



McCreary County Schools

TEACHER EXPECTATIONS PAGE

Non-Traditional Instructional Day # 1

School:	McCreary Central High School	Date:	
Teacher's Name	Core Content Area	Grade Level	
	English	9	

Name of Lesson:

The Art of Storytelling

Essential Questions Is Storytelling an Art?

Core Content Objectives for Lesson	
C.C.R. RI. 9-10 1	CCR. W. 9-10. 10
C.C.R. RI. 9-10 2	
C.C.R. RI. 9-10 3	

Describe assignments & list any textbook / workbook pages that will accompany it:

Campbell, Joseph. The Hero with a Thousand Faces.  
The Art of Storytelling Response Sheet

What is your primary objective for this lesson:

I can determine a central idea of a text and analyze its development over the course of the text.

## The Art of Story Telling

Whether you have too many ideas or you don't know where to begin, these storytelling tips will help you outline the framework for an unforgettable screenplay or novel.

While all stories include some level of conflict, the arguably best stories all seem to include components of what Joseph Campbell calls the Hero's Journey. If you are not familiar with this storytelling formula, begin to brainstorm as you review its basic components:

1. The protagonist is living an ordinary life with some level of tension, dissatisfaction, or indecision.
2. A person or event pressures the protagonist to step outside his comfort zone.
3. The protagonist ignores or refuses the temptation due to fear of the unknown.
4. Someone arrives to help the protagonist find courage.
5. The protagonist steps outside his comfort zone.
6. The protagonist meets enemies and allies.
7. The protagonist and his allies prepare to conquer the challenge ahead.
8. The protagonist meets death or his greatest fear but is "reborn" a new man.
9. The protagonist celebrates and receives a reward after conquering his fear or death, but there is still fear the reward may be lost.
10. With urgency, the protagonist flees danger to bring his reward safely home.
11. The climax: The protagonist faces a final sacrifice in another moment of death and rebirth but this time on a more profound level that completely resolves the initial

tension of the story.

12. The protagonist finally returns home or continues his journey with some form of his reward that has the power to transform the world, just as the protagonist has been transformed.

If you recall the most famous and inspiring movies, they all conform to Campbell's 12 step formula: Star Wars, Braveheart, Gladiator, The Lord of the Rings, even Harry Potter. Play with different protagonists and plots to create your own masterpiece. While many famous films have followed the above storytelling tips, there are many stories left untold. Famous protagonists and heroes are almost exclusively white males. It is your turn to change the story. Create a protagonist that is female or one of many underused cultural or ethnic backgrounds. Similarly, brainstorm unexplored settings, or geographic barriers that have yet to be explored. Pair unlikely characters in unlikely places. Let your imagination run wild.

In order to make the story engaging and memorable, you need to write about experiences, people, landscapes, and lifestyles that you know. This does not mean you need to write about modern-day suburbia. Tap into the sensory and emotional details of your memories. While you have most likely forgotten a significant portion of your life, there is a reason you remember certain moments. Every memory is a record of a time when you were completely aware and present in that moment. What keeps you fully present during an experience is a strong sensory or emotional impression. Write down your strongest memories and the sensory or emotional details that made them so unforgettable.

Depending on your level of comfort and enthusiasm, feel free to write down more than one memory for each category. Once you have the basic memory written down, label it as sensory or emotional. Fill in details about the memory that stuck out to you. Was it the physical or emotional component that left such a lasting impression? The reasons these memories stick with you are the same reasons your scenes will stick with an audience.

To draft your story, apply the Hero's Journey formula to an unlikely protagonist and unexplored circumstances. Then draft specific characters' internal and external realities using details from your own sensory and emotional memory. Good luck!

#### SOURCE

Campbell, Joseph. *The Hero with a Thousand Faces*. 1st edition, Bollingen Foundation, 1949. 2nd edition, Princeton University Press. 3rd edition, New World Library, 2008.

Name: \_\_\_\_\_

### The Art of Story Telling

1. Name one story or movie that follows one or more pieces of advice from this text. Be specific.

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2. What are the author's three main points of advice?

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3. According to the text, who is an unlikely protagonist? Be specific.

