror, *or surprise*, Atlas told him, “I have held the sky almost from the beginning of time, and until today I could never set it down. Now I know someone else is strong enough to take over the job. I will take the apples to your king.”<sup>17</sup> *What did Atlas say to Hercules? Why do you think Atlas said this?*

<sup>17</sup> Do you think Atlas will come back if Hercules lets him take the apples to King Eurystheus?

Hercules did not like this idea at all. Knowing how slowly Atlas thought, however, the hero answered, “I did not know I would be holding the sky for so long a time, Atlas, so I was not careful enough when I took it from you. There seems to be a planet rubbing against the back of my neck, and it is starting to hurt. I am afraid I might drop the sky. Before you go, please get the blanket from my pack over there and slip it between my neck and that planet. *What*

*did Hercules say to Atlas? What do you think Hercules will do next?*



← Show image 8A-12: **Say:** Hercules tricking Atlas. *[Point to Hercules.]*

Atlas tried, but his hands were so large that he could not get the blanket out of the pack, so Hercules suggested, “Take back the sky long enough for me to set the blanket in place.” He handed the load back to the giant. *Hercules gave the sky back to Atlas.* As soon as Atlas held the sky once more, Hercules said, “I am sorry, Atlas, but Zeus chose *you* to hold the sky. Thank you for bringing me the apples.”<sup>18</sup> *How did Hercules trick Atlas?*

<sup>18</sup> Who is Zeus?

Atlas sighed, realizing, *or knowing*, Hercules had turned his own trick back against him. “I suppose it is only fair. Well, Hercules, come back and visit old Atlas again sometime.” So Hercules took the apples to the king, completing another labor, *or finishing another job*, and Atlas never again set down the sky. *What was the second job Hercules did for King Eurystheus?*



← Show image 8A-13: **Say:** Hercules happy again. *[Point to Hercules.]*

Hercules completed the rest of his labors after defeating the Nemean lion and retrieving, *or getting*, the golden apples. Once he did, he was free to leave the service of King Eurystheus. *Hercules was free to stop doing work for King Eurystheus.* He once again traveled all over Greece completing many heroic deeds, *or brave things*—but this time he was always thanked for them.<sup>19</sup> *They were not scared of him anymore. People always said, “thank you” to Hercules for the brave things he did. What did Hercules do after he finished his twelve labors?*

<sup>19</sup> How do you think Hercules feels now compared to how he felt at the beginning of the story?

## Discussing the Read-Aloud

### Comprehension Questions

1. *Evaluative* Were your predictions about Hercules’s adventures correct? *(Answers may vary.)*
2. *Literal* What new characters were introduced in today’s myth? *(the priestess at Delphi; King Eurystheus; the Nemean lion; Atlas)* *Listen first. Hercules traveled up into the mountains until he reached Delphi, where there was a famous temple, or building, built to honor the god Apollo. In a cave behind this*

temple sat a priestess, or lady priest. (p. 69)  
 King Eurystheus sent the hero out to perform the most difficult tasks he could think of, twelve in all, and these daring deeds became known as “The Labors of Hercules.” (p. 69)

“In another part of Greece known as ‘Nemea,’” the king began, “there lives a dangerous lion.” (p. 69)

Hercules journeyed until he found a range of enormous mountains. In the middle of them stood Atlas bent beneath the weight of the sky. Hercules shouted, “Hello, Atlas!” (p. 72)

**What new characters were introduced in today’s myth?**

3. *Literal* What new settings does Hercules travel to? (Delphi in the mountains; Nemea; a forest in Nemea; mountains where Atlas stood) *Listen first.* Hercules traveled up into the mountains until he reached Delphi, where there was a famous temple built to honor the god Apollo.” (p. 69)

“In another part of Greece known as ‘Nemea,’” the king began, “there lives a dangerous lion.” (p. 69)

Hercules journeyed until he found a range of enormous mountains. In the middle of them stood Atlas bent beneath the weight of the sky. (p. 72) **What new settings does Hercules travel to? Where does Hercules go?**

Why does Hercules travel to Delphi? (to visit the temple to receive guidance from Apollo on how to free himself from his past) *Listen first.* As Hercules journeyed across Greece, he thought about what his friend Theseus had told him: “You will never be free of the past until you have worked away your guilt and mastered your temper and your great strength. Go ask Apollo, the god of wisdom and truth, how to do these things. In a cave behind this temple sat a priestess. (pp. 68-69) **Why does Hercules travel to Delphi?**

4. *Literal* What kind of guidance does Apollo give Hercules? (to go see King Eurystheus and do as he commands) *Listen first.* Hercules asked for Apollo’s **guidance**, and the answer came back: “Go to King Eurystheus and do as he commands.” (p. 69) **What kind of guidance does Apollo give Hercules?**



← Show image 8A-2: **Say:** King Eurystheus telling Hercules of the Nemean lion. **[Point to the king.]**

