

Gods Versus Giants

A Norse mythology adventure that your students will love

About the Story

Lexile: 1000L (captions)

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to draw a conclusion about a character and support that conclusion with text evidence

Key Skills:

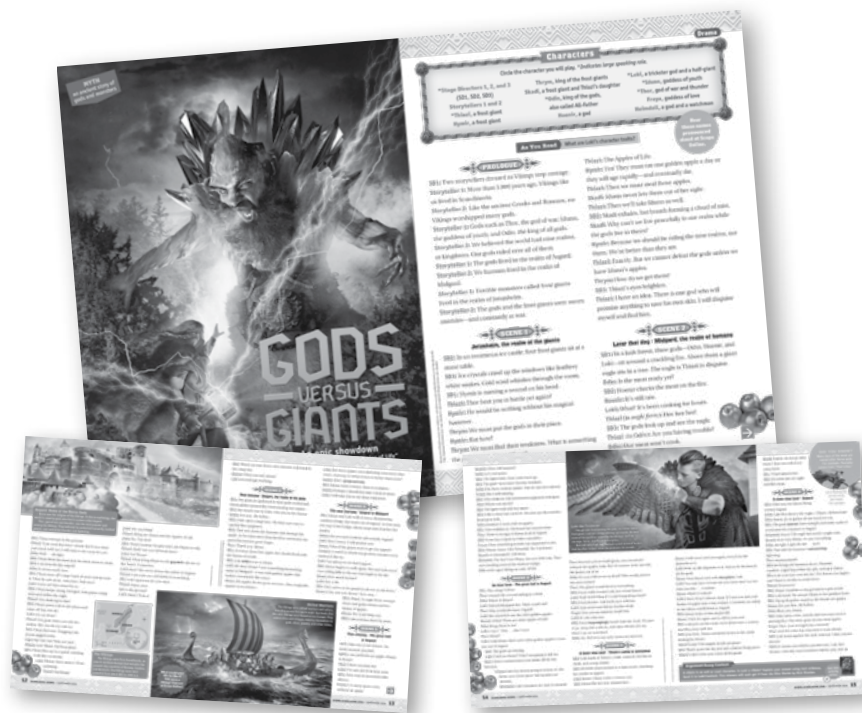
setting, character, inference, character's motivation, text evidence, interpreting text, text structure

Essential Questions:

- Who deserves our loyalty?
- What is a villain?
- What can we learn from mythology?

Standards:

The texts and lesson support these Common Core anchor standards: **R.1, R.3, R.4, R.5, R.6, R.7, 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.

Slideshow: Into the World of the Vikings

Audio:

- Vocabulary
- Pronunciation Guide

Literature Connections: Ideas for connecting to curricular texts

Story: A Day in the Life of a 12-Year-Old Viking Boy

Skill Builders to print or project:

- Vocabulary
- Pronunciation Guide
- Close Reading and Critical Thinking
- Preparing to Write: Is Loki a Villain?
- Quiz*
- **Core Skills Workout:** Mood*
- **Literary Elements:** Theme Anticipation Guide, Character Thinking Tool
- 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 come in, have them write down whether they agree or disagree with each statement. Then ask volunteers to briefly explain their responses.

Build background knowledge.

(10 minutes, activity sheet online)

- As a class, view the slideshow **Into the World of the Vikings**. This will build important background knowledge about the Vikings and Norse mythology.
- Direct students to study the images and captions in the play.

Preview vocabulary and tricky names.

(7 minutes, activity sheet online)

- Project or distribute the **Vocabulary Words and Definitions**. Words: *begrudgingly, deception, gnarled, muster, preposterous, sidles, summoning*
- Project the **Pronunciation Guide** to the challenging character and place names. Then play the audio to hear the names pronounced aloud. Leave the guide up for students to refer to as they read.

