



4TH GRADE **ELA**

Student Materials

Unit 3 *Interpreting Perspectives: Greek Myths*



Daily Lesson Materials

Name: _____

Date: _____

1. Why might each god or goddess have been important to the ancient Greeks?

2. What attributes and values did the ancient Greeks likely value?

Name: _____ Date: _____

Boxes and Bullets Graphic Organizer

- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____



**Ancient
Greece
(1200 BC
- 600 AD)**



**First car
invented
(1886)**



**Middle
Ages (500
- 1500)**



**Present
Day**



Name: _____ Date: _____

<p>Illustration</p>	<p>Name:</p> <p>Family Members:</p> <p>Traits, Symbols, and attributes:</p> <p>Additional Information:</p>
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<p>Illustration</p>	<p>Name:</p> <p>Family Members:</p> <p>Traits, Symbols, and attributes:</p> <p>Additional Information:</p>
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Name: _____

Date: _____

1. What gift does Zeus give Epimetheus? Why?

2. What warning does Epimetheus give Pandora? How does she respond?

3. How does Pandora respond when the box talks to her? Why does she respond that way?

4. What happens when Pandora opens the box?

5. How does Epimetheus respond to Pandora opening the box?

6. What is inside the box?

7. What is left in the box? What do Pandora and Epimetheus do with what is left in the box?

Name: _____

Date: _____

Today's reading was *I am Arachne: Fifteen Greek and Roman Myths* pg. 6 – 10.

1. What motivates Pandora to open the box?

2. What happens when she opens the box? What descriptive details does the author include to show what happens?

3. What is Hope? How is Hope different from the other things in the box?

4. How does Pandora feel about what happened? Why?

Name: _____

Date: _____

Today's reading was "Pandora's Box" Myth of Pandora's Box.

1. Who are the characters in the poem?

2. How does the theme of the poem change from one poem to the next?

3. How does the illustration help the reader better understand the poems? Why?

Name: _____

Date: _____

Today's reading was *Greek Myth Plays* pg. 23 – 27.

1. Who are the characters that are familiar from the other versions of "Pandora's Box"? Why would the author include Disease, Cruelty, Pain, Hope, and others as characters?

2. What is a Chorus? Why does the author include the Chorus? Give specific examples.

3. What is the purpose of stage directions? Give specific examples.

4. What clues does the author give to help a reader better understand the emotions of each character?

5. Compare and contrast the structural elements of drama with those of prose and verse.

Name: _____ Date: _____

Identifying Theme in Myths

The theme of a story is a central message or lesson that an author is trying to teach the reader.

Brainstorm multiple ideas for the theme of "Pandora's Box" in the box below:

Circle the theme that you think is strongest. In the table below, list the details and events that the author included to show this theme.

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-

-

-

-

-

Name: _____ Date: _____

Narrative Brainstorming Graphic Organizer

Point of View:

Setting:

Characters:

Climax:

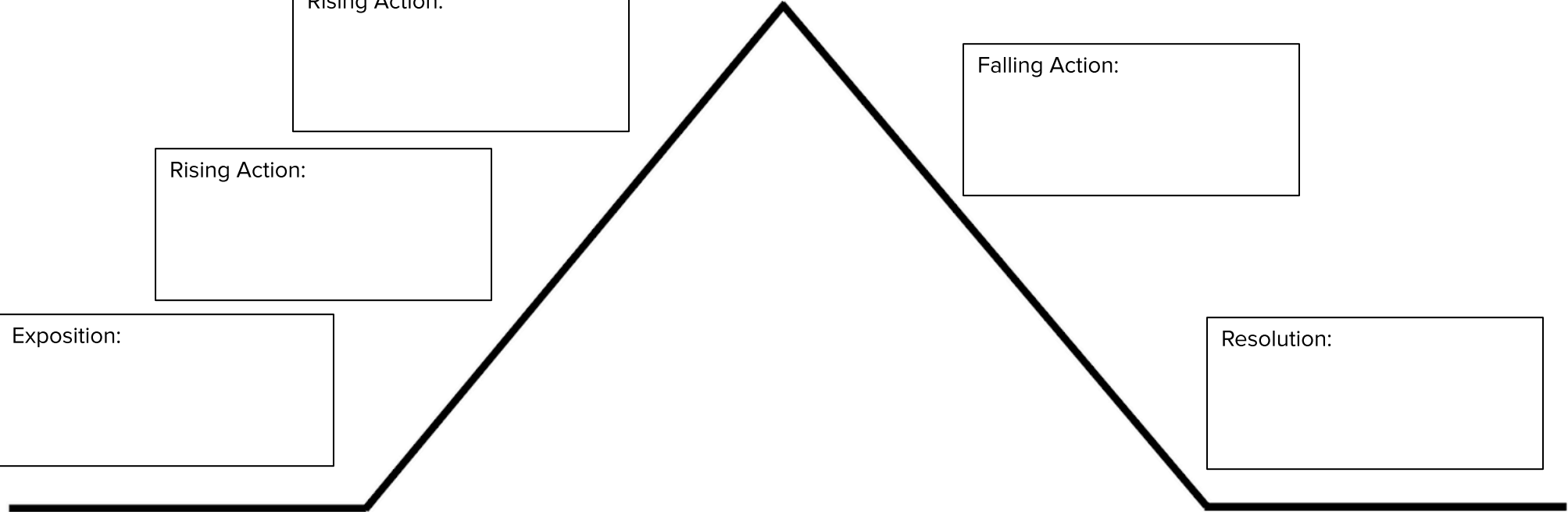
Rising Action:

Falling Action:

Rising Action:

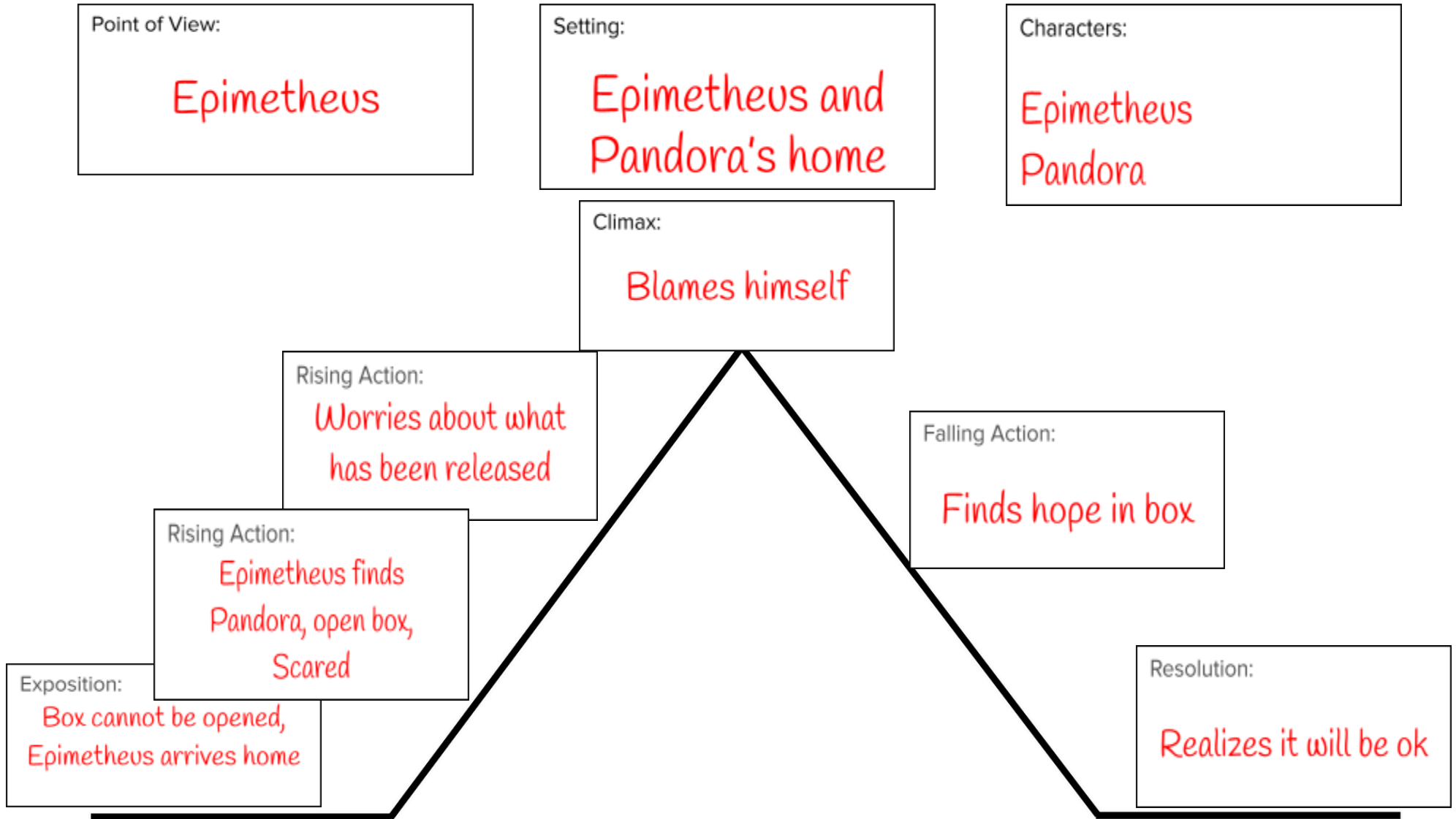
Exposition:

Resolution:



Name: _____ Date: _____

Narrative Brainstorming Graphic Organizer 1



Name: _____

Date: _____

Today's reading was *Greek Myths – Arachne the Spinner*.

1. How does Arachne respond when the king says he couldn't find anything better "if Athena herself were to weave it for me" (p. 30)? Why does Arachne respond the way she does?

2. What does Arachne weave? Why?

3. What does the author mean by the statement, "the girl's rudeness was **inexcusable**" (p. 34)?

4. What promise does Athena make to Arachne? Why?

Name: _____

Date: _____

Today's reading was *I am Arachne: Fifteen Greek and Roman Myths* pg. 2 – 5.

1. In reflection, how does Arachne feel about her boasting? Why? (first-person point of view)

2. Read the sentence from page 4. "I should have apologized that very second, but foolishly I didn't." What does this description show about Arachne? (first-person point of view)

3. What point of view is this story told from? What additional insights do we get about Arachne in this version? Why? (first-person point of view)

4. Who are the characters in this poem? (poem)

5. How does the speaker's point of view change from one poem to the next? (poem)

6. How does the theme of the poem change from one poem to the next? (poem)

Name: _____

Date: _____

Today's reading was *Greek Myth Plays* pg. 48 – 51.

1. Who are the characters? Why would the author include all of the characters?

2. Why does the author include the Chorus? Give specific examples.

3. Why does the author include the stage directions? Give specific examples.

4. What clues does the author give to help the reader better understand how each character is feeling?

5. Compare and contrast the structural elements of drama with those of prose and verse.

Name: _____ Date: _____

Discussion Handout

Prompt: Identify a theme in the Greek myth "Arachne." How do the structure and elements of the text influence a reader's understanding of "Arachne" and the development of the theme?

Record details and notes in the table below to prepare for the discussion.

Evidence	Text and Structural Element	Notes
Example: <i>"I'm a much better weaver than Athena."</i>	"Athena and Arachne: How Spiders Came to Be," dialogue	

Name: _____ Date: _____

Narrative Brainstorming Graphic Organizer

Point of View:

Setting:

Characters:

Climax:

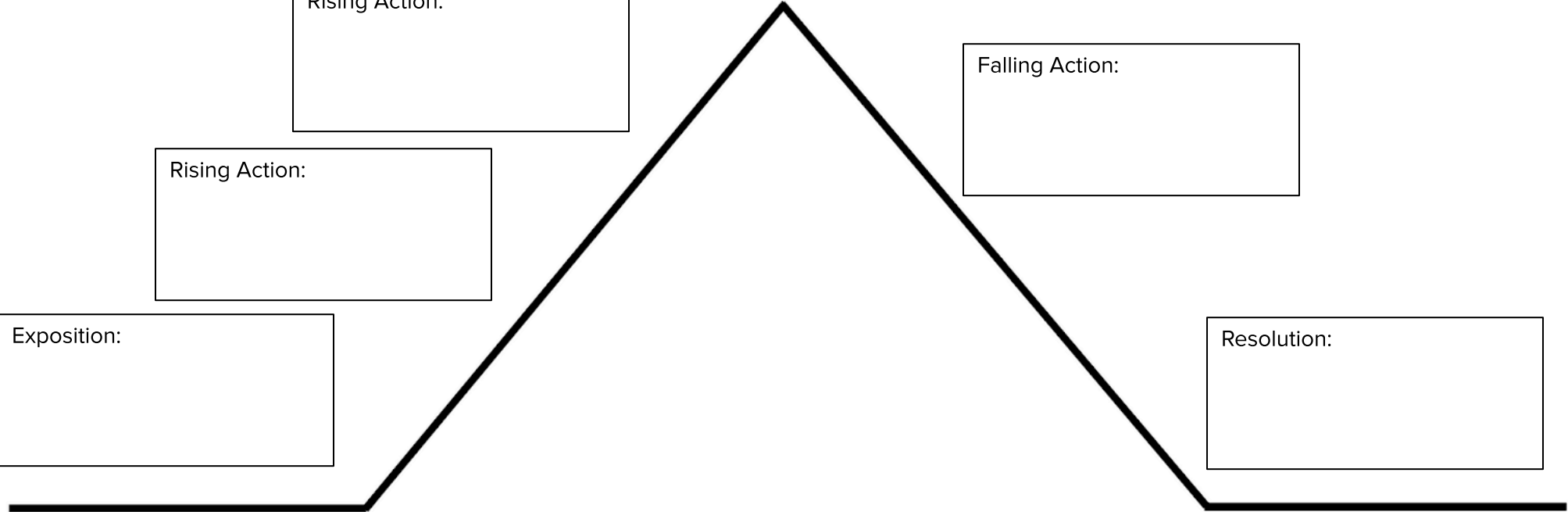
Rising Action:

Falling Action:

Rising Action:

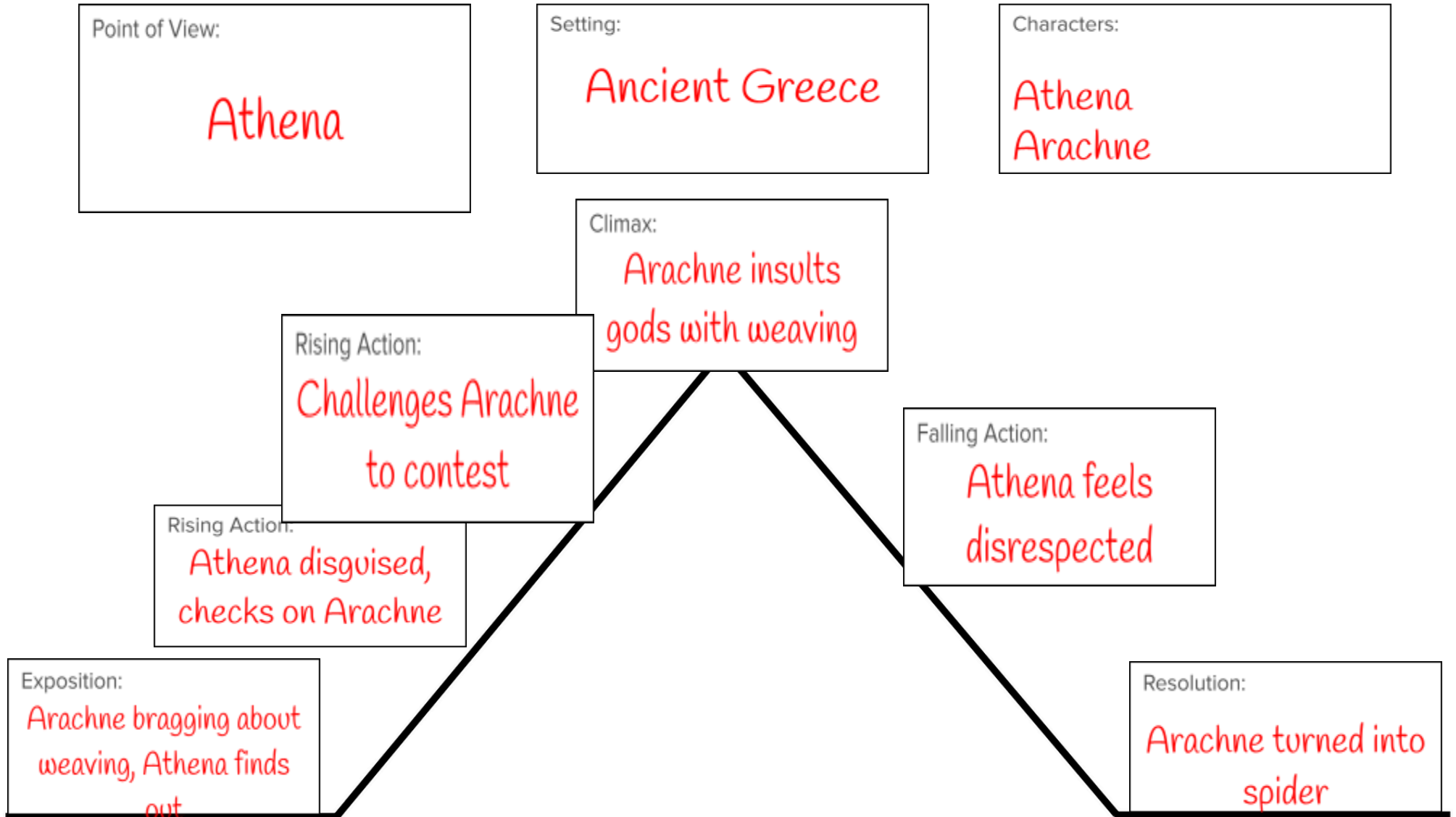
Exposition:

Resolution:



Name: _____ Date: _____

Narrative Brainstorming Graphic Organizer 2



Name: _____

Date: _____

Today's reading was *Greek Myths* pg. 21 – 25.