5. *Literal* What does King Eurystheus tell Hercules to do? (He makes him do the twelve most difficult tasks he can think of, also known as the Labors of Hercules.) *Listen first.* King Eurystheus sent the hero out to perform the most difficult tasks he could think of, twelve in all, and these daring deeds became known as “The Labors of Hercules.” (p. 69) **What does King Eurystheus tell Hercules to do?**
6. *Literal* What is Hercules’s first labor? (subduing the Nemean lion) *Listen first.* “In another part of Greece known as ‘Nemea’” the king began, “there lives a dangerous lion. You, Hercules, shall subdue the lion so he won’t ever hurt anyone.” (p. 69) **What is Hercules’s first labor?**
7. *Inferential* How does Hercules first try to subdue the lion? (with an arrow) What does he use next? (his club) *Listen first.* Then the hero drew an arrow from his quiver and set the end to the string of his bow. Then Hercules struck with his club, which would have been powerful enough to knock down an elephant, but the Nemean lion, protected by its magical hide, did not suffer terribly from the impact. (p. 70) **How does Hercules first try to subdue the lion? What does he use next?**
8. *Inferential* Were the Nemeans accurate in saying the lion’s hide was magical? (yes) How do you know? (Hercules could not pierce the skin with his arrows, and his club did not hurt the lion.) What does Hercules do with the magical hide of the Nemean lion? (He decides to wear it for protection.) *Listen first.* Catching his breath, Hercules thought, “The report was true. The lion’s hide protected it from my club and my arrows. If I could wear it, it would provide me protection against swords and arrows.” (p. 71) **Were the Nemeans accurate in saying the lion’s hide was magical? How do you know? What does Hercules do with the magical hide of the Nemean lion?**
9. *Inferential* What is Hercules’ second labor? (to bring back the golden apples of the Hesperides) Which does Hercules have to use the most to complete this labor: his strength or his brain? (both) *Listen first.* “Hercules,” said the king, “I have another labor for you to attempt, or try. I want you to bring me three of the golden apples of the Hesperides.” (p. 71)

*Thinking for a moment, Hercules said, “I am nowhere near your size, Atlas, but you know I am strong. Perhaps I can hold the sky while you go and get the three apples I need.” (p. 72)*

*He handed the load back to the giant. Atlas sighed, realizing Hercules had turned his own trick back against him. (p. 73) **What is Hercules' second labor? Which does Hercules have to use the most to complete this labor: his strength or his brain?***

10. *Inferential For Hercules' second labor, King Eurystheus tells Hercules to go to Hesperides to get the three golden apples. Why is this a difficult task? (No one has ever traveled to the land of the Hesperides; the location of the apples is secret so that the place isn't trampled; no one even knows if the apples exist.) Listen first. "But, Your Majesty, those three magical sisters live beyond any land to which humans have ever traveled. The sisters keep the location secret, for otherwise people would constantly trample the place just to get the gold. How am I to bring you these apples if no one even knows where they are or if they even exist?" (p. 71) **Why is this a difficult task?***

*Why is Hercules willing to attempt such a difficult task? (He is following the king's commands; he wants to change his reputation.) Listen first. Hercules explained his mission to clear his reputation as a man of bad temper. (p. 72) **Why is Hercules willing to attempt such a difficult task?***



← **Show image 8A-11: Say: Atlas with apples. [Point to Atlas.]**

11. *Inferential After Atlas returns with the apples, he does not want to take the sky back. Why not? (because he is tired of holding the sky with its immeasurable weight) Listen first. Atlas told him, "I have held the sky almost from the beginning of time, and until today I could never set it down. Now I know someone else is strong enough to take over the job. I will take the apples to your king." (p. 73) **After Atlas returns with the apples, he does not want to take the sky back. Why not?***

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

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

12. *Evaluative Think Pair Share Who does Hercules ask for help in finding the golden apples? (Atlas) Listen first. Hercules said, "I am nowhere near your size, Atlas, but you know I am strong.*

*Perhaps I can hold the sky while you go and get the three apples I need.” (p. 72) **Who does Hercules ask for help in finding the golden apples?** Atlas is an immortal giant. What do you think the difference is between a Greek god and a giant? (Answers may vary.)*

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



## 9: Oedipus and the Riddle of the Sphinx

### Lesson Objectives

#### Core Vocabulary

**encountering, v.** Unexpectedly meeting; running into; stumbling upon; *finding*

*Example:* As Ken ran his errands on Saturday, he kept encountering friends and neighbors at various stores. *Ken kept meeting friends and neighbors.*

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

**insisted, v.** Continued to order, demand or believe something; *or did not stop asking for something*

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

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

**posed, v.** Presented; *showed*

*Example:* Every Friday, Mrs. Fitz, the math teacher, posed a tricky problem to the class for them to solve over the weekend. *Mrs. Fritz presented a tricky problem to the class every Friday.*

*Variation(s):* pose, poses, posing

### Introducing the Read-Aloud

#### What Have We Already Learned?

Using the Flip Book images for guidance, have students help you continue the Greek Myths Chart from previous lessons, adding the details for the myths about Hercules.

