

ELA: Grade 1, Lesson 8, Demeter and Persephone

Lesson Focus: Understand how myths can be used to explain why things in nature came to be.

Practice Focus: Students will explain how this myth explains why our seasons change.

Objective: Students will use Demeter and Persephone to engage with a myth that explains why our seasons change with a focus on demonstrating understanding of the central message and using both illustrations and words to describe its characters, setting and events.

Academic Vocabulary: underground, half, colorful, cared for, year, month, season, fall, winter, spring, summer, live

TN Standards: 1.RL.KID.2; 1.RL.KID.3; 1. RL.SC.4; 1.RL.CS.5; 1.RL.IKI.7

Teacher Materials:

- The Teacher Packet for ELA, Grade 1, Lesson 8

Student Materials:

- Two pieces of paper, pencil and a surface to write on

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 1st 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 lesson, you can find it 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 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 myths can try to explain why things happen in nature! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none">• Two pieces of paper, pencil and a surface to write on <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 5 minutes</p> <p>Before we get to our new text. Let’s take a minute to look back at what we did in our previous lesson. Some of you chose to write why we need the sun. Here are several of the things we talked about. Read what you wrote and see if how many of these details you included.</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>

[Show Slide 1.] **Plants need the light from the sun to grow. We need plants to eat and to be able to breathe. We also need the light from the sun to help us see.**

[Show Slide 2.] **We need the heat from the sun to warm the Earth and the air. Warm air helps us stay warm. Plants grow better when it is warm. Heat from the sun helps make weather on Earth. We could not survive without the sun.**

Did you include at least two of these? Great job!

Some of you chose to write how it would be different without the sun. [Show Slide 3.] You may have included some of these details. It would be dark. Plants would not be able to grow. If plants could not grow, we would not be able to eat them. We would not have the oxygen they give us.

[Show Slide 4.] **The air would be very, very cold. It wouldn't heat up the water to help make our weather. It might be too cold for plants to grow.**

[Show Slide 5.] **Remember Our Sun was a nonfiction book. This meant it gave us true facts and information about the sun. We also read Hercules in a previous lesson. Did it give us true facts and information? [Pause.] No, it did not. It is fiction. It is a story that is about imaginary people and events. Do you remember what we call a special story like Hercules and the Stables? [Pause.] It was a myth. Do you remember what we said about the characters in a myth? [Pause.] That's right. They usually include characters who have powers or abilities that ordinary people don't have. What powers or abilities did Hercules have that ordinary people don't have? [Pause.] You remembered! He was super strong! Stand up and show me those strong Hercules muscles again! [Pause.] [Make muscles with your arms.] I love it!**

The story we are going to read today is also a myth. So, is it going to give us true facts and information like Our Sun or is it going to be about imaginary people and events like Hercules? [Pause.] That's right! It is going to be about imaginary people and events. So, it is called fiction.

This myth is a little different than Hercules. There are no super strong characters in this myth. However, they will be able to do things ordinary people cannot do.

<p>Another special thing about myths is that often times they take place before real history begins and explains how something in nature came to be. That is going to be the case for this particular myth. As we read, let's pay close attention to what part of nature the myth explains.</p> <p>In this particular lesson, we are going to pay special attention to both the words the author wrote AND the pictures the illustrator drew. In some books, we can rely mainly on the words to give us all or most of the information. In other books, the illustrations give us even more information. We don't want to miss any clues about this story that might be hidden in the pictures.</p> <p>Today our goal is to understand how myths can be used to explain why things in nature came to be. 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>Before we start, let's talk about a couple of words we will hear. A year is twelve months or 365 days. You have a birthday once a year. [Pause.] A half a year is six months. When we take something and cut it into two equal parts, each part is a half. [Pause.] A month is usually 30 or 31 days depending on which month. We just finished the month of March. We are in the month of April right now. Next month will be May.</p>	
<p>Teacher Model/Read-Aloud 15 minutes Here we go.</p> <p>[Show Slide 6.] Our story, or myth, today is called <u>Demeter and Persephone</u>. Retold by Kathryn O'Dell and illustrated by Katriona Chapman.</p> <p>Now, that is a funny name for a story isn't it? Demeter and Persephone. These are the names of the two characters you see on the cover of our book. I think these are beautiful names. Say their names with me. Say Demeter. Demeter. Say Persephone. Persephone. Listen for these names as we read. You are going to learn more about them in our story.</p> <p>[Show Slide 7.] Demeter cared for, or took care of, the plants and flowers in the fields. She made them grow all year.</p> <p>Demeter had a daughter who was named Persephone. Demeter loved her daughter as much as she loved the earth.</p>	<p>Students will identify two of the characters and use the text and illustrations to describe the characters and setting.</p> <p>Students will also make connections to the information they learned in the nonfiction text from the previous lesson that contradicts</p>

So, we just learned who the two characters were that were on the cover. Let me read that again. If you didn't catch it the first time, listen closely as I read it again.

