Lesson Guidance 16	
Grade	7
Unit	*HGM*
Selected Text(s)	Pages 142-152
Duration	1-2 Days

Plan with guidance from the <u>ELA Instructional Expectations Guide</u>

Learning Goal(s)

1. Evaluate how jealousy and envy played a role in Daedelus, Pasiphae and Icracus's situations.

2. Analyze moments where Daedelus, Pasiphae and Icracus let their pride cloud their thinking and decision making ultimately leading to their demise.

<u>CCSS</u> **Alignment**	**RL.7.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL.7.2:** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. **RL.7.3:** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). **SL.7.1.C:** Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
End of lesson task *Formative assessment*	The story of Daedalus exposes readers to several lessons that can be learned from each of the three main characters, *Daedalus, Pasiphae, and Icaracus*. Select one character, and write a one paragraph response explaining what their story teaches us and the lesson that can be pulled from their experiences.. Be sure to use text evidence to support your writing.
Knowledge Check *What do students need to know in order to access the text?*	**Key Terms** ● **Conflict**: literary device characterized by a struggle between two opposing forces. Conflict provides crucial tension in any story and is used to drive the narrative forward ● **Character Motivation**: the reason behind a character's behaviors and actions in a given scene or throughout a story. ● **Character Analysis**: when you evaluate a character's traits, their role in the story, and the conflicts they experience ● **Setting**: the location and time frame in which the action of a narrative takes place **Vocabulary Words** *(words found in the text)* *Explicit Instruction (before reading)*

- **Vengeance**: Punishment inflicted or retribution exacted for an injury or wrong.
- **Labyrinth**: A complicated irregular network of passages or paths in which it is difficult to find one's way; a maze.
- **Minotaur**: A creature who was half man and half bull, the offspring of Pasiphaë and a bull with which she fell in love.

Implicit Instruction (while reading)
- **Caprice**: A sudden and unaccountable change of mood or behavior.
- **Beguiling**: Charm or enchant (someone), sometimes in a deceptive way.
- **Coaxing**: Persistent gentle persuasion.
- Stupefied: Make (someone) unable to think or feel properly.

Core Instruction
Text-centered questions and ways students will engage with the text

Opening Activity:
By this point, students have now explored various stories about the Greek Gods where each involved has learned a very valuable lesson. However, it is clear these lessons usually stem from some wicked behavior or trait each character possesses and acts upon.

Set a five minute timer and let students brainstorm the following question: **What are five "sinful" "bad" "wicked" "negative" traits we have seen displayed throughout our readings?**
(**Answers***: Jealousy, Pride, Being Self-Centered, Conceitedness, Competitiveness, Ignorance etc.)*

After five minutes, have students share answers they came up with. This opening activity can be done either independently, or in partnerships. Then, have students brainstorm answers to this question: **Think of a time when someone tried to give you a warning or told you to be careful/wary of something. Did you take their advice or ignore it?**

Teacher's Note:
Today's key learnings as we read the story of Daedelus will include the following:
- How jealousy and envy play a role in a character's situations and influence their actions.
- How ignoring advice from others lends to a character's demise.
- Why human beings or mortals have a habit of letting their pride cloud their thinking.
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Explicit Vocabulary Instruction:
1. Introduce each word with these student-friendly definitions.
   a. **Vengeance:** Punishment inflicted or retribution exacted for an injury or wrong.
   b. **Labyrinth:** A complicated irregular network of passages or paths in which it is difficult to find one's way; a maze.
   c. **Minotaur:** A creature who was half man and half bull, the offspring of Pasiphaë and a bull with which she fell in love.
2. Model how each word can be used in a sentence.
   a. The angry man wanted to take **vengeance** on his enemy.
   b. We were lost in the **labyrinth** and needed help finding our way out.
   c. The **minotaur** was a character in the story.

3. Vocabulary slide deck here.
4. Active practice:
   a. Would it be accurate to say that it is good to seek **vengeance** on someone who has hurt us?
   b. Should you wander in a **labyrinth** by yourself at night? Why or why not?
   c. How is it different to state that a creature is a **minotaur** as opposed to a cartoon?

