



EXPEDITIONARY  
LEARNING

# Grade 6: Module 1: Unit 2: Lesson 9

## Analyzing Details in “Prometheus” for Elements of Mythology and Theme



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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)

**Supporting Learning Targets**

- I can reflect on the things close readers do.
- I can use details to make a claim about the elements of mythology in the myth of Prometheus.
- I can use details to make a claim about a theme of the myth of Prometheus.

**Ongoing Assessment**

- Elements of Myth graphic organizer
- Theme graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. <i>The Lightning Thief</i> Routine: Purpose for Reading Chapter 17 (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Close Reading, Part 2: Identifying Details of Elements of Myth and Theme in Prometheus (15 minutes)</li> <li>B. Partner Writing: Planning Mini-Essays Using Graphic Organizers (20 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Debrief: How Did the Graphic Organizers Help You Understand the Elements of Mythology and Theme of Prometheus? (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Complete graphic organizers. Read Chapter 18 of <i>The Lightning Thief</i>. Use evidence flags to mark key elements of mythology you notice.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In previous lessons, students have learned how to recognize what makes a myth a myth and to identify the themes in a myth by reading closely for details of mythological elements. They have practiced using two graphic organizers—Elements of Myth, and Theme—to become familiar with how to use them to organize their thinking. They will be using these organizers to organize their thinking for the mid-unit assessment. Continue to support students in understanding the logic behind each graphic organizer, particularly how they can use the Elements of Myth graphic organizer to help them determine a significant theme.</li> <li>• In Lesson 8, students began reading closely the myth Prometheus, focusing on getting the gist. Today they go deeper by looking at details that suggest elements of myth and theme. Continue to reinforce with students the importance of rereading, referring them to the Reading Closely: Guiding Questions handout as necessary.</li> <li>• A focus of this lesson is the transition from of the Reading Closely: Guiding Questions handout to the Analyzing Details row as they dig deeper into the text. Be sure students know that reading closely is not a formula or a series of steps; rather it is the practice of simply digging deeper and deeper into the words, meaning, and structure of a text.</li> <li>• In Lesson 10, students will be writing an analytical mini-essay about the myth of Prometheus as practice for the mid-unit assessment. Note that in this lesson, students spend only 5 minutes working with <i>The Lightning Thief</i> to ensure they have enough time to complete their graphic organizers before Lesson 10.</li> <li>• In advance: Review Elements of Myth graphic organizer and possible answers to get a sense of the type of responses to expect from students.</li> <li>• The Themes graphic organizer is adapted in collaboration with Odell Education based on their Evidence-Based Claims worksheet (also see stand-alone document on EngageNY.org and odelleducation.com/resources). Note that these organizers support students in arriving at a claim through an inductive thinking process. Note that there is no answer provided for teacher reference, since the purpose of this graphic organizer is for students to follow their own inductive process.</li> <li>• With both graphic organizers, students begin by singling out details in the myth. They identify elements of mythology for the first body paragraph, and then move on to theme for the second body paragraph. Students record details in the first row of boxes. In the second row of boxes students describe what they think about that detail, particularly in terms of how it relates to elements of mythology or theme. In the next row they connect all the details together and describe how the details are all linked. In the final row they make a claim about elements of myth or theme.</li> <li>• The second graphic organizer (Theme) builds directly off the first (Elements of Myth) because some of the elements of mythology contribute to the themes.</li> </ul>



Lesson Vocabulary	Materials
reflect, elements of myth, theme, claim	<ul style="list-style-type: none"> <li>• Homework question for Chapter 17 (from Lesson 8; one to display)</li> <li>• <i>The Lightning Thief</i> (book; one per student)</li> <li>• Reading Closely: Questioning Texts (one per student from previous lesson)</li> <li>• “Prometheus” (from Lesson 8; one per student)</li> <li>• Document camera</li> <li>• Reading Closely: Analyzing Details (one per student)</li> <li>• Elements of Myth graphic organizer (for Body Paragraph 1) (one per student)</li> <li>• “Key Elements of Mythology” text (from Lesson 4; one per student)</li> <li>• Elements of Myth graphic organizer (for Body Paragraph 1) (Sample Response for Teacher Reference)</li> <li>• Theme graphic organizer (for Body Paragraph 2) (blank; one per student)</li> <li>• Evidence flags (four per student)</li> </ul>

Opening	Meeting Students’ Needs
<p>A. <i>The Lightning Thief</i> Routine: Sharing Evidence Flags (3 minutes)</p> <ul style="list-style-type: none"> <li>• Post the homework question for Chapter 17 of <i>The Lightning Thief</i>:             <ul style="list-style-type: none"> <li>* “How does Percy show that he is a hero in Chapter 17 of <i>The Lightning Thief</i>?”</li> </ul> </li> <li>• Invite students to get into discussion triads. Ask them to each share one example: one location where they placed an evidence flag in Chapter 17 to answer the question, and to explain why they chose that evidence to answer the question.</li> <li>• Invite discussion triads to share with the rest of the class the evidence their team collected.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider grouping ELL students who speak the same home language into triads when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language.</li> </ul>



