Grade 6: Module 1
Student Workbook

Name: _____

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Unit 1: Percy Jackson and The Hero's Journey

Teacher directions: Use chart paper or a document camera to display this image and quote for the whole class as part of "Engaging the Reader."

When Perseus grew up, Polydectes gave him a series of challenging tasks to complete. Armed with a sword made by the god Hermes, winged sandals, and a shiny bronze shield given to him by the goddess Athena, Perseus slew the dreaded monster Medusa. This hideous creature had writhing snakes for hair, elephant-like tusks for teeth, and blood-red eyes. Whoever looked at her was instantly turned to stone.

Quote from: "Shrouded in Myth" by Jessica Neidl. From *Calliope* issue: Mycenane & the Mycenaeans, © 2002 Carus Publishing Company, published by Cobblestone Publishing, 30 Grove Street Suite C, Peterborough, NH 03458. All Rights Reserved. Used by permission of the publisher. www.cobblestonepub.com.
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Quickwrite: Quote from "Shrouded in Myth" and Image Recording Form

Name:

Date:

When Perseus grew up, Polydectes gave him a series of challenging tasks to complete. Armed with a sword made by the god Hermes, winged sandals, and a shiny bronze shield given to him by the goddess Athena, Perseus slew the dreaded monster Medusa. This hideous creature had writhing snakes for hair, elephant-like tusks for teeth, and blood-red eyes. Whoever looked at her was instantly turned to stone.

1. Where do you think this quote came from? Why do you think this?

Study the picture posted at the front of the room.

2. How is this picture of a sculpture connected to the quote? What details made you think this?

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"Shrouded in Myth"

By Jessica Fisher Neidl

A long, long, long time ago, even before Perseus was born, his grandfather, the Acrisios, the king of Argos, was given a prophecy that he would someday be killed by his grandson. To protect himself from this fate, the terrified king imprisoned his only daughter, Danae, in an underground dungeon so that she could never marry or have children. Certain that he would never be a grandfather, Acrisios relaxed. But Zeus, the great father of the gods, had other plans.

Zeus had been watching Danae and thought she was stunning—too beautiful to resist. He turned himself into golden rain and poured through the bronze bars in the roof of her elaborate dungeon. As the rain fell upon Danae, its magical powers caused a child to begin growing within her. Nine months later, she gave birth to a son and named him Perseus.

Outraged as well as frightened when he learned of a grandson's birth, Acrisios enclosed mother and son in a chest, which he flung into the sea. After drifting about for a long time, the chest finally washed up on a distant island. A fisherman found it and brought it to his brother, King Polydectes, who took Perseus and his mother into his palace.

When Perseus grew up, Polydectes gave him a series of challenging tasks to complete. Armed with a sword made by the god Hermes, winged sandals, and a shiny bronze shield given to him by the goddess Athena, Perseus slew the dreaded monster Medusa. This hideous creature had writhing snakes for hair, elephant-like tusks for teeth, and blood-red eyes. Whoever looked at her was instantly turned to stone.

As success followed success, Perseus began to think about the stories he had heard about his grandfather, Acrisios. So, after a brief visit to his mother, the young hero set sail for Argos. Before he reached it, however, Acrisios got word that his long-lost grandson was coming and fled the city, for he still feared the prophecy.

While waiting for Acrisios to return, Perseus attended festival games being held in a neighboring town. A skilled athlete, Perseus entered the discus contest. As he prepared to throw it, he lost control and the heavy disk went hurtling into the crowd, striking a man and killing him. Alas, the tragic prophecy had proved true—the dead spectator was Acrisios. Perseus was so troubled about the accident that he chose to leave Argos and build his own city—the legendary Mycenae.

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Exit Ticket:
Reflecting on Learning Targets

Name:

Date:

Directions:
** Read the learning target.*
** Think and Respond: Did I meet this learning target?*
** Provide Evidence: How did I meet the target? or What do I need to do to meet this target next time?*

"I can cite evidence from the text when answering questions and discussing 'Shrouded in Myth.'"

Did you meet this learning target?

What is your evidence for your answer?

I can use context clues to determine the meaning of unfamiliar words in "Shrouded in Myth."

Did you meet this learning target?

What is your evidence for your answer?

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Exit Ticket: How do authors develop a narrator on character's point of view?

Name:

Date:

Read each question.
Go back and reread Chapter 1, pages 1-4 with these questions in mind.
After reading, discuss the questions with your Triad.
Answer each question with complete sentences. Use evidence from the text to prove your answer.

1. What kind of student was Percy?

Evidence:

2. Why is Grover bullied by the other students?

Evidence:

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Exit Ticket: How do authors develop a narrator on character's point of view?

Name:

Date:

What is the most important thing you learned about Percy in Chapter 1? How did the author show this about Percy? Write in complete sentences and provide one specific example as evidence from the text.

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Name:

Date:

What challenges does Percy face in this chapter? How does he respond?

As you read, think about these questions. Use your evidence flags to mark specific passages in the text to discuss with your triad. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.

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Name:

Date:

1. What news does the headmaster of Yancy Academy send to Percy's mom?

2. Who's conversation does Percy overhear? What are they discussing?

3. How do Percy and Grover travel back to NYC?

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Name:

Date:

I can cite text-based evidence to support an analysis of literary text. (RL.6.1)

Page	Challenge	Response	I can infer that…
Example: pg. 3	Nancy Bobofit was harassing Grover on the bus. "Nancy Bobofit was throwing wads of sandwich that stuck in his curly brown hair."	Percy wants to defend Grover by standing up to Nancy Bobofit. " 'That's it.' I started to get up, but Grover pulled me back to my seat."	Percy is a very protective friend, and does not like to see people get bullied.

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Exit Ticket: How has the author helped us get to know Percy?

Name:

Date:

I can cite text-based evidence to support an analysis of literary text. (RL.6.1)

How has the author, Rick Riordan, helped us to get to know Percy so far in *The Lightning Thief*? Write in full sentences and use evidence from the text to support your thinking.

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Entrance Ticket: Comprehension Quiz, Chapter 3 "Grover Unexpectedly Loses His Pants"

Name:

Date:

1. What did Percy's mother, Sally, want to do with her life? Why didn't she?

2. Where do Percy and his mother go? Why is this place special?

3. Who shows up to get Percy and his mother in the middle of the night? What is strange about him?

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Exit Ticket:
Actions vs. Inner Thoughts

Name:

Date:

What has been more important so far in helping you to learn about Percy as a character, his actions or his inner thoughts? Hint: There is not a single "right" answer to this question. Just decide which you think has been more important, and choose one example from the novel to support your answer. Write in full sentences.

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Prefix	Meaning	Example
anti-	against	antifrost
de-	opposite	defrost
dis-	not; opposite of	disagree
en-, em-	cause of	encode, embrace
fore-	before	forecast
in-, im-	in	infield
in-, im-, il-, ir-	not	injustice, impossible
inter-	between	interact
mid-	middle	midway
mis-	wrongly	misfire
non-	not	nonsense
over-	beyond	overlook
pre-	before	prefix
re-	again	return
sem; semi-	half	semicircle
sub-	under	submarine
super-	over or above	superstar
trans-	across	transport
un-	not	unfriendly
under-	below	undersea

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Name:

Date:

Directions: Read each sentence from *The Lightning Thief*. Use your knowledge of prefixes and the context to determine the meaning of the **bolded** word in each sentence.

Sentence	Word Meaning	How did I determine the meaning of the word?
Zeus did indeed feed Kronos a mixture of mustard and wine, which made him **disgorge** his other five children who, of course, being immortal gods, had been living and growing up completely undigested in the Titan's stomach. (page 6)		
Overhead, a huge storm was brewing, with clouds blacker than I'd ever seen over the city. (page 8)		
She was standing at the museum entrance, way at the top of the steps, gesturing **impatiently** at me to come on. (page 10)		
"Percy," he said. "Don't be **discouraged** about leaving Yancy. It's … it's for the best." (page 21)		

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QuickWrite:
What Is a Hero?

Name:

Date:

What or who do you think of when you think of the word "hero?" Provide reasons or examples to support your response.

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Introduction:
Joseph Campbell, an American psychologist and mythological researcher, wrote a famous book titled *The Hero with a Thousand Faces*. Campbell discovered many common patterns that are in many hero myths and stories from around the world. He described several basic stages that almost every hero goes through.

Act 1: Separation
The Ordinary World
Heroes exist in a world that is considered ordinary or **uneventful** by those who live there. Often people in the ordinary world consider the heroes odd. They possess some ability or characteristic that makes them feel out-of-place.

The Wonderful Wizard of Oz: Dorothy in Kansas
The Hobbit: Bilbo Baggins in Hobbiton

The Call to Adventure
Usually there is a discovery, some event, or some danger that starts them on the heroic path. Heroes find a magic object or discover their world is in danger. In some cases, heroes happen upon their quest by accident.

The Wonderful Wizard of Oz: The tornado
The Hobbit: Gandalf the wizard arrives

Entering the Unknown
As they **embark** on their journey, the heroes enter a world they have never experienced before. It might be filled with **supernatural** creatures, breathtaking sights, and the constant threat of death. Unlike the heroes' home, this outside world has its own rules, and they quickly learn to respect these rules as their endurance, strength, and courage are tested time and time again.

The Wonderful Wizard of Oz: Dorothy must learn the rules of Oz
The Matrix: Neo must come to grips with the realities and unrealities of the Matrix

Supernatural Aid/Meeting with the Mentor
Supernatural does not have to mean magical. There are plenty of hero stories that don't have wizards or witches. Supernatural means "above the laws of nature."

Heroes are almost always started on their journey by a character who has mastered the laws of the outside world and come back to bestow this wisdom upon them. This supernatural character often gives them the

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means to complete the quest. Some of the time the gift is simply wisdom. Other times it is an object with magical powers. In every instance it is something the hero needs to succeed.

The Hobbit: Gandalf
Star Wars: Obi-Wan Kenobi
Cinderella: Fairy Godmother

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Act 2: Initiation and Transformation

Allies/Helpers

Every hero needs a helper, much like every superhero needs a sidekick. Most heroes would fail miserably without their helpers. For example, in the Greek hero story of Theseus, Minos' daughter Ariadne helps Theseus find his way through the Labyrinth. She does this by holding one end of a golden thread while Theseus works his way inward to slay the Minotaur. Without her help, Theseus would never have fulfilled his quest. He also would not have found his way out of the maze once he did.

Lord of the Rings: Samwise Gamgee
The Wonderful Wizard of Oz: The Tin Woodsman, Scarecrow, and Cowardly Lion

The Road of Trials

The road of **trials** is a series of tests, tasks, or ordeals that the person must undergo to begin the transformation. Often the person fails one or more of these tests, which often occur in threes. The heroes progress through this series of tests, a set of obstacles that make them stronger, preparing them for their final showdown.

The Supreme Ordeal

At long last they reach the Supreme **Ordeal**, the obstacle they have journeyed so far to overcome. All the heroes' training and toil comes into play now. The journey has hardened them, and it's time for them to show their prowess. Once this obstacle is overcome, the tension will be relieved. The worst has passed, and the quest, while not officially over, has succeeded.

