

TEACH

CRITICAL VOCABULARY

Encourage students to read all the sentences before deciding which word best completes each one. Remind them to look for context clues that match the meaning of each word.

Answers:

1. moderate
2. frantic
3. prowess
4. anxiety



GET READY

CRITICAL VOCABULARY

moderate prowess frantic anxiety

To see how many Critical Vocabulary words you already know, choose one to complete each sentence.

1. M politicians from both countries favored the treaty.
2. The young children became f and started crying when the earthquake began.
3. The P of the athletes during the tournament helped them win the championship.
4. The citizens' fear and A increased as food became ...

BACKGROUND

Today we think of myths as stories that have been passed down through countless generations. In the ancient civilization of Greece, myths were the basis of an elaborate system of beliefs. Myths explained their mystifying world and offered wisdom on how to live in it. The myth of Daedalus and his son Icarus is one example.



THE FLIGHT OF ICARUS

Myth retold by Sally Benson

SETTING A PURPOSE

As you read, pay close attention to the choices Icarus and his father make. What do these choices reveal? Write down any questions you may have while reading.

- 1 **W**hen Theseus escaped from the labyrinth, King Minos flew into a rage with its builder, Daedalus, and ordered him shut up in a high tower that faced the lonely sea. In time, with the help of his young son, Icarus, Daedalus managed to escape from the tower, only to find himself a prisoner on the island. Several times he tried by bribery to stow away on one of the vessels sailing from Crete, but King Minos kept strict watch over them, and no ships were allowed to sail without being carefully searched.
- 2 Daedalus was an ingenious artist and was not discouraged by his failures. “Minos may control the land and sea,” he said, “but he does not control the air. I will try that way.”

Notice & Note

Use the side margins to notice and note signposts in the text.

ANALYZE GENRE: MYTH

Annotate: Mark the detail in paragraphs 1–2 that states the problem Daedalus and Icarus face.

Draw Conclusions: How do you think Daedalus plans to solve the problem? Why do you think so? *

ANALYZE GENRE: MYTH

Remind students that Greek myths usually teach important lessons about life and human behavior. They also reveal the attitudes and values that were important in ancient Greek culture. **(Answer:** *Their interaction suggests that fathers were responsible for the well-being of their children and that children were obedient and followed their father's instructions.*)

WORDS OF THE WISER

Remind students that this signpost indicates that a character who is wiser and usually older is offering some important advice or insight to the main character. **(Answer:** *One theme suggested by Daedalus's warning is that extremes can be dangerous; it is safer to follow a more moderate course. Another theme is that you should listen to people who are older and wiser than you.*)

NOTICE & NOTE

ANALYZE GENRE: MYTH

Annotate: Reread paragraphs 3 and 4. Mark words and phrases that show that Daedalus is happy about the work he and his son are doing.

Infer: What do these paragraphs suggest about the kind of family interactions that the Greek culture valued?

WORDS OF THE WISER

Notice & Note: In paragraph 5, mark the warning that Daedalus gives Icarus.

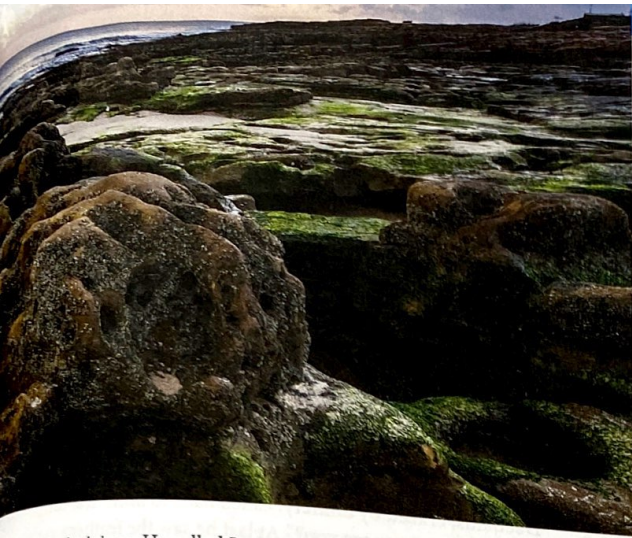
Connect: What might Daedalus's warning suggest about one theme of this myth?



