



Atalanta and the Golden Apples

10_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Using the Flip Book images for guidance, have students help you continue the Greek Myths Chart from previous lessons, adding the details for “Oedipus and the Riddle of the Sphinx.”

Using the table of contents for this Anthology, make a list of all of the Greek myths students have heard thus far on a piece of chart paper, a chalkboard, or a whiteboard. Then play a word association game to help students review what they have already learned about Greek myths. Tell students that you are going to name a place or character from the Greek myths they have heard, and that you will call on one of them to reply with another place, character, or associated word from the same myth. Say, “For example, if I say, ‘Hercules,’ you may say, ‘Atlas.’” Below is a list of some of the characters and places from the Greek myths heard so far.

- Daedalus, Icarus, King Minos, tower, sun, sea
- Hercules, Theseus, Nemean lion, Atlas, King Eurystheus, golden apples, Nemea
- Oedipus, Thebes, Sphinx, man, riddle

Essential Background Information or Terms

Share the title of the read-aloud with students and ask if they remember another Greek myth that involved golden apples. Have students retell the myth of Hercules and Atlas.

Meet the Characters

Note: You may wish to add to the Character Chart as you introduce the characters in this read-aloud.



← **Show image 10A-1: Atalanta and her royal parents**

Tell students that Atalanta is one of the main characters in this myth. Tell them that she is shown in this image with her royal parents. Ask students to share some words and phrases that describe Atalanta as she is shown here.



← **Show image 10A-5: Aphrodite advising Hippomenes**

Tell students that the goddess Aphrodite is an important character in this myth. Ask students to point to the Greek Gods poster of Aphrodite and remind them that she is the goddess of love. Tell students that her son Eros is also shown in this image hovering in the air with his bow and arrows of love.

Tell students that the other character in the image is brave Hippomenes. Ask students what other important objects they notice in the image. Then ask students to predict what role golden apples will play in this myth.

Purpose for Listening

Tell students to listen carefully to see if their predictions are correct.



Atalanta and the Golden Apples

← Show image 10A-1: Atalanta and her royal parents

Long ago, in a peaceful little corner of Greece, there lived a king and a queen who loved each other very much. Although their kingdom was not large or wealthy, they and all their people lived happily.

This king and queen had a daughter, a princess who was intelligent, beautiful, and a **skilled**¹ huntress. She also happened to be the fastest runner in the world. Her name was Atalanta [at-uh-LAN-tuh].

1 or gifted and able



← Show image 10A-2: An older Atalanta talking to her parents

When she reached a certain age, Atalanta’s parents told her, “One day you will become queen, and ruling this land is too big a job for one person to do alone. It is time for you to marry.”²

To their surprise, Atalanta replied, “I can ask wise men or women to help me run the country. As for a husband, perhaps I shall have one someday, but for now, there is no one whom I wish to marry.”

The queen asked, “What about all those fine young men who come around asking to marry you? Surely there must be one . . .”

“They care nothing for me, Mother,” Atalanta replied. “They only want to marry me in order to become king one day.”

But the king and queen insisted.³ Finally, Princess Atalanta said, “Very well, I shall marry the first unmarried man who can defeat me in a footrace.”⁴

“What?” her parents exclaimed. They tried to talk her out of the idea, but they could not, so at last they agreed to her **terms**⁵ and sent word throughout the land.⁶

2 Why do Atalanta’s parents want her to get married?

3 During the time in which this story takes place, unlike today, it was very uncommon, or very rare, for an adult to choose not to get married. Because of this, Atalanta’s parents were very surprised by her statement that she didn’t want to get married, but that decision would not cause the same reaction today.

4 What does *insisted* mean?

5 or conditions

6 What are Atalanta’s terms? Do you think any man will be able to defeat Atalanta, the fastest runner in the world, in a race?



← **Show image 10A-3: Atalanta besting her suitors; Aphrodite watching**

As you might imagine, many young men came to race against the princess, hoping to marry her. She easily defeated every single one, enjoying herself **tremendously**.⁷

7 or greatly

8 Why would Aphrodite be looking down from Mount Olympus?

9 Is Aphrodite upset or happy about Atalanta's behavior? What do you think Aphrodite will do?

One day, after winning yet another race, she just kept running past the finish line for the sheer delight of it. She did not know that looking down from Mount Olympus that day was the goddess of love, Aphrodite [af-roe-DIE-tee].⁸ The goddess thought, "She is making a joke of love! I cannot allow this to go on."⁹



← **Show image 10A-4: Eros shooting Hippomenes with an arrow**

Now at that same moment, a young man was walking along the same road upon which Atalanta was now running. The young man was a brave adventurer named Hippomenes [hip-POM-eh-nee]. He was just returning from a long sea voyage,¹⁰ so he knew nothing of the princess's challenge. As Hippomenes walked along, he glanced ahead and saw the most beautiful young woman he had ever laid eyes on running his way at an unbelievable speed. It was Atalanta, of course, and as Hippomenes was looking at her, the goddess Aphrodite was looking at him. Turning to her son, Eros, Aphrodite said, "Go shoot an invisible arrow of love into Hippomenes' heart, so that he will fall in love with Atalanta."

