



EXPEDITIONARY  
LEARNING

# Grade 6: Module 1: Unit 2: Lesson 2

## Building Background Knowledge: 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 use details from images to make predictions about the myth of Cronus.
- I can get the gist of the myth of Cronus.
- I can reflect on the things that close readers do.

**Ongoing Assessment**

- Predictions
- Selected-response
- Understanding a Key Allusion to Cronus in Chapter 10 of *The Lightning Thief*



Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. <i>The Lightning Thief</i>: Routine: Sharing Evidence Flags (8 minutes)</p> <p>B. Unpacking the Learning Targets (2 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Image Analysis: Making Predictions (10 minutes)</p> <p>B. An Introduction to the Odell Education Resource “Reading Closely: Guiding Questions” handout (10 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Reading for Gist and Selected-Response Questions: The Myth of Cronus (15 minutes)</p> <p><b>4. Homework</b></p> <p>A. Read Chapter 11. Use your evidence flags to mark any allusions to classic myths.</p> <p>B. Complete the homework assignment: <i>The Lightning Thief</i>: Understanding the Allusion to Cronus in Chapter 10.</p>	<ul style="list-style-type: none"> <li>• In this lesson, students demonstrate accountability for reading Chapter 10 of <i>The Lightning Thief</i> through the homework assignment, in which they are asked to apply class learning about the main ideas conveyed in the myth of Cronus to interpreting a key allusion to Cronus on pages 155–156 of the novel.</li> <li>• The first part of this lesson follows the pattern of Unit 1, Lesson 1. Review that lesson in advance in order to help students connect to prior learning, including the routine of “notice” and “wonder.”</li> <li>• Today, students continue to build upon the close reading practices and skills that they have developed and practiced in Unit 1. In that unit, students helped co-create the Things Close Readers Do anchor chart.</li> <li>• Now, in Unit 2, students are introduced to the Odell Education resource called Reading Closely: Guiding Questions handout (provided here in supporting materials and also available as a stand-alone document on EngageNY.org and odelleducation.com/resources). Students will refer to this document regularly as a way of understanding and connecting their learning targets. Preview this document in advance, thinking in particular about how it relates to the Things Close Readers Do anchor chart that students created during Unit 1.</li> <li>• Students will work with a separate Reading Closely: Approaching the Text handout, which includes only the information from the top row of the Odell resource Reading Closely: Guiding Questions handout, “Approaching the Text.” Providing an abbreviated resource is just like “chunking” other complex texts students have read; it will help them focus on the specific questions they attend to during this lesson. Students use the document as a tool to self-assess their growing skills as close readers.</li> <li>• Help students understand that “approaching the text” happens as soon as you have the text in your hands. It is one good way to start getting the gist. Continue to reinforce that gist is low-stakes first thoughts.</li> <li>• In advance: Create an anchor chart with the title “Things I Notice” and another with “Things I Wonder about” (see sample in supporting materials).</li> </ul>



