

Olympians Rising

A thrilling play based on the Greek myth
of the Olympians' defeat of the Titans

About the Story

Lexile® Measure 980L (captions only)
*For qualitative complexity factors, go to
Scope Online.*

Learning Objective: to analyze
the theme of a classic myth

Featured Skill: theme

**Additional skills covered in this
lesson plan:** mood, key ideas and
details, inference, foreshadowing

Essential Questions:

- Does fate control our lives?
- What makes someone a hero?
- What can we learn about a society
from its stories and myths?

Standards:

The article and its suite of support
materials support these Common Core
Anchor Standards: R.1, R.2, R.3, R.4,
R.5, W.2, SL.1, L.4, L.5, L.6

For more standards information—
including TEKS—go to Scope Online.



Your Teaching Package

Find your full suite of support materials at scope.scholastic.com.

Audio:

- Text-to-speech
- Vocabulary
- Pronunciation Guide

Video:

- “Into the World of Greek
Mythology”

Connected readings from the Scope archives:

- Pandora’s Box
- Gods Versus Giants
- The Doomed Quest
- Into the Burning Sun
- Hunting a Snake-Headed
Monster
- Prince Setna and the Book of
Magic

Activities to print, project, or share digitally:

- Do Now: Theme Anticipation
Guide
- Vocabulary: Definitions and
Practice
- Close-Reading and Critical-
Thinking Questions
- Featured Skill: Theme
- Genre Explorations
- Choice Board
- Lesson Plan Slide Deck
- Quiz*

*Available on two levels

Step-by-Step Lesson Plan

1. Prepare to Read (15 minutes)

Do Now: Theme Anticipation Guide (5 minutes)

- Project the **Theme Anticipation Guide** on your whiteboard or share the Google Form version with each student (both available in your Resources tab). Have students decide whether they agree or disagree with each statement, then discuss. After reading the play, ask students to share whether any of their answers have changed and, if so, why. You could also have them complete the Theme Anticipation Guide as one of the characters.

Watch the Video (10 minutes)

- Watch the **Into the World of Greek Mythology** video.

Preview Vocabulary (10 minutes)

- Project the Google Slides version of **Vocabulary Definitions and Practice** on your whiteboard. Review the definitions and complete the activity as a class. Highlighted words: *cower, destiny, fate, impulsive, labyrinth, prophecy, trident, yield*. Audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Optionally, print the PDF version or share the slideshow link directly to your LMS and have students preview the words and complete the activity independently before class.

2. Read and Discuss (55 minutes)

- Invite a volunteer to read the As You Read box on page 21 or at the top of the digital story page.
- Assign parts and read the play aloud as a class.
- Divide students into groups to discuss the following **Close-Reading and Critical-Thinking** questions, which are also located in the Resources tab.

Close-Reading Questions

(25 minutes)

The following questions can be shared in printable or interactive form.

- 1. Describe the mood of Scene 1. Which details help create this mood?** (mood) *The mood is dark, intense, frightening, etc. Details that help create the mood include the phrase “dark and stormy night,” the steep cliff and waves crashing on jagged rocks, Rhea’s crying, and the looming threat of Zeus’s father’s wrath.*
- 2. Why did Rhea take Zeus away from Cronus?** (key ideas and details) *Cronus believed his father had cursed him and that his children would one day turn against him. He ate Zeus’s brothers and sisters so they could not threaten his power. Rhea took Zeus away from Cronus because she did not want Zeus to meet the same fate as his siblings.*
- 3. In Scene 4, Rhea tells Zeus, “Repeat your father’s mistakes, and the cycle of suffering will never end.” What does she mean by this and why does she choose this moment to give Zeus this warning?** (inference) *Cronus, Zeus’s father, killed Uranus, Zeus’s grandfather. As he was dying, Uranus placed a curse on Cronus: “Your children will one day turn against you, just as you have turned against me.” Zeus has just expressed that he wants to take revenge against Cronus for eating Zeus’s siblings, which is why Rhea chooses this moment to warn Zeus against killing his father. If Zeus were to take revenge against Cronus, he would be repeating his father’s mistakes. The curse would likely continue to the next generation, with Zeus’s future children turning against him and killing him. “The cycle of suffering” would continue indefinitely. It is up to Zeus to put an end to the cycle by not letting his anger overcome him.*
- 4. In Scene 5, Cronus’s subjects “cower before him” as he stuffs his face with a lavish feast. What can you infer about how his subjects view him from this line?** (inference) *You can infer that Cronus’s subjects greatly fear him. They feel small and inferior in his presence.*
- 5. In Scene 6, sun shines through the windows and SD2 says, “Zeus looks kingly in the bright light.” How does this description foreshadow what is to come?** (foreshadowing) *These lines foreshadow that Zeus will emerge as a leader and become king of the Olympians, as he is described in the character box. At the beginning of the play, Amalthea says of Zeus, “it is his fate to one day overthrow Cronus and restore peace to our land.” And Zeus does exactly that. He begins by freeing his siblings from Cronus’s stomach and then leads them in a battle against Cronus. Cronus is defeated and Zeus banishes him to the Elysian Fields. After this, peace is restored.*

