



EXPEDITIONARY  
LEARNING

# Grade 6: Module 1: Unit 2: Lesson 4

## What Makes a Myth a Myth?

### Comparing “Cronus” and “Shrouded in Myth”



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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 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 determine the main idea of an informational text based on details in the text. (RI.6.2)

**Supporting Learning Targets**

- I can make comparisons between ideas in the myth of “Cronus” and “Shrouded in Myth.”
- I can get the gist of sections of “The Key Elements of Mythology.”
- I can reflect on things that close readers do.

**Ongoing Assessment**

- Chalk Talk charts
- Exit Ticket: The Most Important Thing

Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. <i>The Lightning Thief</i>: Routine (10 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Comparing “Cronus” and “Shrouded in Myth”: A Carousel of Quotes and Venn Diagram (15 minutes)</p> <p>B. Close Reading, Part 1: Getting the Gist of “The Key Elements of Mythology” (15 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Exit Ticket: The Most Important Thing (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Read Chapter 13 of <i>The Lightning Thief</i>. While reading, record at least five questions that you have about the chapter.</p>	<ul style="list-style-type: none"> <li>This lesson includes a Carousel activity, which students should be familiar with from Unit 1, Lesson 3. Review this lesson in advance to recall the routine.</li> <li>This lesson continues to build upon the close reading practices that students have refined throughout Unit 2.</li> <li>Students revisit “Shrouded in Myth” (from Unit 1, Lesson 1) and compare it with “Cronus”.</li> <li>Students use a Venn diagram, so they do both compare and contrast these two stories. Yet the emphasis is on comparison because students are using the similarities between these two stories to construct knowledge about the common elements of myth. This constructed knowledge will then be reinforced, or revised, through the reading of the informational text “Key Elements of Mythology.”</li> <li>Students read a new informational text that gives them background knowledge about six key elements of mythology. These elements will provide a framework for examining <i>The Lightning Thief</i> and a variety of Greek myths throughout Unit 2. Students will apply this framework specifically as a part of their mid-unit assessment (Lesson 11).</li> <li>Continue to emphasize the importance of both rereading and reading a lot of texts on one topic. These two practices help students build knowledge about the world and become stronger readers. They may notice how much they have learned since they first read “Shrouded in Myth” on the first day of the module!</li> <li>In advance: Read Chapter 13 of the <i>Lightning Thief</i> with the entrance task in mind. Identify pivotal moments you anticipate students will mention.</li> <li>Review the Carousel protocol (Appendix 1).</li> <li>Prepare the charts for the Carousel protocol (Part A of Work Time). Copy the quotes from “Cronus” and “Shrouded in Myth” Carousel of Quotes (see supporting materials) onto chart paper. Hang one quote on each chart, and spread the charts out on the classroom walls with enough space in between so that students can circulate easily during the activity. (If your class is large, consider making eight charts total, with two charts that have identical quotes. If you do this, be sure students know that they only need to get to four of the eight charts.)</li> <li>Post: Learning targets, entrance ticket prompt.</li> </ul>

