

**Let's Express Our Understanding! Teaching Notes: BEFORE**



- Reread sections I and II of “The Story of Prometheus.”
- As you read, note words or phrases that are important to the text by highlighting words or phrases that reveal aspects of characters in one color and words or phrases that relate to key events in the text in another color.

**Suggested Pacing:** ~ 25 minutes

**Directions:**

- Divide the class into pairs using an established classroom routine.
- Ask students to follow the directions on the slide.

**Guiding Questions and Prompts:**

- If students are not highlighting words that they find to be important, provide guidance. Ask students:
  - “Which words reveal aspects of the characters?” Words such as forethought, intent, hastened, and boldly reveal aspects of Prometheus, and words such as punish, puny, tyrant, or distress to describe Jupiter.
  - “Which words in this paragraph relate to key events of the text?” Words or phrases such as wretched, idleness, amid, ignorant, set his heart, in spite of, savage, lurking, and foreboding relate to events of the text.

**Student Look-Fors:**

- Monitor the pairs as they are reading. Depending on student ability, consider reading section I aloud as students follow along and then have pairs read section II on their own.
- Ensure students are highlighting words on the text. If they are not highlighting words that they find to be important, provide additional guidance.
- If students are not identifying these words, provide the list of words on the board or some other display method and have students highlight these words in their text and explain in the margin why or how the words reveal aspects of a character or advance the plot.

## Let's Express Our Understanding! Teaching Notes: AFTER



- Reread sections I and II of “The Story of Prometheus.”
- Identify words and phrases that are important to the meaning of the text.
  - Highlight words and phrases that reveal aspects of characters in one color.
  - Highlight words and phrases that move the plot along in another color.

**Suggested Pacing:** ~ 18 minutes

### Directions:

- Divide the class into pairs using an established classroom routine.
- Purposefully pair together students with different language proficiency levels.
- Direct pairs to select a partner A and B.
- Establish norms for the partner work and explain that students will be held accountable for their learning by annotating their text.
- Ask pairs to quickly reread sections I and II of “The Story of Prometheus” by James Baldwin and take note of words and phrases that are important to the meaning of the text.
- As they reread, direct partner A to identify words and phrases that reveal aspects of character and partner B to identify words and phrases that move the plot along.
- If the pair agrees on the words and phrases identified by each partner, direct the pairs to highlight the words and phrases in different colors, one color for words and phrases that reveal aspects of characters and another color for words and phrases that move the plot along.

### Possible Supports During the Lesson:

- If students need support with the vocabulary of the text, give students access to the visual dictionary for “The Story of Prometheus” under the Additional Materials tab.
- As needed, provide students with access to the [audio recording](#). Section I is minutes 0:00 to 6:50. Section II is minutes 6:50 to 14:10.
- If students are not highlighting words similar to the Student Look-Fors:
  - Say: “A word reveals aspects of a character when it tells us how a character thinks, feels, or acts about another character, event, or idea. Look for words and phrases that describe Prometheus and words and phrases that describe Jupiter.”
  - Say: “Words and phrases that move the plot along are those that move a character to action. What makes Prometheus take action in this story? What makes Jupiter take action in this story?”
  - Display or project the list of words and phrases under the Student Look-Fors. Direct students to highlight these words in their text.

### Student Look-Fors:

- Students should highlight words and phrases which are important to the meaning of the text and signal the author’s tone.
  - Words and phrases which reveal aspects of characters: “forethought,” “intent,” “punish,” “puny,” “wretched,” “tyrant,” “distress,” “hastened.”
  - Words and phrases which move the plot along: “they would drive us out,” “it is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy!” “idleness,” “intent,” “set his heart,” “savage,” “lurking,” “in spite of,” and “foreboding.”

**Additional Supports for Diverse Learners**  
**Section 1 of Grade 8 Flowers for Algernon**  
**Text: “The Story of Prometheus” by James Baldwin**

Read the [Diverse Learners Guide](#) to understand the process for supporting students. Use this document to identify supports to use with individual or a small group of students in addition to whole-class instruction.