6. In Scene 8, Zeus hears Amalthea in his mind, saying, “Showing kindness to those weaker than you takes a different kind of strength.” How does this moment connect to an earlier moment in the play? Why does Zeus think about these words in Scene 8? (inference) In Scene 8, Zeus is remembering what Amalthea said to him in Scene 2, when he was showing off by carrying a sheep that did not enjoy being carried. Zeus thinks of Amalthea’s words in Scene 8 because he is at an important crossroads, where he can either defeat Cronus (who is in a position of weakness) or show mercy and kindness. He is realizing how what Amalthea said in regards to the sheep applies to his current situation.
- As a class, discuss the following questions.

Critical-Thinking Questions

(10 minutes)

The following questions can be shared in printable or interactive form.

1. Do you agree with Zeus’s decision at the end of the play to spare Cronus? Why or why not? Answers will vary. Students who agree may say that at the very beginning of the play, Amalthea teaches Zeus how “showing kindness to those weaker than you takes a different kind of strength.” By sparing Cronus, Zeus is putting this lesson into action. Additionally, if he had killed Cronus, he would be repeating his father’s mistakes, taking a risk that the cycle of suffering would continue. Those who disagree may say that Cronus’s actions—eating his own children, treating his subjects with cruelty, and starting a war—are unforgivable.
2. Does the epilogue change your opinion of Zeus? Why or why not? Answers will vary. Students may say that the epilogue changes their opinion of Zeus because the peace that Zeus created was impermanent. He shows maturity in Scene 8 when he decides to spare Cronus, even stating, “I will not become like him.” Thus, it may be disappointing to learn that Zeus, like his father, started a war. It seems doubtful that Zeus truly learned the lessons about strength, kindness, and forgiveness that he appeared to have mastered. Other students may say that their opinion of Zeus is unchanged because starting a new war does not take away from the fact that he saved his siblings, ended the first war, and defeated the evil Cronus.
3. Do you believe that fate controls our lives? Responses will vary.

3. Write About It: Theme (45 minutes)

- Have students complete the **Featured Skill Activity: Theme**. This activity will prepare them to respond to the writing prompt on page 24 in the printed magazine and at the bottom of the digital story page:

Who do you think is the hero of the play: Zeus, Rhea, Amalthea, or the Cyclopes? Answer this question in a short paragraph. Support your ideas with details from the play.

- Alternatively, have students choose a task from the **Choice Board**, a menu of culminating tasks. (Our Choice Board options include the writing prompt from the magazine, differentiated versions of the writing prompt, and additional creative ways for students to demonstrate their understanding of a story or article.)

Connected readings from the Scope archives—other read-aloud plays based on ancient myths:

- [Pandora's Box](#)
- [Gods Versus Giants](#)
- [The Doomed Quest](#)
- [Into the Burning Sun](#)
- [Hunting a Snake-Headed Monster](#)
- [Prince Setna and the Book of Magic](#)