

It's All Greek to Me!

Literary Lesson



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Course Outline/Overview



The goal of this project is to enhance critical thinking and writing skills not only in reading, but across the content areas in a creative yet educative manner.

Goals & Objectives

Sunshine State Standards

The student will be able to:

- ✧ apply critical thinking skills to a selection with evidence from the selection to support an opinion.
- ✧ respond and interpret materials read in a variety of ways.
- ✧ use multiple strategies to develop grade appropriate vocabulary.
- ✧ use a variety of reading strategies to comprehend text.
- ✧ use prewriting strategies to generate ideas and formulate a plan.
- ✧ write a draft appropriate to the topic, audience, and purpose.
- ✧ revise and refine the draft for clarity and effectiveness.
- ✧ edit and correct the draft for standard language conventions.
- ✧ write a final product for the intended audience.
- ✧ develop and demonstrate persuasive writing that is used for the purpose of influencing the reader.
- ✧ effectively apply listening and speaking strategies.
- ✧ use a systematic process for the collection, processing, and presentation of information.



Its All Greek to Me



Week of: _____ Grade: _____

Quarter: _____

Essential Question: What Influences How You Act?

Theme: Choices & Consequences

Sunshine State Standard:

The student will be able to:

- ✧ apply critical thinking skills to a selection with evidence from the selection to support an opinion.
- ✧ respond and interpret materials read in a variety of ways.
- ✧ use multiple strategies to develop grade appropriate vocabulary.
- ✧ use a variety of reading strategies to comprehend text.
- ✧ use prewriting strategies to generate ideas and formulate a plan.
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- ✧ write a final product for the intended audience.
- ✧ develop and demonstrate persuasive writing that is used for the purpose of influencing the reader.
- ✧ effectively apply listening and speaking strategies.
- ✧ use a systematic process for the collection, processing, and presentation of information.

Weekly Benchmark/s Assessed:

LA.A.1.4.2 - Word Analysis

LA.A.2.4.4 - Information Evaluation

LA.A.2.4.2 - Author's Purpose

LA.A.2.4.7 - Information Analysis

LA.A.2.4.1 - Main Idea

LA.A.2.4.8 - Information Synthesis

State Adopted Textbook/Materials: *The Trojan War* by Homer

Vocabulary Enrichment

Students will create a word map & short story with their vocabulary words to ensure comprehension of the story.

Assessment/s

Classwork

Participation

Reading/Writing Strategy/ies:

Test

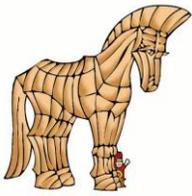
Oral Reading

Homework

Project

Homework

- ♦ Monday - Vocabulary Puzzle.
- ♦ Tuesday - Add details to the Sequence of Events Chart.
- ♦ Wednesday - Students will create a short story using their vocabulary words.
- ♦ Thursday - Students will study for their vocabulary test.
- ♦ Friday - Complete final draft of persuasive essay.



Daily Activities



Day 1

- 1.) The students will complete the K and W section of their KWL Charts and will create a prediction on what they believe caused the Trojan War.
- 2.) Afterwards, the students will share their charts with the class.
- 3.) Students will analyze the following quote: *All is fair in love and war. Who is to say it's unfair if a trick works to achieve its purpose*
- 4.) The teacher will review key vocabulary words before reading the selection to aide in the comprehension of the story.

Day 2

- 1.) Before students read the story, they will create a word map for each of their vocabulary words. Students will then share the word maps with their class.
- 2) After completing their word maps, the class will begin reading the selection (*pages: 1-2*) using *jump-in -reading*. As the students read, they will fill out their *sequence of events chart (During Reading Activity)* and answer the comprehension questions found in the selection. Students will underline key events in the story to aide in comprehension.
- 3.) Students will write a brief summary of what they read.

Day 3

- 1.) The teacher will review what was read and key vocabulary words before continuing the story.
- 2) The class will continue reading the selection (*Pages: 3-4*) using *jump-in-reading* and selective underlining. As the students read, they add details to their *sequence of events chart (During Reading Activity)*.
- 3.) The teacher will orally probe students, using the FCAT Task cards, to ensure comprehension of the story.
- 4.) Students will write a brief summary of what they read in class.