Work Time	Meeting Students’ Needs
<p>A. Close Reading, Part 2: Identifying Details of Elements of Myth and Theme in Prometheus (15 minutes)</p> <ul style="list-style-type: none"> <li>• Remind students that in the previous lesson they began reading the myth of Prometheus to get the gist. Explain that in this lesson they will reread this myth to dig deeper into the elements of mythology and the theme so that they can write an analytical mini-essay of their own about the myth of Prometheus. Emphasize that strong readers often read texts multiple times. There is no “formula” to this, but the Reading Closely: Guiding Questions handout gives some general guidelines of “things close readers do.”</li> <li>• Post the learning targets for students and invite them to follow along silently as you read aloud:             <ul style="list-style-type: none"> <li>* “I can reflect on the things close readers do.”</li> <li>* “I can use details to make a claim about the elements of mythology in the myth of Prometheus.”</li> <li>* “I can use details to make a claim about a theme of the myth of Prometheus.”</li> </ul> </li> <li>• Ask the class to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* “Why are we reflecting on the things close readers do? How is this helpful?”</li> </ul> </li> <li>• Listen for: “We want to be really good at close reading so that we get a really good understanding of what we read. Reflecting on the things close readers do will help us to get better at close reading.”             <ul style="list-style-type: none"> <li>* “What are the themes of a myth? How can we work out what the themes are and which one is most significant?”</li> </ul> </li> <li>• Listen for: “A theme is an idea that is repeated throughout the text to communicate a message. We can work out what the themes are by reading for details about the elements of mythology and identifying elements that run throughout the myth to communicate a message.”</li> <li>• Invite students to review the Reading Closely: Questioning Texts handout from Lesson 8 and remind them of the Topic, Information, and Ideas questions in identifying details about elements of myth and theme (What is this text mainly about? What information or ideas does the text present? What details stand out to me as I read?). These questions should have been highlighted/check-marked on both the display copy and student copies in the previous lesson.</li> <li>• Be sure students have their text “Prometheus” (from Lesson 8). Using a document camera, display “Prometheus” where all students can see it. Invite students to follow along silently as you read it aloud again. Stop at strategic points—for example, after each paragraph—to ask students the highlighted questions in reference to the elements of myth and theme. After the first paragraph, ask students to Think-Pair-Share:</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> <li>• Many students will benefit from seeing learning targets posted. Reveal them one at a time to keep students focused on one target at a time.</li> <li>• Adding visuals or graphics to learning targets can help students remember or understand key ideas. For example, a mirror for <i>reflect</i>.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>* “What information/ideas are described in detail?”</li> <li>* “Are there any elements of mythology that keep coming up?”</li> <li>* “Are you getting any ideas about the theme? Is there an idea that seems to run all the way through the text?”</li> <li>“Is there a significant element of mythology that points you toward a theme?”</li> </ul>	
<p><b>B. Partner Writing: Planning Mini-Essays Using Graphic Organizers (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Explain that now that they have started to get an idea about some of the elements of myth and perhaps some themes that run through the myth of Prometheus, they need to start connecting these ideas together to be able to write their own mini-essays.</li> <li>• Display and distribute Reading Closely: Analyzing Details (the third row of the Odell Education handout Reading Closely: Guiding Questions).</li> <li>• Explain that this section of the close reading document will help students to connect the details to make claims. Direct the class to focus on two of the questions:               <ul style="list-style-type: none"> <li>* “What details, information, and ideas are repeated throughout the text?”</li> <li>* “How are the details I find related in ways that build ideas and themes?”</li> </ul> </li> <li>• Highlight/check-mark those questions on the display copy and invite students to do the same for reference as they work.</li> <li>• Display and distribute the Elements of Myth graphic organizer (either on a large copy or a copy projected using a document camera). Remind students that they have used this organizer before with the analytical mini-essay. As a reminder, cold call to ask students:               <p>What kind of information do you think should go in each box?”</p> </li> <li>• Tell students that they can use the “Key Elements of Mythology” information text, read in previous lessons, to support them in identifying details of elements of myth in the “Prometheus” text.</li> <li>• Pair students to fill out their Elements of Myth graphic organizers. Emphasize that students can simply jot notes, and do not need to write full sentences. Also emphasize that not all students need to choose the same details. Different details in the text can support the same idea.</li> </ul>	<ul style="list-style-type: none"> <li>• For students who struggle with reading grade-level text, consider chunking the text for them on separate sheets of paper. This makes the reading of complex text more manageable and allows them to focus on one small section at a time.</li> <li>• Be sure to set clear expectations that students read along silently as you read the text aloud. Hearing the text read slowly, fluently, and without interruption or explanation promotes fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression, and are simultaneously looking at and thinking about the words on the printed page.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Circulate to observe how pairs are organizing their thinking on the graphic organizer. Use the highlighted/check-marked questions on the Analyzing Details chart and the questions below to encourage students to consider what they have recorded to ensure they understand how to use the graphic organizer to organize their thinking on the elements of myth. If students are having problems figuring out what to write on their charts and/or have recorded responses that don’t reflect what the content should be, ask them probing questions. For example:               <ul style="list-style-type: none"> <li>* “Can you find any of the key elements of mythology in Prometheus? Where? How do you know it is an element of mythology? What does it say?”</li> <li>* So where are you going to record those details? Which box should they go in?”</li> <li>* “So what do you think should go in this box? Why?”</li> <li>* “What does the title of the box suggest?”</li> <li>* “Why have you chosen that detail? What was the thinking that made you choose it?”</li> <li>* “How are all the details you have chosen connected?”</li> <li>* “What is your claim about Prometheus? Is it a myth? Why do you think so?”</li> </ul> </li> <li>• Reconvene the class. Invite pairs to share some of their thinking about elements of mythology using what they recorded on their graphic organizers. Notice where there are misconceptions and return to those pairs to help them recognize and correct their mistakes in the next section.</li> <li>• Display and distribute the Theme graphic organizer (for Body Paragraph 2). Remind students that it is exactly the same as the other organizer: Any time you read a text closely, you begin to look across details in a text for connections and to explain those connections.</li> <li>• Point out that this time the focus of their claim is on theme rather than on the key elements of mythology. Remind them, however, that focusing on the key elements will still be useful, because recurring elements of mythology (e.g., the struggle for power) often point to a theme. Again, emphasize that not all of them will choose the same details for this graphic organizer.</li> <li>• Tell students that they have time to get started on this second graphic organizer in class, and then will get to finish it as part of their homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers and recording forms provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning, and engage students more actively.</li> <li>• 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.</li> <li>• Allowing students to discuss their thinking with their peers before writing helps to scaffold student comprehension of the quote as well as assist in language acquisition for ELLs.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Again, circulate to observe how pairs are organizing their thinking on the graphic organizer. Use the highlighted/check-marked questions on the Analyzing Details chart and the questions below to ensure students understand how to use the graphic organizer to organize their thinking. If students are having problems figuring out what to write on their charts and/or have recorded responses that don’t make sense, ask them:<ul style="list-style-type: none"><li>* “What seems to be a significant element of myth in Prometheus—one for which you can find throughout?”</li><li>* “Does that give you any ideas about theme?”</li><li>* “So what do you think should go in this box? Why?”</li><li>* “What does the title of the box suggest?”</li><li>* “Why have you chosen that detail? What was the thinking that made you choose it?”</li><li>* “How are all the details you have chosen connected?”</li><li>* “What is your claim about the theme in Prometheus? What is the theme? Why do you think that?”</li></ul></li><li>• Reconvene the class. Invite pairs to share some of their thinking about theme using what they have recorded on their graphic organizers. If students have not completed their graphic organizer, they should complete it for homework.</li></ul>	





Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief: How Did the Graphic Organizers Help You Understand the Elements of Mythology and Theme of Prometheus? (5 minutes)</p> <ul style="list-style-type: none"><li>• Ask students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “What elements of myth did you find in Prometheus?”</li><li>* “What was a significant theme you found in Prometheus? What message are you taking away from the myth?”</li><li>* “How did the graphic organizer help you to understand the purpose and elements of the myth more deeply?”</li></ul></li><li>• Distribute evidence flags for homework.</li></ul>	<ul style="list-style-type: none"><li>• Consider grouping ELLs who speak the same home language into triads when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language.</li></ul>
Homework	Meeting Students’ Needs
<p>A. Complete the graphic organizers. Read Chapter 18 of <i>The Lightning Thief</i>. Look for details that suggest key elements of mythology, and place evidence flags where you find these elements.</p>	



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## Supporting Materials



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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?

.....  
 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...



.....  
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?

<p>Detail from the Prometheus myth</p>	<p>Detail from the Prometheus myth</p>
<p>"Prometheus, proud of the beautiful thing of his own creation, wanted to vie Man a worthy gift..... And Prometheus pitied him more than the animals, since Man had a soul to suffer."</p>	<p>"Surely Zeus, rule of Olympus, would have compassion for Man? But Prometheus looked to Zeus in vain; he did not have compassion for Man."</p>
<p>My thinking about this detail ...</p>	<p>My thinking about this detail ...</p>
<p>This makes me think about how characters in myths are often non-human. But they have human emotions or qualities. Being proud and feeling pity are human emotions.</p>	<p>The struggle for power often happens between two supernatural forces. In this myth it is between Zeus and Prometheus.</p>



# THEME GRAPHIC ORGANIZER (FOR BODY PARAGRAPH 2)

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

<b>FOCUSING QUESTION</b>	<b>What is your <u>first draft</u> idea for a theme in the myth of Prometheus?</b>
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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

<b>HOW I CONNECT</b>	
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<b>CLAIM</b>	<b>What is an important theme in this myth?</b>
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Adapted from Odell Education's "Forming EBC Worksheet" and developed in partnership with Expeditionary Learning