

# Myths - Unit VI - Allusion Project (Research Component)

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

## State Mandated Topics Addressed in this Unit

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|---|-----|
| N/A   | N/A |

## ALLUSIONS IN MYTHS AND LEGENDS

### Learning Objectives

- Conference with teacher to present rough draft of presentation ideas
- Critical textual annotation will be taught in addition to syntax variety, figurative language, and narrative structure.
- Cultural Context: The importance of situating myths and legends within their cultural backgrounds to grasp their significance.
- Developing well-organized textual evidence to support written and oral analysis of a given text.
- Presentation Skills: Techniques for sharing research findings clearly and engagingly.
- Research Techniques: Methods for conducting effective research, including source evaluation and note-taking.
- 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.
- Students will be able to conduct a sustained research project to explore myths, legends, or folklore, synthesize multiple sources, and present their findings clearly.
- Synthesis of Information: How to combine information from various sources to create a cohesive narrative or argument.

### Essential Skills

## 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  |

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|                    | 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.

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| 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.

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| 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.   |

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## Instructional Tasks/Activities

- 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
- PROJECT RESEARCH GRADE
- 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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### Allusion Project

An allusion is a reference, explicit or implicit to mythology, the Bible, or other well-known pieces of literature, a famous or historical person or event, or something else, which the author believes the reader is or should be familiar with.

### **Greek Mythology Group**

Prometheus (and Io)

Narcissus

The Golden Fleece

Orpheus and Eurydice  
Daedalus (and Icarus)  
Cupid and Psyche  
Pygmalion and Galatea  
Daphne (and Apollo)  
Perseus  
Theseus  
Hercules  
Oedipus & Antigone  
The Trojan War  
The Fall of Troy: Achilles, Hector, Paris, & Helen  
Midas  
Bacchus  
Agamemnon, Orestes, and Electra (also known in whole as The Oresteia)  
Leda and the Swan  
Pandora  
Odysseus/Ulysses

### **Arthurian Legends Group**

Uther and Igraine and the story of Arthur's birth Arthur, Guinevere, and Lancelot (their stories and the love triangle)  
Sir Gawain and "Sir Gawain and the Green Knight" (story in verse)  
Merlin  
Morgan le Fay  
Nimue alias Vivienne, Lady of the Lake  
Mordred  
Places: Avalon and Camelot  
Objects: Excalibur, the Sword in the Stone, the Holy Grail

### **Fairy Tale Group**

The Ugly Duckling  
Snow White  
Rumpelstiltskin  
The Princess and the Pea  
The Pied Piper of Hamelin  
Little Red Riding Hood Hansel and Gretel  
The Frog Prince  
The Fisherman and His Wife  
Cinderella  
Bluebeard  
Ali Baba and the Forty Thieves  
Aladdin

### **Biblical Group as Mythological**

Creation  
Crucifixion and Resurrection  
Four Horsemen of the Apocalypse (and Hades)

- Allusion Project / Presentation Topics -
- Arthurian Legend Group
- Begin with a thought-provoking question: "What makes a story a myth or a legend? Can a story change over time?"
- Creation Story as Mythology
- Fairytale Group
- Greek Mythology

