

Unit 3: Reading Classical Literature & Writing Narratives (Weeks 15-23)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit 3: Reading Classical Literature & Writing Narratives

In this unit, students will be challenged to read, understand, discuss, and write about more complex texts and genres, specifically classical literature. As the Reading Literature standards indicate, students are expected to understand the role that figurative language and structure play in works of literature, and a large focus of the reading in this unit will focus on sharpening students' recognition of these elements. In addition, students will be challenged to employ their knowledge of these elements, as well as the elements of all successful narratives, in their own writing. One of the three major types of writing covered in the Writing Standards is narrative writing, so this unit will ensure that students are able to identify the elements of a narrative in their reading and employ them in their writing.

Essential Questions

1. Why do we still read classic literature?
2. What can literature tell us about the society in which it was written?
3. How do authors use figurative language, literary devices, and structural choices to define and enhance their work?
4. What are the essential elements of a successful narrative piece?

Pre-Assessments

Students will read an excerpt from a similar work of classical literature (Beowulf, any Shakespeare play, etc.), then answer multiple choice questions about its genre, historical significance, structure, narrative elements, etc. This will allow teachers to determine what students already know about the genre, how successfully they can comprehend the structure and complexity of the text, and how successfully they can identify narrative elements, thus informing teachers' instruction.

Instructional Plan

Pre-Assessment

Student Learning Intentions or We are learning to ... (WALT)

WALT we cannot accurately analyze a text without using relevant textual evidence to support our analysis.

Student Success Criteria ... “I can statements”

I can find text evidence to support my analysis

Instructional Strategies and Activities

Students will read an excerpt from a similar work of classical literature (Beowulf, any Shakespeare play, etc.), then answer multiple choice questions about its genre, historical significance, structure, narrative elements, etc. This will allow teachers to determine what students already know about the genre, how successfully they can comprehend the structure and complexity of the text, and how successfully they can identify narrative elements, thus informing teachers’ instruction.

Formative Assessments

Exit Tickets

Instructional Materials and Resources

Commonlit

Reflections and Suggested Modifications

Introduction to The Odyssey

Student Learning Intentions or We are learning to ... (WALT)

WALT some textual evidence is easy to find to support our analysis because it’s literal, i.e., direct characterization.

WALT other textual evidence is a bit harder to find to support our analysis, as it requires us to make inferences, i.e., indirect characterization.

Student Success Criteria ... “I can statements”

I can make inferences about texts to develop characterization

Instructional Strategies and Activities

Direct Instruction - Introduction to The Odyssey: Students will take notes on [this slideshow](#) via this [notes packet](#); collaboration with classmates and whole-class discussion is included.

Formative Assessments

[The Odyssey Background & Context Quiz](#): after introduction instruction and review, students will be assessed on their understanding of the poem prior to reading; this will inform my instruction.

Instructional Materials and Resources

Slideshow

Notes Packet

Reflections and Suggested Modifications

The Odyssey Partner Scavenger Hunt

Student Learning Intentions or We are learning to ... (WALT)

WALT analyses are subjective and can differ from reader to reader, as long as they have evidence to support their analysis.

WALT a theme is a message that a work of literature communicates about society, human nature, or the human experience.

WALT every work of literature has at least one theme.

Student Success Criteria ... “I can statements”

I can identify themes in texts

I can analyze how multiple themes work together

Instructional Strategies and Activities

The Odyssey Partner Scavenger Hunt: Students will work together to do internet research to answer background questions regarding context, characters, and themes of the poem; both of these notes sheets can be used: [one](#) and [two](#)

Formative Assessments

The Odyssey Partner Scavenger Hunt

Instructional Materials and Resources

The Odyssey

Reflections and Suggested Modifications

Whole class review of terms from previous activity

Student Learning Intentions or We are learning to ... (WALT)

WALT themes are arguable statements that can be supported by textual evidence.

WALT themes are not usually stated for us explicitly; rather, we need to infer the themes of a text by analyzing the characters' actions, interactions, and overall plot.

Student Success Criteria ... "I can statements"

I can identify how literary elements contribute to theme

Instructional Strategies and Activities

Whole class review of terms from previous activity

Formative Assessments

The Odyssey Book Quizzes: Every two books we read and discuss, students be assessed on their understanding of the context of the books, their analysis of the seven characteristics, and their understanding of the complex language

-Book 1,2 Quiz

-Book 3,4,5,6 Quiz

[-Book 9,10 Quiz](#)

[-Book 11,12 Quiz](#)

[-Book 19,20,21 Quiz](#) (book 22 assessment needs to be added to this quiz)

-Book 23,24 Quiz

Instructional Materials and Resources

The Odyssey

Reflections and Suggested Modifications

Close Reading: Odyssey

Student Learning Intentions or We are learning to ... (WALT)

WALT summaries are different from themes and central ideas in that they simply tell us what happened in a text, not what the text means; therefore, summaries are easier to write.

WALT characters' actions and their interactions with others play an essential role in driving the plot of a work of literature forward and determining its ending.