Lord of the Rings: Mount Doom
The Wonderful Wizard of Oz: Defeating the Wicked Witch

Act 3: The Return

The Magic Flight

After the heroes complete the Supreme Ordeal and have the reward firmly in hand, all that is left is for them is to return home. Just because the majority of the adventure has passed doesn't mean that the return journey will be smooth sailing. There are still lesser homebound obstacles to overcome. At some point the hero must often escape with the reward. This can sometimes take the form of a chase or battle.

The Hobbit: The Battle of Five Armies
The Lord of the Rings: Return to Hobbiton

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Confronting the Father

In this step the person must confront whatever holds the ultimate power in his or her life. In many myths and stories this is the father, or a father figure who has life and death power. Although this step is most frequently symbolized by an encounter with a male person or god, it does not have to be a male, just someone or thing with incredible power.

Master of Two Worlds/Restoring the World

Success on the heroes' quest is life-changing, for them and often for many others. By achieving victory, they have changed or preserved their original world. Often they return with an object or personal ability that allows them to save their world.

The heroes have also grown in spirit and strength. They have proved themselves worthy for marriage, kingship, or queenship. Their success in the supernatural worlds allows them to return and be heroes in their own world.

Lord of the Rings: Frodo saves the Shire
The Wonderful Wizard of Oz: Dorothy rids Oz of the Wicked Witch

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Name:

Date:

Act	Central Idea/Stages in the Act	Important Details and Questions
Introduction		
Separation		
Initiation and Transformation		
The Return		

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Percy Jackson, the main character in *The Lightning Thief,* is following the path of the hero in "The Hero's Journey." Percy Jackson is a boy who is not accepted by many people around him. In "The Hero's Journey" it says that heroes "possess some ability or characteristic that makes them feel "out-of-place." In *The Lightning Thief,* Percy says, "I have dyslexia and attention deficit disorder and I had never made about a C- in my life." In this quote, Percy expresses his feelings of exclusion because of his learning differences. This shows that Percy is like the archetype of a hero because he also has characteristics that make him feel out of place.

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Exit Ticket:
How Has Your Idea of "Hero" Changed?

Name:

Date:

Now that you have read and discussed "The Hero's Journey," reflect on the idea of "hero" that you had at the beginning of class. Has it changed? How? If it hasn't changed, how can this idea of a hero's "journey" become part of your idea of a "hero?"

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Exit Ticket: Making Connections between *"The Hero's Journey"* and *The Lightning Thief*

Name:

Date:

Word in Context	Meaning of the Word	What strategy did you use to find the meaning?
Heroes exist in a world is considered ordinary or **uneventful** by those who live there.		
As they **embark** on their journey, the heroes enter a world they have never experienced before		
It might be filled with **supernatural** creatures, breathtaking sights, and the constant threat of death.		
Heroes are almost always started on their journey by a character who has mastered the laws of the outside world and come back to **bestow** this wisdom upon them.		
At long last they reach the Supreme **Ordeal**, the obstacle they have journeyed so far to overcome.		

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Exit Ticket: Making Connections between *"The Hero's Journey"* and *The Lightning Thief*

Name:

Date:

Think about the informational article you just read and the novel you have been reading.

What connections do you see between Percy's experiences in *The Lightning Thief* and "The Hero's Journey"?

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Name:

Date:

Quote from *The Lightning Thief*	Quote from "The Hero's Journey"	Explain the relationship between these two quotes
"I have **dyslexia** and **attention deficit disorder** and I had never made above a C- in my life."	"Heroes possess some ability or **characteristic** that makes them feel **out-of-place."**	These quotes are related because Percy has characteristics that make him feel out of place, and this is a challenge many heroes face.
"With a yelp, I dodged and felt talons slash the air next to my ear. I snatched the **ballpoint pen** out of the air, but when it hit my hand, it wasn't a pen anymore. It was **a sword—Mr. Brunner's bronze sword**, which he always used on tournament day."	"Heroes find a **mystic (magical) object** or discover their world is in danger."	
"I remember **Mr. Brunner's** serious expression, his thousand-year-old-eyes. *I will accept only the best from you, Percy Jackson.*"	"The mentor often gives the hero the means to complete the quest. Some of the time the gift is simply **wisdom**."	
"**Grover** blushed right down to his Adam's apple. 'Look, Percy I kind of have to **protect** you.'"	"Every hero needs a helper much like every hero needs a sidekick. Most heroes would fail miserably without their helpers."	
"His neck was a mass of muscle and fur leading up to his enormous head, which had a snout as long as my arm, snotty nostrils with a gleaming brass ring, cruel black eyes and horns …"	"As they embark on their journey, the heroes enter a world they have never experienced before. It might be filled with **supernatural creatures**, breathtaking sights, and the **constant fear of death**."	

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Name:

Date:

Do Percy's experiences in *The Lightning Thief* align with the hero's journey?		
Stage of the "Hero's Journey"	**Archetype of the Hero's Journey: Quote from "The Hero's Journey"**	**Percy's Experience: Quote from *The Lightning Thief***
The Ordinary World	"They possess some ability or characteristic that makes them feel out-of-place."	"But Mr. Brunner expected me to be as good as everybody else, despite the fact that I have dyslexia and attention deficit disorder and I had never made above a C- in my life." (page 7)
		"The freak weather continued, which didn't help my mood. One night, a thunderstorm blew out the windows in my dorm room. A few days later, the biggest tornado every spotted in the Hudson Valley touched down only fifty miles from Yancy Academy." (page 17)
		"The landscape was dotted with buildings that looked like ancient Greek architecture—an open-air pavilion, an amphitheater, a circular arena—except that they all looked brand new, their white marble columns sparkling in the sun. In a nearby sandpit, a dozen high school-age kids and satyrs played volleyball." (page 62)
		"The truth is, I can't be dead. You see, eons ago the gods granted my wish. I could continue the work I loved. I could be a teacher of heroes for as long as humanity needed me." (82)

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Name:

Date:

I can write a paragraph (with a partner) to describe how excerpts in *The Lightning Thief* align to "The Hero's Journey," citing evidence from both texts.

"How do Percy's experiences align with the hero's journey?"

After choosing evidence from both *The Lightning Thief* and "The Hero's Journey," write a paragraph that shows how Percy's experiences align with the hero's journey. Remember to use evidence from both texts. Use the criteria checklist to make sure you have met all criteria for writing a strong paragraph.

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Criteria Checklist:
Did you …

_____ begin your paragraph with a topic sentence that makes a claim?

_____ use evidence from *The Lightning Thief* that supports your claim?

_____ use evidence from "The Hero's Journey" that supports your claim?

_____ make it clear how the quotes are connected?

_____ close the paragraph with a clear concluding statement

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Name:

Date:

1. What new and surprising sights does Percy encounter in this passage? Choose one and describe it. Cite evidence to support your answer.

2. What does Percy learn about Chiron in this passage? Cite evidence to support your answer.

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Name:

Date:

Stage of the "Hero's Journey"	Percy's Experience: Quote from The Lightning Thief	Archetype of the Hero's Journey: Quote from "The Hero's Journey"
Entering the Unknown		
Supernatural Aid/ Meeting with the Mentor		
Allies/Helpers		

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Name:

Date:

"I can choose evidence from both *The Lightning Thief* and 'The Hero's Journey' that shows how Percy is on a hero's journey."

On a scale from 1 to 5 (1 being very easy, 5 being very challenging) how did this learning target feel for you today?

1—Very Easy	2—Somewhat Easy	3—Somewhere in Between	4—Somewhat Challenging	5—Very Challenging

What makes this learning target either easy or challenging for you?

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Name:

Date:

Stage of the "Hero's Journey"	Percy's Experience: Challenge and Response Quote from *The Lightning Thief*	Quote from "The Hero's Journey"

What can we learn about Percy, as a hero, based on his response to a challenge he faces?

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How do Percy's experiences in Chapter 7 align with the hero's journey? After reading the excerpt from Chapter 7 of *The Lightning Thief* and "The Hero's Journey," write a constructed response that begins with a short summary of Chapter 7. Then focus on one experience in *The Lightning Thief* and show how Percy's experience aligns to a stage in "The Hero's Journey." Conclude by describing what we can learn about Percy as a hero from his response to a challenge he faces. Use evidence from both texts to support your response.

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Peer Feedback:
Checking for Criteria

Name:

Date:

Read the criteria below. Read your partner's paragraph, keeping this checklist in mind. If your partner meets the criteria, place
a √. If your partner needs to revise this because they did not meet the criteria, place a X.

Criteria Checklist:

Did your writing partner …

_____ begin your paragraph with a topic sentence that makes a claim?

_____ use evidence from *The Lightning Thief* that supports their claim?

_____ use evidence from "The Hero's Journey" that supports their claim?

_____ make it clear how the quotes are connected?

_____ close the paragraph with a clear concluding statement?

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Grade 6: Module 1: Unit 2
Reading Closely to Build Background Knowledge: “Myths & Legends”

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Text Detail	I think that this shows that Percy...
"I got the feeling there was a lot he wasn't telling me about his prophecy, but I decided I couldn't worry about that right now. After all, I was holding back information too." *The Lightning Thief*, page 145	

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In appearance, the gods were supposed to resemble mortals, but they were more beautiful, strong, and tall. They resembled human beings in their feelings and habits, marrying one another and having children, and needing daily nourishment and refreshing sleep.

The Greeks believed that their gods were much smarter than men, but that the gods still had human feelings and passions. We often see the gods motivated by revenge, **deceit**, and jealousy. But they always punish the evildoer, especially any mortal who neglects their worship.

We often hear of the gods descending to earth to visit mankind. Often, both gods and goddesses become attached to mortals and have children with them. These children are called heroes or demigods, and were usually known for their great strength and courage. But although there were so many points of resemblance between gods and men, only the gods were **immortal**.

They possessed the power to make themselves invisible and could disguise themselves as men or animals. They could also transform human beings into trees, stones, or animals, either as a punishment for their misdeeds or to protect the individual from danger.

Most of these **divinities** lived on the summit of Mount Olympus, each possessing his or her individual home, and all meeting together on festive occasions in the council-changed of the gods. Men build magnificent temples to their honor and worshipped the gods with the greatest **solemnity.**

Adapted from: Berens, E. M. "Part I: Introduction". *Myths and Legends of Ancient Greece and Rome*. New York: Maynard, Merrill and Co., 1894. 7–8. Web. 7 June 2013. Public domain.

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Name:

Date:

Use this word-catcher to keep the new words you are learning in Unit 2. Mark literary words with an * (For example: *inference)

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z	Use this space for notes.			

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Name:

Date:

Main Idea	The details that helped me to understand this.
Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	
Paragraph 5	

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Exit Ticket: (You will have time for this at the very end of the lesson).
How are gods like humans? How are they different from humans? Explain

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READING CLOSELY: GUIDING QUESTIONS

APPROACHING TEXTS

Reading closely begins by considering my specific purposes for reading and important information about a text.

I am aware of my purposes for reading:

- Why am I reading this text?
- In my reading, should I focus on:
  - ⇒ The content and information about the topic?
  - ⇒ The structure and language of the text?
  - ⇒ The author's view?

I take note of information about the text:

- Who is the author?
- What is the title?
- What type of text is it?
- Who published the text?
- When was the text published?

QUESTIONING TEXTS

Reading closely involves:
1) initially questioning a text to focus my attention on its structure, ideas, language and perspective
then
2) questioning further as I read to sharpen my focus on the specific details in the text

I begin my reading with questions to help me understand the text and I pose new questions while reading that help me deepen my understanding:

Structure:

- How is the text organized?
- How has the author structured the sentences and paragraphs?
- How do the text's structure and features influence my reading?