Lesson Vocabulary	Materials
prediction, inference (review), close reading, paraphrase	<ul style="list-style-type: none"><li>• <i>The Lightning Thief</i> (book; one per student)</li><li>• Evidence flags (extras if students need)</li><li>• D'Aulaires' Book of Greek Myths: illustrations of Cronus and Rhea on pages 14 and 15 (to project)</li><li>• Document camera/chart paper for I Notice/I Wonder</li><li>• 3" x 5" index cards (one per student)</li><li>• Equity sticks (from Unit 1)</li><li>• Things Close Readers Do anchor chart (from Unit 1)</li><li>• Reading Closely: Guiding Questions handout (from Odell Education; also see stand-alone document on EngageNY.org and odelleducation.com/resources) (one per student and one to display)</li><li>• Reading Closely: Approaching the Text handout (one per student)</li><li>• "Cronus" (one per student)</li><li>• Myth of Cronus: Question from the Text (one to display)</li><li>• Sticky notes (several per student)</li><li>• Myth of Cronus: Questions from the Text (one to display)</li><li>• Homework: <i>The Lightning Thief</i>: Understanding the Allusion to Cronus in Chapter 10 (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. <i>The Lightning Thief</i>: Routine: Sharing Evidence Flags (8 minutes)</b></p> <ul style="list-style-type: none"> <li>• Be sure students have their texts, <b>The Lightning Thief</b>. Invite students to sit with their triads. Remind them of their purpose for reading Chapter 10: finding references to Cronus and marking those references with their <b>evidence flags</b>.</li> <li>• Invite students to share their findings with their triad. Tell students that any reference they did not flag on their own, they should flag now.</li> </ul>	
<p><b>B. Unpacking the Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Focus students on the learning targets for this lesson:             <ul style="list-style-type: none"> <li>* “I can use details from images to make predictions about the myth of Cronus.”</li> <li>* “I can get the gist of the myth of Cronus.”</li> <li>* “I can reflect on the things that close readers do.”</li> </ul> </li> <li>• Focus the class on the first learning target. Ask students to show a Fist to Five to demonstrate how well they achieved that target in the opening of the lesson.</li> <li>• Say: “Remember that we have talked about getting the <i>gist</i>—an initial sense of what a text or a section of text is mostly about. Today we are going to continue into our magical study of mythology with our reading of the Cronus myth—which builds upon ‘Myths and Legends’ by telling us more about how men and the gods came to be. Today, you will be reading the myth for gist.”</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Image Analysis: Making Predictions (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Display the <b>D'Aulaires' Book of Greek Myths: illustrations of Cronus and Rhea on pages 14 and 15</b> on a <b>document camera</b>. Post the <b>I Notice/I Wonder anchor chart</b> where all students can see.</li><li>• Ask students to look closely at the image of Cronus. Give them time to notice the details. Ask students to share out as a class:<ul style="list-style-type: none"><li>* "What did you notice?"</li></ul></li><li>• Listen for responses such as: "A man is wearing a crown," "There are faces in his stomach," "He's eating something," and "There is a sharp object." Students may begin with a burst of details and then contributions may come to a stop. When this happens, encourage students to "look again." This is the point when their observations become subtler. Resist the temptation to hurry students through the process.</li><li>• Repeat the process with the illustration of Rhea (from page 15). Listen for observations such as: "There is queen," "The queen is holding a baby," and "The queen seems afraid." Chart student responses.</li><li>• Ask students to think about what they do as close readers when they make a prediction in a text. Ask them to show a thumbs-up when they are ready to share their thinking with the class. Provide enough time for students to process; a guide is to wait until five students have a thumbs-up. Then cold call students to share their responses. Listen for responses such as: "I think about the characters and what they have done and said; this makes me wonder about what might come next in the story," and "I think about the events in the story and why they happened; this makes me able to guess what might happen next in the story."</li><li>• Affirm students' responses. Continue to explain that a <i>prediction</i> is an educated guess about what will come next, based on specific details from the text. Point out that a prediction is one kind of <i>inference</i>. Students worked with inferring quite a bit in Unit 1.</li><li>• Give each student an <b>index card</b>. Ask them to write in response to this question:<ul style="list-style-type: none"><li>* "Based on what you noticed and wondered about the illustrations, what is one prediction you have about the myth of Cronus?"</li></ul></li><li>• Give students 2 to 3 minutes to think and write. Then use <b>equity sticks</b> to select students to share their predictions orally. Ensure that students are supporting their predictions with specific reasons and details from the illustrations. Ask probing questions:<ul style="list-style-type: none"><li>* "What specific details in the illustrations led you to make your prediction?"</li></ul></li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. An Introduction to the Odell Education Resource “Reading Closely: Guiding Questions” handout (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Focus students on the Things Close Readers Do anchor chart that they helped to create during Unit 1. Invite students to turn and talk with a partner:           <ul style="list-style-type: none"> <li>* “What strategies have you found most useful as you’ve been learning to read closely? Why?”</li> </ul> </li> <li>• Tell them that during Unit 1, they figured out a lot of the “things close readers do.” But there are more! In this unit, they will continue to identify and practice more strategies readers use to read a text closely and understand it fully.</li> <li>• Place the Odell Education resource <b>Reading Closely: Guiding Questions handout</b> on the document camera. Ask students to skim the document briefly, to notice the text structure. Invite them to turn and talk with a partner:           <ul style="list-style-type: none"> <li>* “What do you notice?”</li> <li>* “What do you wonder?”</li> </ul> </li> <li>• Explain that this document is a guide for the types of questions that smart readers ask themselves when they read closely. Tell students that today’s focus will be on the section titled “Approaching the Text.” Help students understand that “approaching the text” happens as soon as you have the text in your hands. It is one good way to start getting the gist, in addition to the sorts of skimming and annotating that students have been practicing.</li> <li>• Distribute the <b>Reading Closely: Approaching the Text handout</b>. This form isolates the first row of the document, allowing students to focus on one set of skills.</li> <li>• Tell students that they will continue to explore the other main sections of the Odell Education resource in future lessons: there is a lot on the full document, because there is a lot involved in reading closely!</li> <li>• Read the descriptions in the box “Approaching the Text” as students read silently. After reading, pause. Engage in a think-aloud about what these descriptors mean in your own words. Explain that in a paraphrase the reader restates information in his or her own words and that a paraphrase simply putting the author’s words in your own simpler words. Invite students to listen closely as you provide an example of <i>paraphrasing</i>:</li> <li>• Read the description of Approaching the Text to students. Say: “Reading closely begins by considering my specific purposes for reading and important information about a text.”</li> <li>• Now share your thinking as you paraphrase the description: “This is saying that before I begin reading, I need to think about why I am reading the text. Am I reading for entertainment? Am I reading to learn something new? Am I reading to gather information on a topic that I am researching?”</li> </ul>	<ul style="list-style-type: none"> <li>• Paraphrasing helps all students understand what they read. It is useful for all learners, but particularly for ELLs or other students who struggle.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Ask the students to write their own paraphrase of the description in the box Approaching the Text.               <ul style="list-style-type: none"> <li>* “What is this section telling us to do as readers? Why?”</li> </ul> </li> <li>Tell students that they will continue working with this document at the end of the lesson, and in future lessons.</li> </ul>	

