

Unit 6D: The Greeks



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The Greeks

Now that you've spent some time learning about the Greek gods and goddesses, you'll get the chance to learn a bit more about the humans in the Greek world. In this unit, you'll learn how some of the immortals disagreed about how humans should act. You'll also read about how certain humans treated those around them. Throughout this unit, you'll think about the character traits that define people.

Materials

Your assigned text passages for these lessons can be accessed any of the following ways. Please follow your teacher's instructions on where to complete your reading.

- Print Student Edition
- Print Amplify ELA Grade 6 Anthology
- Digital eReader, accessible via computer or mobile device*

* **Reminder:** You can access this or any book in the Amplify Library by downloading it onto your device for offline reading.

Your teacher may also assign you Solos for some of these lessons. These Solo assignments can be completed any of the following ways. Please follow your teacher's instructions on how to complete Solos.

- On paper in a printed version of the Solo activity
- On your mobile device via Mobile Solos
- On your computer using the digital Solo activity

The Student's Mindset

Take academic and social risks.

Write about one thing that grabs your attention.

Read carefully, observe closely, and share what you think.

Show your classmates the impact they are making.

Write with the reader in mind. Read with the writer in mind.



Rules for Writing Prompts

1. Write for 10 minutes.
2. Keep focused on your writing.
3. Try not to get distracted or take breaks.

Rules for Sharing

You'll be asked to share your writing after some activities in these at-home lessons. You can do this in person with someone in your home, or by calling a friend or classmate over the phone!

When you share, be sure to follow these rules:

1. If you are reading:
 - a. Read loudly and slowly.
 - b. When you're done, ask your listener to respond using the Response Starters.
2. If you are listening:
 - a. Wait until the reader has finished to respond.
 - b. Using the Response Starters, tell the reader which details made an impact on you.

Response Starters

1. I liked when you used the word _____ because _____.
2. You created a clear picture of _____ when you wrote _____.
3. When you wrote _____, it helped me see that _____.

Close Reading Practice

During close reading, be sure to read carefully, observe closely, and share what you think using the following practices:

- Identify words or phrases that you notice.
- Make a note that explains what you noticed.
- Discuss your observations with a classmate over the phone, or with someone at home.

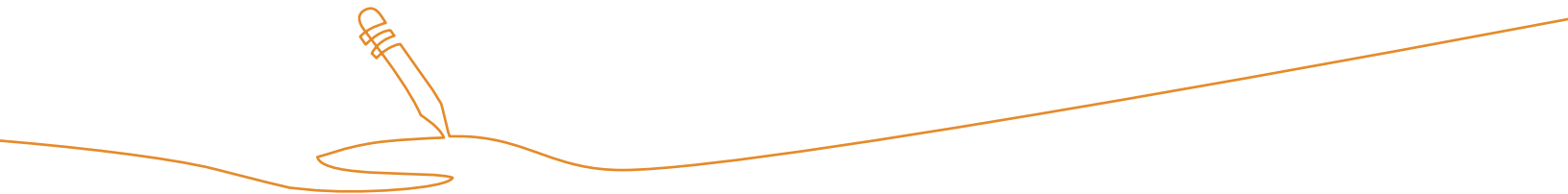


Unit 6D, Sub-Unit 1

Prometheus



In “Prometheus,” Bernard Evslin tells the story of a man who chose humans over Zeus.



LESSON 1 OVERVIEW

What happens when two immortals disagree about how to treat humans?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Before Lesson 1 Solo.

LESSON 1 Working with the Text

The Solo you completed prior to starting this lesson introduced the Greek myth of Prometheus, a Titan who stole fire from the gods and gave it to humans. Zeus punished Prometheus for this by chaining him to a rock and having birds peck out his liver every day.

Read “**Prometheus**” from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin, paragraphs 1–9.

1. Why does Zeus create humans? Write the sentence from the passage that answers this question.

2. How might having fire help humans change each of these circumstances? List one reason for each. Prometheus says that man...

• “crouches in caves” (4).

• “is at the mercy of beast and weather” (4).

• “eats his meat raw” (4).

3. According to Zeus, what will humans think about themselves if they get fire?

LESSON 1 Working with the Text

4. Label each of the following primary beliefs about fire as belonging to **Zeus** or **Prometheus**.

- Fire would make humans “more interesting” (8). _____
- Fire would make humans “infinitely more dangerous” (9). _____

5. Think like Prometheus: In your own words, list two reasons that fire might make humans more interesting.

6. Think like Zeus: In your own words, list two reasons that fire might make humans more dangerous.

LESSON 1 Close Read

Reference “**Prometheus**,” paragraphs 1–9.

1. What are the two strongest points Zeus makes? Give a reason that explains why each one is strong.

2. Think about the main point of Zeus’s argument. Using your own words, summarize his argument into one sentence.

LESSON 1 Close Read

3. What are the two strongest points Prometheus makes? Give a reason that explains why each one is strong.

4. Think about the main point of Prometheus's argument. Using your own words, summarize his argument into one sentence.

- * **5.** Based on your reading of Evslin’s “Prometheus,” which character do you think is right about whether or not humans should have fire? Explain your answer using evidence from the text.

[illegible]

Unit 6D, Sub-Unit 1: Prometheus

LESSON 2 OVERVIEW

Do you think humans deserve to have fire? Spend some time reading, discussing, and visualizing how they act once they get it.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 1 Solo.

LESSON 2 Working with the Text

Reference **“Prometheus”** from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin, paragraphs 1–18.

In this activity, you’re going to match the arguments of Zeus and Prometheus (on the left) to the things that happen in the second half of the story (on the right). Remember that each argument expresses either a fear or a hope about what humans will do if they get fire. To find the right connections, look for the way the humans’ behavior helps fulfill that fear or hope.

1. Draw a line connecting the arguments about fire on the left to the behavior of humans with fire on the right.

Humans are in darkness without fire.

Humans with fire start wars.

Humans are in ignorance without fire.

Humans with fire wear helmets and use chariots like the gods themselves.

Humans are happy without fire.

Humans use torches to light their way at night.

Humans without fire are like animals.

Humans with fire learn to make tools.

Humans with fire will think they are like gods.

Humans without fire live in caves.

LESSON 2 Working with the Text

2. Brainstorm different characteristics and capabilities of fire. Use the following questions to help you get started:

- What is fire like?
- How does fire feel, sound, look, or smell?
- What does fire do?

Now you’re going to consider what fire might represent to humans. Before you begin, think about the difference between a characteristic and the message it conveys.

One good example of this is a school mascot. Think about your own school mascot. What qualities/characteristics does it have, and what message do they present about your school?

To help you think about what characteristics can represent, think about the difference between a mascot that’s a tiger and a mascot that’s a kitten.

LESSON 2 Working with the Text

3. Using your brainstorm from question 2, fill in the right column of what fire might represent to humans.

Argument Made by Zeus or Prometheus	Humans' Action	What Fire Represents
Humans are in darkness without fire.	Humans use torches to light their way at night.	
Humans are in ignorance without fire.	Humans with fire learn to make tools.	
Humans are happy without fire.	Humans with fire start wars.	
Humans without fire are like animals.	Humans without fire live in caves.	
Humans with fire will think they are like gods.	Humans with fire wear helmets and use chariots like the gods themselves.	

