

9 th Grade CLUE Curriculum At-a-Glance				
Qtr.	Length	Unit Title	Anchor Text	Content Connections
1	9 weeks	<i>A Hero's Journey</i>	<i>The Odyssey</i> by Homer	Hero's Journey, Archetypes, Society, Allusion, Change
2	8 weeks	<i>Shakespearean Literature: Choices and Consequences</i>	<i>Romeo and Juliet</i> by William Shakespeare Alternate Selection: <i>King Lear</i> by William Shakespeare	Figurative Language, Emotion, Poetry and Prose, Motives, Death and Tragedy
3	9 weeks	<i>Romantic Literature: Ethical Dilemmas</i>	<u>Frankenstein</u> by Mary Shelley	Bildungsroman, Suspense, Metaphysics, Order and Chaos, Ethical Dilemmas
4	9 weeks	<i>Medical Mysteries: Leaving a Legacy</i>	"Henrietta's Dance" by Rebecca Skloot, Johns Hopkins Magazine (1100L)	Science, Medicine and Biotechnology, Ethics, Social Studies, Research, Writing, Civil Rights

Grade 9	<i>A Hero's Journey ("The Odyssey")</i>	9 Weeks
Unit Overview		
Students will embark on a unit study of foundational literature anchored by excerpts from Homer's epic poem, <i>The Odyssey</i> . Students will begin a brief introduction to Greek mythology using excerpts from Edith Hamilton's <i>Mythology</i> in order to acquaint them with the gods and culture of the Homeric era. Finally, the students will read excerpts from Joseph Campbell's <i>Hero with a Thousand Faces</i> , tracing the monomyth through the Hero's Journey as applied to the journey of Odysseus, serving as a model of foundational literature.		
Essential Questions		
<ul style="list-style-type: none"> Do heroes have responsibilities? How is culture connected to literature? How does the use of character archetypes reflect the values and ideals of a particular culture? How do cultural and literary heroes influence modern perceptions? How do authors use structure to help develop the main idea of a text? What is <i>comparative mythology</i>? How do multiple texts treat the same topic? How does reading multiple texts on the same topic build a deeper level of knowledge? How does <i>The Odyssey</i> fit the requirements of Campbell's monomyth? 		
Anchor Text		Qualitative Analysis of Anchor Text

Excerpts from *The Odyssey* by Homer, NP (p. 1040-1117 of Pearson textbook)

To assist teachers with scaffolding instruction, the qualitative measures of the anchor text are provided here. These measures are based on the [Text Complexity -- Qualitative Measures Rubric](#)

- Knowledge Demands -- Moderately Complex
- Text Structure -- Moderately Complex
- Language Features -- Very Complex
- Meaning -- Moderately Complex
- Overall Complexity -- Moderately Complex

Related Texts

Literary Texts

- Excerpts from *Mythology* by Edith Hamilton 1040L ([link](#))
- Excerpts from *The Odyssey*, Pearson Textbook
- *Hero with a Thousand Faces* by Joseph Campbell ([link](#))
- *An Ancient Gesture* by Edna St. Vincent Millay (p. 1129 of Pearson textbook)
- *Siren Song* by Margaret Atwood (p. 1130 of Pearson textbook)
- *Ithaca* by Constantine Cavafy (p. 1135 of Pearson textbook)

Informational Texts

- “Greek Society” by Mark Cartwright, 1280L ([link](#))
- “The Psychological Comforts of Storytelling” by Cody C. Delistraty, 1250L ([link](#))
- Preparing to Read the *Odyssey* (p. 1040A of Pearson textbook)
- “The Truth About Being a Hero” by Karl Marlantes ([link](#))
- “Back from War, but Not Really Home,” by Caroline Alexander ([link](#))

Nonprint Texts (Fiction or Nonfiction)

- Homer Biography (1:18) <https://www.youtube.com/watch?v=hnxVv1JDUuA>
- *Crash Course: The Odyssey* (12:06) <https://www.youtube.com/watch?v=MS4jk5kavy4>
- *The Odyssey* film clip (23:00) https://www.youtube.com/watch?v=6S_l12WM_KM
- *Ulysses and the Sirens* (painting) by John William Waterhouse
- TedEd Video on Background for *The Odyssey*: <https://youtu.be/8Z9FQxcCAZ0>
- The Foxtrot *Odyssey* comic strip ([link](#))
- The Hero’s Journey (7:39): <https://www.youtube.com/watch?v=KGV1BvnyvGo>

End-of-Unit Assessment

In a well-organized essay, answer the following prompt: *Is Odysseus an epic hero?* Use evidence from *The Odyssey* to defend your answer. (See Lesson 24.)

