

Achilles Wasn't Just a Heel and Other Greek Heroes

Greek Heroes of Mythology

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Grade Level	3rd – 5th Grade	**Time Frame**	130 minutes
Subject	English/Language Arts		

Essential Question

How do characters become and remain 'heroes'?

Summary

During this interactive lesson on Greek mythology, students will seek to understand why heroes became known as heroes and how they compare to modern day heroes. The term "hero" is perhaps overused today, but these guys were the originals. The mythology of ancient Greece was filled with great heroes who slew monsters, battled whole armies, and loved (and lost) beautiful women. The full stories often reveal Hercules, Achilles, and Perseus and others to be imperfect characters...but their names have lived on for millennia.

Snapshot

Engage

Students watch a clip from the movie: *Hercules.*

Explore

Students brainstorm a list of qualities of a hero.

Explain

Students research and create trading cards on Greek heroes.

Extend

Students participate in small group discussion using "True for Who?"

Evaluate

Students write a short reflection on Greek heroes v. group definition of heroes.

Standards

Oklahoma Academic Standards for English Language Arts (Grade 4)

3.R: Reading: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.
4.3.R.7: Students will ask and answer inferential questions using the text to support answers.
4.3.W.2: Informative: Students will write facts about a subject, including a clear main idea with supporting details, and use transitional and signal words.

Attachments

- Achilles Research—Achilles Wasn't Just a Heel and Other Greek Heroes - Spanish.docx
- Achilles Research—Achilles Wasn't Just a Heel and Other Greek Heroes - Spanish.pdf
- Achilles Research—Achilles Wasn't Just a Heel and Other Greek Heroes.docx
- Achilles Research—Achilles Wasn't Just a Heel and Other Greek Heroes.pdf
- Greek Hero Card—Achilles Wasn't Just a Heel and Other Greek Heroes.pdf
- Hercules Research—Achilles Wasn't Just a Heel and Other Greek Heroes - Spanish.docx
- Hercules Research—Achilles Wasn't Just a Heel and Other Greek Heroes - Spanish.pdf
- Hercules Research—Achilles Wasn't Just a Heel and Other Greek Heroes.docx
- Hercules Research—Achilles Wasn't Just a Heel and Other Greek Heroes.pdf
- Lesson Slides—Achilles Wasn't Just a Heel and Other Greek Heroes.pptx
- Odysseus Research—Achilles Wasn't Just a Heel and Other Greek Heroes - Spanish.docx
- Odysseus Research—Achilles Wasn't Just a Heel and Other Greek Heroes - Spanish.pdf
- Odysseus Research—Achilles Wasn't Just a Heel and Other Greek Heroes.docx
- Odysseus Research—Achilles Wasn't Just a Heel and Other Greek Heroes.pdf
- Pandora Research—Achilles Wasn't Just a Heel and Other Greek Heroes - Spanish.docx
- Pandora Research—Achilles Wasn't Just a Heel and Other Greek Heroes - Spanish.pdf
- Pandora Research—Achilles Wasn't Just a Heel and Other Greek Heroes.docx
- Pandora Research—Achilles Wasn't Just a Heel and Other Greek Heroes.pdf
- Perseus Research—Achilles Wasn't Just a Heel and Other Greek Heroes - Spanish.docx
- Perseus Research—Achilles Wasn't Just a Heel and Other Greek Heroes - Spanish.pdf
- Perseus Research—Achilles Wasn't Just a Heel and Other Greek Heroes.docx
- Perseus Research—Achilles Wasn't Just a Heel and Other Greek Heroes.pdf
- True For Who—Achilles Wasn't Just a Heel and Other Greek Heroes - Spanish.docx
- True For Who—Achilles Wasn't Just a Heel and Other Greek Heroes - Spanish.pdf
- True For Who—Achilles Wasn't Just a Heel and Other Greek Heroes.docx
- True For Who—Achilles Wasn't Just a Heel and Other Greek Heroes.pdf

Materials

- Lesson Slides (attached)
- Greek Hero Card (attached; one per student)
- True for Who handout (attached; one per student)
- Achilles Research (attached; one per two students researching Achilles)
- Hercules Research (attached; one per two students researching Hercules)
- Odysseus Research (attached; one per two students researching Odysseus)
- Pandora Research (attached; one per two students researching Pandora)
- Perseus Research (attached; one per two students researching Perseus)
- Laptop or other devices
- Wifi/internet connectivity
- Paper
- Markers, Crayons, Colored Pencils

- Pencils/Pens
- Chart Paper
- Glue or tape

10 minutes

Engage

Introduce the lesson using the attached **Lesson Slides**. Let students know they will examine heroes in multiple forms.

