Grade 6: Module 1: Unit 2: Lesson 16

Planning for Writing: Studying Model Writing and Determining a Theme in *The Lightning Thief*

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 identify the argument and specific claims in a text. (RI.6.8) I can use evidence from a variety of grade appropriate texts to support analysis, reflection, and research. (W.6.9)

Supporting Learning Targets	Ongoing Assessment
• I can identify the structure, argument, and specific claims in a model literary analysis essay. • I can use details to determine a theme of *The Lightning Thief* that connects with the theme I determined in Cronus.	• Theme graphic organizer: *The Lightning Thief*

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Agenda	Teaching Notes

1. Opening
 	
  A. Engaging the Reader: *The Lightning Thief* – Chapter 22 (5 minutes)
 	
  B. Unpacking Learning Target (2 minutes)
 	
2. Work Time
 	
  A. Studying a Model Essay: "Connecting Theme in Prometheus and *The Lightning Thief* "and Creating Structure of a Literary Analysis Anchor Chart (18 minutes)
 	
  B. Determining a Theme in *The Lightning Thief* (15 minutes)
 	
3. Closing and Assessment
 	
  A. Inner Circle / Outer Circle: Sharing Themes in *The Lightning Thief* (5 minutes)
 	
4. Homework
 	
  A. Complete Theme graphic organizer for a theme in *The Lightning Thief.*
	• In the first half of this unit, students wrote a mini-essay about the elements of mythology and a theme in the myth of Prometheus. In this lesson, students move into writing their second essay of this unit, which is a longer essay connecting a theme of a myth to a theme communicated in the novel *The Lightning Thief.*
	
	• In this lesson, students analyze a model literary analysis to understand its structure and work together to create a new anchor chart: Structure of a Literary Analysis. This sequence of instruction for writing follows a similar pattern to the first half of the unit: analyzing a model, creating an anchor chart, planning with peers, and using graphic organizers to write independently.
	
	• While students' essays in Lesson 11 focused on only a myth, this essay in the second half of the unit pushes students' reading, thinking, and writing by asking them to work with theme across both the myth of Cronus and the novel. Additionally, this essay pushes students by asking them to write an extended introduction in which they summarize the myth and present the common theme, and an extended conclusion in which they describe why myths still matter and why the author of *The Lightning Thief* might have chosen to include the myth of Cronus in his novel.
	
	• This lesson is critical to helping students identify a theme in *The Lightning Thief* that directly relates to the theme they identified in Lesson 15 in the myth of Cronus. To help make this connection, students use their thematic statement from Cronus as their "first draft theme" for the novel.
	
	• In advance: Make sure students have their Theme graphic organizer: The Myth of Cronus, from Lesson 15.

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Lesson Vocabulary	Materials
structure, argument, claim	• *The Lightning Thief* (book; one per student) • Model Literary Analysis: "Connecting Theme in Prometheus and *The Lightning Thief*" (one per student) • Modified Model Literary Analysis: "Connecting Theme in Prometheus and *The Lightning Thief*" (optional; for students needing more support) • Structure of a Literary Analysis anchor chart (new; co-created with students during Work Time B) • Theme graphic organizer: The Myth of Cronus (from Lesson 15; students' completed copies) • Theme graphic organizer: *The Lightning Thief* (one per student)

Opening	Meeting Students' Needs

A. Engaging the Reader: The Lightning Thief—Chapter 22 (5 minutes)
• Be sure students have their texts, The Lightning Thief.
 	
• Invite students to pair up with another student to share their responses to the Chapter 22 homework question:
 	
  ∗ "Why do you think Percy has so much trouble deciding whether to stay year round or go to seventh grade?"
 	
• "Refocus the group. Invite students to vote with their thumbs:
 	
  ∗ "Would you stay at Camp Half-Blood year round? Show thumbs up."
 	
  ∗ "Would you leave Camp Half-Blood to go to seventh grade? Show thumbs down."
 	
• Cold call a few students to invite them to share their reasoning and evidence with the class.	

Opening	Meeting Students' Needs

B. Unpacking Learning Target (5 minutes)
• Invite students to read the learning targets with you:
  * "I can identify the structure, argument, and specific claims in a model literary analysis essay."
 	
  * "I can use details to determine a theme of *The Lightning Thief* that connects with the theme I determined in the myth of Cronus."
 	
• Invite students to Think-Pair-Share:
  * "So now that you have seen the learning targets for this lesson, what do you think you will be doing today? Why?"
 	
