IV. Lesson Plans

"The Boy Who Flew"
Essential Question: Some human behaviors span across time, place of origin, societal status, and gender. How have societies dealt with these behaviors form ancient times to modern times?

Relevance to Young Adolescent Lives:

Adolescents have a need to be able to connect what they read to their own lives. Icarus could easily be the age of any middle grade student. Young adolescents often lack real life experience to help them make wise choices when facing a new situation. They should be able to connect with Icarus loosing himself in the moment and falling into bad circumstances.

Young adolescents want a chance to discover who they are and where they come from. “The Boy Who Flew” gives students a chance to see that all young adolescents, even in ancient times, often have a hard time following the path that someone else chooses for them. In this story it goes horribly wrong for Icarus.

This short unit gives students to present their work to a real audience. This authentic audience gives relevance to the final assessment.

Global Connections:

“The Boy Who Flew” is a Greek myth. Before reading the story, the teacher should point out where Crete is on a map and explain that it was written in ancient times. The teacher should also show images of ancient and modern Crete.


Common Core Standard(s):

RL6:1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL6:2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL6:4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL6:6: Explain how an author develops the point of view of the narrator or speaker in a text.

W6:3e: Provide a conclusion that follows from and reflects on the narrated experiences or events.

SL6:1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

SL6:1C: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL6:2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Bloom’s Revised Taxonomy Level(s):

Remembering and Understanding – Vocabulary, Crossword, Matching, & Story board or Written Summary Activity

Applying and Creating – Story Board or Written Summary Presentation, Wings Picture & Model

Analyzing and Evaluating – Short Answer

21st Century Skill(s):

1. Information, Media, and Technology Skills – Students will be utilizing this 21st Century Skill while looking up the definitions of the vocabulary words.

2. Life and Career Skills – By collaborating and participating in small group and whole class discussion, the students are utilizing this 21st Century Skill.

3. Core Subjects and 21st Century Themes – This short unit meets several Common Core Standards (listed above under “Common Core Standards), allows integration between Social Studies and English Language arts, and utilizes 21st Century Skills (listed above).
Goals and Outcomes:

Students will gain a more in-depth knowledge of plot and summary. Students will also review point of view, setting, and characterization. Students will use this knowledge to write a summary of “Boy Who Flew,” or draw a story board summary with descriptive details.

Assessment(s):

Students will be assessed on the booklet provided and participation in group discussion. The booklet will be a formal assessment and group discussion will be an informal assessment. The short answer questions give the students a chance to practice with summarizing, plot, and point of view. These questions will be done individually and then reviewed as a class. As a pre-assessment, the students will write a summary of the story after the discussing the short answer questions. The story board or written summary will be graded on accuracy and use of necessary information. Students will lose points for personal opinion and incorrect facts.

Interdisciplinary Connections:

In 6th grade, young adolescents are study ancient civilizations. This is a good lesson to use while they are studying ancient Greece. In 6th grade Social Studies, young adolescents study the states of matter in Science. The teacher can talk about the wax changing from a solid to a liquid. In 6th grade students are reading thermometers, the teacher can talk about the temperature difference in the solid wax and the melted wax.

Modifications:

By allowing students to do puzzles, answer questions, draw pictures, and play games; this lesson gives students with different learning styles the opportunity to comprehend the story well enough to come up with a short summary.

The teacher will first read the story aloud to help students with lower level reading skills. Class discussion of the story and questions will also help these students comprehend the story and therefore come up with a summary.

Supplies:

Colored Pencils or Crayons, Booklet, Imaging Camera or Printed Pictures, Play Dough, Feathers, Popsicle Sticks, and the story of “The Boy Who Flew.”
Day 1:

**Essential Question:**

What affect does the time frame and place birth have on a person’s life?

**Common Core Standard(s) Addressed:**

**RL6:1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**SL6:2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**SL6:1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**Goals and Outcomes:** Students will use the dictionary to find half of their vocabulary. Once the students have half of the words defined, they may use an electronic device to finish.

**Assessment:**

The teacher will walk around the room, stopping at each pod to ask and answer questions. The teacher will also check for background knowledge and understanding of vocabulary through class discussion.

