



EXPEDITIONARY  
LEARNING

# Grade 6: Unit 2

## Overview



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### Unit 2: Elements and Theme of Mythology in The Lightning Thief

In this second unit of module 1, students will delve deeply into mythology: its purpose, elements, and themes that align with themes in *The Lightning Thief*. While they continue to read *The Lightning Thief* independently, students will closely read multiple myths. In the first half of the unit, they will use the informational text “Key Elements of Mythology” to better understand the elements and themes of the myths they read. In their mid-unit assessment, students will read the myth of Prometheus and write an analytical mini-essay identifying the elements of mythology present in the myth, describing a theme of the myth, and explaining

how key details contribute to the theme. In the second half of the unit, students will read, think, talk, and write the myths alluded to in *The Lightning Thief*. They will determine the themes of myths and how the themes align with themes in the novel. As students build toward writing a literary analysis, the teacher will model writing skills using the myth of . Students practice these skills using myths they are reading in small, expert groups. For their end of unit assessment, students will write a literary analysis summarizing the myth of “Cronus,” identifying a common theme between the myth of “Cronus” and *The Lightning Thief*, and explaining why the author chose to include this myth in the novel.

#### Guiding Questions And Big Ideas

- **What makes a myth?**
- **Why do myths matter?**
- **All stories have universal elements and themes.**

#### Mid-Unit 2 Assessment

##### Analytical Mini-Essay about Elements and Theme of the Myth of Prometheus

This assessment centers on NYSP12 ELA CCLS RL.6.1, RL.6.2, RI.6.1, W.6.2, and W.6.9. For this assessment, students will write an analytical “mini-essay” responding to the following prompts: “What are significant elements of mythology in the story of ‘Prometheus’? Explain how elements of mythology contained in the plot make ‘Prometheus’ a classic myth.” “What is an important theme in the myth of ‘Prometheus’? What key details from the myth contribute to this theme?”

Students will have read and discussed the myth “Prometheus” in class as well as an informational text about the “Key Elements of Mythology.” They will use recording forms to collect important details. Their “mini-essay” will contain two body paragraphs (one about the elements of myth that they see in “Prometheus” and one a theme of the myth) plus a one-sentence introduction and a brief conclusion to explain how an element of mythology connects to a theme of the myth. The reading standards assessed center around citing textual evidence from both the literary text “Prometheus” and the informational text “Key Elements of Mythology.” Students also are assessed on their ability to determining of a theme of a literary text. The reading standards could be assessed through the graphic organizer alone, or verbally, if necessary. This is both a reading and writing assessment.



### End of Unit 2 Assessment

#### Literary Analysis—Connecting Themes in Cronus and The Lightning Thief

This assessment addresses W.6.2, W.6.5, W.6.9, and L.6.1a, b, c, d.

Students will write a literary analysis responding to the following prompts:

“What is a theme that connects the myth of Cronus and *The Lightning Thief*? After reading the myth of Cronus and the novel *The Lightning Thief*, write a literary analysis in which you do the following:

Summarize the myth and present a theme that connects the myth and the novel;

Describe how the theme is communicated in the myth;

Describe how the theme is communicated in *The Lightning Thief*;

Explain why myths still matter and why the author may have chosen to include this myth in the novel.

You will have the opportunity to discuss the reading and your thinking with your partner before writing independently.”

This is primarily a writing assessment. It is not intended to assess students’ reading of a myth; discussion is intentionally built in as a scaffold toward writing. In Lesson 18 students launch this assessment, writing their best on-demand draft. This draft is not formally assessed. The actual assessment occurs in Lesson 20, after peer feedback.

### Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

### NYS Social Studies Core Curriculum

- 6.6 Classical civilizations developed and grew into large empires characterized by powerful centralized governments, advanced commerce and trade systems, and complex social hierarchies. The scientific and cultural achievements of these civilizations continue to impact the world today.
  - \* 6.6.a The classical era was marked by an increase in the number and size of civilizations.
  - \* 6.6.b Classical civilizations maintained social order through various political systems that corresponded to the values of their citizens.
  - \* 6.6.f Ancient civilizations made scientific, cultural, and political discoveries that have shaped our understanding of the world today.
- 6.7 Major religions and belief systems developed as civilizations grew, which unified societies, but also became a major source of tension and conflict.
  - \* 6.7.a Belief systems and religions are sets of mutual values that help to explain the way the world and humanity work.
  - \* 6.7.b Over time, civilizations developed belief systems and religions that differed across place but shared similar themes.
  - \* 6.7.c Belief systems and religions unify groups of people and are woven into the social organization of societies.