• Listen for: "We are going to look at how a literary analysis is put together," "We are going to figure out a theme or message of the book," and "Doing these things will help us write our own essays." Emphasize that reading strong models is an excellent way to know what to aim for in one's own writing.	

Work Time	Meeting Students' Needs

A. Studying a Model Literary Analysis Essay: "Connecting Theme in Prometheus and The Lightning Thief" and Creating Structure of a Literary Analysis Anchor Chart (18 minutes)
• Remind students of the end of unit assessment prompt, which they looked at in a previous lesson (Lesson 12). For their next writing task, they will write a literary analysis explaining how a common theme runs through a myth alluded to in *The Lightning Thief* and *The Lightning Thief* itself. In this essay they will have an opportunity to show everything they now know about determining theme and about how an allusion to something outside of the novel contributes to meaning and helps the reader to understand the novel better.
 	
• Refocus students on the first learning target:
  * "I can identify the structure, argument, and specific claims in a model literary analysis essay."
 	
• Ask students to Think-Pair-Share:
  * "What does the word *structure* mean in this learning target?"
 	
• Listen for: "The way the essay is put together—the order and content of each of the paragraphs and how they link together to give a main idea." Clarify as needed to be sure all students understand this key term related to their writing task.
	• Consider giving select students the Modified Model Literary Analysis Essay: "Connecting Theme in Prometheus and The Lightning Thief (see supporting materials). This version of the model is pre-annotated to help guide students through the writing process. This resource would not be appropriate for all students, as they should become accustomed to annotating texts (see supporting materials).

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Work Time (continued)	Meeting Students' Needs

• Distribute the Model Literary Analysis: "Connecting Theme in Prometheus and The Lightning Thief" to each student. Tell them that this is an example about the Prometheus myth, which they are familiar with. Emphasize that they will not be writing about Prometheus for their own essays.
 	
• Invite students to read in their heads as you read the Model Literary Analysis: "Prometheus" aloud.
 	
• Tell students they are now going to spend time analyzing this model literary analysis. Remind them that this should feel familiar, because they went through the same process when preparing for the mid-unit assessment.
 	
• After reading, invite students to Think-Pair-Share:
 	
    * "What is this model essay mostly about? What is the author's argument, or central claim? Listen for responses like: "The author has described a theme that is in both Prometheus and *The Lightning Thief*. Also, the writer shows why myths are important and why Rick Riordan may have chosen to include this myth in his novel."
 	
• Ask students to label the four paragraphs:
 	
    * Introduction
 	
    * Body Paragraph 1
 	
    * Body Paragraph 2
 	
    * Conclusion
 	
• Be sure that students realize that not all essays have four paragraphs, but through that process, they will learn about writing essays in general.
 	
• Focus students on the introduction. Ask them to Think-Pair-Share:
 	
    * "What is the writer trying to tell you in this introduction? What is his or her argument, or central claim?"
 	
• Listen for students to notice that this first section gives a summary of the myth and tells readers the theme that is common to both the myth and the novel.
 	
• Ask students to underline the second sentence, which is the author's main argument: "In both the myth of Prometheus and the novel *The Lightning Thief*, a hero ..."
 	
• Focus students on Body Paragraph 1. Ask them to notice:
 	
    * "What does the first Body Paragraph include? How is it structured?"	

Work Time (continued)	Meeting Students' Needs

• Be sure that students realize that not all essays have four paragraphs, but through that process, they will learn about writing essays in general.
 	
• Focus students on the introduction. Ask them to Think-Pair-Share:
 	
   * "What is the writer trying to tell you in this introduction? What is his or her *argument*, or central claim?"
 	
• Listen for students to notice that this first section gives a summary of the myth and tells readers the theme that is common to both the myth and the novel.
 	
• Ask students to underline the second sentence, which is the author's main argument: "In both the myth of Prometheus and the novel *The Lightning Thief*, a hero ..."
 	
• Focus students on Body Paragraph 1. Ask them to notice:
 	
   * "What does the first Body Paragraph include? How is it structured?"
 	
• Ask students to underline the topic sentence of the first body paragraph.
 	
• Repeat with the second body paragraph.
 	
• Focus students on the conclusion. Ask:
 	
   * "What do you notice?"
 	
• Ask them to underline the final sentence of the model essay.
 	