Day 4

- 1.) The teacher will review what was read and key vocabulary words before continuing the story.
- 2.) The class will continue reading the selection (Page 5) using *jump-in-reading* and selective underlining. As the students read, they add details to their sequence of events chart (*During Reading Activity*).
- 3.) After finishing the selection, students will complete the comprehension questions and work on the planning sheet of their persuasive essay.

 **Essay Topic:** In your opinion, who caused The Trojan War. Use details and examples from the story to support your opinion.

Day 5

- 1.) Students will take their vocabulary test.
- 2.) After the students take their test, they will work on the rough draft & editing stage of their persuasive essay.

 **Essay Topic:** In your opinion, who caused The Trojan War. Use details and examples from the story to support your opinion.

E.L.L /SPED Accommodations

- | | | |
|---|---|---------------------------------------|
| <input type="checkbox"/> Visual Materials | <input type="checkbox"/> Pre-reading Activity | <input type="checkbox"/> Study Guides |
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Paraphrasing | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Small Group Work | <input type="checkbox"/> Context Clues | _____ |
| <input type="checkbox"/> Buddy System | <input type="checkbox"/> Jump in Reading | _____ |
| <input type="checkbox"/> Direct Language | <input type="checkbox"/> Modeling | _____ |



Differentiated Instruction Activities



ABC Books - Students will create an A.B.C Book, either digital or hardcopy, on their chosen god or goddess using details from their research to create their project. (see attached instructions including rubric)

Biopoems by Vicki Worthing

After becoming somewhat familiar with the gods/goddesses and their relationships, students write biopoems about each of them.

Format:

- 1) Greek Name.
- 2) Four Traits of the Character.
- 3) Relative of _____ (1-3 people).
- 4) Lover of _____ (1-3 things or people).
- 5) Who feels _____ (1-3 things).
- 6) Who needs _____ (1-3 things).
- 7) Who fears _____ (1-3 things).
- 8) Who gives _____ (1-3 things).
- 9) Who would like to see _____ (1-3 things).
- 10) Resident of _____.

Example:

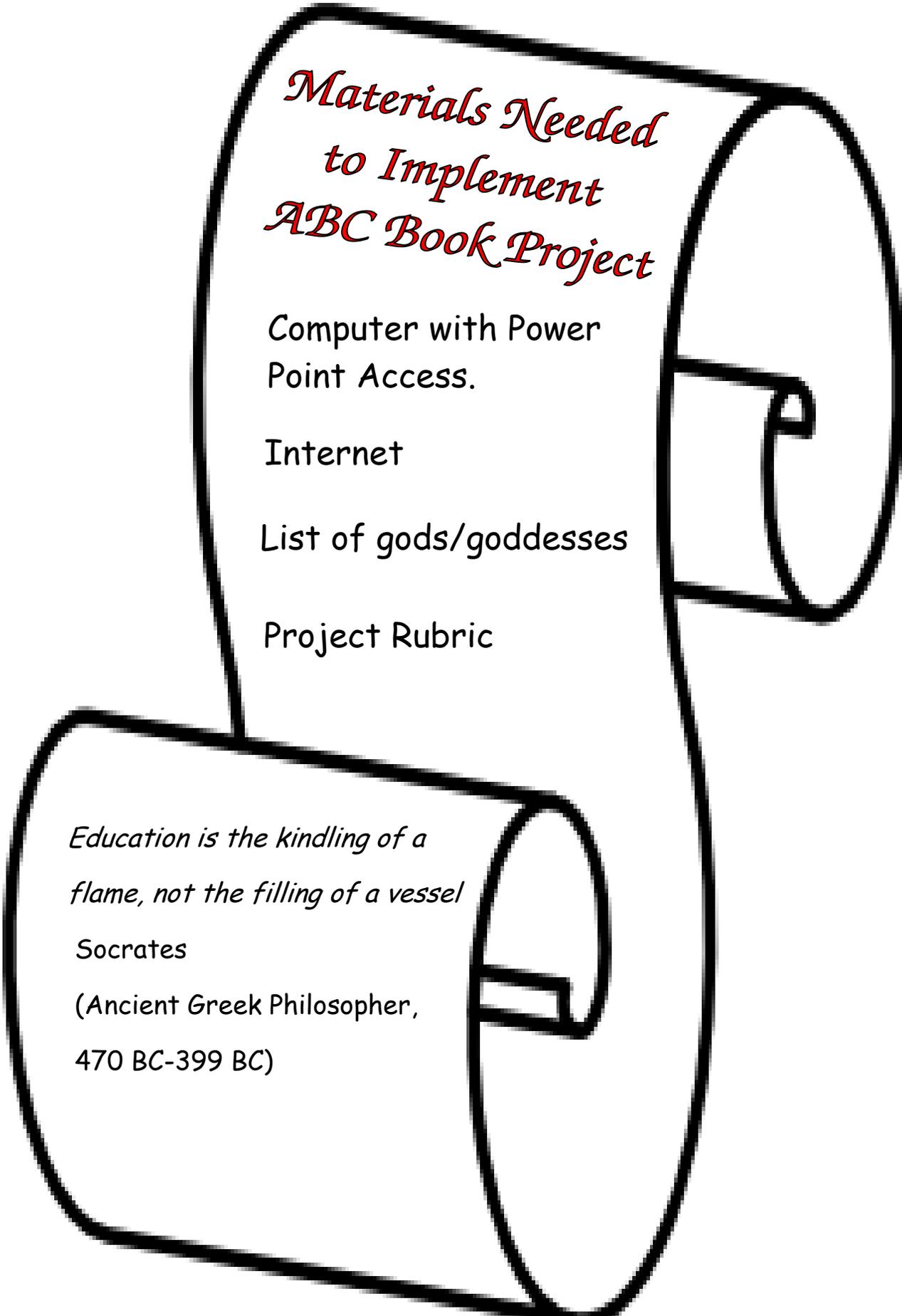
Aphrodite, Goddess of Love! Beauty and Fertility. A daughter of Zeus and Dione; wife of Hephaestus. Lover of sons Aeneas and Cupid and brother Ares. Who protects sailors. Who needs a chariot. Who fears War, Athena and Hera. Who gives Helen to Paris, a magic girdle to Hera, and Medea to Jason. Resident of Mt. Olympus. Venus.

