

# 4 - Defining a Hero

Content Area: **ELA**  
Course(s): **CP English 9**  
Time Period: **Marking Period 4**  
Length: **4-6**  
Status: **Published**

## Course Pacing Guide

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CP English 9 introduces students to a variety of literary genres but, more importantly, depicts the ways individuals struggle to fight injustices in society, which inspires us to do the same. This unit in the final marking period will explore what a "hero" has meant from antiquity (in Homer's *The Odyssey*) and we'll investigate modern definitions of and examples of herosim. If time permits, we will read Choelo's *The Alchemist*, which posits the necessity of following one's own personal legend and the courage to live life on one's own terms.

### Name of Unit

### MP

### # of Weeks

Conformity/Non-Conformity	1	3
The Courage to Fight Injustice	1	6-7
The Loss of Innocence (TCITR Focus)	2	7-8
The Loss of Innocence (R & J Focus)	3	7-8
Defining a Hero	3-4	7
Non-Fiction: Effecting Change in the World	4	4

## Unit Overview

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Students will reflect on their own concept of what a hero is then read about one of the most famous heroes in literary history, and re-examine their beliefs about what it means to be heroic. They will expand their prior knowledge of Greek Mythology, the concept of the Tragic Hero and

the Hero Cycle. If time permits, we will also read Coehlo's *The Alchemist*, which offers a different perspective of a heroic journey.

## Enduring Understandings

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- Critically evaluating who is or isn't a hero and what traits make up a hero
- Understanding what events can make someone self-evaluate and change
- Evaluating whether one could redeem oneself or are people incapable of change and incapable of redemption.
- How people use religion to justify behaviors and understand the world around them
- The hero's journey is a process with essential steps leading to a goal (i.e. a realization, a product, an understanding, etc.).
- Observation and self-reflection are essential tools for the hero's journey, for reading, and for life.
- The novel genre can be used for different purposes; it can be both a mirror by which you can understand yourself as well as a window through which you can learn about the world.

## Essential Questions

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- What traits constitute a hero? What qualities should he/she have?
- Are people irredeemable or is there hope for redemption? Under what circumstances?
- How people use literature to make sense of their world (i.e. how the Greeks used mythology to make sense of why things happened in their lives).
- Is the journey or the destination more important?
- How do ancient legends and personal legends shape who we are and our understanding of the world?

## LGBTQIA+ Integration

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*The Odyssey*

Exploration of Greek drama and the convention of having male actors take women's roles. Further investigation can center around other Greek dramas and the narrow roles that women and men were allowed to have. Contrast that with real life, where women's roles were so narrowed that they weren't allowed to appear on stage and men would act that out, yet men were enabled to act in "effeminate" ways to meet the needs of the play. This will also happen in *Macbeth* and other Shakespearean plays later on in the 9th grade curriculum and in later English courses.

Evaluation of the character of Odysseus, how in the role of hero, he must act in certain ways that are traditionally "male/cisgendered" and any indication of "weakness" is associated with "female."

Since this unit is all about defining what a hero is, it is also worth noting the limitations of our traditional definitions of heroism.

#### Suggested Readings:

Professor Emily Wilson is the first female translator of *The Odyssey* and makes some interesting changes to the text. This is a "meta" moment to investigate, because it looks at our current climate in higher education and how women did not traditionally make these translations, and how that choice shaped our understanding of the gender roles in *The Odyssey*.

<https://news.harvard.edu/gazette/story/2018/02/woman-scholars-take-on-the-odyssey/>

#### Activity:

Compare and contrast how male and female characters are portrayed in *The Odyssey* (Circe the temptress and witch, Odysseus the strong, brave, cunning soldier, Penelope the devoted wife, etc).

SJ.8	Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
SJ.10	Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
SJ.11	Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
SJ.12	Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
SJ.13	Students will analyze the harmful impact of bias and injustice on the world, historically

and today.

SJ.18

Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.

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## **New Jersey Student Learning Standards (No CCS)**

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LA.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 and provide an objective summary of the text.
LA.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.
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.W.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.SL.9-10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LA.SL.9-10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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## **Amistad Integration**

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SOC.6.1.12

U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

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## **Holocaust/Genocide Education**

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Although this text was written thousands of years prior to the Holocaust, the topics of losing one's homeland

and mass destruction are certainly present in the Odyssey.

SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.

## **Interdisciplinary Connections**

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-Background of the Odyssey focuses on Greek history/culture (Global Issues)

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

## **Technology Standards**

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TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.

## **21st Century Themes/Careers**

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CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
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## **Financial Literacy Integration**

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PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.F.3	Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.
PFL.9.1.12.G.1	Analyze risks and benefits in various financial situations.

## **Instructional Strategies & Learning Activities**

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Teacher-made background videos (flipped classroom)

Teacher observation

Collaborative groups

Asking/answering questions

Reinforcing effort and providing recognition

Making clear objectives

Providing written feedback on assessments and projects

Do Nows

Vocabulary activities

Worksheets

Homework

Guided Notes

Quizzes/Tests

## **Differentiated Instruction**

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- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Tiered Learning Targets
- Meaningful Student Voice & Choice
- Debate (four corners)
- LMS use
- Student Data Inventories
- Grouping
- Rubrics
- Learning Menus
- Concept Attainment
- Flipped Classroom
- Journals
- Utilize a PDF of the text that includes metacognitive questions in the margins, along with footnotes for advanced vocabulary. Suggestion here:  
<https://www.effinghamschools.com/cms/lib/GA01000314/Centricity/Domain/1856/Odyssey%20Invocation-The%20Cyclops.pdf>

Note: Resource English 9 will use an abridged version of *The Odyssey* to make it more accessible for diverse learners. (*The Odyssey: Selected Adventures* By Homer; Adapted by Diana Stewart and Illustrated by Konrad Hack)

### **Formative Assessments**

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- Homework (annotations/reading comp questions)
- Do nows
- Reading checks

### **Summative Assessment**

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- Odyssey quiz
- Odyssey creative project

### **Benchmark Assessments**

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- Odyssey Paragraph: Is Odysseus a hero? What evidence from the text supports your argument?