1. Describe Echo. How do the others feel about Echo?

2. How does Hera punish Echo? Why?

3. Describe Narcissus. How does he respond to Echo? Why?

4. Why does Narcissus gaze and gaze into the water? What happens to him?

5. What point of view is the story told from? How does the point of view influence what the reader "sees" and "hears"?

6. What happens to Echo?

Name: _____

Date: _____

Today's reading was [I am Arachne: Fifteen Greek and Roman Myths](#) pg. 21 – 25.

1. Why does Narcissus say, "Thank goodness, I have my mirrors. I'd be bored stiff without them" (p. 37)? What does this mean? What does it reveal about Narcissus's personality? (first-person perspective)

2. How does Narcissus explain the story of Echo? (first-person perspective)

3. Where does Narcissus end up, and what punishment does Pluto give him? (first-person perspective)

4. What point of view is this story told from? How does the point of view influence how events are described? (first-person perspective)

5. How does the speaker's point of view change from one poem to the next? (poem)

6. How does the illustration help the reader better understand the poems? Why? (poem)

Name: _____ Date: _____

Discussion Recording Page

Target Task: Does Narcissus learn a lesson?

Gather evidence in the table below to show whether Narcissus has or has not learned a lesson. Then, craft a topic sentence that clearly answers the Target Task.

Narcissus has learned a lesson.	Narcissus has <u>not</u> learned a lesson.

Topic Sentence:

Name: _____

Date: _____

Today's reading was [Greek Myth Plays](#) pg. 21 – 25.

1. Who are the characters? Why would the author include all of the characters?

2. Why does the author include the Chorus? Give specific examples.

3. Why does the author include the stage directions? Give specific examples.

4. What clues does the author give to help a reader better understand the emotions of each character?

5. Compare and contrast the structural elements of drama with those of prose and verse.

Name: _____ Date: _____

Narrative Brainstorming Graphic Organizer

Point of View:

Setting:

Characters:

Climax:

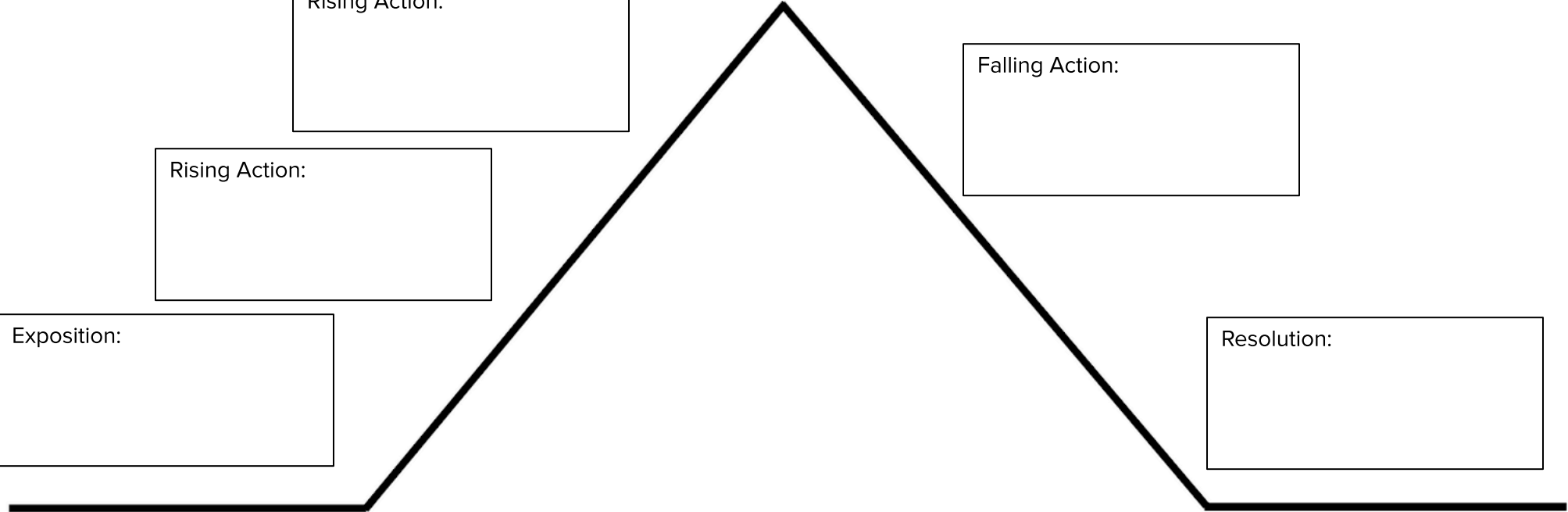
Rising Action:

Falling Action:

Rising Action:

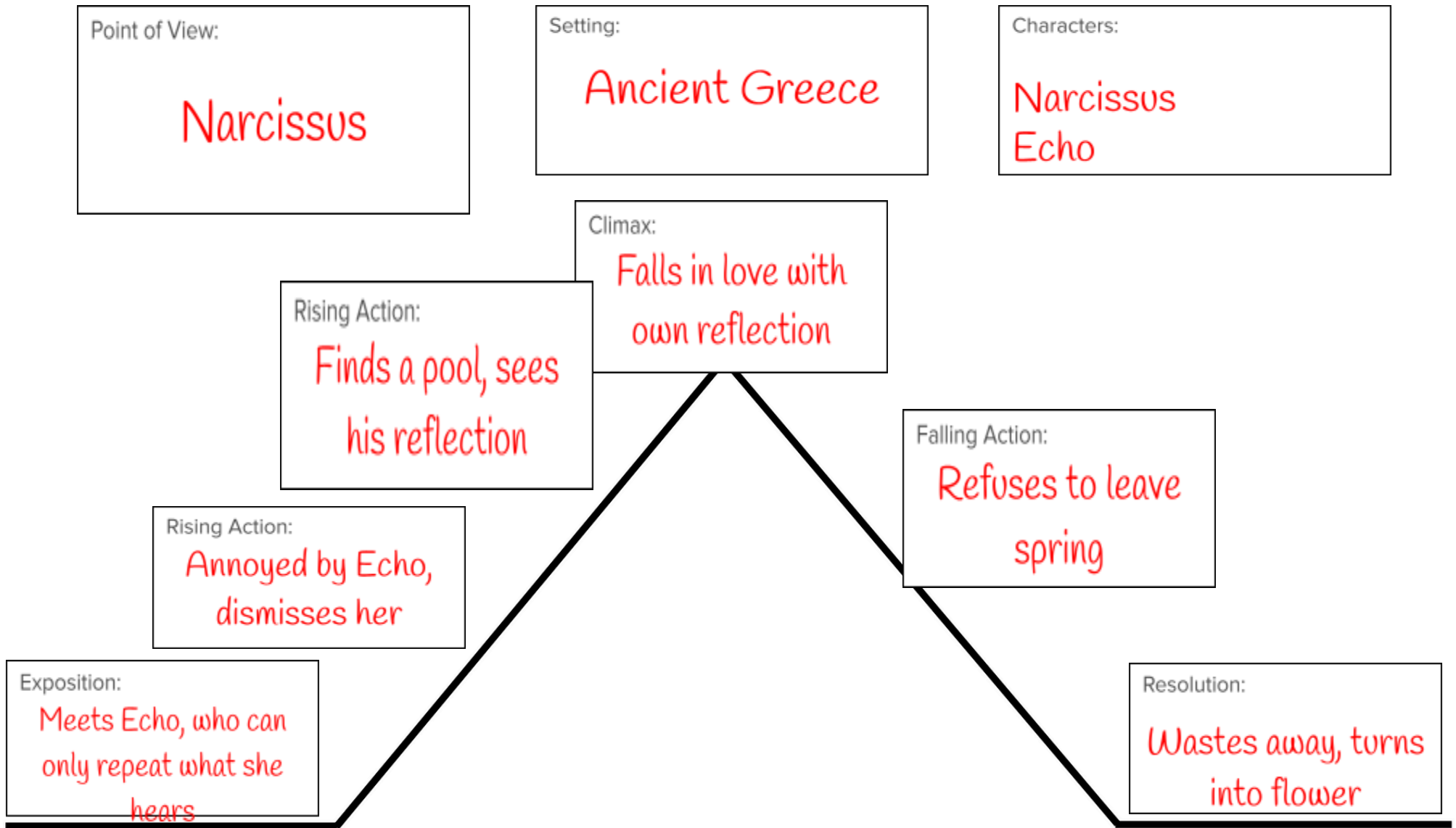
Exposition:

Resolution:



Name: _____ Date: _____

Narrative Brainstorming Graphic Organizer 3



Name: _____ Date: _____

Discussion Graphic Organizer

Target Task: Pick one of the following themes or topics. Analyze how the theme or topic is treated in each of the myths from the unit.

- **Good behavior is rewarded; bad behavior is punished**
- **No human being or god can escape fate**
- **Personal struggle and suffering**

Theme: _____

Myth	Evidence
Pandora's Box	
Arachne	
Echo and Narcissus	

Name: _____ Date: _____

Two Paragraph Outline

Topic: _____

Paragraph 1

Topic Sentence: _____

- Detail: _____
- Detail: _____
- Detail: _____

Concluding Sentence: _____

Paragraph 2

Topic Sentence: _____

- Detail: _____
- Detail: _____
- Detail: _____

Concluding Sentence: _____

Two Paragraph Outline

Opinion Statement: Greek myths should stay in the curriculum.

Paragraph 1

Topic Sentence: One lesson that several Greek myths teach kids is to not be too **conceited** or **self-centered**.

- Detail: harms relationships → Echo and Narcissus
- Detail: arrogance about abilities → Arachne
- Detail: kind + thoughtful → easier to make friends

Paragraph 2

Topic Sentence: Greek myths also teach that something good can come from a bad situation.

- Detail: kids see bad things every day → feels terrible
- Detail: Pandora's Box → good things can still happen
- Detail: stay hopeful → make world better

Conclusion: Even though Greek myths are thousands of years old, they still teach lessons that matter today. Students should keep reading these stories because they can learn ideas that help them make good choices in life. Keep Greek myths in the curriculum!

Name: _____ Date: _____

Two Paragraph Outline

Topic: _____

Paragraph 1

Topic Sentence: _____

- Detail: _____
- Detail: _____
- Detail: _____

Concluding Sentence: _____

Paragraph 2

Topic Sentence: _____

- Detail: _____
- Detail: _____
- Detail: _____

Concluding Sentence: _____

Two Paragraph Outline

Opinion Statement: Greek myths should stay in the curriculum.

Paragraph 1

Topic Sentence: One lesson that several Greek myths teach kids is to not be too **conceited** or **self-centered**.

- Detail: harms relationships → Echo and Narcissus
- Detail: arrogance about abilities → Arachne
- Detail: kind + thoughtful → easier to make friends

Paragraph 2

Topic Sentence: Greek myths also teach that something good can come from a bad situation.

- Detail: kids see bad things every day → feels terrible
- Detail: Pandora's Box → good things can still happen
- Detail: stay hopeful → make world better

Conclusion: Even though Greek myths are thousands of years old, they still teach lessons that matter today. Students should keep reading these stories because they can learn ideas that help them make good choices in life. Keep Greek myths in the curriculum!

