

ELA: Grade 6, Lesson 13, Arachne

Lesson Focus: The role of conflict in the Greek Myth *Arachne*

Practice Focus: Students will focus on the conflict in *Arachne* to develop an understanding of how the story unfolds.

Objective: Students will use *Arachne* to explore the role of conflict.

Academic Vocabulary: origin myth, conflict, mortal, immortal, oxymoron, descendants, unabashed

TN Standards: 6.RL.KID.3, 6.RL.CS.5, 6.RL.KID.1

Teacher Materials:

- The Teacher Packet for ELA, Grade 6, Lesson 13
- Chart paper or white board

Student Materials:

- Paper, pen/pencil, surface to write on
- Student response to Lesson 12 independent practice
- The Student Packet for ELA, Grade 6, Lesson 13 which can be found on www.tn.gov/education

Teacher Delivery Notes

- Lessons 11-15 are a lesson set, so you will want to keep all of your materials for the lessons accessible. You may find you need to go back and show a reference chart, an independent practice example response, or other visual.
- There are several visuals used in today's lesson to provide students examples of how to organize their notes. If you are not casting your screen in a way that students can see it, you will want to prepare your own charts. Please refer to the teacher packet for examples.
- Because of the nature of the lesson, students will need more support during the guided practice, and there will need to be extra pause time for students to record their responses on their charts.
- This text has some Greek names and places. There are some phonetic spellings provided. You may want to Google the phrases to hear the pronunciations. Arachne [uh-rak-nee], Idmon [Ihd-min], Colophon [kol-uh-fon, -fuh n]
- In the text, the Greek goddess's name is spelled Athené. The accent mark on the 'e' indicates the sound is voiced. Most of us are used to seeing it spelled Athena. Since that's more familiar and gives us the correct pronunciation, I have used that spelling throughout the lessons.

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our 6th graders out there, though everyone is welcome to tune in. This lesson is the third in this week's series.</p> <p>My name is ____ and I'm a ____ grade teacher in Tennessee schools. I'm so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn't see our previous lessons, you can find them on www.tn.gov/education. You can still tune in to today's lesson if you haven't seen any of our others. But it might be</p>	

<p>more fun if you first go back and watch our other lessons, since today we'll be talking about things we learned previously.</p> <p>Today we will be learning about how the author uses conflict to build the story of Arachne! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none"> • Paper, pen/pencil, surface to write on • Student response to Lesson 12 independent practice • The Student Packet for ELA, Grade 6, Lesson 13 which can be found on www.tn.gov/education <p>Ok, let's begin!</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>
<p>Intro (6 min)</p> <p>In Lesson 12, we studied the elements of the myth, <i>Arachne</i>, and how they led to the resolution. [Show slide L13-A or chart you made for Lesson 12 to use a visual.] Let's review those elements:</p> <ul style="list-style-type: none"> • Exposition-the author reveals the main characters and setting • Conflict- a struggle between the main character and someone or something else; first introduced in the exposition • Rising action-development of the conflict; events that lead to the climax • Climax- turning point of the conflict; usually the most exciting part of the story • Resolution-describes the results of the climax and ties together loose ends of the story <p>In our last time together we identified episodes in our text for each of those elements and discussed how the episode moved the plot towards the resolution. For your independent activity, [Show slide L13-B or visual you made for Lesson 12.] you chose one episode and wrote a paragraph about the importance of that episode in the overall plot in moving toward resolution.</p> <p>Take a minute to reread what you wrote. [Pause.] I'm going to read an example to you. I want you to listen for how the student explains the episode's role in moving to the resolution.</p> <p>In the myth <i>Arachne</i> written by Jean Lang, we see the building tension between Arachne and Athena. After Arachne loses the battle, she and her descendants are</p>	<p>Students prepare to follow the gradual-release trajectory, understanding that they will be doing more listening at first and more "doing" toward the end of the lesson.</p> <p>Students will reread their own writing.</p>