Demeter cared for the plants and flowers in the fields. Fields are places where plants and flowers grow. She made them grow all year. Demeter had a daughter who was named Persephone. Demeter loved her daughter as much as she loved the earth.

Who is Demeter? [Pause.] Good catch! She is the mom. Can you point to her? [Pause.] Are you pointing to the lady in the green dress? Great job!

Who is Persephone? [Pause.] Yes! She is Demeter's daughter. Can you point to her? [Pause.] I bet you are pointing to the girl in the purple dress.

Look at this picture closely. Where are Demeter and Persephone? [Pause.] Does it look like a nice place to be? [Pause.] It looks like a very nice place. I would love to go visit there especially now that we have been at home for so long. They are on a hillside under some trees overlooking some fields. Those fields look like they might have some plants growing. And look, there is the sun helping those plants grow! We learned in our last lesson how the sun helps plants grow didn't we?

But wait! Let me reread this first page again. It says, Demeter cared for the plants and flowers in the fields. She made them grow all year.

What does this story tell us about how the plants grow? [Pause.] Right! It says Demeter cared for them and that she made them grow all year.

[Pause for think aloud.] That is different than what I learned in our last lesson. I also know this book is story that is about imaginary people and events, or a fiction story. So, I am going to remember what I learned about the sun helping plants grow, but for this story and this lesson I am going to pretend Demeter is the one that makes them grow. This will be fun. So now that we have that sorted out, let's get back to our story.

Demeter had a daughter named Persephone. Demeter loved her daughter as much as she loved the earth.

information in this text about how plants grow. This is important to understanding the story and how this myth explains how plants grow and change throughout the seasons.

We know Demeter cared for all of the plant and flowers and made everything grow. She must really love them to do that all year long! How much does she love her daughter, Persephone? [Pause.] It says she loved her daughter as much as she loved the earth. So, she must love them both very much!

Look at the picture again. How do you think they are feeling in this place together? [Pause.] I can see they both look like they are smiling. I bet they are happy.

We know that in myths, often characters have super powers or abilities that ordinary people can't do. Which character in this story has a super power or ability? [Pause.] That's right. Demeter does. What is it she can do that ordinary people cannot? [Pause.] She can make the plants and flowers grow.

[Show Slide 8.] One day, Persephone was walking in the fields. She loved the earth as much as her mother did.

How does Persephone look in this illustration? [Pause.] She still looks happy. She is out walking in the fields. The text support this by telling us she loves the earth as much as her mother, Demeter.

Look! I see two new characters in the illustration we have not seen before. Do you see them too? [Pause.] Who do you see? [Pause.] Point to them and describe what you see. [Pause.] I see them too. I see a man with a long, dark beard by the tree. I also see another lady in a blue dress walking in the fields. I wonder who they could be.

[Show Slide 9.] Hades saw Persephone and thought she was beautiful. He took her away to his home underground.

Remember we learn some things from the text and other things from the illustrations. [Pause.] We learn from the text the man's name is Hades. What does the text tell us about where Hades took Persephone? [Pause.] The text says he took her to his home. What does the text say about why he took her to his home? [Pause.] The text says he thought she was beautiful. Where did the text say his home was? [Pause.] The text says his home is underground. What does underground mean? [Pause.] It means below the ground like in a cave. Does the text tell us how Persephone is feeling about being taken to his home underground? [Pause.] No, it doesn't. So, let's look at the illustration for more clues.

Students pull information from the text and the illustrations to describe the characters.

Students will first just listen to the text and answer questions based on what the text says. Then students will look at the illustrations to see what other information they can gather that they couldn't from the text alone.

Can we tell how she might feel about being taken to Hades' underground home? [Pause.] I think so too. She does not look happy does she? Why might she feel his way? [Pause.] I would guess she is not happy because this man is taking her away. We don't know if she knows him or not do we? I think she might also be sad because she loves the earth and the plants and flowers her mom, Demeter cares for above ground. He is taking her underground.

