**Title:** Unit 5  
**Subject/Course:** English I  
**Grade:** 9  
**Designer(s):** Kluza, Much and Jean-Paul

### Standards

**Priority Standards:**
L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
  L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
  L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.
  L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
  L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

**Secondary Standards:**
L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
  L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
  L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
  L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

### Understandings:

- Understand that there are archetypes in literature.
- Analyze the elements of an epic poem: epic simile, epic hero, epic structure.
- Analyze how particular lines of poem propel the action, reveal aspects of a character, or provoke a decision.

### Essential Questions:

- Do heroes have responsibilities?
- What qualities make a hero?
- Can anyone be a hero?
- Are having heroes in society always beneficial?

### Acquisition:

**Students will know...**

- The following literary terms: epic poem, epic hero, epic simile, epithet, archetype, meter, allusion, objective tone, symbol, idiom, technical terms, jargon.
- Identify and explain how a universal theme is identified in literature.

**Students will be skilled at...**

- Identify and use to interpret and analyze both nonfiction and fiction the following literary terms: epic poem, epic hero, epic simile, epithet, archetype, meter, allusion, objective tone, symbol, idiom, technical terms, jargon.
- Identifying the elements of an epic poem.
- Reading an epic poem.
<table>
<thead>
<tr>
<th>connected through the ages</th>
<th>Recognizing poetic devices of structure and sound, specifically of a simile and understanding how they can add a level of meaning to the epic poem</th>
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<tbody>
<tr>
<td>• Identify and explain how a piece of literature reveals cultural attitudes</td>
<td>• Identifying and interpreting symbols • Identifying archetypes to use in analyzing literature</td>
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### Stage 2 - Assessment Evidence

#### Unit Assessment:
- Unit 5 test
- Odyssey Project for multiple intelligences

#### Other Evidence:
- Selection Tests
- Constructed Response Questions
- Writing Samples

### Stage 3 - Learning Plan

#### Pre-Assessment

#### Learning Event:
- Archetypes: Defined and Ed.Ted video
- Shrek – analysis worksheets for viewing / examples of archetypal characters, symbols and plot
- “Casey at Bat” as poem and historical American fictional hero
- Historical background: Non-Fiction readings from Holt
- Clips from Troy to explain Odysseus’s character in *The Iliad*
- Close Reading of *The Odyssey*: Holt: Calypso
- Close Reading of *From The Odyssey*, Part One pages 754-794 to make inferences and analyze characterization
- Close Reading of *From The Odyssey*, Part Two pages 798 – 824 to identify influences, make inferences, and analyze structure
- Vocabulary: Greek and Roman Gods as roots
- Do Nows focus on vocabulary

#### Progress-Monitoring:
- Class discussions
- Exit slips / Closure Activities
- Short responses
- Variety of before/during/after reading activities
- Note-taking
- Worksheets
- Post – Test Conferencing
**Differentiation:**
Adapted texts and lesson as provided by Pearson

**Technology:**
Technology provided by Pearson
( will be added as unit is taught)

**Enrichment:**

Film clips: *Troy, The Odyssey, Brother, Where Art Thou*
*Simpsons Clip* [https://vimeo.com/53622238? Or purchase full show for Season 1 Episode 3, Simpsons : Tales from the Public Domain; Season 13 Episode 14

*YouTube: What God or Goddess are You Quiz?*

- Close Reading of “An Ancient Gesture” 832- 833 to analyze character representation
- Close Reading of “Siren Song” page 834- 835 to make generalizations, describe contemporary interpretation
- Close Reading of Prologue and Epilogue from *The Odyssey* to analyze cultural context
- Close Reading of “Ithaca” page 837 -838 to analyze symbol and describe contemporary interpretation
- Language Study: page 840 -841 to identify and explain idioms, technical terms, and jargon

**Pacing Guide:**
4 weeks