<p>punished by living their lives as spiders. While there are several important episodes leading to the end of the story, I believe the most important episode is when Athena warns Arachne to be careful of her pride. When Arachne ignores the warning, we see a mix of confidence (to challenge a goddess) and fear (heart beating and cheeks changing colors) when Athena reveals herself. This episode leads to the resolution because there is a chance for Arachne to back down from her boasting. When she doesn't, it is clear that there will be a contest.</p> <p>When I read this example, I heard that Arachne had the chance to back down from the competition, but she didn't. Had she backed down, we would not have seen a conflict or a need for a resolution. I also noticed that this student used text evidence to support that Arachne felt fear. This student cited "heart beating" and "cheeks changing colors". Look again at your response and circle any text evidence that you included. [Pause.]</p> <p>To organize your notes today, let's create a three column chart. Label the columns Episode, What is the Conflict? and Outcome. Here's an example. [Show slide L13-C or create your own chart and refer to this visual as you talk through this model.]</p> <p>Today, our goal is to look a little deeper to understand how the author resolved the conflict in this text. We will begin with me showing you what that looks like, and then there will be time for you to practice on your own with my support. Finally, I will assign you independent work that you can complete after the video ends.</p>	<p>Students will create their own three column chart with "Episode, What is the conflict? and Outcome.</p>
<p>Teacher Model/Read-Aloud (11 min)</p> <p>In this lesson, you will analyze how a scene fits into the overall development of the text's plot by examining how the author resolves the conflict between characters. We read the myth in the first lesson of this series, so let's review a little about what we learned:</p> <p>Our text is the Greek origin myth, <i>Arachne</i>. Remember, the purpose of an origin myth is to explain how something came into being. What does the myth <i>Arachne</i> explain? [Pause.] That's right! Spiders! The myth explains how spiders came into being.</p>	<p>Students will answer or write as directed in response to prompts and questions.</p>

This story has been told and retold over hundreds, well, probably thousands, of years! But the version we read was written by Jean Lang.

In this myth, Arachne is described as a very talented weaver of tapestries. She was so talented, in fact, that she thought she was a better weaver than Athena, the goddess of all craftsmen and artists. Athena disguised herself and tried to warn Arachne against being too ambitious, but Arachne didn't listen. In fact, she boasted even more! Once Athena revealed herself to the crowd, everyone bowed to Athena, except Arachne. She challenged Athena to a weaving contest, and Athena took the challenge! They were both so good that the crowd couldn't tell who was the better weaver. That made Athena so angry that she lost her temper and ripped Arachne's tapestry to shreds. Arachne finally realized that she was no match for a goddess and felt ashamed. Athena punished Arachne by turning her into a spider. Athena also cursed all of Arachne's descendants with the same punishment. Remember, descendants are all of Arachne's children, grandchildren, and so on.

In this story, the major conflict is between Athena and Arachne. As a result of the conflict, Arachne is transformed into a spider.

Let's also review what we know about conflict. Conflict is the major problem between the main character of the story and someONE or someTHING else. It drives the plot forward. Without a compelling conflict, the reader would likely lose interest. The conflict gives characters a reason to act and change. The conflict in our text is between Arachne, a mortal, and Athena, an immortal.

Let's take a look at those words--mortal and immortal. [Show slide L13-D or create your own chart and refer to this visual as you talk through this model.] We can use the parts of the words to determine their meaning. We'll start with *mortal*. The root word is *mort* which means *death* and the suffix *-al* means *having the character of*. By putting the parts together, we can define *mortal* as *one who will experience death*. Now, let's look at immortal. The prefix *im-* means not or the opposite of. If mortal means one who will experience death, and we add the prefix *im-* what does immortal mean? [Pause.] That's right! Immortal is one who will never experience death. So, that helps us understand that the

Students follow the teacher's review of the story.

Students follow the teacher's review of conflict.

Students follow the teacher's direct instruction for *mortal* and *immortal*.