Topic, Information and Ideas:

- What information/ideas are presented at the beginning of the text?
- What information/ideas are described in detail?
- What stands out to me as I first examine this text?
- What do I learn about the topic as I read?
- How do the ideas relate to what I already know?
- What is this text mainly about?
- What information or ideas does the text present?

Language:

- What words or phrases stand out to me as I read?
- What words and phrases are powerful or unique?
- What do the author's words cause me to see or feel?
- What words do I need to define to better understand the text?
- What words or phrases are critical for my understanding of the text?
- What words and phrases are repeated?

Perspective:

- Who is the intended audience of the text?
- What is the author saying about the topic or theme?
- What is the author's relationship to the topic or themes?
- How does the author's language show his/her perspective?

ANALYZING DETAILS

Reading closely involves:
1) thinking deeply about the details I have found through my questioning to determine their meaning, importance, and the ways they help develop ideas across a text; 2) analyzing and connecting details leads me to pose further *text-specific* questions that cause me to re-read more deeply.

I analyze the details I find through my questioning:

Patterns across the text:

- What does the repetition of words or phrases in the text suggest?
- How do details, information, or ideas change across the text?

Meaning of Language:

- How do specific words or phrases impact the meaning of the text?

Importance:

- Which details are most important to the overall meaning of the text?
- Which sections are most challenging and require closer reading?

Relationships among details:

- How are details in the text related in a way that develops themes or ideas?
- What does the text leave uncertain or unstated? Why?

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READING CLOSELY: APPROACHING THE TEXT

Name ..... Date .....

READING CLOSELY BEGINS BY
considering my specific purposes for reading and important information about a text.

GUIDING QUESTIONS

I am aware of my purposes for reading:

- Why am I reading this text?
- In my reading, should I focus on:

⇒ The content and information about the topic?

⇒ The structure and language of the text?

⇒ The author's view?

I take note of information about the text:

- Who is the author?
- What is the title?
- What type of text is it?
- Who published the text?
- When was the text published?

Paraphrase: What does "approaching the text" mean in your own words?

.....

.....

.....

.....

Exit Ticket: Reflect (at the end of the lesson):

Which question was most helpful to you in understanding the text on your first read?

.....

.....

.....

.....

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Cronus

Cronus was the son of Uranus and Gaea (Mother Earth), and was the youngest of the Titans. When Gaea gave birth to other children, such as Cyclops, who looked monstrous, Uranus was not proud of them and put them in a pit under the earth. This made Gaea very angry, and she asked Cronus and his Titan brothers to rise up against their father and save their other brothers. Cronus did overthrow his father, but he did not save his monstrous brothers. Gaea, who loved all of her children, was so angered that Cronus did not help his brothers that she began to plan Cronus' ruin.

Cronus was the god of time. He married his sister Rhea, and together they had three sons and three daughters. Cronus was afraid that his children might one day rise up against his authority, as he had against his own father, Uranus. His father had predicted that this would happen. In order to be sure that he kept power and the prophecy did not come true, Cronus attempted to escape fate by swallowing each child as soon as it was born.

This filled his wife Rhea with sorrow and anger. When it came to Zeus, her sixth and last child, Rhea was determined to save this one child at least, to love and cherish. She asked her parents, Uranus and Gaea, for advice and assistance. They told her to wrap a stone in baby-clothes and give it to Cronus. She did, and he swallowed the stone without noticing the deception.

Anxious to keep the secret of his existence from Cronus, Rhea sent the infant Zeus secretly to Crete, where he was fed, protected, and educated. Priests of Rhea beat their shields together and kept up a constant noise at the entrance, which drowned the cries of the child and frightened away all intruders.

Grown to manhood, Zeus determined to make his father restore his brothers and sisters to the light of day. The goddess Metis helped him, convincing Cronus to drink a potion, which caused him to give back the children he had swallowed. Cronus was so enraged that war between the father and son became inevitable. Zeus eventually dethroned his father Cronus, who was banished from his kingdom and deprived forever of the supreme power. Cronus' son now became supreme god.

Adapted from: Berens, E. M. "Cronus (Saturn)". *Myths and Legends of Ancient Greece and Rome*. New York: Maynard, Merrill and Co., 1894. 14–17. Web. 7 June 2013. Public domain.

Which statement below best expresses Cronus' motivation for swallowing his children?

A. Cronus liked being the Lord of the Universe.
B. Cronus loved his wife, Rhea, ad feared that one of his children would hard her.
C. Cronus was afraid that one of his children would become more power than he was.
D. Cronus was being punished by Mother Earth.

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Homework:
Understanding the Allusion to Cronus in Chapter 10

Name:

Date:

Directions: Read the allusion to Cronus below:

Chiron pursed his lips. “Even I am not old enough to remember that, child, but I know it was a time of darkness and savagery for mortals. Kronos, the Lord of the Titans, called his reign the Golden Age because men lived innocent and free of all knowledge. But that was mere propaganda. The Titan king cared nothing for your kind except as appetizers or a source of cheap entertainment. It was only in the early reign of Lord Zeus when Prometheus the good Titan brought fire to mankind, that you species began to progress, and even then, Prometheus was branded a radical thinker. Zeus punished him severely, as you may recall. Of course, eventually the gods warmed to humans, and Western civilization was born.”

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Homework:
Understanding the Allusion to Cronus in Chapter 10

Chapter 10, pages 155-156

This I learned from the passage.	Words and phrases that helped me to learn this.	Removing/Explanation.
1.		
2.		
3.		

What is the key idea that Rick Riordan is expressing about Cronus in this passage?

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Use the chart below to record the things you notice and wonder about as you view the illustrations of Cronus and Rhea.

Things I Notice	Things I Wonder About
☐abuse of power	☐mothering
☐action vs. apathy	☐nature
☐beating the odds	☐need for change
☐beauty	☐obligation
☐coming of age	☐parent-child
☐corruption	☐relationships
☐courage	☐peace
☐effects of the past	☐peer pressure
☐faith	☐perseverance
☐fall from grace	☐power of the mind vs. authority
☐family	☐prejudice
☐fate	☐price of progress
☐fear	☐pride
☐fear of failure	☐quest for knowledge
☐freedom	☐religion
☐friendship	☐revenge
☐greed	☐secrecy
☐hate	☐security/safety
☐heritage	☐seizing the moment
☐heroes	☐survival
☐honesty	☐the overlooked
☐innocence	☐the road not taken
☐justice	☐war
☐love	☐winners and losers
☐loyalty	
☐manipulation	

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Exit Ticket: Themes of Parent-Child Relationships in The *Lightning Thief*

Name:

Date:

In the lesson, you explored the idea of themes concerning parent-child relationships in the Cronus myth such as: "A mother will put her love for her children above every other relationship."

Now, think of the parent-child relationships in *The Lightning Thief*. What is a theme around parent-child relationships in this story? What message about this topic does Rick Riordan convey through details?

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Name:

Date:

While reading Chapter 12, use your evidence flags to mark important events in the chapter. Important events could be defined as: moments in which the character makes an important realization, moments in which the plot changes in some way, or moments that change the relationship between two characters.

What do you think are the three most important events in this chapter? Why?

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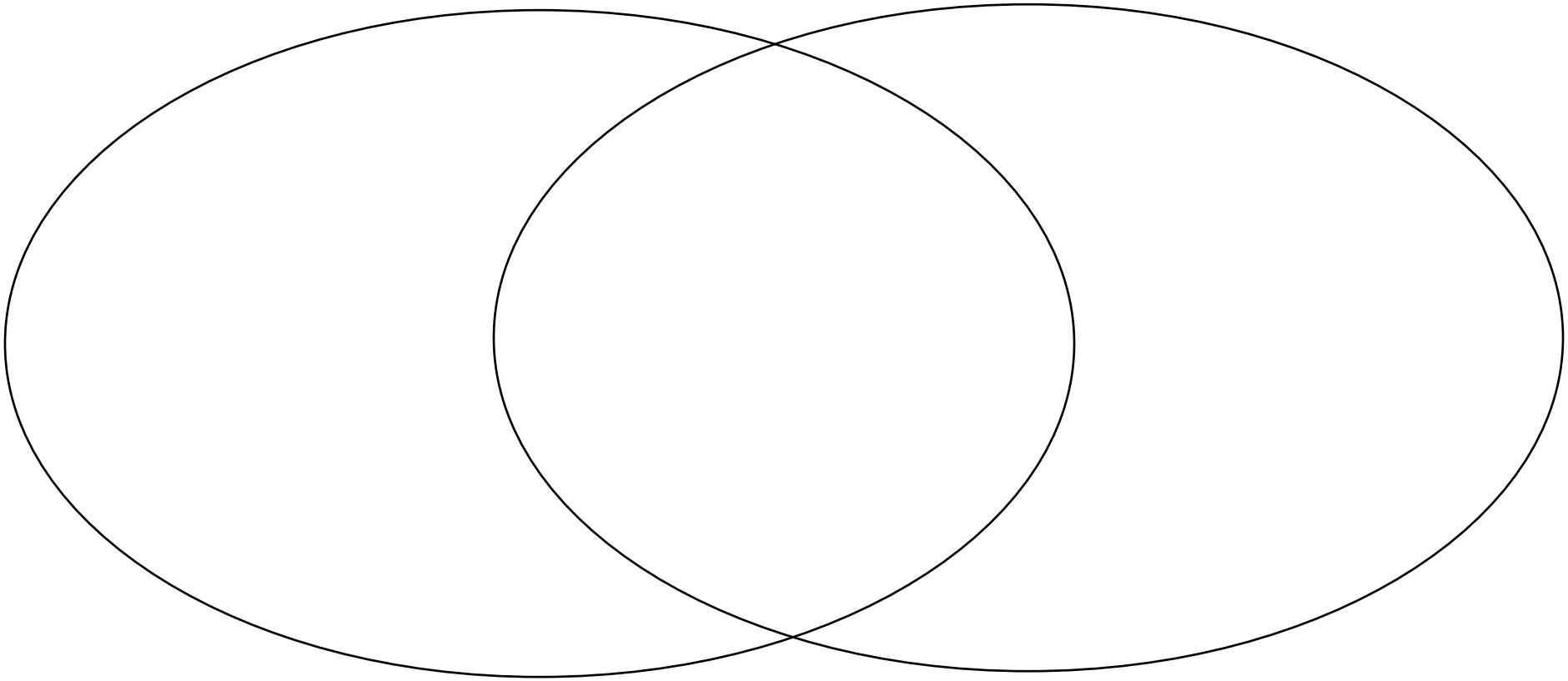
Venn Diagram: Comparing and Contrasting "Cronus" and "Shrouded in Myth"

Name:

Date:

"Shrouded in Myth" **"Cronus"**



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Myths are stories that explain the world and humans' experiences. Mythological stories and characters reflect a culture's past and traditions and, most importantly, tell the story of the values and beliefs that are central to a culture, and to the human race.

The universal appeal of myths is, in part, a result of **elements** that are typical or common across most myths. These repeated elements include symbols, themes, patterns, and characters. These elements help to develop and communicate the theme of a myth. Common themes in myths include the struggle between the forces of good and evil, the quest of a hero, or the origin of some aspect of the natural world.