LESSON 2 Close Read

Reread “**Prometheus**” from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin, paragraph 14.

1. Write down any details from the text that help you really visualize this scene. Focus on the different characteristics of fire, and how humans react to those qualities.

You’re going to create a drawing of this scene, using the details you chose in question 1. As you depict humans living with fire, consider which attitude you want to represent in their behavior and expressions. Decide whether you think the humans should look happy, unhappy, greedy, or generous.

2. Complete your drawing in the blank space below.

LESSON 2 Close Read

In the last lesson, you considered which character was right about whether or not humans should have fire. You're going to answer that question again, considering everything you've learned in this lesson.

3. Based on your reading of Evslin's "Prometheus," which character do you think is right about whether or not humans should have fire?

4. Has your answer changed since Lesson 1? Explain why or why not.

LESSON 3 OVERVIEW

Does Zeus have the right idea about humans and fire? Today, we'll work on deciding whether or not he was correct that humans were better off without fire.

Prep

Before you begin this lesson:

- 1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
- 2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
- 3. Complete the Sub-Unit 1, Lesson 2 Solo.

LESSON 3 Working with the Text

Reference “**Prometheus**” from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin, paragraphs 1–18.

- 1. Early in the myth, Zeus tells Prometheus that men are happy. Based on the changes that occur after humans get fire, do you think they are happier with fire or without it? Give at least two details from the text to support your answer.

- 2. The myth calls Prometheus “the friend of man” (16). Based on his actions and their consequences, do you think Prometheus was really a “friend” to humans? Give at least two details from the text to support your answer.

LESSON 3 Working with the Text

3. Think about Zeus's belief that humans should not have fire. Do you think his belief is correct or incorrect? Circle your choice.
- a. Correct
 - b. Incorrect
4. List at least three reasons for the answer you gave in question 3. Make sure they are connected to the myth; you may consult the text as you work. If you have time, you can add one more reason to support your claim.

LESSON 3 Writing Prompt

Zeus is concerned that fire will make humans dangerous, prideful, and less happy. Think about the description of what humans do and how they act once they are given fire.

Put a check mark next to the sentence if...

- ☐ you think Zeus was incorrect because humans are happier with fire.
- ☐ you think Zeus was incorrect because humans do not seem to swell with pride once they acquire fire.
- ☐ you think Zeus was correct because humans are doing things that indicate they are not as happy with one another as before fire.
- ☐ you think Zeus was correct because humans are acting in ways that show they consider themselves more like Gods with fire.

Rules for Writing Prompts

- 1. Write for 10 minutes
- 2. Focus on one idea
- 3. Use and describe evidence to support your idea

LESSON 3 Writing Prompt

1. Is Zeus correct that humans should not have fire? Make sure to use textual evidence to help support your answer.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

LESSON 3 Writing Prompt

2. Review the Guidelines for Citing and Punctuating a Direct Quote from a Book. Check that you have correctly punctuated and cited the direct quotes in your response to the Writing Prompt.

Guidelines for Citing and Punctuating a Direct Quote From a Book

Use double quotation marks to show where the quote begins and ends.

Cite the author name and paragraph number in parentheses at the end of the sentence.

Only include the end punctuation of your quote if it is a question mark or exclamation point.

Because Cronos's father Uranus said, "one of your own sons will dethrone you," Cronos decides to eat all of his children to make sure they don't fulfill the prediction (Evslin 1).

Upon discovering Odysseus's real identity, "The Cyclops gave a groan. 'Alas!'" (Homer 48).

If you are introducing a quote with a speaker tag, add a comma to separate the speaker tag and the direct quote.

Use single quotation marks around any dialogue within the direct quote.

LESSON 4 OVERVIEW

Have you ever disagreed with a punishment you've received? Today, you'll reflect on the way Zeus punishes Prometheus; you'll also write about whether or not Zeus's choice of punishment is fair.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 3 Solo.

LESSON 4 Working with the Text

Reference **"Prometheus"** from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin, paragraphs 1–18.

1. What does Zeus do to punish Prometheus?

2. In this myth, Zeus changes his mind about how to react when he sees people with fire. The people change their minds about wanting fire. But Prometheus does not change his mind at all; he thinks the same thing over and over. How could the fact that Prometheus does not change his mind relate to his punishment, in which the birds eat his liver over and over?

The following questions will help you understand the end of the Prometheus myth.

3. Think about Zeus's punishment of Prometheus. Do you think the punishment is fair, or unfair? Circle your choice.
 - a. Fair
 - b. Unfair
4. Write down a word or sentence from the myth that supports your claim (your answer to question 3). Write a sentence that explains your choice.

LESSON 4 Writing Prompt

Consider all you have read and written about Prometheus stealing fire and his punishment.

Put a check mark next to the sentence if...

- ☐ you think Prometheus knows that Zeus did not want humans to have fire, but gave it to them anyway.
 - ☐ you think that Zeus's misgiving was correct that humans with fire might do and build things that could bring them unhappiness.
 - ☐ you think that Prometheus has noble reasons for disobeying Zeus.
 - ☐ you think that—no matter what someone did—Prometheus's punishment does not fit the crime.
2. Focus on

3. Use and to suppo

Is Zeus's punishment of Prometheus fair or unfair? Use at least three reasons to support your claim.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

LESSON 5 OVERVIEW

For centuries, authors and artists have been depicting the Prometheus myth. Today, you have the chance to create your own version.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 4 Solo.

LESSON 5 Working with the Text

Reference “**Prometheus**” from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin, paragraphs 1–18.

Today you’re going to **summarize** the Prometheus myth.

Summarize

To *summarize* means to express the most important information (events, facts, ideas) about something in a short and clear form.

1. Review the Prometheus myth and make a list of five or six key items that would need to be included in a short summary of this myth.

If possible, share your list with a classmate and ask them to share their list with you. If you’re able to do so, complete the following three activities; if not, skip ahead to the Close Read.

LESSON 5 Working with the Text

2. What items did you and your classmate have in common? _____

3. Find an item that you have on your list but your classmate does not have on theirs. Explain to them why this is an important piece of information to have in a summary of the myth.
4. After your discussion, make any changes you would like to make to your original list of items to include in your summary of “Prometheus.”

LESSON 5 Close Read

It’s important to remember that Evslin’s version of “Prometheus” is just one version of the myth. Many different versions exist. Some are even famous. For example, in 1818 an author named Mary Shelley published her own version of “the modern Prometheus,” a book you may know as *Frankenstein*.

You’re going to have your own chance to retell the Prometheus myth.

In previous lessons, you’ve answered questions based on your feelings regarding how correct and fair Zeus was. Think about how you will retell the myth to reflect your own views on the situation.

Before you begin writing your version, review these guidelines for retellings:

Guidelines

1. Use the events discussed in the first Prometheus lesson:
 - Prometheus was a Titan who stole fire from the gods and gave it to humans.
 - Zeus punished Prometheus for this by chaining him to a rock and having birds peck out his liver every day.
2. **You do not have to base your myth on Evslin’s version. If you do want to keep details from Evslin, that is okay, but you should have a reason for doing so.**
3. Make your own choices! Your retelling should diverge from Evslin’s version in at least one of the following ways:
 - Tell the story from one character’s point of view using first person perspective.
 - Tell the story in a different order, starting with Prometheus being punished.
 - Tell a version of the story in which Prometheus steals something other than fire to give to humans.