Central Texts

Rick Riordan, *The Lightning Thief* (New York: Hyperion Paperbacks for Children, 2005), ISBN: 0-7868-3865-3.

Ingri and Edgar Parin D'Aulaire, *D'Aulaire's Book of Greek Myths* (New York: Delacorte Press, 1962), ISBN: 0-440-4069-3. (One copy for Teacher Reference)

Berens, E. M. *Myths and Legends of Ancient Greece and Rome*. New York: Maynard, Merrill and Co., 1894. Web. 7 June 2013. <http://www.gutenberg.org/files/22381/22381-h/22381-h.htm>.

Berens, E. M. "Cronus (Saturn)." *Myths and Legends of Ancient Greece and Rome*. New York: Maynard, Merrill and Co., 1894.14-15. Web. 7 June 2013. <http://www.gutenberg.org/files/22381/22381-h/22381-h.htm>.

Lang, Jean. "Prometheus and Pandora." *A Book of Myths*. New York: Thomas Nelson and Sons, 1914. 1-4. Web. 7 June 2013. < <http://www.gutenberg.org/files/22693/22693-h/22693-h.htm>>

Berens, E. M. "Moiræ or Fates (Parcæ)." *Myths and Legends of Ancient Greece and Rome*. New York: Maynard, Merrill and Co., 1894.139-141. Web. 7 June 2013. <http://www.gutenberg.org/files/22381/22381-h/22381-h.htm>.

Guenther, Leanne. "The Story of Medusa and Athena." Web. 7 June 2013. < <http://betterlesson.com/document/1707631/15-cw-the-story-of-medusa-and-athena-docx>>

Hawthorne, Nathaniel. "Theseus Goes to Slay the Minotaur" and "Theseus and Ariadne." In Storr, Francis, ed. *Half a Hundred Hero Tales of Ulysses and the Men of Old*. New York: Henry Holt, 1911. 138-153. Web. 7 June 2013. <http://www.gutenberg.org/files/41765/41765-h/41765-h.htm>

"Key Elements of Mythology" Written by Expeditionary Learning for instructional purposes.



**This unit is approximately 2 weeks or 10 sessions of instruction.**

Lesson	Lesson Title	Supporting Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 1</b>	Reading Closely to Build Background Knowledge: “Myths and Legends”	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of informational text. (RI.6.1)</li> <li>I can determine the main idea of an informational text based on details in the text. (RI.6.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can make inferences about Percy based on details from the text.</li> <li>I can use text details to determine the main ideas in “Myths and Legends.”</li> </ul>	<ul style="list-style-type: none"> <li>Using Text Details to Determine the Main Idea recording form</li> <li>Exit Ticket</li> </ul>	
<b>Lesson 2</b>	Building Background Knowledge: The Myth of Cronus	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for my analysis of a literary text. (RL.6.1)</li> <li>I can determine a theme based on details in a literary text. (RL.6.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can use details from images to make predictions about the myth of Cronus.</li> <li>I can get the gist of the myth of Cronus.</li> <li>I can reflect on the things that close readers do.</li> </ul>	<ul style="list-style-type: none"> <li>Predictions</li> <li>Selected-response</li> <li>Understanding a Key Allusion to Cronus in Chapter 10 of <i>The Lightning Thief</i></li> </ul>	
<b>Lesson 3</b>	Using Details to Determine Theme: The Myth of Cronus	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for my analysis of a literary text. (RL.6.1)</li> <li>I can determine a theme based on details in a literary text. (RL.6.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can answer questions about the myth of Cronus using evidence from the text.</li> <li>I can use context clues to determine the meaning of unknown words in the myth of Cronus.</li> <li>I can collaborate with my peers to determine themes in the myth of Cronus.</li> <li>I can explain how a theme in Cronus is connected to a theme in <i>The Lightning Thief</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the Allusion in Chapter 10 (from homework)</li> <li>Chalk Talk charts</li> </ul>	<ul style="list-style-type: none"> <li>Chalk Talk protocol</li> <li>Things Close Readers Do</li> <li>Things I Notice/Things I Wonder about</li> </ul>