(ELD Support)

Content Knowledge:
- **Conflict**: literary device characterized by a struggle between two opposing forces. Conflict provides crucial tension in any story and is used to drive the narrative forward.
- **Character Motivation**: the reason behind a character's behaviors and actions in a given scene or throughout a story.
- **Character Analysis**: when you evaluate a character's traits, their role in the story, and the conflicts they experience.
- **Setting**: the location and time frame in which the action of a narrative takes place.

Explain to students that characters in stories are complex and make specific decisions or choices that can be driven by ulterior motivations. Character motives can be a result of a personality trait, internal or external conflicts, or a situation happening around them they either agree or disagree with.

CHARACTER LIST: Prior to reading, display and review with students the character list for the story.
(ELD Support)

Shared Reading:
Pages 142-144 (stop after "She then withdrew her favor from Daedelus.")
1. On page 143, Daedalus says, "*He's treading on my heels,*" when referring to Thalos. What does this saying mean? What does this help the reader infer about the way Daedelus felt about his apprentice Thalos and his talents?

2. Explain why Daedelus chooses to kill his nephew Thalos. What motives drove Daedelus's decision making?

3. When Daedelus kills Thalos, what negative traits come through and influence his actions?

Pages 144-146 (stop after "But Aphrodite had heard, and planned a terrible vengeance.")
4. On page 146, Queen Pasiphae is warned by Daedelus that, "*the Gods will hear you, and you will be punished.*" Why does Pasiphae ignore Daedelus's warnings?

5. Pasiphae says, "Confess that I am more beautiful than the Cytherean. . . Aphrodite. Of all the gods, she is the one I disvelieve in most. Love . . . my serving maids prate of it, my daughters frisk with the idea…men meet women by rock and tree, their shadows mingle, and I, I have Minos, the crown on a stick who loves nothing but his own decree." Why does Pasiphae's have such a negative outlook on love and she feels such disdain for the goddess of love, Aphropdite?

6. When Pasiphae speaks ill of Aphrodite, which negative traits come through for her and influence her actions?

Independent Reading:
Pages 146-148 (stop after "who grew more loathsome and ferocious each day.")
Ask students to continue reading pages 146-148 either independently, with a partner or with their table

(*student choice*). As you read, pay attention and keep track of the following:

    a. How does Aphrodite get her revenge on Pasiphae?
    b. How does Daedelus choose to help Pasiphae regarding her new desire and passion?
    c. What was the product of Pasiphae's and the white bull's love?
    d. How did King Minos react?

Discuss:
7. What does Pasiphae's story teach a reader about the power of gossiping?
8. Was her punishment for speaking ill of Aphrodite justified?

Shared Reading:
Pages 148-149 (stop after "Now, they knew, their prayers would be answered..")
9. What is Icarus's plan for him and his father to escape the labyrinth? How does Icarus convince his father to make the wings?
10. Daedalus says, "Hear me, boy . . . Follow me closely and do not go off the way. Do not fly too low or the spray will wet your wings, not too high or the sun will melt them. Not too high and not too low, but close by me, through the middle air?" **This is not the first time we have seen a father warn their son to stay in the middle. Will Icarus listen? Why or why not?** (ELD Support)

Shared Reading:
Pages 149-152 (stop after "It fell into the sea and disappeared.")
11. What drives Icacrus to ignore his father's warning and fly toward the sun? What can you infer about the way Icracus felt when he saw the swan flying toward the sun?
12. What does Icarcus's story teach us about the power of curiosity and envy?

Formative Assessment:
The story of Daedalus exposes readers to several lessons that can be learned from each of the three main characters, *Daedalus, Pasiphae, and Icaracus*. Select one character, and write a one paragraph response explaining what their story teaches us and the lesson that can be pulled from their experiences.. Be sure to use text evidence to support your writing. (ELD Support)

Fluency, Comprehension and Writing Supports	
Fluency	Practices and strategies to support fluency practice and a recommended passage
Sentence Comprehension	Juicy Sentence protocol with sample sentence • **Conflict**: Finally as happens to many men, his pride raced away with his wits; and he fell into a black envy of his own nephew, Talos, a most gifted lad, whom he had taken into his workshops, and who, everyone said, was bound to follow in his footsteps. **(pg 142)** • **Character Motivation**: Daedalus could not resist the beautiful queen; besides she had touched his vanity. He had to prove himself clever enough to help her in her impossible wish. **(pg 147)**