10 or journey

So Eros did as he was told, and Hippomenes instantly fell in love with Atalanta as she ran by him. He thought, "I have never seen such joy on a human face! I would not have thought it possible, but I believe that I have fallen in love with her." At once he began to pray to Aphrodite for help, which is what the goddess had planned all along.¹¹ She appeared before Hippomenes and told him that he must outrace Atalanta if he wanted to marry her.

11 Why does he choose to pray to Aphrodite out of all of the gods and goddesses?



← **Show image 10A-5: Aphrodite advising Hippomenes**

"But this is impossible, my lady," Hippomenes told Aphrodite. "I am a very fast runner, but I have never seen anyone move as Atalanta does."

12 Would you be able to resist, or to stop yourself, from picking up golden apples such as these?



The goddess presented Hippomenes with three apples made of purest gold that shone almost as brightly as the sun. “When Atalanta sees these apples, she will not be able to **resist** picking them up,” Aphrodite said.¹² “Here is what you must do.”

← **Show image 10A-6: Atalanta and Hippomenes at starting line**

The next day, Hippomenes challenged Atalanta to a race. Inside his rather loose-fitting clothing, he had hidden the three golden apples. Before the race, he told Atalanta, “Your Highness, I want you to know why I am racing against you.”

Atalanta answered, “In order to marry a princess and become king someday.”¹³

To her shock he replied, “No, in order to marry the woman I love. She just happens to be a princess.” Then he walked to the starting line while Atalanta thought, “There is something different about this one.” Still, she took her place next to him. A moment later the race was on!

13 Is Atalanta correct?



← **Show image 10A-7: Atalanta chasing a golden apple**

Atalanta began to pull ahead almost at once, but Hippomenes drew one of the apples from inside his clothing and tossed it ahead of her and a little off to the side. The moment Atalanta saw the apple, she had to have it.¹⁴ She turned and went after it. As she picked it up, she saw Hippomenes ahead of her, and losing no more time, she took off like a deer.

14 What do you think will happen?

Soon Hippomenes heard her footsteps closing in behind him. Drawing out apple number two, he held it up so she would see it and tossed it back over his shoulder. She turned right around and ran back to get it while Hippomenes ran on. Grabbing the second apple, she saw Hippomenes halfway to the finish line. This time Atalanta took off after him like a speeding cheetah dashing across the grasslands.



← **Show image 10A-8: Atalanta chasing after the third apple**

15 Here the word *palm* means the inside part of a person's hand between the wrist and fingers. The word *palm* can also mean a kind of tree that grows in tropical regions.

Soon Hippiomenes could hear her rapid footsteps getting closer, and he took out apple number three and threw it into a nearby field of tall grass. Of course, Atalanta went after it, hunting through the grass for the golden fruit while Hippiomenes kept running. This one, too, she held in the palm of her hand as she returned to the race.¹⁵



← **Show image 10A-9: Atalanta and Hippiomenes speeding across the finish line**

In all of Atalanta's life, she had never run as she ran then. Her feet seemed not to touch the ground. Faster and faster she moved, and closer and closer to Hippiomenes she came. He told himself, "Don't look back or you might lose a step."

Now she was only three steps behind him; now two steps; now just one; and then, she thought to herself, "Would it be so terrible if I did marry him?" And as she thought that, Hippiomenes gained a step and crossed the finish line before her.



← **Show image 10A-10: Atalanta and Hippiomenes happily ever after**

16 What do you think happened after that?

What happened after that?¹⁶ Well, I am glad to say that Atalanta kept her word and married Hippiomenes, and I am even gladder to say that she had been right. There was something different about him, and soon she loved him as much as he loved her. Hippiomenes never minded that Atalanta could outrun him. He was happy just to be the one running with her.

Comprehension Questions

10 minutes

1. *Literal* What is the name of the hero in today's read-aloud? (Atalanta) Which Greek gods or goddesses appear in today's read-aloud? (Aphrodite, Eros) [Have a student point to Greek Gods Poster 6 (Aphrodite).]



