

Lesson Guidance 2	
Grade	7
Unit	HGM
Selected Text(s)	Pages 3-7
Duration	1 Day

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today's selected text?

Students will be able to explain the relationships between the gods and goddesses from the text in order to build a foundational understanding of the many characters of Greek mythology.

CCSS 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.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

End of lesson task *Formative assessment*

As we have discussed, many of the actions of the gods would be completely unacceptable in our society today. Choose 1 significant thing that Hera or Zeus did from pages 3-7 and describe how this action would play out differently today in one paragraph. Use your knowledge of our society and evidence from the text to support your response.

Knowledge Check

What do students need to know in order to access the text?

Background Knowledge

- Greek myths reflect the values and cultures of Greek society at the time and also have impacted modern culture.
- All literature is a reflection of the time in which it is written, and the experience of those who have written it.

Key Terms

- **Inference:** In order to determine a character's point of view, it is necessary for us to make inferences. We infer when we think more deeply about the meaning of the words in the text, and apply our own knowledge and experiences in order to make an educated guess.

Vocabulary Words

Explicit Instruction (before reading)

- **Dethrone:** remove (a ruler, especially a monarch) from power
- **Quarreling:** have a heated argument or disagreement
- **Intrigue (Intriguers):** arouse the curiosity or interest of; fascinate

Implicit Instruction (while reading)



- **Begets:** gives rise to; brings about
- **Shepherd:** a person who tends and rears sheep
- **Tumult:** a loud, confused noise; especially one caused by a large mass of people
- **Infidelities:** the action or state of being unfaithful to a spouse or other sexual partner
- **Rebel:** rise in opposition or armed resistance to an established government or ruler
- **Smith/Forger (synonyms):** a worker in metal
- **Discord:** disagreement between people
- **Chariot:** a two-wheeled horse-drawn vehicle used in ancient warfare and racing

Core Instruction

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

Opening Activity: Imagine... as you are walking into school tomorrow, you see an elderly woman who is struggling to carry many bags on each of her arms. She is stumbling under the weight of her bags and can barely hold onto her cane to stay upright. In our society, what are some socially acceptable ways to handle this situation?

- *Students spend 5 minutes writing a response to this question. Then, the teacher leads students in a discussion to debrief.*
- *Anticipatory activity: Students have 2 minutes to write their answers to each question as it appears on the board, or the questions could be provided on a worksheet. The quick timing increases students' sense of urgency and excitement.*
 - Parents should protect their children from harm. Agree or Disagree; Why?
 - It is wrong to lie about what you have put in the food or drink that you are offering to someone. Agree or Disagree; Why?
 - If someone hurts someone else, that individual should take their revenge. Agree or Disagree; Why?

[\(ELD Support\)](#)

Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
 - a. **Dethrone:** remove (a ruler, especially a monarch) from power
 - b. **Quarreling:** have a heated argument or disagreement
 - c. **Intrigue (Intriguers):** arouse the curiosity or interest of; fascinate
2. Model how each word can be used in a sentence.
 - a. The queen was **dethroned** after the citizens found out that she was dishonest.
 - b. The children were **quarreling** loudly and causing a scene in the schoolyard.
 - c. I was **intrigued** by the mystery and wanted to find out more.
3. Vocabulary slide deck [here](#).
4. Active practice:
 - a. Would it be accurate to say that **quarreling** can lead to physical fighting?
 - b. Should you investigate a problem that you find **intriguing**? Why or why not?
 - c. How is it different to state that someone was **dethroned** as opposed to fired?

Content Knowledge:



- **Inference:** In order to determine a character's point of view, it is necessary for us to make inferences. We infer when we think more deeply about the meaning of the words in the text, and apply our own knowledge and experiences in order to make an educated guess.

Teaching Note: Teacher says to students: "As we read, pay close attention to how the characters are relating to one another. Notice how things that seem 'normal' in this myth, might be far from normal in our world."

- Teachers should pause occasionally throughout the Shared Reading in order to guide students through completing the Family Tree for the gods who were introduced in pages 3-7.

Shared Reading:

Pages 3-4

(stop after "One by one, he swallowed them all.")

1. Why did Cronos eat his children?

(stop after "They thanked Zeus and immediately chose him to be their leader.")

