



EXPEDITIONARY  
LEARNING

## **Grade 6: Module 1: Unit 2: Lesson 15**

### **Planning for Writing:**

Revisiting “Key Elements of Mythology” and  
Determining a Theme in the Myth of Cronus



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

I can determine a theme based on details in a literary text. (RL.6.2)

I can cite text-based evidence to support an analysis of informational text. (RI.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)

I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)

**Supporting Learning Targets**

- I can explain how various elements of mythology connect to the myth of Cronus.
- I can use details from the text to determine a theme of the myth of Cronus.

**Ongoing Assessment**

- Theme graphic organizer: The Myth of Cronus



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Engaging the Reader: <i>The Lightning Thief</i>—Chapter 21 Prediction (5 minutes)</li> <li>B. Unpacking Learning Targets (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Reread Cronus (5 minutes)</li> <li>B. Carousel: Key Elements of Myth in Cronus (10 minutes)</li> <li>C. Determining a Theme of the Myth of Cronus: Beginning the Theme Graphic Organizer (15 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Inner Circle/Outer Circle: Sharing Themes of Cronus (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Read Chapter 22 of <i>The Lightning Thief</i>: Why does Percy have such trouble making a decision about his future?</li> <li>B. Complete the Determining Theme graphic organizer for the Cronus myth if you did not do so in class.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• This lesson begins a sequence of lessons leading up to students’ end of unit assessment, in which they will write a literary analysis connecting a theme of the Cronus myth to a theme in <i>The Lightning Thief</i>.</li> <li>• In this lesson, students briefly reread the Cronus myth, which they have already read closely in Lessons 2 and 3. (Reread those lessons in advance to refresh your memory).</li> <li>• In those previous lessons, as well as in the model essay of Lesson 7, students focused on the theme of motherhood and a mother’s willingness to go to all lengths for her child. Now in Lesson 15, students consider another theme of this classic myth: the corrupting and consuming nature that can be inherent in a struggle for power. Continue to reinforce with the class that one piece of literature often has multiple themes.</li> <li>• After rereading the myth, students participate in a Carousel activity in which they think and talk specifically about how some of the “Key Elements of Mythology” can help to determine possible themes for the myth.</li> <li>• After the Carousel, guide students to focus on one specific element of mythology, the Struggle for Power, since they will focus on this element for their end of unit literary analysis.</li> <li>• Students use the same Theme graphic organizer for determining theme in this lesson as they did in Lesson 7. This graphic organizer is adapted in collaboration with Odell Education (also see stand-alone document on EngageNY.org and odelleducation.com/resources).</li> <li>• This lesson is primarily a reading lesson. W.6.2 is included since students are using this work to prepare for their literary analysis, which is an explanatory piece of writing.</li> <li>• Post: Learning targets, Key Elements of Mythology charts (used in Lesson 12).</li> <li>• Review the Carousel protocol.</li> </ul>



Lesson Vocabulary	Materials
<p>Note: Students have read both the myth of Cronus and the “Elements of Mythology” in Lessons 2–5. Continue to reinforce vocabulary as needed.</p>	<ul style="list-style-type: none"> <li>• <i>The Lightning Thief</i> (book; one per student)</li> <li>• Key Elements of Mythology charts (same as Lesson 12, but now in Lesson 15 used related to the myth of Cronus; see supporting materials)</li> <li>• “Cronus” (from Lesson 2; one per student)</li> <li>• Theme graphic organizer: The Myth of Cronus (one per student)</li> <li>• Sticky notes (four per triad)</li> </ul>

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: <i>The Lightning Thief</i>—Chapter 21 Prediction (5 minutes)</p> <ul style="list-style-type: none"> <li>• Be sure students have their texts, <i>The Lightning Thief</i>.</li> <li>• Ask students to take their homework sheets and meet with their triad.</li> <li>• Invite them to share with their triad the prediction they made for homework last night and to explain:               <ul style="list-style-type: none"> <li>* “What prediction did you make?”</li> <li>* “What evidence in the text led you to make that prediction?”</li> </ul> </li> </ul>	
<p>B. Unpacking Learning Target (5 minutes)</p> <ul style="list-style-type: none"> <li>• Ask students to read the learning targets aloud with you:               <ul style="list-style-type: none"> <li>* “I can explain how various elements of mythology connect to the myth of Cronus.”</li> <li>* “I can use details from the text to determine a theme of the myth of Cronus.”</li> </ul> </li> <li>• Invite students to Think-Pair-Share:               <ul style="list-style-type: none"> <li>* “So now that you have seen the learning targets for this lesson, what do you think you will be doing today? Why?”</li> </ul> </li> <li>• Listen for: “We are going to try to figure out the theme, or message, of Cronus.”</li> </ul>	