Name: _____ Date: _____

Two Paragraph Outline

Topic: _____

Paragraph 1

Topic Sentence: _____

- Detail: _____
- Detail: _____
- Detail: _____

Concluding Sentence: _____

Paragraph 2

Topic Sentence: _____

- Detail: _____
- Detail: _____
- Detail: _____

Concluding Sentence: _____



Vocabulary

Word	Part of Speech	Definition
companion	n.	someone or something that you spend time with
conceited	adj.	to be full of yourself and your abilities
deceiving	adj.	causing someone to believe something that is not true
endure	v.	to put up with something difficult for a while
-ful	suffix	
in-	prefix	
inexcusable	adj.	something bad that cannot be accepted or explained
infatuation	n.	a foolish or strong love for someone or something
perished	v.	died or was destroyed
rage	n.	strong anger
resisted	v.	fought against

Word	Part of Speech	Definition
seldom	adv.	not often
sorrow	n.	a feeling of sadness or grief
temptation	n.	the desire or urge to do something
-tion	suffix	
vain	adj.	too proud of your own appearance or qualities



Unit Rubrics & Assessments

Narrative Writing Rubric

4th Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
---------------------------	---------------------------------------------------------------	-------------------------------------------------------------------------------	-------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------

Structure	Rubric Score	Notes
Event Sequence Includes all the key components of the narrative arc: exposition, rising action, climax, falling action, resolution; Uses paragraphs to manage the sequence of events by showing a new event or when a new character speaks	4 3 2 1	
Point of View Point of view is clear and consistent throughout the story; Clear understanding of the task's audience and purpose	4 3 2 1	
Setting Includes many details directly and indirectly to describe the place, time, and (if pertinent) the weather conditions of the story; Describes the setting using sensory details, descriptions of the characters' actions, dialogue, or physical appearance	4 3 2 1	
Paragraph Structure Consistently starts new paragraphs appropriately, including when a new event starts or when a new character is speaking	4 3 2 1	

Development	Rubric Score	Notes
Characters Includes one to two major characters; Develops the major character with multiple details and descriptions; Uses both direct and indirect description	4 3 2 1	
Plot Begins by introducing the characters, setting, and background information using sensory details; <u>May</u> begin with dialogue to hook the reader; Major characters experience and solve problems throughout the story; Ends with a resolution, which <u>may</u> include showing how the problem is solved or a lesson that shows how the main character changes or learns something	4 3 2 1	
Precise Words and Phrases Appropriately uses temporal words to help the events in the story unfold logically	4 3 2 1	
Dialogue Appropriately uses dialogue to advance the plot and establish a character's personality; Includes variety of dialogue tags that show how the characters are speaking	4 3 2 1	

Language	Rubric Score	Notes
Grammar Includes complete simple, compound, and complex sentences; Uses nouns correctly, including relative pronouns; Uses verbs correctly, including relative adverbs, the progressive form, and modal auxiliaries; Uses adjectives correctly, including ordering adjectives within sentences according to conventional patterns; Forms and uses prepositional phrases correctly	4 3 2 1	
Conventions Uses correct capitalization conventions; Uses correct punctuation conventions, including commas and quotation marks to mark direct speech and quotations from a text, commas before a coordinating conjunction in a compound sentence; Correctly uses frequently confused words, such as "to" and "too" and "there," "their," and "they're"	4 3 2 1	

Opinion Writing Rubric

4th Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
---------------------------	---------------------------------------------------------------	-------------------------------------------------------------------------------	-------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------

Structure	Rubric Score	Notes
Organizational Structure Ideas are grouped logically; Sections are ordered strategically; Includes introduction and conclusion sections; Uses third-person to state an opinion consistently	4 3 2 1	
Introduction Clearly states a topic and opinion based on facts and details; Introduction <u>may</u> use a lead that captures the reader's interest, such as posing a question or presenting interesting facts or details	4 3 2 1	
Conclusion Includes a concluding sentence or section that <u>may</u> ask a question or make a suggestion; Concluding sentence/section <u>may</u> begin with a transition word or phrase unique to conclusions (e.g. <i>In conclusion</i> , <i>finally</i>)	4 3 2 1	

Development	Rubric Score	Notes
Reasons Includes three to four facts and details to support opinion; Effectively chooses compelling reasons and orders most compelling reasons first	4 3 2 1	
Linking Words and Phrases Effectively and consistently uses linking words or phrases; Effectively and consistently uses linking words or phrases to connect opinion and reasons, or paragraphs	4 3 2 1	

Language	Rubric Score	Notes
Grammar Includes complete simple, compound, and complex sentences Uses nouns correctly, including relative pronouns Uses verbs correctly, including relative adverbs, the progressive form, and modal auxiliaries Uses adjectives correctly, including ordering adjectives within sentences according to conventional patterns Forms and uses prepositional phrases correctly	4 3 2 1	
Conventions Uses correct capitalization conventions Uses correct punctuation conventions, including commas and quotation marks to mark direct speech and quotations from a text, commas before a coordinating conjunction in a compound sentence Correctly uses frequently confused words, such as "to" and "too," and "there," "their," and "they're"	4 3 2 1	

Name: _____ Date: _____

Single Point Narrative Writing Rubric 1

4th Grade English Language Arts

	Areas for Growth What could I do to make my writing even stronger? How can I improve?	Criteria Expectations for my writing assignment:	Strengths What am I doing well already? What am I proud of?
Point of View		I use pronouns and words that match first-person point of view.	
Characters		I describe my characters by including their actions, thoughts, and feelings.	
Conflict		I include the conflict between the narrator and another character or themselves.	
Dialogue		I include dialogue that shows action, changes, and personality.	

Name: _____ Date: _____

Single Point Opinion Writing Rubric

4th Grade English Language Arts

	Areas for Growth What could I do to make my writing even stronger? How can I improve?	Criteria Expectations for my writing assignment:	Strengths What am I doing well already? What am I proud of?
Position		I write an opinion statement that clearly states my position.	
Development		I sequence supporting reasons in order of importance.	
		I elaborate on my reasons using explanation or background information.	
Structure		I write an introduction that clearly states my opinion and includes a question or facts.	
		I write a conclusion that summarizes the main ideas.	

Name: _____ Date: _____

Single Point Narrative Writing Rubric 2

4th Grade English Language Arts

	Areas for Growth What could I do to make my writing even stronger? How can I improve?	Criteria Expectations for my writing assignment:	Strengths What am I doing well already? What am I proud of?
Point of View		I use pronouns and words that match first-person point of view.	
Characters		I describe my characters by including their actions, thoughts, and feelings.	
Conflict		I include the conflict between the narrator and another character or themselves.	
Dialogue		I include dialogue that shows action, changes, and personality.	
		I use precise dialogue tags that convey ideas and develop characters.	
Conclusion		My conclusion provides a sense of closure.	

