

## Unit: 3

Title: Echo and Narcissus

Suggested Time: 3-4 lessons (45 minutes)

Common Core ELA Standards: RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6; W.7.2, W.7.4, W.7.9; SL.7.1, SL.7.2; L.7.1, L.7.2, L.7.4, L.7.5, L.7.6

## Teacher Instructions

### **Preparing for Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers about the big ideas and key understanding that students should take away **after** completing this task.

#### Big Ideas and Key Understandings:

Shown through Echo and Narcissus fates, students should learn that you can be your own worst enemy and create your own tragedy.

#### Synopsis:

Echo is a nymph that likes to gossip so a spell is cast upon her to only reiterate things that she has heard. Her spell became the cause of her death because she is unable to express her love and admiration for the self-fulfilling, vain Narcissus.

Narcissus suffers the same consequence when he dies of unrequited love for his reflection that was unable to love him in return. A flower blooms on the spot where both characters die.

2. Read the entire selection, keeping in mind the Big Ideas and Key Understandings.

3. Re-read the text while noting the stopping points for the Text Dependent Questions and teaching Tier II/academic vocabulary.

### **During Teaching**

1. Students read the entire selection independently.
2. Teacher reads the text aloud while students follow along or students take turns reading aloud to each other. Depending on the text length and student need, the teacher may choose to read the full text or a passage aloud. For a particularly complex text, the teacher may choose to reverse the order of steps 1 and 2.
3. Students and teacher re-read the text while stopping to respond to and discuss the questions, continually returning to the text. A variety of methods can be used to structure the reading and discussion (i.e., whole class discussion, think-pair-share, independent written response, group work, etc.)

## Text Dependent Questions

<b>Text-dependent Questions</b>	<b>Evidence-based Answers</b>
Reread page 290, how could you describe Echo? Use text evidence to support each description.	Echo is described using the following characteristics: <ul style="list-style-type: none"> <li>• Beautiful - "...among them one of the most beautiful was called Echo."</li> <li>• Talkative - "She was one of the most talkative, too"</li> <li>• Deceptive - "But at last Hera realized that Echo was doing this on purpose to detain her..."</li> <li>• Loyal and protective of Zeus – on page 290 it explains that "[Zeus] would come down to earth and wander with the nymphs on the mountains" this made his wife Hera jealous; Echo would distract Hera "while Zeus went quietly back to Olympus as if he had never really been away."</li> </ul>

<p>What is the curse that Hera places upon Echo? In paragraph 4 on page 290, Hera states that she “...do not intend” to spoil Echo’s pleasure. Is Hera sincere in this statement? Support your claim with textual evidence.</p>	<p>Page 290 Hera states, “you shall be able only to repeat what other people say – and never speak unless someone else speaks first.” Although Hera claims that she “do[es] not intend” to spoil Echo’s pleasure with her punishment, her actions prove otherwise. She “realized that Echo was doing this on purpose to detain her while Zeus went quietly back to Olympus as if he had never really been away.” So she was angry at Echo’s gossiping and hiding the truth from her. In paragraph 5, it said that Hera was “well pleased with the punishment she had made for Echo...”</p>
<p>How does the author help the reader understand how Echo handled Hera’s punishment? What statement foreshadows Echo’s fate?</p>	<p>At first, Echo does “weep sadly among the rocks on the mountainside...” Then “she grew used to her strange fate after a while...” The transition came when the author said, “but then a new misfortune befell her.” By saying a new “misfortune befell her” the author is giving us clues to Echo’s tragic fate.</p>
<p>On page 290, use textual evidence to show how the author portrays Narcissus’s character.</p>	<p>Narcissus was beautiful, but very vain. Although he was loved by many nymphs “Narcissus laughed at them scornfully, for he loved only himself (pg. 290).”</p>
<p>How does the author show the intensity of Echo’s obsession for Narcissus?</p>	<p>Echo was so obsessed over Narcissus “that nothing else mattered in the world but to win him,” “she could only follow wherever he went,” “her heart was heavy with unspoken love” (etc. Pg. 290).</p>
<p>An idiomatic expression is a phrase that has a different meaning from the literal meaning. On page 290-291 it says “But the curse which Hera had placed upon her tied her tongue.” What is meant by this idiomatic expression?</p>	<p>The sentence right before this explains the curse of her tongue being tied is what keeps Echo from speaking to him words of love. It also explains earlier in the text the curse is that she can only speak when being spoken to.</p>
<p>Reread page 292. The dialogue between Echo and Narcissus gives readers insight to their characters. What language reveals the traits about each character?</p>	<p>Character traits revealed about Echo is her desire to speak words of love. On page 292 it states, “her heart leaping with joy as she spoke the happiest words that had left her lips since the curse”. Character traits revealed about Narcissus is that he is lonely and vain. On page 292 his loneliness shows through the</p>