• Display the new Structure of a Literary Analysis anchor chart. Cold call and use student responses to break down the structure of the model essay. For example:
 	
   * Introduction sentence:
 	
   — Provides a one- to two-sentence summary of the myth
 	
   — Presents a common theme between the myth and the novel
 	
   * Body Paragraph 1:
 	
   — Explains a theme of the myth
 	
   — Describes how that theme is communicated through details in the myth	

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Work Time (continued)	Meeting Students' Needs
* Body Paragraph 2: — Explains the theme in the novel (same theme from the myth) — Describes how that theme is communicated through details in the novel * Conclusion: — Explains how mythology is important today, and why the author of the novel may have chosen to include the myth • Remind students that the thinking on this anchor chart will be a helpful guide when writing their own literary analyses. They will reread this model, and think more about the chart, when they begin to write their essays.	

EXPEDITIONARY
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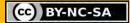| Work Time (continued)	Meeting Students' Needs
B. Determining a Theme in The Lightning Thief graphic organizer (15 minutes) *Note: Because the novel is significantly longer than the myth, students are given more time to search for evidence than in Lesson 15.* • Tell students that now they will continue to work toward their own writing of a literary analysis by thinking and planning more about theme. Remind students of the work they did in the last lesson when they determined a theme of the Cronus myth. Tell them they will now be applying that same thinking to *The Lightning Thief*. Explain that writers include allusions to other stories often because those stories share common themes, or messages, that they want to share with the reader. • Ask students to take out their Theme graphic organizer: The Myth of Cronus (from Lesson 15). Distribute the Theme graphic organizer: The Lightning Thief. • Tell students they will be using the work they did with Cronus as a starting point for today's work. Give directions: 1. Use the theme you determined for Cronus as a "first draft theme" for *The Lightning Thief*. 2. With your triad, search for details in the novel that serve as evidence of that theme. 3. Add your thinking below each piece of evidence. Your thinking should answer the question: "How does this detail relate to the theme?" 4. Using the evidence, make a claim about a theme in *The Lightning Thief*. • Tell students that Chapter 22, pages 361–369, in which we learn about Luke and Cronus's struggle for power, are a good starting place for finding details. • As students locate evidence, circulate and support them in their work. This will most likely be helping students to locate the pages of specific events in the novel.	• Graphic organizers and recording forms provide the scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning, and engage students more actively. • When reviewing the graphic organizers or recording forms, consider using a document camera to visually display the document for students who struggle with auditory processing. • For students needing additional supports, you may want to provide a partially filled-in graphic organizer • Consider posting directions for writing from a graphic organizer to support students who have difficulty with multistep directions. • Consider pulling small groups of students who need additional support and work with them in a more guided setting. • Asking students to provide feedback to their peers based on explicit criteria benefits both students in clarifying the meaning of the learning target.

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Closing and Assessment	Meeting Students' Needs
A. Inner Circle/Outer Circle: Sharing Themes in *The Lightning Thief* (5 minutes) • Invite students to bring their graphic organizers with them to a whole group meeting area. Arrange students in an outer circle and an inner circle. 1. Say: "Inner circle, share the final claim you made about a theme in *The Lightning Thief*." 2. Say: "Outer circle, share the final claim you made about a theme in *The Lightning Thief*." 3. Say: "Outer circle, rotate one person to your left." 4. Say: "Outer circle, share one detail you used and your thinking about that detail." 5. Say: "Inner circle, share one detail you used and your thinking about that detail." 6. Say: "Inner circle, rotate two people to the left." 7. Say: "Inner circle, share how this relates to your thinking about the myth of Cronus." 8. Say: "Outer circle, share how this relates to your thinking about the myth of Cronus."	

Homework	Meeting Students' Needs
A. Complete Theme graphic organizer for a theme in *The Lightning Thief*.	

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Supporting Materials

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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Introduction:
11. Summarize the myth.
12. Introduce the theme that connects both the myth and the novel.
13. Introduce how the theme is communicated in each text.

1st Body Paragraph:
7. Introduce the myth and how the theme is communicated in the myth.
8. Give an example from the myth supporting the theme.
9. Give a quote from the text that shows your example.
10. Repeat Steps 2 and 3.

2nd Body Paragraph:
3. Introduce the novel and how the theme is communicated in the novel.
4. Give an example from the novel supporting the theme.
5. Give a quote from the novel that shows your example.
6. Repeat Steps 2 and 3.

Conclusion
1. Tell why myths are still important
2. Tell why Rick Riordan may have included the myth in *The Lightning Thief*. Repeat Steps 2 and 3.

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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