What might be different about his underground home than what she is used to? [Pause.] Let's keep reading, but pay attention to see if you can answer that question in a little bit.

[Show Slide 10.] Demeter could not find her daughter. She was too sad to care for the plants and flowers. She could not make them grow. The earth was cold and dark.

Look what has happened outside! Why do you think the earth is so sad-looking? [Pause.] Demeter is very sad because she could not find her daughter. She was so sad, she was not able to care for the plants and flowers.

What is happening to the earth now that Demeter is not taking care of the earth? We will need to rely on the illustrations to help us answer this question. [Pause.] I see the leaves have fallen from the trees. I see the fields are dried up and nothing is growing. Let's look at how different it looks than when it did at the beginning of the story.

[Show Slide 11.]Wow! That is very different. I also see how different Demeter looks in both pictures. She looks really sad now. Can ordinary people in real life affect whether the plants and flowers grow? [Pause.] No. Why does this story say she Demeter can? [Pause.] In a myth, the characters can have special abilities ordinary people cannot. It is fiction.

[Show Slide 12.] Then one day, a girl told Demeter "Hades took Persephone away!"

What does the text tell us happens next? [Pause.] We learn a girl tells Demeter what happened to Persephone. Now let's take a look at the illustration. Do you see anything else in the illustration we did not learn from the text? [Pause.] Yes. I see the girl is the same girl we saw walking in the field when Hades took Persephone.

Students will notice how the earth looks different now that Demeter is not taking care of it. They will rely on both text and illustrations to gain information.

Students will notice how different the earth looks now that Demeter is sad by comparing two illustrations.

Students will first consider what the text says and then add on based on the illustrations.

What else do you see? [Pause.] **Right! I see the girl is also showing Demeter where he took her. She is holding the door open to his underground home.**

Do you see anything else? [Pause.] **Me too. I see the faces of the girl and Demeter. How do you think Demeter is feeling right now based on what you see?** [Pause.] **I think she looks very angry. The girl looks like she might feel bad for not telling Demeter earlier. I wonder if Demeter is angry with her too.**

[Show Slide 13.] **For the next page, let's look at the illustrations first. What do we see?** [Pause.] **It looks like Demeter finds the man underground. I also see Persephone sitting at a table. It looks like there is a lot of food on the table.**

Can you tell what her face looks like? [Pause.] **It might be a little hard to make out, but I think it looks like she is still unhappy.**

Remember I asked you earlier about how the man's underground home is different than above ground? What are some of the differences? [Pause for think aloud.] **The cave looks dark. I don't see any flowers or plants like we saw above ground. We know Persephone loves the earth as much as her mother. Because she is in such a different place, I bet she really misses being above ground in that beautiful place we saw in the beginning of the story.**

What do you think Demeter wants from Hades? [Pause.] **I thought that too. I bet she is going to ask him to let Persephone go. It looks like the man is thinking. We don't know for sure though do we?**

Now, let's read the text to see what else we learn that we couldn't learn from the illustration.

[Show Slide 14.] **Demeter went underground. She saw Hades and Persephone. "Please let me take my daughter home." Hades said, "If Persephone did not eat any of my food, you can have her. If she did, I will keep her."**

Okay, so we were right. Demeter asks Hades to let her take her daughter home. What was his response? [Pause.] **Let me read that again. Listen for what Hades tells Demeter when she asks him to let Persephone go.**

Students will answer questions only based on the illustration first. Then they will determine what additional information they can gather from the text. Students should understand when an author and illustrator work together, you can often gather information from both sources.

Students will contrast the cave setting to the setting above ground.

Students will use the text and the illustrations to gain information.

Demeter went underground. She saw Hades and Persephone. "Please let me take my daughter home." Hades said, "If Persephone did not eat any of my food, you can have her. If she did, I will keep her."

[Pause for think aloud.] He said if she didn't eat any of his food, she could go, but if she ate any of the food, he would not let her go. He would keep her. We noticed before Persephone was sitting at the table with a lot of food. That ended up being really important didn't it? [Pause.]

I wonder if she ate any of the food. It looks like there is a lot of good food on the table. I am not sure. On one hand, there is a lot of good looking food. She has to eat at some point. We don't know how long she had been down there. On the other hand, she may have been so sad she didn't want to eat. That happens to me sometimes. We saw that Demeter was not able to take care of the earth she loved when she was missing Persephone. I just don't know. Say out loud if you think she ate the food or not. [Pause.]