LESSON 5 Close Read

1. What does it mean to say that a story is written from the first person point of view?

2. What does it mean to say that a story is written from the third person point of view?

3. Use the terms *correct/incorrect* and *fair/unfair* to fill in the following blanks:

I want my version of the myth to show that Zeus was _____ in his belief that humans should not have fire and that his punishment of Prometheus was _____.

4. Circle one or two options below to show how your retelling will differ from Evslin's version of the myth.

My version of the myth will...

- a. tell the story from one character's point of view, using first person perspective.
- b. tell the story in a different order, starting with Prometheus being punished.
- c. tell a version of the story in which Prometheus steals something other than fire to give to humans.

5. Why did you choose this option? What effect do you think it will have on readers?

LESSON 5 Close Read

Reference “**Prometheus**” from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin, paragraphs 1–18.

6. The three most important details I will include in my retelling are:

- _____

- _____

- _____

7. The most important thing for readers to know after reading my version of “Prometheus” is:

LESSON 5 Writing Prompt

Put a check mark next to the sentence if...

- ☐ you can imagine how a human given fire by Prometheus might tell this story.
 - ☐ you can imagine what thoughts might be going through Prometheus's head as he is having his early conversation with Zeus.
 - ☐ you can imagine Zeus, looking back years later on his punishment of Prometheus and how humans turned out long after the time of this myth.

1. Write for 10 minutes.
 2. Focus on one idea.
 3. Use and describe evidence to support your idea.

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

1. Using your answers to the previous questions as a guide, write your own one-page version of the Prometheus myth.
2. If you want to challenge yourself, think about the attitude you want each character to show. Add two more details to every character to help show that attitude.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

[illegible]

LESSON 5 Writing Prompt

[illegible]

LESSON 6 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what he or she has seen in your work.

Prep

Before you begin this lesson:

- 1.** Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
- 2.** Complete the Sub-Unit 1, Lesson 5 Solo.

LESSON 6 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 6D, Sub-Unit 2

Odysseus



After fighting a 10-year war, what King Odysseus of Ithaca wants most is to return home. However, it takes him longer than he expected, and he runs into some interesting characters along his journey.



LESSON 1 OVERVIEW

Odysseus is known for being clever. Today, you’ll read about how he uses clues to figure out what strangers are like and to help tell interesting stories.

Prep

Before you begin this lesson:

- 1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
- 2. Review the Close Reading Practice guidelines.
- 3. Complete the Sub-Unit 1, Lesson 6 Solo.

LESSON 1 Working with the Text

The next several lessons focus on excerpts from the *Odyssey*, an epic that was written in Greek by Homer between 800 BCE and 700 BCE. This makes the epic more than 2,700 years old.

The edition of the *Odyssey* that you are reading was published in the UK, so some of the punctuation and spelling will be different from US spelling and punctuation. For example, the single quote mark at the beginning of each paragraph is the British way of showing that a character is speaking throughout this chapter. Keep in mind that we don't use single quotation marks that way here in the US.

Reference *The Odyssey* Book 9, “The Cyclops,” paragraphs 16–21.

- 1. Odysseus says he wants to find what kind of men are on the island: “aggressive savages with no sense of right or wrong or hospitable and god-fearing people” (16). Paraphrase what Odysseus says about the two kinds of people he might meet.

- 2. After arriving at the cave, what do Odysseus’s men ask him to let them do?

- 3. What does Odysseus make the men do instead?

- 4. What does Odysseus want from the cave owner?

LESSON 1 Working with the Text

5. What three things do Odysseus and his men do while they wait for the owner of the cave to return?

LESSON 1 Close Read

Reference *The Odyssey* Book 9, “The Cyclops,” paragraphs 17–20.

1. Complete the chart below. On the left side, fill in any words or phrases from the text that describe the owner of the cave. In the right column, explain whether each description tells you something Odysseus knows for sure or something he infers from the cave and its surroundings.

Words/Phrases That Describe Cave Owner	Does this description tell you something Odysseus knows, or something he infers?

2. If a stranger came into your home without permission, lit a fire, and ate your food, how would you feel?

3. Based on the way Odysseus describes the scene, what do you predict the owner of the cave will do when he comes home and finds Odysseus and his men?

LESSON 2 OVERVIEW

Did you correctly predict the cave owner’s behavior? Today, you’ll look back at the ways Odysseus used foreshadowing to hint at how the cave owner reacted to Odysseus and his men.

Prep

Before you begin this lesson:

- 1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
- 2. Review the Close Reading Practice guidelines.
- 3. Complete the Sub-Unit 2, Lesson 1 Solo.

LESSON 2 Working with the Text

Reference *The Odyssey* Book 9, “The Cyclops,” paragraphs 22–26.

1. What reason does Odysseus give to explain why the Cyclops should welcome the Achaeans?

2. Why does the Cyclops reject this reason?

3. List the things the Cyclops does when he discovers Odysseus and his men.

4. Review the predictions you made in Lesson 1. Choose from the bank of options to finish the following sentence: (Circle your choice)

Based on the reading in today’s lesson, my prediction about the cave owner’s response to Odysseus and his men was...

- a. Correct: I knew he would be angry and violent.
- b. Incorrect: I thought he would be nice to them.
- c. Partially correct: I thought he would be angry, but I didn’t think he would kill and eat some of them!

LESSON 2 Close Read

Reference *The Odyssey* Book 9, “The Cyclops,” paragraphs 17–20.

Think back to how Odysseus described the events. Remember that Odysseus is telling this story afterward to King Alcinous, and that means he may have offered the king some clues to help him predict what might come next. These clues are called **foreshadowing**.

Foreshadowing

Foreshadowing is when a writer provides some advance hint or clues about what will happen next in a text.

List any details Odysseus uses in paragraphs 17–20 to help foreshadow the way the Cyclops will act.

LESSON 2 Writing Prompt

Put a check mark next to the sentence if...

- ☐ Odysseus suspected he may meet a cruel monster when he wondered about the type of people who inhabited the island.
 - ☐ you worried that the creature might not be hospitable to Odysseus when Odysseus decided to carry food and drink with him to meet this creature.
 - ☐ you wondered whether someone who loved entertaining guests would live alone and so far away from any other creature.
 - ☐ you knew that something bad might happen when Odysseus admitted that he should have taken his men's advice and sailed away.

1. Write for 10 minutes.
 2. Focus on one question.
 3. Use and describe your evidence to support your answer.

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

Pick one of the details you listed during the Close Read and describe how Odysseus used it to foreshadow what came later in his story. Make sure to explain how this detail helps Odysseus hint at what kind of character the Cyclops is and how he will react to finding strangers in his cave.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

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LESSON 3 OVERVIEW

Would you rather be in a battle of wits with Odysseus or Polyphemus? Today you'll look more closely at how each character tries to trick the other, and you'll decide who you think is more successful.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 2, Lesson 2 Solo.

LESSON 3 Working with the Text

Reference *The Odyssey* Book 9, "The Cyclops," paragraphs 30–39.

