



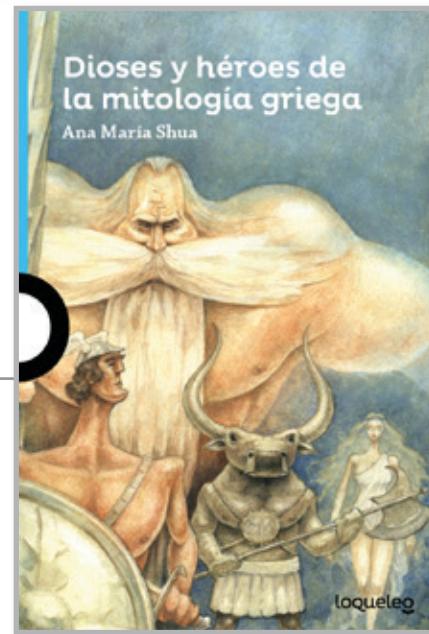
## Lesson Plan and Activities

Written in accordance with the Language Arts, Social Studies, and Science Standards

### Dioses y héroes de la mitología griega

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#### COMPLEXITY

F&P Guided Reading Level T / Lexile Level 900L

#### TEXT TYPE

Literary Text: Myths and Legends

#### OBJECTIVES

- ▶ Read and demonstrate comprehension of Greek myths and legends.
- ▶ Identify the author's purpose.
- ▶ Participate in and contribute to a literature discussion.
- ▶ Retell a story.
- ▶ Identify and discuss characterization.

#### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

#### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text



**Together we foster lifelong readers**

## MATERIALS

- ▶ map of Europe showing Greece, Italy, Turkey, and the Mediterranean Sea
- ▶ Análisis de un personaje, Mapa de cuento 2 (Graphic Organizers #1 and #17)\*
- ▶ craft materials to make props

## SUMMARY

Ancient Greeks strove to explain nature and events in the world around them. To this end, they created myths and legends that dealt with gods and goddesses, demigods, heroes, monsters, kings and queens, and clever humans. Thousand of years after their creation, these myths live on and we are still reading, retelling, and dramatizing them. The stories about the Trojan War, Pandora's Box, Odysseus and his beautiful wife Penelope, the incredible Heracles (Hercules, in Roman mythology), Theseus and the Minotaur, etc. are just a few of the numerous Greek myths and legends this books retells.

## STANDARDS

**SLAR CCSS** RL 5.1, RL 5.2, RL 5.3, RL 5.4, RL 5.9, RF 5.3.a, RF 5.4.b, W 5.3.b, W 5.4, W 5.5, W 5.7, SL 5.1, SL 5.4, L 5.2.g, L 5.3, L 5.4, L 5.5.c, L 5.6

**SLAR TEKS** 5.1.A, 5.2.B, 5.3.B, 5.6.B, 5.9.A, 5.15.D, 5.16.A.(iii), 5.20.C, 5.21.B.(ii), 5.22.E, 5.26.A, 5.27.A  
**NCSS** I. Culture

## VOCABULARY

**INSTRUCTIONAL FOCUS:**  
Academic Vocabulary

**altanero** – arrogante, soberbio / arrogant  
**aplacar** – calmar, suavizar / to placate  
**devastar** – destruir, arrasar / to devastate  
**disipar** – desaparecer / to dissipate  
**disuadir** – convencer a alguien para que cambie de idea / to dissuade  
**emponzoñar** – envenenar / to poison  
**inconexo** – que no tiene conexión o relación con otra cosa / disconnected  
**inverosímil** – que no se puede creer / implausible  
**penumbra** – entre luz y oscuridad / semi-darkness  
**proeza** – acción valerosa / feat  
**tramar** – preparar una trampa o engaño / to plot

