Unit 1/Week 2

Title: The Legend of Damon and Pythias

Suggested Time: 5 days (90 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5; W.3.2, W.3.4; SL.3.1, SL.3.6; L.3.1, L.3.2, L.3.4, L.3.5

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Sometimes it takes sacrifice to be a good friend. Unplanned events sometimes make it difficult to be a good friend, but a friend keeps trying no matter what.

Synopsis

Damon and Pythias are great friends who will sacrifice anything for each other. Pythias finds himself in trouble and Damon helps his friend to realize his last request. The tables are turned when Pythias overcomes an obstacle to get back to his friend. The King realizes what true friendship is.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| What has Pythias and Damon’s names come to mean? (Page 43) | Their names have come down to the times to mean true friendship. |
| Find the word rebel on page 44. Based on clues from the text, what does the word rebel mean? Explain why the people did not rebel against the King. | Rebel means to go against someone who has greater authority like a King. They feared the King’s great and powerful army. |
| On page 45, Pythias says to the King, “I speak for myself alone. I have no wish to make trouble for anyone...You do not allow them to speak up for themselves. What does this quote tell you about the kind of person Pythias is? | This quote helps to show that Pythias stands up for what is right. He also takes responsibility for his actions when he says, “I speak for myself alone.” He does not try to push the spotlight onto anyone else. |
| Reread the narrator’s first lines on page 46. Based on this description, what do you think a tyrant is and does? What does the King in this story do to show that he is a tyrant? | A tyrant is a person who controls other people without any consideration for their wants, needs, or desires. The King is being a tyrant by having Pythias arrested for merely speaking out for the people. |
| On page 47 Damon says, “I wish I could do something to save you!” What does Damon beg of the king? (Page 49) | He begs for the King to let Pythias go home for a few days to bid farewell to his mother and sister. He tells the King that Pythias will return at his appointed time and everyone knows that his word can be trusted. |
| Reread pages 48-50. What in the text shows that Pythias is an honorable person? | “Everyone in Sicily knows you for a man who has never broken his word.” (Page 48) “Everyone knows that his word can be trusted.” (Page 50) |
| Does the King let Pythias and Damon trade places? What does Damon promise to do? (Page 50) | Yes. Damon offers to die in Pythias’s place if he does not return on time. |
| Why is Pythias concerned about Damon? How do you know? (Page 51) | He doesn’t want to leave his friend in prison with the chance that something could go wrong and not allow him to make it back in time. |
| How does Damon feel about his chances of his being released because of Pythias’ return? What in the text makes you think so? (Page 53) | After the King mocks Damon telling him he was a fool to make the bargain, Damon remains calm and says, “I have faith in my friend. I know he will return.” |
| Find evidence on page 53 that shows how Pythias feels about his family. | We know he loves them because he made sure they would be able to live comfortably for the rest of their years. He asked his mother not to make it any harder for him. |
| What obstacles does Pythias face in getting back to the city? (Page 55) | Two robbers tie up Pythias and take his money. No one was around to hear him and he took up time to untie him. He was weak and dizzy. He knew time was running out in order to save Damon. |
| How is the crowd feeling before the execution? How do you know? (page 56) | There is an air of excitement the half hour before the execution because Pythias has not yet returned. The words the people are saying. Long Live the King! The longer he lives the more miserable our lives will be! In the stage direction “Crowd voices up to a roar, then under); Pythias has come back!  All the exclamation marks show the excitement. |
| How does the King change in the selection? Page 57 | He was a tyrant in the beginning but in the end he says he would give all my money and power for one friend like Damon and Pythias. |

Vocabulary

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| --- | --- | --- |
|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**  Words addressed with a question or task | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text |  | Proclaimed---pg. 44  Appointed—pg. 48  Severe---pg. 47  Strain—pg. 49  Astounded—pg. 50  Muttered—pg. 56  Condition—pg. 51  Faith—pg. 56  Exchange—pg. 50 |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Tyrant-page 44  Rebel—page 44  Honorable—page 51  Rule—pg. 45 | Suffering---pg. 45  Resist—pg. 46  Persuaded—pg. 47  Bargain—pg. 51  Deserted---pg 53  Twilight—pg. 54  Struggled—pg 55  Miserable—pg. 56  Curious—pg. 50 |