1. Polyphemus promises Odysseus a gift. What does he actually "give" him?

2. When Polyphemus tells the others that Nobody has harmed him, what does he mean?

3. What do the other Cyclopes understand Polyphemus to mean?

4. What do the Cyclopes believe is the cause of Polyphemus's distress?

5. Based on what you've read so far, which character is trickier: Polyphemus or Odysseus? Give a reason for your answer.

LESSON 3 Close Read

In the first meeting between Polyphemus and Odysseus, they immediately try to trick each other. Polyphemus asks where the men left their ship, presumably to find out where he can find the rest of the crew. Odysseus tricks Polyphemus by lying; he claims that the ship was destroyed on landing. In this subsequent scene, these characters keep lying and trying to trick each other.

- 1. Reread *The Odyssey* Book 9, “The Cyclops,” paragraphs 30–39, paying close attention to ways that Polyphemus and Odysseus try to trick or deceive each other.
- 2. Complete the chart below for **Polyphemus’s** attempts at trickery. List his attempts at trickery in the left column, state whether they were successful or unsuccessful in the middle column, and explain what you can tell about him from this trick in the right column.

Polyphemus’s Attempt at Trickery	Successful / Unsuccessful	What can you tell about Polyphemus from this trick?

LESSON 3 Close Read

3. Complete the chart below for **Odysseus's** attempts at trickery. List his attempts at trickery in the left column, state whether they were successful or unsuccessful in the middle column, and explain what you can tell about him from this trick in the right column.

Odysseus's Attempt at Trickery	Successful / Unsuccessful	What can you tell about Odysseus from this trick?

LESSON 3 Close Read

- * 4. How can you tell which character is the trickiest—is it the one who tries the most tricks? The one who is the most successful at tricking the other person? The one whose tricks are the meanest? Explain your answer.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

5. Now that you've analyzed how each character tries to trick the other, which do you think is the most tricky character? Circle your choice.
- a. Odysseus
 - b. Polyphemus

*** = Suggested Writing Prompt**

LESSON 4 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what he or she has seen in your work.

Prep

Before you begin this lesson:

- 1.** Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
- 2.** Complete the Sub-Unit 2, Lesson 3 Solo.

LESSON 4 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

LESSON 5 OVERVIEW

Today you'll study Odysseus's plan and think about what clues Polyphemus might have had to warn him about what was coming.

Prep

Before you begin this lesson:

- 1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
- 2. Review the Close Reading Practice guidelines.
- 3. Complete the Sub-Unit 2, Lesson 4 Solo.

LESSON 5 Working with the Text

Reread *The Odyssey* Book 9, “The Cyclops,” paragraphs 40–43.

- 1. List the steps in Odysseus’s plan to escape.

- 2. If possible, share your list with a classmate and ask them to share their list with you. If you're able to do so, work with your partner to make sure you've included all the steps and that your steps are in the right order.

LESSON 5 Close Read

Reread *The Odyssey* Book 9, “The Cyclops,” paragraphs 41 and 42.

- 1. List any clues you can find in the text that might have warned Polyphemus that something was not normal.

- 2. What did Polyphemus notice that was different from usual?

- 3. Why does Polyphemus think unusual things happened on the morning that Odysseus and his men escaped? Which sentence from the text helps you know this?

- 4. What was the real reason for the change in events?

Read *The Odyssey* Book 9, “The Cyclops,” paragraphs 43–53.

- 5. Why did Odysseus pick the biggest ram for himself?

LESSON 5 Close Read

6. Do you think Odysseus deserved to escape? Explain your answer.

7. Does this tale have a hero? Explain your answer.

Just like a detective or a reader of a story, Polyphemus had evidence of what was happening in front of him. However, from that evidence, he wasn't able to figure out the real events. Instead, he created a theory based on his own feelings. Since he felt so upset, he believed his ram must be sad, too. It's important to remember that, as readers, our own understanding can help us ignore evidence sometimes.

LESSON 6 OVERVIEW

Now that you've completed the story of Odysseus and the Cyclops, it's time to rethink what character traits set Odysseus apart.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 2, Lesson 5 Solo.

LESSON 6 Working with the Text

Reference *The Odyssey* Book 9, "The Cyclops," paragraphs 44–52.

1. How do Odysseus's men feel about his decision to taunt Polyphemus?

2. Why does Odysseus tell Polyphemus his real name?

3. What does Odysseus's choice to tell Polyphemus who he really is reveal about his character?

4. After the men escape, they give Odysseus the big ram. What does this suggest about their feelings for Odysseus?

5. What does Odysseus do with the ram, and what does this suggest about his character?

LESSON 6 Working with the Text

Reference *The Odyssey* Book 9, “The Cyclops,” paragraphs 44–52.

You should also refer to your answer to the Lesson 5 Solo question that asked you to select a sentence that shows the character trait of Odysseus that most catches your attention.

What do you think about Odysseus? What kind of character does he have? How do his actions reveal his character? Give reasons to support your answers.

If possible, discuss your answer with a classmate. You do not need to agree on your answers to these questions. If you disagree, take turns giving a reason that supports your answer.

LESSON 6 Writing Prompt

Consider Odysseus’s actions and how he presents his adventures during this entire episode, from the time Odysseus arrives on the Cyclops’s island to the time he and his men escape from the island and sacrifice a ram to Zeus.

Put a check mark next to the sentence if...

- ☐ you felt Odysseus was taking a big risk when he disagreed with his men and decided to stay in the cave to meet its owner.
- ☐ you thought Odysseus stayed pretty cool when he waited for Polyphemus to pass out after drinking the wine, even when one of Odysseus’s men was eaten.
- ☐ you can think of a number of times when Odysseus decided not to listen to his men. Did that turn out to be a good decision?
- ☐ you think it might have been better to sail away saying nothing, instead of taunting Polyphemus into more anger.
- ☐ you can think of a character trait that stands out in all these actions and decisions that Odysseus makes.

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

Unit 6D, Sub-Unit 2: Odysseus

LESSON 6 Writing Prompt

What is Odysseus's defining character trait? Be sure to give three reasons based on the text that explain your answer.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

[illegible]

LESSON 7 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what he or she has seen in your work.

Prep

Before you begin this lesson:

- 1.** Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
- 2.** Complete the Sub-Unit 2, Lesson 6 Solo.

LESSON 7 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 6D, Sub-Unit 3

Arachne



Arachne was talented, but the way she acted sometimes got her in trouble. The myth of Arachne shows what can happen when humans anger the gods.



LESSON 1 OVERVIEW

Have you ever seen someone whose attitude angers others? Today, you'll begin reading the myth of Arachne. She was one of the world's most talented weavers, but her attitude angered the goddess Minerva.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 2, Lesson 7 Solo.

LESSON 1 Working with the Text



Ovid (Engraving)
19th Century, J.W. Cook

"Arachne" is one of the tales in *Metamorphoses* by Ovid, a Roman poet who was born in 43 BCE (shown in the image above).

LESSON 1 Working with the Text

Although Ovid was Roman, not Greek, he and many other writers looked to the Greeks for inspiration. Many Roman myths use the same characters as Greek myths, but they give the gods new names. For instance, in “Arachne,” Ovid refers to Minerva—that’s the Roman name for Athena (the goddess of wisdom, arts, and crafts).

