

English I - Unit II - Greek Mythology (Homer's Odyssey/Hero's Journey)

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

State Mandated Topics Addressed in this Unit

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

Greek Mythology

Learning Objectives

- Write a narrative that demonstrates an understanding of the mentor text and builds on its characters, plot, and theme.
- Critical textual annotation will be taught in addition to syntax variety, figurative language, and narrative structure.
- Determine the meaning of words in context, including words with multiple meanings.
- Developing well-organized textual evidence to support written and oral analysis of a given text.
- Identify an example of the use of figurative language and analyze its impact on a piece of text.
- Identify the central components of the hero's journey and the narrative structure of an epic.
- Identify the role of heroes in our everyday lives.
- 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.
- Use evidence to support an arguable position.

Essential Skills

Reading Skills

- Analyze relationship between implicit and explicit text evidence and how it contributes to the meaning

of the text (RL.9-10.1)

- Determine how the theme/central idea emerges and is refined or strengthened by key details (RL.9-10.2)
- Determine the difference between strong and insufficient (unreliable) details (RL.9-10.1)
- Support inference using several examples from the text (RL.9-10.1)
- Analyze character interactions as they develop plot (RL.9-10.3)
- Analyze how a particular point of view or cultural experience is reflected in a text (RL.9-10.6)
- Analyze how culture impacts a particular point of view (RL.9-10.6)
- Analyze how details develop the theme/central idea (RL.9-10.2)
- 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 (RI.9-10.3)
- Analyze how the author's choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader (RL.9-10.5)
- Analyze how the details emphasized in each account of a subject told in different mediums affect the overall message (RL.9-10.7)
- Analyze the text for inferred and literal meanings (RL.9-10.1)
- Compare and contrast how various accounts of a subject are told in two different mediums (RL.9-10.7)
- Determine a theme and central idea (RL.9-10.2)
- Determine formal vs. informal tone (RL.9-10.4)
- Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience (RL.9-10.1)
- Evaluate simple and complex relationships and/or events on plot development (RL.9-10.3)
- Evaluate the theme and significant concepts as these are relevant to the historical context and background knowledge (RL.9-10.9)
- Evaluate whether the reasoning an author uses is logical/ legitimate and if the evidence that is used is relevant to the argument or provides enough proof (RL.9-10.8)
- Formulate an objective (free of personal bias) summary of the text (RL.9-10.2)
- Identify a series of ideas or events that are connected (RI.9-10.3)
- Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events (RI.9-10.3)
- Identify cumulative impact of word choice on meaning and tone (RL.9-10.4)
- Identify explicit and implicit textual evidence (RL.9-10.1)
- Identify key words and determine connotative and figurative meaning (RL.9-10.4)
- Identify multiple/conflicting character motivations (RL.9-10.3)
- Identify the details that develop characters as dynamic or complex versus static or flat (RL.9-10.3)
- Make inferences using explicit and implicit text evidence (RL.9-10.2)
- Make personal connections, make connections to other texts, and/or make global connections when relevant (RL.9-10.1)
- Pinpoint any statements that are false and judge if any of the author's reasoning is misleading. (RL.9-10.8)
- Provide an objective summary of the text (RL.9-10.2)
- Recognize and understand a particular point of view or cultural experience reflected in a text from

outside the United States (RL.9-10.6)

- Study and evaluate influential U.S. documents (RL.9-10.9)
- Understand and describe how an author has chosen to structure a text and order events within it (RL.9-10.5)
- Understand how word choice impacts meaning (For example, how language evokes a sense of time and place) (RL.9-10.4)
- Understand the relationship between a series of ideas or events (RI.9-10.3)
- Understand what a reliable source is and what makes one questionable (RL.9-10.8)
- Use direct quotes, paraphrase, summarize objectively (RL.9-10.1)
- Use the text to draw conclusions about the theme/central idea (RL.9-10.2)

Writing Skills

- Conduct research drawing on multiple sources (W.9-10.7)
- Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience (W.9-10.5)
- Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. (W.9-10.9)
- Conduct short and more sustained research projects (W.9-10.7)
- Create shared writing products (W.9-10.6)
- Determine writing task type and its appropriate organizational structure (W.9-10.4)
- Determine and address the audience appropriately (W.9-10.4)
- Develop an inquiry question (W.9-10.7)
- Develop and use appropriate planning templates (W.9-10.5)
- Develop unity and consistency in the essay with words and structure, paying attention to the relationships created between the claims, counterclaims, evidence, and reason (W.9-10.1)
- Identify and understand the writing purpose (W.9-10.4)
- Maintain an appropriate style and tone for the task – omitting personal bias (W.9-10.1)
- Refocus inquiry/generate additional questions when appropriate (W.9-10.7)
- Structure arguments so that there is an association and correlation between the claim(s), counterclaim(s), reasons, and evidence (W.9-10.1)
- Synthesize research gathered over shorter time frames into a long-term research project (W.9-10.10)
- Understand and utilize revision techniques (W.9-10.5)
- Understand how much evidence is needed to satisfactorily support a point (W.9-10.1)
- Use relevant and sufficient facts, definitions, details, and quotes (W.9-10.1)
- Use sources that are appropriate to task, audience, and purpose (W.9-10.1)
- Use technology proficiently for production, publication, and collaboration (W.9-10.6)
- Utilize evidence to support analysis, reflection, and research (W.9-10.9)
- Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences (W.9-10.10)