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4. What information, if included, would make this text more helpful?

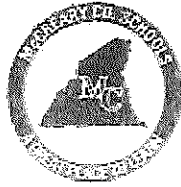
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Appendix C



McCreary County Schools

TEACHER EXPECTATIONS PAGE

Non-Traditional Instructional Day # 2

School:	McCreary Central High School	Date:	
Teacher's Name		Core Content Area	Grade Level
		English	9

Name of Lesson:

Johnny Appleseed

Essential Questions How are apples like humans?

Core Content Objectives for Lesson	
C.C.R. RI. 9-10. 5	

Describe assignments & list any textbook / workbook pages that will accompany it:

Johnny Appleseed Handout / Response Sheet

What is your primary objective for this lesson:

I can determine the author's purpose in a text.  
I can determine the meaning of words used in a text.

Name: \_\_\_\_\_

**DIRECTIONS:** *As you read, answer the questions on a lined piece of paper:*

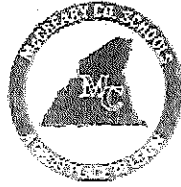
1. How are humans and apples similar? Cite evidence.
2. What argument is the author making in the final sentence of the text by using the word “ploy”?
3. What is the author’s purpose in writing this piece?
4. What inference can you make about Johnny Appleseed’s main motivation?

### **JOHNNY APPLESEED**

In the early 1800s, John Chapman, otherwise known as Johnny Appleseed, was an eccentric businessman who realized that if he could do the difficult work of planting orchards, he could make a profit when frontiersman arrived. Chapman traveled from Pennsylvania to Illinois, just ahead of settlers, planting orchards that he would sell. Like his Disney image, Chapman really did tote a bag full of apple seeds. However, most of his apples were NOT sweet and delicious. The apples that Chapman planted were completely distinct from the apples available today.

Apples we eat today are clones of each other. Unlike other vegetables that grow from seed, apple seeds are like human “seeds”; Every single one is unique. The only way to make two of the same apples (or humans) is to “graft” or clone them. Chapman knew about grafting, but until Prohibition, apples did not need to be edible as they were used for making alcohol. Apple cider was a safe alternative to water, which could be full of dangerous bacteria.

During Prohibition, apple farmers were forced to graft the few apples that actually tasted good. “An apple a day keeps the doctor away” was a marketing ploy used to persuade shoppers to pay for apples!



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Non-Traditional Instructional Day # 3

School:	<u>McCreary Central High School</u>	Date:	
Teacher's Name		Core Content Area	Grade Level
		<u>English</u>	<u>9</u>

Name of Lesson:

Imperialism

Essential Questions Why do many African countries suffer from conflict?

Core Content Objectives for Lesson	
<u>C.C.R. R.I. 9-10.4</u>	
<u>C.C.R. R.I. 9-10.6</u>	

Describe assignments & list any textbook / workbook pages that will accompany it:

Imperialism Handout and Response Sheet.

What is your primary objective for this lesson:

I can determine the meaning of words as they are used in a text.



Name: \_\_\_\_\_

**DIRECTIONS:** *As you read, answer the questions on a lined piece of paper:*

1. According to the text, why do many African countries suffer from conflict?
2. Make an inference as to why European leaders did not include African leaders when they divided up countries?
3. Use context clues to determine the meaning of “domination”.
4. How could Africa have been “divided up” in a way that prevented conflict?

### **IMPERIALISM**

Did you ever wonder why citizens of African countries often speak English, French or Portuguese in addition to their native languages? Have you wondered how the borders were drawn between these countries? Modern-day African borders were created by European imperialists. Imperialism is when one country takes control over another country through political and economic domination. In the case of Africa, leaders of 14 European countries joined at the Berlin Conference in 1884-1885 to literally divide up the entire continent of Africa amongst themselves. All they cared about was making money from Africa’s raw materials. They gave no thought to the opinions of African citizens and leaders. They gave no thought to how ethnic, cultural and linguistic groups were already distributed and organized across the continent. At this time, Africans were divided into hundreds of different ethnic, religious and political groups. Some lived in large empires made of millions of city-dwelling citizens. Others were hunter-gatherers or herders in small, isolated villages. When Europeans divided Africa into random pieces, they disrupted well-established empires, while forcing foreign groups to join together. The political corruption, genocide and mass poverty in Africa can be traced back to these unnatural and disruptive unions and separations.