Display **slides 2 and 3** to share the lesson's essential question and learning objectives with students. Review these with the class to the extent necessary.

Display **slide 4** and share the following video clip from Hercules. When the clip is over, ask students, "*What makes this character a hero?*"

Embedded video
https://youtube.com/watch?v=yOL-EJZjmp0

30 minutes

Explore

Teacher's Note: Setting Up

Prior to this lesson you will want to create a Frayer Model on a sheet of chart paper to guide the class discussion and create a group definition. In the center of the Frayer Model, write the word "Hero." The four (4) quadrants should be labeled accordingly, "Definition," "Characteristics," "Examples," and "Non-Examples."

Move to **slide 5**. Ask students to reflect on the video, as well on their past experiences to answer the question, "*What makes a hero?*" Provide them with some thinking time; then instruct them to write down the top three most important characteristics of a hero.

Once students have had an opportunity to write down these characteristics, display **slide 6** and share the instructional strategy, Stand Up, Sit Down. Instruct all students to stand up. Let them know that they are going to share just **one** of the characteristics that they wrote down at a time with the class. Once they have shared out or if someone else shares something they have written down, ask students to cross the characteristic off their paper. As they are sharing out, record their responses on the Frayer Model under the characteristics box to use for later. Ask students to sit down once all of the characteristics on their paper have been shared out and crossed off.

Teacher's Note: Sample Student Responses

- Strong
- Brave
- Courageous
- Willing to do what other people won't
- Daring
- Resourceful

Display **slide 7.** As a whole class, talk through a definition for the word "hero." Use the list of characteristics that the students already came up with to guide the discussion. Next, ask students create a list of examples and non-examples to add to the Frayer Model. Let them know that they will use this information later on in the lesson.

45 minutes

Explain

Teacher's Note: Setting Up

Prior to starting the lesson, print the attached research handouts. There are two research cards per page for the following handouts; **Achilles Research**, **Hercules Research**, **Odysseus Research**, **Pandora Research**, and **Perseus Research**.

Teacher's Note: Differentiation

For students who are above grade level or considered to be gifted and/or talented, encourage them to research Hercules. Prior to their research, discuss with these students that in Greek Mythology the hero goes by the name of Hercules; however, in Roman Mythology, he goes by the name of Heracles. Throughout the research reading, both names are used.

For students who struggle to follow multiple-step directions, encourage them to research Odysseus. The student sample is complete on Odysseus. Remind students to do their own research so that they are not simply duplicating the work is encouraged.

Move to **slide 8**. Share with students that they will have the opportunity to research **one** of **five** heroes and heroines. Consider dividing the class ahead of time into groups of **five** so that you have a good balance of students researching different heroes. Provide the groups with a copy of the attached research handouts that have a list of age-appropriate reading on each of the heroes and heroines. Give students time to scan the websites to see the different information each provides. After an appropriate amount of time, display **slide 9** and let students know that they are looking for the following information on their selected hero/heroine:

- Name
- Where they came from
- Strengths
- Weaknesses
- Greatest Accomplishments

Display **slide 10**. Share a sample Greek Hero/heroine Baseball card. Take time to walk students through each of the requirements that is included.