Using the table of contents for this anthology, make a list of all of the Greek myths students have heard thus far on a piece of chart paper, a chalkboard, or a whiteboard. Ask students a few riddles to help them review what they have already learned about Greek myths. The following are provided for you as examples.

- The ancient Greeks believed I created humans and that my brother created all of the other animals. Zeus later punished me for giving humans fire. Who am I? (Prometheus)
- In Greek mythology, I am the goddess of the harvest and the mother of Persephone. When Hades spirited her away to the Underworld, I grew very sad and crops stopped growing. Who am I? (Demeter)

You may wish to have students create some riddles about the myths they have already heard.

## Essential Background Information or Terms: Meet the Characters

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



← Show image 9A-2: **Say:** Thebans hungry and afraid. *[Point to the Thebans and the Sphinx.]*

Tell students that many of the people they will see in the images in today’s read-aloud are people from the great Greek city of Thebes and they are called Thebans. Tell students they will hear about the Theban king, King Laius, who is no longer in the city of Thebes. Point to the creature on the rocks and tell students that this is the Sphinx, a mythical beast.



← Show image 9A-4: **Say:** Sphinx and Oedipus talking. *[Point to the Sphinx and Oedipus.]*

Tell students that the person talking to the Sphinx in this image is the man Oedipus.

Remind students that a riddle is a puzzling question, to which people try to guess the answer. Tell students that riddles were popular among the ancient Greeks and that today’s myth involves a riddle. Tell students that the title of today’s myth is “Oedipus and the Riddle of the Sphinx.”

## Purpose for Listening

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

## Presenting the Read-Aloud

### Oedipus and the Riddle of the Sphinx



← Show image 9A-1: **Say:** Sphinx perched on rock. *[Point to the Sphinx.]*

<sup>1</sup> What was the name of the

beloved Greek poet who was from Thebes, whom we learned about during our study of *The Ancient Greek Civilization?* (Pindar)

<sup>2</sup> Have you heard the word *sphinx* before? Where did you hear it and what was it?

<sup>3</sup> [Point to these features in the illustration as you read about them.]

<sup>4</sup> or presented

<sup>5</sup> What do you think the answer to this riddle is? [Repeat the riddle. Ask two or three students for suggestions.]



<sup>6</sup> What do you think it means that the Sphinx insisted on posing a riddle?

<sup>7</sup> or unexpectedly meeting

Long ago, one of the great Greek cities was called Thebes [theebz].<sup>1</sup> At one point in its long history, on a towering, *or high*, rock overlooking the various roads into Thebes, there lived a horrible monster called the Sphinx.<sup>2</sup> This Sphinx was not like the great stone statue in Egypt that stares out endlessly over the desert near the Great Pyramid. *The Sphinx in Thebes was different.* The Theban Sphinx, according to Greek myth, was no statue. She was a living beast. She did have a lion's body, like the Egyptian statue, but the Theban Sphinx had the face and neck of a human woman.<sup>3</sup> She had wings so she could swoop, *or fly*, down and attack anyone and could speak as humans do. *Who was the Theban Sphinx?* It was she who **posed**<sup>4</sup> *or asked*, the riddle. *What did the Theban Sphinx do?*

Whenever a traveler tried to enter or leave Thebes, that person knew the Sphinx would be waiting on her high rock.

The monster would say, "I am going to eat you unless you can correctly answer this riddle. *You must get the right answer to this riddle:* 'What is it that walks on four feet in the morning, on two feet at noon, and on three feet in the evening?'"<sup>5</sup> *What did the Sphinx tell travelers as they tried to enter or leave Thebes?*

The poor traveler was often too frightened, *or scared*, to even speak, and the cruel, *or mean*, beast would strike with her sharp claws, *or nails*, and teeth. Even if some clever, *or smart*, person tried to answer the riddle, the Sphinx would always listen and then exclaim, "You have guessed wrong! Now I will eat you." *What did the Sphinx tell people when they tried to answer the riddle?*

← **Show image 9A-2: Say: Thebans hungry and afraid. [Point to the Thebans and the Sphinx.]**

No one knew why this terrifying creature had chosen to live on a rock above the road to Thebes, or why she **insisted**, *or kept*, on posing this particular riddle.<sup>6</sup> They knew only that she ate every person she met. Not only that, but no one from the outside would bring fresh food to the city for fear of **encountering**<sup>7</sup> the monster. *People did not bring fresh food to the city because they were afraid of seeing the Sphinx.* "If someone does not solve this riddle," the people told one another, "we will starve."

*Why did the people say they would starve?*

As bad as this was, it was not the only problem the Thebans faced. Their king, King Laius [LAY-us], never returned from a journey he had taken far from home. So the person the Thebans had usually turned to for help was not there in their hour of danger, *or when this danger was happening, the people from Thebes usually asked King Laius for help,*

but King Laius was not there. What other problem did the Thebans have?



