# UNIT OF STUDY

**Title:** The Lightning Thief  
**Subject/Course:** English (Pre-AP Bolded)  
**Length:** 3 weeks

**Topic:** Prequel to Epic  
**Grade:** 9  
**Designer:** Ellen Hope

## UNIT GOALS AND EXPECTATIONS

**IMPORTANT CONCEPTS/UNDERSTANDINGS:**
Background knowledge is critical to understanding literature. Students need exposure to certain aspects of literature before interpreting an epic.

**ESSENTIAL QUESTIONS:**
- What is background knowledge?
- What conflicts do the characters face?
- How are they resolved?

**STUDENT LEARNING EXPECTATIONS:**

### W.5.9.7 Write responses to literature that:
- articulate the significant ideas of literary works
- support important ideas with evidence from text
- recognize conflicts (character dilemmas) as revealed by characters motivations and behaviors

### 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

### 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

### 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

### 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.10.9.21 Explain the relationship between the author's style and literary effect

### R.10.9.22 Identify literary elements such as setting, plot, theme, characterization, and narration in a work

## SPECIFIC DECLARATIVE KNOWLEDGE – What I know

**Define and Identify:**
- plot, flashback, foreshadow, setting, character, point of view, allusion, imagery, symbol, style, theme

## SPECIFIC PROCEDURAL KNOWLEDGE – What I need to do

Read and analyze *The Lightning Thief* by Rick Riordan

- Analyze literary elements
- Predict outcome of conflicts
- Dissect cause and effect within the text

## UNIT ASSESSMENTS

*(Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)*

**Narrative essay about Percy's background**
- students create a biographical sketch that takes place prior to meeting him in TLT
- students must pay special attention to cause/effect
- Why did Percy move so much?
- What types of trouble has he caused or gotten into?

**Traditional Assessments:**
- Comprehension quizzes
- Literary Elements quizzes

**Other Evidence of Learning:**
- 3/2/1 Response
- Entrance and exit slips
- Timeline of events

## ACTIVITIES AND LEARNING EXPERIENCES

- Anticipation guide over TLT
- Cornell note-taking over literary elements
- Give one/get one over character observations
- Ongoing ABC chart over characters and elements of importance
- Interrupted reading of text

**Resources**

- *The Lightning Thief* by Rick Riordan
- Various media
- Timeline of events on butcher paper
- -----analyzing elements, events, etc
- Three Level Questioning + Think/Pair/Share
- -----compile questions on Notebook software and print for study guide
- Compilation of one action from each student's essay to make a prequel to TLT

**Anticipation guide**

**Workshop Resources:**

**Writing, Listening, and Speaking**

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