

# Acc. 9 English--Heroes

Content Area: **ELA**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **9 weeks**  
Status: **Published**

## Overview:

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Students will read two works that present very distinct notions of what it means to be a hero. Students will reflect on their own concept of what a hero is, read literature that includes two of the most famous heroes in literary history, and re-examine their beliefs about what it means to be heroic.

## UNIT GOALS, ESSENTIAL INQUIRY

## KEY or ANCHOR STANDARDS:

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## Enduring Understandings

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- Developing empathy by stepping outside of your own perspective, no matter how foreign it is to you is essential in order to learn and grow.
- Choices an author makes about character, plot, theme, culture and setting have tremendous influence on a story.
- While some authors choose to represent history through non-fiction writing, one can interpret and comment on a time and place in history through a fictional lens -- fiction can be just as meaningful a window into an important time and place as non-fiction.
- In order to fully form an argument must try to work within a three-part framework of logos, pathos and ethos -- present a logical argument that appeals to the emotions of the audience while establishing credibility (e.g. through choosing, introducing/embedding and citing evidence = SGO).

## Optional

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## Essential Questions

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- What does it mean to be brave? (stereotypical/traditional understanding of heroes vs. shifting/nuanced notions of heroism --
  - e.g. Are the most poignant examples of bravery are the most visible? Consider the differences in the bravery demonstrated by Odysseus and Atticus (or Mrs. Dubose). [Can connect to summer reading choices too.]
- How does one step out of one's own POV? How can I walk in someone else's shoes?
  - e.g. How does Scout step out of her own shoes? what help does she get/need with that process?
- How can one win the hearts and minds of others who have opposing viewpoints? Is it possible?
  - e.g. What strategies does Atticus/Odysseus use? are they effective? why or why not?

## Student Learning Objectives: Students will be able to . . .

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### Essential (All -- with varying degrees of teacher support and scaffolding)

1. Analyze and connect setting to theme and plot using specific textual evidence (RL.9-10.1,2,5)
2. Research and connect key historical events to the text (W.9-10.7, W.9-10.8)
3. Recognize importance of point of view (RL.9-10.6)
4. Read closely and respond to literature at grade level (RL.9-10.10)
5. Establish and maintain a formal, objective tone in writing (W.9-10.1.D)
6. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences ([W.9-10.10](#))
7. Create an argument about theme, and structure the argument into a 5-paragraph essay with special focus on clear topic sentences that relate back to thesis directly, transitions (with teacher feedback via the outlining, drafting and conferencing process) ([W.9-10.2.C](#)).
8. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task (W.9-10.1, 4).

### Expected (Most -- with minimal teacher support)

1. Demonstrate an understanding of the texts by choosing relevant quotations that reflect theme (W.9-

10.2.B, W.9-10.9.A)

2. Embed quotations accurately using a variety of methods (he says/she says, smooth method, colon method) and analyze their connection to your argument (RL.9-10.5)
3. Use technology and digital media, including the internet to produce, publish and update shared writing and presentation products (W.9-10.6, SL.9-10.6)
4. Present information clearly, concisely and logically so that all listeners can follow and understand (SL.9-10.4)
5. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (SL.9-10.6)
6. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme ([RL.9-10.3](#)).
7. Prepare for discussion and initiate and participate effectively in a range of collaborative discussions, building on one another's ideas and expressing yourself clearly and persuasively (SL.9-10.1 (A))
8. Analyze various accounts of a subject told in different mediums (e.g. film version of TKAM vs. Text vs. Go Set a Watchman) determining which details are emphasized in each account. (RL. 9-10. 7).
9. Analyze various accounts of a subject told in different mediums determining which details are emphasized in each account (RI.9-10.7).
10. Analyze seminal U.S. documents of historical/literary significance (e.g. connect MLK's 1963 "Letter from a Birmingham Jail" to TKAM -- 10 years after Lee wrote the text) - (RI.9-10.9).

**Enrichment (Some -- independently as extensions offered to students who are excelling with material)**

1. Incorporate additional research into discussion and writing
2. Embed quotations using all three methods
3. Option to read Go Set a Watchman and discuss with teacher over lunch one day/week for a few weeks?

**Students Will Know (Facts and Basic Concepts)**

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Historical context of the 1930s.

Literary devices.

Greek mythology.

## Common Core State Standards

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LA.9-10.CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CCSS.ELA-Literacy.W.9-10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.9-10.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

## 21st Century Themes and Skills

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Race relations in the 21st century.

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## Interdisciplinary Connections

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## **Learning Activities**

Activities

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## **Pacing Guide**

## **Summative Asesement**

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