← Show image 9A-3: **Say:** Guards see a traveler approaching. **[Point to the guards and the traveler.]**

In this dreadful situation, you can imagine how surprised the guards were when they looked out from the city walls one day and saw a man nearing the main gate. *The guards saw a man coming to the door.* They did not recognize, *or know*, him, but they could see that he was tall and richly dressed.<sup>8</sup> *The man had nice clothes that cost a lot of money. Who did the guards see coming toward the gate?*

<sup>8</sup> Who do you think this man is? Do you think the Sphinx will pose her riddle to him?

The captain, *or leader*, of the guards said, “Maybe he will make it. I do not see the Sphinx anywhere. Perhaps she is off watching another road.” *What did the captain of the guards say?*



← Show image 9A-4: **Say:** Sphinx and Oedipus talking. **[Point to the Sphinx and Oedipus.]**

But just as the captain was about to order the gate thrown open, down came the Sphinx like an arrow shot from the clouds above. *The Sphinx came to the gate.* She settled on her rock and looked down at the stranger with cold, pitiless, *or mean*, eyes.<sup>9</sup> “Traveler,” said the monster, “today you have chosen the wrong road.” *What did the Sphinx say to the man?*

<sup>9</sup> or eyes that held no sympathy

The stranger boldly replied, “I choose my own roads and my own destinations, *I choose the places I go.* Today I will go to Thebes.” *What did the man say to the Sphinx?*

Anger lit up the monster’s eyes as she said, “I alone decide who travels this road. If I say no one travels this path, so it shall be. You have one chance and one chance only. You must correctly answer my riddle. Tell me, foolish, *or silly*, man, what is it that walks on four feet in the morning, on two feet at noon, and on three feet in the evening?”<sup>10</sup> *What did the Sphinx say to the man? What did the man have to do to enter the city?*

<sup>10</sup> [Pause for more guesses from students.]



← Show image 9A-5: **Say:** Oedipus thinking. **[Point to Oedipus.]**

The stranger sat down in the dust of the road to think. The Sphinx, sure Oedipus wouldn’t guess it, gazed, *or looked*, down at him, her tail twitching, *or moving*, with impatience. After some time, she stopped even that movement. For half an hour, the man sat thinking as the huge beast lay still atop its rock.

Meanwhile, the people of Thebes had rushed, *or hurried*, to the walls. They knew the man would probably not guess the riddle, but it

had been so long since anyone had even tried, they had come to see him try. At last, the stranger rose to his feet. *Why did people hurry to the walls? What did the man do?*

“Have you an answer?” demanded, *or loudly asked*, the Sphinx. *What did the Sphinx say to the man?*

In a strong, sure voice, the man repeated the riddle: “What is it that walks on four feet in the morning, on two feet at noon, and on three feet in the evening?” *What did the man say to the Sphinx?*



<sup>11</sup> So what is the answer to the riddle? Here the word cane means a short stick that someone uses to help them walk. The word cane can also mean the hollow stem of a plant, such as bamboo, that is used to make furniture and baskets.

← Show image 9A-6: **Say:** Oedipus answering the riddle. *[Point to the thought cloud by Oedipus.]*

Then staring, *or looking*, straight into the Sphinx’s eyes, he said, “The answer is man. As a baby in the morning of his life, he crawls on all fours. At the noon of his life, when he is grown-up and strong, he walks upright on two feet. In his old age, the evening of his time on the earth, he walks with the aid of a **cane**, as if on three feet.”<sup>11</sup> *What did the man say to the Sphinx?*



← Show image 9A-7: **Say:** Oedipus made king by happy Thebans. *[Point to the happy Thebans.]*

The Sphinx’s eyes flew open in shock, *or surprise*. The traveler had answered correctly, *the traveler was right*. With a cry, the monster threw herself down from her high rock. The Sphinx was finally gone! *What happened to the sphinx after the man answered the question correctly?*

With shouts of joy, the people of Thebes rushed down from their walls, threw open the gates, and poured out onto the road. They lifted the stranger onto their shoulders and carried him into their city. There they asked, “Who are you, great hero? To whom do we owe our lives?” *What did the people say to the man?*

“I am Oedipus,” (ED-i-pus) he answered. *What did the man say to the people?*

“No,” they replied, “not just ‘Oedipus.’ You are now King Oedipus, Master of the Sphinx and King of Thebes!”