	quote "Narcissus realized that he was lost, and hoping to be heard by his companions, or perhaps by some mountain shepherd". His vanity shows through the quote "Narcissus stood still in amazement, looking all around in vain."
Reread page 292. Why and how did Aphrodite help Echo?	On page 292 it says, "And Aphrodite, the goddess of love, heard her and was kind to her, for she had been a true lover." This shows she relates to Echo and wants to help her. She punishes Narcissus by placing a curse on him to only love himself and get no love in return, "he shall love himself and no one else, and yet shall die of unrequited love!"
Reread the last two paragraphs on page 292. How does the author foreshadow the idea that Narcissus fate would be similar to Echo's?	"Aphrodite made good her threat..." "...Narcissus came to a still, clear pool of water away up the mountainside, not far from where he had scorned Echo and left her to die of a broken heart." The author used the word "flung" to describe how Narcissus threw himself down as well as to describe how he threw Echo away from him earlier in the myth.
Even though their love obsession could not be fulfilled in life, how is their fate intertwined in death?	On the place where Echo then Narcissus dies, "a plant pushed its green leaves through the earth... The flowers grew and spread, waving in the gentle breeze which whispered among them like Echo herself come to kiss the blossoms of the first Narcissus flowers." This shows how their love grows together into beautiful flowers that still bloom today.
On page 293, the myth ends by the voice of Echo, repeating after Narcissus, "I love in vain!" How did the two main characters "love in vain?"	Echo loved Narcissus in vain because she said that "nothing else in the world mattered but to win him" even though she had no clue if this love would be reciprocated. Narcissus loved in vain because he was cruel to all who tried to love him "for he loved only himself." So his vanity was the cause of his death.

Tier II/Academic Vocabulary

	<b>These words require less time to learn</b> (They are concrete or describe an object/event/ process/characteristic that is familiar to students)	<b>These words require more time to learn</b> (They are abstract, have multiple meanings, are a part of a word family, or are likely to appear again in future texts)
<b>Meaning can be learned from context</b>	Page (290)—talkative Page [290] - immortal Page [290] – fate Page [292] – embraces Page [292] – lingering Page (293)—vanished Page (293)—reflection Page [293] – enchanted	Page [290] - scornfully Page (290)—curse Page [292] – feasting Page (292)—vainly Page (292)—cast Page [292] – pined Page [293] – Woe
<b>Meaning needs to be provided</b>	Page (290)—misfortune	Page (290)—intend Page [292] – contempt

## Culminating Writing Task

- Prompt

*Using textual evidence, write an explanatory essay explaining several character traits of Echo and Narcissus that make them responsible for their own tragedy.*

- Teacher Instructions

1. Students identify their writing task from the prompt provided.
2. Students complete an evidence chart as a pre-writing activity. Teachers should remind students to use any relevant notes they compiled while reading and answering the text-dependent questions.

<b><i>Evidence Quote or paraphrase</i></b>	<b><i>Page number</i></b>	<b><i>Elaboration / explanation of how this evidence supports ideas or argument</i></b>
<ul style="list-style-type: none"> <li>• Beautiful - "...among them one of the most beautiful was called Echo."</li> </ul>	290	Echo's beauty can be seen as a trait that is responsible for a part of her fate because of expectations she had for love and loving one as beautiful as Narcissus.
<ul style="list-style-type: none"> <li>• Loyal and protective of Zeus – on page 290 it explains that "[Zeus] would come down to earth and wander with the nymphs on the mountains" while being protected by Echo who would lie to his wife, Hera.</li> </ul>	290	Her loyalty to Zeus is what causes Hera to curse Echo with the inability to speak when she wants and can only repeat words said before.
<ul style="list-style-type: none"> <li>• Deceptive - "But at last Hera realized that Echo was doing this on purpose to detain her..."</li> </ul>	290	She lies to Hera about Zeus' whereabouts therefore Hera angrily gives Echo the curse.
<ul style="list-style-type: none"> <li>• Loving--"her heart leaping with joy as she spoke the happiest words that had left her lips since the curse."</li> </ul>	292	This quote shows that Echo wants to love and show love. She has found a way to do so even through the curse.
<ul style="list-style-type: none"> <li>• Narcissus was beautiful, but very vain.</li> </ul>	290	The traits that originally hurt Narcissus are his