### **Alternate Assessments**

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For Resource English 9

Choice Board assessment: students self-select from a list of various assessments (i.e. re-creating a scene in the Odyssey, writing an epilogue to the Odyssey, interviewing one of the characters, alternate ending, etc).

### **Resources & Technology**

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- Youtube clips of *The Odyssey* film
- chromebooks

Primary Text:

<https://az01001175.schoolwires.net/cms/lib/AZ01001175/Centricity/Domain/10095/OdysseyBookTwo.pdf>

*The Odyssey* (Robert Fitzgerald translation). The version linked here is part of a larger anthology that includes brief summaries, highlighted text, definitions of essential/confusing vocabulary, etc).

Another option for this translation is this link:

<https://www.effinghamschools.com/cms/lib/GA01000314/Centricity/Domain/1856/Odyssey%20Invocation-The%20Cyclops.pdf>

For Resource English 9:

*The Odyssey: Selected Adventures By Homer*; Adapted by Diana Stewart and Illustrated by Konrad Hack

### Supplemental Texts from CommonLit:

"Why Are We Obsessed by Superheroes?" ABC News (2013) <https://www.commonlit.org/en/texts/why-are-we-obsessed-with-superheroes>

"The Hero's Journey" by Jessica McBirney (2017) <https://www.commonlit.org/en/texts/the-hero-s-journey>

## BOE Approved Texts

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*The Odyssey* (Fitzgerald translation)

<https://az01001175.schoolwires.net/cms/lib/AZ01001175/Centricity/Domain/10095/OdysseyBookTwo.pdf>

## Closure

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- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or



disagree (thumbs down) with the response.

- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"

## **ELL**

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- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate
- Consult with ELL teacher for further strategies
- Student exemplar
- Extra white space on handouts, tests, quizzes
- Larger sized font on handouts, tests and quizzes

## **Special Education**

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- Shorten assignments to focus on mastery of key concepts.
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Grade spelling separately from content.

- Show a model of the end product of directions (e.g., student exemplar of the assignment)
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Per IEP any other accommodation or modification not listed above for that student
- Modified text for Resource English 9 - The Odyssey: Selected Adventures By Homer; Adapted by Diana Stewart and Illustrated by Konrad Hack

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## 504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- access to audio books
- behavior management support
- pre-approved nurse's office visits or visits to the counselor/social worker
- larger font
- more white space on handouts, tests, quizzes
- Consult with guidance counselor
- per 504 plan any other listed accommodation for a student

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## At Risk

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Peer or scribe note-taking
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects

- Preview test procedures
- Film or video supplements in place of reading text
- Cue/model expected behavior
- Use de-escalating strategies
- Chart progress and maintain data
- Communicate with parent/guardian regularly
- Consult with I&RS team

## **Gifted and Talented**

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Consult with Accelerated teachers for g/t strategies

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Focus on effort and practice

Encourage risk taking

## **Block Scheduling**

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Defining a Hero

Part 1: *The Odyssey*

Each Block Day is repeated for the opposite periods (i.e. Tuesdays will be periods 1,3,5,7 and Wednesdays will be 2,4,6,8).

Block days should be utilized for research, presentations, extended writing and writing conferences.

Part 2: *To Kill a Mockingbird*

Each Block Day is repeated for the opposite periods (i.e. Tuesdays will be periods 1,3,5,7 and Wednesdays will be 2,4,6,8).

## Block Day 1

Intro to the Library and how to research

Intro to To Kill a Mockingbird research project: [Link to project](#)

Teachers and Media Specialist will focus on heterogeneous groupings to ensure all students access the material needed to complete the assignment

## Block Day 2

Students present their findings to the class, students facilitate discussion

Model Chapter Study Guide (what we are looking for on the study guides)

## Block Day 3

TKAM Vocab Assessment #1

Chapters 5-6 due Thursday September 30

Support teacher can pull students and review how to do Chapter Study Guide, review major plot events and characters

Content teacher will do enrichment on contemporary issues (gender, race relations, tolerating other points of view, cancel culture) that are present in To Kill a Mockingbird [also see LGBTQIA+ curriculum update] -

## Block Day 4

Chapters 6-7

Writing Skills (paragraph structure) - see Writing Lab curriculum

Assign thematic based paragraph (topic on stereotyping, pre-judging, understanding empathy). Students will handwrite the paragraph (with the exception of students with the accommodation to use a computer according to their IEP).

## Block Day 5

Hand back thematic paragraph with edits

Support teacher and content can review specific skills with small group based on skill need. Students will revise and submit final draft via Canvas/Turnitin.com as a processed writing piece

## Block Day 6

Assess TKAM Part 1 (Support teacher will pull students who have the accommodation to take assessment in alternate setting). When assessment is completed, students and support teacher will continue reading with pauses for metacognition and comprehension.

## Block Day 7

Mob mentality activity (short psychological study from Youtube)

Chapter 15 - connection to January 6 Insurrection. Whole class reading.

## Block Day 8

Reading the text, discuss and introduce thematic extended paragraph

## Block Day 9

Thematic Extended Paragraph due

End of Marking Period 1