Element	Description
Tension between Opposing Forces in the Universe	Myths are often structured around the tensions between opposing forces in the universe, like light versus dark and good versus evil. Often the main characters in myths have responsibility for resolving conflicts between these opposing forces; for example, heroes fighting to overcome evil monsters.
A Struggle for Power	The struggle for power in a myth occurs between two opposing forces. This struggle for power may be between two **supernatural** forces, a supernatural force and a mortal, or two members of a single family. This struggle may be a result of desire for control, vanity, or jealousy. Often this struggle ends with punishment or even death.
Explanation of the Origins of Life and the Natural World	Many myths come from humans' early desire to explain the **origins** of life and the natural world. They try making sense of the wonders of the world they perceived. Myths often attempt to answer the fundamental questions: How did the world come to be? Who are we? What is our purpose on earth? Because ancient people could not rely on science, they told these stories to provide an explanation about where we came from and how things came to be.
Fate and Prophecy	The idea of **fate**, and its overwhelming power, is a central theme in many myths. Neither gods nor humans seem able to escape fate, despite many attempts to do so. Making this theme even more prominent, many myths begin with a prophecy. This **prophecy** then shapes the actions and interactions of the various characters of the myth.
Supernatural or Non-human Characters	Some of the characters in myths are often non-human even though they possess human qualities and emotions. These characters might include gods, goddesses, and supernatural beings. These non-human characters often possess super-human powers and use them to interact with our human world by, for example, controlling the weather. Gods and goddesses may also visit the human world by disguising themselves in different forms.

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A Quest or Completion of a Task	Myths often tell stories of human characters who travel between worlds to complete a task; for example, finding someone or something. Often this involves travel between the present world and other worlds like Mount Olympus, the home of the gods, or the Underworld, which is hidden beneath the Earth and is the kingdom of the dead.

Exit Ticket: The Most Important Thing

Name:

Date:

Today I learned that myths_____

I also learned that myths_____.

_____, and_____

But the most important thing about myths is _____

_____.

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i. At each chart, a member of your triad should read the quotes aloud. You should take turns doing this.

ii. Discuss with your triad:
* "How are these two quotes connected?"
* "What element of mythology is present in the myth of Cronus?"

iii. After discussing, use your triad's marker to write your thinking on the chart.

iv. Using a sheet of paper and tape, cover your response so the next group can begin their thinking with a "clean slate."

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Name:

Date:

<table>
<tr><td colspan="3">Element of Mythology in Cronus (from “The Key Elements of Mythology”):</td></tr>
<tr><td colspan="3">“First Draft” Theme Idea: (What does the myth “teach” about the element of myth?)</td></tr>
<tr><td colspan="3">Details from the myth: (that support this theme)</td></tr>
<tr><td>Detail from Cronus</td><td>Detail from Cronus</td><td>Detail from Cronus</td></tr>
</table>

Adapted from Odell Education resource: “Forming Evidence-based Claims”

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Model Analytical Mini-Essay: Elements of Mythology and Theme of Cronus

The story of Cronus is a classic myth that shows the theme of a mother's love.

All myths contain significant elements of mythology. In the myth of Cronus, the text says, "This filled his wife Rhea with sorrow and anger. When it came to Zeus, her sixth and last child, Rhea was determined to save this one child at least, to love and cherish." One significant element of mythology is that the characters are often non-human, but they have human emotions and qualities. Rhea is a non-human Titan, but she has human emotions such as sadness and loneliness. In the Cronus text it also says, "She asked her parents, Uranus and Gaea, for advice and assistance. They told her to wrap a stone in baby-clothes and give it to Cronus. She did, and he swallowed the stone without noticing the deception." Many myths contain a struggle for power. This struggle can be between members of the same family. This shows a wife tricking her husband in order to save her child. These elements of mythology help define this story as a classic myth.

An important theme in the myth of Cronus is a mother's love for her children. Mother Earth's love for her other children is so powerful that it makes her want to destroy her son Cronus. The text says, "Cronus did overthrow his father, but he did not save his monstrous brothers. Gaea, who loved all of her children, was so angered that Cronus did not help his brothers that she began to plan Cronus' ruin." Also, Rhea's love for her children is what makes her trick her husband. In the myth, it says, "Anxious to keep the secret of his existence from Cronus, Rhea sent the infant Zeus secretly to Crete, where he was fed, protected, and educated." Both these examples show the power of mother's love for her children.

This classic myth shows how a mother's struggle to save her children became the origin of the gods and Greek culture.

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Elements of Myth Graphic Organizer

(for Body Paragraph 1)

Name:

Date:

In our study of mythology, we have learned key elements present in most myths.
What key elements of mythology are present in the myth of Cronus?

Detail from the Cronus myth	**Detail from the Cronus myth**
My thinking about this detail…	**My thinking about this detail…**

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THEME GRAPHIC ORGANIZER (FOR BODY PARAGRAPH 2)

Name ..... Date .....

FOCUSING QUESTION	What is your first draft idea for a theme in the myth of Cronus?

DETAIL FROM THE CRONUS MYTH	DETAIL FROM THE CRONUS MYTH	DETAIL FROM THE CRONUS MYTH

MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL

HOW I CONNECT THESE DETAILS	

CLAIM	What is an important theme in this myth?

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Homework:
Purpose for Reading—Chapter 16

Name:

Date:

With your evidence flags, mark three allusions (references) to myths, stories, or characters you find. Then below, record any new or challenging vocabulary for a discussion at the beginning of the next lesson.

Word	Location (page number, paragraph member)
Example: Humane	Page 242, paragraph 4

Allusions to Greek Myths/Stories/Characters:

Page Number	What is the myth, story, or character alluded to?

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Prometheus Allusion Vocabulary Questions

Use the chart below to record the things you notice and wonder about as you view the illustrations of Cronus and Rhea.

1. Why do you think Kronos called his reign a Golden Age?
2. What does Golden Age mean in this context?
3. What is a Golden Age?
4. Did Chiron believe the reign of Kronos really was a Golden Age? Why or why not?
5. What does *innocent* mean in this context?
6. Are there any other meanings of *innocent*?
7. The text says, "Prometheus was *branded* a radical thinker." What does *branded* mean in this context? Was he literally branded—did he have "literal thinker" burned onto his skin?
8. What is a radical thinker?
9. Why was Prometheus branded a "radical thinker?"

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READING CLOSELY: QUESTIONING TEXTS

Name ..... Date .....

READING CLOSELY INVOLVES:
1) initially questioning a text to focus my attention on its structure, ideas, language and perspective
THEN
2) questioning further as I read to sharpen my focus on the specific details in the text

GUIDING QUESTIONS

I begin my reading with questions to help me understand the text and I pose new questions while reading that help me deepen my understanding:

Structure:

- How is the text organized?
- How has the author structured the sentences and paragraphs?
- How do the text's structure and features influence my reading?

Topic, Information and Ideas:

- What information/ideas are presented at the beginning of the text?
- What information/ideas are described in detail?
- What stands out to me as I first examine this text?
- What do I learn about the topic as I read?
- How do the ideas relate to what I already know?
- What is this text mainly about?
- What information or ideas does the text present?

Language:

- What words or phrases stand out to me as I read?
- What words and phrases are powerful or unique?
- What do the author's words cause me to see or feel?
- What words do I need to define to better understand the text?
- What words or phrases are critical for my understanding of the text?
- What words and phrases are repeated?

Perspective:

- Who is the intended audience of the text?
- What is the author saying about the topic or theme?
- What is the author's relationship to the topic or themes?
- How does the author's language show his/her perspective?

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Name:

Date:

The world, as first it was, to the Greeks was a sunless world in which land, air, and sea were mixed up together, over which ruled a deity called Chaos. A giant race of Titans lived on this newly made earth. One of the mightiest Titans was Prometheus.

Prometheus and his brother Epimethus were trusted to give special gifts, abilities, and instincts to the beasts, birds, and fishes of the world. They also were given the task of making a creature lower than the gods, less great than the Titans, yet in knowledge and in understanding higher than the beasts and birds and fishes. This being was called Man.

Prometheus took some clay from the ground at his feet, moistened it with water, and made it into an image, in form like the gods. Into its nostrils Eros breathed the spirit of life, Pallas Athené gave it a soul, and the first Man looked wonderingly round on the earth.

Prometheus, proud of the beautiful thing of his own creation, wanted to give Man a worthy gift, but no gift remained for him. He was naked, unprotected, more helpless than any of the beasts. And Prometheus pitied him more than the animals, since Man had a soul to suffer. Surely Zeus, ruler of Olympus, would have compassion for Man? But Prometheus looked to Zeus in vain; he did not have compassion for Man.

Prometheus pitied Man, and thought of a power belonging to the gods alone. "We shall give fire to the Man we have made," he said to Epimethus. He waited patiently and, unseen by the gods, made his way into Olympus, lighted a hollow torch with a spark from the chariot of the Sun, and brought this royal gift to Man. With fire, Man no longer trembled in the darkness of caves when Zeus hurled his lightning across the sky. He was no longer scared of the animals that hunted him and drove him in terror. With fire, Man made weapons, defied the frost and cold, made tools and money, introduced the arts, and was able to destroy as well as to create.

From his throne on Olympus, Zeus looked down on the earth and saw blue-gray smoke that curled upward to the sky. He watched more closely and realized with terrible wrath that what he saw came from fire, that before had been the gods' own sacred power. He gathered a council of the gods to decide how to punish Prometheus for deceiving him. Zeus chained Prometheus to the top of a mountain, and every day an eagle came and ate Prometheus' liver. Every night, his liver grew back.

This council also decided to punish Man. They decided to create a thing that should forever charm the souls and hearts of men and forever be Man's downfall. This thing was Pandora.

Adapted from: Lang, Jean. "Prometheus and Pandora". *A Book of Myths*. New York: Thomas Nelson and Sons, 1914. 1–4. Web. 7 June 2013. Public domain.

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READING CLOSELY: ANALYZING DETAILS

Name ..... **Date** .....

READING CLOSELY INVOLVES:
1) thinking deeply about the details I have found through my questioning to determine their meaning, importance, and the ways they help develop ideas across a text
2) analyzing and connecting details leads me to pose further text-specific questions that cause me to re-read more deeply.

GUIDING QUESTIONS

I analyze the details I find through my questioning:

Patterns across the text:

- What does the repetition of words or phrases in the text suggest?
- How do details, information, or ideas change across the text?

Meaning of Language:

- How do specific words or phrases impact the meaning of the text?

Importance:

- Which details are most important to the overall meaning of the text?
- Which sections are most challenging and require closer reading?

Relationships among details:

- How are details in the text related in a way that develops themes or ideas?
- What does the text leave uncertain or unstated? Why?

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Elements of Myth Graphic Organizer

(for Body Paragraph 1)

Name:

Date:

In our study of mythology, we have learned key elements present in most myths.
What key elements of mythology are present in the myth of Prometheus?

Detail from the Prometheus myth	**Detail from the Prometheus myth**
My thinking about this detail…	**My thinking about this detail…**

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THEME GRAPHIC ORGANIZER (FOR BODY PARAGRAPH 2)

Name ..... Date .....

FOCUSING QUESTION	What is your first draft idea for a theme in the myth of Prometheus?

DETAIL FROM THE PROMETHEUS MYTH	DETAIL FROM THE PROMETHEUS MYTH	DETAIL FROM THE PROMETHEUS MYTH

MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL

HOW I CONNECT	

CLAIM	What is an important theme in this myth?

