

UNIT OF STUDY

Title:	The Odyssey	Subject/Course:	English (Pre-AP Bolded)	Length:	2.5 weeks
Topic:	Introduction to Epic	Grade:	9	Designer:	Ellen Hope
UNIT GOALS AND EXPECTATIONS					
IMPORTANT CONCEPTS/UNDERSTANDINGS: Epic is a long, narrative poem written in an elevated style. Myths are stories rooted in culture. Homer was a blind, poet believed to have compiled many stories into a unified epic.			ESSENTIAL QUESTIONS: What is an epic? What are the characteristics of an epic? Who is Homer? What are the Illiad and the Odyssey? What qualities make a hero?		
STUDENT LEARNING EXPECTATIONS: R.10.9.3 Read a variety of narrative poetry, including ballad and epic R.10.9.5 Identify the characteristics of narrative poetry R.10.9.5 Identify the characteristics of narrative poetry R.10.9.6 Read traditional and contemporary works of poets from many cultures R.10.9.18 Recognize the influence of historical context on the form, style, and point of view of a written work R.10.9.18 Recognize the influence of historical context on the form, style, and point of view of a written work R.10.9.20 Identify and define literary terms			R.9.9.14 Identify and categorize figures of speech and sound devices, including simile, metaphor, personification, hyperbole, oxymoron, and pun R.10.9.3 Read a variety of narrative poetry, including ballad and epic R.10.9.2 (continued) Interpret and use information in maps, charts, graphs, time lines, tables, and diagrams R.10.9.10 Paraphrase and interpret to find the meaning of selected poems, emphasizing the line		
SPECIFIC DECLARATIVE KNOWLEDGE – What I know Understand and explain characteristics of epic poetry. Understand and explain characteristics of hero. Identify and define internal and external conflict as well as motivation. Recognize sensory imagery details Identify and define symbols and irony Recognize Homeric Similes			SPECIFIC PROCEDURAL KNOWLEDGE – What I need to do Analyze interactions between characters (such as internal and external conflict and motivation) and the way those interactions affect the plot. Analyze the way a work of literature relates to the themes and issues of its historical period (Historical approach) Differentiate between types of irony Examine symbols Analyze Homeric Similes		
UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom’s Taxonomy)					
Character Development essay Conflict resolution essay (choose conflict and explain how you would have proceeded versus Odysseus’s choice)					
Traditional Assessments: Map quiz Hero/Epic characteristics quiz			Other Evidence of Learning: Hero’s Journey (Read Write Think.org) 3/2/1 Response Micro-theme		

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<ul style="list-style-type: none"> KWL of Mythology Paraphrase language of epic (revisit summary, paraphrase and GIST) 	Elements of Literature, Third Course

<ul style="list-style-type: none"> • -----Each student gets a selected passage to paraphrase • -----Come back together as class to read in order the new version to familiarize students with topic and language • Introduce Epic with full definition (Power Notes) • -----Interactive cloze before powerpoint • Students identify elements of epic definition in excerpt from the Illiad • Discuss characteristics of Hero • -----ABC chart of heroes in reading, television, and movies • Ongoing map of Odysseus' journey • Interrupted reading of Parts 1 and 2 of the Odyssey • Character development writing response • -----choose character and describe what the character does, says, acts, using evidence from the text • -----What does this tell you about the character? Give your interpretation of the character. Is the character foolish, wise, positive, negative, evil, noble, etc.? • Watch the movie • Evaluate the Odyssey, using today's values (Venn diagram) 	<p>Power Notes</p> <p>Odysseus movie</p>
Career Connections	
<p>Historian, teacher, tour guide, novelist, anthropologist</p>	