



EXPEDITIONARY
LEARNING

Grade 6: Module 1: Unit 2: Lesson 3

Using Details to Determine Theme: The Myth of Cronus



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can cite text-based evidence that provides the strongest support for my analysis of a literary text. (RL.6.1)
I can determine a theme based on details in a literary text. (RL.6.2)

Supporting Learning Targets

- I can answer questions about the myth of Cronus using evidence from the text.
- I can use context clues to determine the meaning of unknown words in the myth of Cronus.
- I can collaborate with my peers to determine themes in the myth of Cronus.
- I can explain how a theme in Cronus is connected to a theme in *The Lightning Thief*.

Ongoing Assessment

- Understanding the Allusion in Chapter 10 (from homework)
- Chalk Talk charts



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. <i>The Lightning Thief</i>: Routine (7 minutes)</p> <p>B. Unpacking the Learning Targets (3 minutes)</p> <p>2. Work Time</p> <p>A. Engaging the Reader: Text-Dependent Questions (5 minutes)</p> <p>B. Mini-Lesson: What Is a Theme? (15 minutes)</p> <p>C. Chalk Talk: A Theme in the Cronus Myth Related to Parent-Child Relationships (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: Connecting Themes in the Myth of Cronus to <i>The Lightning Thief</i>, Chapter 12 (5 minutes)</p> <p>4. Homework</p> <p>A. Read Chapter 12 of <i>The Lightning Thief</i>: What do you think are the three most important moments in the chapter? Why?</p>	<ul style="list-style-type: none"> • Students continue working with the same text from Lesson 2: “Cronus” • This lesson includes a mini-lesson to help students understand theme, and the importance of moving from a more general understanding of the topic of a piece of literature to a more specific thematic statement. Continue to reinforce with students that reading for details and connecting (synthesizing) the details will help them begin to infer theme. Since theme is almost never directly stated in literature, this type of intellectual work with a text can prove challenging to many students. Encourage them! • During the mini-lesson, students examine a document called Distinguishing between Topics and Thematic Statements. This includes concrete examples, and thus gives students a scaffold to help them distinguish between topic and theme, a central focus of their work in the lesson. The concept of theme is fairly abstract for some sixth-graders; do not worry if not all students grasp it during this lesson; they continue to work with identifying and writing about themes in myths throughout the unit. • After learning about theme and the concept of universality, students apply this understanding as they synthesize details from the myth Cronus to determine and articulate a theme related to parent-child relationships. • In advance: Review the Chalk Talk protocol (see Appendix 1). A Chalk Talk is an excellent way to promote awareness of patterns and problems, and to ensure that all voices are heard. • If possible, give each student in a triad a different color marker for the Chalk Talk. It’s fun for each student to have his or her own color, and it provides a sense of ownership and accountability for contributing. It also makes it easier for you to circulate as students work and observe each student’s comments as a quick informal assessment of his or her emerging understanding of theme. • Part B of Work Time focuses on helping students distinguish between topics and thematic statements. Students participate in an active engagement strategy called “Envelope, Please!” Envelopes with statements (see below) are distributed at random, and students open their envelope, read what is on the strip, and tell the class whether it is a topic or theme, and why. This strategy is simple, fun, and particularly effective as a low-stakes formative assessment when trying to get students to “have a go” with a new concept or skill. • For ELLs, consider sharing an envelope with them in advance so they have time to think and prepare their response. • In advance, cut up Distinguishing between Topics and Thematic Statements document into strips, with one topic or theme on each strip, so there are 12 strips total. Then put each strip in a separate envelope. • Post: Learning targets.



Lesson Vocabulary	Materials
<p>topic, theme, thematic statement, universal, convey; prophecy, deception, inevitable, dethroned</p>	<ul style="list-style-type: none">• <i>The Lightning Thief</i> (book; one per student)• 3" x 5" index cards (one per student)• Question basket• Document camera• Definition of theme (one to display)• Chart paper (one piece per triad)• Markers (one per student)• “Cronus” (from Lesson 2; one per student)• <i>The Lightning Thief</i> word-catcher (from Lesson 1; extras in case students need more)• 12 envelopes• Distinguishing between Topics and Thematic Statements document (to copy , cut up, and place one statement in each envelope; see Teaching Note above)• Exit Ticket: Themes of Parent-Child Relationships in <i>The Lightning Thief</i> (one per student)• Differentiated Exit Ticket: Themes of Parent-Child Relationships in <i>The Lightning Thief</i> (optional; for students needing more support)• Homework: Purpose for Reading—Chapter 12 (one per student)