Closing and Assessment	Meeting Students' Needs
<p><b>A. Reading for Gist and Selected-Response Questions: The Myth of Cronus (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Tell students that just as they did in Unit 1 with “Shrouded in Myth,” now they get to read the actual myth to check their predictions.</li> <li>Distribute the myth “<b>Cronus</b>” to each student. Ask students to read the text independently for gist and jot gist notes in the margin of the text as they go. Remind them that “gist” is low-stakes first thoughts – just a “toe hold” into a complex text.</li> <li>Invite students to turn and talk with a partner about their annotations.</li> <li>Post the <b>Myth of Cronus Question from the Text</b> on the document camera. The selected-response question provides embedded practice with the types of questions that students will see on the New York State Assessments. This question requires students to select the response that best expresses the central idea of the myth.</li> <li>Explain that in a multiple-choice question, students are asked a question and given four choices of answers. Their work is to select the best answer. It requires that they use their close reading skills, moving beyond gist to determine what the question is asking and to read the choices carefully. Tell students it is important to go back to find evidence that proves their answer.</li> <li>Ask students to Think-Pair-Share:           <ul style="list-style-type: none"> <li>* “Which of the four options is the best answer? Why? What is your evidence?”</li> </ul> </li> <li>Share their responses and the evidence they used to “prove” their answer.</li> <li>For the whole group share, use <b>equity sticks</b> to enlist a few students to share their responses and reasoning with the whole group. Listen for responses like:           <ul style="list-style-type: none"> <li>* “Answer A is true, but it doesn’t answer the question.”</li> <li>* “Answer B is not right. There aren’t any details in the story to support this.”</li> </ul> </li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Selected-response questions challenge students to infer in a context where they have to read very carefully and to verify answers with specific text details.</li> </ul>



Closing and Assessment (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>* Answer C is the best answer because there are many details in the text to support this, and it gets to the main idea of the story.”</li><li>* “Answer D could be right, but it doesn’t get to the main idea of the story.” .</li><li>• Distribute <b>Homework: The Lightning Thief: Understanding the Allusion to Cronus in Chapter 10.</b></li><li>• Review their purpose for reading Chapter 11 tonight. Explain that students will be collecting vocabulary that is unfamiliar, and using context clues to help them determine the meaning of words.</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read <i>The Lightning Thief</i>, Chapter 11. Use your evidence flags to mark any allusions to classic myths you think you see.</li><li>• Complete the homework assignment: <i>The Lightning Thief: Understanding the Allusion to Cronus in Chapter 10</i>, pages 155–156.</li></ul>	



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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.