Although he was loved by many nymphs “Narcissus laughed at them scornfully, for he loved only himself.”		beauty and vanity because he only sees himself instead of opening up to the beautiful nymphs around him such as Echo.
<ul style="list-style-type: none"> <li>Narcissus’ loneliness shows through the quote “Narcissus realized that he was lost, and hoping to be heard by his companions, or perhaps by some mountain shepherd.”</li> </ul>	292	His loneliness should open him up to Echo, but he scorns her causing Aphrodite to threaten him with a fate of only self-love.
<ul style="list-style-type: none"> <li>Narcissus is scornful because “he came to a still, clear pool of water away up the mountainside, not far from where he had scorned Echo and left her to die of a broken heart.”</li> </ul>	292	He scorns Echo and her love because he cannot see anyone deserving of his love but him.
<ul style="list-style-type: none"> <li>Narcissus shows scorn again when Aphrodite says, “By scorning poor Echo like this, he scorns love itself. And scorning love, he insults me.”</li> </ul>	292	This scorning of Echo, and then of Love/Aphrodite is what causes Aphrodite to punish him with the ability to only love himself.

- Once students have completed the evidence chart, they should look back at the writing prompt in order to remind themselves what kind of response they are writing (i.e. expository, analytical, argumentative) and think about the evidence they found. (Depending on the grade level, teachers may want to review students’ evidence charts in some way to ensure accuracy.) From here, students should develop a specific thesis statement. This could be done independently, with a partner, small group, or the entire class. Consider directing students to the following sites to learn more about thesis statements: <http://owl.english.purdue.edu/owl/resource/545/01/> OR [http://www.indiana.edu/~wts/pamphlets/thesis\\_statement.shtml](http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml).
- Students compose a rough draft. With regard to grade level and student ability, teachers should decide how much scaffolding they will provide during this process (i.e. modeling, showing example pieces, sharing work as students go).

5. Students complete final draft.

- Sample Answer:

*Is our fate predetermined or do we actually have control over what happens to us? Are we our own worst enemy? Is karma fair or unjust? In the Greek myth, "Echo and Narcissus" retold by Roger Lancelyn Green, the author attempts to answer these life questions through his characterization of the two main characters—Echo and Narcissus. This mythological tale of Echo and Narcissus teaches the idea that often times we are our own worst enemies and that we are the sole contributor of our own fate.*

*By developing Echo's character throughout the myth, the author is able to show that "we are our worst enemy." Echo, the most beautiful and most talkative, of all the nymphs in the Oreades surmises her eventual lonely fate when she unapologetically lies to Hera, Zeus's wife, to protect Zeus. Echo's loyalty towards Zeus is evident when she shamelessly protects Zeus's infidelity from his wife every time he "would come down to earth and wander with the nymphs on the mountains." Echo would deceive Hera by keeping her "listening for hours to end to her stories and her gossip," in order to distract Hera from her suspicion of Zeus's whereabouts. Echo's shameless loyalty, deception, and gossiping ways caused Hera to punish Echo with her own character traits—by condemning her to "be able only to repeat what other people say—and never speak unless someone else speaks first" (p.290). Her inability to speak openly is further crippled when she can across "a beautiful youth called Narcissus." The author reveals a central theme—we are our worst enemy—when Echo, who uses her talkative ways to deceive others, is now unable to utter a single word to profess her love for Narcissus. Eventually Echo was able to speak "...the happiest words that had left her lips since the curse" to let Narcissus know how she feels about him by repeating only the part of Narcissus's cruel responses—"Let us meet!", "I would have you touch me!", "Kiss me! Kiss me!" (p. 292). Finally Echo realizes that her love for Narcissus would never be returned because he furiously detest that just a single*



touch of Echo's lips would kill him. This realization lead Echo to beg for death, which Aphrodite, the goddess of love, kindly granted to her.

*Through Narcissus's character, the author shows that a person's actions will eventually come back. The author reveals that karma—no matter if it is just or unfair—is unavoidable. Narcissus' beauty and vanity are the impetus for his fate. Although he was loved by many nymphs "Narcissus laughed at them scornfully, for he loved only himself" (p. 290). Narcissus's vanity would not allow him to truly love another being because he believes that a beauty greater than his own does not exist. This would push Narcissus towards his sad fate is his loneliness. Narcissus' loneliness shows through the quote "Narcissus realized that he was lost, and hoping to be heard by his companions, or perhaps by some mountain shepherd" (p. 292). This loneliness is what forces Narcissus to call out for companionship and help, but because he only has self-love he cannot see Echo as a being worthy enough to even be near. His beauty and loneliness then lead to the third trait that sends Narcissus into his fate: scorn. Narcissus shows scorn Echo and her love by "cast[ing] her violently from him...," and therefore scorning the goddess of love, Aphrodite (p. 292). Aphrodite explains how Narcissus has insulted her and why she would punish him with a fate of only being able to love himself, "By scorning poor Echo like this, he scorns love itself. And scorning love, he insults me" (p. 292). This scorn causes Narcissus to live out his days only able to love himself and to eventually die of unrequited love.*