☆ The students can further research the Trojan War and present it to the class using any technological mode of their choice.

☆ Students will create a short story using their chosen god or goddess adapting it to modern times. Gods attributes cannot be changed.

☆ Students can research famous: Greek authors, Greek wars, philosophers, scientists or mathematicians and present it to the class.

☆ Students can research the gods and goddesses and the role they played in the Trojan War & present it to the class in a creative manner.



*Materials Needed
to Implement
ABC Book Project*

Computer with Power
Point Access.

Internet

List of gods/goddesses

Project Rubric

*Education is the kindling of a
flame, not the filling of a vessel*

Socrates

(Ancient Greek Philosopher,
470 BC-399 BC)



"H" is for Hades ... or Hera... or Heroes...

Objective: To create an alphabet book in a power point presentation using characters, symbols, events, etc. from your god/goddess in order to gain deeper insight and understanding of Greek Mythology.

Each Power Point presentation will include:

Decorated cover slide

Table of contents - What each letter stands for

A slide about your god/goddess - minimum 2 paragraphs

Decorated back slide

24 separate slides for each letter, with a picture included. (X and Z are excluded unless you have Zeus)

Activity

- ✧ You will decide what each of the 24 letters of the alphabet will stand for etc.
- ✧ You will have some class time to plan your basic format and work on your project.
- ✧ You will work on your project at home as well.
- ✧ Each group will meet briefly to make final arrangements and assemble the power point presentation.
- ✧ You are responsible for being on time; grades will be individual.

You have leeway for design and assembly; contents, however, must be true to text, quoting if/when necessary, and each letter must be fully elaborated and skillfully written. Although the format is simple, the elaboration of each letter and corresponding visual are not. Your information should be error free and written in a mature, educated style. Each letter should be at least three sentences. Paragraphs should have a topic sentence and appropriate support.