Name: _____ Date: _____

Editing Checklist 1

Language and Conventions Focus Area	✓
I use subordinating conjunctions to show cause-and-effect: <i>when, if</i>	
I use subordinating conjunctions to show contrast: <i>although, even though</i>	

My writing goal:

Name: _____ Date: _____

Editing Checklist 2

Language and Conventions Focus Area	✓
I use subordinating conjunctions to show cause-and-effect: <i>because, if, since, due to</i>	
I use subordinating conjunctions to show contrast: <i>although, whereas, even though, while</i>	
I include relative pronouns (<i>who, whose, which, that</i>) to add detail about nouns	

My writing goal:

Name: _____ Date: _____

Directions: Read "King Midas and the Golden Touch," then answer the questions that follow.

Text 1

King Midas and the Golden Touch

By Fishtank Learning

- 1 Long ago, in a land where the hills shimmered beneath the sun, there lived a king named Midas, who was the richest man on earth.
- 2 His palace sparkled, filled with golden goblets, shining crowns, and coins stacked like towers. But his heart always craved more.
- 3 No matter how much treasure he gathered, his desire for gold grew like a wildfire, consuming every corner of his thoughts.
- 4 One summer day, King Midas welcomed a weary traveler into his home. Unknown to him, this man was Dionysus, the god of wine and celebration, disguised in human form.
- 5 Pleased by the king's kindness, Dionysus revealed himself in a burst of vines. "Because you showed kindness to me, I shall grant you a single wish," said the god, his voice echoing like music on the breeze.
- 6 Midas answered without hesitation, his eyes gleaming. "I wish that everything I touch would turn to gold!"
- 7 "So be it," Dionysus replied. "Your wish will be granted." The god vanished into the wind.
- 8 In the morning, Midas reached for his blanket—and watched it transform into a sheet of gold before his eyes.
- 9 Laughing with glee, he wandered through his palace, turning everything he touched into gold: flowers stiffened like statues, doors gleamed like suns, and fountains froze in golden silence.
- 10 But when he sat to eat, his joy began to fade. His bread became inedible, as hard as stone, and his water turned into a gleaming puddle of metal.
- 11 Hunger twisted in his stomach, but far worse pain awaited. His daughter, Phoebe, came running into the room, her arms open in joy. One touch—and she turned into a lifeless statue of gold.
- 12 A cry tore from Midas's throat as he fell to his knees. His heart shattered, and in its place bloomed a terrible remorse—sharp, deep, and unbearable.
- 13 "Dionysus!" he called out into the heavens. "Please take this curse from me! I have made a dreadful mistake. No treasure is worth this pain!"

1. How does the point of view influence the way in which events are described?
 - a. An all-knowing narrator is telling the story, so readers get complete information about how each character responds to events.
 - b. Midas is telling the story, so readers only understand events from his perspective.
 - c. Dionysus is telling the story, so readers understand why the god grants the wish.
 - d. The story is told in first-person narration, so readers understand exactly what Midas is thinking.

2. What phrase or sentence from the story helps the reader understand the meaning of the word **remorse** as used in paragraph 12 of the story?
 - a. "...her arms open in joy." (paragraph 11)
 - b. "I have made a dreadful mistake." (paragraph 13)
 - c. "Dionysus!" he called out into the heavens." (paragraph 13)
 - d. "...sharp, deep, and unbearable." (paragraph 12)

3. What is a main theme of the story?
 - a. Money can't buy happiness.
 - b. Helping others will always make you rich.
 - c. The gods can solve all your problems.
 - d. Love triumphs over evil.

4. Which detail most belongs in a summary of the myth?
 - a. King Midas lives in a beautiful palace filled with golden goblets, crowns, and shining coins stacked like towers.
 - b. Dionysus appears in disguise as a weary traveler and reveals himself in a burst of vines after being treated kindly.
 - c. Midas's palace sparkles in the sunlight, and he spends hours walking through rooms filled with glittering treasure.
 - d. Dionysus grants King Midas a wish that everything he touches turns to gold.

Directions: Read the reverse poem "King Midas and His Daughter," then answer the questions that follow.

Text 2

King Midas and His Daughter By Fishtank Learning	
Poem 1 Golden girl, alas, my good father still dares to call me, who would never offer a gentle hand. What kind of man would for years not give a caress? I must confess I suffer much. Today— so needy so greedy— for one magic touch.	Poem 2 For one magic touch— so greedy, so needy— today, I suffer much. I must confess. What kind of man would for years not give a caress, who would never offer a gentle hand? Who still dares to call me "good father"? Alas, my girl! Golden.

5. What is the meaning of the word **caress** as used in Poem 1?
- a. a tight hug
 - b. a gentle and loving touch
 - c. a careful look
 - d. a quick escape from danger
6. From whose point of view is each version of the poem told?
- a. Poem 1 is told from King Midas's point of view, while Poem 2 is told from his daughter's point of view.
 - b. Poem 1 is told from the daughter's point of view, while Poem 2 is told from King Midas's point of view
 - c. Both poems are told from the point of view of a third person narrator.
 - d. Both poems are told from the point of view of King Midas.

7. How does the structure of the reverso poem affect the meaning of the text?
- a. The poem's structure shows the same ideas in reverse order, which helps the reader see how the speaker's feelings change depending on how the lines are read.
 - b. The poem's structure uses rhyme and repetition to create rhythm and show the speaker's feelings as the events unfold in order.
 - c. The poem's structure separates two different speakers, showing a conversation between a father and daughter.
 - d. The poem's structure repeats only the beginning and ending lines to emphasize that the story has a clear solution.

Directions: Read the drama "King Midas and the Golden Touch," then answer the questions that follow.