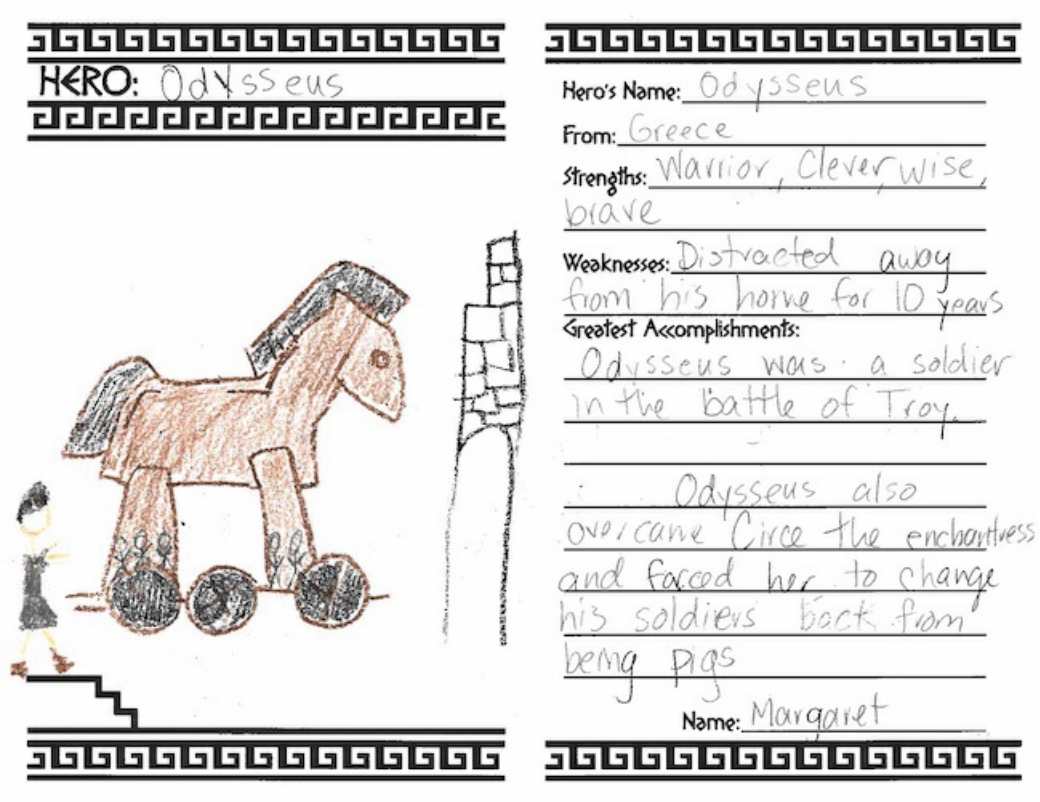
Move to **slide 11.** This slide shows sample student work, which includes the task requirements. Pass out the attached **Greek Hero Card**. Let students know that when they complete their research and have filled in the information on the backside of their card, they can draw an image of their hero/heroine. Encourage them to do their best work, not their fastest work.

Teacher's Note: Kid-Friendly Websites

The websites that have been provided in the Research handout are written at a Lexile level that is appropriate for students. Should students need additional resources, be sure to vet them ahead of time.

Once students have had a chance to complete their baseball cards, have them fold them in half down the centerline. They can either glue the blank side together or tape it to achieve a complete look. Have them share their heroes/heroines with their groups.

Sample Response



30 minutes

Extend

Move to **slide 12.** Share the instructional strategy True for Who? Let students know that their groups are going to "battle it out" Pokémon style with the other groups to determine whose hero/heroine is described in the statements.

Pass out the attached **True for Who?** handout and have students review each of the statements with their group. Together they decide which hero/heroine is being described and then write down notes about their discussion or explain why they think the description identifies a particular person. Once the groups are wrapping up their discussions, use **slides 13- 20** to guide a whole class discussion about the heroes and heroines.

15 minutes

Evaluate

Take a moment and review the definition and characteristics of a hero that students came up with during the Explore portion of the lesson. Display **slide 21**. Share the Exit Ticket question with students.

Ask them to write a paragraph using details from their definition and characteristics, as well as their research to answer the question, "*Do these Greek heroes/heroines match what your definition of a hero is?*"

Resources

- ArtsyBee. (2017). *Achilles' Heel*. pixabay. https://pixabay.com/illustrations/achille-achille-s-heel-medieval-2165043/
- K20 Center. (n.d.). Bell Ringers and Exit Tickets. Strategies. https://learn.k20center.ou.edu/strategy/125
- K20 Center. (n.d.). Frayer model. Strategies. https://learn.k20center.ou.edu/strategy/126
- K20 Center. (n.d.). Stand Up, Sit Down. Strategies. https://learn.k20center.ou.edu/strategy/1771?rev=11586
- K20 Center. (n.d.). True for Who? Strategies. https://learn.k20center.ou.edu/strategy/1586
- YouTube. (2014). Hercules: Zero to Hero [Lyric Video]. Disney Sing Along. YouTube. https://www.youtube.com/watch?v=yOL-EJZjmp0&t=136s