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Non-Traditional Instructional Day # 4

School:	<u>McCreary Central High School</u>	Date:	
Teacher's Name		Core Content Area	Grade Level
		<u>English</u>	<u>9</u>

Name of Lesson:

Brain Plasticity

Essential Questions Does our brains grow and change as we acquire new information?

Core Content Objectives for Lesson	
<u>C.C.R. R.I. 9-10-1</u>	
<u>C.C.R. R.I. 9-10-3</u>	

Describe assignments & list any textbook / workbook pages that will accompany it:

Brain Plasticity and Response Sheet Handout

What is your primary objective for this lesson:

I can read, comprehend, and respond to informational texts independently and proficiently.

Name: \_\_\_\_\_

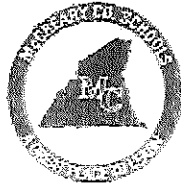
**DIRECTIONS:** *As you read, answer the questions on a lined piece of paper:*

1. Who will most directly benefit from new findings on brain plasticity? Explain.
2. How will new research on brain plasticity change the way Doctor's treat patients who are paralyzed?
3. According to the text, what is one activity you can do to "grow" your brain?
4. Why is it easier for a child to learn a new language than it is for an adult?

### **BRAIN PLASTICITY**

Brain plasticity means that the brain is always changing and growing as it learns new information. The reason babies can learn thousands of skills in several months is because their brains are constantly changing and growing. Brains do not just store information; The information needs to be ready for use at a moment's notice. Whenever a person learns a new skill, like a foreign language or how to read a map, their brain grows new connections. Scientists have always known that babies' brains grow connections the fastest. This is why it is much easier for a child to learn a new language or sport than it is for an adult.

However, doctors have discovered that even though adults are done growing, adults' brains can still grown and change quickly too (though not as quickly as a child's brain). This means that adults who have suffered brain damage can retrain their brains to learn a new skill. A person who has lost the ability to walk or speak can relearn the skill using a different or new part of the brain. The part of the brain typically used for sound can be used for speech. The area of the brain that typically controls hand movement can suddenly control the leg. Healthy parts of the brain can form new connections to take over skills formerly controlled by injured parts of the brain. The brain's ability to change and strengthen new neural pathways is called brain plasticity.



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Non-Traditional Instructional Day # 5

School:	<u>McCreary Central High School</u>	Date:	
Teacher's Name		Core Content Area	Grade Level
		<u>English</u>	<u>9</u>

Name of Lesson:

Rosalind Franklin

Essential Questions Who discovered the structure of DNA?

Core Content Objectives for Lesson	
<u>C.C.R. R.I. 9-10 1</u>	

Describe assignments & list any textbook / workbook pages that will accompany it:

Rosalind Franklin excerpt and response sheet

What is your primary objective for this lesson:

I can read closely to determine what the text says and make logical inferences when writing to support conclusions drawn from text

Name: \_\_\_\_\_

**DIRECTIONS:** As you read, answer the questions on a lined piece of paper:

→ Author's Attitude

1. What is the author's tone? Cite specific evidence?
2. How would the world be different if Franklin had not been "robbed of credit for a major discovery"?
3. Characterize Wilkins. Cite specific evidence.
4. What can you infer from the first sentence of the text (about events not described in the text)?

### ROSALIND FRANKLIN

The story of Rosalind Franklin is one of the most well known examples of a female scientist being robbed of credit for a major discovery. Rosalind Franklin used x-rays to take a picture of DNA to try to determine DNA structure.

She and Maurice Wilkins worked on separate projects in the same lab. Meanwhile, James Watson and Francis Crick were also trying to determine the structure of DNA. When they spoke to Wilkins, he went behind her back and showed them Franklin's image of DNA without her permission or knowledge.

Using Rosalind Franklin's photo, Watson, Crick, and Wilkins figured out the correct structure of DNA, which they published in the journal, *Nature*, in April 1953. Franklin also published an article in the same issue, providing more detailed information on DNA's structure.

