

# Cupid and the Bees

## Asking and Evaluating Questions

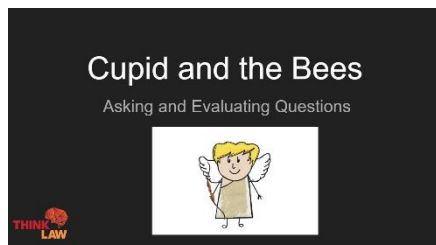
Objective: Thinkers will consider statements about Cupid and develop “why” and “how” questions that would provide clarifying information.

### Lesson Outline

1. Thinkers will begin by discussing lawyers and the types of things that lawyers do.
2. Thinkers will consider Cupid and brainstorm important questions they could ask to find out more about the mythological character.
3. Thinkers will listen to a story of the time Cupid tried to steal from the bees and brainstorm questions that Cupid’s mother might ask.
4. Thinkers will evaluate Cupid’s method and brainstorm alternatives to shooting people with arrows.

### Materials

#### PowerPoint



#### Student Work Pages

name \_\_\_\_\_  
Cupid and the Bees  
What questions do you have about Cupid?

Who	
What	
When	
Where	
Why	
How	

#### Materials

Writing Utensils  
Anchor Chart  
(Optional)

## Common Core Content Standards

KINDERGARTEN	FIRST GRADE	SECOND GRADE
<p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p>	<p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>
<p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>
<p>L.K.1.D Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p>	<p>SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
<p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues.</p>

## thinkStarter



We are going to start our time together today thinking about this question: What is a lawyer?

What do you know about lawyers? **Allow thinkers to share their responses.** If no one knows what a lawyer is, have them look at the

**pictures on the slide. What clues can they see in the picture about what a lawyer might do? Thinkers might say that lawyers help people when they are in trouble or when they go to jail.**

**If you want, you can start an anchor chart and write down thinker responses to this question.**

Some people might think that lawyers just help people when they are in trouble or when they go to jail. But lawyers do many things. We are going to do an activity today that will help train our brains to think like a lawyer!

But first, let's look at a few things that lawyers do.

Write Rules or  
Laws for  
People to  
Follow



The first thing that lawyers do is they write rules or laws for people to follow.

Why do you think that is an important job? **Give thinkers time to respond.** Some thinkers might say that rules are important to keep people

**safe and to make sure things are fair.**

What would the world look like if we did not have rules and laws for people to follow? **Thinkers might say that without rules, the world would be out of control and would not be safe.**

Listen to Everyone  
Involved in a  
Problem



The next thing that a lawyer needs to do is to make sure they listen to both sides of a problem.

Why do you think it is important for lawyers to listen to both sides of a problem? **Thinkers may**

say that it is important to listen to all sides of a problem so that you know what really happened.

What would the world look like if lawyers did not listen to everyone that was involved in a problem? **If people only listened to one side of a story, then a lot of decisions would be unfair and there might be a lot of people who would get into trouble for things they didn't do.**

### Help People Solve Problems



The next thing that lawyers do is to help people solve problems. When we first started to talk about lawyers some of you told me that lawyers help people when they go to jail or are arrested. This is true. But there are also other ways that lawyers help people. Lawyers help people find solutions to their problems. They help settle arguments.

Why is it important for lawyers to help people solve problems? **Sometimes when people have an argument it helps to have someone else help look at the problem to find other solutions.**

### Make Sure Things are Fair



Lawyers also work to make sure that things are fair. Sometimes people are treated differently. Lawyers work to make sure that everyone is treated fairly.

Why do you think it is important that lawyers work to make sure that everyone is treated fairly? **Push thinkers to consider why it is important for things to be fair. Ask them to tell you how they feel when something is unfair.**

What would the world look like if everything was fair?



### Investigate to Find Out What Happened

Another thing that lawyers do to investigate to find out what happened during a problem. When there is a problem, lawyers will talk to witnesses, collect evidence, and ask questions to find out the real story.

Why do you think it is important that lawyers know how to investigate?  
Thinkers may say that it is important to find out the truth.

What so you think is the hardest part about investigating? Why?



We are going to think about these five jobs a little more.

- Write rules or laws for people to follow
- Listen to everyone involved in a problem
- Help people solve problems
- Make sure things are fair
- Investigate to find out what happened?

I want you to think about this question for 10 seconds. Do not say anything. Just think. What job do you think is the hardest? Give thinkers 10 seconds. Ask a few thinkers to explain why they selected that job as the hardest.



Now I want you to think about this question for 10 seconds. Which job do you think is the easiest?

Do not say anything. Just think. What job do you think is the easiest?

Give thinkers 10 seconds. Ask a few thinkers to explain why they selected that job as the easiest.