### Advanced Vocabulary

**consagrar** – hacer sagrado un objeto o un lugar / to consecrate

**desterrar** – echar a una persona de un territorio / to exile  
**emboscada** – trampa, ataque por sorpresa / ambush  
**oráculo** – contestación de los dioses a las consultas sobre el futuro / oracle  
**pitonisa** – mujer que adivina el futuro / fortune-teller  
**plegaría** – petición que se le hace a una divinidad / supplication  
**poción** – líquido que tiene propiedades mágicas / potion  
**presagio** – señal que anuncia un suceso futuro / omen  
**repudiar** – rechazar el marido a la esposa / to repudiate  
**sacrilegio** – falta de respeto grave a lo sagrado / sacrilege  
**sitiar** – rodear un lugar para tomarlo por la fuerza / to besiege

\* To download the Spanish Graphic Organizers in this lesson go to: [santillanausa.com/spanishliteracy](http://santillanausa.com/spanishliteracy)



## VOCABULARY DEVELOPMENT

- ▶ Introduce vocabulary by providing a description of all the words presented in the vocabulary section and any additional vocabulary you may wish to discuss prior to the reading activities. Consider using pictures, sketches, and/or pantomime to explain the meaning of each word. You may also tell a story to integrate some of the terms.
- ▶ Make sure students understand all the vocabulary needed to complete the activities (e.g., *drama*, *caracterización*, *propósito*, *tema*) and instruction words, such as *cita*, *dramatiza*, *infiere*, *justifica*, *predice*.
- ▶ Ask students to explain in their own words what each word means. Then, have them create flash cards. Distribute index cards and ask students to write these headings, leaving space for their answers, on each card: *Palabra*, *Mi definición*, *Oración (ejemplo)*. Then have them work in pairs to test each other using these flash cards.
- ▶ Point out the prefix *des-* (opposite) in *desterrar* and the prefix *in-* (negation) in *inconexo* and *inverosímil*. Then introduce the prefixes *re-* (repetition), *semi-* (half), *sobre-* (above), and *sub-* (below). Next, have students explain the meaning of *desdicha* (misfortune) on p. 122, *desoír* (to ignore) on p. 107, *destronar* (to depose) on p. 214, *inmortal* (immortal) on p. 17, *inmovilidad* (immobility) on p. 121, *interminable* (endless) on p. 55, *refrenar* (to rein in) on p. 185, *semienterrado* (half-buried) on p. 69, *sobrenatural* (supernatural) on p. 67, and *subterráneo* (subterranean) on p. 19.
- ▶ Explain that some words in Spanish are derived from Greek mythology. Knowing the origin of words helps us determine their meanings. Point out these words: *anfitrión* (host) from Anfitrión, king of Tirintos (p. 55); *atlás* from Atlas, a titan who held up the celestial sphere; *eólico* (wind) from Eolo, the ruler of the winds (p. 188); *maratón* (marathon) from the town of Maratón in ancient Greece (p. 132); *tifón* (typhoon) from Tifón, a Greek god (p. 20); *odisea* (odyssey) from Odiseo, king of Ithaca (p. 160); *titán* (titan) from *titanes*, primitive Greek deities. Have students come up with an original sentence for each of these words.
- ▶ Point out homophones that may cause students spelling difficulties. For example: *casa* (house) on p. 51 and *caza* (hunt) on p. 70; *cierva* (deer) on p. 70 and *sierva* (servant); *echó* (threw out) on p. 42 and *hecho* (made) on p. 22; *revelar* (to reveal) on p. 108 and *rebellar* (to rebel); *también* (also) on p. 10 and *tan bien* (as well as) on p. 90. Then have students write sentences with these words.
- ▶ Form several teams to play vocabulary charades. Write the vocabulary terms on strips of paper and place them in a bag. Students draw a word from the bag and act it out. Students from the same team then try to guess what the word is.

