

## Close Reading Guide: “Why Ancient Greek Mythology Is Still Relevant Today”

### *(For Teacher Reference)*

#### Purpose and Notes

- The purpose of this close read is for students to trace the way the author develops the central idea of the article.
- In this close read, students will focus only on selected sections of the text.
- Since this is the first experience in reading informational text this year, for the first two sections, students are given main idea and asked to identify key supporting details. This scaffold is removed in the last section.
- Although there is a lot of challenging vocabulary in this text, this close read focuses only on words needed to understand the main idea and details of each section. Support with definitions of additional words as needed for basic comprehension.
- The vocabulary questions in this close read have been designed to reinforce the strategies introduced in previous lessons. Encourage students to make these connections and to use a wide range of strategies to understand key words and phrases.
- Continue to use discussion protocols (e.g., Think-Pair-Share, Conversation Cues, and total participation techniques) to engage all students in collaborative discussion about the text.

#### Full Article

Excerpt from Text	Questions and Directions
Full Article	<ul style="list-style-type: none"> <li>• Read the whole article aloud as students follow along, reading silently. Invite students to Turn and Talk with a partner, and then cold call students to share out: “What is this text about?”</li> <li>• Explain that now you will look closely at sections of the text in order to better understand the central idea of the article.</li> </ul>

## Introduction

Excerpt from Text	Questions and Directions
Read from “If there is . . .” to “. . . a hundred years from now.”	<ul style="list-style-type: none"> <li>• Focus on the last two sentences in this section.</li> <li>• Ask: “What does <b>relevant</b> mean?” (related to what is important now) “What words in the text helped you figure out what <b>relevant</b> means?” (withstood the test of time)</li> <li>• Ask: “In your own words, what is the central idea of this article?” (Greek myths are still important today. Ancient Greek mythology is still relevant today.)</li> <li>• Ask: “What clues helped you to identify the central idea?” (the title, the last two sentences of the introduction)</li> <li>• Invite students to write the central idea at the top of their note-catchers.</li> </ul>

## “What Are Greek Myths?”

Excerpt from Text	Questions and Directions
“What are Greek Myths?”	<ul style="list-style-type: none"> <li>• Focus students on the section titled “What Are Greek Myths?” Explain that they will be looking more closely at some sections of the article to analyze how the author develops the central idea that myths are still relevant today.</li> <li>• Have students locate the Key Vocabulary column of their note-catchers, and use the questions provided to discuss the meanings of the words <b>morals</b> and <b>philosophies</b>. Refer to the Close Reading: “Why Ancient Greek Mythology Is Still Relevant Today” note-catcher (example for teacher reference) for sample responses.</li> <li>• Invite students to reread the section heading and the main idea given in the right-hand column of their note-catchers.</li> <li>• Ask: “How is the main idea of this section related to the heading of the section?” (The main idea answers the question in the section heading in a general way.)</li> <li>• Ask: “What are some of the details the author uses to support the idea that “myths are more than just tales of gods and goddesses doing</li> </ul>

	<p>impossible tasks on earth?”</p> <ul style="list-style-type: none"> <li>• Refer to the close reading note-catcher provided for sample responses.</li> <li>• Guide students in adding supporting details to their note-catchers.</li> </ul> <p><b>Discuss: “How does this section support the central idea that myths are still relevant?” (Answers will vary. Encourage students to support observations with specific evidence from the text.)</b></p>
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**“What Did These Myths Do?”**

Excerpt from Text	Questions and Directions
<p>“What Did These Myths Do?”</p>	<ul style="list-style-type: none"> <li>• Focus students on the Key Vocabulary column of their note-catchers, and use the questions provided to discuss the meaning of the word <b>immortal</b>.</li> <li>• Invite students to reread the section heading and the main idea given in the right-hand column of their note-catchers. Reinforce the connection between the section heading and the main idea of the section.</li> <li>• Ask: “What are some of the details the author uses to support the main idea of this section?” Refer to the close reading note-catcher provided for sample responses.</li> <li>• Guide students in adding supporting details to their note-catchers.</li> <li>• Discuss: “How does this section support the central idea that myths are still relevant?” (Answers will vary. Encourage students to support observations with specific evidence from the text.)</li> </ul>

## “Why Study Greek Myths?”

Excerpt from Text	Questions and Directions
“Why Study Greek Myths?”	<ul style="list-style-type: none"> <li>● Focus students on the Key Vocabulary column of their note-catchers, and use the questions provided to discuss the meaning of the word <b>hubris</b>.</li> <li>● Reread the section heading. Remind students that the main idea of the section should answer the question in the section heading in a general way. Invite students to share ideas for stating the main idea of this section with a partner.</li> <li>● Invite students to write the main idea of this section in the space provided in the right-hand column of their note-catchers.</li> <li>● Ask: “What are some of the details the author uses to support the main idea of this section?” Refer to the Close Reading: “Why Ancient Greek Mythology Is Still Relevant Today” note-catcher (example for teacher reference) for sample responses.</li> <li>● Guide students in adding supporting details to their note-catchers.</li> <li>● Focus students on the last two sentences of this section, from “The irony . . .” to “. . . and kicking today.”</li> <li>● Ask: “What does the word <b>irony</b> mean?” (a surprising difference between what one would normally expect and what the real thing or situation is)</li> <li>● “What does the author find ironic?” (that people still “go with their follies, choose to make stupid decisions, and have hubris”)</li> <li>● Ask: “Why is this ironic?” Invite students to share their responses with a partner. (It is ironic because people are still doing what the myths were designed to warn against.)</li> <li>● Ask: “How do the last two lines support the author’s central idea that myths are still relevant today?” (Myths warn us against mistakes people still make today; people still need those warnings. Their message is still relevant and needed. Myths address central truths that are timeless.)</li> </ul>

**Culminating Task**

Excerpt from Text	Questions and Directions
Culminating Task	<ul style="list-style-type: none"><li>• Read the culminating task aloud. Use the example close-reading note-catcher or a student’s completed note-catcher to model how to orally summarize the introduction and first section of the text.</li><li>• Then invite students to take turns using their own notes to orally summarize the remaining sections.</li><li>• Circulate, checking for understanding of the text and of strategies for summarizing.</li></ul>

All definitions from the Wordsmyth online dictionary <https://www.wordsmyth.net/>