



EXPEDITIONARY  
LEARNING

## **Grade 6: Module 1: Unit 2: Lesson 13**

# **Connecting the Theme of the Expert Group Myth to a Theme in *The Lightning Thief* and to Life Lessons**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

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

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)

**Supporting Learning Targets**

- I can choose evidence from *The Lightning Thief* to explain how the theme of the expert group myth is communicated in the novel.
- I can describe a life lesson that can be learned from my expert group myth.
- I can identify the criteria for strong analytical writing based on Row 2 of the NYS Writing Rubric.

**Ongoing Assessment**

- Exit ticket: How Is Mythology Important Today?



Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. <i>The Lightning Thief</i> Routine: Purpose for Reading—Chapter 19 (8 minutes)</p> <p>B. Introduce the Learning Targets (2 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Reading Row 2 of the NYS Writing Rubric and Applying to the Model Essay (10 minutes)</p> <p>B. Chalk Talk: How Does the Theme of Your Expert Group Myth Connect to <i>The Lightning Thief</i>? (15 minutes)</p> <p>C. Expert Group Discussion: What Life Lessons Can You Learn from the Theme of Your Expert Group Myth? (5 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Exit Ticket: How Is Mythology Important Today? (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Read Chapter 20 of <i>The Lightning Thief</i> and Answer the Text-Dependent Questions</p>	<ul style="list-style-type: none"><li>• Here in Lesson 13, students remain in their “expert group” triads focused on one of the three “expert group myths”. The triads/expert groups do a Chalk Talk activity to consider how the theme of their expert group myth is communicated in <i>The Lightning Thief</i>. They then discuss the life lessons they can learn from their expert group myth. Again, this group work serves as a scaffold for the thinking students will need to do for the end of unit assessment, in which all students will write about the Cronus myth.</li><li>• As was the case in Lesson 12, although students are not yet writing themselves, this lesson addresses W.6.2 by helping them understand the criteria of the NYS Writing Rubric for success in their own future writing.</li><li>• In Advance: Review Row 2 of the NYS Writing Rubric, with a focus on the academic vocabulary students need to discuss to be able to use the rubric effectively.</li><li>• Post: Purpose for Reading Chapter 19—Question, learning targets.</li></ul>



Lesson Vocabulary	Materials
<p>command of evidence, analysis, reflection, develop the topic, relevant, well-chosen facts, definitions, concrete details, quotations, sustain, relevant evidence</p>	<ul style="list-style-type: none"> <li>• <i>The Lightning Thief</i> (book; one per student)</li> <li>• NYS Writing Rubric—Row 2 (one per student)</li> <li>• <i>The Lightning Thief</i> word catchers (begun in Unit 2, Lesson 1)</li> <li>• Expert Group myths: “The Fates,” “The Story of Medusa and Athena” and “Theseus and the Minotaur” (from Lesson 12; assigned to triads)</li> <li>• Evidence flags</li> <li>• Chart paper with the Chalk Talk question written in the middle: “How does the theme of your expert group myth connect to <i>The Lightning Thief</i>?” (one per triad)</li> <li>• Markers (one per student)</li> <li>• Exit ticket: How Is Mythology Important Today? (one per student)</li> <li>• Homework: Purpose for Reading—Chapter 20 (one per student)</li> <li>• Homework: Purpose for Reading—Chapter 20 (for Teacher Reference)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. <i>The Lightning Thief</i> Routine: Purpose for Reading—Chapter 19 (8 minutes)</b></p> <ul style="list-style-type: none"> <li>• Be sure students have their texts, <b>The Lightning Thief</b>. Ask students to get into discussion triads. Invite them to share their answers to the question:             <ul style="list-style-type: none"> <li>* “What does the scene in the throne room tell you about the three friends: Annabeth, Grover, and Percy?”</li> </ul> </li> <li>• After some triad discussion time, invite some students to share their answers with the group. Listen for them to explain that Annabeth, Grover, and Percy have become very close friends, and we know this because they offer themselves in place of Percy’s mother.</li> <li>• If students don’t come to this conclusion on their own, probe:             <ul style="list-style-type: none"> <li>* “How do Annabeth and Grover respond when they realize that only three of them can leave the underworld?”</li> </ul> </li> </ul>	