Student Success Criteria ... "I can statements"

I can write a successful summary

Instructional Strategies and Activities

Reading and discussion of selected books of The Odyssey together as a whole class (Book 1, 5, 8, 9, 10, part of 11, 13, 19, 21, 23)

Individual Reading & Annotating

Whole-class discussion

Whole-class read aloud

Formative Assessments

Every two books we read and discuss, students be assessed on their understanding of the context of the books, their analysis of the seven characteristics, and their understanding of the complex language

-Book 1,2 Quiz

-Book 3,4,5,6 Quiz

[-Book 9,10 Quiz](#)

[-Book 11,12 Quiz](#)

[-Book 19,20,21 Quiz](#) (book 22 assessment needs to be added to this quiz)

-Book 23,24 Quiz

Instructional Materials and Resources

Reflections and Suggested Modifications

Skip, i.e., whole-class review, summary, & videos for, selected books of The Odyssey

Student Learning Intentions or We are learning to ... (WALT)

WALT analyzing characters' actions and motivations is essential to determining the theme of a work of literature.

WALT protagonists are not always "good guys."

WALT use context clues are incredibly helpful in determining the meaning of unknown words; however, when all else fails, look it up and write it down!

Student Success Criteria ... "I can statements"

I can unpack complex characters

Instructional Strategies and Activities

Skip, i.e., whole-class review, summary, & videos for, selected books of The Odyssey (Book 3, 4, 14-18)

Formative Assessments

- Small group work
- Narrative writing
- Peer Editing
- One-on-one conferences
- Socratic seminars

Instructional Materials and Resources

The Odyssey

Reflections and Suggested Modifications

Individual reading and annotation of selected books of The Odyssey

Student Learning Intentions or We are learning to ... (WALT)

WALT authors are deliberate in their word choices and phrasing, i.e., they use and arrange words purposely to communicate literal and figurative messages.

WALT authors use particular words and phrases to create a mood in certain scenes or in their text overall.

Student Success Criteria ... “I can statements”

I can identify vocabulary words

I can understand the connotation of words

Instructional Strategies and Activities

Individual reading and annotation of selected books of The Odyssey, followed by small-group → whole-class review

(Book 2, 6, 7, 12, 20, 22, 24)

Formative Assessments

Every two books we read and discuss, students be assessed on their understanding of the context of the books, their analysis of the seven characteristics, and their understanding of the complex language

-Book 1,2 Quiz

-Book 3,4,5,6 Quiz

[-Book 9,10 Quiz](#)

[-Book 11,12 Quiz](#)

[-Book 19,20,21 Quiz](#) (book 22 assessment needs to be added to this quiz)

-Book 23,24 Quiz

Instructional Materials and Resources

The Odyssey

Reflections and Suggested Modifications

Analyzing the books for the 7 characteristics of epic poetry

Student Learning Intentions or We are learning to ... (WALT)

WALT authors use particular words and phrases to set the tone in certain scenes or in their text overall.
WALT epic poems originated orally and were told and retold by professional poets.

WALT because they were traditionally told orally, epic poems changed every single time they were told; therefore, what is written down is not necessarily the “definitive” version of the poem. In fact, no “definitive” version exists.

Student Success Criteria ... “I can statements”

I can identify how words impact tone

Instructional Strategies and Activities

Individual reading and annotation of selected books of The Odyssey, followed by small-group → whole-class review
(Book 2, 6, 7, 12, 20, 22, 24)

Formative Assessments

Warm Ups

Exit Tickets

Instructional Materials and Resources

The Odyssey

GUided Reading

Reflections and Suggested Modifications

Peer Editing & One-on-one conferences

Student Learning Intentions or We are learning to ... (WALT)

WALT not all texts are linear; authors often manipulate time, setting, and structure for effect.

WALT reading literary works from perspectives outside your own is one of the most meaningful ways to learn about the human experience and the world around you.

Student Success Criteria ... “I can statements”

I can identify the structure of texts

Instructional Strategies and Activities

[The Odyssey Narrative Task](#) + Peer Editing & One-on-one conferences

Formative Assessments

Narrative Task

Conferences

Instructional Materials and Resources

The Odyssey

Reflections and Suggested Modifications

Socratic Seminar

Student Learning Intentions or We are learning to ... (WALT)

WALT planning a writing assignment is essential to ensuring its success.

WALT sharing our writing and getting feedback on it is one of the best ways to improve.

WALT writing is recursive, i.e., we can constantly go back to it and edit and revise it for the purposes of improving it.

Student Success Criteria ... “I can statements”

I can undergo the recursive writing process

I can participate in discussion about literature

Instructional Strategies and Activities

Socratic Seminar: Is Odysseus truly a hero? Students will prep their discussion with an outline.

[*possible essay assignment here as well*](#)

Formative Assessments

Socratic Seminar

Instructional Materials and Resources

The Odyssey

Reflections and Suggested Modifications

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a

child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

New Jersey Student Learning Standards: Content Area

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.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.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.
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.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.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.

Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy

See Crosswalks

Integration of Career Readiness, Life Literacies and Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Integration of Computer Science and Design Thinking

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
	With a growth mindset, failure is an important part of success.
	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math

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.VI.9–10.4.B	Analyze nuances in the meaning of words with similar denotations.
SOC.6.1.12.GeoPP.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
SOC.6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
ELA.W.IW.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.
ELA.W.IW.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).
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.

21st Century Life and Career

CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.D.CS3	Exhibit leadership for digital citizenship.

SEL Competencies

SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others