Franklin's image of the DNA molecule was the reason Watson, Crick, and Wilkins were able to determine the structure of DNA. Despite this and the fact that Franklin published more detailed observations about the structure of DNA, only the men received a Nobel Prize for their work.



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Non-Traditional Instructional Day # 6

School:	<u>McCreary Central High School</u>	Date:	
Teacher's Name		Core Content Area	Grade Level
		<u>English</u>	<u>9</u>

Name of Lesson:

The Teddy Bear

Essential Questions Why are toy bears called "Teddy" bears?

Core Content Objectives for Lesson	
<u>C.C.R. R.I. 9-10 1</u>	

Describe assignments & list any textbook / workbook pages that will accompany it:

The Teddy Bear excerpt and Response Sheet.

What is your primary objective for this lesson:

I can read closely to determine what the text says, make logical inferences, and write a written response to support my conclusions drawn from the text.

Name: \_\_\_\_\_

**DIRECTIONS:** *As you read, answer the questions on a lined piece of paper:*

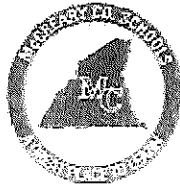
1. According to the text, what three events led up to stuffed bears being called Teddy Bears?
2. Characterize Roosevelt and support your claim with the strongest evidence.
3. What point is the author trying to make by placing parenthesis around “they didn’t mention that the bear was killed by the guides”?
4. What do the actions of the hunt guides show about their relationship with Roosevelt?

### **THE TEDDY BEAR**

Why are toy bears called “Teddy” bears? They are named after President Theodore Roosevelt! President Roosevelt went on a hunting trip in 1902. Since Roosevelt didn’t find a single bear, his bear hunt would be a failure! The hunt guides tracked down an old black bear, tied it to a tree, and called for the President. Here was a bear for Roosevelt to finally shoot! But Roosevelt refused to shoot the bear because he thought it was not sportsmanlike or fair.

However, since it was injured and suffering, Roosevelt ordered that the bear be put down to end its pain. This story appeared in newspapers across the country, and a cartoon showing how President Roosevelt refused to shoot the bear became famous (they didn’t mention that the bear was killed by the guides).

A New York candy shop owner started selling the toy bears his wife made. He asked President Roosevelt for permission to call them "Teddy's Bears". The bears became instantly popular and the candy storeowner started selling factory-made teddy bears across the country. Before 1903, no one wanted a scary bear as a toy. Everyone thought Teddy Bears would lose popularity when a new President took office but Teddy Bears have been the number one stuffed animal ever since!



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Non-Traditional Instructional Day # 7

School:	<u>McCreary Central High School</u>	Date:	
Teacher's Name		Core Content Area	<u>English</u>
		Grade Level	<u>9</u>

Name of Lesson:

Language and Ideas

Essential Questions Do children need to have words for numbers in order to think about numbers?

Core Content Objectives for Lesson	
<u>C.C.R. R.I 9-10 4</u>	
<u>C.C.R. R.I 9-10 5</u>	

Describe assignments & list any textbook / workbook pages that will accompany it:

Language and Ideas handout + Response Sheet.

What is your primary objective for this lesson:

I can determine the meaning of words used in a text  
I can analyze and respond/infer to cultural experiences  
reflected in a work of literature.



Name: \_\_\_\_\_

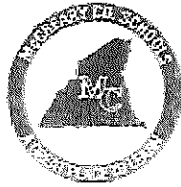
**DIRECTIONS:** *As you read, answer the questions on a lined piece of paper:*

1. Answer the author's question: "Do children need to have words for numbers in order to think about numbers?" Be specific.
2. Would the author agree or disagree that some languages are inferior to others? Be specific.
3. What is the author's purpose? Be specific.
4. Using context clues, infer the meaning of the word "primitive."

### **LANGUAGE AND IDEAS**

Everyone knows that languages are different, but how different are they? Some languages have only a few words for numbers, and can count up to two or three. That is because in some societies, they do not need to know many numbers. Some languages have only a few words for colors. Some people use this to argue that certain language or people are primitive or inferior. Do children need to have words for numbers in order to think about numbers? It turns out that they do not.