One way lawyers learn to help people in these ways is that they're very good at asking questions! Today we are going to look a famous character and practice thinking like a lawyer and asking great questions.

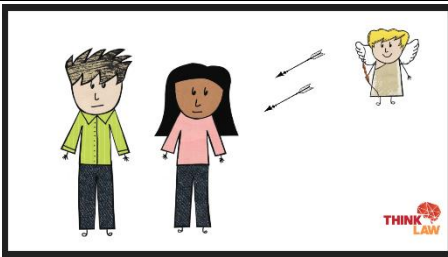
## thinkStory



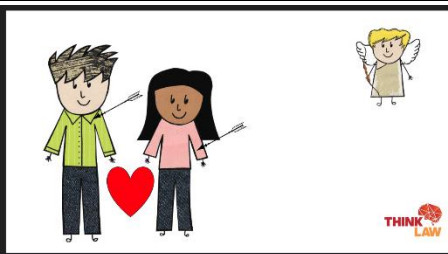
There is a famous character from ancient Roman stories. His name is Cupid. You may see Cupid around Valentine's Day. Does anyone know why? Cupid was the god of love in ancient Roman mythology. Valentine's Day is about love, so Cupid is sometimes on

## Valentine's decorations and cards.

In these stories, Cupid was the god of love. Cupid would cause to people to fall in love.



Cupid had a funny way that he made people fall in love. Cupid would carry with him a bow and arrows. When he would see two people he wanted to fall in love, he would shoot them with his arrows!



When an arrow would hit someone, they would fall in love with the first person they would see.

That seems like a crazy story! When I hear about Cupid, it makes me want to ask some questions.

We talked about how we can train our brains to think like a lawyer. One thing lawyers are really good at doing is asking questions. Today we are going to think about the story of Cupid and the types of questions we can ask.

We heard that Cupid shoots arrows at people to make them fall in love. When a person is hit with one of Cupid's arrows, they fall in love with the first person they see.



We are going to begin by thinking of as many questions as we can that start with the word "who."

Thinkers may complete this brainstorming activity individually on the student work page or

you may brainstorm questions as a whole group. The materials for the lesson include individual sheets and sheets that can be used for larger group brainstorming. You can go through each question word individually or have students brainstorm all the questions at once.

name _____
Circle and label the boxes.
What questions do you have about cupid?
Who 
What
When
Where
Why
How

Who


Sample responses might include:

- Who gave Cupid his powers?
- Who did Cupid shoot with his arrows?
- Who first told the story of Cupid?

Give thinkers time to share their questions. Follow up by asking them, "Why is the answer to that question important?"



# What



Now you are going to think of as many questions as you can that start with the word "what."

Sample responses might include:

- What happened if the person Cupid shot was in already in love with someone else?
- What did it feel like to get hit with an arrow?
- What happened if Cupid missed or shot the wrong person?
- What would happen if Cupid accidentally shot himself in the foot?

Give thinkers time to share their questions. Follow up by asking them, "Why is the answer to that question important?"



# When



Now you are going to think of as many questions as you can that start with the word "when."

Sample responses might include:

- When does Cupid fly around? Is it all the time or just certain times?
- When you get hit with an arrow, does it hurt?
- When you get hit with an arrow, do you know that Cupid shot you?
- When do you feel the effects of the arrow? Is it immediate?

Give thinkers time to share their questions. Follow up by asking them, "Why is the answer to that question important?"



# Where



Now you are going to think of as many questions as you can that start with the word "where."

Sample responses might include:

- Where does Cupid shoot people? Does it only happen outside, or does it also happen inside?

- Where does Cupid live?
- Where does Cupid get his magical arrows?

Give thinkers time to share their questions. Follow up by asking them, "Why is the answer to that question important?"



Now you are going to think of as many questions as you can that start with the word "why."

Sample responses might include:

- Why does Cupid want to make people fall in love?

- Why do people fall in love when Cupid shoots them with an arrow?
- Why do people fall in love with the first person they see?
- Why does Cupid shoot arrows? Is there a different way he could make people fall in love?

Give thinkers time to share their questions. Follow up by asking them, "Why is the answer to that question important?"



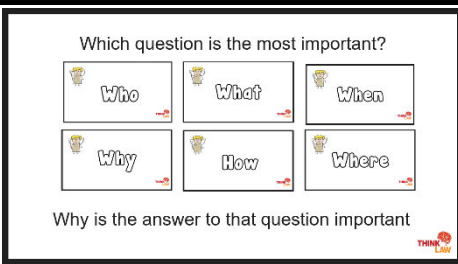
Now you are going to think of as many questions as you can that start with the word "how."