This project is worth 3 letter grades:

- 1.) Overall Presentation
- 2.) Content (includes grammar and conventions)
- 3.) Creativity



Resources



The Trojan War by Homer adapted by Ms. Katia Calejo

Sequence of Events Chart - Best Practices in Reading

KWL Chart - CRISS Strategy - www.projectcriss.com

Selective Underlining - CRISS Strategy - www.projectcriss.com

FCAT Reading Task Cards - Miami Dade County district Division of Reading/ Language Arts

Vocabulary Map - www.readingquest.org

Clipart for project: <http://www.fotosearch.com>

Zeus clipart: www.clipartof.com/details/clipart/15971.html

Hades Clipart: <http://clipart.disneysites.com>

<http://www.clker.com/clipart-13447.html>

All is fair in love and war. Who is to say it's unfair if a trick works to achieve its purpose

The Apple of Discord

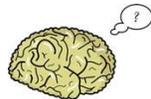
The Trojan War has its roots in the marriage between Peleus and Thetis, a sea-goddess. Peleus and Thetis had not invited Eris, the goddess of discord, to their marriage and the outraged goddess stormed into the wedding banquet and threw a golden apple onto the table. The apple belonged to, Eris said, whoever was the fairest.

Hera, Athena, and Aphrodite each reached for the apple. Zeus proclaimed that Paris, prince of Troy and thought to be the most beautiful man alive, would act as the judge.

Hermes went to Paris, and Paris agreed to act as the judge. Hera promised him power, Athena promised him wealth, and Aphrodite promised the most beautiful woman in the world.

Paris chose Aphrodite, and she promised him that Helen, wife of Menelaus, would be his wife. Paris then prepared to set off for Sparta to capture Helen. Twin prophets Cassandra and Helenus tried to persuade him against such action, as did his mother, Hecuba. But Paris would not listen and he set off for Sparta.

In Sparta, Menelaus, husband of Helen, treated Paris as a royal guest. However, when Menelaus left Sparta to go to a funeral, Paris abducted Helen (who perhaps went willingly) and also carried off much of Menelaus' wealth. In Troy, Helen and Paris were married. This occurred around 1200 B.C.



Think Aloud

Who do you think is responsible for starting the war? Be prepared to discuss your answers with the class. Use examples from the text to support your opinion.

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The War Begins

Menelaus, however, was outraged to find that Paris had taken Helen. Menelaus then called upon all of Helen's old suitors, as all of the suitors had made an oath long ago that they would all back Helen's husband to defend her honor.

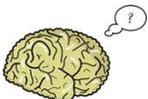
Many of the suitors did not wish to go to war. Odysseus pretended to be insane but this trick was uncovered by Palamedes. Achilles, though not one of the previous suitors, was sought after because the seer Calchas had stated that Troy would not be taken unless Achilles would fight.

One of the most interesting stories is of Cinyras, king of Paphos, in Cyprus, who had been a suitor of Helen. He did not wish to go to war, but promised Agamemnon fifty ships for the Greek fleet. True to his word, Cinyras did send fifty ships. The

first ship was commanded by his son. The other forty-nine, however, were toy clay ships, with tiny clay sailors. They disassembled soon after being placed in the ocean.

The Greek fleet assembled, under Agamemnon's inspection, in Aulis. However, Agamemnon either killed one of Diana's sacred stags or made a careless boast. Either way, Diana was outraged and she caused the seas to become tumultuous that the fleet could not take off.

The seer Calchas proclaimed that Iphigenia, daughter of Agamemnon, must be sacrificed before the fleet could set sail. This was done, and the Greek ships set off in search of Troy.



Think & Share

Do you think it was wise of the Greeks to put their trust in Calchas, the seer? Why or Why not?



Finding Troy proved difficult, however, and the Greek fleet at first landed in Mysia. According to Herodotus, the Greeks were under the impression that Helen had been taken by the Teuthranians (Teucrians), and though the Teuthranians denied such allegations, the Greeks laid siege to the city. The Greeks ultimately prevailed, but suffered heavy casualties at the hands of Telephus, king of the Teuthranians, and, at the end, were still without Helen. Telephus, in the course of the war, was wounded by Achilles. With no where else to turn, the Greeks returned home.

The Trojan War might not have happened had not Telephus gone to Greece in the hopes of having his wound cured. Telephus had been told by an oracle that only the person who wounded him (in this case, Achilles) could cure him. Achilles assented and Telephus told the Greeks how to get to Troy.