**Bell Ringer:**

*Students should be given 5-10 minutes to journal on the question.*

How might your life have been different if you had been born in Ancient Greece? (Answers will vary. Students wishing to share may do so.)
**Introduction to the Unit:**

*The teacher should spend no more that 10-20 minutes on this.*

The teacher will hand out the pictures and explain that the pictures are of the archeological ruins of Crete. The teacher will then explain that it now believed that King Minos was real and the maze has actually been found under the palace ruins. The teacher will describe the other images in the pictures.

The students will write a few sentences to explain whether or not they believe the Minotaur was real. The students wishing to share their opinions may do so. Procedures for class debate should be reviewed before the discussion begins.

**Class Debate Procedures:**

1.) Students will raise their hands before they speak.
2.) Students will respect their classmates when they are speaking.
3.) Students will stay on topic.
4.) The students will not get angry or upset if other people do not agree with them.
5.) The teacher will show the students the same respect that he or she expects of them.

**Vocabulary:**

*This part of the lesson should take 20-30 minutes.*

This provides needed background knowledge and allows the students to practice with print media sources and electronic research.

**Word List:** mortal, decreed, marvelous, soothe, isolated, yearn, wheeling, beckoned, inspiration, wailing
Vocabulary Activity:

In their groups, students will use their dictionaries to define the first five words. They will be allowed to use electronic devices to define the last five words. The students will also write a sentence using each word. Those wishing to share their sentences may do so.

The teacher will have the students share the definitions they found. Students who have the wrong definition should correct them at this time. These will not be graded; however the teacher will check to make sure everyone has finished.

Modifications:

The students that have short attention spans or have trouble using the dictionaries can receive help from their peers.
Louise Cline-Caulder
Student Teaching
Dr. Thorton
Day 2:

**Essential Question:** Some human behaviors span across time, place of origin, societal status, and gender. How have societies dealt with these behaviors form ancient times to modern times?

**Common Core Standard(s) Addressed:**

**RL6:1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL6:2:** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**W6:3e:** Provide a conclusion that follows from and reflects on the narrated experiences or events.

**SL6:1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**Goals and Outcomes:** Students will read the story of “The Boy Who Flew.” They will practice making predictions by predicting the end of the story. Students will also and review plot and point of view.

**Assessment:**

Informal assessments consist of class discussion of short answer questions. The formal assessment is a written summary of the story.

**Bell Ringer:**

Do you think you have anything in common with teenagers that lived in Ancient Crete? Explain your answer.

*Students should be given 5-10 minutes to journal on the question.*
Predicting:

This part of the lesson should take 15 - 20 minutes on this.

The teacher will have the students open their books and turn to the story. (Page 774 in our books) He or she will remind the students of the pictures they looked at and discussed the day before. The teacher will have the pictures either on the wall or on the overhead for a visual reference as they read and discuss the story.

The teacher will have the students take turns reading the story aloud. They will stop when they get to point that Daedalus and Icarus first start flying.

Modifications: The teacher should find paragraphs ahead of time for the struggling readers to read aloud. This will help those students to build confidence because they will be able to read the passage without embarrassment and participate in the activity.

The students will then answer the first “Short Answer” question in the packet.

Short Answer Questions

1. What do think is going to happen next?

This question introduces prediction. The students will need to be able to think about what has happened up to the point of Daedalus making the wings and Icarus circling with seagulls.

The students that wish to share their opinion will be allowed to do so. The opinions should make sense based on what has happened up to this point in the story.

Answers will vary but some possible answers could be:

“King Minos will capture Daedalus and Icarus.”, “They escape and live happily ever after.”, “Icarus doesn’t listen to his father.”

The teacher will read the ending of the story to the class and ask the students to answer questions number 2 and 3. They should answer in complete sentences.
2. What actually happened?

This question introduces summarizing. The students will need to summarize the end of the end of the story.

*The students should write something similar to, “Icarus did not listen to his father and flew too high. Icarus’s wings melted and he fell into the sea and drowned. Daedalus escaped but he never made wings for anyone again.”*

3. What lesson does this story attempt to teach?

This question serves as a review for inference and builds on summarizing. The students will need to be able to summarize the story in order to find out what lesson is inferred.

*The students’ should say something similar to, “You should listen to your father.”*

The teacher should ask the students if they have ever done anything they weren’t supposed to. He or she should pose the question “What can we infer about teenagers in Ancient Greece?”

*Students should say something similar to, “They didn’t always listen either.”*

The teacher will ask the students if anyone knows what a plot is and what the point of view is. (The students should have been introduced to plot and point of view in elementary school.) Once the students have reviewed plot they will answer questions numbers 4 and 5.