<p>conflict between Arachne and Athena really isn't a fair fight, is it?</p> <p>Our question for today is <i>How does the author develop conflict between characters?</i> [Show slide L13-E or create your own chart and refer to this visual as you talk through this model.] We will pay particular attention to how the author uses actions, thoughts, and words of the characters to create and resolve the conflict. Authors use these details to develop the conflict between the characters. So, today it's all about characters and conflict!</p> <p>To answer the question, we'll follow these three steps:</p> <ul style="list-style-type: none"> • Review the text, noting major conflicts between the characters. • Reread the final scene of the text, asking, "How does this conflict end? What are the results?" • Ask, "How do these results impact the characters?" <p>Make sure you have your graphic organizer set up so you are ready to take notes. Let's get started!</p> <p>Step 1: Review the text, noting the major conflicts between the characters. You'll see I've put the text on my chart so that you can read along with me. [Show slide L13-F or your own chart and refer to this visual as you talk through this model.] You can put Episode 1 on your chart since you won't have time to write down all of the text.</p> <p>Listen as I read our first section of the text: "I have spoken truth," she said. "Not woman, nor goddess, can weave like me. I am ready to abide by what I have said, and if I did boast, by my boast I stand. If you will agree, great goddess, to try your skill against mine and you win, I will gladly pay the price.</p> <p>So, I need to ask, "What is the major problem here that causes conflict between the characters?" [Pause.] Well, the major problem is that Arachne believes she is a more talented weaver than Athena. The conflict comes because Athena does not have the same opinion, right? Let's add that to our chart. [Pause and show slide L13-G. You may want to reread the response in the Conflict column as you show the visual.]</p>	<p>Students got their graphic organizer created earlier for the assignment.</p> <p>Students follow along</p> <p>Students listen/follow along as the teacher reads the first section of the text.</p> <p>Student records the conflict in episode 1.</p>
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<p>Let's read another section of the text. Label it on your chart as Episode 2. [Show slide L13-H or create your own chart and refer to this visual as you talk through this model.]</p> <p>"It was impossible to choose between the work of the goddess and the girl."</p> <p>Hmm... So, what is the major problem? [Pause.] Because even though it starts with them competing, it changes a bit here. Well, first, the crowd could not choose who was the best weaver. So, Arachne is embarrassed because she could not prove she is the best. It's also a problem for Athena because her weaving does not show that she is superior to Arachne...and she's a goddess! [Pause.] On your chart, record your answer in the <i>What is the conflict?</i> column. [Pause and show slide L13-I. You may want to reread the response in the Conflict column.] Great job!</p> <p>Now, let's reread the final scene of the text, asking how does this conflict end? What are the results? Label this one Episode 3 on your chart. [Pause and show slide L13-J or your own chart and refer to this visual as you talk through this model.]</p> <p>Arachne, shamed to the dust, knew that life for her was no longer worth living. She had aspired, in the pride of her splendid genius, to compete with a god, and knew now that such a contest can never be won.</p> <p>Athena looked at her and smiled with icy kindness. "Oh guilty and shameless Arachne! For evermore you and your descendants will live and weave as you did today so that men will never forget the punishment of those dare to rival a god."</p> <p>Even as Athena spoke, Arachne's fair form dried up and withered. Her straight limbs grew grey and crooked and wiry, and her smooth white arms were no more. Eight legs sprouted and her body shrank.</p> <p>How is the conflict resolved? [Pause. Show slide L13-K or your own chart and refer to this visual as you talk through this model.] First, Athena loses her temper and ends the contest by destroying Arachne's tapestry. Then, Athena turns Arachne into a spider. Add your response to your chart. [Pause.]</p>	<p>Student records the conflict in episode 2.</p> <p>Student records the conflict in episode 3.</p> <p>Student listens/follows along as the teacher reads Episode 3.</p> <p>Students respond orally to the teacher's question.</p>
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<p>There are a couple of interesting phrases in this section that I'd like for us to talk about. What does the phrase "shamed to the dust" mean? [Pause.] That's right. When a person is shamed, that means that they are embarrassed of their actions. By adding the part about dust, the author is showing just how low Arachne feels. She feels she is worthless, just as most people see dust as being worthless. This is why Arachne feels life is no longer worth living. Before the contest, we read this about how Arachne was feeling: <i>"Athena is here," she said, and the crowd fell on their knees before her, humbly adoring. Arachne alone was unabashed.</i> Remember that word unabashed? What does it mean? [Pause.] Right! As soon as Athena revealed herself to the people, everyone fell on their knees...everyone except Arachne. <i>Unabashed</i> means without embarrassment or shame. How does that compare to "shamed to dust" that she now feels? [Pause.] I agree, she's fallen a long way from where she started!</p> <p>We also read that Athena looked at Arachne with "icy kindness" as she told her what her punishment would be. What do you think about that phrase "icy kindness"? [Pause.] This is an example of a specific kind of figurative language--an oxymoron. An oxymoron is two words that appear to have opposite meanings put together to create an effect. Icy and kindness are not words that we would usually think of together. Why do you think the author did that? [Pause.] That's what I was thinking, too. By saying that Athena looked at her with icy kindness, the author makes it clear that Athena is not really going to be kind. She can speak in a kind way because she's feeling like she's back in her position of superiority, but what she will say will be hurtful to Arachne, not kind.</p>	<p>Students respond orally to the teacher's question.</p> <p>Students respond orally to the teacher's question.</p> <p>Students respond orally to the teacher's question.</p>
<p>Guided Practice (7 min)</p> <p>We can now take our notes and determine how the conflict from each episode affected the characters--Arachne and Athena. You will complete the Outcome column as we discuss.</p> <p>In Episode 1, what is the outcome of Arachne's challenge to Athena? [Pause.] For Arachne, she now has to follow through with her boasting and challenge Athena to a weaving contest.</p>	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence.</p> <p>Students respond orally to the teacher's questions in this section about episode 1.</p>