Work Time	Meeting Students’ Needs
<p>A. Reread Cronus (5 minutes)</p> <ul style="list-style-type: none"> <li>• Ask students to take out their myth “Cronus” (from Lesson 2). Remind them that they have read the myth of Cronus on multiple occasions in previous lessons. Today, you just want them to skim the text quickly to refresh their memories and think about its mythological elements.</li> <li>• Give the class 5 minutes to reread silently.</li> </ul>	
<p>B. Carousel: Key Elements of Myth in Cronus (10 minutes)</p> <p><i>Note: This is meant as a brainstorming activity and should be kept brief and quickly paced.</i></p> <ul style="list-style-type: none"> <li>• Refocus students whole group. Remind them of the important thinking they did (during Lesson 12) when they used “The Key Elements of Mythology” to help them identify themes of their expert group myths.</li> <li>• Remind students they decided that the elements of mythology that could also lead to themes are: “Tension between Opposing Forces in the Universe,” “A Struggle for Power,” “Explanation of the Origins of Life and the Natural World,” and “Fate and Prophecy.”</li> <li>• Point out that the Key Elements of Mythology charts from Lesson 12, which have elements leading to theme, are posted around the room. Give directions:             <ol style="list-style-type: none"> <li>1. As a triad, travel around to each chart, keeping the myth of Cronus with you.</li> <li>2. When you get to a chart, read the description of the element of mythology and ask: “Does this element of mythology help me to think about a theme in the Cronus myth?”</li> <li>3. Discuss what events in the Cronus myth help you to think about this element as a theme. For example: “This could be a theme in the myth of Cronus because _____.”</li> <li>4. On a sticky note, write a possible theme of the Cronus myth that relates to that element of mythology and stick it on the chart.</li> </ol> </li> <li>• Give students 2 minutes at each chart. After 2 minutes, invite groups to rotate to the next chart. Students go into a greater level of detail in their thinking during the next part of the lesson.</li> </ul>	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• While the class works at charts, circulate to listen in and support as needed. Ask probing questions to help students connect the element of mythology to a theme in the Cronus myth.               <ul style="list-style-type: none"> <li>* “Are there opposing forces of light and dark? What does the myth tell us about these opposing forces?”</li> <li>* “Does the myth contain a struggle for power? What does it teach us about struggles for power?”</li> <li>* “Does the myth of Cronus explain the natural world in some way? What does it say about it?”</li> <li>* “Does the myth contain a prophecy or a character fighting against fate? What do we learn about fate and prophecy?”</li> </ul> </li> </ul>	
<p>C. Determining a Theme of the Myth of Cronus: Beginning the Theme Graphic Organizer (15 minutes)</p> <ul style="list-style-type: none"> <li>• Refocus students whole group. Tell them that, though the story of Cronus has multiple elements of mythology, they will focus their attention on one specific element: the Struggle for Power.</li> <li>• Display the Struggle for Power chart where the whole class can see it. Remind students that a theme is what a story teaches us about a specific topic. On the chart, they were brainstorming the question: “What does the Cronus myth teach us about struggles for power?”</li> <li>• Read aloud several of the students’ sticky notes with their ideas. (Consider identifying the notes you want to share quickly ahead of time, to ensure quality and variety. These will serve as a starting point for students’ thinking.)</li> <li>• Tell students that they are going to work with their triad to determine a theme of the Cronus myth that relates to the element of mythology Struggle for Power.</li> <li>• Distribute the Theme graphic organizer: The Myth of Cronus. Remind students that they used a similar graphic organizer in the first half of this unit, when they were studying Prometheus. Give directions:           <ol style="list-style-type: none"> <li>1. Discuss a possible theme that relates to Struggle for Power with your triad. Decide a “first draft” theme to work with.</li> <li>2. Find details in the text that support your “first draft” theme. Record these details on your graphic organizer.</li> <li>3. In the row “My Thinking about This Detail ...,” you should explain how the detail connects to the theme.</li> <li>4. If you were able to support your “first draft” theme idea, then you can make it your claim. If not, revise your theme idea to make a claim you can support.</li> </ol> </li> </ul>	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Give students the next 10 to 12 minutes to work on their graphic organizers.</li><li>• Circulate and support students as they work. They may need extra support around Row 3 of the graphic organizer, “My Thinking about This Detail ...” It is important to help students make the connection between detail and theme. Ask questions to push their thinking:<ul style="list-style-type: none"><li>* “What does this detail show us about Struggle for Power?”</li><li>* “What does this detail show us about a character’s struggle for power?”</li></ul></li></ul>	