Opening	Meeting Students' Needs
<p>A. <i>The Lightning Thief</i>: Routine (7 minutes)</p> <ul style="list-style-type: none"> • Be sure students have their texts, The Lightning Thief. • Invite students to sit in their triads. Ask students to write one question they had about the events in <i>The Lightning Thief</i>, Chapter 11, on an index card. • Give students about 2 minutes to think and write a question. Then ask students to put their question into the question basket. • Randomly invite students to pull a question from the basket. Ask triads to discuss the question for about 30 seconds. Tell them they must use text evidence in their answer. • Invite one triad to share their thinking. To check for understanding, have another triad restate the answer, or offer an alternative answer. • Continue questions as time allows. 	<ul style="list-style-type: none"> • Consider giving select students a question from the basket at the beginning of this activity, allowing them time to locate evidence for their answer.
<p>B. Unpacking the Learning Targets (3 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the learning targets for the day's lesson. <ul style="list-style-type: none"> * I can answer questions about the myth of Cronus using evidence from the text. * I can use context clues to determine the meaning of unknown words in the myth of Cronus. * I can collaborate with my peers to determine themes in the myth of Cronus. * I can explain how a theme in Cronus is connected to a theme in <i>The Lightning Thief</i>. • Remind students that learning targets are helpful tools to understand their own learning goals. Ask students to read the learning targets with you. Tell them that in this lesson they will continue to use text details to determine the main idea of a text. • Focus the class on the word <i>theme</i>. Invite students to record the word on their The Lightning Thief word-catcher. Ask for a quick thumbs-up: <ul style="list-style-type: none"> * "Who has heard this term before?" • If some students show a thumbs-up, invite them to share with the class. If not, simply tell students that in this lesson, they will be learning about what a theme is and why themes make stories meaningful. 	



Work Time	Meeting Students' Needs
<p>A. Engaging the Reader: Text-Dependent Questions (5 minutes)</p> <ul style="list-style-type: none"> • Be sure students have their text “Cronus”. Ask students to read along silently as you read the myth of Cronus. • Stop in the appropriate places to ask the following vocabulary questions. Ask students to Think-Pair-Share and record new vocabulary on their word-catcher charts: <ul style="list-style-type: none"> * “It says: ‘His father had predicted that this would happen. In order to be sure that he kept power and the <i>prophecy</i> did not come true, Cronus attempted to escape fate by swallowing each child as soon as it was born.’ What does the word <i>prophecy</i> mean in this context?” * “It says: ‘They told her to wrap a stone in baby-clothes and give it to Cronus. She did, and he swallowed the stone without noticing the <i>deception</i>.’ What does the word <i>deception</i> mean in this context?” * “It says: ‘Cronus was so enraged that war between the father and son became inevitable. Zeus eventually <i>dethroned</i> his father Cronus, who was banished from his kingdom and deprived forever of the supreme power.’ What does inevitable mean in this context? What does <i>dethroned</i> mean in this context?” • Encourage students to write these words on their word-catchers. Continue to reinforce the value of noticing and learning new vocabulary: It is one of the most powerful ways to become a stronger reader. 	<ul style="list-style-type: none"> • Consider providing select students with definitions of these words on an index card. This will scaffold their reading of the text as well as provide assistance if the class gets stuck on a definition. “[Student name] has a definition prepared for us. Can you read it to the class?”
<p>B. Mini-Lesson: What Is a Theme? (15 minutes)</p> <ul style="list-style-type: none"> • Refocus students whole group. Tell them that you are going to take some time to help them understand the concept of theme, which will be central for their work in the rest of this unit (and throughout the year). • Let’s first look at the definition of a theme. Place the definition of theme on the document camera. Ask students to read along silently as you read the definition to them. • <i>A theme is a significant idea or lesson conveyed in a text. It is a message the author conveys through important details or events.</i> • Explain that one of the reasons literature is so powerful is that through entertaining stories, readers are invited to think about those truths that make us human and our experiences universal. A universal theme is one that has meaning to people across time and cultures. • Write the thematic topic on the board: Parent-Child Relationships. • Write the thematic statement on the board: A mother will put her love for her children above every other relationship. 	<ul style="list-style-type: none"> • Consider pre-highlighting the Cronus text with important details relevant to parent-child relationships for select students. This will allow those students to focus their attention, and be more likely to engage in the Chalk Talk.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Invite the students to share what they notice between the first statement and the second. Listen for responses like, “The first is not a sentence. The second is a sentence” and “The first sentence does not tell us anything about parent-child relationships. The second tells us that the love a mother has for her child is more important than any other relationship.”• Point out that the first phrase is an example of a <i>topic</i>. The second is an example of a <i>thematic statement</i>.• Add that a thematic statement is expressed in a complete sentence and conveys a complete idea about the topic. It is a statement or claim about the topic: the writer’s thinking. A hint that often helps students to arrive at theme is to ask: “What idea or lesson does this story <i>convey</i> or communicate about the topic?” In this case, the theme answers the question: “What ideas does the Cronus myth convey about parent-child relationships?”• Tell students that to check how well they understand the difference between topic and theme, they are going to do a quick activity called “Envelope, Please!” Randomly distribute the envelopes to 12 students. Pair those students with another student. Give brief directions:<ol style="list-style-type: none">1. Each envelope contains either a topic or a thematic statement.2. We will take turns: one reader at a time.3. If you have an envelope, when it’s your turn: open it and read the words to a peer.4. The partner gives a thumbs-up if the words are a thematic statement.5. The partner gives a thumbs-down if the words are a topic.• Begin “Envelope, Please!” Encourage students to justify their responses.• Ask students to show a Fist to Five on how they are feeling about their understanding of theme. Reassure them if the concept still feels hard to grasp; they will get to keep practicing this throughout the year.• Explain to students that they will now have an opportunity to explore the themes in the myth of Cronus that relate to the topic of parent-child relationships.	



