



EXPEDITIONARY  
LEARNING

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

## **Connecting Literary and Informational Texts: Cronus and “The Key Elements of Mythology”**



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

- I can cite text-based evidence to support an analysis of literary text. (RL.6.1)
- I can determine a theme based on details in a literary text. (RL.6.2)
- I can cite text-based evidence to support an analysis of informational text. (RI.6.1)
- I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)

**Supporting Learning Targets**

- I can answer questions about an excerpt of *The Lightning Thief* using evidence from the text.
- I can make connections between the myth of Cronus and the informational text “The Key Elements of Mythology.”
- I can explain how the elements of mythology help me to understand the theme of the myth of Cronus.

**Ongoing Assessment**

- Carousel of Quotes charts
- Notes: Connecting Elements of Mythology and Theme graphic organizer



Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Unpacking Learning Targets and Triad Discussions (10 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Making Connections between Informational and Literary Texts: A Carousel of Quotes (15 minutes)</p> <p>B. Thinking and Taking Notes about Theme: How Do the Elements of Mythology Help Us Understand Theme? (15 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Reflecting on Learning Targets (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Read Chapter 15 of <i>The Lightning Thief</i>. Use evidence flags to mark any allusions to Greek myths you find.</p>	<ul style="list-style-type: none"><li>• This lesson has two purposes: first, to support students in making connections between informational and literary texts; second, to scaffold students’ thinking in using elements of mythology to determine the theme of a text.</li><li>• In this lesson, students are focusing on the thinking work involved in connecting informational and literary texts and determining theme. This is why the graphic organizer is titled “Notes: Connecting Elements of Mythology to Theme.” In Lesson 7, students will begin the more formal process of collecting evidence and writing about theme.”</li><li>• In advance: Create charts with paired quotes (see supporting materials). Consider making multiple charts of the same quote sets in order to spread students apart.</li><li>• Create the Notes: Connecting Elements of Mythology to Theme anchor chart, identical to the graphic organizer students will be using (see supporting materials). This anchor chart and graphic organizer are adapted in collaboration with Odell Education based on their Evidence-Based Claims worksheet (also see stand-alone document on EngageNY.org and odelleducation.com/resources).</li><li>• Review: Back-to-Back, Front-to-Front protocol (see Appendix 1).</li></ul>



Lesson Vocabulary	Materials
evidence-based, connection, theme; revelation, mortality (connected to moral, mortuary, mortician), quenched	<ul style="list-style-type: none"><li>• Question baskets</li><li>• Questions from <i>The Lightning Thief</i>, Chapter 14 (one set per triad; cut up and placed in question baskets)</li><li>• <i>The Lightning Thief</i> (book; one per student)</li><li>• Chart paper (four large pieces)</li><li>• Paper (five or six pieces at each chart)</li><li>• Tape (at each chart)</li><li>• Markers (one color per triad)</li><li>• Equity sticks</li><li>• “Cronus” and “Elements of Mythology” for Paired Passages Carousel Walk (For Teacher Reference)</li><li>• Task card: Carousel of Quotes (one per triad)</li><li>• Themes of Cronus anchor chart (from Lesson 3)</li><li>• Notes: Connecting Elements of Mythology to Theme anchor chart (new; teacher-created)</li><li>• Notes: Connecting Elements of Mythology to Theme graphic organizer (one per student)</li><li>• Notes: Connecting Elements of Mythology to Theme (Modified) (optional, for students needing more support)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Unpacking Learning Targets and Triad Discussions (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Students should be seated with their triads. Invite a student volunteer to read aloud the learning targets while all other students read along. Tell students that the first learning target should be a familiar target to them. Today, they will meet this target through discussion with their triads.</li><li>• Distribute <b>question baskets</b> to each triad. Tell them that on each strip of paper there is a question about their reading from Chapter 14 of <b>The Lightning Thief</b>. These questions are <i>evidence-based</i> discussion questions. Ask:<ul style="list-style-type: none"><li>* “What is the difference between a discussion and an <i>evidence-based</i> discussion?”</li></ul></li><li>• Invite one or two students to share with the whole class. Emphasize the need for students to have their novel open and to be referring to specific page numbers and evidence as they answer questions. Remind them to “share the air” by encouraging every group member to talk.</li><li>• Give directions:<ol style="list-style-type: none"><li>1. Pull a question from the basket. Read aloud to the group. You should take turns with this task.</li><li>2. Take a moment for each person to locate evidence he or she wants to use to answer the question.</li><li>3. Share your answer and your evidence. Do you agree? If so, move on. If not, discuss your reasons for your individual answers.</li><li>4. Once you’ve discussed, move on to a new question.</li></ol></li><li>• Circulate to listen in and support students in their discussions. Prompt students who seem hesitant to share by asking probing questions such as: “What do you think about what was just said?” or “Do you agree? Why or why not?”</li><li>• After 7 or 8 minutes, stop students in their work. Tell them you would like to spend a couple of minutes looking closely at the vocabulary they just discussed.</li><li>• Ask students to share their thinking about the words <i>revelation</i>, <i>mortality</i>, and <i>quenched</i>. Clear up any misconceptions or confusion:<ul style="list-style-type: none"><li>* Define revelation for students as “the sudden realization of something previously unknown.”</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Consider giving the questions from the question basket to select students a day before this lesson. This will allow these students time to choose the best evidence.</li><li>• Post new vocabulary words, with definitions, where students can see them.</li></ul>