<b>Things I Notice</b>	<b>Things I Wonder About</b>



# READING CLOSELY: GUIDING QUESTIONS

<p><b>APPROACHING TEXTS</b></p> <p>Reading closely begins by considering my specific purposes for reading and important information about a text.</p>	<p><b>I am aware of my purposes for reading:</b></p> <ul style="list-style-type: none"> <li>• Why am I reading this text?</li> <li>• In my reading, should I focus on:               <ul style="list-style-type: none"> <li>⇒ The content and information about the topic?</li> <li>⇒ The structure and language of the text?</li> <li>⇒ The author’s view?</li> </ul> </li> </ul>	<p><b>I take note of information about the text:</b></p> <ul style="list-style-type: none"> <li>• Who is the author?</li> <li>• What is the title?</li> <li>• What type of text is it?</li> <li>• Who published the text?</li> <li>• When was the text published?</li> </ul>
<p><b>QUESTIONING TEXTS</b></p> <p>Reading closely involves: 1) initially questioning a text to focus my attention on its structure, ideas, language and perspective then 2) questioning further as I read to sharpen my focus on the specific details in the text</p>	<p><b>I begin my reading with questions to help me understand the text and I pose new questions while reading that help me deepen my understanding:</b></p> <p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>• How is the text organized?</li> <li>• How has the author structured the sentences and paragraphs?</li> <li>• How do the text’s structure and features influence my reading?</li> </ul> <p><b>Topic, Information and Ideas:</b></p> <ul style="list-style-type: none"> <li>• What information/ideas are presented at the beginning of the text?</li> <li>• What information/ideas are described in detail?</li> <li>• What stands out to me as I first examine this text?</li> </ul>	<ul style="list-style-type: none"> <li>• What do I learn about the topic as I read?</li> <li>• How do the ideas relate to what I already know?</li> <li>• What is this text mainly about?</li> <li>• What information or ideas does the text present?</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>• What words or phrases stand out to me as I read?</li> <li>• What words and phrases are powerful or unique?</li> <li>• What do the author’s words cause me to see or feel?</li> </ul> <ul style="list-style-type: none"> <li>• What words do I need to define to better understand the text?</li> <li>• What words or phrases are critical for my understanding of the text?</li> <li>• What words and phrases are repeated?</li> </ul> <p><b>Perspective:</b></p> <ul style="list-style-type: none"> <li>• Who is the intended audience of the text?</li> <li>• What is the author saying about the topic or theme?</li> <li>• What is the author’s relationship to the topic or themes?</li> <li>• How does the author’s language show his/her perspective?</li> </ul>
<p><b>ANALYZING DETAILS</b></p> <p>Reading closely involves: 1) thinking deeply about the details I have found through my questioning to determine their meaning, importance, and the ways they help develop ideas across a text; 2) analyzing and connecting details leads me to pose further text-specific questions that cause me to re-read more deeply.</p>	<p><b>I analyze the details I find through my questioning:</b></p> <p><b>Patterns across the text:</b></p> <ul style="list-style-type: none"> <li>• What does the repetition of words or phrases in the text suggest?</li> <li>• How do details, information, or ideas change across the text?</li> </ul> <p><b>Meaning of Language:</b></p> <ul style="list-style-type: none"> <li>• How do specific words or phrases impact the meaning of the text?</li> </ul>	<p><b>Importance:</b></p> <ul style="list-style-type: none"> <li>• Which details are most important to the overall meaning of the text?</li> <li>• Which sections are most challenging and require closer reading?</li> </ul> <p><b>Relationships among details:</b></p> <ul style="list-style-type: none"> <li>• How are details in the text related in a way that develops themes or ideas?</li> <li>• What does the text leave uncertain or unstated? Why?</li> </ul>

From Odell Education’s “Reading Closely for Details: Guiding Questions” handout. Used by permission.