A British poet named Ted Hughes, who was born in the 20th century, retold some of the tales from Ovid’s *Metamorphoses* in a book he titled *Tales from Ovid*. That’s where the version of “Arachne” for this lesson comes from.

The tales in *Metamorphoses* are all about, as the title suggests, “metamorphosis.” This is a word used to describe big changes. For example, it’s used to describe the process by which tadpoles turn into frogs. So, you know if you’re reading something from the *Metamorphoses*, there will be a big change or transformation in at least one of the characters.

Reference “**Arachne**” from *Tales from Ovid* by Ted Hughes, lines 1–66.

You’ll also need to refer to your Sub-unit 2, Lesson 7 Solo, where you selected the sentence that shows the action Arachne takes that most angers the old woman (who is really Minerva).

1. What is the talent that has given Arachne so much fame?

2. Early in the poem, when Minerva is disguised as an old woman, she gives Arachne a warning. What does Minerva advise Arachne to do?

3. The poem says that Arachne “reared like a cobra” (52). What does this comparison to a venomous snake suggest about the attitude Arachne uses to respond to the advice of the old woman (who is really Minerva)?

4. Arachne tells the old woman (who is really Minerva) that she makes up her own mind. Based on what you have read so far, how do you think Minerva will react to Arachne's response? Give a reason for your answer.

LESSON 1 Close Read

Reference “**Arachne**” from *Tales from Ovid* by Ted Hughes, lines 1–66.

Arachne and Minerva disagree about who should have credit for Arachne’s skill with weaving. As you read the text, identify the argument that each character makes and try to understand her position. Pay particular attention to each character’s words.

- 1. Complete the chart below, identifying each character’s argument and evidence from the text they use to support it. Include anything that helps show how the character feels and any evidence that explains why she feels this way.

Character	Character’s Argument	Evidence
Arachne		
Minerva		

- 2. Now that you have analyzed the arguments made by Minerva and Arachne, who do you think is right? Explain your answer.

LESSON 2 OVERVIEW

Arachne’s weaving ability made her famous, but her fate may depend on some of her character traits rather than her abilities. Today, you’ll consider more closely what defines Arachne’s character.

Prep

Before you begin this lesson:

- 1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
- 2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
- 3. Complete the Sub-Unit 3, Lesson 1 Solo.

LESSON 2 Working with the Text

Reference “**Arachne**” from *Tales from Ovid* by Ted Hughes, lines 1–66.

You’ll also need to refer to the three-column chart you completed during the Lesson 1 Close Read. Prepare to summarize each character’s argument by reviewing your chart.

- 1. Using your own words, summarize in one sentence the point Minerva makes.

- 2. Using your own words, summarize in one sentence the point Arachne makes.

If possible, compare summaries with a classmate. If you’re able to compare, respond to the following three questions; if not, skip ahead to the Close Read.

- 3. What is one idea you both included in your summaries?

- 4. What is one idea that was different in your summaries?

LESSON 2 Working with the Text

5. Review the text and decide: Who do you think comes closest to capturing the key argument between Arachne and Minerva? Explain why you think so.

LESSON 2 Close Read

Reference **“Arachne”** from *Tales from Ovid* by Ted Hughes, lines 1–66, paying close attention to Arachne’s most memorable actions and behaviors.

Complete the chart below, listing Arachne’s most memorable actions and behaviors on the left side and explaining what it shows about Arachne’s character on the right side.

Arachne’s action or behavior	What this action or behavior shows about Arachne’s character

LESSON 2 Writing Prompt

Think back on Arachne's actions and behaviors as she meets Minerva disguised as an old woman. Consider which of these actions gave you a clear picture of the type of woman she is.

Put a check mark next to the sentence if...

- ☐ you got a picture of her character when she laughed at the suggestion that she should give Minerva credit for her weaving.
 - ☐ you got a sense of the type of person she is when she boldly challenges Minerva to a weaving contest.
 - ☐ you could picture her character when Arachne almost strikes Minerva disguised as the old woman, yelling at her to keep her thoughts to herself.
 - ☐ you understood Arachne's motivation when she says she will have her own opinions and she is not scared of a weaving contest with Minerva.

.. Choose one of Arachne's behaviors or actions from the chart and describe which trait motivates it. Why does she do what she does? Include at least two details from two different moments in the text to support your idea.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

LESSON 2 Writing Prompt

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

2. Review the Guidelines for Citing and Punctuating a Direct Quote from a Poem. Check that you have correctly punctuated and cited the direct quotes in your response to the Writing Prompt.

Guidelines for Citing and Punctuating a Direct Quote From Poetry

Use single quotation marks around any dialogue within the direct quote.

Only include the end punctuation of your quote if it is a question mark or exclamation point.

If you are introducing a quote with a speaker tag, add a comma to separate the speaker tag and the direct quote.

Hughes describes the meeting between Phaethon and his father, who "Turned on him the gaze that misses nothing / And spoke: 'Phaethon, my son!'" (Hughes 93).

Hughes writes, "Arachne / Laughed at the suggestion" (Hughes 28) when she first heard it, but when she realizes Minerva is actually challenging her "She flushed deep red" (Hughes 74).

- Use double quotation marks to show where the quote begins and ends.

- Cite the author name and line number(s) after each quotation.

Use a slash to indicate a line break within the text of the poem.

LESSON 3 OVERVIEW

Have you ever thought about how an image can carry a message? Today, you'll look at how both Arachne and Minerva used their tapestries to make arguments.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 2 Solo.

LESSON 3 Working with the Text

Before you continue reading, it's important to make sure you understand what Minerva and Arachne are arguing about, and how they end up in a weaving contest. Review these important plot points from the poem:

- Minerva, disguised as an old woman, reminds Arachne that she, Minerva, gave Arachne her weaving talent.
- Arachne claims that her weaving skill is her own; the goddess should not get the credit.
- Arachne challenges Minerva (still disguised) to a weaving contest, insisting that she will win.
- Minerva warns Arachne not to be so arrogant, saying Arachne should ask the goddess's forgiveness for challenging her power.
- Arachne insults the old woman and says she will not ask the goddess for forgiveness.
- Minerva removes her disguise, reveals herself as the goddess, and agrees to the contest.

Reference **"Arachne"** from *Tales from Ovid* by Ted Hughes, lines 96–140—the description of a section of the tapestry woven by Minerva during the contest.

1. Explain what the god Neptune is doing in this description.

2. Explain what the goddess Minerva is doing in this description.

LESSON 3 Working with the Text

3. How do these actions support Minerva's argument that humans are not equal to gods?

Reference "**Arachne**," lines 113–130.

4. What happens to the human Queen of the Pygmies when she challenges the goddess Juno?

5. What happens to the human Antigone when she challenges the goddess Juno?

6. How do these tapestry pictures support Minerva's warning that Arachne should not challenge but should ask forgiveness from the gods and goddesses?

Reference "**Arachne**," lines 141–195—the description of a section of the tapestry woven by Arachne during the contest. It describes the story of how the god, Jupiter, obtained his human wife, Europa.

7. What is the god Jupiter doing in this description?

8. What is the human Europa doing in this description?

9. How does this picture of Jupiter and Europa support Arachne's argument that the gods and goddesses are not always fair?