Culminating Task

* Re-Read, Think, Discuss, Write
* The writing focus for this lesson is a friendly letter. Teach the format of letter writing and the parts. Then, use the culminating activity below to practice or assess.
* *Part One: Have Pythias write a friendly letter to Damon telling how he was able to get away from the robbers and make it back to the city in time. Cite page numbers and paragraphs in parentheses after each example to prove what you are saying in your letter. You must use at least 4 examples in your letter.*
* *Part Two: Write a well-developed paragraph explaining how Pythias’ actions in the letter demonstrate that he is a good friend, even when he faces obstacles or must make sacrifices. Use evidence from the story to support your answer.*

Answer Part One:

Dear Damon,

I was on my way back to the city when two robbers attacked me for my money bags (Page 54 - narrator’s first speech). I tried to tell them that I was going to die and that I needed to get back to you (Page 54 - sixth paragraph). They did not believe me. They tied me to a tree and took my money (Page 55 - narrator’s first speech). I yelled and yelled, but there was no one around me to hear. I struggled to free myself, but it took me well into the day before I could get loose (Page 55 - narrator’s first speech). Finally, I was able to work myself free, but I was dizzy and weak (Page 55 - narrator’s last speech). I knew that I needed to get back to you or you would die. I traveled day and night without stopping (Page 55 - narrator’s last speech). I was desperate to get back to the city to save you (Page 55 - narrator’s last speech). At last, all my hard work paid off. I made it to the public square in time to save you (Page 56). I worked very hard to get back to you!

Your Friend,

Pythias

Answer Part Two:

A key idea of our story is that unplanned events sometimes make it difficult to be a good friend, but a friend keeps trying no matter what. Pythias’ letter to Damon shows the unplanned event of two robbers attacking Pythias. (Page 54). Pythias never gave up because he knew that Damon would die if he did not make it back on time. The author shows how Pythias did not give up by telling us how he struggled to free himself and that it took him all day to do so. (Page 55) Even though he felt dizzy and weak (page 55), Pythias traveled day and night without stopping to get back to Damon (Page 55). This shows how Pythias kept trying no matter what.

Another key idea of our story is that sometimes it takes sacrifice to be a good friend. Both Damon and Pythias made sacrifices for each other. They were good friends to one another. Damon took Pythias’ place in prison (page 49) knowing that if Pythias did not return, he would die in Pythias’ place. Pythias returned to the palace in time instead of running away and starting a new life somewhere else. (Page 57) This shows he was also willing to sacrifice his life for Damon. Fortunately, the King rewarded both of them by letting them go free so neither one had to die. (Page 57)

Additional Tasks

* Find Sicily on a map, draw it, and write two facts about modern day Sicily.

Answer: Sicily is desert land. The terrain is rough for someone who is walking.

* In order to practice grammar skills, go back into the text and find action verbs, linking verbs, and verb phrases on page 43. Have the students replace the action verbs with another verb that will affect the meaning of the sentence or make it a silly sentence.

Answer: The action verbs on page 43 are: Listen, lived, named. The link verbs are: “is” in contraction it’s, is, was, were, are in the contraction “they’re”. The helping verbs are: will hear, have come, may hear

An example of a sentence: “Long, long ago there resided on the island of Sicily two young men named Damon and Pythias.

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**“The Legend of Damon and Pythias”**

1. What has Pythias and Damon’s names come to mean? (Pg. 43)
2. Find the word rebel on page 44. Based on clues from the text, what does the word rebel mean? Explain why the people did not rebel against the King. (Pg. 44)
3. On page 45, Pythias says to the King, “I speak for myself alone. I have no wish to make trouble for anyone...You do not allow them to speak up for themselves.” What does this quote tell you about the kind of person Pythias is? (Pg. 45)
4. Reread the narrator’s first lines on page 46. Based on this description, what do you think a tyrant is and does? What does the King in this story do to show that he is a tyrant? (Pg. 46)
5. On page 47 Damon says, “I wish I could do something to save you!” What does Damon beg of the king? (Pg. 49)
6. Reread pages 48-50. What in the text shows that Pythias is an honorable person? (Pgs. 48-50)
7. Does the King let Pythias and Damon trade places? What does Damon promise to do? (Pg. 50)
8. Why is Pythias concerned about Damon? How do you know? (Pg. 51)
9. How does Damon feel about his chances of his being released because of Pythias’ return? What in the text makes you think so? (Pg. 53)
10. Find evidence on page 53 that shows how Pythias feels about his family. (Pg. 53)
11. What obstacles does Pythias face in getting back to the city? (Pg. 55)
12. How is the crowd feeling before the execution? How do you know? (Pg. 56)
13. How does the King change in the selection? (Pg. 57)

Supports for English Language Learners (ELLs) to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.