

# Myths - Unit II - Folklore

Content Area: **English**  
Course(s):  
Time Period: **Marking Period 2**  
Length: **6 -8 weeks**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Folklore

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## Learning Objectives

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- Analyze and interpret folklore narratives.
- Analyze the origins and meanings of the Krampus folklore.
- Awareness of narrative structures and literary devices common in folklore.
- Critical textual annotation will be taught in addition to syntax variety, figurative language, and narrative structure.
- Develop written responses that reflect understanding of themes and cultural significance.
- Developing well-organized textual evidence to support written and oral analysis of a given text.
- Provide evidence to critically debate the authenticity of "30 days of Night" interpretation of vampire folklore in comparison to Hollywood's modern-vampire tale.
- Respond to assigned secondary, informational readings and/or short videos.
- Respond to specific passages in the primary text to analyze literary elements and in response to narrative structure, the development of characters and themes, and figurative language.
- The role of folklore in cultural identity.
- The significance of mythological figures like Krampus in societal norms and behaviors.
- Understanding of Alpine folklore and the cultural context of Krampus.

## Essential Skills

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## Writing Skills

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- Determine and address the audience appropriately (W.9-10.4)
- Develop and use appropriate planning templates (W.9-10.5)
- Identify and understand the writing purpose (W.9-10.4)
- Understand and utilize revision techniques (W.9-10.5)
- Use relevant and sufficient facts, definitions, details, and quotes (W.9-10.2)
- Use sources that are appropriate to task, audience, and purpose (W.9-10.2)
- Use technology proficiently for production, publication, and collaboration (W.9-10.6)

## Language Skills

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- Apply knowledge of language to make effective choices to shape the meaning and style (L.9-10.3)
- Identify and use various types of phrases and clauses (L.9-10.1)
- Understand concepts of parallelism ( i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively (L.9-10.1)
- Use a colon to introduce a list or quotation (L.9-10.2)
- Use a semicolon or conjunctive adverb to link two or more closely related independent clauses (L.9-10.2)
- Use context clues to derive word meaning ( connotation, denotation, word function and position) (L.9-10.4)
- Vary sentence structure to convey specific meaning and interest in writing and presentation (L.9-10.1)

## Reading Skills

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- Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text (RL.9-10.3; RI.9-10.3)
- Analyze relationship between implicit and explicit text evidence and how it contributes to the meaning of the text (RL.9-10.1; RI.9-10.1)
- Analyze the text for inferred and literal meanings (RL.9-10.1; RI.9-10.1)
- Determine a theme and central idea (RL.9-10.2; RI.9-10.2)
- Determine how the theme/central idea emerges and is refined or strengthened by key details (RL.9-10.2; RI.9-10.2)
- Identify explicit and implicit textual evidence (RL.9-10.1; RI.9-10.1)
- Identify rhetorical devices and text structures that may develop the purpose of piece (RI.9-10.6)
- Identify rhetorical devices and text structures that may develop the purpose of piece (RL.9-10.6; RI.9-10.6)
- Recognize and understand a particular point of view or cultural experience reflected in a text from outside the United States (RL.9-10.6)
- Understand how word choice impacts meaning (figurative, connotative, technical meaning) (RL.9-10.4; RI.9-10.4)

## Standards

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ELA.L	Language
ELA.L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.11–12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
ELA.L.SS.11–12.1.B	Observe hyphenation conventions.
ELA.L.SS.11–12.1.C	Recognize spelling conventions.
ELA.L.KL.11–12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
ELA.L.KL.11–12.2.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.11–12.2.B	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
ELA.L.KL.11–12.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ELA.L.VL.11–12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VL.11–12.3.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.11–12.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
ELA.L.VL.11–12.3.C	Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
ELA.L.VL.11–12.3.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, its etymology, or its standard usage.
ELA.L.VL.11–12.3.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.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.L.VI.11–12.4.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
ELA.L.VI.11–12.4.B	Analyze nuances in the meaning of words with similar denotations.
ELA.L.VI.11–12.4.C	Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
ELA.L.VI.11–12.4.D	Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
ELA.R	Reading
ELA.RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
ELA.RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

ELA.RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
ELA.RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
ELA.RL.IT.11–12.3	Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
ELA.RI.IT.11–12.3	Analyze the impact of an author’s choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
ELA.RL.TS.11–12.4	Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
ELA.RI.TS.11–12.4	Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
ELA.RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
ELA.RI.PP.11–12.5	Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
ELA.RL.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).
ELA.RI.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
ELA.RI.AA.11–12.7	Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
ELA.RL.CT.11–12.8	Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
ELA.RI.CT.11–12.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
ELA.W	Writing
ELA.W.AW.11–12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
ELA.W.AW.11–12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
ELA.W.AW.11–12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound

reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

- ELA.W.AW.11–12.1.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.11–12.1.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.11–12.1.E Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- ELA.W.IW.11–12.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- ELA.W.IW.11–12.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- ELA.W.IW.11–12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- ELA.W.IW.11–12.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- ELA.W.IW.11–12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- ELA.W.IW.11–12.2.E 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.IW.11–12.2.F Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- ELA.W.NW.11–12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- ELA.W.NW.11–12.3.A Engage and orient the reader by setting out a problem, situation, or observation and its significance, 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.11–12.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- ELA.W.NW.11–12.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- ELA.W.NW.11–12.3.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.11–12.3.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.11–12.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or 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.11–12.5	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.11–12.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
ELA.W.RW.11–12.7	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.
ELA.SL	Speaking and Listening
ELA.SL.PE.11–12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
ELA.SL.PE.11–12.1.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.11–12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
ELA.SL.PE.11–12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
ELA.SL.PE.11–12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
ELA.SL.II.11–12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
ELA.SL.ES.11–12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
ELA.SL.PI.11–12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
ELA.SL.UM.11–12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
ELA.SL.AS.11–12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **Instructional Tasks/Activities**

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- Academic Modeling / Note-taking and Analysis
- Academic Reading Purpose / Literary Elements, Conventions, and Critical Plot Points
- Academic Reading Skill / Highlight and Annotate text

- Class Discussion
- Collaborative Activity
- Constructing, writing, and editing drafts
- Essay / MLA Essay
- Powerful Task Design Concept (Antonetti)
- Reading Comprehension
- Research Process
- Short Quiz Assessment
- Short Written Response in response to reading(s) and viewing(s)
- Teacher Observation
- Test Assessment (Multiple Choice, Quotation Analysis, and Open-ended Response)

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here

- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz



- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## **Resources**

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- YouTube <https://www.youtube.com/watch?v=h6cVyoMH4QE>
- 'The Krampus (German: ['kʁampʊs]) is a horned anthropomorphic figure who, in the Central and Eastern Alpine folkloric tradition.
- "The Jersey Devil: The Real Story"
- "The Jersey Devil" (Weird NJ)

- "The Truth about a Blood-sucking Monster" (Chupacabra BBC)
- "Why Sasquatch and other crypto-beasts haunt our imaginations"
- "Why We Crave Horror Movies" (Stephen King)
- 30 Days of Night (Vampire Concept)
- Candyman (1992)
- Dark Christmas - [https://www.bbc.co.uk/programmes/articles/4zPGG8xQcxX0rmxh0jm8Hy3/dark-christmas-seven-seasonal-monsters-from-myth-and-legend#:~:text=Krampus%20\(Austria%20and%20Central%20Europe\)%20Krampus%20resembles,choosing%20and%20consuming%20them%20for%20Christmas%20dinner](https://www.bbc.co.uk/programmes/articles/4zPGG8xQcxX0rmxh0jm8Hy3/dark-christmas-seven-seasonal-monsters-from-myth-and-legend#:~:text=Krampus%20(Austria%20and%20Central%20Europe)%20Krampus%20resembles,choosing%20and%20consuming%20them%20for%20Christmas%20dinner)
- FOLKLORE SELECTIONS BELOW - TBD
- Folklore updated - "Br'er Rabbit" (African-American Deep South)
- Folklore updated - "The Bird that Spoke the Truth" (New Mexico)
- Folklore updated - "The Boy and the Wolves (Native American)
- Folklore updated - "The Gingerbread Man" (United States)
- Folklore updated - "The Golden Bracelet" (Kentucky)
- Folklore updated - "The Wonderful Wizard of Oz" (United States)
- Folklore updated - "Whitebear Whittington" (Appalachian Mountains)
- <https://www.britannica.com/topic/Santa-Claus>
- <https://www.colonialwilliamsburg.org/learn/deep-dives/the-twelve-myths-of-christmas/>
- <https://www.dreams.co.uk/sleep-matters-club/christmas-creatures>

- <https://www.saturdayeveningpost.com/2019/12/the-8-scariest-christmas-monsters/#:~:text=La%20Befana.%20Sometimes%20called%20The%20Christmas%20Witch%2C,behind%20sticks%20or%20coal%20for%20bad%20children>
- Krampus - Britannica <https://www.britannica.com/topic/Krampus>
- Krampus #2 <https://www.youtube.com/watch?v=tuSrajd9D8k>
- Krampus (Alpine Folklore)
- Krampus [https://www.youtube.com/watch?v=12\\_Z93KZnfA](https://www.youtube.com/watch?v=12_Z93KZnfA)
- Let's Talk about Myths Baby podcast
- Mules and Men
- Mythos the Historian (YouTube) <https://www.youtube.com/watch?v=UGT-Bw9N40M>
- The Mythology of Christmas
- The People Could Fly
- The Scary Book of Christmas Lore - 50 Terrifying Yuletide Tales from Around the World by Tim Rayborn
- Vampire Analysis - Characterization of the Lore...
- Vampirism - Myth, Legend, or Folklore?
- Web sources on cryptids
- World Mythology