Let's read to find out if Persephone will be able to go home with her mom or not.

[Show Slide 15.] Demeter looked at her daughter. Persephone was scared. "I want to go home, but I did eat some seeds," she said. Demeter said, "Persephone didn't eat much. Please, let me take her." Hades said, "She did not eat much, but she did eat. She can live half of the year with you, but she must live the other half with me."

What does Persephone have in her hand? [Pause.] She has some seeds.

How do the characters feel about this compromise? [Pause.] I wonder why they feel that way. [Pause.] We know from the text Persephone is scared. It said she wanted to go home, but she knew she ate some seeds.

How about Demeter? How did she feel and how do we know? [Pause.] The text did not tell us. It looks like she is scared or shocked based on the picture. I think she might be worried he won't let her go because she ate the seeds.

Let's reread. Demeter said, "Persephone didn't eat much. Please, let me take her."

Students will understand the compromise Hades makes to allow Persephone to live with her mother for half the year. This will ultimately serve to explain why the seasons are different which is the central message of this myth.

[Think aloud.] **That is true. There was a lot of food on the table. She only had some seeds.**

Hades said, “She did not eat much, but she did eat. She can live half of the year with you, but she must live the other half with me.”

So, what was his response? [Pause.] He said even though she didn’t eat much, she still ate something. He said she could live half the year with her mom above ground but the other half of the year she had to live underground with him.

[Pause.] When he says live with he means stay with.

What do you think about that? [Pause.] Do you think that was fair? [Pause.] Do you think he should have let her go even though she ate the seeds? [Pause.] Or do you think he should have made her stay because she ate the seeds?

[Pause.] I would love to hear your thoughts on this one!

[Show Slide 16.] Now every year, Persephone lives underground for six months. Demeter is sad, and she doesn’t care for the plants and flowers. The earth is cold and dark.

How long does Persephone have to live underground?

[Pause.] Let me reread the first sentence. Now every year, Persephone lives underground for six months.

She has to live underground for six months. That is half a year. How does Demeter feel when Persephone lives underground? [Pause.] Why? [Pause.] She is sad, because she misses her daughter. Let’s reread to check our answer.

Demeter is sad, and she doesn’t care for the plants and flowers. The earth is cold and dark.

When she is sad, what does she stop doing? [Pause.] She stops taking care of the plants and flowers. Describe the earth when she stops taking care of the plants and flowers? [Pause.] It gets cold and dark.

[Show Slide 17.] Then, Persephone lives with her mother for six months. Demeter is happy, and she cares for the plants and flowers. The earth is warm and colorful again.

How long does Persephone get to live with her mother above ground? [Pause.] Yes that’s right. She gets to live with her for six months, or the other half of the year. How does Demeter feel when Persephone is living with her? [Pause.] She is

Students will understand when Persephone does not live with Demeter, she is sad and she stops caring for the plants and flowers and things grow don’t grow.

Students will understand when Persephone is with Demeter, she is happy and she makes things grow.

<p>happy again. When she is happy, what does she do? [Pause.] She cares for the plants and flowers.</p> <p>Let's reread to see what the earth is like when Demeter is happy and taking care of the plants and flowers.</p> <p>Demeter is happy, and she cares for the plants and flowers. The earth is warm and colorful again.</p> <p>What is the earth like when Persephone is home? [Pause.] It is warm and colorful. If it is colorful, we would see lots of colors outside.</p> <p>[Show Slide 18.] In most places today, plants and flowers don't grow all year. Some say this because of what happened to Demeter and Persephone.</p> <p>The text says in most places today plants and flowers don't grow all year. Is that true where you live? [Pause.] That is true where I live. Then the text says that some people say this is because of what happened to Demeter and Persephone. I think we need to think a little more about what this means in order to understand what this myth is trying to say.</p>	<p>Students will begin to consider the central message of this myth. They will explore more in guided practice to support them in better understanding the purpose of this myth.</p>
<p>Guided Practice (5 minutes)</p> <p>Today our goal was to understand how myths can be used to explain why things in nature came to be. Let's think about what this myth attempts, or tries to explain. What happened to Demeter and Persephone that explains why this happens in nature? [Pause.]</p> <p>When we look at this page, we notice the illustrator included four separate pictures. Let's take a closer look at each of these pictures. I wonder why there are four?</p> <p>[Show Slide 19.] What do we notice about the characters in this illustration? [Pause.] I notice Persephone is walking away and Demeter is waving goodbye. What do we notice about the setting? [Pause.] I notice leaves are falling. I also notice some of the leaves are different colors like red and yellow and orange. Hmm. That is interesting.</p> <p>[Show Slide 20.] What do we notice about the characters in this illustration? [Pause.] I notice Persephone is not there and Demeter looks very sad. What do we notice about the</p>	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence.</p>

setting? [Pause.] I notice the leaves are all gone off of the trees and there is snow on the ground.