So that is the story of how Oedipus answered a riddle and became a king. *How did Oedipus become a king?*

Discussing the Read-Aloud

## Comprehension Questions



1. *Literal* What riddle did you hear about in today’s read-aloud? (*What is it that walks on four feet in the morning, on two feet at noon, and on three feet in the evening?*) *Listen first. What is it that walks on four feet in the morning, on two feet at noon, and on three feet in the evening? (pp. 80, 81 and 82) What riddle did you hear about in today’s read-aloud?*

← Show image 9A-6: *Say: Oedipus answering the riddle. [Point to the thought cloud above Oedipus.]*

2. *Evaluative* What is the answer to this riddle? (*man or human beings*) How would you explain the answer? (*As a baby “in the morning” of our lives, we crawl on all fours; at “the noon” or middle of our lives, we walk on two feet; in “the evening” or in our old age, we walk with the aid of a cane, as if on three feet.*) *Listen first. Then staring straight into the Sphinx’s eyes, he said, “The answer is man. As a baby in the morning of his life, he crawls on all fours. At the noon of his life, when he is grown-up and strong, he walks upright on two feet. In his old age, the evening of his time on the earth, he walks with the aid of a cane, as if on three feet.” (p. 82) What is the answer to this riddle? How would you explain the answer?* [Encourage students to share this riddle with their families when they get home.]

3. *Inferential* Which character poses this riddle? (*the Sphinx*) What is a Sphinx according to Greek mythology? (*a beast with a lion’s body, the face and neck of a human woman, and wings*) *Listen first. The Theban Sphinx, according to Greek myth, was no statue. She was a living beast. She did have a lion’s body, like the Egyptian statue, but the Theban Sphinx had the face and neck of a human woman. She had wings so she could swoop down and attack anyone and could speak as humans do. It was she who posed the riddle. (p. 80) Which character poses this riddle? What is a Sphinx according to Greek mythology?*

Is the Sphinx that lived on a towering rock overlooking the road to Thebes a god, a hero, or a supernatural creature? (*a supernatural creature*) *Listen first. At one point in its long history, on a towering rock overlooking the various roads into Thebes, there lived a horrible monster called the Sphinx. (p. 79) Is the Sphinx that lived on a towering rock overlooking the road to Thebes a god, a hero, or a supernatural creature?*

4. *Evaluative* Why do you think the Sphinx insists on posing this particular riddle? (*Answers may vary.*) *Listen first. Even if some clever person tried to answer the riddle, the Sphinx would always listen and then exclaim, “You have guessed wrong! Now I will eat you.” No one knew why this terrifying creature had chosen to live on a rock above the road to Thebes, or why she insisted on posing this particular riddle. (p. 80) Why do you think the Sphinx insists on posing this particular riddle?*

5. *Literal* Which traveler to Thebes is able to answer her riddle? (*Oedipus*) *Listen first. The traveler had answered correctly.*

*With shouts of joy, the people of Thebes rushed down from their walls, threw open the gates, and poured out onto the road. They lifted the stranger onto their shoulders and carried him into their city. There they asked, “Who are you, great hero? To whom do we owe our lives?”*

*“I am Oedipus,” he answered. (p. 82) Which traveler to Thebes is able to answer her riddle?*



← Show image 9A-7: *Say: Oedipus was made king by happy Thebans. [Point to the happy Thebans.]*

6. *Inferential* Are the Thebans grateful to Oedipus? (*yes*) How do you know? (*They cheered and made him king.*) *Listen first. With shouts of joy, the people of Thebes rushed down from their walls, threw open the gates, and poured out onto the road. They lifted the stranger onto their shoulders and carried him into their city. There they asked, “Who are you, great hero? To whom do we owe our lives?”*

*“I am Oedipus,” he answered.*

*“No,” they replied, “not just ‘Oedipus.’ You are now King Oedipus, Master of the Sphinx and King of Thebes!” (p. 82) Are the Thebans grateful to Oedipus? How do you know?*

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

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

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

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



## 10: Atalanta and the Golden Apples

### Lesson Objectives

#### Core Vocabulary

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

*Example:* Alicia loved snacks and could never resist a fresh orange.

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

**skilled, adj.** Gifted and able; *good at doing something*

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

*Variation(s):* skill, skills

**terms, n.** Rules or conditions

*Example:* Paul’s mother laid down some terms he would have to follow if he wanted to invite his friends over to play. *Paul had to follow his mother’s rules.*

*Variation(s):* none

**tremendously, adv.** Greatly or enormously; *a lot*

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

*Variation(s):* none

### Introducing the Read-Aloud

#### What Have We Already Learned?

Using the Flip Book images for guidance, have students help you continue the Greek Myths Chart from previous lessons, adding the details for “Oedipus and the Riddle of the Sphinx.”

Using the table of contents for this Anthology, make a list of all of the Greek myths students have heard thus far on a piece of chart paper, a chalkboard, or a whiteboard. Then play a word association game to help students review what they have already learned about Greek myths. Tell students that you are going to name a place or character from the Greek myths they have heard, and that you will call on one of them to reply with another place, character, or associated word from the same myth. Say, “For example, if I say, ‘Hercules,’ you may say, ‘Atlas.’” Below is a list of some of the characters and places from the Greek myths heard so far.