4. What is the plot?

This question is used to introduce plot. It also helps to build summary skills.

*Answers may vary but should be similar to, “Daedalus and Icarus get imprisoned. They fly away. Icarus drowns.”*

5. What was the point of view?

This question reviews point of view. *First Person*
Ticket out the Door:

The teacher should make sure the students have at least 10 minutes for this.

Write a summary of the story. (This will be the pre-assessment)

Daedalus built a maze to trap the Minotaur for King Minos. The Minotaur had to kill 12 young maidens and 12 youths each year. Daedalus felt bad so he helped a youth kill the Minotaur. Queen Pasiphae, the Minotaur’s mother, got mad. King Minos imprisoned Daedalus and his son, Icarus, to soothe the Queen Pasiphae. Daedalus built wings out of beeswax, seagull feathers, and driftwood so he and Icarus could escape. Icarus didn’t listen to his father, Daedalus, and flew to high. The wax in his wings melted causing the feathers to fall off. Icarus fell into the sea and drowned. Daedalus escapes, but he never made wings for anyone again.
The Boy Who Flew

1. What do you think is going to happen next?
   Answers will vary.

2. What actually happened?
   The answers will vary, but should include Icarus not obeying his father Daedalus, his wings melting apart, and him falling into the sea to drown.

3. What lesson does this story attempt to teach?
   The answers will vary, but should include how we should obey our parents.

4. What is the plot?
   Daedalus builds a maze to imprison the Minotaur then helps aids in the death of the Minotaur. Daedalus and Icarus are made prisoners on Crete by Minos to appease Pasiphae. Daedalus builds wings for them to escape but Icarus flies too high to the sun and his wings melts. Icarus drowns in the sea. Daedalus is broken hearted and never builds wings for anyone again.

5. What was the point of view?
   The point of view is third person narration.
Day 3:

**Essential Question**: How are the events in real life similar to the events in stories?

**Common Core Standard(s) Addressed:**

SL6:1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**Goals and Outcomes:**

Students will gain a deeper understanding of the story through class discussion. Students will look closer at the importance of details through class discussion and a crossword puzzle. Students will increase their knowledge of summary by discussing the pre-assessment.

**Assessment:**

Informal assessments consist of class discussion and a crossword puzzle. The teacher will walk around the room and make sure that everyone is on task and doesn’t have any questions.

**Bell Ringer:**

*Students should be given 5-10 minutes to journal on the question.*

Why do you think Daedalus never made wings again? Do you think his reaction would be normal for a father today? Explain your answer. Students wishing to share their opinion will be allowed to.

**Class Discussion:**

*This should take 15-20 minutes.*

The teacher will put the questions on the overhead, smart board, or dry erase board as they are asked.
The teacher will review the story with the class by posing the following questions:

1. Who were the king and queen? (Minos and Pasiphae)
2. What happened first in the story? (Daedalus built a maze to imprison the Minotaur.)
3. What happened to the Minotaur? (He was killed.)
4. Why was the Pasiphae upset about the Minotaur being killed?
5. Why happened next? (Minos imprisons Daedalus and Icarus.)
6. What happens next? (Daedalus builds wings.)
7. Why is important that Daedalus builds the wings out of wax?
8. What clues let you know that Icarus would disobey his father?

Summary Review:

This should take 15-20 minutes.

The teacher will hand out the summaries and discuss what the students’ strengths and weaknesses are. The teacher will remind the students that they should include character names, setting, and any other important details. The teacher should also remind the students that a summary is short.

Crossword Puzzle:

Students should be given 15-20 minutes to complete the puzzle.

The crossword puzzle helps the students to remember the characters, setting, and has a few answers related to the plot. Without this knowledge, students will not be able to write a proper summary.

The students will complete the crossword individually.

Modifications: Struggling students will be given a word bank at the bottom of the crossword page.
The Boy Who Flew
By: Ovid

ACROSS
6  the sea Icarus fell into
7  the king of Crete
8  The wax ________ when Icarus flew too high.
9  Icarus flew with the sea ________.
10 an inventor for the King of Crete

DOWN
1  This is what happened to Icarus
2  Daedalus's son
3  Minos does not rule these.
4  the mother of the Minotaur
5  half man, half bull creature
7  the type of story this is

WORD BANK: PASIPHAE, MYTH, MINOTAUR, MINOS, MELTED, MEDITERRANEAN, ICARUS, HEAVENS, GULLS, DROWNED, DAEDALUS
Day 4:

**Essential Question:** How did the technology of Ancient Crete differ from the technology we have today?

**Common Core Standard(s) Addressed:**

**SL6:1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**Goals and Outcomes:**

Students will gain a deeper understanding of the importance of details by creating wings.