Lesson Vocabulary	Materials
pivotal moment, compare, comparison, contrast (v); elements, theme	<ul style="list-style-type: none"><li>• <i>The Lightning Thief</i> (book; one per student)</li><li>• Document camera</li><li>• Entrance Ticket: Pivotal Moments (teacher-created; see Opening A)</li><li>• Question basket</li><li>• Chart paper for Carousel of quotes—four pieces of chart paper total, one chart for each pair of quotes. (model in supporting materials).</li><li>• “Cronus” and “Shrouded in Myths” Paired Passages Carousel Walk (For Teacher Reference)</li><li>• Sticky notes (four per student)</li><li>• Venn diagram (blank, one per student) (see Appendix 2 or create your own)</li><li>• Venn Diagram: Comparing and Contrasting “Cronus” and “Shrouded in Myth” (one per student) (See Appendix 2 or create your own)</li><li>• “Cronus” (from Lesson 2; one per student)</li><li>• Reading Closely: Approaching the Text handout (from Lesson 2; one per student)</li><li>• “The Key Elements of Mythology” (one per student)</li><li>• Exit Ticket: The Most Important Thing (one per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. <i>The Lightning Thief</i>: Routine (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Be sure students have their texts, <b><i>The Lightning Thief</i></b>.</li> <li>Invite students to sit in triads. Turn their attention to Entrance Task: Pivotal Moments, which should be posted on the <b>document camera</b> before students enter the classroom:           <ul style="list-style-type: none"> <li>* “Write down a <i>pivotal moment</i> in Chapter 12 of <i>The Lightning Thief</i>.”</li> </ul> </li> <li>Before students write, briefly define the word <i>pivotal</i>. Explain that it means to have significance to the development of something else. Link this to the word “pivot,” which means to turn quickly (some students may recognize this word from its sports context): something that is pivotal means it makes other things happen or “turn.” Say: “An example of a pivotal moment in someone’s life might be the birth of a sibling, a marriage, or getting/losing a pet.”</li> <li>Give students 2 minutes to think and then write down a pivotal moment from Chapter 13.</li> <li>Then ask students to put their pivotal moments into the <b>question basket</b>.</li> <li>Randomly ask a student to pull a pivotal moment from the basket and read it aloud. In triads, encourage the class to discuss why the moment is/is not pivotal in the chapter. Encourage students to cite reasons for their opinion, with probing questions like:           <ul style="list-style-type: none"> <li>* “How was that moment a turning point in the story?”</li> <li>* “What changed?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Post the definition of <i>pivotal</i> where students can see it. Consider posting examples of pivotal moments in a novel: when the relationship between two characters changes, when there is an unexpected turn in the plot, etc.</li> </ul>

Work Time	Meeting Students' Needs
<p><b>A. Comparing and Contrasting “Cronus” and “Shrouded in Myth”: A Carousel of Quotes and Venn Diagram (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Invite students to read the first learning target aloud with you:           <ul style="list-style-type: none"> <li>* “I can make comparisons between ideas in “Cronus” and ‘Shrouded in Myth.’”</li> </ul> </li> <li>Ask students to think and then discuss as triads:           <ul style="list-style-type: none"> <li>* “What does the word <i>compare</i> mean?”</li> </ul> </li> <li>Invite a few students to share out. Be sure to clarify that <i>compare</i> means to notice how two or more things are similar. Then explain that <i>contrast</i> means to look for things that are different.</li> <li>Tell students that as they learn more about myths, they will start to recognize things that many myths have in common. Today they are going to revisit a myth they read on the very first day of the module, “Shrouded in Myth,” and compare it to the “Cronus”.</li> <li>Remind students of the activity they did during Unit 1 with a Carousel of Quotes related to Percy Jackson. Tell them that they will do something similar today. But this time they will be looking at quotes from two different myths and thinking about how they compare or contrast. Briefly review the process:           <ol style="list-style-type: none"> <li>1. In triads, travel from chart to chart.</li> <li>2. Read each of the passages.</li> <li>3. As a triad, discuss: “What is similar and different between the two passages?”</li> <li>4. On your own, write your thinking onto sticky notes, and stick those notes on the chart paper.</li> </ol> </li> <li>Review expectations for movement and noise level (e.g., “Please remember to keep your hands to yourselves and volume at a level 1—you should hear your triad but not other groups around you”).</li> <li>Encourage students to wrestle with the passages. You might say: “Today we are going to be looking very closely at passages from ‘Shrouded in Myth’ and ‘Cronus’. We are looking for things that are similar and different in the two passages. Talk with peers and explore ideas with them. You may see things that others don’t see. Others may see things that you don’t see.”</li> <li>Give every student <b>sticky notes</b>. Ask them to gather with their triads and begin.</li> </ul>	