Unit 6D, Sub-Unit 3: Arachne

LESSON 3 Close Read

Reference “**Arachne**,” lines 96–195. You may also reference your answers to the questions in the Working With the Text section of this lesson.

Complete the chart below, summarizing each character’s argument and explaining how the scenes depicted in each character’s tapestry support their argument.

Character	Character’s Argument	How do the scenes depicted in this character’s tapestry support her argument?
Arachne		
Minerva		

LESSON 3 Writing Prompt

Minerva’s tapestry shows the power she and other gods have; it reminds Arachne that the gods are in control of many things.

Arachne’s tapestry shows the many ways that gods and goddesses such as Minerva have tricked humans; it reminds Minerva that she, too, tricked Arachne.

Both of the tapestries make an argument about the gods and their character traits. Minerva depicts the gods as powerful creators, Arachne depicts the gods as deceitful and unfair.

Imagine that Minerva and Arachne focused on describing human character traits, like those that Arachne demonstrates. For example, Minerva might argue that Arachne failed to give proper credit to the gods because without their gifts, Arachne wouldn’t have the talent to weave. Arachne might argue that she and other humans deserve credit for all the ways they work hard and use their skills to create.

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

LESSON 3 Writing Prompt

Pick one of these characters and decide what images you would include in an alternative tapestry that focuses on Arachne's character traits to make its argument.

1. How would Minerva represent Arachne's (and humans') key character traits?
2. How would Arachne represent her (and humans') key character traits?
3. Choose one character, Minerva or Arachne, and think of the tapestry pictures your character would weave to show Arachne's key character trait.
4. Draw or describe your alternative tapestry, using either the lines below or the blank space on the following page.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

LESSON 3 Writing Prompt

LESSON 4 OVERVIEW

What kind of treatment did Minerva show Arachne? Today, you'll think and write about whether the goddess acted fairly.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 3 Solo.

LESSON 4 Working with the Text

Reference **"Arachne"** from *Tales from Ovid* by Ted Hughes, lines 196–240. Answer the following questions to help you think about the way Minerva treats Arachne at the end of the poem.

1. Who wins the weaving contest? Use evidence from the text to support your answer.

2. The poem says that Arachne "Refused to live / With the injustice" (210–211). What was the injustice?

3. What does Arachne do at the end of the competition, after Minerva destroys the tapestry?

4. What does Minerva do when she sees Arachne's reaction?

5. Think about the characteristics of spiders. Why might Minerva transform Arachne into this particular animal?

LESSON 4 Working with the Text

6. How is Arachne's punishment similar to the transformations Minerva depicts in her tapestry?

7. Does Arachne deserve to become a spider? Try to find at least three pieces of evidence from the text to help explain your answer.

LESSON 4 Writing Prompt

Consider how Minerva reacts to Arachne's winning the weaving contest.

Put a check mark next to the sentence if...

- ☐ you can think of some moments in the myth where Arachne did or said things that she should not have done or said.
- ☐ you can think of some moments in the myth where Minerva gave Arachne clear warnings about her speech and behavior.
- ☐ you can think of some things that Arachne did or said that were reasonable things to do or say.
- ☐ you can think of some moments when Minerva did or said some things that she should not have done or said.

Rules for Writing Prompts

- 1. Write for 10 minutes
- 2. Focus on one idea
- 3. Use and describe evidence to support your idea

LESSON 4 Writing Prompt

Does Minerva treat Arachne fairly? Why or why not? Give three reasons based on the text to support your answer.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

[illegible]

LESSON 5 OVERVIEW

What would happen to Arachne if she had a different talent? Today, you'll write your own version of the Arachne myth and explore how a different talent might lead to a different punishment.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 4 Solo.

LESSON 5 Working with the Text

Remember that Arachne's story was told by Ovid centuries before Ted Hughes decided to retell it. As with all Greek myths, this one changes each time a different person tells it. Today, you'll have your own chance to retell the Arachne myth, just as you did with the Prometheus myth.

And just like in Prometheus lessons, you'll start by reviewing some guidelines for retellings:

Guidelines

1. Use the basic facts of the myth:
 - Arachne was extremely talented.
 - Minerva was upset that Arachne didn't give the goddess credit for her talent.
 - Arachne and Minerva had a competition.
 - Minerva transformed Arachne into something other than a human.
2. You do not have to base your myth on Hughes's version. If you do want to keep details from Hughes, that is okay, but you must have a reason for doing so.
3. Remember that Hughes makes certain choices, and you'll want to make your own choices. Your retelling must make a change from Hughes in one important way:
You must give Arachne a new talent—anything other than weaving.
4. In Lesson 2, you wrote about Arachne's character traits in the Hughes version of the myth. In your retelling, you should present Arachne's character with the same character traits that she has in Hughes's poem.

LESSON 5 Working with the Text

Review your answer to the Lesson 2 Writing Prompt, where you wrote about one of Arachne's character traits in the Hughes version of the myth.

1. In your retelling of the Arachne myth, Arachne will have the same character trait as in the Hughes version. However, in your version of the myth, Arachne will have a different talent than weaving. She can have any talent you like: rapping, designing video games, playing soccer, dancing, doing math, painting, or any other talent you wish.

Decide on the talent you want Arachne to have, then write about it below.

Minerva chooses to transform Arachne into something that is connected to her talent. Reread this description of her punishment:

And so for ever
She hangs from the thread that she spins
Out of her belly.

Or ceaselessly weaves it
Into patterned webs
On a loom of leaves and grasses—
Her touches
Deft and swift and light as when they were human.
(233–240)

2. List at least three ways that Arachne's punishment connects to her talent for weaving.

LESSON 5 Working with the Text

3. How might you connect Arachne's punishment to the new talent she has in your version of the myth?

4. Finish this sentence:

The most important thing for readers to know after reading my version of "Arachne" is that:

LESSON 5 Writing Prompt

In your version of the myth, you should use specific details to help show readers what Arachne's talent is and how she shares it. For example, if Arachne's talent is singing, don't just tell readers that she is good at it. Instead, include details that show what her voice sounds like or what songs are her favorites.

Put a check mark next to the sentence if you can imagine...

- ☐ what Arachne feels when she is punished.
- ☐ what sounds she makes.
- ☐ what she touches or sees when she is punished.
- ☐ if she tastes anything.

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

LESSON 5 Writing Prompt

1. Using your answers to the previous questions in this lesson as a guide, write your own version of the Arachne myth, making sure to give Arachne a different talent than she had in the Hughes version.
2. If you want to challenge yourself, add two more details to help readers understand Arachne's attitude.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

[illegible]

LESSON 5 Wrap-Up

Both "Prometheus" and "Arachne" are epic myths that present the deeds of legendary figures in Greek culture. Both myths depict famous struggles between a mortal and a god.

The version of the "Arachne" myth you read is written as a poem.

The version of the "Prometheus" myth you read is written as a narrative.

Reference "**Prometheus**" from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin and "**Arachne**" from *Tales from Ovid* by Ted Hughes.

1. What is one way in which the form of the poem helps you understand this epic struggle?

2. What is one way in which the form of the narrative helps you understand this epic struggle?

3. Myths were often recited by people who traveled to various villages and recited these tales for listeners.

Do you think that most myths were first written as poems or narratives? Explain why you think so.