How is this possible? While some cultures only have several words for colors, the English language has only one word for "love". Some languages have 14 words for the idea of love. In English, we use the same word to say we love chocolate cake, soccer, McDonald's French Fries, our best friend and our family. While we use the same word, odds are that our thoughts about your grandma are different than our thoughts about potato chips! The "primitive" Inuit, or Eskimos, still live as self-sufficiently as our ancient ancestors did, making their own shelters, weapons and food supply. They have over 100 words for snow and ice. While "modern" Americans just have just one word for "love" and "snow" we can contemplate and discuss hundreds of forms of love and snow.



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Non-Traditional Instructional Day # 8

School:	McCreary Central High School	Date:	
Teacher's Name		Core Content Area	Grade Level
	English		9

Name of Lesson:

How Memory Works

Essential Questions why do you remember some things forever and forget other things in hours or days?  
Core Content Objectives for Lesson

C.C.R. RI. 9-10.1	

Describe assignments & list any textbook / workbook pages that will accompany it:

How Memory Works Handout and Response Sheet

What is your primary objective for this lesson:

I can identify the author's purpose from a text.  
I can identify the main idea from a text.

Name: \_\_\_\_\_

**DIRECTIONS:** As you read, answer the questions on a lined piece of paper:

1. What is the author's purpose? Be specific.
2. In 10 words or less, what is the main idea of this passage?
3. According to the text, describe two study strategies you could use to remember more information.
4. Why does remembering things that cause a strong emotional response help humans survive? Be specific.

### **HOW MEMORY WORKS**

Why do you remember some things forever and forget other things in several hours or days? It all has to do with evolution and survival. Your emotions show your brain what is important. Then your brain remembers and stores what is important to it. Feelings - like intense anger, fear and love - tell your brain that something is happening that is worth remembering. In the past, it was important for humans to remember and avoid poisonous foods or unsafe water sources. The same is true in terms of feeling pain and subsequent fear in the presence of unsafe environmental conditions. On the other end of the emotional spectrum, experiencing intense love in someone's presence causes you to remember them and build familial ties vital to the survival of the human species. The stronger the emotions connected to an experience, the stronger the memory will be. This is why it is easier to remember hundreds of song lyrics than it is to remember one boring fact from a textbook. Usually, when you get very caught up in a "page-turning" novel, it is because you are so invested in the story that it triggers an emotional response. If you have an emotional interest in a person, object or idea then you *will* remember it. Test the theory by turning your study guide into lyrics to the tune of your favorite song, or drawing a funny picture on every flash card.

Appendix C



McCreary County Schools

TEACHER EXPECTATIONS PAGE

Non-Traditional Instructional Day # 9

School:	<u>McCreary Central High School</u>	Date:	
Teacher's Name		Core Content Area	
		<u>English</u>	
			<u>9</u>

Name of Lesson:

Three Types of Friendship

Essential Questions Now would you define a perfect friendship?

Core Content Objectives for Lesson	

Describe assignments & list any textbook / workbook pages that will accompany it:

Excerpt: "Three Types of Friendship" - From Nicomachean Ethics by Aristotle and Response Sheet

What is your primary objective for this lesson:

I Can read and reflect on the Types of Friendship by Aristotle in order to establish categories of friendships.

“Three Types of Friendship” — Excerpt from The Nicomachean Ethics

by Aristotle: Roughly 340 BCE

Aristotle (385 BCE – 322 BCE) was an ancient Greek philosopher and scientist. Some of Aristotle’s best-known works on ethics can be found in his book *Nicomachean Ethics*, which was published in approximately 340 BCE. In this excerpt from his book, Aristotle defines three types of friendship.

**As you read, takes notes on what differentiates the three types of friendship that Aristotle outlines.**



“Friendship” by Lionel Fernandez Roca is licensed under CC BY-NC-ND 2.0.

[1]Those who suppose that there is only one kind of friendship, because it admits of degrees, go upon insufficient grounds. Things that differ in kind may also differ in degree...