- Daedalus, Icarus, King Minos, tower, sun, sea
- Hercules, Theseus, Nemean lion, Atlas, King Eurystheus, golden apples, Nemea

- Oedipus, Thebes, Sphinx, man, riddle

## Essential Background Information or Terms

Share the title of the read-aloud with students and ask if they remember another Greek myth that involved golden apples. Have students retell the myth of Hercules and Atlas.

## Meet the Characters

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



← Show image 10A-1: **Say:** Atalanta and her royal parents. *[Point to Atalanta and her parents.]*

Tell students that Atalanta is one of the main characters in this myth. Tell them that she is shown in this image with her royal parents. Ask students to share some words and phrases that describe Atalanta as she is shown here.



← Show image 10A-5: **Say:** Aphrodite advising Hippomenes. *[Point to Aphrodite and Hippomenes.]*

Tell students that the goddess Aphrodite is an important character in this myth. Ask students to point to the Greek Gods poster of Aphrodite and remind them that she is the goddess of love. Tell students that her son Eros is also shown in this image, hovering in the air with his bow and arrows of love.

Tell students that the other character in the image is brave Hippomenes. Ask students what other important objects they notice in the image. Then ask students to predict what role golden apples will play in this myth.

## Purpose for Listening

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

Presenting the Read-Aloud

## Atalanta and the Golden Apples



← Show image 10A-1: **Say:** Atalanta and her royal parents. [*Point to Atalanta and her parents.*]

Long ago, in a peaceful little corner of Greece, there lived a king and a queen who loved each other very much. Although their kingdom was not large or wealthy, they and all their people lived happily. *They were not rich, but they were happy.*

<sup>1</sup> or gifted and able, *or great*

This king and queen had a daughter, a princess who was intelligent, *or smart*, beautiful, and a **skilled**<sup>1</sup> huntress. *The princess was good at hunting.* She also happened to be the fastest runner in the world. Her name was Atalanta [at-uh-LAN-tuh]. *Who are the characters in this story? Describe them.*



← Show image 10A-2: **Say:** An older Atalanta talking to her parents. [*Point to Atalanta and her parents.*]

When she reached a certain age, Atalanta's parents told her, "One day you will become queen, and ruling this land is too big a job for one person to do alone. It is time for you to marry, *it is time for you to find a husband.*"<sup>2</sup> *What did Atalanta's parents say to Atalanta?*

<sup>2</sup> Why do Atalanta's parents want her to get married?

To their surprise, Atalanta replied, "I can ask wise men or women to help me run the country. As for a husband, perhaps I shall have one someday, but for now, there is no one whom I wish to marry." *What did Atalanta say to her parents?*

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

The queen asked, "What about all those fine young men who come around asking to marry you? Surely there must be one..." *What did Atalanta's mother say to Atalanta?*

<sup>4</sup> What does insisted mean?

<sup>5</sup> or conditions, *rules*

"They care nothing for me, Mother," Atalanta replied. "They only want to marry me in order to become king one day."

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

But the king and queen insisted.<sup>3</sup> Finally, Princess Atalanta said, "Very well, I shall marry the first unmarried man who can defeat me in a footrace, *I shall marry the first unmarried man to beat me in a running race.*"<sup>4</sup> *What did Atalanta say to her parents?*

"What?" her parents exclaimed. They tried to talk her out of the idea, but they could not, so at last they agreed to her **terms**<sup>5</sup> and sent word, *a message*, throughout the land.<sup>6</sup> *What did Atalanta's parents do?*



<sup>7</sup> or greatly

<sup>8</sup> Why would Aphrodite be looking down from Mount Olympus?

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



<sup>10</sup> or journey *on a boat*

<sup>11</sup> Why does he choose to pray to Aphrodite out of all of the gods and goddesses?

← Show image 10A-3: **Say:** Atalanta besting or beating her suitors in a running race; Aphrodite watching. *[Point to Atalanta and Aphrodite.]*

As you might imagine, many young men came to race against the princess, hoping to marry her. She easily defeated every single one, *Atalanta won every race*, enjoying herself **tremendously**.<sup>7</sup> *Who won the races?*

One day, after winning yet another race, she just kept running past the finish line for the sheer delight of it, *because it was so much fun*. She did not know that looking down from Mount Olympus that day was the goddess of love, Aphrodite [af-roe-DIE-tee].<sup>8</sup> The goddess thought, “She is making a joke of love! I cannot allow this to go on.”<sup>9</sup> *Who was watching Atalanta as she won every race? What did she say?*

← Show image 10A-4: **Say:** Eros shooting Hippomenes with an arrow. *[Point to Eros shooting Hippomenes.]*

Now at that same moment, a young man was walking along the same road upon which Atalanta was now running. The young man was a brave adventurer, *or traveler*, named Hippomenes [hip-POM-eh-nee-z]. He was just returning from a long sea voyage,<sup>10</sup> so he knew nothing of the princess's challenge. *Who is Hippomenes?* As Hippomenes walked along, he glanced, *or looked*, ahead and saw the most beautiful young woman he had ever laid eyes on running his way at an unbelievable speed, *or very fast*. It was Atalanta, of course, and as Hippomenes was looking at her, the goddess Aphrodite was looking at him. Turning to her son, Eros, Aphrodite said, “Go shoot an invisible arrow of love into Hippomenes' heart, so that he will fall in love with Atalanta.” *What did Aphrodite say to Eros?*