LESSON 6 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what he or she has seen in your work.

Prep

Before you begin this lesson:

- 1.** Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
- 2.** Complete the Sub-Unit 3, Lesson 5 Solo.

LESSON 6 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 6D, Sub-Unit 4

Write an Essay



In this sub-unit, you will use the work you've done so far in The Greeks to write an essay about humans and their pride.



ESSAY LESSONS: OVERVIEW

Calendar of Essay Lessons

What you'll be doing to write your essay:

Lesson 1	<p>Step 1: Review essay prompt.</p> <p>Step 2: Make a claim: Decide which two characters you'll write about and what you will say about whether or not they are destroyed by pride.</p> <p>Step 3: Gather evidence: Collect evidence to support your claim.</p>
Lesson 2	<p>Step 4: Write body paragraphs: Describe and explain the textual evidence you chose to support your claim.</p>
Lesson 3	<p>Essay Flex Day</p>
Lesson 4	<p>Step 5: Revise body paragraphs: Add more evidence or more explanation to the evidence in your body paragraphs.</p> <p>Step 6: Write your introduction: Review the Elements of an Introduction, then write your introduction.</p>
Lesson 5	<p>Step 7: Write your conclusion: Review the Elements of a Conclusion, then write your conclusion.</p> <p>Step 8: Edit your essay: Edit your essay using the Editing Process.</p> <p>Step 9: Write final copy: Rewrite your essay to create a final copy.</p>

Essay Prompt:

Using two of the following characters—the humans from “Prometheus,” Odysseus from *The Odyssey*, or Arachne from “Arachne”—answer the following question:

Are humans destroyed by their pride? Why or why not?

LESSON 1 OVERVIEW

Can a person be ruined by their character traits? Today, you'll start to think about how the characters you've read about have been affected by their pride, and you'll plan how to write an essay about this topic.

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson

LESSON 1 Introduce Essay Topic

Step 1: Review essay prompt

In this lesson, you're going to start on your essay about the humans in two of the following texts:

- **"Prometheus"** from *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin
- **"The Cyclops"** from Book 9 of *The Odyssey* by Homer
- **"Arachne"** from *Tales from Ovid* by Ted Hughes

You'll begin by considering which humans you think are the most harmed by their pride, then which humans you think are the least harmed by their pride.

1. Which of the following human characters is most harmed by his or her pride? Circle your choice.
 - a. The humans from "Prometheus"
 - b. Odysseus from *The Odyssey*
 - c. Arachne from "Arachne"
2. What are one or two ways in which this character has been harmed by their pride?

In "Prometheus," Zeus tells Prometheus that if humans get fire, they will be "poisoned with pride" (9). The essay you'll be writing for this unit will be about this idea.

3. If you had to choose right now, would you prefer to write about characters you think are destroyed by pride? Or characters you think are not destroyed by pride? Explain why you chose your answer.

LESSON 1 Introduce Essay Topic

This is the prompt you'll be responding to in your essay:

Essay Prompt:

Using two of the following characters—the humans from “Prometheus,” Odysseus from the *Odyssey*, or Arachne from “Arachne”—answer the following question:

Are humans destroyed by their pride? Why or why not?

You'll use your answer to make a claim about whether or not these characters have been destroyed by their pride, supporting this claim with textual evidence. In today's lesson, you'll make your claim and begin gathering your evidence.

Elements of Your Response to Text Essay

An introduction to the essay and claim. It includes:

- A lead
- The name of the text(s) and its author(s)
- Relevant background or context of the topic and the texts
- A statement of the claim

Body paragraphs to develop the reasoning and evidence. Each includes:

- Specific textual evidence that supports your claim
- Description of the key parts of your evidence
- Clear explanation of how this evidence supports your claim

A conclusion that wraps up the ideas about the claim/argument. It includes:

- A restatement of the claim
- A final thought

LESSON 1 Make a Claim

Step 2: Make a claim

As you're deciding who to write about, keep in mind that even if you have a favorite character or text, you should choose characters to write about based on whether or not you can find convincing evidence to support your claim.

Choose two characters who both have or have not been destroyed by pride. Make a claim about these characters, using the sentence starter below.

_____ and _____ are characters who _____ (are / are not)
destroyed by their pride. This is because _____.

Label it "Claim Statement."

LESSON 1 Introduce Essay Topic

Step 3: Gather evidence

To support your claim, you'll need to collect one or two pieces of evidence for each of your two characters, which you'll find in the texts pertaining to those characters.

Complete the chart below, writing the characters' names in the left column, your evidence from the text showing how they are/are not destroyed by pride in the middle column, and an explanation of the evidence in the right column. (You have four rows below so that you have space to collect two pieces of evidence for each of your two characters; you should only collect evidence for two characters.)

Character 1	Character 1 Evidence	What the evidence shows
Character 2	Character 2 Evidence	What the evidence shows

LESSON 2 OVERVIEW

How convincing can you be? Now, it's time to prove your claim about how humans in these texts are affected by pride. You will need to describe and explain each piece of textual evidence in your body paragraphs in order to convince even the most skeptical reader that your claim is true.

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 2 Writing Body Paragraphs

Step 4: Write body paragraphs

In this lesson, you're going to focus on describing and explaining how the textual evidence you chose in Lesson 1 supports your claim.

1. Review your evidence chart, then complete the warm-up.

Put a check mark next to the sentence if...

- ☐ you have at least two convincing pieces of evidence you can write about.
- ☐ you can think of a clear way your evidence supports your claim.
- ☐ you can think of a way to describe key parts of your evidence.

You're going to write two body paragraphs—if you finish and would like to write a third body paragraph using another piece of evidence, you may do so.

Focus on describing one or two key pieces of evidence in each paragraph and explaining how that evidence supports your claim.

2. Write your body paragraphs below, using one or two pieces of evidence from each text to support your claim. Label them "Body Paragraphs." Make sure you have described and explained your evidence to show how it supports your claim.

LESSON 2 Writing Body Paragraphs

[illegible]

LESSON 2 Writing Body Paragraphs

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

LESSON 2 Wrap-Up

You'll have time in your Solo and in the next lesson to keep working on your paragraphs, so it's ok if you didn't finish yours today.

How do you feel about what you've done so far? Circle the response that best explains the work you've done on your body paragraphs.

- a.** I wrote two or more body paragraphs where I described and explained how my evidence supports my claim.
- b.** I wrote one body paragraph where I described and explained how my evidence supports my claim.
- c.** I wrote two or more body paragraphs, but I don't think I described or explained how my evidence supports my claim.
- d.** I wrote one body paragraphs, but I don't think I described or explained how my evidence supports my claim.

LESSON 3 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what they have seen in your work.

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 3 Essay Flex Day

This is a Flex Day. Your teacher will direct you to complete a self-assessment, then revise your body paragraphs.

Unit 6D, Sub-Unit 4: Write an Essay

LESSON 4 OVERVIEW

Have you ever read a really great opening sentence, one that made you want to keep reading to find out what happened next? Today, you'll work on writing an introduction that will make readers excited to see what your essay has to say.

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 4 Revise Body Paragraphs

Step 5: Revise body paragraphs

In your Lesson 3 Solo, you underlined two places in your body paragraphs where you could revise—a place where you could add more evidence and another where you could develop your evidence further in order to support your claim.