**Assessment:**

The teacher will walk around and make sure the students are on task and discussing the story.

**Bell Ringer:**

*Students should be given 5-10 minutes to journal on the question.*

Students will respond to the following prompt, “Do you think the wings Daedalus built would have worked? Explain your answer.

**Drawing and Building Wings**

*Students should be given 30-40 minutes complete this project.*

**Modifications:** The teacher will help struggling students figure out how to design the wings.
Drawing and building the wings that Daedalus designed gives the students a chance to create a visual representation of part of the story. The drawing and building of the wings also helps the students focus on small details that become important to the plot; the fact that the wings were held together with wax caused them to melt. The students will discuss the story while they build the wings.

The students will be given popsicles, feathers, and wax. They will be told to first draw a design of how they are going to build the wings. Once the drawings are complete, the students will use their supplies to build a model of the wings.

**Maze**

*Students should be given 5-10 minutes to complete the maze.*

The maze is a fun activity that causes the students to use problem solving skills and creates a visual of the Minotaur in the maze under Minos’s palace.
Find the Minatour
Day 5

**Essential Question:** Some human behaviors span across time, place of origin, societal status, and gender. How have societies dealt with these behaviors form ancient times to modern times?

**Common Core Standard(s) Addressed:**

SL6:1C: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**Goals and Outcomes:**

Students show their knowledge of “The Boy Who Flew” by creating a summary and answer multiple choice questions.

**Assessment:**

Students will complete two formal assessments, a multiple choice test and a summary test.

**Bell Ringer:**

*Students should be given 5-10 minutes to journal on the question.*

Students will respond to the following prompt, “Many myths are based on true events; they are just exaggerated or twisted to make the story interesting. What event do you think this story could have been based on?”

Students that wish to share their opinions may do so.

**Final Assessments:**

*The teacher will show and example of a storyboard summary and explain how it works.*
The matching quiz serves as a reminder of characters, setting, and plot. This reminder may be necessary for some of the students that have a difficult time retaining knowledge.

Creating a story board summary or written summary allows the teacher to see how well the students understand “The Boy Who Flew.” Presenting their work to the class gives the students to present to an authentic audience.

**Modifications:**

The teacher will read the questions aloud.

The students that cannot write the summary will be able to draw the story board summary. Those that are unable to write the captions will be allowed to orally summarize the story for the teacher once the other students have finished.

**Matching Quiz**

The students will circle the correct answer and write the letter out to side to ensure it is graded correctly.

**Story Board Summary or Written Summary:**

The students will either write a summary or create a storyboard summary of “The Boy Who Flew.”

These grades will be put in the grade book.
The Boy Who Flew

Quiz

Matching

1. What is the setting of the story?
   a. ancient United States
   b. ancient Crete
   c. ancient Egypt
   d. ancient Mesopotamia

2. Who was the king?
   a. Minos
   b. Icarus
   c. Daedalus
   d. Pasiphae

3. What was built to imprison the Minotaur?
   a. a tower
   b. a castle
   c. a maze
   d. a workshop

4. What was Daedalus’ job?
   a. inventor
   b. king
   c. warrior
   d. pilot

5. Who was the Minotaur’s mother?
   a. Minos
   b. Icarus
   c. Daedalus
   d. Pasiphae
The Boy Who Flew

Draw a story board summary or provide written summary of "The Boy Who Flew."

The inventor Daedalus and his son, Icarus, went to Crete to build a maze to imprison the Minotaur for King Minos. The Minotaur had to kill 12 maidens and young men every year, which upset Daedalus so he helped someone to kill the Minotaur. Queen Pasiphae was the mother of the Minotaur and became very angry. So King Minos made Daedalus and Icarus prisoners on the island. Daedalus built wings of wax and feathers to help them escape. Icarus did not obey his father, believing he knew better than the old man, and flew too high to the sun. The wings melted and Icarus fell into the sea and drowned. Icarus was heartbroken and never made wings for anyone again,