## ► READING

### PRE-READING

- ▶ Show students a map of Europe and the Mediterranean Sea and discuss what they know about ancient Greece. Ask these or similar questions: *Señalen a Grecia en el mapa.* (Point to Greece on the map.) *¿Qué saben de estas cosas que fueron creadas por los antiguos griegos: democracia, maratón, olimpiada?* (What do you know about these things, which were created by the ancient Greeks: democracy, marathon, Olympics?)
- ▶ Have students read the title and table of contents, and then give them a few moments to look at the illustrations. Then ask these or similar questions: *¿De qué creen que trata el libro?* (What do you think the book is about?) *¿Qué tipo de texto creen que es? ¿Por qué?* (What type of text do you think this is? Why?)
- ▶ Have students set a purpose for reading. Ask these or similar questions: *¿Qué esperan aprender al leer este libro?* (What do you expect to learn by reading this book?)

### READING

- ▶ Explain that the ancient Greeks were curious about the origin of the world and about how and why things happen. They came up with myths and legends (i.e., mythology) as a way to explain all these things. Then read aloud pages 7–8 to familiarize students with the author's purpose for writing the book. Ask: *¿En qué aspectos de la vida moderna siguen estando presentes los mitos griegos?* (In which aspects of modern life are Greek myths still present?) *¿Qué quiere lograr la autora con este libro? ¿Qué palabras les dicen eso?* (What does the author want to achieve with this book? What words tell you that?)
- ▶ Discuss some of the characteristics of myths: stories that deal with gods, demigods, heroes, and humans and that try to explain scientific or natural phenomena. Encourage students to look for some of these characteristics as they read. Do a read aloud of pages 9–12 to familiarize students with some of the characters and themes of these myths. Call students' attention to the use of footnotes in the text. Then ask: *¿Quiénes eran Gea y Urano? ¿Qué relación tenían con sus hijos? ¿Quién era Cronos? ¿Cómo se hizo con el poder?* (Who were Gaea and Uranus? What was their relationship with their children like?) *¿Quién era Cronos? ¿Cómo se hizo con el poder?* (Who was Cronus? How did he seize power?) *¿Cómo describirían la personalidad de estos dioses? Predigan cómo será su relación con los humanos y con otros dioses. ¿Por qué creen eso?* (How would you describe these gods' personalities? Predict what their relationship with humans and other gods will be like. Why do you think that?)
- ▶ Assign different stories to different students and instruct them to read independently. Provide students with a story map (Graphic Organizer #17) and ask them to fill in the information (i.e., characters, problem, important events, solution) as they read. Then have students get together with a partner and retell the story in their own words, using their story maps as a guide.
- ▶ At different points during the reading, come together as a group and hold a literature discussion. Guide students with these or similar questions: *¿Qué conflictos tenían los personajes? ¿Cómo los resolvieron?* (What conflicts did the characters have? How did they resolve those conflicts?) *¿Cómo son los personajes? Mencionen dos características de cada uno.* (What are the characters like? Tell two characteristics for each one.) *¿Cuáles son algunos de los temas (por ejemplo: heroísmo, amor, odio) de estos mitos?* (What are some of the themes [for instance: heroism, love, hate] of these myths?)

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis





## DIFFERENTIATED INSTRUCTION

### B BELOW-LEVEL STUDENTS

- Have students answer these or similar comprehension questions with short phrases or incomplete sentences: *¿Qué sucedió cuando Pandora abrió su caja?* (What happened when Pandora opened her box?) *¿Cómo era Heracles? Da un ejemplo que muestre su personalidad.* (What was Heracles like? Provide an example that shows his personality.) *¿Quién ganó la Guerra de Troya? Menciona dos líderes griegos de esa guerra.* (Who won the Trojan War? Mention two Greek leaders from that war.)

### AT-LEVEL STUDENTS

- Encourage students to make inferences based on the text, using short sentences. Ask these or similar questions: *¿Quiénes eran las amazonas? ¿Por qué crees que se le dio ese nombre a la selva del Amazonas?* (Who were the Amazons? Why do you think that name was used for the Amazon rainforest?) *¿Qué indica acerca de los griegos la forma como ganaron la Guerra de Troya?* (What does the way the Greeks won the Trojan War show about them?) *¿Por qué fue Teseo un buen rey? ¿Qué evidencias da la autora?* (Why was Theseus a good king? What evidence does the author provide?)