Work Time (continued)	Meeting Students' Needs
<p>C. Chalk Talk: A Theme in the Cronus Myth Related to Parent-Child Relationships (10 minutes)</p> <ul style="list-style-type: none">• Briefly explain the Chalk Talk protocol and its purpose: A chalk talk is a simple procedure to promote discussion and awareness of issues and perspectives—silently.• Tell students that this simple structure will let all of them get their thinking out on paper.• Remind students of the expectations for the Chalk Talk protocol. Make it clear that everyone is responsible for writing, reading other people's comments, and responding; there should be no talking; and no one should sit down until the time period is over. Opinions must be freely expressed and honored, and no personal attacks are allowed.• Post and read out loud the focus question for their Chalk Talk:<ul style="list-style-type: none">* "What themes are conveyed in the Cronus myth about parent-child relationships?"• For each triad, distribute one piece of chart paper. Give every student a marker.• Tell students that they will have just 5-7 minutes for their Chalk Talk: all three students will write simultaneously on the chart paper to answer the question.• Invite students to begin. As students work, circulate to listen in and support as needed. Remind students to work silently: They are having a written conversation. Observe the comments that students are writing during the Chalk Talk in order to informally assess specific students' understanding of theme generally and the theme of this specific myth. Also look for patterns of insight or confusion, to address with the whole class later in the lesson.<ul style="list-style-type: none">* After 7 or 8 minutes, thank students. Ask them to stay at their charts with their triads, but to refocus whole group. Invite each group to share one thematic statement about parent-child relationships in the Cronus myth.	



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Connecting Themes in the Myth of Cronus to The Lightning Thief (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to return to their seats. Refocus them on the last learning target: <ul style="list-style-type: none"> * I can explain how a theme in Cronus is connected to a theme in <i>The Lightning Thief</i>. • Remind them that one of the reasons they are reading myths is to help them deepen their understanding of the novel <i>The Lightning Thief</i>. Point out that in the novel, Percy writes a lot about his relationship with his parents, too. • Distribute the Exit Ticket: Themes of Parent-Child Relationships in The Lightning Thief and read it aloud. <ul style="list-style-type: none"> * “What is a theme around parent-child relationships in this story? What message about this topic does Rick Riordan convey through details?” • Invite students to take several minutes to write quietly. Tell them that given the short time, it is fine if their writing is not thorough: they should just get write down their thinking as time permits. • Distribute or post Homework: Purpose for Reading—Chapter 12. Tell the class that this homework will be used in the opening of the next lesson. 	<ul style="list-style-type: none"> • Consider giving select students the Differentiated Exit Ticket: Themes of Parent-Child Relationships in The Lightning Thief. This will allow students to focus their attention on locating important details and theme, as well as help scaffold their thinking and writing.
Homework	Meeting Students' Needs
<p>A. Read Chapter 12 of <i>The Lightning Thief</i>. While reading this chapter, use your evidence flags to mark important events in the chapter. Important events could be defined as: moments in which the character makes an important realization, moments in which the plot changes in some way, or moments that change the relationship between two characters.</p>	