Odysseus, known for his eloquence, and Menelaus were sent as ambassadors to King Priam. They demanded Helen and the stolen treasure be returned. King Priam refused, and Odysseus and Menelaus returned to the Greek ships with the announcement that war was inevitable.

The first nine years of the war consisted of both war in Troy and war against the neighboring regions. The Greeks realized that Troy was being supplied by its neighboring kingdoms, so Greeks were sent to defeat these areas.

As well as destroying Trojan economy, these battles let the Greeks gather a large amount of resources and other spoils of war.

The Greeks won many important battles and the Trojan hero Hector fell, as did the Trojan ally Penthesilea. However, the Greeks could not break down the walls of Troy.

Patroclus was killed and, soon after, Achilles was felled by Paris.

A prophet, Helenus told the Greeks that Troy would not fall unless:

- a) Pyrrhus, Achilles' son, fought in the war,
- b) The bow and arrows of Hercules were used by the Greeks against the Trojans,
- c) The remains of Pelops, the famous Eleian hero, were brought to Troy, and
- d) The Palladium, a statue of Athena, was stolen from Troy.

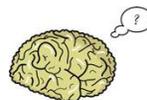
Phoenix persuaded Pyrrhus to join the war. Philoctetes had the bow and arrows of Hercules, but had been left by the Greek fleet in Lemnos because he had been bitten by a snake and his wound had a horrendous smell. Philoctetes was bitter, but was finally persuaded to join the Greeks. The remains of Pelops were gotten, and Odysseus infiltrated Trojan defenses and stole the Palladium.

Still seeking to gain entrance into Troy, clever Odysseus (some say with the aid of Athena) ordered a large wooden horse to be built. Its insides were to be hollow so that soldiers could hide within it.

Once the statue was built by the artist Epeius, a number of the Greek warriors, along with Odysseus, climbed inside. The rest of the Greek fleet sailed away, so as to deceive the Trojans.

One man, Sinon, was left behind. When the Trojans came to marvel at the huge creation, Sinon pretended to be angry with the Greeks, stating that they had deserted him. He assured the Trojans that the wooden horse was safe and would bring luck to the Trojans.

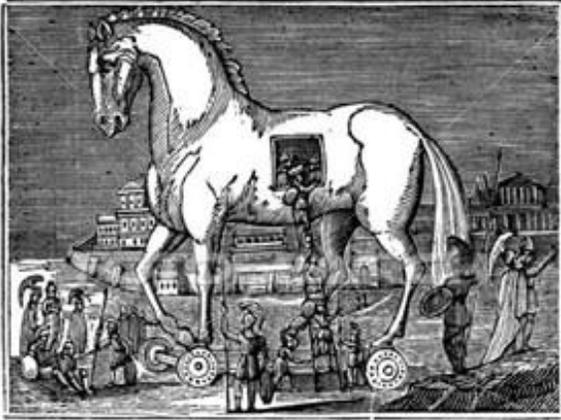
Only two people, Laocoon and Cassandra, spoke out against the horse, but they were ignored. The Trojans celebrated what they thought was their victory, and dragged the wooden horse into Troy.



Think, Pair, Share

At this point of the story, think about what was the Trojan's major mistake/s? Would this mistake be the downfall of Troy? Why?

That night, after most of Troy was asleep or in a drunken stupor, Sinon let the Greek warriors out from the horse, and they slaughtered the Trojans.



Trojans Deceived.
1156324 www.fotosearch.com

King Priam was killed as he huddled by Zeus' altar and Cassandra was pulled from the statue of Athena.

After the war, Polyxena, daughter of King Priam, was sacrificed at the tomb of Achilles and Astyanax, son of Hector, was also sacrificed, signifying the end of the war.

Aeneas, a Trojan prince, managed to escape the destruction of Troy. Menelaus, who had been determined to kill his faithless wife, was soon taken by Helen's beauty and seductiveness that he allowed her to live.

The surviving Trojan women were divided among the Greek men along with the other plunder. The Greeks then set sail for home, which, for some, proved as difficult and took as much time as the Trojan War itself.

Out of the ashes of Troy, Rome arose.