1. Reread the related parts of the text(s) and gather any additional details you can use to support your claim. You can use the space below to collect any additional evidence or details you want to include in your essay.

[illegible]

LESSON 4 Revise Body Paragraphs

Now you are going to spend some time revising your body paragraphs. You'll work on adding more description or explanation to your evidence, or adding new evidence to help support your claim. This activity is similar to other Revision Assignments you've already done. The goal here is to use evidence to convince your reader that your claim about the humans in your texts is true.

2. For each place you have identified as needing revision, write three to five new sentences that present additional evidence or describe your evidence further. Write your new sentences in the body paragraph space in Lesson 2. Then, reread your body paragraphs with the new sentences and revise so they connect clearly with one another.
3. When you are done, compare what you wrote before and after your revision. Which version do you think supports your claim most effectively? Circle your choice.
 - a. I prefer my original version without revisions.
 - b. I prefer the revised version.
 - c. I would like to keep some parts of the revised version, but not all.

LESSON 4 Write an Introduction

Step 6: Write your introduction

These are the elements you will include in the introduction you write in class today.

ELEMENTS OF AN INTRODUCTION—RESPONSE TO TEXT ESSAY

- An engaging lead to grab the reader's attention and to give the reader a sense of what your essay is about
- The name of the text(s) and author(s)
- Key background or context to help the reader understand the topic of your essay and the text(S) you are using
- Your claim or argument

Now that you know the basic elements of an introduction, it's time to write your own!

Start by writing two or three different leads. The point is to experiment and have fun writing an engaging opening line for your essay. You're going to write more than one so that you can choose which one you like best.

LESSON 4 Write an Introduction

1. Write two or three leads for your introductory paragraph. Skip a line between each lead so you can see them clearly. Your lead can...
 - ask a question.
 - quote the text.
 - help the reader relate to the topic of the essay.
 - include an interesting detail from the text.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

2. Read your leads, then circle your favorite.

LESSON 4 Write an Introduction

3. Write your introduction, starting with your favorite lead and ending with your claim statement. Label it “Introduction.” Be sure to include all of these elements:
 - A lead
 - Title of the texts and their authors
 - A sentence or two of key background information
 - Your claim statement

[illegible]

LESSON 4 Wrap-Up

Think about the introduction you just wrote and the two body paragraphs you revised.

If you claimed that the characters **are destroyed by their pride**, complete question 1.

If you claimed that the characters **are not destroyed by their pride**, complete question 2.

1. Circle the sentence that best shows how your idea about humans and pride has or has not changed since you wrote your initial claim statement in the first essay lesson.
 - a. I am more convinced than ever that these characters are destroyed by their pride.
 - b. I thought the characters were destroyed by pride, but I've found some evidence that they were not destroyed by pride.
 - c. I thought the characters were destroyed by pride, but the evidence has completely proven that they were not destroyed by pride.
2. Circle the sentence that best shows how your idea about humans and pride has or has not changed since you wrote your initial claim statement in the first essay lesson.
 - a. I am more convinced than ever that these characters are not destroyed by their pride.
 - b. I thought the characters were not destroyed by pride, but I've found some evidence that they were destroyed by pride.
 - c. I thought the characters were not destroyed by pride, but the evidence has completely proven that they were destroyed by pride.

LESSON 5 OVERVIEW

Today, you'll complete your essay by writing a conclusion. Then, you'll edit the entire essay to make sure it's your best possible work.

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 5 Revise Body Paragraphs

Step 7: Write a conclusion

Today you'll write the last piece of your essay—the conclusion. Keep these elements in mind as you write the conclusion to your essay in class today.

ELEMENTS OF A CONCLUSION

- A restatement of your claim/argument
- A final thought for the reader to take away
- An explanation of why the ideas in the essay matter
- Connection of the ideas in the essay to the reader's life

When you restate your claim, go beyond simply repeating what you've already said. Use new and interesting language and add details to give your reader a more complete understanding of your point.

Final thoughts can be questions or statements. A good final thought is a new idea that flows logically from your essay. It should give the essay an ending that leaves the reader with something more to think about.

An example of why the ideas in the essay matter:

"These texts remind readers that Greek myths often concern what happens when people are too prideful."

An example of how to connect the ideas in the essay to the reader's life:

"The fate of these characters shows us that the way we respond to others has consequences."

Now that you know the elements of a conclusion, it's time to write one of your own. If you finish a little early, experiment with more than one final thought and then choose the one you like best.

Unit 6D, Sub-Unit 4: Write an Essay

LESSON 5 Revise Body Paragraphs

Reread the introduction and body paragraphs of your essay, then write a conclusion to your essay. Label it "Conclusion."

[illegible]

LESSON 5 Edit Your Essay

Step 8: Edit your essay

Make any necessary changes to your essay, following the Editing Process guidelines.

Directions: Editing Process

1. Read each part of your essay aloud to yourself, speaking quietly and slowly.
2. Make sure to incorporate your revisions into your body paragraphs. If you don't want to use your revisions, you may leave them out of your final copy.
3. Refer to the Guidelines for Punctuating and Citing Direct Quotes From Multiple Texts to make sure you have written your direct quotes correctly.
4. Reread your essay to correct any errors you can find in spelling, punctuation, and grammar.
5. If you have done your best on the previous steps and you have extra time, complete this bonus activity:
 - Write a different final thought.
 - Compare the two final thoughts you have written and decide which is best.
 - Make sure that the final thought you choose is included in your conclusion.

Guidelines for Citing and Punctuating Direct Quotes From Multiple Texts in The Greeks

When quoting from a poem, use a slash to indicate a line break within the text of the poem.

Only include the end punctuation of your quote if it is a question mark or exclamation point.

Cite the author name and paragraph number in parentheses at the end of the sentence.

In spite of their shared courage, Arachne and Odysseus face down their challengers in different ways. Arachne is always direct and honest about her identity and "her inborn skill" (Hughes 29). Rather than pretend to submit to Minerva, Arachne proposes a fair opportunity to prove her skill as a weaver when she says, "If the goddess dare practise what she preaches/ Why doesn't she take up my challenge?" (Hughes 64–65). In spite of Minerva's obvious power, Arachne believes that she can compete fairly and win. Odysseus, however, is willing to use deceit and trickery to beat the Cyclops. "My name is Nobody," Odysseus lies when asked his name by Polyphemus. He continues to lie when he says, "That is what I am called by my mother and father and by all my friends" (Homer 33). His willingness to lie in order to prevent the Cyclops from identifying his attacker allows him to escape unharmed.

Use double quotation marks to show where the quote begins and ends.

If you are introducing a quote with a speaker tag, add a comma to separate the speaker tag and the direct quote itself.

When quoting from a poem, cite the author name and line number(s) in parentheses at the end of the sentence.

Use single quotation marks around any dialogue within the direct quote.

LESSON 5 Write Final Copy

Step 9: Write final copy

On the following pages, rewrite your draft to create a final copy. Label it “Final Draft.” Make sure your essay is in the right order and that you’ve incorporated any edits you made to the rough draft.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

[illegible]

LESSON 5 Write Final Copy

[illegible]