Adapted from Odell Education's "Forming EBC Worksheet" and developed in partnership with Expeditionary Learning

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Name:

Date:

Note: Talk with your partner to help you think before you write. Each of you should write your own essay in the space below.

Write an analytical mini-essay that responds to the following questions:

- What are the significant elements of mythology in the Prometheus text? Explain how elements of mythology in the plot make Prometheus a classic myth.
- What is an important theme in this myth? Explain how key details in the myth help to contribute to this theme.

Remember to do the following:

- Write an introduction sentence that introduces both body paragraphs of your writing.
- Write a conclusion that explains how an element of mythology connects to a theme of the myth.

Use evidence from both the myth and the informational text to support your answer.

Introduction Sentence:

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Paragraph 1: (Elements of Mythology)

Paragraph 2: (Theme)

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Concluding Sentence:

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Peer Critique Recording Form

Name:

Date:

Place a √ if the criteria is included in the writing.
Place an **X** if the criteria is not included in the writing.

Criteria for an Analytical Mini-Essay:

_____ The mini-essay begins with an introductory sentence that introduces both elements of mythology and an important
theme in the myth.

_____ The first body paragraph identifies two elements of mythology present in the myth of Prometheus.

_____ The first body paragraph includes evidence to show each element of mythology.

_____ The second body paragraph identifies a theme of Prometheus.

_____ The second body paragraph provides two details that contribute to the theme.

_____ The second body paragraph explains how the details help to prove the claim.

_____ The mini-essay ends with a concluding sentence that shows the writer's thinking about why this matters.

Star: One thing you did well in your mini-essay is:

Step: One thing you should work on to make your mini-essay better is:

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What is a theme that connects the myth of Cronus and The Lightning Thief? After reading the myth of Cronus and the novel *The Lightning Thief*, write a literary analysis in which you do the following:

- Summarize the myth and present a theme that connects the myth and the novel
- Describe how the theme is communicated in the myth
- Describe how the theme is communicated in *The Lightning Thief*
- Explain why myths still matter and why the author may have chosen to include this myth in the novel

You will have the opportunity to discuss the reading and your thinking with your partner before writing independently.

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The ancients believed that how long people lived and the destinies of mortals were regulated by three sister-goddesses, called Clotho, Lachesis, and Atropos, who were the daughters of Zeus and Themis.

The power that they wielded [held] over the fate of man was symbolized by the thread of life, which they spun out for the life of each human being from his birth to the grave. They divided this job between them. Clotho wound the flax around the distaff [a stick or spindle], ready for her sister Lachesis, who spun out the thread of life, which Atropos, with her scissors, relentlessly snipped asunder [apart], when the life of an individual was about to terminate [end].

The Fates represent the moral force by which the universe is governed. Both mortals and immortals were forced to submit to this force; even Zeus is powerless to prevent the Fates' orders. The Fates, or Moiræ, are the special deities that rule over the life and death of mortals

Poets describe the Moiræ as stern, inexorable [impossible to stop or prevent] female divinities. They are aged, hideous, and also lame, which is meant to show the slow and halting march of destiny, which they controlled. They were thought of as prophetic divinities.

Adapted from: Berens, E. M. "Moiræ or Fates (Parcæ)". *Myths and Legends of Ancient Greece and Rome*. New York: Maynard, Merrill and Co., 1894. 139–141. Web. 7 June 2013. Public domain.

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Once upon a time, a long time ago, there lived a beautiful maiden named Medusa. Medusa lived in the city of Athens in a country named Greece—and although there were many pretty girls in the city, Medusa was considered the most lovely.

Unfortunately, Medusa was very proud of her beauty and thought or spoke of little else. Each day she boasted of how pretty she was, and each day her boasts became more outrageous.

On and on Medusa went about her beauty to anyone and everyone who stopped long enough to hear her—until one day when she made her first visit to the Parthenon with her friends. The Parthenon was the largest temple to the goddess Athena in all the land. It was decorated with amazing sculptures and paintings. Everyone who entered was awed by the beauty of the place and couldn't help thinking how grateful they were to Athena, goddess of wisdom, for inspiring them and for watching over their city of Athens. Everyone, that is, except Medusa.

When Medusa saw the sculptures, she whispered that she would have made a much better subject for the sculptor than Athena had. When Medusa saw the artwork, she commented that the artist had done a fine job considering the goddess's thick eyebrows—but imagine how much more wonderful the painting would be if it was of someone as delicate as Medusa.

And when Medusa reached the altar, she sighed happily and said, "My, this is a beautiful temple. It is a shame it was wasted on Athena, for I am so much prettier than she is—perhaps someday people will build an even grander temple to my beauty."

Medusa's friends grew pale. The priestesses who overheard Medusa gasped. Whispers ran through all the people in the temple, who quickly began to leave—for everyone knew that Athena enjoyed watching over the people of Athens and feared what might happen if the goddess had overheard Medusa's rash remarks.

Before long the temple was empty of everyone except Medusa, who was so busy gazing proudly at her reflection in the large bronze doors that she hadn't noticed the swift departure of everyone else. The image she was gazing at wavered and suddenly, instead of her own features, it was the face of Athena that Medusa saw reflected back at her.

"Vain and foolish girl," Athena said angrily. "You think you are prettier than I am! I doubt it to be true, but even if it were—there is more to life than beauty alone. While others work and play and learn, you do little but boast and admire yourself."

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Medusa tried to point out that her beauty was an inspiration to those around her and that she made their lives better by simply looking so lovely, but Athena silenced her with a frustrated wave.

"Nonsense," Athena retorted. "Beauty fades swiftly in all mortals. It does not comfort the sick, teach the unskilled, or feed the hungry. And by my powers, your loveliness shall be stripped away completely. Your fate shall serve as a reminder to others to control their pride."

And with those words, Medusa's face changed to that of a hideous monster. Her hair twisted and thickened into horrible snakes that hissed and fought one another atop her head.
And with that, Athena sent Medusa with her hair of snakes to live with the blind monsters—the gorgon sisters—at the ends of the earth, so that no innocents would be accidentally turned to stone at the sight of her.

Adapted from: Berens, E. M. "Moiræ or Fates (Parcæ)". *Myths and Legends of Ancient Greece and Rome*. New York: Maynard, Merrill and Co., 1894. 139–141. Web. 7 June 2013. Public domain.

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Prince Theseus was greatly loved by his father, King Egeus. Theseus, however, was much too brave and active a young man to spend all his time talking about the past with his father. His ambition was to perform other, more heroic deeds.

One morning, Prince Theseus awoke to sobs and screams of woe—from the king's palace, from the streets, and from the temples. He put on his clothes as quickly as he could and, hastening to the king, inquired what it all meant.

"Alas!" quoth King Egeus. "This is the saddest anniversary of the year. It is the day when we draw lots to see which of the youths and maidens of Athens shall go to be devoured by the horrible Minotaur!"

"The Minotaur!" exclaimed Prince Theseus; and, like a brave young prince as he was, he put his hand to the hilt of his sword. "What kind of a monster may that be? Is it not possible to slay him?"

But King Egeus shook his head and explained. In the island of Crete there lived a dreadful monster, called a Minotaur, shaped partly like a man and partly like a bull. But King Minos of Crete built a habitation for the Minotaur and took care of his health and comfort. A few years before, there had been a war between the city of Athens and the island of Crete, in which the Athenians were beaten. They could only beg for peace if they agreed to seven young men and seven maidens, every year, to be devoured by the pet monster of the cruel King Minos.

When Theseus heard the story, he said, "Let the people of Athens this year draw lots for only six young men, instead of seven. I will myself be the seventh; and let the Minotaur devour me if he can!"

As Prince Theseus was going on board, his father said, "My beloved son, observe that the sails of this vessel are black, since it goes upon a voyage of sorrow and despair. I do not know whether I can survive till the vessel returns. But as long as I do live, I shall creep daily to the top of yonder cliff, to watch if there be a sail upon the sea. And if by some happy chance you should escape the jaws of the Minotaur, then tear down those dismal sails, and hoist others that shall be bright as the sunshine. When I see the white sails, I and all the people will know that you are coming back victorious."

Theseus promised that he would do so. Then he set sail, and eventually arrived at King Minos' kingdom. The guards of King Minos came down to the waterside and took charge of the 14 young men and damsels. Theseus and his companions were led to the king's palace.

When King Minos saw Theseus, the king looked at him more attentively, because his face was calm and grave. "Young man," asked he, with his stern voice, "are you not appalled at the certainty of being devoured by this terrible Minotaur?"

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“I have offered my life in a good cause,” answered Theseus, “and therefore I give it freely and gladly. But thou, King Minos, aren’t you appalled to do this dreadful wrong? Thou art a more hideous monster than the Minotaur himself!”

“Aha! do you think me so?” cried the king, laughing in his cruel way. “Tomorrow you shall have an opportunity of judging which is the greater monster, the Minotaur or the king!”

Near the king’s throne stood his daughter Ariadne. She was a beautiful maiden who looked at these poor doomed captives with very different feelings from those of the iron-breasted King Minos. She begged her father to set them free.

“Peace, foolish girl!” answered King Minos. He would not hear another word in their favor. The prisoners were led away to a dungeon. The seven maidens and six young men soon sobbed themselves to slumber. But Theseus was not like them. He felt that he had the responsibility of all their lives upon him, and must consider whether there was a way to save them.

Just before midnight, the gentle Ariadne showed herself. “Are you awake, Prince Theseus?” she whispered. She invited him to follow her. Ariadne led him from the prison into the pleasant moonlight.

She told him he could sail away to Athens. “No,” answered the young man; “I will never leave Crete unless I can slay the Minotaur and save my poor companions.”

“I knew you would say that,” said Ariadne. “Come with me. Here is your own sword. You will need it.”

She led Theseus to a dark grove. Ariadne pressed her finger against a block of marble in a wall that yielded to her touch, disclosing an entrance just wide enough to admit them. She said, “In the center of this labyrinth is the Minotaur, and, Theseus, you must go thither to seek him.”

They heard a roar that resembled the lowing of a fierce bull, yet had a sort of human voice. “That is the Minotaur’s noise,” whispered Ariadne. “Follow that sound through the labyrinth and you will find him. Take the end of this silken string; I will hold the other end; and then, if you win the victory, it will lead you again to this spot.”

So he took the end of the string in his left hand and his gold-hilted sword, ready drawn, in the other, and trod boldly into the labyrinth. Finally, at the center of the labyrinth, he saw the hideous creature. Sure enough, what an ugly monster it was! Only his horned head belonged to a bull; and yet,

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somehow, he looked like a bull all over. Theseus hated him but also felt pity. The monster let out a roar; Theseus understood that the Minotaur was saying to himself how miserable he was.

Was Theseus afraid? No! It strengthened his heart to feel a twitch at the silken cord, which he was still holding in his left hand. It was as if Ariadne were giving him all her might and courage.

Now the Minotaur caught sight of Theseus and instantly lowered his sharp horns, exactly as a mad bull does when he means to rush against an enemy. They began an awful fight. At last, the Minotaur made a run at Theseus, grazed his left side with his horn, and flung him down; and thinking that he had stabbed him to the heart, he cut a great caper in the air, opened his bull mouth from ear to ear, and prepared to snap his head off. But Theseus had leaped up and caught the monster off guard. He hit him upon the neck and made his bull head skip six yards from his human body, which fell down flat upon the ground.