### ABOVE-LEVEL STUDENTS

- Encourage students to analyze and evaluate the text, using complete and elaborate answers. Ask these or similar questions: *¿Qué lección se puede sacar del final de Belerofonte (pág. 153)?* (What lesson can we draw from Bellerophon's end?) *¿Por qué crees que se usa la palabra "odisea" para referirse a un proyecto largo y lleno de dificultades?* (Why do you think the word "odyssey" is used to refer to a long project full of difficulties?)

## POST-READING

- ▶ Explain that authors provide characters with traits to make them interesting. This is called characterization (*caracterización*). The reader can discover these traits by making inferences about what the characters' actions say about them. Ask: *¿Qué les dice acerca de Prometeo el hecho de que se preocupara por los humanos y les regalara el fuego* (págs. 27–28)? (What does the fact that Prometheus cared about humans and gave them fire tell you about him?) *¿Qué indica esto sobre Atenea: "De pronto, una mujer enorme, imponente y hermosa [...] se apareció ante él. Era la diosa Atenea, que venía a ayudarlo, compadecida de su destino"* (pág. 150)? (What does this show about Athena: "Suddenly, a large, imposing, and beautiful woman appeared before him. It was the goddess Athena, who had taken pity on him and had come to help him"?)
- ▶ Brainstorm character trait words with students and write a list on the board (e.g., *altanero, astuto, cruel, gentil, inteligente, soberbio, valiente*). Next, divide the class into small groups and assign one of these characters to each group: Afrodita, Atenea, Hera, Heracles, Jasón, Odiseo, Prometeo, Zeus. Provide each group with a character analysis chart (Graphic Organizer #1) and have students answer these questions about their assigned character: *¿Cómo es físicamente?* (What does he/she look like?) *¿Qué tipo de cosas hace?* (What things does he/she do?) *¿Cómo es su personalidad?* (What is his/her personality like?) Then ask groups to share their charts with the class and justify their answers with examples. 



## ► CONNECTION WITH CONTENT AREAS: DRAMA, SOCIAL STUDIES

### INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas



- ▶ Explain that ancient Greeks created drama (i.e., a story written to be performed by actors for an audience). Review with students some of the elements of drama: dialogue, genre (e.g., comedy, tragedy, mystery), characters (performers), plot, audience, technical elements (e.g., props, costumes, set). Then divide the class into small groups and have them decide on a scene from one of the myths that they would like to represent (e.g., Theseus and the Minotaur, the Trojan horse, Perseus and Medusa, Odysseus and Penelope reunited). Allow groups time to write a short script, organize the scene, and rehearse it. Encourage them to use props and costumes, as appropriate. Finally, have each group perform their scene for the rest of the class. Encourage students to use the vocabulary they have learned. 
- ▶ Provide students with a map of Europe, or have them search for one online. First, have students locate the Mediterranean Sea, Greece and its numerous islands, and Turkey. Next, ask them to locate the following places in Greece mentioned in the text: Athens (*Atenas*), Corinth (*Corinto*), Corfu (*Corfú*), Crete (*Creta*), Aegean Sea (*mar Egeo*), Ithaca (*Ítaca*). Explain that the city of Troy (*Troya*) no longer exists, but that it was located near the modern-day city of Canakkale, Turkey. Have students look for this Turkish city on the Mediterranean coast. Then have students work in small groups to choose one of these locations and explain what happened there, according to Greek mythology.