Speaking/Listening Skills

- Participate in friendly discussions and decision-making activities (SL.9-10.1)
- Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity (SL.9-10.1)
- Establish goals and roles for group members and adhere to assigned roles (SL.9-10.1)
- Identify false statements or evidence, judging if any of the speaker's reasoning is misleading (SL.9-10.3)
- Use correct eye contact / Adapt volume and tone to audience and purpose / Speak with clear pronunciation (SL.9-10.4)
- Adapt speech delivery to audience and purpose (SL.9-10.6)
- Articulate ideas clearly and persuasively in a discussion (SL.9-10.1)
- Continue to propel conversations by posing and responding to questions that connect to broader ideas (SL.9-10.1)
- Draw information from primary and secondary sources, and provide a conclusion (SL.9-10.4)
- Effectively participate in one-on-one, group, and teacher-led discussions (SL.9-10.1)
- Encourage others to participate in a discussion or collaborative activity (SL.9-10.1)
- Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements (SL.9-10.5)
- Evaluate the credibility and accuracy of each source (SL.9-10.2)
- Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant (SL.9-10.3)
- Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective (SL.9-10.4)
- Listen to and evaluate multiple sources of information in diverse formats and media (SL.9-10.2)
- Move from passive listener to active participant (SL.9-10.3)
- Organize, develop, and produce a presentation in a style appropriate to my purpose and audience (SL.9-10.4)
- Present information clearly, concisely, and logically (SL.9-10.4)
- Refer to evidence from texts and other research (SL.9-10.1)
- Reflect, evaluate and respond to comments made by peers during discussion (SL.9-10.1)
- Summarize where others agree and disagree with ideas and perspectives (SL.9-10.1)
- Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary (SL.9-10.6)
- Use text/source to show fallibility in speaker's reasoning (SL.9-10.3)

Language Skills

- Consult reference materials to derive word meanings and correct pronunciation of words (L.9-10.4)
- Acquire general academic words from content-specific written texts (L.9-10.6)
- Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk) (L.9-10.5)
- Apply knowledge of language to comprehend more fully when reading, listening, or speaking (L.9-10.3)

- Apply knowledge of language to make effective choices to shape the meaning and style (L.9-10.3)
- Apply knowledge of language to understand how language functions in different situations (L.9-10.3)
- Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work (L.9-10.3)
- Identify and use various types of phrases and clauses (L.9-10.1)
- Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level (L.9-10.6)
- Interpret and analyze the use of figurative language within a text (L.9-10.5)
- Know and use standard English spelling conventions (L.9-10.2)
- Know sentence variety patterns (L.9-10.1)
- Trace the etymology of words (L.9-10.4)
- 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)
- Understand how sentence variety (use of clauses and phrases) affects meaning and interest (L.9-10.1)
- Understand the differences between a phrase and a clause (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)
- Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns (L.9-10.4)
- Vary sentence structure to convey specific meaning and interest in writing and presentation (L.9-10.1)

Standards

| ELA.R | Reading |
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| 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.RI.CR.9–10.1 | Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. |
| 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.RI.CI.9–10.2 | Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a 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.RI.IT.9–10.3 | Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are |

drawn between them.

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| 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.RI.TS.9–10.4 | Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |
| ELA.RL.PP.9–10.5 | Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view. |
| ELA.RI.PP.9–10.5 | Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose. |
| 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.RI.MF.9–10.6 | Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| ELA.RI.AA.9–10.7 | Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. |
| 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.RI.CT.9–10.8 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including 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.IW.9–10.2 | 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.

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| ELA.W.IW.9–10.2.A | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension. |
| 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.C | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| ELA.W.IW.9–10.2.D | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| ELA.W.IW.9–10.2.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.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.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.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. |

Instructional Tasks/Activities

- Discuss the role that luck plays in The Odyssey. To what extent does Odysseus shape his own fate?
- "Circe" by Madeline Miller
- "Oh Brother Where Art Thou" movie and comparison
- Emily Wilson's translation of The Odyssey. How do these compare to the Fitzgerald translation we have studied?
- Epic Hero Cycle: Review the epic hero cycle chart and complete with specific examples from Odysseus' journey.
- Hero's Journey PowerPoint
- Identify the qualities of an epic story, including the use of epic similes. Practice writing epic similes.
- Interpreting a scene into a visual representation: write a cartoon that tells the events of an assigned scene. In addition to the characters' lines, be sure to indicate when sound effects should be made
- Isolate, define, and use new vocabulary.
- Joseph Campbell's Hero's Journey
- Odyssey Comprehension Packet
- Odyssey Crash Course videos

Assessment Procedure

- 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

- Appropriate Content Specific Online Resource
- Chromebook

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

Accommodations & Modifications & Differentiation

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

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

Instruction/Materials

- 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

- 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

Encourage students to explore concepts in depth and encourage independent studies or investigations. For example, see Madeline Miller's Circe and Emily Wilson's translation of The Odyssey. How do these compare to the Fitzgerald translation we have studied?

Encourage students to explore concepts in depth and encourage independent studies or investigations.

Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.

Invite students to explore different points of view on a topic of study and compare the two.

Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.

Resources

- "Circe" by Madeline Miller
- "Oh Brother, Where Art Thou?"
- Clip: Simpsons episode - Homer's Odyssey
- Copies of myths and legends from Bulfinch's Mythology
- Emily Wilson's translation of The Odyssey
- Hero's Journey: "What Makes a Video" TED-Ed video
- Homer's The Odyssey
- Homer's The Odyssey (graphic novel)
- Information Packets on Greek life
- Information Packets on the Hero's Journey
- Relevant Folk Literature