2. How did Rhea trick Cronos? Then, how did Rhea trick Cronos with the help of Zeus?

Pages 4-5 (stop after "But sometimes mountains still explode in fire and the earth still quakes, and no one knows exactly why.")

3. How is this family different from the kind of family dynamic that we are used to seeing and reading about? Who "won" Mount Olympus?
4. Based on the story of Zeus, what are we supposed to infer about WHY "mountains still explode in fire and the earth still quakes"?

Independent Reading:

Teaching Note: Give students 8-10 minutes to re-read pages 3-4 independently. As students re-read these pages independently, they should write down 3 things that happen on pages 3 & 4 that would NOT be socially acceptable in our society.

5. Now that you have re-read pages 3 & 4 and focused on the actions of the characters, which actions seemed most abnormal to you? Why? How would you expect people to react if someone did these things in our society? Why do you think the gods acted this way towards one another?

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Shared Reading:

Pages 6-7

(stop after "The first was Athene, and the story of how she was born is told in the next chapter.")

6. Go back to the very beginning of the chapter. How did Zeus betray Hera? Then, how did Hera betray Zeus?
7. Once Hera promised Zeus that she would not betray him again, what happened between the husband/wife AND brother/sister?

Formative Assessment:







As we have discussed, many of the actions of the gods would be completely unacceptable in our society today. Choose 1 significant thing that Hera or Zeus did from pages 3-7 and describe how this action would play out differently today in one paragraph. Use your knowledge of our society and evidence from the text to support your response.

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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 Pg. 6 “He angered her by his infidelities; she enraged him with her suspicions.” <i>Consider the use of the semicolon, the challenging vocabulary (infidelities, suspicions), and the sentence structure itself.</i>
Writing	Pattan Writing Scope and Sequence II. Capitalization & Punctuation H. Use semicolons <ol style="list-style-type: none"> 1. Separate two independent clauses 2. Set off a series of items if there are commas within the items

Additional Supports

ELD Practices	Practices to promote Tier 1 access Opening Activity: Anticipation Guide - The Teacher Toolkit  Anticipatory Guide  Anticipatory Guide Independent Reading:  Double Entry Journal  Double Entry Journal Template  Double Entry Journal Literacy Formative Assessment: TDA Graphic Organizer ACES  WIDA-Writing-Rubric-Gr-1-12.pdf
SpEd Practice	Practices to promote Tier 1 access <ul style="list-style-type: none"> • Prior to engaging in the lesson, preview this video to introduce Greek mythology to students <ul style="list-style-type: none"> ◦ Pause throughout the video and answer clarifying questions that students may have • During opening routine, host small group discussions with students to focus their thinking <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ 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

	<p>explicit vocabulary instruction routine</p> <ul style="list-style-type: none"> ○ Students can complete a vocabulary log or Word Study activity to increase understanding ● Prior to engaging in shared and independent reading, model for students how to gain information from the text <ul style="list-style-type: none"> ○ Use the strategy Think Aloud ● During shared reading, pause and ask standards based questions to check for student understanding <ul style="list-style-type: none"> ○ 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? ● Prior to engaging in independent reading, pre assign students questions that will be asked during discussion piece <ul style="list-style-type: none"> ○ Ensure students understand the questions and the task at jamb ○ Answer clarifying questions for students ● During discussion after independent reading, provide students with sentence frames/ starters to support academic conversation and focus content related material <ul style="list-style-type: none"> ○ For students who may need additional support, pair with a peer mentor who understands the task at hand and grasps the content ● Prior to engaging in the formative assessment, host small group discussions surrounding the prompt. <ul style="list-style-type: none"> ○ Model for students how to gain information from the text to support ● Prior to engaging in the formative assessment, provide students with an exemplar <ul style="list-style-type: none"> ○ Post exemplar and allow students to access throughout the completion of the task ● Prior to engaging in the formative assessment, it may be appropriate to provide students with pre filled graphic organizers in which they have to provide a limited amount of information <ul style="list-style-type: none"> ○ For students who may need additional support, pair with a peer mentor who understands the task and grasps the content ○ It may be appropriate to allow students to dictate their responses ● 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