So now the battle was ended. Theseus, as he leaned on his sword, taking breath, felt another twitch of the silken cord. Eager to let Ariadne know of his success, he followed the guidance of the thread and soon found himself at the entrance of the labyrinth.

“Thou hast slain the monster!” cried Ariadne, clasping her hands.

“Thanks to thee, dear Ariadne,” answered Theseus, “I return victorious.”

“Then,” said Ariadne, “we must quickly summon thy friends, and get them and thyself on board the vessel before dawn. If morning finds thee here, my father will avenge the Minotaur.”

The poor captives were awakened and told of what Theseus had done, and that they must set sail for Athens before daybreak. Prince Theseus lingered, asking Adriane to come with him. But the maiden said no. “My father is old, and has nobody but myself to love him.”

So he said farewell to Ariadne and set sail with the others. On the homeward voyage, the 14 youths and damsels were in excellent spirits. But then happened a sad misfortune.

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You will remember that Theseus' father, King Egeus, had said to hoist sunshiny sails, instead of black ones, in case Theseus should overcome the Minotaur and return victorious. In the joy of their success, however, they never thought about whether their sails were black, white, or rainbow-colored. Thus the vessel returned, like a raven, with the same sable wings that had wafted her away.

Poor King Egeus, day after day, infirm as he was, had clambered to the summit of a cliff that overhung the sea, and there sat watching for Prince Theseus, homeward bound; and no sooner did he behold the fatal blackness of the sails than he concluded that his dear son had been eaten by the Minotaur. He could not bear the thought of living any longer; so he stooped forward and fell headlong over the cliff, and was drowned, poor soul, in the waves that foamed at its base.

This was melancholy news for Prince Theseus, who, when he stepped ashore, found himself king of all the country. However, he sent for his dear mother, and, by taking her advice in matters of state, became a very excellent monarch, and was greatly beloved by his people.

Adapted from: Hawthorne, Nathaniel. "Theseus Goes to Slay the Minotaur" and "Theseus and Ariadne." In Storr, Francis, ed. *Half a Hundred Hero Tales of Ulysses and the Men of Old*. New York: Henry Holt, 1911. 138-153. Web. 7 June 2013. Public domain.

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Writing Rubric

CRITERIA	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts	• clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose • demonstrate insightful analysis of the text(s)	• clearly introduce a topic in a manner that follows from the task and purpose • demonstrate grade-appropriate analysis of the text(s)	• introduce a topic in a manner that follows generally from the task and purpose • demonstrate a literal comprehension of the text(s)	• introduce a topic in a manner that does not logically follow from the task and purpose • demonstrate little understanding of the text(s)	• demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	• develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) • sustain the use of varied, relevant evidence	• develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) • sustain the use of relevant evidence, with some lack of variety	• partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant • use relevant evidence inconsistently	• demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	• provide no evidence or provide evidence that is completely irrelevant

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CRITERIA	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	• exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning • establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice • provide a concluding statement or section that is compelling and follows clearly from the topic and information presented	• exhibit clear organization, with the use of appropriate transitions to create a unified whole • establish and maintain a formal style using precise language and domain-specific vocabulary • provide a concluding statement or section that follows from the topic and information presented	• exhibit some attempt at organization, with inconsistent use of transitions • establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary • provide a concluding statement or section that follows generally from the topic and information presented	• exhibit little attempt at organization, or attempts to organize are irrelevant to the task • lack a formal style, using language that is imprecise or inappropriate for the text(s) and task • provide a concluding statement or section that is illogical or unrelated to the topic and information presented	• exhibit no evidence of organization • use language that is predominantly incoherent or copied directly from the text(s) • do not provide a concluding statement or section
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	• demonstrate grade-appropriate command of conventions, with few errors	• demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	• demonstrate emerging command of conventions, with some errors that may hinder comprehension	• demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	• are minimal, making assessment of conventions unreliable

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Writing Rubric
Row 1

Name:

Date:

CRITERIA	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	• exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning • establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice • provide a concluding statement or section that is compelling and follows clearly from the topic and information presented	• exhibit clear organization, with the use of appropriate transitions to create a unified whole • establish and maintain a formal style using precise language and domain-specific vocabulary • provide a concluding statement or section that follows from the topic and information presented	• exhibit some attempt at organization, with inconsistent use of transitions • establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary • provide a concluding statement or section that follows generally from the topic and information presented	• exhibit little attempt at organization, or attempts to organize are irrelevant to the task • lack a formal style, using language that is imprecise or inappropriate for the text(s) and task • provide a concluding statement or section that is illogical or unrelated to the topic and information presented	• exhibit no evidence of organization • use language that is predominantly incoherent or copied directly from the text(s) • do not provide a concluding statement or section

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Homework:

Purpose for Reading – Chapter 19

Name:

Date:

What does the scene in the throne room tell you about each of the three friends: Annabeth, Grover, and Percy? Support your answer with evidence from the text.

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Writing Rubric

Row 2

Name:

Date:

CRITERIA	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
Command of Evidence: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	• develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) • sustain the use of varied, relevant evidence	• develop the topic with relevant facts, definitions, details, • quotations, or other information and examples from the text(s) • sustain the use of relevant evidence, with some lack of variety	• partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant • use relevant evidence inconsistently	• demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	• provide no evidence or provide evidence that is completely irrelevant •

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Name:

Date:

1. How does Percy feel about seeing his mother?

2. Why does Percy suspect that Ares wasn't acting alone—that he was taking orders from someone?

3. What does Ares mean when he says Percy "doesn't have what it takes"? Is this a fair criticism? Why or why not?

4. What deal does Percy make with Ares?

5. What strategy does Percy use to beat Ares?

6. Describe what happens after Percy wounds Areas

7. Why is important that the Furies witness Percy's battle?

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Writing Rubric

Rows 1 and 2

Name:

Date:

CRITERIA	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
Content and Analysis: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis or texts	• clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose • demonstrate insightful analysis of the text(s)	• clearly introduce a topic in a manner that follows from the task and purpose • demonstrate grade-appropriate analysis of the text(s)	• introduce a topic in a manner that follows generally from the task and purpose • demonstrate a literal comprehension of the text(s)	• introduce a topic in a manner that does not logically follow from the task and purpose • demonstrate little understanding of the text(s)	• demonstrate a lack of comprehension of the text(s) or task
Command of Evidence: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	• develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) • sustain the use of varied, relevant evidence	• develop the topic with relevant facts, definitions, details, • quotations, or other information and examples from the text(s) • sustain the use of relevant evidence, with some lack of variety	• partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant • use relevant evidence inconsistently	• demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant •	• provide no evidence or provide evidence that is completely irrelevant •

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Name:

Date:

Original:
The Lightning Thief is a book. It is a book about a hero. His name is Percy Jackson. His father is Poseidon, god of the sea. Percy goes on a quest with his friends Annabeth and Grover. Percy is trying to find Zeus's bolt. Percy faces many challenges, as part of the road of trials portion of his hero's journey, during his quest. He meets Medusa. He battles the chimera. He escapes the Lotus Hotel and Casino. Percy overcomes these challenges. He does this with the help of his friends. He also receives help from his father Poseidon, god of the sea.

What do you notice about this paragraph?

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Revised:
The Lightning Thief is a book about a hero named Percy Jackson. With his friends Annabeth and Grover, Percy goes on a quest to find Zeus's bolt. While on the quest, Percy faces many challenges such as meeting Medusa, battling the Chimera, and escaping the Lotus Hotel and Casino. These challenges are part of being a hero. They are the road of trials. Percy, with the help of his friends and his father Poseidon, god of the sea, overcomes these challenges.

What do you notice about this paragraph?

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Name:

Date:

after although and as as if as long as as though because before but even if even though for however	if if only in order to not now that once or rather than since so so that than that	though till unless until when whenever where whereas wherever while with yet

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Name:

Date:

What do you think will happen when Percy brings the lightning bolt to Zeus? Why?

Prediction Right?	Prediction Wrong?

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What did actually happen when Percy took the lightning bolt to Zeus? (No more than three sentences.)

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THEME GRAPHIC ORGANIZER

Name ..... Date .....

FOCUSING QUESTION	What is your first draft idea for a theme in the myth of Cronus related to "A Struggle for Power"?

DETAIL FROM THE MYTH	DETAIL FROM THE MYTH	DETAIL FROM THE MYTH

MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL

HOW I CONNECT THESE DETAILS	

CLAIM	What is a theme of the Cronus myth related to "A Struggle for Power"?

Adapted from Odell Education's "Forming EBC Worksheet" and developed in partnership with Expeditionary Learning

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In the myth of Prometheus, a hero decides to steal from Mount Olympus and bring it to the humans even though he will risk punishment from Zeus. In both the myth of Prometheus and the novel *The Lightning Thief* a hero has to go up against a powerful god in order to fight for what is right. In the myth of Prometheus, the hero is a less powerful god called Prometheus, and in *The Lightning Thief*, the hero is a boy with special powers called Percy Jackson.

In the myth of Prometheus, a hero has to go against a more powerful being and risk punishment in order to fight for what is right. Prometheus is the hero that goes against Zeus in order for mankind to progress. "Surely Zeus, rule of Olympus, would have compassion for Man? But Prometheus looked to Zeus in vain; he did not have compassion for man." Even though he knew Zeus would punish him, Prometheus knew that the people needed to have fire. After giving people fire, it is clear Prometheus did the right thing. "With fire, Man no longer trembled in the darkness of caves when Zeus hurled his lightning across the sky. He was no longer scared of animals that hunted him and drove him in terror."

In the same way, in *The Lightning Thief*, Percy is the hero who has to go against powerful beings to do what is right. Percy goes to the Underworld to face the powerful god Hades to take back the lightning bolt to return to Zeus. "Hades wasn't bulked up like Ares, but he radiated power. He lunged on his throne of fused human bones, looking lithe, graceful, and dangerous as a panther." Also, several times in the book, he has to stand up to Ares, the god of war, even though Ares is much more powerful than him. "I wanted to punch this guy, but somehow, I knew he was waiting for that. Ares's power was causing my anger. He'd love it if I attacked. I didn't want to give him the satisfaction." As you can see, Percy goes through many trials in order to restore peace between Zeus and Poseidon, because it is the right thing to do.

Myths are important because they teach us lessons. For example, the myth of Prometheus teaches us that sometimes we have to fight for good against more powerful forces that might oppose it. Even though Zeus didn't want to help mankind, Prometheus struggled against him time and again so that people on earth were able to progress. Rick Riordan included the myth of Perseus to show us that Percy is the modern-day Prometheus fighting for what is right.

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THEME GRAPHIC ORGANIZER

Name ..... Date .....

FOCUSING QUESTION	What is your first draft idea for a theme in *The Lightning Thief* related to "A Struggle for Power"?

DETAIL FROM *THE LIGHTNING THIEF*	DETAIL FROM *THE LIGHTNING THIEF*	DETAIL FROM *THE LIGHTNING THIEF*

MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL

HOW I CONNECT THESE DETAILS	

CLAIM	What is an important theme in *The Lightning Thief* related to "A Struggle for Power"?