# READING CLOSELY: APPROACHING THE TEXT

Name ..... Date .....

**READING CLOSELY BEGINS BY  
considering my specific purposes for reading and important information about a text.**

## GUIDING QUESTIONS

**I am aware of my purposes for reading:**

- Why am I reading this text?
- In my reading, should I focus on:
  - ⇒ The content and information about the topic?
  - ⇒ The structure and language of the text?
  - ⇒ The author’s view?

**I take note of information about the text:**

- Who is the author?
- What is the title?
- What type of text is it?
- Who published the text?
- When was the text published?

**Paraphrase: What does “approaching the text” mean in your own words?**

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**Exit Ticket: Reflect (at the end of the lesson):**

**Which question was most helpful to you in understanding the text on your first read?**

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From Odell Education’s “Reading Closely for Details: Guiding Questions” handout. Used by permission.



Cronus was the son of Uranus and Gaea (Mother Earth), and was the youngest of the Titans. When Gaea gave birth to other children, such as Cyclops, who looked monstrous, Uranus was not proud of them and put them in a pit under the earth. This made Gaea very angry, and she asked Cronus and his Titan brothers to rise up against their father and save their other brothers. Cronus did overthrow his father, but he did not save his monstrous brothers. Gaea, who loved all of her children, was so angered that Cronus did not help his brothers that she began to plan Cronus' ruin.

Cronus was the god of time. He married his sister Rhea, and together they had three sons and three daughters. Cronus was afraid that his children might one day rise up against his authority, as he had against his own father, Uranus. His father had predicted that this would happen. In order to be sure that he kept power and the prophecy did not come true, Cronus attempted to escape fate by swallowing each child as soon as it was born.

This filled his wife Rhea with sorrow and anger. When it came to Zeus, her sixth and last child, Rhea was determined to save this one child at least, to love and cherish. She asked her parents, Uranus and Gaea, for advice and assistance. 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 deception.

Anxious to keep the secret of his existence from Cronus, Rhea sent the infant Zeus secretly to Crete, where he was fed, protected, and educated. Priests of Rhea beat their shields together and kept up a constant noise at the entrance, which drowned the cries of the child and frightened away all intruders.

Grown to manhood, Zeus determined to make his father restore his brothers and sisters to the light of day. The goddess Metis helped him, convincing Cronus to drink a potion, which caused him to give back the children he had swallowed. Cronus was so enraged that war between the father and son became inevitable. Zeus eventually dethroned his father Cronus, who was banished from his kingdom and deprived forever of the supreme power. Cronus' son now became supreme god.

Adapted from: Berens, E. M. "Cronus (Saturn)". *Myths and Legends of Ancient Greece and Rome*. New York: Maynard, Merrill and Co., 1894. 14–17. Web. 7 June 2013. Public domain.



The Myth of Cronus: Questions from the Text

Which statement below best expresses Cronus' motivation for swallowing his children?

- A. Cronus liked being the Lord of the Universe.
- B. Cronus loved his wife, Rhea, and feared that one of his children would harm her.
- C. Cronus was afraid that one of his children would become more powerful than he was.
- D. Cronus was being punished by Mother Earth.



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**Name:**

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**Date:**

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**Directions:** Read the allusion to Cronus below:

Chiron pursed his lips. “Even I am not old enough to remember that, child, but I know it was a time of darkness and savagery for mortals. Kronos, the Lord of the Titans, called his reign the Golden Age because men lived innocent and free of all knowledge. But that was mere propaganda. The Titan king cared nothing for your kind except as appetizers or a source of cheap entertainment. It was only in the early reign of Lord Zeus when Prometheus the good Titan brought fire to mankind, that you species began to progress, and even then, Prometheus was branded a radical thinker. Zeus punished him severely, as you may recall. Of course, eventually the gods warmed to humans, and Western civilization was born.”



*Chapter 10, pages 155-156*

This I learned from the passage.	Words and phrases that helped me to learn this.	Removing/Explanation.
1.		
2.		
3.		

What is the key idea that Rick Riordan is expressing about Cronus in this passage?

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