Closing and Assessment	Meeting Students’ Needs
<p>A. Inner Circle/Outer Circle: Sharing Themes of Cronus (5 minutes)</p> <ul style="list-style-type: none"><li>• Invite students to bring their graphic organizers with them to a whole group meeting area. Arrange students in two circles, an outer circle and an inner circle. There should be an equal number of students in each circle. The students in the inner circle face outward, and the students in the outer circle face inward. This way, students should be face to face with a partner in the other circle. Tell them that they will discuss answers to specific questions you ask, and one or both of the circles will rotate before the next question is asked.</li></ul> <ol style="list-style-type: none"><li>1. Say: “Inner circle, share the final claim you made about a theme in the myth of Cronus.”</li><li>2. Say: “Outer circle, share the final claim you made about a theme in the myth of Cronus.”</li><li>3. Say: “Outer circle, rotate one person to your left.”</li><li>4. Say: “Outer circle, share one detail you used and your thinking about that detail.”</li><li>5. Say: “Inner circle, share one detail you used and your thinking about that detail.”</li><li>6. Say: “Inner circle, rotate two people to the left.”</li><li>7. Say: “Inner circle, share the other detail you used and your thinking about that detail.”</li><li>8. Say: “Outer circle, share the other detail you used and your thinking about that detail.”</li></ol> <ul style="list-style-type: none"><li>• Distribute Homework: Purpose for Reading—Chapter 22.</li></ul>	
Homework	Meeting Students’ Needs
<p>A. Homework: Purpose for Reading—Chapter 22 of <i>The Lightning Thief</i>: Percy’s Decision. Read the final chapter of <i>The Lightning Thief</i>, Chapter 22. As you read, consider this question: “Why do you think Percy has so much trouble deciding whether to stay year-round or go to seventh grade?” Use your evidence flags to mark details supporting your answer.</p> <p>B. If you did not complete the Theme graphic organizer in class, complete it tonight for homework.</p>	





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## Supporting Materials



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Create charts around the room that name the element of mythology and a brief excerpt from that element. Students will then post sticky notes on these charts with their thinking about how that element could apply to the myth of Cronus to help determine a theme.

<p>Chart 1: <b>Tension between Opposing Forces in the Universe</b> Myths are often structured around the tensions between opposing forces in the universe, such as light versus dark and good versus evil.</p>	<p>Chart 2: <b>A Struggle for Power</b> This struggle for power may be between two supernatural forces, a supernatural force and a mortal, or two members of a single family.</p>
<p>Chart 3: <b>Explanation of the Origins of Life and the Natural World</b> Myths often attempt to answer the fundamental questions: How did the world come to be? Who are we? What is our purpose on earth?</p>	<p>Chart 4: <b>Fate and Prophecy</b> The idea of fate, and its overwhelming power, is a central theme in many myths. Neither gods nor man seem able to escape fate, despite many attempts to do so. Making this theme even more prominent, many myths begin with a prophecy.</p>



# THEME GRAPHIC ORGANIZER

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

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

<b>HOW I CONNECT THESE DETAILS</b>	
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<b>CLAIM</b>	<b>What is a theme of the Cronus myth related to "A Struggle for Power"?</b>
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Adapted from Odell Education's "Forming EBC Worksheet" and developed in partnership with Expeditionary Learning