Opening (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>* Define mortality as “the condition of being mortal, or human, and able to die.” Link this to the word mortuary, which means a funeral home, where the body goes after someone dies, or a mortician, who prepares the bodies of people who have died.</li> <li>* Students may have figured out from context clues that the word <i>quenched</i> in this scenario means “to put out.” This is a slightly different meaning from a <i>quenched</i> thirst, which means “to satisfy.” However, students may see that in both circumstances to <i>quench</i> brings some sort of relief.</li> <li>• Invite students to record those words on their word-catchers.</li> </ul>	

Work Time	Meeting Students’ Needs
<p><b>A. Making Connections between Informational and Literary Texts: A Carousel of Quotes (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Review the second and third learning targets:               <ul style="list-style-type: none"> <li>* “I can make connections between the myth of Cronus and the informational text “The Key Elements of Mythology.”</li> <li>* “I can explain how the elements of mythology help me to understand the theme of the myth of Cronus.”</li> </ul> </li> <li>• Ask students to identify important words; circle these on the board.</li> <li>• Invite a few students to share the word they circled with the rest of the group and to justify why they think those words are important. Focus on the word connections in the last target. Think-Pair Share:               <ul style="list-style-type: none"> <li>* “What does it mean to <i>make connections</i> between two texts?”</li> </ul> </li> <li>• Listen for responses such as: “You look for things that are the same in both texts,” or “You find things in common between them both.”</li> <li>• Tell students that today they will work with two texts: an informational and a literary text. The informational text, “The Key Elements of Mythology,” is meant to help them think more deeply about the literary text, the myth of Cronus.</li> <li>• Tell students that they will continue the important thinking they started in their work with the hero’s journey and <i>The Lightning Thief</i> by making connections between an informational text and a literary text. Making connections between two texts is something strong readers do. Literary texts can entertain us while building our curiosity; informational texts help us to answer questions, while also building our curiosity. They can work together to help build our knowledge. It’s almost like getting two texts to talk to each other. Ask:</li> </ul>	<ul style="list-style-type: none"> <li>• Consider posting directions where all students can see them to support students who have difficulty tracking multistep directions.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<p>* “What types of connections might we be looking for between an informational text and a literary text?”</p> <ul style="list-style-type: none"> <li>• Use <b>equity sticks</b> to invite a few students to share with the whole class. Guide students—through questions like “How might the informational text help you to better understand the literary text?”—to help them realize that an informational text will allow a better understanding of the structures, elements, and purposes of literary texts, in this case myths.</li> <li>• Remind students of the Carousel of Quotes activity completed in Lesson 4. Tell students they will now get to move around the room with their triad, making connections between two short excerpts: one from the informational text “The Key Elements of Mythology” and one from the myth of Cronus.</li> <li>• Distribute a <b>Carousel of Quotes task card</b> to each triad. Review the directions on the task card, and tell students to refer to this as they rotate throughout the room.</li> <li>• Ask one or two triads to stand by each chart. Tell them they will have 4 or 5 minutes to read, think, talk, and write about their thinking. Circulate and support students as they work. If students are struggling, point out key words from each quote that may help them make the connection.</li> <li>• After students have rotated to each chart, gather them together as a whole group. Take a couple of minutes to review each set of quotes, revealing the different triads’ responses. For each chart, or as many as time allows, ask triads to discuss and share with the whole group:</li> </ul> <p>* “What patterns do you see in the connections people made?”</p>	
<p><b>B. Thinking and Taking Notes about Theme: How Do the Elements of Mythology Help Us Understand Theme? (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Refer to the <b>Themes of Cronus anchor chart</b> from Lesson 3. Remind students of the great thinking, talking, and writing they did about the themes of the myth of Cronus.</li> <li>• Tell students that the elements of mythology in the text “The Key Elements of Mythology” can be a helpful resource for collecting details and thinking about a theme in a myth.