Opening	Meeting Students' Needs
<ul style="list-style-type: none"> <li>* "What does that tell you about the friendship between Percy, Annabeth, and Grover?"</li> <li>* "How has that changed from the beginning of the book?" "When you are writing to communicate your thinking with an audience, what is it important to do?"</li> <li>• Tell students that today's work will be a <i>draft</i>. Review the word <i>draft</i> as "the first try at a piece of writing before revising." Tomorrow they will revise their work.</li> </ul>	
<p><b>B. Introduce the Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Post the learning targets. Invite students to read them aloud with you:               <ul style="list-style-type: none"> <li>* "I can choose evidence from <i>The Lightning Thief</i> to explain how the theme of the expert group myth is communicated in the novel."</li> <li>* "I can describe a life lesson that can be learned from my expert group myth."</li> <li>* "I can identify the criteria for strong analytical writing based on Row 2 of the NYS Writing Rubric."</li> <li>* Explain that the first two targets are helping them focus on the important concept of theme in literature. Eventually, they will do similar work with the myth of Cronus for their end of unit assessment.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li> <li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Reading Row 2 of the NYS Writing Rubric and Applying to the Model Essay (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students that their mid-unit assessment, which they will receive back tomorrow, will be scored using Rows 1 and 2 of the NYS Writing Rubric. Remind students that they started looking at this rubric in the previous lesson and that using this rubric to guide their writing will help them to be more successful because the rubric describes some key features of good analytical writing.</li> <li>• Tell them that today they are going to focus on the next row of the rubric. Display and distribute <b>NYS Writing Rubric—Row 2</b>. Invite students to read the title of the Criteria box with you: “Command of Evidence.”</li> <li>• Ask the class to discuss in triads and then share with the group:               <ul style="list-style-type: none"> <li>* “So how do you think this row of the rubric will help you to become a better writer?”</li> </ul> </li> <li>• Listen for students to explain that it will help them to make sure they use evidence in their writing to support their claims.</li> <li>• Ask students to discuss in triads:               <ul style="list-style-type: none"> <li>“Are there any words you don’t recognize that you think you might need to know to figure out what this criteria means?”</li> </ul> </li> <li>• Focus students whole group. Tell them you want to focus them on some of the key academic vocabulary below. Ask them to have a 30-second discussion in their triad and then cold call groups to share their suggestions:               <ul style="list-style-type: none"> <li>* “What is evidence? So what does command of evidence mean?”</li> <li>* “What does analysis mean? Have you analyzed something before? What did you have to do?”</li> <li>* “What does reflection mean?”</li> </ul> </li> <li>• Clarify as needed.</li> <li>• Remind students to record any new vocabulary on their <b>The Lightning Thief word catchers</b>.</li> <li>• Invite students to discuss in triads and then share with the group:               <ul style="list-style-type: none"> <li>* “Now that you know what the key academic vocabulary means, how would you paraphrase it?”</li> </ul> </li> <li>• Listen for: “How much evidence I used to support my ideas.” And “How well I explain the evidence I use.”</li> <li>• Remind students that Column 3 is a “good” literary essay and Column 4 is a “great” literary essay. Label the columns with “good” and “great” headings at the top and ask students to label the columns on their own rubric.</li> </ul>	<ul style="list-style-type: none"> <li>• ELLs may be unfamiliar with more vocabulary words than are mentioned in this lesson. Check for comprehension of general words that most students would know.</li> <li>• For students who struggle to read complex texts, consider previewing these vocabulary words from this text: criteria, extent, conveys, logically, insightful. If you select additional words to preview, focus on those whose meaning may be difficult to determine using context clues. It is important for students to practice using context clues to determine word meaning so that they become more proficient readers.</li> </ul>