So Eros did as he was told, and Hippomenes instantly fell in love with Atalanta as she ran by him. He thought, “I have never seen such joy on a human face! I would not have thought it possible, but I believe that I have fallen in love with her.” *What happened to Hippomenes?* At once he began to pray to Aphrodite for help, which is what the goddess had planned all along.<sup>11</sup> She appeared before Hippomenes and told him that he must outrace Atalanta if he wanted to marry her. *Aphrodite told Hippomenes that he must run faster than Atalanta in a race. What did Aphrodite say to Hippomenes?*



← Show image 10A-5: **Say: Aphrodite advising Hippomenes.** *[Point to Aphrodite and Hippomenes.]*

“But this is impossible, my lady,” Hippomenes told Aphrodite. “I am a very fast runner, but I have never seen anyone move as Atalanta does.” *What did Hippomenes say to Aphrodite?*

The goddess presented Hippomenes with three apples made of purest gold that shone almost as brightly as the sun. “When Atalanta sees these apples, she will not be able to **resist** picking them up,” Aphrodite said.<sup>12</sup> “Here is what you must do.” *What did Aphrodite give to Hippomenes? What did Aphrodite say to Hippomenes?*

<sup>12</sup> Would you be able to resist, or to stop yourself, from picking up golden apples such as these?



← Show image 10A-6: **Say: Atalanta and Hippomenes at starting line.** *[Point to Atalanta and Hippomenes at the starting line.]*

The next day, Hippomenes challenged Atalanta to a race. Inside his rather loose-fitting clothing, he had hidden the three golden apples. Before the race, he told Atalanta, “Your Highness, I want you to know why I am racing against you.” *What did Hippomenes say to Atalanta?*

Atalanta answered, “In order to marry a princess and become king someday.”<sup>13</sup>

<sup>13</sup> Is Atalanta correct?

To her shock, *or surprise*, he replied, “No, in order to marry the woman I love. She just happens to be a princess.” *Why does Hippomenes want to marry Atalanta?* Then he walked to the starting line while Atalanta thought, “There is something different about this one.” Still, she took her place next to him. A moment later the race was on!



← Show image 10A-7: **Say: Atalanta chasing a golden apple.** *[Point to Atalanta stopping for a golden apple.]*

Atalanta began to pull ahead almost at once, but Hippomenes drew or took one of the apples from inside his clothing and tossed it ahead of her and a little off to the side. *What did Hippomenes do with the apple?* The moment Atalanta saw the apple, she had to have it.<sup>14</sup> She turned and went after it. *What did Atalanta do when she saw the apple?* As she picked it up, she saw Hippomenes ahead of her, and losing no more time, she took or began running off like a deer.

<sup>14</sup> What do you think will happen?

Soon Hippomenes heard her footsteps closing in behind him. Drawing out apple number two, he held it up so she would see it and tossed it back over his shoulder. *What did Hippomenes do with the second apple?* She turned right around and ran back to get it while Hippomenes ran on. *What did Atalanta do when she saw the second apple?* Grabbing the second apple, she saw Hippomenes halfway to

the finish line. This time Atalanta took off after him like a speeding cheetah, dashing across the grasslands.



← Show image 10A-8: **Say:** Atalanta chasing after the third apple. **[Point to Atalanta.]**

Soon Hippomenes could hear her rapid, *or fast*, footsteps getting closer, and he took out apple number three and threw it into a nearby field of tall grass. *What did Hippomenes do with the third apple?* Of course, Atalanta went after it, hunting through the grass for the golden fruit while Hippomenes kept running. This one, too, she held in the palm of her hand as she returned to the race.<sup>15</sup>

<sup>15</sup> Here the word palm means the inside part of a person's hand between the wrist and fingers. The word palm can also mean a kind of tree that grows in tropical regions.

*What did Atalanta do when she saw the third apple?*



← Show image 10A-9: **Say:** Atalanta and Hippomenes speeding across the finish line. **[Point to Hippomenes finishing ahead.]**

In all of Atalanta's life, she had never run as she ran then. Her feet seemed not to touch the ground. Faster and faster she moved, and closer and closer to Hippomenes she came. He told himself, "Don't look back or you might lose a step."