Perhaps these difficulties will be cleared up if we first ascertain what is the nature of the lovable. For it seems that we do not love anything, but only the lovable, and that the lovable is either good or pleasant or useful. But useful would appear to mean that which helps us get something good, or some pleasure: so that the good and the pleasant only would be loved as ends.

Now, do men love what is good, or what is good for themselves? for there is sometimes a discrepancy between these two.

The same question may be asked about the pleasant. Q1

[...]

[5]The kinds of friendship accordingly are three, being equal in number to the motives of love; for any one of these may be the basis of a mutual affection of which each is aware.

Now, those who love one another wish each other’s good in respect of that which is the motive of their love. Those, therefore, whose love for one another is based on the useful, do not love each other for what they are, but only in so far as each gets some good from the other.

It is the same also with those whose affection is based on pleasure; people care for a wit, for instance, not for what he is, but as the source of pleasure to themselves.

Those, then, whose love is based on the useful care for each other on the ground of their own good, and those whose love is based on pleasure care for each other on the ground of what is pleasant to themselves, each loving the other, not as being what he is, but as useful or pleasant.

These friendships, then, are “accidental;” for the object of affection is loved, not as being the person or character that he is, but as the source of some good or some pleasure. Friendships of this kind, therefore, are easily dissolved, as the persons do not continue unchanged; for if they cease to be pleasant or useful to one another, their love ceases. But the useful is nothing permanent, but varies from time to time. On the disappearance, therefore, of that which was the motive of their friendship, the friendship itself is dissolved, since it existed solely with a view to that.

[...]

[10]The friendship of young men is thought to be based on pleasure; for young men live by impulse, and, for the most part, pursue what is pleasant to themselves and what is immediately present. But the things in which they take pleasure change as they advance in years. They are quick to make friendships, therefore,

and quick to drop them; for their friendship changes as the object which pleases them changes; and pleasure of this kind is liable to rapid alteration.

[...]

But the perfect kind of friendship is that of good men who resemble one another in virtue. For they both alike wish well to one another as good men, and it is their essential character to be good men. And those who wish well to their friends for the friends' sake are friends in the truest sense; for they have these sentiments towards each other as being what they are, and not in an accidental way: their friendship, therefore, lasts as long as their virtue, and that is a lasting thing.

*The Nicomachean Ethics* by Aristotle (translated by F.H. Peters) is in the public domain.

Notes

1. **Ascertain** (*verb*): to find something out for certain
2. **Discrepancy** (*noun*): a lack of similarity between two or more facts
3. a funny, clever person
4. **Virtue** (*noun*): morally good behavior or character

1. Think of a quality friendship that you have. Why do you have this strong friendship, and how did it develop? Do you think Aristotle would describe your relationship as the third type of friendship? Why or why not?

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2. In the context of the text, what is a friend? Do you agree with how Aristotle defines a perfect friendship? Why or why not? Do you think there are circumstances in which it is acceptable to have friendships of varying quality? Why or why not?

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3. In the context of the text, what is good and how do we know it? How did Aristotle determine what makes a good friendship? Consider his thought process, how you personally determine what is good, and evidence from the text in your answer.

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McCreary County Schools

TEACHER EXPECTATIONS PAGE

Non-Traditional Instructional Day # 10

School:	<u>McCreary Central High School</u>	Date:	
Teacher's Name		Core Content Area	Grade Level
		<u>English</u>	<u>9</u>

Name of Lesson: What is Mythology?

The Myth of Daedalus and Icarus

Essential Questions

Core Content Objectives for Lesson	
<u>C.C.R. RL. 9-10. 6</u>	

Describe assignments & list any textbook / workbook pages that will accompany it:

Article and Response Sheet.

What is your primary objective for this lesson:

I can evaluate the story of Daedalus and record reasonable assertions about the story through accurate supporting citations.

## The Myth of Daedalus and Icarus

by Ovid: 8 A.D.

Ovid (43 BCE – 17/18 CE), or Publius Ovidius Naso, was a Roman poet best known for the *Metamorphoses*, which now remains an important source of classical mythology. In this excerpt, Daedalus, a skilled craftsman and inventor, has been trapped on Crete to prevent his knowledge of the Labyrinth from spreading to the public. Because the king controls all sea vessels, Daedalus and his son, Icarus, attempt to escape by way of flight.