Student Name: _____

Period: _____

Date: _____

The Trojan War

Know

Want to Know

Learned

Know	Want to Know	Learned



ashes

1. United States tennis player who was the first Black to win United States and English singles championships (1943-1993).
2. Convert into ashes.

boast

1. To brag and talk proudly about something to someone.
2. Speaking of yourself in superlatives.
3. Show off.
4. Wear or display in an ostentatious or proud manner.

discord

1. Lack of agreement or harmony.
2. Be different from one another.
3. Disagreement among those expected to cooperate.

felled

1. Cause to fall by or as if by delivering a blow.
2. Made to fall (as by striking or cutting or shooting or by illness or exhaustion). "the felled boxer lay stretched on the canvas" "felled trees covered the hillside"
3. Pass away rapidly.

inspection A formal or official examination. "we had to wait for the inspection before we could use the elevator"

persuade

1. Win approval or support for.
2. Cause somebody to adopt a certain position, belief, or course of action; twist somebody's arm. "You can't persuade me to buy this ugly vase!"

plunder

1. Goods or money obtained illegally.
2. Take illegally; of intellectual property. "This writer plundered from famous authors"
3. Plunder after capture, as of a town.

prophet

1. An authoritative person who divines the future.

The Trojan War

2. Someone who speaks by divine inspiration; someone who is an interpreter of the will of God.

sacrifice

1. The act of losing or surrendering something as a penalty for a mistake or fault or failure to perform etc.
2. Endure the loss of.
3. Personnel that are sacrificed (e.g., surrendered or lost in order to gain an objective).

seer

1. A person with unusual powers of foresight.
2. An observer who perceives visually. "an incurable seer of movies"
3. An authoritative person who divines the future.

stupor

1. The feeling of distress and disbelief that you have when something bad happens accidentally.
2. Marginal consciousness. "someone stole his wallet while he was in a drunken stupor"

suitor A man who courts a woman.

war

1. Debt incurred by European countries during WWI, much of it owed to the U.S.
2. The waging of armed conflict against an enemy. "thousands of people were killed in the war"

"The Trojan Horse" by Homer

1. What is the main *conflict* in this selection?

- A The events that led to Troy's downfall
- B Paris's greediness
- C Zeus's need to control Troy
- D Helen's autobiography of her life in Troy

2. In this text, what does *abducted* mean?

- A Contemptuous laughter
- B Separate the limbs from the body.
- C to kidnap by force
- D Make believe.

3. Why was Paris chosen to do the judging?

- A Paris applied for the job and got it.
- B He was forced against his will by Hermes
- C Aphrodite thought he was the best man for the job
- D Because Zeus thought was the most beautiful man and should be judge

4. Why did Achilles have to fight the war?

- A a seer claimed Greeks would lose if Achilles did not fight.
- B Achilles was a good friend of Zeus and volunteered to fight
- C Calchas told him he'd be banished from Greece if he did not fight
- D His life was threatened by Menelaus if he did not bring Helen back

5. How many years did the war last?

- A 20 years
- B 15 years
- C 10 years
- D 5 years

6. Who initially started the conflict that eventually became a war?

- A Eris
- B Thetis
- C Helen
- D Paris

7. Whose idea was it to create a wooden horse to get into Troy ?

- A Menelaus
- B Odysseus
- C Achilles
- D Sinon

8. And finally, what was the outcome of the war?

- A The Greeks won and from the ashes of Troy Rome arose
- B The Trojans won and from the ashes of Greece Rome arose
- C A truce was called and the war ended
- D The Trojan women took over Troy

9. What would be another good name for this selection?

- A Troy's Sadness
- B The War that Never Ended
- C The Greek's Downfall
- D Troy's Downfall

10. Explain to your reader lead to Troy's destruction? Use examples from the story to support your opinion.

READ
THINK
EXPLAIN

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11. In your opinion, what do you was the cause/s that sparked the Trojan War. Use examples from the story to support your opinion.

READ
THINK
EXPLAIN

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The Trojan War by Homer
Answer Key

1. (A)
2. (C)
3. (D)
4. (A)
5. (C)
6. (A)
7. (B)
8. (A)
9. (D)

10. Answers will vary

11. Answers will vary

Total 15 points

Grading Scale:

0 -1 - A	8 - 15 F
2 -3 - B	
4 -5 - C	
6 -7 - D	