2 Reading and Discussing

(30 minutes, activity sheet online)

- Read aloud the As You Read box on page 11.
- Assign parts and read the play as a class.
- Discuss the following questions in groups.

Close-Reading Questions

Describe the atmosphere inside the giants' castle in Scene 1. What details create this atmosphere? (setting) *It is very cold inside*

the castle. Details that create this atmosphere are the ice crystals on the windows, the cold wind whistling through the room, and Skadi's breath creating a cloud of mist.

In Scene 1, how are Skadi's feelings about the gods different from her father's?

(character) *Skadi's father, Thiazi, wants to overthrow the gods. Skadi thinks the gods and the giants can live peacefully in their separate realms.*

In Scene 2, who can you infer cursed the gods' meat? How do you know? (inference)

You can infer from Thiazi's "Hee hee hee"—and the fact that Thiazi knows the meat has been cursed and is able to remove the curse—that Thiazi is the one who cursed the meat.

In Scene 2, why does Thiazi eat so much of the gods' meat? (inference, character's motivation)

Thiazi is provoking Loki to attack him so that he'll have an excuse to grab Loki; that way, Thiazi will have a chance to make a deal with Loki in private. You can assume this is all part of the idea that Thiazi mentions at the end of Scene 1.

In Scene 6, Heimdall says, "Loki's loyalties are only to himself!" What evidence in the play supports this statement? (text evidence)

In the play, Loki carries out two plans: one to have Idunn kidnapped by Thiazi, and the other to bring her back. In both cases, Loki is acting to save himself, first from Thiazi and then from the gods.

At the end of the play, Odin tells Loki, "One day your treachery will be your end." What does he mean? (interpreting text)

Odin means that if Loki is loyal to no one, no one

will be loyal to him. If he keeps doing things that harm others, he'll end up with a lot of people who want to kill him and no one to help him.

How is the role of the Storytellers in the play different from that of the Stage Directors?

(text structure) *The Storytellers provide background information. The Stage Directors describe the action on the stage as it happens.*

Critical-Thinking Questions

When Thiazi dies at the end of the story, is he getting what he deserves?

Answers will vary. Some students might say that Thiazi does deserve to die because his plan to steal Idunn's apples nearly killed the gods. Others might say that Thiazi was only fighting for his people and did not deserve what happened to him.

Does this story have a moral, or a lesson that can be learned from reading it? If so, what is it?

Answers will vary. Some students might say that the story does not have a moral

but simply illustrates the struggle between the gods and the giants. Other students might say the story does have a moral. They might say, for

example, that Thiazi's death shows that trying to battle the gods is fruitless or that Loki's actions show it's possible to correct bad choices that you make.

In mythology, a hero is typically a brave, selfless character who saves the

day. Based on this definition,

does this story have a hero? Explain.

Answers will vary. Some students might say that the story has no hero; others might say that Loki is the hero because he saves the day.

Day in the Life

Go to Scope Online for a fascinating story describing a typical day in the life of a 12-year-old Viking boy.

Includes discussion questions.

3 Skill Building and Writing

(15 minutes, activity sheet online)

Have students complete the featured skill activity **Preparing to Write: Is Loki a Villain?**

This character activity will prepare students to respond to the argument essay prompt at the bottom of page 15. *For alternate culminating tasks, see the box below.*

Differentiate and Customize

For Struggling Readers

In a well-organized paragraph, describe Loki's character. Use details from the play to support your ideas.

For Advanced Readers

Write an essay in which you explain whether you think Loki is the villain in *Gods Versus Giants*. Begin by defining what a villain is and describing two examples of villains from other stories. Compare Loki with these villains. Be sure to use text evidence.

For Fiction Writers

Write a letter from Loki to Odin explaining Loki's point of view on what happened in the play and whether Loki thinks he deserves to be punished.

For Historians

A caption on page 15 notes that many days of the week are named after Norse gods. Research other ways the Vikings influenced or contributed to the world. Present your research in a slideshow, video, or poster.