

# Into the Burning Sun

The classic Greek myth of Icarus and Daedalus

## About the Story

**Lexile:** 910L (captions)

For qualitative complexity factors, go to Scope Online.

## Learning Objective:

to analyze the theme of a classic myth and compare it with the ideas in a poem

## Key Skills:

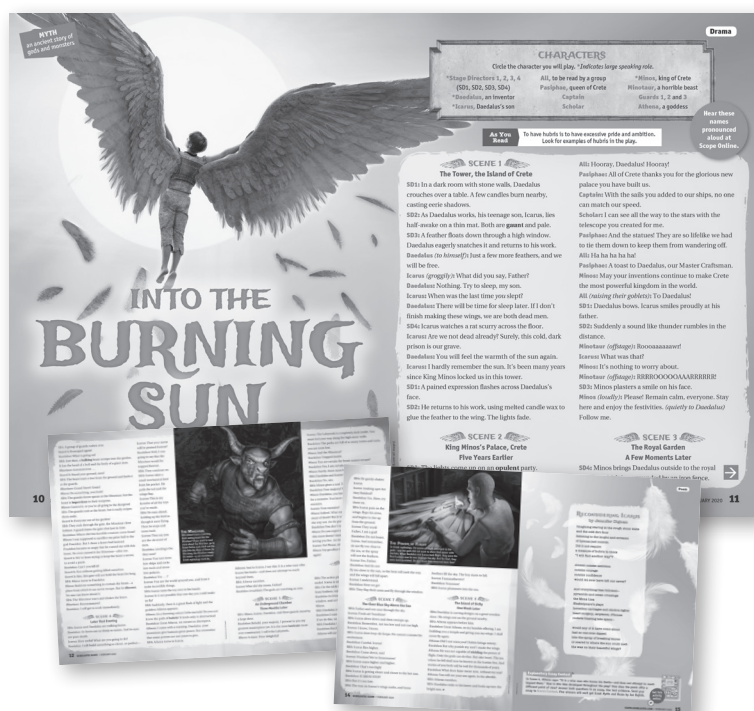
text structure, structure, character, characterization, theme

## Essential Questions:

- How do a culture's myths reflect its values?
- What is the price of ambition?
- What is the relationship between risk and progress?

## Standards:

The texts and lesson support these Common Core anchor standards: **R.1, R.2, R.3, R.5, R.9, R.10, W.1, W.2, SL.1, SL.2, L.4, L.6.** For more standards information—including TEKS—go to Scope Online.



## Your Teaching Support Package

Find your full suite of materials at [scope.scholastic.com](https://scope.scholastic.com).

### Audio:

- Vocabulary
- Poem
- Pronunciation Guide for character names

**Literature Connections:** Ideas for connecting to curricular texts

**Recommended pairings from the Scope Archives:**

- *Into the Maze of Doom*
- *Frankenstein*

### Skill Builders to print or project:

- Vocabulary
- Preparing to Write: The Myth of Icarus
- Close Reading and Critical Thinking
- Quiz\*
- **Core Skills Workout: Mood\***
- **Literary Elements:** Theme Anticipation Guide, Genre Exploration
- Analyzing Poetry
- Contest Entry Form
- \* Available on two levels

# Step-by-Step Lesson Plan

## Close Reading, Critical Thinking, Skill Building

### 1 Preparing to Read

#### Do-Now: Theme Anticipation Guide

(3 minutes, activity sheet online)

Project the **Theme Anticipation Guide**. As students enter the classroom, have them write down whether they agree or disagree with each statement. Then ask volunteers to explain their responses.

#### Preview vocabulary.

(7 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Words: *discreet, gaunt, hubris, hulking, impervious, incur, intricate, opulent, wielding*

#### Listen to the character names.

(3 minutes)

Listen to the **Pronunciation Guide** to the character names. It is structured as a call and response, so your students can chime in.

### 2 Reading and Discussing

(45 minutes, activity sheet online)

- Read aloud the As You Read box on page 11.
- Assign parts and read the play as a class. Finish by reading the image captions.  
*TIP: If you have more students than parts, break students into groups to each produce a scene. And/or enlist students without speaking parts to produce sound effects, props, and backdrops.*
- Discuss the following close-reading questions in groups.