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Supporting Materials



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Use the chart below to record the things you notice and wonder about as you view the illustrations of Cronus and Rhea.

Things I Notice	Things I Wonder About
<input type="checkbox"/> abuse of power <input type="checkbox"/> action vs. apathy <input type="checkbox"/> beating the odds <input type="checkbox"/> beauty <input type="checkbox"/> coming of age <input type="checkbox"/> corruption <input type="checkbox"/> courage <input type="checkbox"/> effects of the past <input type="checkbox"/> faith <input type="checkbox"/> fall from grace <input type="checkbox"/> family <input type="checkbox"/> fate <input type="checkbox"/> fear <input type="checkbox"/> fear of failure <input type="checkbox"/> freedom <input type="checkbox"/> friendship <input type="checkbox"/> greed <input type="checkbox"/> hate <input type="checkbox"/> heritage <input type="checkbox"/> heroes <input type="checkbox"/> honesty <input type="checkbox"/> innocence <input type="checkbox"/> justice <input type="checkbox"/> love <input type="checkbox"/> loyalty <input type="checkbox"/> manipulation	<input type="checkbox"/> mothering <input type="checkbox"/> nature <input type="checkbox"/> need for change <input type="checkbox"/> obligation <input type="checkbox"/> parent-child <input type="checkbox"/> relationships <input type="checkbox"/> peace <input type="checkbox"/> peer pressure <input type="checkbox"/> perseverance <input type="checkbox"/> power of the mind vs. authority <input type="checkbox"/> prejudice <input type="checkbox"/> price of progress <input type="checkbox"/> pride <input type="checkbox"/> quest for knowledge <input type="checkbox"/> religion <input type="checkbox"/> revenge <input type="checkbox"/> secrecy <input type="checkbox"/> security/safety <input type="checkbox"/> seizing the moment <input type="checkbox"/> survival <input type="checkbox"/> the overlooked <input type="checkbox"/> the road not taken <input type="checkbox"/> war <input type="checkbox"/> winners and losers



Teacher Directions: Photocopy this page. Cut it up so that each topic or thematic statement is on its own strip. Place one strip in an envelope, so you have 12 envelopes total.

Perserverance

Greed

It is better to be happy than proud.

Friendship

Honesty

Perserverance is the key to success.

Loyalty

Love

Sometimes love hurts.

Honesty is the best policy.

Greed can destroy the greatest of men.



.....
Name:

.....
Date:

In the lesson, you explored the idea of themes concerning parent-child relationships in the Cronus myth such as: “A mother will put her love for her children above every other relationship.”

Now, think of the parent-child relationships in *The Lightning Thief*. What is a theme around parent-child relationships in this story? What message about this topic does Rick Riordan convey through details?

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.....



.....

Name:

.....

Date:

.....

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Possible Parent-Child Relationships in *The Lightning Thief*

Parent	Child
Percy Jackson	Sally Jackson (mom)
Percy Jackson	Poseidon (dad)
Annabeth	Athena (mom)
Annabeth	Dad

A parent and a child relationship in *The Lightning Thief* is _____
(child name)

and _____. An important detail about this relationship is
(parent name)

_____.

This details shows

_____.

Therefore, a *theme* conveyed through this relationship _____



.....
Name:
.....

Date:
.....

While reading Chapter 12, use your evidence flags to mark important events in the chapter. Important events could be defined as: moments in which the character makes an important realization, moments in which the plot changes in some way, or moments that change the relationship between two characters.

What do you think are the three most important events in this chapter? Why?
