

Hero's Quest-Odyssey

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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.

Epic heroes were both heroic and flawed and reflect the culture from which they emerged.

Essential Questions

- 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?
 - How do we know how to make good decisions?
 - How do decisions, actions, and consequences vary depending on the different perspectives of the people involved?
 - When does a positive personality trait become a tragic flaw?
 - What is the role of a hero or "sheroe" (coined by Maya Angelou) in a culture?
 - Does a hero have a special responsibility because of their "hero" status?

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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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

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

<p>12. Organization and sequencing of argument 13. Revision</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 20px 0;"></div>	<p>how the selection of genre shapes the theme or topic.</p> <ul style="list-style-type: none"> • • 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
<p>Key Terms / Vocabulary Odyssey Argument Various Terms that appear in the text.</p>	
<p>Learning Plan & Activities <i>Please include Theatre Modalities when appropriate</i> Read aloud Tableau Scenes and Episodes Pre-writing - graphic organizer Draft writing Peer Editing</p>	<p>Assessments Depth of Knowledge (DOK) Levels</p>
<p>Resources Texts Used (fiction, non-fiction, on-line, media, etc...) The Odyssey Articles on leadership Handouts on argument writing. Focus</p> <ul style="list-style-type: none"> • Whole class • Small group • Guided reading • Research <p>Handout: Odyssey Selections</p>	