Lesson	Lesson Title	Supporting Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 4</b>	What Makes a Myth a Myth? Comparing Cronus and “Shrouded in Myth”	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of literary text. (RL.6.1)</li> <li>I can determine a theme based on details in a literary text. (RL.6.2)</li> <li>I can cite text-based evidence to support an analysis of informational text. (RI.6.1)</li> <li>I can determine the main idea of an informational text based on details in the text. (RI.6.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can make comparisons between ideas in the myth of Cronus and “Shrouded in Myth.”</li> <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>	<ul style="list-style-type: none"> <li>Understanding the Allusion in Chapter 10</li> <li>Chalk Talk charts</li> <li>QuickWrite: The Most Important Thing</li> </ul>	<ul style="list-style-type: none"> <li>Carousel protocol</li> </ul>
<b>Lesson 5</b>	Building Vocabulary: Working with Words about the Key Elements of Mythology	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of informational text. (RI.6.1)</li> <li>I can use a variety of strategies to determine the meaning of unknown words and phrases. (L.6.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can collaborate with my peers to create word models for key vocabulary in mythology.</li> <li>I can explain the meaning of key vocabulary in mythology to my peers.</li> </ul>	<ul style="list-style-type: none"> <li>Word models</li> <li>Student responses</li> <li>Observations of student thinking about vocabulary</li> </ul>	
<b>Lesson 6</b>	Using Details to Determine Theme: The Myth of Cronus	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for my analysis of a literary text. (RL.6.1)</li> <li>I can determine a theme based on details in a literary text. (RL.6.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can answer questions about the myth of Cronus using evidence from the text.</li> <li>I can use context clues to determine the meaning of unknown words in the myth of Cronus.</li> <li>I can collaborate with my peers to determine themes in the myth of Cronus.</li> <li>I can explain how a theme in Cronus is connected to a theme in <i>The Lightning Thief</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the Allusion in Chapter 10 (from homework)</li> <li>Chalk Talk charts</li> </ul>	<ul style="list-style-type: none"> <li>Chalk Talk protocol</li> <li>Things Close Readers Do</li> <li>Things I Notice/Things I Wonder about</li> </ul>



Lesson	Lesson Title	Supporting Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 7</b>	Analyzing the Model Analytical Mini-Essay: “Elements of Mythology and Theme of Cronus”	<ul style="list-style-type: none"> <li>I can analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5)</li> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)</li> <li>With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)</li> <li>I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the structure of an analytical mini-essay.</li> <li>I can describe the details the author used to make a claim about the elements of a myth.</li> <li>I can describe the details the author used to make a claim about the theme of a myth.</li> <li>I can explain why an author chose particular details to support a claim.</li> </ul>	<ul style="list-style-type: none"> <li>Elements of Myth graphic organizer (for the model mini-essay)</li> <li>Theme graphic organizer (for the model mini-essay)</li> </ul>	<ul style="list-style-type: none"> <li>Structure of Model Analytical Mini-Essay about Myth</li> </ul>
<b>Lesson 8</b>	Exploring Allusions to Myths in <i>The Lightning Thief</i> : Close Reading Part 1 of “Prometheus”	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of literary text. (RL.6.1)</li> <li>I can analyze how an author’s word choice affects tone and meaning in a literary text. (RL.6.4)</li> <li>I can use a variety of strategies to determine the meaning of unknown words and phrases. (L.6.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can explore how the allusion to the myth of Prometheus improves my understanding of <i>The Lightning Thief</i>.</li> <li>I can explain how key vocabulary adds to meaning in an excerpt of <i>The Lightning Thief</i>.</li> <li>I can get the gist of the myth of Prometheus.</li> </ul>	<ul style="list-style-type: none"> <li>Myth of Prometheus annotated for the gist</li> </ul>	