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>After about 8 minutes, ask students to return to their seats.</li> <li>Place a blank <b>Venn diagram</b> on the document camera and distribute one to each student. Explain that a Venn diagram is an organizer for recording how things <i>compare</i> (are alike) and <i>contrast</i> (are different); things that are the same go in the middle space, and things that are different go on one side or the other.</li> </ul> <p>Tell students that you would like them to add details to their Venn diagram as you complete one on the document camera. As students share their observations, record the similarities and differences they noted on the document camera. Ask students to keep their Venn diagram in their notebook or folder for future reference.</p>	
<p><b>B. Close Reading, Part 1: Getting the Gist of “The Key Elements of Mythology” (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Invite students to read the next couple of learning targets aloud with you:           <ul style="list-style-type: none"> <li>* “I can get the gist of sections of ‘The Key Elements of Mythology.’”</li> <li>* “I can reflect on things that close readers do.”</li> </ul> </li> <li>Tell students that in the second and third learning targets they will continue to practice the skills of close reading that they have been developing. Continue to emphasize that close reading is not a formulaic step-by-step process, but that it often involves certain “things” that close readers do.</li> <li>Tell students that much of what they put in the center of their Venn diagram is common in many myths. Provide a few specific examples that emerged from your class discussion.</li> <li>Tell students that now they will get to read a new informational text that will give them more background knowledge about one of the guiding questions: “What makes a myth a myth?”</li> <li>Distribute the informational text <b>“The Key Elements of Mythology.”</b> Focus students on the title. Briefly define <i>elements</i> in this context: a part or aspect of something, especially a part of something that is really important or typical. Tell them that this definition will become clearer as they read.</li> <li>Begin reading the opening sentences of the text: “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 <b>elements</b> 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.”</li> </ul>	

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Prompt triads to spend a couple of minutes discussing:           <ul style="list-style-type: none"> <li>* “What does <i>theme</i> mean?” Point out that again these examples are really thematic topics.</li> </ul> </li> <li>• Ask students to read the remainder of the text slowly for the gist. Encourage them to annotate in the margins.</li> <li>• At the end of the reading, ask students to take 2 minutes to share their gist notes with their triad.</li> <li>• Remind students that rereading is one of the main “things close readers do.” Commend them for their first read of this text, and tell them that they will continue with this same text for a closer read in the next lesson. Explain to students that they will now have an opportunity to explore the themes in the myth of Cronus that relate to the topic of parent-child relationships.</li> </ul>	

Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: The Most Important Thing (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Exit Ticket: The Most Important Thing</b> to student. Tell students that they are going to write about the most important thing they learned in this lesson. Tell students that this is a very simple and efficient way for them to summarize and evaluate their learning from the lesson.</li> <li>• Ask students to complete the blanks in the statement with information learned from the class.</li> </ul>	

Homework	Meeting Students' Needs
<p>A. Read Chapter 13 of The Lightning Thief. While reading, record at least five questions that you have about the chapter.</p>	



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## Supporting Materials



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Teacher Directions: Copy each of the sets of paired passages below onto a separate piece of chart paper.

**Chart 1**

“A long, long time ago even before Perseus was born, his grandfather, Acrisios, the king of Argos, was given a prophecy that he would someday be killed by his grandson.” (“Shrouded in Myth”)

“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.” (“Cronus”)

**Chart 2**

“Zeus had been watching Danae and thought that she was stunning—too beautiful to resist. He turned himself into a golden rain and poured through the bronze bars in the roof of her elaborate dungeon.”

(“Shrouded in Myth”)

“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.” (“Cronus”)

**Chart 3**

“To protect himself from his fate, the terrified king imprisoned his only daughter, Danae, in an underground dungeon, so that she could never marry or have children.” (“Shrouded in Myth”)

“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.” (“Cronus”)

**Chart 4**

“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.” (“Shrouded in Myth”)

“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.” (“Cronus”)