Adapted from Odell Education's "Forming EBC Worksheet" and developed in partnership with Expeditionary Learning

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Introduction Paragraph Graphic Organizer

Name:

Date:

What important details do you want to include in your summary of the myth of Cronus? * *
How can you introduce the theme for both *The Lightning Thief* and the myth of Cronus?

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Conclusion Paragraph Graphic Organizer

Name:

Date:

How is mythology important today?
What can you learn from the myth of Cronus?
Why do you think Rick Riordan included this myth in *The Lightning Thief*?

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CRITERIA	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
Coherence, Organization, and Style: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	• exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning • establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice • provide a concluding statement or section that is compelling and follows clearly from the topic and information presented	• exhibit clear organization, with the use of appropriate transitions to create a unified whole • establish and maintain a formal style using precise language and domain-specific vocabulary • provide a concluding statement or section that follows from the topic and information presented	• exhibit some attempt at organization, with inconsistent use of transitions • establish but fail to maintain a formal style, with inconsistent use • of language and domain-specific vocabulary • provide a concluding statement or section that follows generally from the topic and information presented	• exhibit little attempt at organization, or attempts to organize are irrelevant to the task • lack a formal style, using language that is imprecise or inappropriate for the text(s) and task • provide a concluding statement or section that is illogical or unrelated to the topic and information presented	• exhibit no evidence of organization • use language that is predominantly incoherent or copied directly from the text(s) • do not provide a concluding statement or section

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Homework:
Interpreting the Prophecy

Name:

Date:

Directions: Reread the prophecy from the beginning of *The Lightning Thief*. Answer each questions, **providing a page number as evidence for each of your answers.**

"You shall go west, and face the god who has turned,
You shall find what was stolen, and see it safely returned,
You shall be betrayed by one who calls you friend,
And you shall fail to save what matters most, in the end."

1. What god did Percy, Annabeth, and Grover meet that turned in some way?

Page:

2. Who has this god turned against?

Page:

3. Did Percy find what was stolen? What?

Page:

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3. Did Percy find what was stolen? What?

Page:

4. Was Percy betrayed by someone he called friend? How?

Page:

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1. Be Kind: Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.

2. Be Specific: Focus on particular strengths and weaknesses, rather than making general comments like "It's good" or "I like it." Provide insight into why it is good or what, specifically, you like about it.

3. Be Helpful: The goal is to positively contribute to the individual or the group, not to simply be heard. Echoing the thoughts of others or cleverly pointing out details that are irrelevant wastes time.

4. Participate: Peer critique is a process to support each other, and your feedback is valued!

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Stars and Steps Recording Form

Name:

Date:

"Develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)."

Star:

Step:

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"Exhibit clear organization, with the use of appropriate transitions to create a unified whole."

Star:

Step:

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Pronouns Anchor Chart

Personal	Demonstrative	Reflexive	Intensive	Possessive
Takes the place of a specific or named person or thing Ex: "He ate the cake."	Points out a specific person, place, or thing Ex: "This is where Jack lives."	Refers back to the subject of the sentence and always ends in "self" or "selves" Ex: "I saw myself in the mirror."	Like the reflexive, but adds emphasis to a noun or pronoun. The intensive pronoun can be removed and the sentence will still make sense. Ex: "I did it myself."	Refers to a specific person/people or thing/things belonging to someone/ something Ex: "Jake found his, but Emily could not find hers."

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Name:

Date:

1. Look at the first sentence.
2. Discuss with your triad which is the pronoun.
3. Underline the pronoun.
4. Repeat with all of the sentences.
5. Determine which of the pronouns are in the category you have been allocated.
6. Write these examples of pronouns in your category on sticky notes.

1. She studies every single night and never watches TV or plays video games.

2. I made myself a sandwich.

3. That costs way too much money for something so small.

4. The biggest cup is mine.

5. She made the cake all by herself without any help.

6. Do you think the engineer can repair it or not?

7. I looked at it myself.

8. I suppose I will have to do it myself.

9. Do you need to borrow a pencil?

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10. That book is his, not hers.

11. I looked everywhere for your key. I found your mom's, but I couldn't find yours.

12. These look absolutely perfect.

13. They are going to pick it up themselves.

14. Here is your car. Ours is over there where we left it.

15. Did you build that all by yourselves?

16. Have you seen this?

17. Cara found her book, but Russell couldn't find his.

18. They moved all of the heavy boxes all by themselves.

19. She made it herself.

20. Those are not the right ones.

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Homework: *The Lightning Thief*

How Is Percy a Hero?

Name:

Date:

Answer the question: How is Percy a Hero? Use evidence from the text to support your ideas.

How is Percy a Hero?	Evidence from *The Lightning Thief*

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WAKE COUNTY
PUBLIC SCHOOL SYSTEM

Grade 6: Module 1: Unit 3
Using a Graphic Organizer to Deconstruct Percy Jackson's Hero's Journey and Plan a New Hero's

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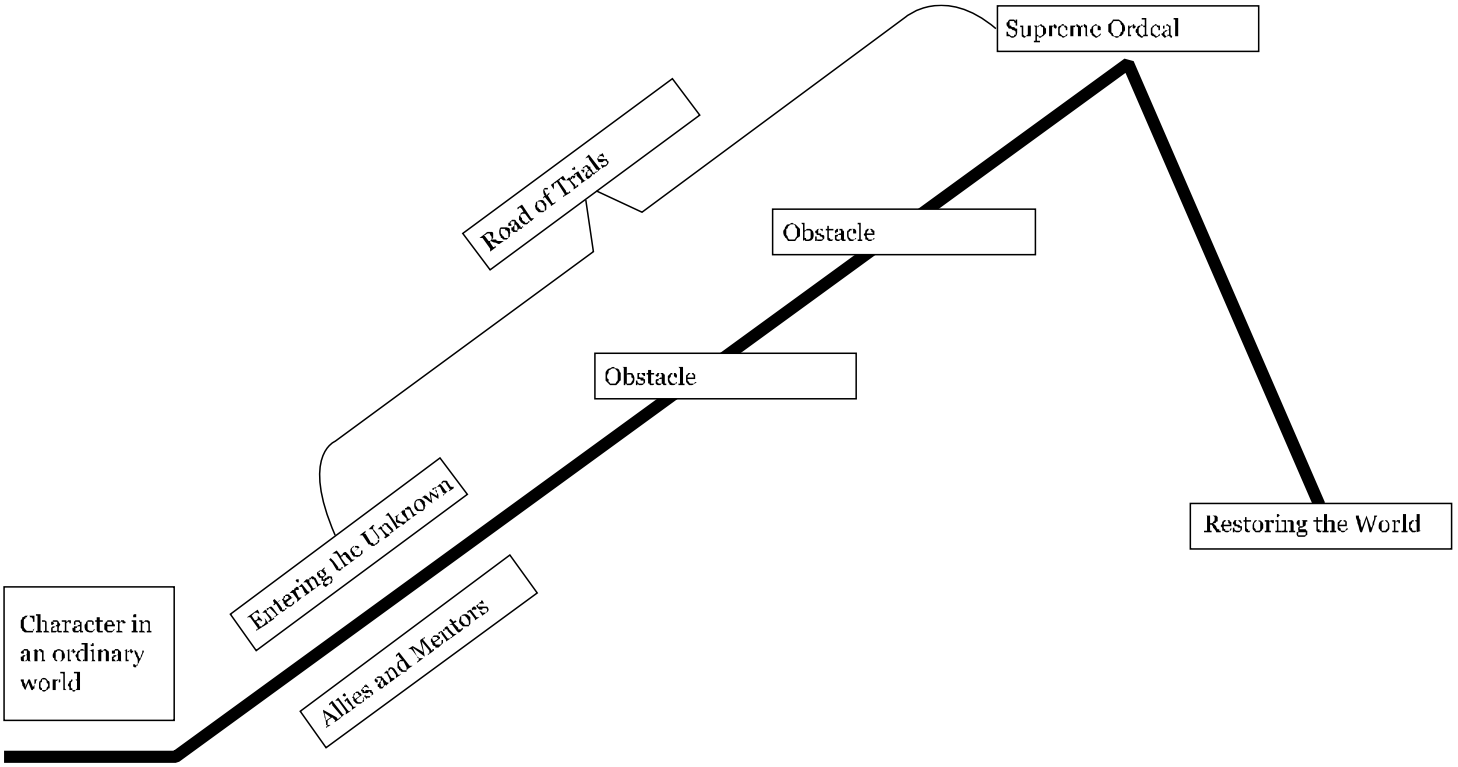
Narrative Story Line—
"Hero's Journey"

Name:

Date:



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Character Name: Nick name: Age:	B
Hair Color and Style:	G

Body Type: (height/weight) Clothing "Style": Race/Ethnicity:		Scars or other distinguishing marks: Hopes: Fears:	

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A long time ago, there was a hamlet, and in this small village there lived a farm girl named Marney. Marney's parents died when she was very young. She lived on a farm at the bottom of a large mountain with her loving grandparents. Marney's grandparents once had a fertile farm filled with an abundance of vegetables and fruits that her grandfather would take to the market to sell. The farm was rich with trees, birds, and animals of every species that made their homes on the farm. There was plenty for all, and all were happy.

But now things were different. Spring never arrived. The soil had become hard, and the seeds could not be planted. Food was scarce, so the animals that had once inhabited the land left to seek more bountiful homes, plentiful with food and shelter. Marney's grandparents were woeful, worried that they, too, would have to leave their home.

One evening, after a dinner of broth so meager, it ran from the spoon like water, Marney's grandfather, sat beside her at the fire. "Marney, you are a perceptive and sensitive child. As you know, things are not going well for us on the farm this year. Marney, you are the only person that can save the farm from demise."

"Tell me more, Grandpa," Marney said.

"When you were born, Lord Dismalt put an evil spell on our farm. He said that in the year that you turned ten, our beauteous and fertile farm would become barren, the trees would not bear fruit and the land would become so tough that no seeds would be planted. Soon the farm and all of us would perish. He told us that you were the only one who could save us and that you would have to travel up the forbidden mountain and overcome many obstacles in order to reach the golden key that would unlock the curse and redeem our land."

That night, Marney couldn't sleep. She put on her clothes and quietly crept out of the kitchen door into the dark night. She was frightened, but she couldn't let that stop her. She walked faster and faster until she reached the foot of the mountain, which was surrounded by a forest. The trees were so thick that it was impossible to find a path through the forest. Suddenly, a white goat appeared.

"Hello, goat. I am trying to find my way through this murky forest, dark and dense, so that I can save my family's farm, but I cannot find a path on which to walk. Do you think that you could help me, please?"

"Follow me," said the white goat.

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Marney followed the goat as he munched a path for her through the forest. At the end of the forest, he turned to Marney and said, "I can go no farther. Good luck on your journey, my friend." With that, the white goat vanished.

Marney began the steep climb up the incline of the dark mountain. Suddenly, it began to rain. The mountainside was slick, and Marney kept slipping and skidding into the mud. She began to weep, "Please, please can someone help me! I must make this trek to the dark castle to save my family's farm."

There before her appeared a giant white eagle. The bird spread its colossal wings, swooped down from the sky, picked Marney up, and flew her to the top of the mountain.

"Thank you for your help, eagle. Now I must find the golden key," Marney said.

"Good luck on your journey," the eagle replied. "The obstacles that you have faced are nothing like the one that lies ahead of you." With that, the eagle flew away.