[Show Slide 21.] What do we notice about the characters in this illustration? [Pause.] I notice Persephone is coming back and Demeter is holding out her arms like she wants to give her a hug. I think she is happy. What do we notice about the setting? [Pause.] I notice there are some small leaves on the trees. There is grass on the ground instead of snow. There are also some flowers growing.

[Show Slide 22.] What do we notice about the characters in this illustration? [Pause.] I notice Persephone and Demeter are together. They are hugging. I think they are both very happy. What do we notice about the setting? [Pause.] I notice lots of green leaves on trees and flowers growing.

[Show Slide 23.] Now let's look at all four of these together. Why do you think the illustrator included four different pictures on the same page? [Pause.] Are you thinking what I am thinking? I am putting together that there are four pictures and in each picture the setting looks a little different. They remind me of the four seasons. Is that what you were thinking? [Pause.] Did you figure that out before I did? [Pause.] You are so smart!

So, let's figure out what season each picture represents and then think about what the seasons have to do with this myth. In the first picture, leaves are falling and are different colors. What season is that? [Pause.] You got it! That is fall. In the second picture, there are no leaves and it is snowing. Say it with me. This season is winter! In the next picture, we see the leaves starting to grow back and flowers are starting to bloom. Ready? This season is spring. And the last picture shows lots of leaves and flowers. This season is summer.

Okay, now let's think about why we have the four seasons on this page with our characters Demeter and Persephone. In the fall picture, we see Persephone walking away. I bet she is leaving to go live with Hades. That would mean what? [Pause.] Demeter is sad. What happens when Demeter gets sad from missing Persephone? [Pause.] She stops caring for the plants and flowers. What is happening to the leaves? [Pause.] They are starting to fall off the trees. That would make sense.

Then in winter there are no leaves or grass at all. It is cold and I notice it is dark too. Why is that? [Pause.] Persephone

<p>has been gone for a while and nothing has been growing since Demeter has not been caring for the earth in a while.</p> <p>Ok. What happens in spring? [Pause.] Persephone is finally coming back. When Demeter sees her, she starts to care for the earth again and helps plants and flowers to start growing again.</p> <p>Last one! Tell me what is happening. [Pause.] Demeter and Persephone are together and Demeter is very happy. Everything is growing the way it is supposed to be.</p> <p>So, can we now tell what this myth helps explain in nature? [Pause.] That's right. It explains why the seasons change.</p> <p>[Show Slide 24.] Before we get to your independent work. I want to remind you of one more thing. Notice the difference between these pictures. Notice how Demeter is sad for half of the year and she stops caring for the plants and flowers. The earth is cold and dark. She is happy for the other half of the year when her daughter is with her and he cares for the plants and flowers. The earth is warm and colorful again.</p> <p>Wow! This was a great text, but there was a lot of information in there. You are all rock stars!</p>	
<p>Independent Work (1 minute)</p> <p>Today our goal is to understand how myths can be used to explain why things in nature came to be. This myth explains how what happened to Demeter and Persephone causes changes in nature. For your independent work after this video is over, I want you to do two things.</p> <p>[Show Slide 25.] First, draw two pictures. Draw one picture that shows what the earth looks like when Persephone is living with Demeter and Demeter is happy. Draw another picture that shows what the earth looks like when Persephone is not living with Demeter. Include Demeter in the in each of your illustrations and draw how she is feeling.</p> <p>[Show Slide 26.] Write at least two sentences for each drawing that describes your illustration. Include one sentence that describes how the characters are feeling and why. Include a second sentence that describes the setting of your illustration.</p> <p>[Show Slide 27.] Here are some words from our story that you can use in your sentences. Half, year, colorful, cared for, underground, live, season, fall, winter, summer, spring.</p>	<p>Students will draw two pictures to represent the difference in seasons. They will make connections to the myth and the characters by including Demeter and depicting her as happy or sad. They will draw the corresponding setting in nature this creates based on how Demeter is feeling.</p>

Closing (1 min)

I enjoyed working on myths 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!



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