*Echo and Narcissus' fates are clearly their own faults. Hera and Aphrodite had the power to pay them justly for their costly flaws, but they did so in response to the actions of the nymphs. A person must control their vanity, loneliness, and scorn before they hurt the wrong person. In Narcissus' instance, it was the goddess of love, and she punished him reasonably. One cannot be loyal, deceitful, and loving to Echo's degree without paying a price. Echo lied to a jealous and powerful wife and paid the price of truly being able to voice her love. We must all watch our strengths so that they do not become our greatest flaws, and we should nurture our flaws so that we can learn through them instead of paying greatly for them.*

### Additional Tasks

- Research Greek roots to show the connection between Greek myths and the everyday English words. Students can then combine their word lists to create a dictionary of words and expressions from classical mythology.
- Find other selections that have similar themes and explain how the selections are similar and how they are different.
- Write an origin myth of your own. Think of some everyday phenomenon, and write a brief story that explains how it might have come about.

### Note to Teacher

- It is helpful to do the before you read activities on page 289, connecting the survey questions to the recurring themes.
- To build background, have a discussion around student's knowledge about Greek gods and goddesses.

## Supports for English Language Learners (ELLs) to use with Anthology Alignment Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Anthology Alignment Lessons to ensure ELLs can engage fully with the lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we'll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students' needs; it is not the intention that teachers should do *all* of these things at every lesson.

### Before reading:

- Read passages, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](#)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18<sup>th</sup> Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
- Provide explicit instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, and are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](#). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

### Examples of Activities:

- Provide students with the definition of the words and then have students work together to create [Frayer models](#) or other kinds of word maps for the words.
- When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
- Keep a word wall or word bank where these new words can be added and that students can access later.
- Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
- Create pictures using the word. These can even be added to your word wall!
- Create lists of synonyms and antonyms for the word.

- Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](#) to ensure they can participate in the conversation.
- Use graphic organizers to help introduce content.

**Examples of Activities:**

- Complete a [Know, Want to Learn, Learned \(KWL\) graphic organizer](#) about the text.
- Have students research the setting or topic and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
- Fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a passage about the topic. Then students can discuss why they picked the information.

**During reading:**

- Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
- Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for that objective.
- Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher order thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](#).
- Provide explicit instruction, using multiple modalities, on selected vocabulary words (e.g., 5–8 for a given text) that are central to understanding the text. During reading, you should continue to draw attention to and discuss the words that you taught before the reading.

**Examples of Activities:**

- Have students include the example from the text in a student-created glossary.
  - Create pictures that represent how the word was used in the passage.
  - Create sentences using the word in the way it was used in the passage.
  - Have students discuss the author's word choice.
  - Examine important sentences in the text that contribute to the overall meaning of the text.
- Examine sentence structure of a particular sentence. Break down the sentence to determine its meaning. Then determine how this sentence contributes to the overall meaning of the passage. Determine if there is any figurative language in the sentence and have students use context clues to determine the meaning of the figurative language.
  - Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

- While reading the text, have students fill in a story map to help summarize what has happened.
- Have students fill in an evidence chart while they read to use with the culminating writing activity. Make sure to model with the students how to fill in the evidence chart by filling in the first couple of rows together as a class. Go over the prompt that the evidence should support, making sure to break down what the prompt means before having the students get to work. If some of your students frequently struggle to understand directions, have the students explain the directions back to you.
- Provide somewhere for students to store new words that they encounter. Students could use a chart to keep track of these new words and their meanings as they read.
- If you had students start a KWL before reading, have them fill in the "L" section as they read the passage.

**After reading:**

- Reinforce new vocabulary using multiple modalities.

**Examples of activities:**

- Using the words that you had students work with before the reading, require students to include the words in the culminating writing task.
- Create Frayer models with the words. Then cut up the Frayer models and have the students put the Frayer models back together by matching the pieces for each word.

- After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](#).
- When completing the writing assignments after reading, consider using these scaffolds to support students depending on their English proficiency.

**Examples of Activities:**

- For all students, go over the prompt in detail making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
- Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
- For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
- For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.