"Clang … clang … clang, clang," something hard fell from the sky. It hit the side of the building and the roof of the entryway before landing at Marney's feet. "You're going to need this," the eagle shouted from the blackened branch of a tree. Marney picked up the sword.

She walked toward the door of the castle and opened it ever so slowly. A cold breeze enveloped her. She walked down a dark hallway to the right, then turned a gloomy corner. There she saw him, the evil Lord Dismalt slobbering over a roasted vulture leg.

"Ho, there!" Marney called.

"What, is someone here?"

"Yes. It is I, Marney. When I was born, you put an evil curse on my family. I have come to get the magic key that will restore my family's farm to what it once was."

"I have no key, child."

"You are a liar. It is there on the chain around your neck!"

"You will have to take this key from me. I will never give it up."

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Marney moved in closer. She pointed her sword at the evil Lord Dismalt. "Give me the key. Give me the key or we will fight to the death."

At that, Lord Dismalt pulled his sword from its sheath and lunged toward Marney with all of his might. When he stood up, Marney realized that Lord Dismalt was only four feet tall. He had really skinny legs, so Marney decided to strike there first. She gave him one big kick to the shins, and Lord Dismalt fell on his knees crying. She zoomed in and stuck her sword in his face. "Give me the key, Dismalt, or face your death!"

"Oh, all right!" Dismalt yanked the key from around his neck and tossed it over to Marney. As he placed the key in Marney's hand, he transformed into a radiant white pony.

Marney climbed upon his back and rode him safely back to her grandparents' farm.When they saw her, Marney's grandparents were overjoyed. Marney dismounted and noticed that her grandfather was carrying a box. "What's that?" Marney asked.

"This is your last challenge, Marney. The key will unlock this box." Marney put the key in the box and turned it to the right. The box popped open, and from it flowed the spring.

At that moment, the flowers bloomed. The soil became rich and fertile. Marney could hear the birds in the sky and the animals returning to their homes. Marty had saved spring and restored her family farm! And as for Lord Dismalt … well, he lives happily in the paddock, munching grass and basking in the light of day!

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Hero's Journey Narrative:
Plan Graphic Organizer

Name:

Date:

Stage of "The Hero's Journey"	My Hero's Journey (Sequence of Events)	Writer's Craft Ideas (Style and Craft)
The Ordinary World *How do we meet your hero? Where does your hero's journey begin?*		
The Call to Adventure *What happens to set your hero on his or her journey?*		

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Hero's Journey Narrative:
Plan Graphic Organizer

Stage of "The Hero's Journey"	My Hero's Journey (Sequence of Events)	Writer's Craft Ideas (Style and Craft)
Entering the Unknown *What is the new world your hero enters?*		
Supernatural Aid/Meeting with the Mentor/Allies and Helpers *Who is going to help your hero on the journey?* *How does your hero meet these helpers?*		
Road of Trials *What are some obstacles your hero and allies must overcome?*		

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Stage of "The Hero's Journey"	My Hero's Journey (Sequence of Events)	Writer's Craft Ideas (Style and Craft)
Supreme Ordeal *What is the climax of your hero's journey?*		
Magic/Flight Master of Two Worlds/Restoring the World *How does your hero get home?* *What happens once the hero is home?*		

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Thinking about Elements of Story and Theme Checklist

Name:

Date:

I've thought about and planned for:

_____ My hero – Who is your hero? How do readers meet the hero?

_____ The Ordinary World – What is the setting at the beginning?

_____ The Call to Adventure – How is your hero started on his or her journey?

_____ The Supernatural World – What kind of place is the new world going to be?

_____ The Allies – Who will be helping your hero along the way?

_____ The Road of Trials – What obstacles is your hero going to encounter?

_____ The Supreme Ordeal – What is going to be the climax of your story?

_____ The Return – How is your hero going to get home? What happens once he or she is home?

_____ Theme – What is the big idea or lesson of your story? (Remember to look at "Key Elements of Mythology" to help you remember some of the themes we have learned about.)

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Name:

Date:

What do you think of your independent reading book so far? How would you rate it on a scale from 0 (really disliking it) to 5 (really enjoying it)? (Circle your response.)

0 1 2 3 4 5

Why?

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Version 1

On her way to the mountain, Marney ran into a white goat. The goat ate away a path for Marney to follow through the forest. Then, the goat said good-bye and left Marney on the mountainside. Marney cried. Then an eagle flew down and carried Marney to the top of the mountain.

Version 2

" Hello, goat. I am trying to find my way through this murky forest, dark and dense, so that I can save my family's farm, but I cannot find a path on which to walk. Do you think that you could help me, please?"

"Follow me," said the white goat.

Marney followed the goat as he munched a path for her to follow through the forest. At the end of the forest he turned to Marney and said, "I can go no further. Good luck on your journey, my friend." With that, the white goat vanished.

Marney began the steep climb up the incline of the dark mountain. Suddenly, it began to rain. The mountainside was slick, and Marney kept slipping and skidding into the mud. She began to weep, "Please, please can someone help me! I must make this trek to the dark castle to save my family's farm."

There, before her, appeared a giant white eagle. The bird spread its colossal wings, swooped down from the sky, picked Marney up, and flew her to the top of the mountain.

"Thank you for your help, eagle. Now I must find the golden key," Marney said.

"Good luck on your journey," the eagle replied. "The obstacles that you have faced are nothing like the one that lies ahead of you." With that, the eagle flew away.

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As writers, we often get stuck in particular patterns of writing, and one of these patterns is using the same verbs over and over again. One way to solve this problem is by replacing your general verbs with **strong action verbs.**

This table reveals several examples of general verbs and the vivid verbs that you can use to replace them. Keep in mind that each vivid verb has its own distinct meaning.

General Verb	Strong Action Verb
dislike	abhor, abominate, avoid, condemn, deplore, despise, detest, disapprove, hate, loathe, resent, scorn, shun
eat	consume, devour, dine, feast upon, gobble, ingest
like/love	admire, adore, appreciate, cherish, be fond of, worship
run	dart, dash, jog, lope, scamper, scurry, sprint
say/said	address, critique, define, establish, evaluate, examine, formulate, identify, propose, recommend, report, suggest, urge
walk	amble, hike, march, plod, saunter, stroll, stride, trek, trudge
work	employ, labor, toil, slave

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Exit Ticket: How Do Writers Make Their Stories Show, Not Tell?

Name:

Date:

1.

2.

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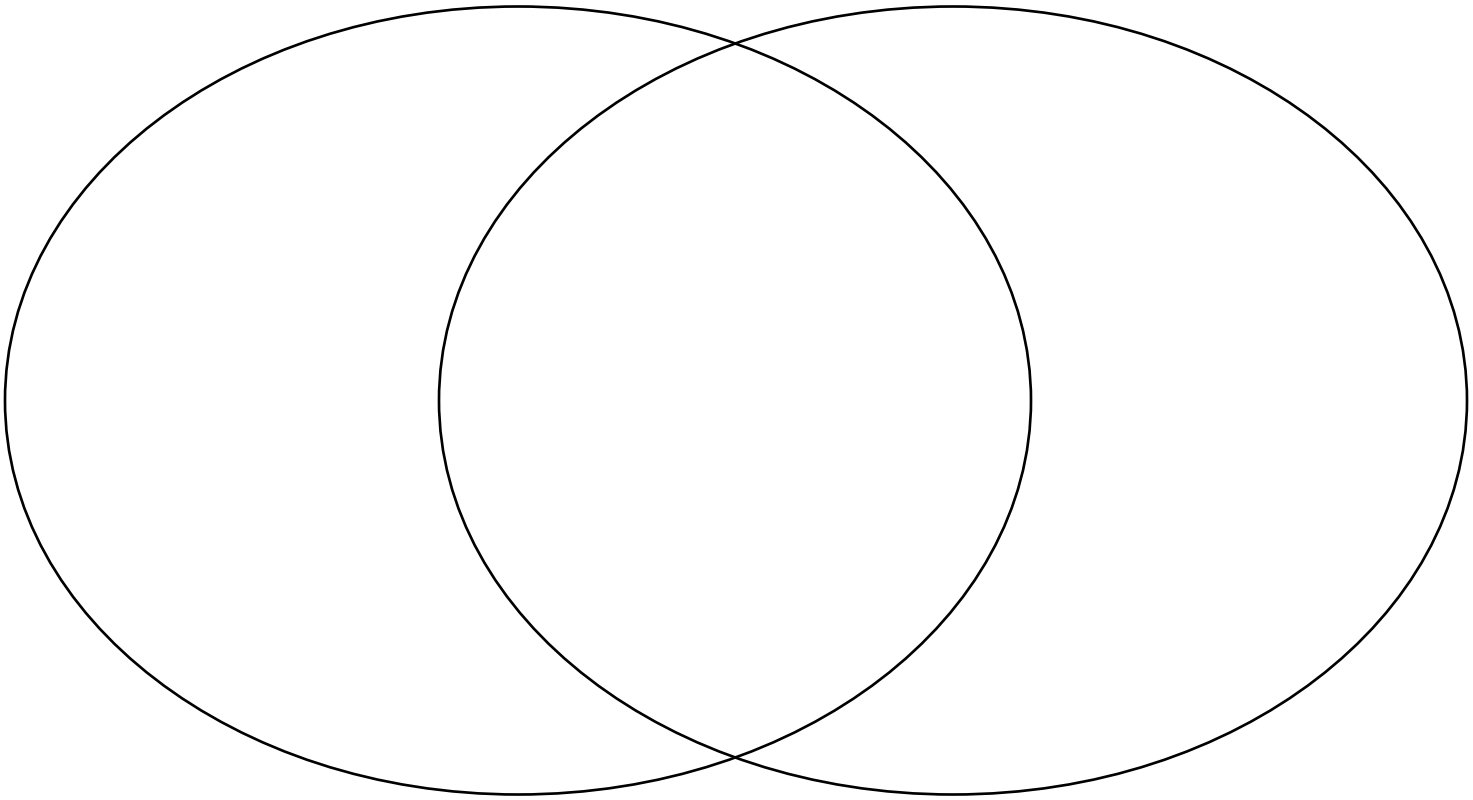
Name:

Date:

Conclusions in Analytical Writing **Conclusions in Narrative**



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What Makes the Conclusion of "The Golden Key" Compelling? Note-Catcher

Name:

Date:

Text	Qualities	Evidence
Conclusion 1 Narrative Text		

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Name:

Date:

Star:

Star:

Step:

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Name:

Date:

Transitions are words or phrases that show relationships between ideas. Transitions give the reader a clue about what comes next in a passage. Using transitions in your own writing will make your ideas flow from one to another.

Transition to Show Time	Transitions to Show Space
after	at the left, at the right
afterward	in the center
before	on the side
then	along the edge
once	on top
next	below
last	beneath
at last	under
at length	around
first	above
second	straight ahead
at first	surrounding
formally	opposite
rarely	at the rear
usually	at the front
another	in front of

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Transition to Show Time	Transitions to Show Space
finally	beside
soon	behind
meanwhile	next to
at the same time	nearby
for a minute, hour, day, week, month, etc.	in the distance
during the morning, day, week, month, etc.	beyond
most important	in the forefront
later	in the foreground
to begin with	within sight
afterward	out of sight
generally	across
previously	under
in the meantime	nearer
eventually	adjacent
	in the background

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