

Unit 01: The Odyssey

Content Area: **Language Arts**
Course(s): **English 1CP**
Time Period: **Semester 1 & 2**
Length: **6 weeks**
Status: **Published**

Standards

Please see list of standards for more details under the anchor standards. Please note that additional standards can be applied to any unit.

| ELA.L | Language |
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| ELA.L.SS.9–10.1 | Demonstrate command of the system and structure of the English language when writing or speaking. |
| ELA.L.SS.9–10.1.B | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| ELA.L.SS.9–10.1.E | Recognize spelling conventions. |
| ELA.L.KL.9–10.2 | Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. |
| ELA.L.KL.9–10.2.A | 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. |
| ELA.L.KL.9–10.2.B | Vary word choice and sentence structure to demonstrate an understanding of the influence of language. |
| ELA.L.KL.9–10.2.C | Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| ELA.L.VL.9–10.3 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies. |
| ELA.L.VL.9–10.3.A | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. |
| ELA.L.VL.9–10.3.B | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). |
| ELA.L.VL.9–10.3.C | Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| ELA.L.VL.9–10.3.D | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. |
| ELA.L.VL.9–10.3.E | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| ELA.L.VI.9–10.4 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. |
| ELA.L.VI.9–10.4.A | Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. |
| ELA.L.VI.9–10.4.B | Analyze nuances in the meaning of words with similar denotations. |
| ELA.L.VI.9–10.4.C | Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how |

the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

ELA.R

Reading

ELA.RL.CR.9–10.1

Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

ELA.RL.CI.9–10.2

Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

ELA.RL.IT.9–10.3

Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

ELA.RL.TS.9–10.4

Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

ELA.RL.MF.9–10.6

Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

ELA.RL.CT.9–10.8

Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

ELA.W

Writing

ELA.W.AW.9–10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

ELA.W.AW.9–10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

ELA.W.AW.9–10.1.B

Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.

ELA.W.AW.9–10.1.C

Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

ELA.W.AW.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.

ELA.W.AW.9–10.1.E

Provide a concluding paragraph or section that supports the argument presented.

ELA.W.NW.9–10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

ELA.W.NW.9–10.3.A

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

ELA.W.NW.9–10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

ELA.W.NW.9–10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

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| ELA.W.NW.9–10.3.D | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| ELA.W.NW.9–10.3.E | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| ELA.W.WP.9–10.4 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. |
| ELA.W.WR.9–10.5 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| ELA.W.SE.9–10.6 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals). |
| ELA.W.RW.9–10.7 | 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. |
| ELA.SL | Speaking and Listening |
| ELA.SL.PE.9–10.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. |
| ELA.SL.PE.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. |
| ELA.SL.PE.9–10.1.B | Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed. |
| ELA.SL.PE.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. |
| ELA.SL.PE.9–10.1.D | Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented. |
| ELA.SL.AS.9–10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. |
| CAEP.9.2.12.C.1 | Review career goals and determine steps necessary for attainment. |
| CAEP.9.2.12.C.4 | Analyze how economic conditions and societal changes influence employment trends and future education. |
| TECH.8.1.12.D.1 | Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. |
| TECH.8.1.12.E.CS1 | Plan strategies to guide inquiry. |
| TECH.8.1.12.E.CS2 | Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. |

Enduring Understandings

Students will understand the following:

The hero, on the hero's journey, is impacted by his choices and archetypal characters who motivate, affect, or interact with him.

From the beginning of time, human beings have told stories to explain and teach moral human behavior.

The monomyth (the stages of a hero's journey) is a literary structure applicable to all cultures and time periods.

Greek gods and goddesses illustrate human faults and flaws in an attempt to teach people about behavior.

Additional Resources

Core Text: *The Odyssey* - Homer

Core Poem: "Siren Song" - Margaret Atwood

Poetry

"Ithaca" - Constantine P. Cavafy

"Odysseus" - by W.S. Merwin

"An Ancient Gesture" - Edna St. Vincent Millay

"The Journey" - Mary Oliver

"There is a Hole in my Sidewalk: Autobiography in Five Short Chapters" - Portia Nelson

"Wheels" - Jim Daniels

"To A Daughter Leaving Home" - Linda Pastan

"Penelope" - Dorothy Parker

"Telemachus" - Joseph Brodsky

Non-Fiction

"Back From the War But Not Really Home" Caroline Alexander - *The New York Times*

excerpts from *The Hero's Journey* - Joseph Campbell

"Every Trip is a Quest - Except When it's Not" - Chapter One in *How to Read Literature Like a Professor*

"Homer's Bones" - John Fleischman - *Discover Magazine*

Visual Art

Penelope at Her Loom

Pintoricchio's Penelope with the Suitors (1509)

Essential Questions

How do archetypal characters interact with, motivate, and affect a hero on the hero's journey?

How do events in *The Odyssey* apply to the morality of human beings in the twenty-first century?

How is the monomyth a universal concept?

How do the gods and goddesses in Greek mythology reflect human qualities?

Knowledge and Skills

Students will be able to identify the characteristics of an Epic Hero.

Students will be able to compare Odysseus's journey to the heroic cycle.

Students will be able to discuss how Odysseus displays both human and epic characteristics.

Students will be able to compare and contrast Odysseus's heroic qualities with contemporary notions of a hero.

Students will be able to determine a theme or central idea of a text and analyze in detail its development over the course of the text.

Students will be able to analyze the text for figurative language such as sensory imagery, similes, metaphors, personification, hyperbole, and allusion.

Transfer Goals

Students will independently be able to understand the language and conventions of epic poetry and apply them

to their study of poetry in the future.

Students will independently be able to recognize Campbell's stages of the hero's journey and apply them to both works of fiction and their own lives.

Assessment

https://docs.google.com/document/d/1_w12qVbVV7OTThc9VW43HSpZm3Czh9kegRwYqjMm7fQ/edit?usp=sharing

Modifications

<https://docs.google.com/document/d/17jJtNi1cFhRgM3667P67m3pGkj1sD-XarWejIWAANlg/edit?usp=sharing>