</li> <li>• Refer students to the new <b>Notes: Connecting Elements of Mythology and Theme anchor chart</b>. Let them know that they will be using a graphic organizer that builds on the thinking and notes they have taken today and in future lessons. Orient students to the different parts of this organizer. Show them how they will begin by thinking about an element of mythology in the myth. From there, they will develop a “first draft” theme idea. Then they will see if they can support their theme idea with details from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider allowing students who may have difficulty with creating their own theme statement to work with the class theme about “struggle for power.” This will allow them to concentrate on one skill, collecting relevant details.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Guide students through the thinking they will do as they move from an element of mythology to a theme by exploring one possible theme for this myth.</li> <li>• Tell students that one element of mythology in Cronus is the struggle for power. Fill in the “Element of Mythology in Cronus” section of the anchor chart with: “A struggle for power.”</li> <li>• Think-Pair-Share:               <ul style="list-style-type: none"> <li>* “What does the myth of Cronus, and the actions of the characters in this myth, teach us about the struggle for power?”</li> </ul> </li> <li>• Listen for responses such as: “A struggle for power can tear apart a family,” or “The desire for power can make characters go to any length to get it.”</li> <li>• Fill in the “First Draft’ Theme Idea” section of the anchor chart with student ideas. Remind students that this section is just for their initial thinking, and is a way to help them collect important details.</li> <li>• Tell students that now they will have a chance to write about possible themes for the myth of Cronus based on different elements of mythology they were just thinking, talking, and writing about during the Carousel of Quotes. Explain that there is no one correct theme, as long as it can be supported by evidence from the text.</li> <li>• Distribute a <b>Notes: Connecting Elements of Mythology and Theme graphic organizer</b> to each student. Give and post the following directions:               <ol style="list-style-type: none"> <li>1. Identify a different element of mythology that you see in the myth of Cronus. Use the charts around the room as well as the text “The Key Elements of Mythology” to help you.</li> <li>2. Based on that element of mythology, write a “first draft” idea for a theme of the myth of Cronus. What does the myth teach about the element you chose?</li> <li>3. Identify three details from the myth of Cronus that support your idea for a theme.</li> </ol> </li> <li>• Circulate and support students in their work. Some students may have difficulty getting started. Help them make explicit connections to elements of mythology they explored while in the Carousel of Quotes. Other students will struggle moving from an element of mythology to a theme. Push these students through questioning to determine what the myth teaches about that element of mythology.</li> </ul>	<ul style="list-style-type: none"> <li>• While students will be encouraged to choose a different element of mythology, and therefore a different theme for their own practice, some students may use your initial thoughts about “the struggle for power” as a scaffold. Therefore, do not complete all sections of the graphic organizer.</li> <li>• For students who need more support, Consider giving select students the <b>Notes: Connecting Elements of Mythology to Theme (Modified)</b> handout in the supporting materials. This includes sentence starters that will help students focus on reading the text and finding evidence.</li> </ul>



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Reflecting on Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Bring students back to the whole group. Tell them that you would like them to spend a couple of minutes reflecting on their learning targets for the day. They will talk with a partner using the Back-to-Back, Front-to-Front protocol.</li> <li>• Invite students to stand up and place themselves back-to-back with the person next to them. Say: “One of today’s learning targets was, ‘I can explain how the elements of mythology help me to understand the theme of the myth of Cronus.’” Ask students:               <ul style="list-style-type: none"> <li>* “What was difficult about this target?”</li> </ul> </li> <li>• Give them a couple seconds of think time. Tell students that when you say, “Front-to-front,” they should face each other and respond to the question.</li> <li>• After students have shared, say, “Back-to-back” again to get students ready for a new question. Ask:               <ul style="list-style-type: none"> <li>* “What part of this learning target did you feel successful with?” Again, have students think and then turn front-to-front.</li> </ul> </li> <li>• Repeat this process with the learning target “I can make connections between the myth of Cronus and the informational text ‘The Key Elements in Mythology.’”</li> </ul>	
Homework	Meeting Students’ Needs
<p>A. Read Chapter 15 in <i>The Lightning Thief</i>. Use your evidence flags to mark any places where you think the author is alluding to a classic Greek myth. Tomorrow we will work with one of these excerpts in the chapter. Who can guess which one?</p> <p><i>Collect the students’ Notes: Connecting Elements of Mythology to Theme graphic organizers as a formative assessment of students’ ability to generate a “first draft” theme and choose details to support a theme. Students will build on these notes in Lesson 7.</i></p>	



