

# Unit Planner: Hero's Quest-Odyssey

## English 1

Tuesday, November 6, 2018, 11:08AM

High School > 2018-2019 > Grade 9 > English Language  
Arts > English 1 > Week 38 - Week 40

Last Updated: [Wednesday, November 2, 2016](#) by John East

### Hero's Quest-Odyssey

DeMatteo, Robyn ; East, John ; LoParo, Benedette; Meade, Ed

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#### Big Ideas / Enduring Understandings

- \* Myths often use supernatural forces to represent forces of human will (love, jealousy, pride).
- \* For every culture, myths help us to identify good qualities in a person (courage) or shared cultural values (the importance of hard work).
- \* For good or for bad, we have power to change the forces that affect our life.

1. Epic heroes were both exceptionally gifted and flawed.
2. Leadership - Qualities of an effective leader.

#### Essential Questions

- What are the attributes of a hero?
- Is Odysseus a good leader or a bad leader?
- How is the hero's quest represented in both contemporary and ancient forms of expression?
- What is the relationship between decisions and consequences?

## Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 9-10

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

1a. 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.

1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

1c. Use words, phrases, and 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.

1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

1e. Provide a concluding statement or section that follows from and supports the argument presented.

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.

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(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.

7a. Explore topics dealing with different cultures and world viewpoints.

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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9a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

9b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Range of Writing

10. 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.

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Responding to Literature

11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

11a. Engage in a wide range of prewriting experiences, such as using a variety of visual representations, to express personal, social, and cultural connections and insights.

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

## Content

### The Odyssey

1. Archetypal Themes
2. Universal Themes
3. Myths and Fairy Tales
4. The Hero's Quest
5. Introduction to Homer
6. Homeric language
7. Argument
8. Position
9. Claim
10. Counter Claim - opposite point of view
11. Refutation
12. Organization and sequencing of argument
13. Revision

## Skills / Strategies

- Identify themes in literary works, and provide support for interpretations from the text.
- What are the classic elements of the hero's quest?
- Compare works that express a universal theme, and provide evidence to support the ideas expressed in each work.
- Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.
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- Conduct basic research to learn about Homer's life and times
- Practice reading script aloud and identify specific words and their translations to modern English.
- Identify and state position, introduce and develop claims to support position, and counterclaims to address opposite point of view..
- Acknowledge, and refute the counterclaim.
- Organize essay in a logical sequence.
- Edit and revise to develop and strengthen writing

Key Terms /  
Vocabulary

Text Issues

Odyssey

Hero

Leadership

Literary Terms

Plot

exposition, conflict, rising action, climax, falling action, resolution, denouement

Setting

Protagonist

Antagonist

Argument

position, claim, counter-claim, refutation

Various vocabulary connected to daily reading

<p>Learning Plan &amp; Activities</p> <p><i>Please include Theatre Modalities when appropriate</i></p> <p>Read aloud</p> <p>Tableau Scenes and Episodes</p> <p>Pre-writing - graphic organizer</p> <p>Draft writing</p> <p>Peer Editing</p> <p>Differentiation: various methods of presentation for mythology research.</p> <p>Review Habits of Mind throughout daily lessons</p>	<p>Assessments</p> <p><a href="#">Depth of Knowledge (DOK) Levels</a></p> <p><b>Odysseus Leadership Argument</b></p> <p><b>Written: Essay</b></p> <p>Students write an argument essay analyzing Odysseus' leadership qualities.</p> <p>They state a position and support it with claims</p> <p>They develop a counter claim and refutation</p> <p>They use specific evidence from the text to support their argument.</p> <p><b>Mythology Research</b></p> <p><b>Formative: DOK 2 Basic Application:</b></p> <p><b>Written: Report</b></p> <p>Basic research about various mythological figures.</p>
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<p><a href="#">Resource</a></p> <p><a href="#">S</a></p> <p><b>Texts Used (fiction, non-fiction, on-line, media, etc...)</b></p> <p>The Odyssey</p> <p>Articles on leadership</p> <p>Handouts on argument writing.</p> <p>Focus</p> <ul style="list-style-type: none"> <li>● Whole class</li> <li>● Small group</li> <li>● Guided reading</li> <li>● Research</li> </ul> <p>HYPERLINK</p> <p>"<a href="http://www.rubiconatlas.net/links/weblinks_rubiconprep/HandoutOdysseySelections.htm">http://www.rubiconatlas.net/links/weblinks_rubiconprep/HandoutOdysseySelections.htm</a>" <a href="#">Handout: Odyssey Selections</a></p>
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