<p>She really put it all on the line, didn't she? [Pause.] For Athena, she has to take Arachne's challenge because other mortals are watching.</p> <p>What might the people watching think if Athena did not agree to the contest? [Pause.] Absolutely! They might have thought she was afraid that she couldn't beat Arachne. Take a minute to record your answers. I'll share what I wrote, but you can respond first in your own words. Just make sure you list an outcome for both Arachne and Athena. [Show slide L13-L.]</p> <p>Here is my response. For Arachne- She now has to follow through with her boasting and challenge Athena to a weaving contest.</p> <p>For Athena-She has to take Arachne's challenge because other mortals are watching.</p> <p>Let's look at Episode 2 when the crowd couldn't see that either Arachne or Athena was winning because they each were weaving such amazing tapestries. So, what is the outcome for Arachne and Athena? Write down your response on your chart. [Longer pause, then show slide L13-M.]</p> <p>Did your answer look something like this? For Arachne-She hasn't lived up to her boasting of being better than Athena. And for Athena-she gets angrier and angrier which causes her to rip Arachne's tapestry to shreds and end the contest.</p> <p>Athena's action puts an end to the conflict.</p> <p>So, let's see how that affects both of the characters in the resolution. Episode 3. Let's think about the consequences for Arachne [Pause.]</p> <p>It's pretty obvious what the immediate consequence is for Arachne. She goes from being a beautiful young girl to a spider! Not only that, all of her descendants will be spiders, and they will work all the time weaving webs. It's a harsh punishment! Does Athena come out of this with any consequences? Write down your answer. [Longer pause and then show slide L13-N.] Yes, she has consequences, too! All of the people who watched the contest saw that she was not a better weaver than Arachne. She didn't win the contest. She just stopped it...a little less like a goddess and more like a</p>	<p>Students write their response to the teacher prompt for Episode 1.</p> <p>Students write their response to the teacher prompt for Episode 2.</p> <p>Students compare their answers to the answer the teacher shares.</p> <p>Students record the consequences for Arachne and Athena in the resolution- Episode 3.</p> <p>Student thinks about response to the question "Does Athena come out with any consequences?"</p>
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<p>three-year old! She didn't lose the contest, but she likely lost the respect of the people watching. Of course, they probably didn't express that for fear of being turned into a spider or some other creature!</p> <p>In this lesson, you have learned to analyze how a scene fits into the overall plot by examining how the author resolves the conflict between characters. Great work today!</p>	
<p><u>Independent Work</u> (1 min)</p> <p>We have examined the story, written journals, and analyzed episodes to determine the different parts of a plot. Today, we had the chance to dig deeper into the conflict between Arachne and Athena.</p> <p>[Show slide L13-O.] For your independent assignment, use your notes from today's lesson to write a paragraph in response to the prompt below:</p> <p>Imagine you were one of spectators of the face-off between Arachne and Athena. Would you have supported your fellow mortal Arachne or the goddess Athena in the competition and why? Support your response with specific text evidence. Here are some suggestions below to get you thinking:</p> <ul style="list-style-type: none"> • Consider the personality traits for both Athena and Arachne. • Consider the consequences for cheering for either person. • Is there an ultimate "victor" from the conflict? If so, who won? 	<p>Students will complete the independent practice to be prepared for the deep dive into Arachne and Athena in lesson 14.</p>
<p><u>Closing</u> (1 min)</p> <p>I enjoyed working on analyzing the conflict between Arachne and Athena in <i>Arachne</i> with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</p>	