← **Show image 10A-2: An older Atalanta talking to her parents**

2. *Inferential* What makes Atalanta special or different from others? (She is a skilled huntress, a princess, and the fastest runner in the world.)
3. *Inferential* What do Atalanta's parents want her to do at the beginning of the myth? (They want her to get married.) Why? (So that when she becomes queen someone will help her rule.)
4. *Evaluative* Atalanta says she will only marry someone if they can beat her in a footrace. Why do you think Atalanta gives these terms? (She thinks no one will accomplish the task.) Why do you think Aphrodite, the goddess of love, does not like this? (Answers may vary.)



← **Show image 10A-7: Atalanta chasing a golden apple**

5. *Inferential* Hippomenes finally beats Atalanta in a footrace. How does he do this? (He distracts her with three golden apples.) Does Hippomenes defeat Atalanta on his own, or does he have help? (Aphrodite, the goddess of love, helps him.)
6. *Evaluative* Why do you think Atalanta is not able to resist the golden apples? (Answers may vary.)
7. *Inferential* At the end of the myth, is Atalanta tremendously happy or sad that she married Hippomenes? (She is tremendously happy.)
8. *Literal* What setting was mentioned in this myth that gave you a clue that this was a Greek myth? (Mount Olympus)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* If you could change the ending of this myth how would you change it? (Answers may vary.)
10. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Resist

5 minutes

1. In the read-aloud you heard, “When Atalanta sees these apples, she will not be able to *resist* picking them up.”
2. Say the word *resist* with me.
3. If you resist something, you turn it down or say no to it.
4. Daniel had to resist staying up too late to read his comic book, because he needed to be rested for his test in the morning.
5. Have you ever had to resist something? Try to use the word *resist* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I had to resist _____ once when . . .” or “I could not resist _____ because . . .”]
6. What’s the word we’ve been talking about?

Use an *Antonym* activity for follow-up. Directions: Antonyms are words that are the opposite of another word. What are some antonyms, or opposites, of *resist*? (Answers may vary, but may include *obey, agree, accept, etc.*)



Complete Remainder of the Lesson Later in the Day



Atalanta and the Golden Apples

10_B

Extensions

20 minutes

Greek Myths Journal (Instructional Master 10B-1)

Tell students that they will be continuing their journal to help them remember important information they learn in this domain about the Greek gods and Greek myths. Have students share which characters they heard about in today's read-aloud. (the king and queen, Atalanta, Aphrodite, Eros, Hippomenes) Ask students if any of these characters were gods or goddesses. (yes, Aphrodite and Eros)

Show students Instructional Master 10B-1. Tell them that for today's journal entry, they should write "Atalanta and the Golden Apples" on the title blank. They should then write two to three sentences about one of the characters to help them remember who s/he is, what s/he does in today's myth, and why s/he might have been important to the ancient Greeks. After writing two to three sentences, students may also draw a picture in the rectangle to illustrate the information.

Share with students that this is their last journal entry. If you have collected students' previous journal entries, return them and help students staple all of their journal entries together. Tell students that they can now take their journals home and share with their parents, caretakers, or guardians all that they have learned about Greek myths.

Note: The only myths students did not journal about were the myths about Hercules. You may wish to review these myths and assign this task for homework.

Writing a Greek Myth: Publish or Perform

If students did not finish copying their edited drafts onto a clean piece of paper during the previous lesson's extension, you may wish to give them a few minutes to complete this task.

Tell students that they have now gone through the writing process. Say: "You planned your stories on a planning worksheet by specifying the characters, settings, and plot. You drafted your stories by writing the information from the planning worksheet onto a piece of paper in paragraph format, forming complete sentences, and adding a title. Finally, you edited your drafts by going through an editing checklist and making changes to make your drafts better."

Note: For this activity, explore with students various digital tools to create and/or publish their myths. Such tools include various student-publishing software and web-based publishing programs.

Tell students that today they will have a chance to share their myths with the class. If you have access to audio-recording equipment, you may choose to have students record themselves reading their myths and then have them listen to the recordings at various times throughout the year.

↔ Multiple Meaning Word Activity

Multiple Choice: Palm

[Show Poster 5M (Palm).] The pictures on the poster are labeled as follows:

"1" for the noun meaning the inside part of the hand between the wrist and the fingers

"2" for the noun meaning a kind of tree that grows in tropical regions

[Have students hold up one or two fingers to indicate which image on the poster shows the meaning of the word being discussed.]

1. In the read-aloud you heard, "This one, too, she held in the *palm* of her hand as she returned to the race."

2. Which picture shows this meaning of the word *palm* that indicates the inside part of the hand between the wrist and the fingers? (1)
3. *Palm* also means other things. *Palm* can also mean a type of tree that grows in tropical regions of the world. Which picture shows a palm tree? (2)
4. Now that we have gone over the different meanings for *palm*, quiz your neighbor on these different meanings. Try to use complete sentences. For example, you could say, “I held the snowball in the palm of my hand.” And your neighbor should respond, “That’s ‘1’.”