**GRADE 6: MODULE 1: UNIT 2: LESSON 4**

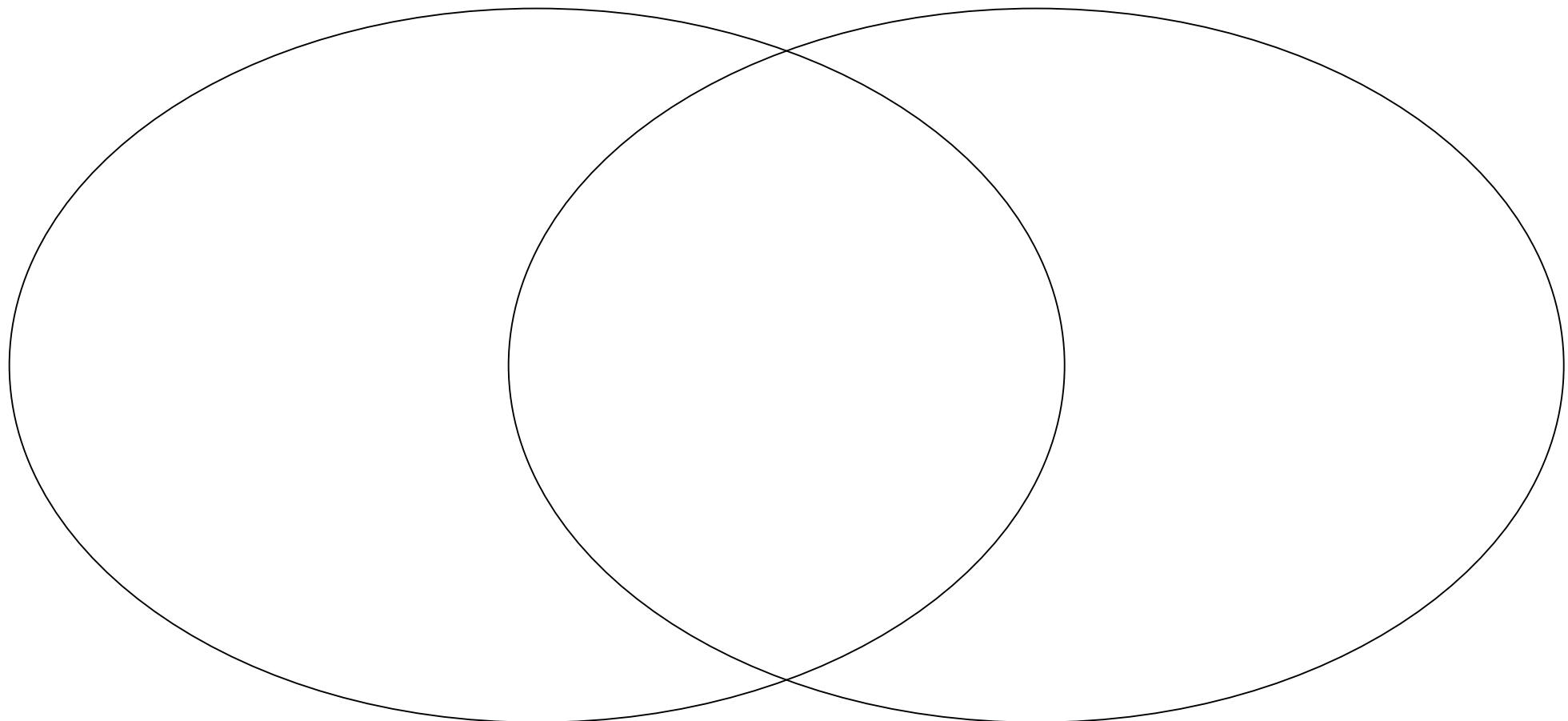
**Venn Diagram:** Comparing and Contrasting  
“Cronus” and “Shrouded in Myth”

**Name:**

**Date:**

“Shrouded in Myth”

“Cronus”



**“Shrouded in Myth”****“Cronus”**

- Acrisios is killed by his grandson.
- This story is a mix of mortal and immortal characters.

- In both, there is a sense of fate or prophecy that makes a character fear loss of power.
- In both myths, families are in a struggle for power.
- In both texts, a parent imprisons their child in some way.
- Both stories involve Zeus in some way.
- In both stories, immortal beings experience human emotions like desire, rage, or jealousy.

- Cronus is dethroned by his son.
- All the characters of this story are immortal (titans and gods).

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.

Parent	Child
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 <b>supernatural</b> 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 <b>origins</b> 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 <b>fate</b> , 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.
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.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Today I learned that myths \_\_\_\_\_

I also learned that myths \_\_\_\_\_.

\_\_\_\_\_ , and \_\_\_\_\_

But the most important thing about myths is \_\_\_\_\_

\_\_\_\_\_ .