Lesson	Lesson Title	Supporting Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 9</b>	Analyzing Details in the Myth of Prometheus for Elements of Mythology and Theme	<ul style="list-style-type: none"> <li>I can determine a theme based on details in a literary text. (RL.6.2)</li> <li>I can cite text-based evidence to support an analysis of informational text. (RI.6.1)</li> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)</li> </ul>	<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>	<ul style="list-style-type: none"> <li>Elements of Myth graphic organizer</li> <li>Theme graphic organizer</li> </ul>	
<b>Lesson 10</b>	Drafting an Analytical Mini-Essay: Using Partner Talk and Graphic Organizers to Guide Thinking	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of informational text. (RI.6.1)</li> <li>I can cite text-based evidence to support an analysis of literary text. (RL.6.1)</li> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)</li> <li>With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)</li> <li>I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can use a model text to guide my writing of an analytical mini-essay.</li> <li>I can use the writing process, and the support of my teacher and peers, to plan and draft my analytical mini-essay about Prometheus.</li> <li>I can identify and write clearly about the elements of mythology in the myth of Prometheus.</li> <li>I can identify and write clearly about a theme in the myth of Prometheus.</li> <li>I can support my thinking with details from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Partner Writing: Analytical Mini-Essay recording form (two body paragraphs)</li> </ul>	





Lesson	Lesson Title	Supporting Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 11</b>	Mid-Unit 2 Assessment: Writing an Analytical Mini-Essay about Mythological Elements and Theme	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of literary text. (RL.6.1)</li> <li>I can cite text-based evidence to support analysis of an informational text. (RI.6.1)</li> <li>I can determine a theme based on details in a literary text. (RL.6.2)</li> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)</li> <li>With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can use a model text to guide my writing of an introduction and conclusion for my analytical mini-essay.</li> <li>I can use feedback to revise and publish an analytical mini-essay about Prometheus.</li> </ul>	<ul style="list-style-type: none"> <li>Partner Writing: Analytical mini-essay recording form (introduction and conclusion)</li> <li>Final draft of the analytical mini-essay</li> </ul>	
<b>Lesson 12</b>	Determining Theme: Reading Myths in “Expert Groups”	<ul style="list-style-type: none"> <li>I can determine a theme based on details in a literary text. (RL.6.2)</li> <li>I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4)</li> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can get the gist of my expert group myth.</li> <li>I can collect details from my expert group myth to determine a theme.</li> <li>I can identify the criteria for strong analytical writing based on Row 1 of the NYS Writing Rubric.</li> </ul>	<ul style="list-style-type: none"> <li>Expert group myth annotated for gist</li> </ul>	



Lesson	Lesson Title	Supporting Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 13</b>	Connecting the Theme of the Expert Group Myth to a Theme in <i>The Lightning Thief</i> and to Life Lessons	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of literary text. (RL.6.1)</li> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)</li> </ul>	<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> </ul>	<ul style="list-style-type: none"> <li>Exit ticket: How Is Mythology Important Today?</li> </ul>	<ul style="list-style-type: none"> <li>Chalk Talk protocol</li> </ul>
<b>Lesson 14</b>	Building Writing Skills: Receiving Feedback and Varying Sentence Structures	<ul style="list-style-type: none"> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)</li> <li>I can use a variety of sentence structures to make my writing and speaking more interesting. (L.6.3)</li> </ul>	<ul style="list-style-type: none"> <li>I can use feedback from my mid-unit assessment and the NYS Writing Rubric to set goals for myself as a writer.</li> <li>I can create sentences of varied length and structure in order to keep a reader engaged in my writing.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-unit assessment</li> <li>Strengths and Goals index card</li> <li>Sentence Variety: Keeping Readers Engaged recording form</li> </ul>	
<b>Lesson 15</b>	Planning for Writing: Revisiting “Key Elements of Mythology” and Determining a Theme in the Myth of Cronus	<ul style="list-style-type: none"> <li>I can determine a theme based on details in a literary text. (RL.6.2)</li> <li>I can cite text-based evidence to support an analysis of informational text. (RI.6.1)</li> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)</li> <li>I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)</li> </ul>	<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>	<ul style="list-style-type: none"> <li>Theme graphic organizer: The Myth of Cronus</li> </ul>	<ul style="list-style-type: none"> <li>Carousel protocol</li> </ul>



