

## UNIT OF STUDY

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| Title: The Lightning Thief  | Subject/Course: English (Pre-AP Bolded)  | Length: 3 weeks  |
| Topic: Prequel to Epic  | Grade: 9   | Designer: Ellen Hope                                     |
| <b>UNIT GOALS AND EXPECTATIONS</b>  |  |  |
| <b>IMPORTANT CONCEPTS/UNDERSTANDINGS:</b><br>Background knowledge is critical to understanding literature. Students need exposure to certain aspects of literature before interpreting an epic  | <b>ESSENTIAL QUESTIONS:</b><br>What is background knowledge?<br>What conflicts do the characters face?<br>How are they resolved?   |  |
| <b>STUDENT LEARNING EXPECTATIONS:</b><br>W.5.9.7 Write responses to literature that: <ul style="list-style-type: none"> <li>• articulate the significant ideas of literary works</li> <li>• support important ideas with evidence from text</li> <li>• recognize conflicts (character dilemmas) as revealed by characters motivations and behaviors</li> </ul> R.9.9.1 Determine the author’s purpose by connecting own background knowledge, including personal experience and perspectives shaped by age, gender, class, or national origin<br>R.9.9.2 Identify specific ways an author accomplished purpose, including organization, narrative, and persuasive techniques, style, literary forms or genre, portrayal of themes, tone, and intended audiences<br>R.9.9.4 Identify how works of a given period reflect author’s background, historical events, and cultural influences | R.10.9.17 Read a variety of literary and content prose, including selections from American, British, and/or world literature<br>R.10.9.18 Recognize the influence of historical context on the form, style, and point of view of a written work<br>R.10.9.20 Identify and define literary terms<br>R.10.9.21 Explain the relationship between the author’s style and literary effect<br>R.10.9.22 Identify literary elements such as setting, plot, theme, characterization, and narration in a work |  |
| <b>SPECIFIC DECLARATIVE KNOWLEDGE – What I know</b><br>Define and Identify: plot, flashback, foreshadow, setting, character, point of view, allusion, imagery, symbol, style, theme   | <b>SPECIFIC PROCEDURAL KNOWLEDGE – What I need to do</b><br>Read and analyze <u>The Lightning Thief</u> by Rick Riordan<br>Analyze literary elements<br>Predict outcome of conflicts<br>Dissect cause and effect within the text   |  |
| <b>UNIT ASSESSMENTS</b>   |  |  |
| <b>(Include tasks related to Dimensions 3 and 4 and Bloom’s Taxonomy)</b>   |  |  |
| Narrative essay about Percy’s background <ul style="list-style-type: none"> <li>• students create a biographical sketch that takes place prior to meeting him in TLT</li> <li>• -----students must pay special attention to cause/effect</li> <li>• -----Why did Percy move so much?</li> <li>• -----What types of trouble has he caused or gotten into?</li> </ul>   |  |  |
| <b>Traditional Assessments:</b><br>Comprehension quizzes<br>Literary Elements quizzes   | <b>Other Evidence of Learning:</b><br>3/2/1 Response<br>Entrance and exit slips<br>Timeline of events  |  |
| <b>ACTIVITIES AND LEARNING EXPERIENCES</b>  |  | <b>Resources</b>   |
| <ul style="list-style-type: none"> <li>• Anticipation guide over TLT</li> <li>• Cornell note-taking over literary elements</li> <li>• Give one/get one over character observations</li> <li>• Ongoing ABC chart over characters and elements of importance</li> <li>• Interrupted reading of text</li> </ul>  |  | The Lightning Thief by Rick Riordan<br><br>Various media |

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| <ul style="list-style-type: none"> <li>• Timeline of events on butcher paper</li> <li>• -----analyzing elements, events, etc</li> <li>• Three Level Questioning + Think/Pair/Share</li> <li>• -----compile questions on Notebook software and print for study guide</li> <li>• Compilation of one action from each student's essay to make a prequel to TLT</li> </ul> | <p><b>Anticipation guide</b></p> <p><b>Workshop Resources:<br/>Writing, Listening, and<br/>Speaking</b></p> |
| <b>Career Connections</b>  |   |
| <p><b>Novelist, editor, anthropologist, historian</b></p>  |   |