

# Unit 2 - Heroes and Heroism

Content Area: **English**  
Course(s): **Advanced Placement English IV**  
Time Period: **September**  
Length: **4 Weeks**  
Status: **Published**

## Enduring Understandings

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- An individual's attitude and response to conflict and change impact his ability to prevail through the joys, hopes, terrors, and struggles of life.
- An individual's belief in free will or fate will guide his decision and behavior toward the heroic or cowardly.

## Essential Questions

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- What is the role of a hero in a culture and has that role remained static over time?
- Why is it important for cultures to construct narratives about their experiences with heroes and heroism?
- When does a positive personality trait become a tragic flaw?

## Lesson Titles

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- How to Read Literature Like a Professor - Outlining and Presentation of Chapters as a Connection to Literary Themes (3 days)
- Beowulf Introduction - The Social Commentary of the Hero (1 day)
- Beowulf - Analysis of Language in Relation to Character and Plot Development; Discerning Tone and Motivations through Language (2 weeks)
- Beowulf - Writing as a Final Product - Timed AP Prompts (1 day)
- Beowulf - The Art of the Boast and Its Cultural Connections - Oral Presentation (1 day)
- The Anti-Hero - Simulated Draft of Students as Vietnam Soldiers (2 days)
- The Things They Carried - The Techniques of Verisimilitude and Metafiction (2 days)
- The Things They Carried - Allusions and Analogies (2 days)
- The Things They Carried - Analysis, Annotation, Note-Taking, and Socratic Seminars (2 weeks)
- The Things They Carried - MC and AP Essay Prompts (3 days)

## 21st Century Skills and Career Ready Practices

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Global perspectives

Civic Literacy

Critical Thinking & Problem Solving

Informational Literacy

Media Literacy

Life and Career Skills

Communication & Collaboration

CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

## **Inter-Disciplinary Connections**

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History

- Short lessons specific to the time period of the literature that is being studied. (Vietnam, Renaissance, Anglo-Saxon, Mid-Century American life, Victorian Era)

SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
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.

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK**

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Analysis of given sets of lines from Beowulf and The Things They Carried

Direct instruction and small group instruction

Student presentations on student-made MC AP-level questions

Independent reading with annotations and inferences

Socratic Seminars

Delsea One

SWAG

- Analyzing
- Understanding

### **IEP & 504 Modifications**

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Providing one-on-one tutoring during Delsea One office hours and after school

Non-verbal redirection of behaviors

Teacher review and revision of class notes

Repetition and restatement of directions as needed/necessary

Delsea One

SWAG

### **G & T Modifications**

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- Determine where students' interests lie and capitalize on their inquisitiveness. (Is there a Invite students to explore different points of view on a topic of study and compare the two.
- Delsea One
- SWAG

### **At Risk Modifications**

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Discuss challenges noticed in the student's work/behavior to assess the underlying issues

Develop a personalized plan between the teacher and student for late work/incorrect work

Refer the student to the appropriate services with in the school system if the teacher-led modifications do not show results or changes.

Delsea One

SWAG

## **Formative Assessment**

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### **Warmup:**

Vocabulary questions aligned with unit and College Board's AP exam.

Sample question from released exams

### **Anticipatory Set:**

Question of the day (e.g, How does an individual's reaction to conflict and change impact their ability to prevail?).

Activity on heroes in daily life: defining a hero, etc. Can be taken from media, local/regional news, film, etc.

### **Closure:**

1 minute response related to question of the day to include information from the lesson to ensure assimilation of content and skills.

## **Summative Assessment**

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Final, AP-Level MC test written by a team of teachers who score the AP Lit/Comp Exam

Final AP-Level essay test scored on the same 1-9 scale used for the AP Lit/Comp test

## **Benchmark (Assessments)**

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Skills-based assessment

Reading responses

Writing responses

## **Alternative Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Resources & Materials**

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Beowulf

The Things They Carried

Excerpt from the novel Grendel

Clips from the DVD of Platoon

## **Technology**

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Remind 101: alerts and announcements

Google Classroom: Classwork, announcements, handouts, links, and assignment submission

Smart Board: lessons, editing, student presentations

Chromebook: classwork, notes, links, online participation sites, research

Youtube: The Things they Carried: <https://www.youtube.com/watch?v=-SvKLyrCUjk>

TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.