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## Supporting Materials



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Teacher Directions:

Make copies of these questions (one copy per triad)

Cut them into strips and fold them twice.

Place in baskets to be used by triads.

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1. Chapter 14 begins: “I’d love to tell you I had some deep **revelation** on my way down, that I came to terms with my own mortality, laughed in the face of death, et cetera.” In this context, what does the word *revelation* mean?

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2. If the word *mortal* means *able to die*, what does Percy mean when he says, “I came to terms with my own *mortality*?” on page 212?

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3. On page 213, Percy says, “I could see where the fire on my clothes had been **quenched**. But when I touched my own shirt, it felt perfectly dry.” What is the meaning of the word *quenched* here? How is it the same or different from your thirst being *quenched*?

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4. How does Percy’s fall from the Arch and descent to the bottom of the Mississippi River help to move the plot of the story forward?
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Print these quotes and attach them to the top of a chart paper, or write these two quotes at the top of a chart paper. Place charts around the classroom.

Chart 1:

Cronus: “But Rhea mourned. Her five sisters, who had married the five other Titans, were surrounded by their Titan children, while she was all alone.”

“The Key Elements of Mythology”: “Some of the characters in myths are often non-human even though they possess human qualities and emotions. These characters might include gods, goddesses, and supernatural beings.”

Chart 2:

Cronus: “But Cronus did not set his monstrous brothers free, and Mother Earth was angry with him and plotted his downfall.”

“The Key Elements of Mythology”: “The struggle for power in a myth occurs between two opposing forces. This struggle for power may be between two supernatural forces, a supernatural force and a mortal, or two members of a single family and may be as a result of jealousy, for example.”

Chart 3:

Cronus: “Cronus was now the lord of the universe. He sat on the highest mountain and ruled over heaven and earth with a firm hand.”

“The Key Elements of Mythology”: “These non-human characters often possess super-human powers and use them to interact with our human world by, for example, controlling the weather. Gods and goddesses may also visit our world by disguising themselves in different forms.”



Chart 4:

Cronus: “But she knew that one of his sons would be stronger than he, just as Cronus had been stronger than his father. Cronus knew it too, so every time his Titaness-wife Rhea gave birth, he took the newborn god and swallowed it. With all of his offspring securely inside him, he had nothing to fear.”

“The Key Elements of Mythology”: “The idea of **fate**, and its overwhelming power, is a central theme in many myths. Neither gods nor man seem able to escape fate, despite many attempts to do so. Making this theme even more prominent, many myths begin with a prophecy. This **prophecy** then shapes the actions and interactions of the various characters of the myth.”



1. At each chart, a member of your triad should read the quotes aloud. You should take turns doing this.
  
2. Discuss with your triad:
  - \* “How are these two quotes connected?”
  - \* “What element of mythology is present in the myth of Cronus?”
  
3. After discussing, use your triad’s marker to write your thinking on the chart.
  
4. Using a sheet of paper and tape, cover your response so the next group can begin their thinking with a “clean slate.”



\_\_\_\_\_  
**Name:**

\_\_\_\_\_  
**Date:**

Element of Mythology in Cronus (from “The Key Elements of Mythology”):

“First Draft” Theme Idea: (What does the myth “teach” about the element of myth?)

Details from the myth: (that support this theme)

Detail from Cronus

Detail from Cronus

Detail from Cronus

Adapted from Odell Education resource: “Forming Evidence-based Claims”

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**Name:**

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**Date:**

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Element of Mythology in Cronus (from “The Key Elements of Mythology”)

An element from “The Key Elements of Mythology” that shows up in Cronus is

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“First Draft” Theme Idea: (What does the myth “teach” about the element of myth?)

A theme of the myth of Cronus is

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