

CP English 9--Heroes

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

Overview:

UNIT GOALS, ESSENTIAL INQUIRY

Students will read / view several 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.

KEY or ANCHOR STANDARDS:

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LA.9-10.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.9-10.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.
LA.9-10.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.9-10.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LA.9-10.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.

Enduring Understandings

- 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).

Accel ONLY - Enduring Understandings

Essential Questions

- 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?

Accel ONLY - Essential Questions

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

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 and 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)

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

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

Social Studies for historical background: The Great Depression; Scottsboro Trials; Ancient Greece and Greek mythology; Jim Crow laws; psychology (Boo Radley - isolation, mob mentality); the judicial process (government).

Technology for research and presentations Social Studies

Learning Activities

Activities

Texts + Learning Activities

1. Summer Reading

- lit.circles -- share summer reading notes,
- create a poster for an interactive presentation about major themes, most significant moments with quotations, criticisms, discussion questions/audience engagement piece; summer reading annotations graded formatively, for completion in gradebook

Ideas for Differentiation/Accommodations & Modifications: teacher conferencing to help students understand and meet expectations of summer reading; heterogeneous grouping; cues to initiate and return to task; assistance in breaking down assignment into manageable chunks

2. The Odyssey:

- Research and review key Mythical Characters, Gods and Goddesses (dating profile, poster, etc.)
- Read-aloud key episodes (Introduction, The Lotus-Eaters, Cattle of the Sun-God, The Cyclops, Scylla & Charybdis, Penelope, The Suitors) -- character cell phone?
<https://drive.google.com/file/d/0B8I8FYAJGwxCS2IJQWhJNEw2RkE/view>
- Annotate packet while reading; evaluate Odysseus' heroism, decision-making skills in small and whole

group discussion and writing (letter of advice to Odysseus; postcard);

- Define and apply understanding of tragic hero, hubris, epic poetry, epic hero cycle, etc.;
- Define and demonstrate understanding of vocabulary from text through art and movement, objective assessments and writing;
- Create a skit for an episode read as a class or independently/small group and present skit to class
- Vocabulary activities and quizzes. All words on the vocabulary list are from the epic.
- Question the definition of heroism -- Heriocl Acts to Protect the Word 'Hero'
<https://drive.google.com/file/d/0B8I8FYAJGwxCUGxTUKpIOE1FQ0U/view?usp=sharing>

Ideas for Differentiation/Accommodations & Modifications:

Heterogeneous grouping for students with presentation anxiety; homogeneous grouping for students who struggle with the text -- they can be grouped together to present a section read in class; provide guided reading questions for some students; reduce vocab as needed, etc., aid in getting started with writing/organizing thoughts; provide instruction in multiple modalities.

3.To Kill A Mockingbird:

- Mini-presentation re: historical context -- key events, people, laws (have students find information on the subject from at least 2 different mediums, print/audio/video/photographic, and compare/contrast them)
- Include the analysis of seminal U.S. texts -- e.g. connect "Letter from a Birmingham Jail" MLK -- [link to PPT](#) with suggestions on how to evaluate pathos, logos, ethos of his argument) or analysis of from time period of setting
- Independent Reading + Graphic Organizer per chapter (key events, personal response, new characters identified, key quotations)
- Small Group discussion
- Prior to trial -- [Jury Simulation](#) (familiarize students with jury language and experience; includes a sample trial that students must deliberate over)
- Comparison/Contrast of key passages with key scenes from film.
- Define and demonstrate understanding of vocabulary from text through art and movement, objective assessments and writing
- Short Answer/Objective test at midway point

- Vocabulary activities and quizzes. All words on the vocabulary list are from the novel.
- Formative Activities:
 - Methods of Characterization (character charts, main character analysis-- poem, poster)
 - Narrative POV -- rewrite this scene from another POV,
 - empathy-building activities (letter to Boo Radley, etc)
 - Show scenes from film & write comparative review
 - read excerpts from Go Set a Watchman (compare and contrast POV)

Differentiation/Accommodations & Modifications: see above; modify test as per IEP

Accel ONLY - Learning Activities

Pacing Guide

The Odyssey

3 weeks (selections and includes Greek mythology introduction)

To Kill a Mockingbird

6 weeks (whole book reading and includes thematic essay writing)

Summative Assessment

1. TKAM Thematic Essay

2. Odyssey Project

