

Title: Unit 5		Subject/Course: English I	
Topic: The Epic Hero: The Odyssey		Grade: 9	Designer(s): Kluza, Much and Jean-Paul
Standards			
<p>Priority Standards:</p> <p>L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.</p> <p style="padding-left: 20px;">L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p> <p style="padding-left: 20px;">L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama</p> <p>L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.</p> <p style="padding-left: 20px;">L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.</p> <p style="padding-left: 20px;">L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.</p>			
<p>Secondary Standards:</p> <p>L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.</p> <p style="padding-left: 20px;">L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</p> <p style="padding-left: 20px;">L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</p> <p style="padding-left: 20px;">L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</p>			
<p>Understandings:</p> <ul style="list-style-type: none"> • Understand that there are archetypes in literature. • Analyze the elements of an epic poem : epic simile, epic hero, epic structure. • Analyze how particular lines of poem propel the action, reveal aspects of a character, or provoke a decision. 		<p>Essential Questions:</p> <ul style="list-style-type: none"> • Do heroes have responsibilities? • What qualities make a hero? • Can anyone be a hero? • Are having heroes in society always beneficial? 	
Acquisition:			
<p>Students will know...</p> <ul style="list-style-type: none"> • The following literary terms: epic poem, epic hero, epic simile, epithet, archetype, meter, allusion, objective tone, symbol, idiom, technical terms, jargon. • Identify and explain how a universal theme is 		<p>Students will be skilled at::</p> <ul style="list-style-type: none"> • Identify and use to interpret and analyze both nonfiction and fiction the following literary terms: epic poem, epic hero, epic simile, epithet, archetype, meter, allusion, objective tone, symbol, idiom, technical terms, jargon • Identifying the elements of an epic poem • Reading an epic poem 	

<p>connected through the ages</p> <ul style="list-style-type: none"> Identify and explain how a piece of literature reveals cultural attitudes 	<ul style="list-style-type: none"> Recognizing poetic devices of structure and sound, specifically of a simile and understanding how they can add a level of meaning to the epic poem Identifying and interpreting symbols Identifying archetypes to use in analyzing literature
Stage 2- Assessment Evidence	
<p>Unit Assessment:</p> <p>Unit 5 test</p> <p>Odyssey Project for multiple intelligences</p>	<p>Other Evidence:</p> <p>Selection Tests</p> <p>Constructed Response Questions</p> <p>Writing Samples</p>
Stage 3- Learning Plan	
Pre-Assessment	
<p>Learning Event:</p> <ul style="list-style-type: none"> Archetypes: Defined and Ed.Ted video Shrek – analysis worksheets for viewing / examples of archetypal characters, symbols and plot “Casey at Bat” as poem and historical American fictional hero Historical background: Non-Fiction readings from Holt Clips from Troy to explain Odysseus’s character in <i>The Iliad</i> Close Reading of <i>The Odyssey</i>: Holt: Calypso Close Reading of From <i>The Odyssey</i>, Part One pages 754- 794 to make inferences and analyze characterization Close Reading of From <i>The Odyssey</i>, Part Two pages 798 – 824 to identify influences, make inferences, and analyze structure Vocabulary: Greek and Roman Gods as roots Do Nows focus on vocabulary 	<p>Progress-Monitoring:</p> <ul style="list-style-type: none"> Class discussions Exit slips / Closure Activities Short responses Variety of before/during/after reading activities Note-taking Worksheets Post – Test Conferencing

Pacing Guide:

4 weeks

Differentiation:

Adapted texts and lesson as provided by Pearson

Technology:

TedEd.com: "What Makes a Hero?"

Technology provided by Pearson

(will be added as unit is taught)

Enrichment:Film clips: *Troy*, *The Odyssey*, *Brother*, *Where Art Thou**Simpsons* Clip <https://vimeo.com/53622238>? Or purchase full show for Season 1 Episode 3, *Simpsons : Tales from the Public Domain*; Season 13 Episode 14YouTube: *What God or Goddess are You Quiz?*

- Close Reading of "An Ancient Gesture" 832- 833 to analyze character representation
- Close Reading of "Siren Song" page 834- 835 to make generalizations, describe contemporary interpretation
- Close Reading of Prologue and Epilogue from *The Odyssey* to analyze cultural context
- Close Reading of "Ithaca" page 837 -838 to analyze symbol and describe contemporary interpretation
- Language Study: page 840 -841 to identify and explain idioms, technical terms, and jargon