Sample responses might include:

- How do the arrows make people fall in love?
- How does Cupid decide who to shoot?

- How long does it take an arrow to work?
- How long does the feeling of love that the arrow provides last? Does it wear off?
- How many people has Cupid caused to fall in love?

Give thinkers time to share their questions. Follow up by asking them, "Why is the answer to that question important?"



You did a great job thinking of a lot of questions! Now I have a question for you. I do not want you to answer my question right away. I want you to think about it for 10 seconds before you raise your hand to tell me.



Which question do you think is the most important? Give thinkers a few seconds of wait time and then allow them to share what they think is the most important question. If many thinkers are sharing the same questions, you could have the class vote between the most common responses.

Now I want you to share with me why the answer to that question is important? Why would it be important to know that information about Cupid? Give thinkers a few seconds of wait time and then allow them to share their responses.

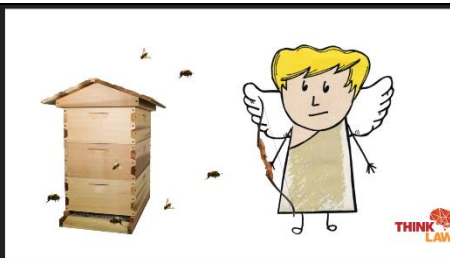


Now I am going to tell you a story about Cupid.

Cupid was a happy guy. He loved his job! He loved to fly around and help people fall in love. All day, every day Cupid flew all over the world shooting people with his arrows.



Cupid loved puppies. (Click to make puppy appear.) He loved flowers. (Click to make the flower appear.) He loved sunsets. (Click to make the sunset appear.) He loved music. (Click to make the music note appear.) But most of all, he loved honey. (Click to make the honey appear.)



Cupid loved to eat honey, but honey was so hard to get! The bees never wanted to share.

Cupid tried to shoot the bees with his love arrows, but the bees were too quick! They were too little! And Cupid could never hit a bee.



One night, while the bees slept, Cupid decided to sneak and steal some honey.



But the bees woke up! They were very angry when they saw Cupid stealing their honey.

They began to sting Cupid.



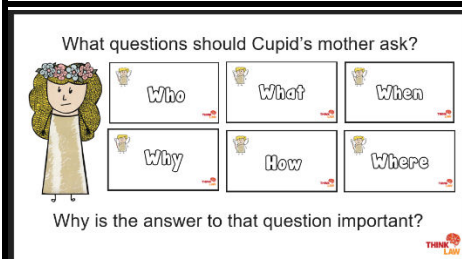
Cupid was grumpy. He didn't have any honey AND he was covered in bee stings.



Cupid rushed back to tell his mom.

"Mom!" he yelled. "You won't believe what just happened to me."

I know if I were Cupid's mom, I would have some questions for him. What questions would you have?



When you think about your questions, think about what information Cupid's mother would want to know.

Thinkers may complete this brainstorming activity individually on the student work page

or you may brainstorm questions as a whole group. The materials for the lesson include individual sheets and sheets that can be used for larger group brainstorming. You can go through each question word individually or have students brainstorm all the questions at once.

What questions should Cupid's mother ask?

Who	What	When
Why	How	Where

Who

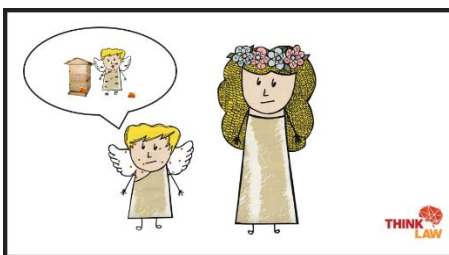
Sample questions might include:

- Who did this to you?
- What happened?
- When did this happen?

- Why were you trying to take honey from the bees?
- Why were the bees mad?
- Why are you upset?
- How many times were you stung?
- How much honey did you take?
- Where were the bees when you tried to take the honey?

Give thinkers time to share their questions. Follow up by asking them, "Why is the answer to that question important?"

Let's keep reading to find out what Cupid's mother decided to ask.



Cupid told his mother what happened.

"You tried to take the bee's honey!" she said, "Why are you upset that they decided to sting you?"

"Because it hurt when the bees stuck me with their stingers," explained Cupid.



"Cupid," his mother sighed, "you spend every day shooting people with arrows! Don't you think that hurts?"

Cupid had never thought of that before!

What do you think about the ending of that story? How is Cupid shooting arrows like the bees? How is it different? **Have thinkers share their responses.**

### thinkBigger



Shooting people with arrows does seem like a mean thing to do. What might be another way that Cupid could get two people to fall in love? Why is your suggestion better than the arrows?