3 He called his son, Icarus, to him and told the boy to gather up all the feathers he could find on the rocky shore. As thousands of gulls soared over the island, Icarus soon collected a huge pile of feathers. Daedalus then melted some wax and made a skeleton in the shape of a bird's wing. The smallest feathers he pressed into the soft wax and the large ones he tied on with thread. Icarus played about on the beach happily while his father worked, chasing the feathers that blew away in the strong wind that swept the island and sometimes taking bits of the wax and working it into strange shapes with his fingers.

4 It was fun making the wings. The sun shone on the bright feathers; the breezes ruffled them. When they were finished, Daedalus fastened them to his shoulders and found himself lifted upwards, where he hung poised in the air. Filled with excitement, he made another pair for his son. They were smaller than his own, but strong and beautiful.

5 Finally, one clear, wind-swept morning, the wings were finished, and Daedalus fastened them to Icarus's shoulders and taught him how to fly. He bade him watch the movements of the birds, how they soared and glided overhead. He pointed out the slow, graceful sweep of their wings as they beat the air steadily, without fluttering. Soon Icarus was sure that he too, could fly and, raising his arms up and down, skirted over the white sand and even out over the waves, letting his feet touch the snowy foam as the water thundered and broke over the sharp rocks. Daedalus watched him proudly but with



misgivings. He called Icarus to his side and, putting his arm round the boy's shoulders, said, "Icarus, my son, we are about to make our flight. No human being has ever traveled through the air before, and I want you to listen carefully to my instructions. Keep at a moderate height, for if you fly too low, the fog and spray will clog your wings, and if you fly too high, the heat will melt the wax that holds them together. Keep near me and you will be safe."

6 He kissed Icarus and fastened the wings more securely to his son's shoulders. Icarus, standing in the bright sun, the shining wings dropping gracefully from his shoulders, his golden hair wet with spray, and his eyes bright and dark with excitement, looked like a lovely bird. Daedalus's eyes filled with tears, and turning away, he soared into the sky, calling to Icarus to follow. From time to time, he looked back to see that the boy was safe and to note how he managed his wings in his flight. As they flew across the land to test their **pro**wess before setting out across the dark wild sea, plowmen below stopped their work and shepherds gazed in wonder, thinking Daedalus and Icarus were gods.

7 Father and son flew over Samos and Delos, which lay on their left, and Lebinthus,¹ which lay on their right. Icarus, beating his wings in joy, felt the thrill of the cool wind on his face and the clear air above and below him. He flew higher

¹ Samos . . . Delos . . . Lebinthus (sā 'mōs '... dē 'lōs '... lu bīn 'thus '): small Greek islands in the eastern Aegean Sea.

NOTICE & NOTE



LANGUAGE CONVENTIONS

Review the meaning of coordinate adjectives with students, and remind them that the comma takes the place of the word *and*. (**Answer:** *The comma tells you that soft and moist both modify the clouds equally.*)

English Learner Support

Language Conventions Point out the phrase *his eyes bright and dark* in the middle of paragraph 6. Ask for volunteers to restate the phrase so that it has coordinate adjectives. Write the correct restated phrase on the board, and then ask students to identify where the comma goes and why. (*His bright, dark eyes—the comma takes the place of the word and.*) Emphasize that in both variations, *eyes bright and dark*, and, *bright, dark eyes*, the adjectives carry equal weight and modify *eyes*. **MODERATE**



For **listening and reading support** for students at varying proficiency levels, see the **Text X-Ray** on pages 24C–24D.

moderate

(mōd 'ar-it) *adj.* When something is kept *moderate*, it is kept within a certain limit.

prowess

(prou 'is) *n.* *Prowess* is the strength and courage someone has.