#### Close-Reading Questions

**In the chronology of the story, when do the events of Scene 1 take place? Why might the playwright have chosen to start**

**the play this way?** (text structure) *In terms of chronology, the events in Scene 1 take place near the end of the story. The playwright likely begins this way to build suspense and give clues about the story and the characters. We learn, for example, that a father and son are trapped in a prison and are planning an escape. We also learn that King Minos put them there, so when we meet Minos in the next scene, we are suspicious of him.*

#### **In Scene 4, Icarus has a mechanical toy**

#### **bird. What is the significance of this toy?**

(structure) *The toy is significant to the story because it foreshadows Icarus's doomed flight. It also shows that he is fascinated by the idea of flying.*

#### **To be reckless is to do something without thinking or caring about the possible**

#### **negative consequences of your action. In**

**what way is Icarus reckless?** (character) *Icarus is reckless when he takes flight because he lets himself be carried away by the thrill and ignores the obvious danger of flying so close to the sun.*

#### **How are the gods portrayed in the story?**

(characterization) *The gods are portrayed as demanding, vengeful, commanding, and powerful—but also as compassionate. Poseidon is demanding when he requires Minos to sacrifice his prize bull, and he is vengeful and powerful when he punishes Minos by sending him the Minotaur. Athena is commanding and asserts her authority when she issues Daedalus and Icarus a strict warning not to attempt to wield the powers of the gods, but she also shows compassion by warning them; had Daedalus and Icarus listened, Icarus would have lived. Athena also shows compassion when she offers comfort to Daedalus in the final scene.*

- Reconvene as a class to discuss the following critical-thinking questions.

### Critical-Thinking Questions

**Based on what happens to Icarus, what big idea or message do you think the myth conveys?** *Answers will vary but could be similar to one of the following: We should not attempt more than we can achieve; humility is admirable; humans should respect their natural limits and not try to take on the role of gods; we shouldn't let emotion cloud our reason; we should listen to our parents.*

**Answer the question in the caption on page 14: Do you think Daedalus and Icarus deserved their fate?** *Some students may say that no, they did not deserve their fate because they were being unfairly held prisoner by an evil king. Other students may say that the pair did deserve their fate because Athena issued them a clear warning and they ignored it.*

**A tyrant is a ruler who has complete power and who uses that power in a way that is cruel and unfair. On page 13, Daedalus calls Minos a tyrant. Is this a fair description?**

*Answers will vary, but students will likely say yes. Minos imprisons Daedalus and Icarus even though they have committed no crime.*

## 3 Read the Poem

(30 minutes, activity sheet online)

- Play the read-aloud at Scope Online while students follow along in their magazines.
- Have students work in groups or as a class to complete the **Analyzing Poetry** activity.
- Return to the Anticipation Guide. Have students consider the statements from different points of view: the poem's speaker; characters in the play; characters they've encountered in novels or pop culture, such as Tony Stark; or figures from history.

## 4 Skill Building: Theme

(15 minutes, activity sheet online)

Have students complete **Preparing to Write: The Myth of Icarus**. This theme activity will prepare them to respond to the writing prompt on page 15. *For alternate culminating tasks, see the box below.*

# Differentiate and Customize

### For Struggling Readers

Do you think Icarus deserved what happened to him? Explain why or why not in a well-organized paragraph.

### For Advanced Readers

Choose one statement from the Theme Anticipation Guide. Write an essay from the point of view of Athena, Icarus, Daedalus, Minos, or the speaker of the poem that explains why you either agree or disagree with the statement.

### For Actors

As a group, rehearse and then perform *Scope's* play *Into the Maze of Doom*, which tells the story of what happens on Crete after Daedalus and Icarus escape.

### For Debaters

Choose a statement from the Anticipation Guide.

Cast students as characters from the play, the poem's speaker, and any other relevant characters they've "met" this year. Have students debate the statement in character.