Text 3

King Midas and the Golden Touch

By Fishtank Learning

- 1 **Chorus 1:** Once there was a king named Midas. Like most kings, he was very wealthy.
- 2 **Chorus 2:** But Midas was not satisfied with his wealth. Like many kings, he wanted more wealth.
- 3 **Midas:** Gold, gold, wonderful gold!
 Whenever I see it, I never feel old.
 There's one special thing that will make me feel glad—
 That's to have the most gold a mortal's ever had!
- 4 **Chorus 1:** One day, some grape pickers found a satyr (*SAY-ter*) asleep in Midas's field.
- 5 **Chorus 2:** A satyr is half man and half goat, and this one was lying in the king's favorite flower bed near a stream.
- 6 **Grape Picker 1:** He's sound asleep. He won't budge!
- 7 **Grape Picker 2:** Well, we have to get him away from here or Midas might be mad!
 Hmmm...there must be something we can do.
- 8 **Midas:** Do about what?
- 9 **Grape Picker 1:** This satyr, your majesty. He's in your favorite flower bed.
- 10 **Midas:** That's no matter. Let him be. The poor creature must need his rest if he's sleeping so soundly.
- 11 **Chorus 1:** So the grape pickers left as the satyr slept on.

- 12 **Chorus 2:** Suddenly, Dionysus, the god of wine, appeared.
- 13 **Dionysus:** Well done, Midas!
- 14 **Midas:** (*Bowing*) Dionysus, what brings you to my vineyard?
- 15 **Dionysus:** I have seen the work of kindness you have bestowed upon my friend. For that you will be rewarded. What is your wish?
- 16 **Midas:** My wish?
I wish for gold, gold, wonderful gold!
Whenever I see it, I never feel old.
There's one special thing that will make me feel glad—
That's to have the most gold a mortal's ever had!
- I wish that everything I touch would turn to gold!
- 17 **Chorus 1 + 2:** Be careful what you wish for, Midas!
- 18 **Dionysus:** But you already have more gold than any mortal could ever need!
- 19 **Midas:** Ah, there can never be enough gold! May I have my wish?
- 20 **Dionysus:** If that is your wish, then it is granted. Now everything you touch will turn to gold.
- 21 **Chorus 1:** After Dionysus and the satyr had left, Midas ran through his gardens, testing his wish.
- 22 **Chorus 2:** As his feet ran on the grass, it turned to gold!
- 23 **Chorus 1:** He touched the swaying branches of his trees. The trees turned to gold!
- 24 **Midas:** Hee, hee! Hah, hah! Hoo, hoo!
- 25 **Chorus 2:** Midas was ecstatic. His servant entered, carrying a glass.
- 26 **Servant:** Your majesty, I have brought you a cool drink.
- 27 **Midas:** Wonderful. Thank you so much.
- 28 **Chorus 1:** As Midas put his hand on the servant's shoulder, the servant froze and turned to gold!
- 29 **Midas:** Oh my!
- 30 **Chorus 2:** In came Midas's dog, barking happily and nuzzling up to Midas. She, too, turned to gold!
- 31 **Midas:** Oh dear!
- 32 **Chorus 1:** Midas's wife entered with her arms extended to embrace Midas.

33	Midas: Stay back! Do not touch me!
34	Chorus 2: Whew! That was close! Oh, no! Here comes his child!
35	Child: Daddy, daddy!
36	Midas: No, my child. No!
37	Chorus 1: But it was too late. Midas's child embraced Midas and instantly turned to gold.
38	Midas: <i>(To the sky)</i> Oh, Dionysus! Rid me of this terrible wish!

8. How does the author use the structural elements of drama to retell what happens in "King Midas and the Golden Touch"? Include at least two specific examples.
 - a. The author uses stage directions to show what actions should be performed each spoken line.
 - b. The author includes lines from the Chorus to add music to the play.
 - c. The author includes character names to help the audience keep track of each character.
 - d. The author includes third person narration to help the audience understand how different characters feel.

9. Identify a theme of "King Midas and the Golden Touch." How do the structure and point of view of each version of the myth affect how readers understand that theme? Use examples from all three texts to support your answer.

Name: _____ Date: _____

Part One: Vocabulary

1. Which word is a synonym for the word **conceited**?
 - a. selfless
 - b. angry
 - c. arrogant
 - d. humble

2. Athena believed Arachne's behavior toward the gods was **inexcusable**.

What does the word **inexcusable** mean in this sentence?

- a. Easy to understand
 - b. Not wrong at all
 - c. Impossible to forgive or accept
 - d. Funny and entertaining

3. What does it mean if a person is full of **rage**?
 - a. They have a lot of strong anger.
 - b. They are filled with sadness.
 - c. They are relieved.
 - d. They have no hope.

4. At first, Pandora _____ opening the box.
 - a. resisted
 - b. seldom
 - c. perished
 - d. deceived

5. Pick two words from the list below. Use each in a sentence that shows an understanding of the word.

endure	temptation	sorrow	vain
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- _____

- _____

Student: _____	Examiner: _____	Date: _____
Words Read Correctly: _____	Errors: _____	

Excerpt from *Echo and Narcissus*

Narcissus came upon the spring one afternoon. Hunting all day had left him	13
tired and thirsty. He kneeled beside the spring to drink. What was this? He saw a	29
face in the water. It was his own face, but Narcissus did not realize that. It seemed	46
so lovely, so full of life. Narcissus fell in love with his own reflection. "Beautiful	61
person, speak to me. Tell me your name."	69
The image on the water moved its lips, but it did not speak. Narcissus tried to kiss it.	87
The image disappeared the moment his lips touched the spring.	97
Narcissus sighed. "Although you will not allow me to touch you, you cannot stop me	112
from looking at you."	116
Narcissus sat by the spring, day after day, staring at his own beautiful reflection.	130
He did not eat. He did not sleep. He grew weak and pale. His body wasted away.	147
He felt himself dying, but he could not tear himself away from the spring.	161
"Alas!" he cried to his reflection. "If only you could see how much I love you."	177
Saying that, he died. Echo repeated his last words over and over again.	190
"...how much I love you ... how much I love you ..."	202
The nymphs gathered to bury Narcissus. They could not find him. On the spot where	217
he lay they saw a flower growing-- a beautiful flower, like a golden trumpet	231
surrounded by yellow petals.	235

Kimmel, Eric A. *The McElderry Book of Greek Myths*. Margaret K. McElderry Books, 2008. Print. Page 22.

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The image on the water moved its lips, but it did not speak. Narcissus tried to kiss it. The image disappeared the moment his lips touched the spring.

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Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

<https://www.fishtanklearning.org/curriculum/ela/4th-grade/materials/>