Work Time	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Remind students that Column 3 is a “good” literary essay and Column 4 is a “great” literary essay. Label the columns with “good” and “great” headings at the top and ask students to label the columns on their own rubric.</li><li>• Focus students on Column 3. Ask them to discuss in their triads and share:<ul style="list-style-type: none"><li>* “Are there any words you don’t recognize that you think you might need to know to figure out what this criteria means?”</li></ul></li><li>• Discuss words the students highlight as well as the key academic vocabulary below. (Select from the following questions as suits the needs of your class.) Ask students to have a 30-second discussion in their triad and then cold call groups to share their suggestions:<ul style="list-style-type: none"><li>* “What is the <i>topic</i>? So what does <i>develop the topic</i> mean?”</li><li>* “What are <i>facts</i>? So what are <i>relevant, well-chosen facts</i>? What does <i>relevant</i> mean?”</li><li>* “What are <i>definitions</i>?”</li><li>* “What are <i>details</i>? So what are <i>concrete details</i>?”</li><li>* “What are <i>quotations</i>?”</li><li>* “What does <i>sustain</i> mean?”</li><li>* “What is varied, relevant evidence?”</li></ul></li><li>• Invite students to paraphrase on the lines under the chart, as they have previously.</li><li>• Remind students to record new vocabulary on their word catchers.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Chalk Talk: How does the Theme of Your Expert Group Myth Connect to <i>The Lightning Thief</i>? (13 minutes)</b></p> <ul style="list-style-type: none"> <li>• Be sure students have their expert group myths (assigned to triads and distributed in Lesson 12: “<b>The Fates</b>,” “<b>The Story of Medusa and Athena</b>” and “<b>Theseus and the Minotaur</b>.”</li> <li>• Remind students that today they are going to connect the theme of their expert group myth with a theme in <i>The Lightning Thief</i> to better understand why author Rick Riordan alludes to their expert group myth in the novel. Post and read the question:             <ul style="list-style-type: none"> <li>* “How does the theme of your expert group myth connect to <i>The Lightning Thief</i>?”</li> </ul> </li> <li>• Tell students that they are going to work in triads to answer this question in a Chalk Talk, using evidence from <i>The Lightning Thief</i> to support their ideas. Explain that before they do the Chalk Talk, they are going to have 5 minutes to think and flag evidence independently, so that they have a lot of ideas to share in the Chalk Talk.</li> <li>• Encourage students to focus on particular chapters:             <ul style="list-style-type: none"> <li>* Students working with “Theseus and the Minotaur” should focus on Chapter 4.</li> <li>* Students working with “The Story of Medusa and Athena” should focus on Chapter 11.</li> <li>* Students working with “The Fates” should focus on Chapter 2.</li> </ul> </li> <li>• Distribute <b>evidence flags</b> and invite the class to spend 5 minutes preparing for the Chalk Talk.</li> <li>• Remind students of the Chalk Talk protocol: It is a silent discussion, so they are not to talk. Instead, they are to write down their ideas and respond to and build on the ideas of others. No one is to sit down until the end of the Chalk Talk.</li> <li>• Distribute <b>markers</b> and <b>chart paper</b> to each triad and begin the Chalk Talk.</li> <li>• At the end of the Chalk Talk, invite triads to discuss the ideas that came up in their group.</li> <li>• Refocus the class and invite each triad to share their thinking on how the theme of their expert group myth connects to <i>The Lightning Thief</i>. Emphasize to the class that hearing this model should help them know what their paragraphs should sound like.</li> <li>• Congratulate students on the difficult work of completing a strong analytical paragraph for their mini-essay. Tell them they now will move on to writing about theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of protocols (like Chalk Talk) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.</li> <li>• For students who struggle with following multiple-step directions, consider displaying the directions. Another option is to type up the instructions for students to have in hand.</li> </ul>