	● **Character Analysis**: In that moment, Icarus saw a great white swan climb past him, wings spread, shooting like a great white arrow straight for the sun and uttering a long honking call. Icarus looked after him; he had already dwindled and was a splinter of light, moving toward the sun. (**pg 151**) ● **Setting**: He had Daedalus construct a tangled maze on the palace grounds, a place of thorny hedges and sudden rooms called the Labyrinth. **(pg 148)**
Writing	Pattan Writing Scope and Sequence Quality of Writing: ● **Focus**: 　○ E: Develop focus/controlling point 　○ F: Incorporate details relevant to the topic ● **Content**: 　○ A: Connect ideas to a topic 　○ B: Write a series of related sentences and elaborate on ideas ● **Organization:** 　○ D. All sentences within a paragraph relate to topic sentence

Additional Supports

ELD Practices	Practices to promote Tier 1 access **Key Terms: Bilingual Glossaries and Cognates	NYU Steinhardt** ▶ Character Motivation Mini Lesson How to Complete a Character Analysis **Explicit Vocabulary Instruction:** 🟨 **Google Draw Vocabulary in Context** **Shared Reading:** Question 10 -It might be helpful for students to listen to the story or have it differentiated on *NewsELA* to help them answer this question. It is also in Spanish for those students who can read in Spanish 450L-https://newsela.com/read/myths-icarus/id/23279/ 650L-https://newsela.com/read/myths-icarus/id/23278/ 800L-https://newsela.com/read/myths-icarus/id/23280/ **Formative Assessment**: 🔲 Google Draw Think about your Thinking 🔲 Google Draw Character map Use page 5 for sentence frames 📄 curr-eld-instruction-academic-language-function-toolkit (1).pdf

SpEd Practice	Practices to promote Tier 1 access

	● During opening routine, host small group discussions with students to focus their thinking
	   ○ Create anchor charts, word webs or other visual aids to help support students in their thinking
	● During opening routine, provide students with sentence starters/ frames to support their writing
	   ○ For students who may need additional support, it may be appropriate to allow dictated responses
	● Pre teach new and unfamiliar vocabulary by engaging students in an explicit vocabulary instruction routine
	   ○ Students can complete a vocabulary log or Word Study activity to increase understanding
	● Prior to engaging in shared and independent reading, pre assign students questions that will be asked to encourage student participation increase focus
	● During shared reading, pause and ask standards based questions to check for student understanding
	   ○ In paragraph (x), what evidence supports (x)?
	   ○ What can be indeed from this portion of the text?
	   ○ What is explicitly stated in the text about (x)?
	   ○ Which pieces of evidence support your analysis?
	   ○ What is a summary of the text?
	   ○ Is your summary based only on the text?
	   ○ How does the theme develop over the course of the text?
	   ○ How does section (x) develop the theme of (x)?
	   ○ How do the details in paragraph (x) develop the theme of the text?
	   ○ What key details about the theme summarize the text?
	   ○ How does the setting influence the character's actions?
	   ○ How does the setting move the plot forward?
	   ○ If the *setting, characterization, conflict, point of view* was changed, how would that affect the plot?
	● To support activities during shared and independent reading, model for students how to gain information from the text
	   ○ Use strategy Think Aloud
	   ○ Allow students to use highlighting, underlining, post it notes or other visual markers to indicate important information
	   ○ For some students, it may be appropriate to allow dictated responses
	● Prior to engaging in the formative assessment, host small group discussions surrounding the prompt.
	   ○ Model for students how to gain information from the text to support
	● Prior to engaging in the formative assessment, provide students with an exemplar
	   ○ Post exemplar and allow students to access throughout the completion of the task
	● During formative assessment, provide students with a graphic organizer or other template to support their completion of the task
	   ○ For some students, it may be appropriate to provide students

	with a pre filled graphic organizer in which they provide a limited amount of information ○ For students who may need additional support, pair with a peer mentor who understands the task at hand and grasps the content ● During formative assessment, allow students to use digital writing tools (ie: Google Docs or Microsoft Word, text to speech, etc) to increase engagement ● During formative assessment, provide frequent check-ins and feedback
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access