

The Epic Hero

Content Area: **ELA**
Course(s): **CP English 9**
Time Period: **Marking Period 1**
Length: **3-4 weeks**
Status: **Published**

Course Pacing Guide

Accelerated 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.

Unit	MP	Weeks
Human Nature / Conformity / Non-conformity	1	2
Media Bias / Manipulation of Language / Non-fiction	1	4
Courage to Fight Injustice	1-2	5-6
The Epic Hero / Odyssey	2	4-5
Love, Fate, & Revenge	3	4-5
Loss of Innocence / Coming of Age / Challenges of Adolescence	3	6
Poetry	4	2
Short Stories	4	2
Navigating the Media Landscape	1-4	1-2
Identity / Questioning Faith	4	4-5

Unit Overview

Students read Homer's *The Odyssey*, with special attention to the hero's journey and learn about the characteristics of an epic hero. They will expand their prior knowledge of Greek mythology and consider the role of the gods in the hero's adventures and will learn the concepts of the Tragic Hero and the Hero Cycle.

Enduring Understandings

- Certain traits are common among epic heroes, and they help the reader to sympathize with and admire the hero.
- People use religion to justify behaviors and understand the world around them
- Fiction often reveals certain truths about the human condition
- The stages of the hero's journey coincide with *The Odyssey's* poetic structure
- The poem follows the literary conventions of an epic
- The Ancient Greeks sought to distinguish themselves on the battlefield and through other heroic deeds in this life rather than emphasizing the afterlife.
- The Ancient Greek conception of the divine is fundamentally different than that the modern JudeoChristian view

Essential Questions

- How are heroes defined by the values of their culture?
- What is the role of a hero in a culture?
- How do 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).
- Why is it important for people and cultures to construct narratives about their experience?
- How are belief systems represented and reproduced through literature?
- To what extent do belief systems shape and reflect culture and society?
- How do our values and beliefs shape who we are as individuals and influence our behavior?
- What is an epic hero? Hero cycle?
- Do heroes have responsibilities?

New Jersey Student Learning Standards (No CCS)

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.B	Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
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	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance 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.

Amistad Integration

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

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. Students will also learn about ancient Greek culture

and mores.

SJ.10	Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
SJ.14	Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
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.

Interdisciplinary Connections

-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

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

Students will learn the importance of reputation and leadership skills necessary for being a revered Greek warrior / king.

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
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Financial Literacy Integration

PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
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Instructional Strategies & Learning Activities

- mini-research on the Olympic gods
- passage analysis
- guided reading & discussion questions
- epic hero traits / characterization chart

- "Siren Song" by Margaret Atwood
- trace the stages of the hero cycle Odysseus experiences
- characterization: Telemakhos' maturation extended paragraph
- small and large group discussions
- oral & written response
- vocabulary & grammar instruction
- create movie / presentation for select scenes

Differentiated Instruction

- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Meaningful Student Voice & Choice
- Self-Directed Learning
- Socratic Seminar
- Rubrics
- Flipped Classroom
- Mentoring

Formative Assessments

- annotations / notes
- guided reading questions
- passage analysis
- epic conventions chart
- quizzes
- peer & teacher feedback

Summative Assessment

- hero essay
- Socratic seminar / fishbowl discussions
- unit test
- extended paragraphs on theme or character
- vocabulary & grammar quizzes

Benchmark Assessments

- hero essay
- extended paragraphs on theme & character

Alternate Assessments

- choice project at conclusion of unit
- shorten assignments to focus on mastery of key concepts
- substitute alternatives for written assignments (presentations, films, posters, etc.)

Resources & Technology

- www.factmonster.com/ipka/A0777436.html
- www.theoi.com/
- library.thinkquest.org/25535/
- www.history.com/topics/greek-mythology
- ancienthistory.about.com/cs/grecoromanmyth1/a/

BOE Approved Texts

The Odyssey by Homer / Robert Fitzgerald translation

Closure

- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Students answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Provide a computer for written work.
- 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.
- Provide visual aids.
- Go over directions orally.

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials

At Risk

- Peer or scribe note-taking
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Work-in-progress check
- Pace long-term projects
- Film or video supplements in place of reading text
- Use peer supports and mentoring

Gifted and Talented

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