Work Time (continued)	Meeting Students' Needs
<p><b>C. Expert Group Discussion: What Life Lessons Can You Learn from the Theme of Your Expert Group Myth? (7 minutes)</b></p> <ul style="list-style-type: none"><li>• Post and invite students to read the question with you:<ul style="list-style-type: none"><li>* “What life lessons can you learn from the theme of your expert group myth?”</li></ul></li><li>• Invite triads to take 3 to 4 minutes to discuss the answer to the question about the specific myth they have been focusing on.</li><li>• Refocus the group. Invite students to get into new triads; there should be one student from each expert group myth in the new triad.</li><li>• Invite students to share the life lessons they think they can learn from their expert group myth with their new triad.</li><li>• Invite volunteers from each expert group myth to share their ideas with the whole group. Students might suggest these life lessons from their myths:<ul style="list-style-type: none"><li>* Sometimes we have to struggle against more powerful people to fight for what is right.</li><li>* Life isn't always in our control.</li><li>* Do not be vain—be modest.</li><li>* Something that is beautiful is not always as valuable as something that is useful.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Many students will benefit from having the time available for this activity displayed via a timer or stopwatch.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: How Is Mythology Important Today? (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students now that they have heard about the life lessons that can be learned from myths, they are going to consider how mythology is important today.</li> <li>• Distribute the <b>exit ticket: How Is Mythology Important Today?</b> Give them a minute to think about how they are going to answer the question. Then invite them to record their ideas on the exit ticket.</li> <li>• Distribute <b>Homework: Purpose for Reading—Chapter 20.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Using exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students' needs during this lesson or before the next lesson.</li> </ul>
Homework	Meeting Students' Needs
<p>A. Read Chapter 20 of <i>The Lightning Thief</i> and answer the text-dependent questions.</p>	



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## Supporting Materials



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**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:
<b>Command of Evidence:</b>  the extent to which the essay presents evidence from the provided texts to support analysis and reflection	<ul style="list-style-type: none"> <li>develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)</li> <li>sustain the use of varied, relevant evidence</li> </ul>	<ul style="list-style-type: none"> <li>develop the topic with relevant facts, definitions, details,</li> <li>quotations, or other information and examples from the text(s)</li> <li>sustain the use of relevant evidence, with some lack of variety</li> </ul>	<ul style="list-style-type: none"> <li>partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant</li> <li>use relevant evidence inconsistently</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>provide no evidence or provide evidence that is completely irrelevant</li> </ul>

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**Name:** .....

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**Date:** .....

How is mythology important today?

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**Name:** .....

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**Date:** .....

1. How does Percy feel about seeing his mother?

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

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

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4. What deal does Percy make with Ares?

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5. What strategy does Percy use to beat Ares?

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6. Describe what happens after Percy wounds Areas

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

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**Name:** .....

**Date:** .....

1. How does Percy feel about seeing his mother? *His heart is heavy. He doesn't want to think or talk about it, because he feels like he "would start crying like a little kid."*
2. Why does Percy suspect that Ares wasn't acting alone – that he was taking orders from someone? *Because he seemed to go into a trance, as though he were listening to a voice inside him. Also, as Percy begins questioning him, Ares says, "I don't have dreams!" Percy didn't say anything about dreams, so knows this must connect with his dreams in some way.*
3. Which failures does Ares point to when he says Percy "doesn't have what it takes"? Is this a fair criticism? Why or why not? *He describes how Percy ran from the Chimera and from the Underworld. This isn't a fair criticism because Percy has shown so much bravery throughout the rest of the story, for example fighting the Minotaur and Medusa.*
4. What deal does Percy make with Ares? *If Percy wins, he will get to keep the lightning bolt and the helm. If Ares wins, he gets to turn Percy into whatever he wants.*
5. What strategy does Percy use to beat Ares? *He uses his power to control the water to make a big wave, disorienting Ares.*
6. Describe what happens after Percy wounds Ares:  
*Everything went dark – sound and color drained away.*
7. Why is important that the Furies witness Percy's battle? *So that they could tell Hades that Percy had not stolen the helm from him.*