**As you read, take notes on the tragic events that occur and what this myth might have been used to teach ancient people, especially adolescents.**



"Landscape with the Fall of Icarus" by Pieter Bruegel is in the public domain.

From *Metamorphoses*, Book VIII:

[1]Meanwhile Daedalus, hating Crete, and his long exile, and filled with a desire to stand on his native soil, was imprisoned by the waves. 'He may thwart our escape by land or sea' he said 'but the sky is surely open to us: we will go that way: Minos rules everything but he does not rule the heavens.' So saying he applied his thought to new invention and altered the natural order of things. He laid down lines of feathers, beginning with the smallest, following the shorter with longer ones, so that you might think they had grown like that, on a slant. In that way, long ago, the rustic pan-pipes were graduated, with lengthening reeds. Then he fastened them together with thread at the middle, and beeswax at the base, and, when he had arranged them, he flexed each one into a gentle curve, so that they imitated real bird's wings.Q1 His son, Icarus, stood next to him, and, not realising that he was handling things that would endanger him, caught laughingly at the down that blew in the passing breeze, and softened the yellow beeswax with his thumb, and, in his play, hindered his father's marvellous work.Q2

When he had put the last touches to what he had begun, the artificer balanced his own body between the two wings and hovered in the moving air. He instructed the boy as well, saying 'Let me warn you, Icarus, to take the middle way, in case the moisture weighs down your wings, if you fly too low, or if you go too high, the sun scorches them. Travel between the extremes. And I order you not to aim towards Bootes, the Herdsman, or Helice, the Great Bear, or towards the drawn sword of Orion: take the course I show you!' At the same time as he laid down the rules of flight, he fitted the newly created wings on the boy's shoulders. While he worked and issued his warnings the ageing man's cheeks were wet with tears: the father's hands trembled.Q3

He gave a never to be repeated kiss to his son, and lifting upwards on his wings, flew ahead, anxious for his companion, like a bird, leading her fledglings out of a nest above, into the empty air. He urged the boy to follow, and showed him the dangerous art of flying, moving his own wings, and then looking back at his son. Some angler catching fish with a quivering rod, or a shepherd leaning on his crook, or a ploughman resting on the handles of his plough, saw them, perhaps, and stood there amazed, believing them to be gods able to travel the sky.



And now Samos, sacred to Juno, lay ahead to the left (Delos and Paros were behind them), Lebinthos, and Calymne, rich in honey, to the right, when the boy began to delight in his daring flight, and abandoning his guide, drawn by desire for the heavens, soared higher. His nearness to the devouring sun softened the fragrant wax that held the wings: and the wax melted: he flailed with bare arms, but losing his oar-like wings, could not ride the air. Even as his mouth was crying his father's name, it vanished into the dark blue sea, the Icarian Sea, called after him. The unhappy father, now no longer a father, shouted 'Icarus, Icarus where are you? Which way should I be looking, to see you?' 'Icarus' he called again. Then he caught sight of the feathers on the waves, and cursed his inventions. He laid the body to rest, in a tomb, and the island was named Icaria after his buried child.Q4

The Myth of Daedalus and Icarus by Ovid is in the public domain.

- 1. **Exile (noun):** the state of forced absence from one's home or native country
- 2. King Minos of Crete
- 3. a type of musical instrument made up of connected tubes of different lengths; also known as the pan-flute
- 4. soft fine fluffy feathers, typically referring to birds' feathers
- 5. **Hinder (verb):** to make slow or difficult
- 6. a skilled or artistic craftsman
- 7. names of star constellations
- 8. fisherman
- 9. Juno is a Roman goddess and wife of Jupiter (or Zeus as he is known in Greek mythology). In Greek mythology, she is also known as Hera.
- 10. Samos, Delos, Paros, Lebinthos, and Calymne are islands near Greece.

1. Why is this tale considered a tragedy? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

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2. Is "The Myth of Daedalus and Icarus" a tragedy of Icarus, or of Daedalus? Consider what each character loses in this story as you form your answer. Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

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3. What can we learn from tragedy? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

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