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<b>Lesson 16</b>	Planning for Writing: Studying Model Writing and Determining a Theme in <i>The Lightning Thief</i>	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of literary text. (RL.6.1)</li> <li>I can identify the argument and specific claims in a text. (RI.6.8)</li> <li>I can use evidence from a variety of grade appropriate texts to support analysis, reflection, and research. (W.6.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the structure, argument, and specific claims in a model literary analysis essay.</li> <li>I can use details to determine a theme of <i>The Lightning Thief</i> that connects with the theme I determined in “Cronus.”</li> </ul>	<ul style="list-style-type: none"> <li>Theme graphic organizer: <i>The Lightning Thief</i></li> </ul>	<ul style="list-style-type: none"> <li>Structure of a Literary Analysis</li> </ul>
<b>Lesson 17</b>	Planning for Writing: Introduction and Conclusion of a Literary Analysis	<ul style="list-style-type: none"> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)</li> <li>I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can plan the introduction of my literary analysis.</li> <li>I can plan the conclusion of my literary analysis.</li> <li>.</li> </ul>		<ul style="list-style-type: none"> <li>Structure of a Literary Analysis</li> </ul>
<b>Lesson 18</b>	Launching the End of Unit Assessment: Drafting Literary Analysis	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of literary text. (RL.6.1)</li> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can use my plans to draft a literary analysis describing how a theme is communicated in the myth and in <i>The Lightning Thief</i>, and how mythology is important today.</li> </ul>	<ul style="list-style-type: none"> <li>Draft Literary Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Concentric Circles protocol</li> <li>Structure of a Literary Analysis</li> </ul>



Lesson	Lesson Title	Supporting Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 19</b>	Peer Critique and Pronoun Mini-Lesson: Revising Draft Literary Analysis	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of literary text. (RL.6.1)</li> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)</li> <li>I can use correct grammar and usage when writing or speaking. (L.6.1)</li> <li>a. I can use the proper case of pronouns in my writing.</li> <li>b. I can use intensive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>c. I can correct inappropriate shifts in pronoun number and person.</li> <li>d. I can correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> </ul>	<ul style="list-style-type: none"> <li>I can use the NYS Writing Rubric to provide kind, specific, and helpful feedback to my peers.</li> <li>I can use the proper case of pronouns and improve the use of pronouns in my literary analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Pronoun Sentences</li> <li>Draft Literary Analysis (from Lesson 18)</li> </ul>	<ul style="list-style-type: none"> <li>Pronouns</li> </ul>
<b>Lesson 20</b>	End of Unit Assessment, Part 2: Final Draft of Literary Analysis	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of literary text. (RL.6.1)</li> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)</li> <li>I can use correct grammar and usage when writing or speaking. (L.6.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can use my draft to write a final, best version of a literary analysis describing how the theme is communicated in the myth, how the theme is communicated in <i>The Lightning Thief</i>, and how the myth contributes to the theme in the novel.</li> <li>I can self-assess my end of unit literary analysis against the NYS Writing Rubric.</li> </ul>	<ul style="list-style-type: none"> <li>Final literary analysis</li> </ul>	<ul style="list-style-type: none"> <li>Structure of a Literary Analysis</li> </ul>



**Optional: Experts, Fieldwork, And Service**

**Experts:**

- If possible, invite an anthropologist in to share with the class the importance of mythology around the world or over time.
- Fieldwork: Take the class to a local art museum to see the influence of Greek mythology and culture on works of art across the centuries.
- Service: N/A

**Optional: Extensions**

- With a Social Studies teacher, coordinate to study in depth the ways in which myths both shaped and were shaped by wider Greek culture and beliefs. How did myths help to explain the way the world and humanity work? How did Greek mythology influence the beliefs of other cultures?
- With a Social Studies teacher, coordinate to expand this study of mythology to other world cultures.
- With a visual arts teacher, students can create their own visual representations of important moments in Greek mythology that they have read.