**BEFORE THE SECTION**

**Support for Foundational Skills**

- Use related supports from the [Supports Flow Chart](#).

**Support for Reading Fluency**

- Direct students to [practice reading aloud words and phrases](#) with a partner. Words and phrases for this text: “ignorant,” “intent,” “spite,” “distress,” “set his heart,” “idleness,” “boldly,” “tyrant,” “pith,” “dwelling,” “hastened,” “savage,” “lurking,” “reap,” “peer,” “forth,” “kinsfolk,” “puny,” “haste,” “blacksmith,” “forge,” “toiling,” “bidden,” “casket,” “gaunt,” “foreboding.”
- In advance of reading the text in class, give students the [audio recording](#) to listen to and follow along with the printed text several times. Ask students to respond to questions orally or in writing:
  - “What is this text about?”
  - “What happens in this text?”
  - “What questions do you have?”
  - “What does this text make you wonder about?”
- Engage students with the fluency task in the [appendix](#).

**Support for Knowledge Demands**

- Have students watch a [brief history of the Titans](#). Explain that while Roman and Greek mythology have similar stories, the names of characters are often changed. So, in this case, Jupiter (Roman) is the same as Zeus (Greek). Prometheus shares the same name in Roman and Greek mythology.

**DURING THE SECTION**

**Support for Knowledge Demands**

- With Lesson 1, have students watch the Let’s Set the Context! video, “[The Character of Prometheus](#)” and complete the associated handout.

**Support for Language**

- Teach the following words and phrases in this section. Use the protocol for explicitly teaching vocabulary and example/examples included in the [appendix](#).
  - “intent” and “set his heart”
  - “ignorant”
  - “spite”
  - “distress”

- Access the Language Links for Lessons 1 and 2 in the [appendix](#).
- Teach the following sentence. Use the protocol for teaching with mentor sentences and example included in the [appendix](#).
  - “Jupiter made up his mind to distress mankind first, and he thought of a plan for doing it in a very strange, roundabout way.”

**Support for Meaning**

- With Lesson 3, ask the text-dependent questions in the chart below. As students answer each question, ask them to identify the portion of the text they can use to figure out the answer.
  - **Scenario One: Students select a correct portion of the text.** Point out or ask them to point out specific evidence. Ask them to explain how that evidence supports the answer to the question.
  - **Scenario Two: Students select a correct portion of the text, but they can’t answer the question.** Ask them what is confusing about that section of text. Help them clear up any confusion (e.g., provide students with a quick definition of an unknown word or phrase or use the language supports in this document).
  - **Scenario Three: Students select a wrong portion of the text.** Ask them why they picked that portion to understand their thinking. As needed, point them to a correct portion of the text. Ask them to rephrase key statements from the text based on where they seem to have gaps in their understanding.

Question	Answer	Portion of the Text/Evidence
1. “What does Prometheus give to humans? Why?”	Prometheus gives fire to humans. He wants to see them thrive like in the days when Saturn was in charge. He’s tired of how the gods are treating them. He wants the world to be a better place.	<ul style="list-style-type: none"> <li>● Last sentence of paragraph 4</li> <li>● Paragraphs 5-6</li> <li>● Paragraphs 10-11</li> </ul>
2. “Why is Jupiter angry at Prometheus?”	Jupiter is angry because Prometheus gives fire to humans. Jupiter wants to keep humans poor and ignorant because he is fearful that if they get fire, they will take over control from the gods.	<ul style="list-style-type: none"> <li>● Paragraph 8</li> <li>● Paragraphs 16-19</li> <li>●</li> </ul>
3. “What does Jupiter do to punish Prometheus and mankind?”	Jupiter creates Pandora, who is beautiful and charming. He gives her a box that, when opened, will release fear and worry on humans, but he tells her it has many precious things inside. Athena warns Pandora	<ul style="list-style-type: none"> <li>● Paragraphs 20-25</li> <li>● Paragraphs 27-34</li> </ul>