## ► WRITING

### INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand



Have students write a dialogue between the two main characters from one of the myths they read. As part of the prewriting activities, ask students to create an outline of the plot and write a character sketch for each character. Remind students that what a character says should fit his/her personality. The dialogue should also move the plot forward and show a beginning, middle, and end. In addition to using the book, their story maps from the Reading section, and their performances from the Connection with Content Areas section, encourage students to research examples of dialogues in literature and drama. Guide and assist the students through the writing process. As they revise and edit their work, have them pay attention to the conventions of Spanish grammar and punctuation. Remind them that a long dash — (em dash) is used for dialogues in Spanish instead of quotation marks. Invite students to share their dialogues with a classmate and take turns reading aloud each other's dialogue, playing the part of each character. 



### Informal Assessment

You may wish to assess a student's progress as he or she completes comprehension and production activities. Suggested activities are identified with the icon.



Nombre \_\_\_\_\_

### Vocabulario

#### A Completa las oraciones con la palabra correcta.

proezas

altaneros

devastó

penumbra

tramó

1. Los humanos se habían vuelto altaneros; se creían superiores.
2. Heracles fue un héroe que realizó muchas proezas.
3. Zeus tramó una venganza contra los hombres.
4. Un gigante cruel devastó la región y acabó con todo.
5. Vivían en penumbra, donde no era ni de día ni de noche.

#### B Añade el prefijo adecuado y define las palabras. Después escribe una oración con cada palabra.

des-

in-

sobre-

1. in- conexo: que no tiene conexión

Answers will vary.

2. sobre- natural: extraordinario, fuera de este mundo

Answers will vary.

3. des- terrar: echar a alguien de un territorio

Answers will vary.

4. in- verosímil: que no se puede creer

Answers will vary.

#### C Encierra en un círculo la palabra correcta.

1. La cierva / sierva vivía en el bosque y no se dejaba casar / cazar.

2. El adivino les rebeló / reveló a los hombres los secretos de los dioses.

3. Heracles era muy fuerte y sostenía el cielo también / tan bien como Atlas.



Nombre \_\_\_\_\_

### Comprensión lectora

#### A Une.

- |             |                                  |
|-------------|----------------------------------|
| 1. Afrodita | a. dios Sol                      |
| 2. Apolo    | b. dios del mar                  |
| 3. Atenea   | c. dios de la profecía           |
| 4. Helios   | d. dios principal del Olimpo     |
| 5. Poseidón | e. diosa de la belleza y el amor |
| 6. Zeus     | f. diosa de la guerra            |

#### B Contesta.

1. ¿Por qué quería dejar Zeus clara la diferencia entre hombres y dioses?

Para mantener el orden en el universo.

2. ¿Por qué decidieron los dioses inundar la Tierra?

Querían castigar a los humanos porque estos no honraban a los dioses.

3. Menciona dos de los doce trabajos que hizo Heracles.

Venció a la Hidra de Lerna. Domó al Toro de Creta.

4. ¿Qué indica esto sobre Zeus: "Cuando su ánimo se inclinaba por defender a Troya, su esposa Hera lo persuadía de volver a la imparcialidad"?

Possible answer: Zeus era influenciable. Tomaba en cuenta la opinión de su esposa.

5. Explica: "Una vez más, la inteligencia había triunfado sobre la fuerza bruta".

Possible answer: Se tiene más éxito con la inteligencia que con la fuerza.

#### C Explica qué indican estas acciones sobre cada personaje.

1. **Teseo:** "Instauró en Atenas la democracia. [...] Construyó muchos de los edificios públicos de la ciudad". (pág. 141)

Características: Possible answer: Era justo e inteligente.

2. **Hera:** "Perseguía de todas las maneras posibles a las amantes de su marido". (pág. 209)

Características: Possible answer: Era celosa y vengativa.



Nombre \_\_\_\_\_

### Vocabulario

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des-

in-

sobre-

1. \_\_\_\_\_ conexo: \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_ natural: \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_ terrar: \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_ verosímil: \_\_\_\_\_  
\_\_\_\_\_

#### C Encierra en un círculo la palabra correcta.

1. La cierva / sierva vivía en el bosque y no se dejaba casar / cazar.
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