Now she was only three steps behind him; now two steps; now just one; and then, she thought to herself, "Would it be so terrible if I did marry him?" And as she thought that, Hippomenes gained a step and crossed the finish line before her. *Who won the race?*



← Show image 10A-10: **Say:** Atalanta and Hippomenes happily ever after. **[Point to Atalanta and Hippomenes.]**

What happened after that?<sup>16</sup> Well, I am glad to say that Atalanta kept her word, *Atalanta did what she promised*, and married Hippomenes, and I am even gladder, *or happier*, that she had been right. There was something different about him, and soon she loved him as much as he loved her. Hippomenes never minded that Atalanta could outrun him. *It didn't bother Hippomenes that Atalanta could run faster.* He was happy just to be the one running with her. *What happened at the end of the story?*

<sup>16</sup> What do you think happened after that?

## Discussing the Read-Aloud

### Comprehension Questions

1. *Literal* What is the name of the hero in today’s read-aloud? (*Atalanta*) Which Greek gods or goddesses appear in today’s read-aloud? (*Aphrodite, Eros*) [Have a student point to Greek Gods Poster 6 (Aphrodite) **and point to Aphrodite.**] *Listen first. This king and queen had a daughter, a princess who was intelligent, beautiful, and a skilled huntress. She also happened to be the fastest runner in the world. Her name was Atalanta. (p. 88)* **What is the name of the hero in today’s read-aloud?**

*She did not know that looking down from Mount Olympus that day was the goddess of love, Aphrodite. Turning to her son, Eros, Aphrodite said, “Go shoot an invisible arrow of love into Hippomenes’ heart, so that he will fall in love with Atalanta.” (pp. 88-89)* **Which Greek gods or goddesses appear in today’s read-aloud?**



- ← **Show image 10A-2: Say:** An older Atalanta talking to her parents. [**Point to Atalanta and her parents.**]
2. *Inferential* What makes Atalanta special or different from others? (*She is a skilled huntress, a princess, and the fastest runner in the world.*) *Listen first. This king and queen had a daughter, a princess who was intelligent, beautiful, and a skilled huntress. She also happened to be the fastest runner in the world. (p. 88)* **What makes Atalanta special or different from others?**
3. *Inferential* What do Atalanta’s parents want her to do at the beginning of the myth? (*They want her to get married.*) Why? (*So that when she becomes queen someone will help her rule.*) *Listen first. When she reached a certain age, Atalanta’s parents told her, “One day you will become queen, and ruling this land is too big a job for one person to do alone. It is time for you to marry.” (p. 88)* **What do Atalanta’s parents want her to do at the beginning of the myth? Why?**
4. *Evaluative* Atalanta says she will only marry someone if they can beat her in a footrace. Why do you think Atalanta gives these terms? (*She thinks no one will accomplish the task.*) *Listen first. As you might imagine, many young men came to race against the princess, hoping to marry her. She easily defeated every single one, enjoying herself tremendously. (p. 88)* **Why do you think Atalanta gives these terms?**

Why do you think Aphrodite, the goddess of love, does not like this? (*Answers may vary.*) *Listen first. She did not know that*

looking down from Mount Olympus that day was the goddess of love, Aphrodite. The goddess thought, “She is making a joke of love! I cannot allow this to go on or continue.” (p. 88) **Why do you think Aphrodite, the goddess of love, does not like this?**



← Show image 10A-7: **Say:** Atalanta chasing a golden apple. **[Point to Atalanta.]**

5. *Inferential* Hippomenes finally beats Atalanta in a footrace. How does he do this? *(He distracts her with three golden apples.)* Does Hippomenes defeat Atalanta on his own, or does he have help? *(Aphrodite, the goddess of love, helps him.) Listen first. The goddess presented Hippomenes with three apples made of purest gold that shone almost as brightly as the sun. “When Atalanta sees these apples, she will not be able to resist picking them up,” Aphrodite said. “Here is what you must do.” (p. 89)* **Hippomenes finally beats Atalanta in a footrace. How does he do this? Who helped Hippomenes defeat Atalanta?**
6. *Evaluative* Why do you think Atalanta is not able to resist the golden apples? *(Answers may vary.) Listen first. The moment Atalanta saw the apple, she had to have it. She turned and went after it. (p. 90)* **Why do you think Atalanta is not able to resist the golden apples?**
7. *Inferential* At the end of the myth, is Atalanta tremendously happy or sad that she married Hippomenes? *(She is tremendously happy.) Listen first. Well, I am glad to say that Atalanta kept her word and married Hippomenes, and I am even gladder to say that she had been right. There was something different about him, and soon she loved him as much as he loved her. (p. 91)* **At the end of the myth, is Atalanta tremendously happy or sad that she married Hippomenes?**
8. *Literal* What setting was mentioned in this myth that gave you a clue that this was a Greek myth? *(Mount Olympus) Listen first. Long ago, in a peaceful little corner of Greece, there lived a king and a queen who loved each other very much. (p. 87) She did not know that looking down from Mount Olympus that day was the goddess of love, Aphrodite. (p. 88)* **What setting was mentioned in this myth that gave you a clue that this was a Greek myth?**

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



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

9. *Evaluative Think Pair Share:* If you could change the ending of this myth how would you change it? (*Answers may vary.*)
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]