### Preparation and Materials

**Binders or Journals:** Students will be receiving many recording forms, graphic organizers, and texts throughout this module. It is suggested that students have a binder in which to collect these materials and refer back to them. Alternately, teachers who prefer to use notebooks or journals can use the recording forms and graphic organizers as a template with which to model for students to create these structures independently.

### Myths

The myths that students read in this unit are adapted from texts in the public domain. *The D'Aulaires' Book of Greek Myths* is a commonly used and rich resource about Greek Mythology. Throughout this unit, the D'Aulaires' text is used to engage and support students through the beautiful illustrations and suggested read aloud extensions. Also use this text as a great resource for differentiation; students will naturally gravitate to it either if they need more support or if they are hungry to learn more about this fascinating topic.

### 1. Reading Calendar

- Students read *The Lightning Thief* for homework throughout this unit.
- Each night, they read some chapters and reread others.
- Consider providing a reading calendar to help students, teachers, and families understand what is due and when.
- See stand-alone document.

Note that students will begin their independent reading near the end of the unit, once they have finished *The Lightning Thief*.



***The Lightning Thief: Reading Calendar***

The calendar below shows what is due on each day.

Teachers can modify this document to include dates instead of lessons.

<b>Due at Lesson</b>	<b>Read the chapter below:</b>	<b>Gathering Textual Evidence</b>
2	10	Use evidence flags to identify references to Cronus in Chapter 10.
3	11	Use evidence flags to identify any allusions to classical myths in Chapter 11.
4	12	Use evidence flags to identify the three most important moments in Chapter 12. Be prepared to explain the reasons why you think that these moments are most important.
5	13	Record five questions that you have about chapter 13. Your questions may relate to characters, events, motivations, etc.
6	14	Use evidence flags to identify 3 examples of the supernatural in Chapter 14. Be prepared to answer the question: “ What is the role of the supernatural in Chapter 14? ”
7	15	Use evidence flags to mark any allusions to Greek myths in Chapter 15.
8	16	Use evidence flags to identify any new or challenging vocabulary in Chapter 16. Record vocabulary on your word catcher. Be prepared to discuss your vocabulary at the beginning of lesson 9.
9	17	Use evidence flags to identify evidence that Percy is a hero in Chapter 17.
10	18	Use evidence flags to identify key elements of mythology that you noticed in chapter 18.
11	Illustration from Myth	Choose your favorite illustration from one of the myths we have read so far (Cronus or Prometheus). Re-read the myth to look for details that conveyed in the illustration. How is an element of mythology or a theme shown in the illustration?
12	Review of Chapters 10-18	Catch up on your reading or reread your favorite sections of the novel. Be prepared to share a key element of mythology or theme in discussion in lesson 12.
13	19	What does the scene in the throne room tell you about the three friends—Annabeth, Grover, and Percy ? Use evidence flags to identify text details to support your answer.
14	20	Complete text-dependent questions Use evidence flags to identify details to support your answers.
15	21	Prediction sheet: What do you think will happen when Percy brings the lightning bolt to Zeus? Why?
16	22	Use evidence flags to identify details that show why Percy had such a hard time deciding whether to stay at the camp year-round or go on to 7th grade. Use these details in your response on the graphic organizer.



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**Name:**  
.....

**Date:**  
.....

**Title of book:**  
.....

**Author of book:**  
.....

*Use the prompts below to write a 3 paragraph reader’s response letter about the independent reading book you just read. You can write it on this form or on a separate sheet of notebook paper. Remember that next year, students will look at your letter to decide whether or not to read this book.*

Dear seventh grader,

For my independent reading book, I read \_\_\_\_\_ (title) by \_\_\_\_\_. In this book, (summarize here – including setting, plot, and character – but don’t give away the end of the book):

.....  
.....  
.....

This book connected to *The Lightning Thief* and our study of Greek Mythology and the Hero’s Journey because . . .

.....  
.....  
.....

I would/would not recommend this book because . . . .

.....  
.....  
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Sincerely,  
(Name)