

Unit Planner: Heroes Campanelli/Meade 2015 - 2016

English 3

Tuesday, November 6, 2018, 9:53AM

High School > 2018-2019 > Grade 10 > English
Language Arts > English 3 (C) > Week 40

Last Updated: [Tuesday, October 25, 2016](#) by Benedette LoParo

Heroes Campanelli/Meade 2015 - 2016

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Big Ideas / Enduring Understandings

An author can develop a complex, heroic character using a foil.

Heroes are classically defined through their values and journeys.

The code of chivalry (Might for Right) can still be utilized in our lives today.

Essential Questions

How do authors develop complex, heroic characters?

How are heroes defined in classical literature?

How can the Code of Chivalry be utilized in our lives today?

Common Core Standards and Indicators

NYS: CCLS:English Language Arts
6-12

NYS: Grades 9-10

Reading: Literature

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Responding to Literature

11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

11. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations.

Writing

2. Write informative/explanatory texts to examine and convey

complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

7. 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.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

8. 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.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their

own clearly and persuasively.

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

<p>Content</p> <ul style="list-style-type: none"> ● Knights of the Round Table ● Code of Chivalry ● Classical romance and its connection to pop culture ● Might for Right ● Characteristic of a Classic Hero ● Foil 	<p>Skills / Strategies</p> <ul style="list-style-type: none"> ● Use annotation (Gist and Talkback) to identify the attributes of the Knights of the Round Table, the Code of Chivalry. ● Use discussion to analyze how pop culture was influenced by the classical hero ● Use MEAL paragraph writing to express how characters are defined and developed
<p>Key Terms / Vocabulary</p> <p>Proclaim Exaggeration Largess Malicious Diabolical Perilous Adversary Enchant Triumph Wit Will Quest Appetite Confront Chivalry Forbade Fetch Allegiance Prowess Sheath Vice Humility Oppress Virtue Plague Proposition Spite Abbey</p>	
<p>Learning Plan & Activities</p> <p><i>Please include Theatre Modalities when appropriate</i></p> <p>Quickwrite - MEAL paragraph writing</p> <p>Acting out a scene</p> <p>Annotation using Gist and Talkback</p>	<p>Assessments</p> <p>Depth of Knowledge (DOK) Levels</p> <p>Defining Heroes Project</p> <p>Formative: DOK 2 Basic Application: Oral: Presentation</p> <p>Students will conduct short research and present to the class.</p> <p>Final Assessment</p> <p>Summative: DOK 3 Strategic Thinking: Written: Essay</p> <p>https://docs.google.com/document/d/1ey-VkRZDH0RqhSW6Ry19qA3mDKuFnRk1fTX4MlrH3q0/edit</p>

[Resource](#)

[S](#)

Texts Used (fiction, non-fiction, on-line, media, etc...)

"The Literature of Romance" by David Adams Leeming

excerpts from *The Sword in the Stone* by Sir Thomas Malory, retold by Keith Baines

The Tale of Sir Launcelot du Lake from *Le Morte D'Arthur* by Sir Thomas Malory, retold by Keith Baines

"Where I Find my Heroes" by Oliver Stone

"A Code of Chivalry" by Brian R. Price

Focus

- Whole class
- Small group
- Guided reading

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