LANGUAGE CONVENTIONS

Annotate: Mark the example of coordinate adjectives that appears in paragraph 7.

Interpret: What does the comma in that example tell you about those adjectives?

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TEXT IN FOCUS

Analyzing Language Have students view the **Text in Focus** video in their eBook to learn how to analyze an idiom and consider how it relates to the theme of the myth. Then have students use **Text In Focus Practice PDF** to apply what they have learned.

DETERMINE THEMES

Remind students that asking themselves what the moral of the story is will help them determine the theme. **(Answer: The placement of this sentence at the very end of the myth emphasizes the theme: lack of moderation can lead to disaster and heartbreak. This is the final thought the reader is left with, so it drives home the main life lesson that the myth teaches.)**



ENGLISH LEARNER SUPPORT

Reinforce Meaning Read aloud paragraph 7, pausing after each sentence to allow students to ask for clarification of any unfamiliar words or phrases. Confirm their understanding of those words and phrases by asking students to use them conversationally. Ask for



NOTICE & NOTE

frantic
(frān'tik) *adj.* If you do something in a *frantic* way, you do it quickly and nervously.

anxiety
(āng-zī'tē) *n.* Anxiety is an uneasy, worried feeling.


DETERMINE THEMES

Annotate: Mark the sentence in paragraph 9 that relates directly to the main theme of this myth.

Critique: Why is the placement of this sentence effective in emphasizing the theme?

and higher up into the blue sky until he reached the clouds. His father saw him and called out in alarm. He tried to follow him, but he was heavier and his wings would not carry him. Up and up Icarus soared, through the soft, moist clouds and out again toward the glorious sun. He was bewitched by a sense of freedom and beat his wings **frantically** so that they would carry him higher and higher to heaven itself. The blazing sun beat down on the wings and softened the wax. Small feathers fell from the wings and floated softly down, warning Icarus to stay his flight and glide to earth. But the enchanted boy did not notice them until the sun became so hot that the largest feathers dropped off and he began to sink. Frantically he fluttered his arms, but no feathers remained to hold the air. He cried out to his father, but his voice was submerged in the blue waters of the sea, which has forever after been called by his name.

8 Daedalus, crazed by **anxiety**, called back to him, "Icarus! Icarus, my son, where are you?" At last he saw the feathers floating from the sky, and soon his son plunged through the clouds into the sea. Daedalus hurried to save him, but it was too late. He gathered the boy in his arms and flew to land, the tips of his wings dragging in the water from the double burden they bore. Weeping bitterly, he buried his small son and called the land Icaria in his memory.

9 Then, with a flutter of wings, he once more took to the air, but the joy of his flight was gone and his victory over the air was bitter to him. He arrived safely in Sicily, where he built a temple to Apollo and hung up his wings as an offering to the god, and in the wings he pressed a few bright feathers he had found floating on the water where Icarus fell. And he mourned for the birdlike son who had thrown caution to the winds in the exaltation of his freedom from the earth. 



CHECK YOUR UNDERSTANDING

Answer these questions before moving on to the **Analyze the Text** section on the following page.

1 The detail He bade him watch the movements of the birds, how they soared and glided overhead emphasizes that —

- A birds were worshipped as gods in ancient Greece
- B flying by your own power was possible but dangerous
- C nature was highly respected by ancient Greeks
- D Daedalus wanted to make wings from birds' feathers

2 Against his father's advice, Icarus flew higher and higher because he —

- F was eager to prove that he was stronger than his father
- G often disobeyed his father's commands
- H became lost when the sun blinded him

J was overtaken by the thrill that came from flying freely

3 Which sentence states an important theme in this myth?

A Only true heroes can perform superhuman acts.

B People must know their place in the universe.

C Being able to live in freedom is worth any cost.

D Doing things with family members is always fun.