Unit Outcomes: Grade Level Standards Addressed

Reading: Literature

9-10.RL.KID.1, 9-10.RL.KID.2, 9-10.RL.KID.3, 9-10.RL.CS.4, 9-10.RL.CS.5, 9-10.RL.IKI.7, 9-10.RL.IKI.9, 9-10.RL.RRTC.10

Reading: Informational Texts

9-10.RI.KID.1, 9-10.RI.KID.2, 9-10.RI.IKI.7

Language

9-10.L.CSE.1, 9-10.L.CSE.2, 9-10.L.KL.3, 9-10.L.VAU.5

Speaking and Listening

9-10.SL.CC.1, 9-10.SL.CC.2, 9-10.SL.CC.3, 9-10.SL.PKI.4, 9-10.SL.PKI.5, 9-10.SL.PKI.6

Writing

9-10.W.TTP.1a-f, 9-10.W.TTP.2a-g, 9-10.W.PDW.4, 9-10.W.RBPK.9, 9-10.W.RW.10

LESSON 1

Title of Text	Introduction and excerpts from <i>Mythology</i> by Edith Hamilton (link)
Focus Standards	<p>9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</p> <p>9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.</p> <p>9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.</p>
Text-Dependent Questions	<p>Students will read and annotate the excerpts.</p> <p>Students will answer the following questions in preparation for a class discussion.</p> <ol style="list-style-type: none"> 1. What happened to the portrayal of Zeus over the years? 2. What did the Greeks believe about the origins of the gods and the universe? 3. According to classical Greek mythology, who were the first parents? 4. Who was Zeus's favorite child? Hint: She was born of no mother but sprang from Zeus' head. 5. Describe the relationship between Zeus and Hera? 6. Who were Zeus' brothers, and where did they rule? 7. Who are the twelve great Olympians and what is the function of each (for example, Ares is the God of War?) 8. Be able to identify the correct Greek and Roman equivalents for the names of the gods and goddesses. 9. According to the ancient Greeks, what is the name of the place where the gods were said to reside? 10. Who are the gods of waters? 11. Who is Hera? Why was she jealous? And what did she do to get revenge? 12. Who is Hermes? What is his function in Greek mythology (What does he do?) And how is he typically described or depicted? 13. What is the difference between "primitive mythology" and "classical mythology"? How are the Greek gods different from Egyptian or Mesopotamian gods?
Assigned Task	Exit Ticket: In a paragraph or two, explain how elements of mythology are relevant today. How does mythology connect to the modern world? Cite specific examples from the text.

LESSON 2

Title of Text	<ul style="list-style-type: none"> • Homer Biography (1:18) https://www.youtube.com/watch?v=hnxVv1JDUuA • Crash Course: The Odyssey (12:06) https://www.youtube.com/watch?v=MS4jk5kavy4 • <i>The Odyssey</i> film clip (23:00) https://www.youtube.com/watch?v=6S_l12WM_KM
Focus Standards	<p>9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.</p> <p>9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</p> <p>9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.</p>

Text-Dependent Questions	<p><u>Guiding Question:</u> How does understanding the historical context of the Trojan War help build contextual knowledge for reading <i>The Odyssey</i>?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read and summarize key points from text that provides historical background knowledge. (9-10.RI.KID.2) • Use a video viewing protocol to build knowledge from film. (9-10.RI.KID.1) • Identify Odysseus as an epic hero. (9-10.RL.KID.3) <p><u>Agenda</u></p> <p>Preparing to Read the Odyssey</p> <ul style="list-style-type: none"> • Students read and summarize key points on p. 1040A-1040F. (15 Minutes) • Homer Biography (1:18) https://www.youtube.com/watch?v=hnxVv1JDUuA • Literary Analysis, p. 1041 – Epic Hero. Discuss the role of epic heroes to a nation or culture. (5 Minutes) • (Optional) Crash Course: The Odyssey (12:06) https://www.youtube.com/watch?v=MS4jk5kavy4 • (Optional) Best version of The Odyssey on film – use clips as needed: (First 30m explain Odysseus going off to fight in the Trojan War and give background info for The Odyssey.) https://www.youtube.com/watch?v=6S_l12WM_KM - Start at 3:45 to skip over Queen Penelope giving birth to her son. Around 26:00, Poseidon explains why he's cursing Odysseus to never return home to Ithaca. This clip helps stage the setting and introduce the characters of <i>The Odyssey</i>, which might build understanding for students who are not reading on grade level. • (Optional) TedEd Video on Background for <i>The Odyssey</i>: https://youtu.be/8Z9FQxcCAZ0 • Consider using a Video Viewing Protocol (link) to provide structure that promotes student learning from video. Always set a purpose to viewing and allow time for debrief at the end of the video. (Timing Varies based on Video selection) • Discuss the meaning of the term “Epic Hero.” (Notes on p. 1041.) Remind students that Odysseus left Ithaca to fight with his friends in the Trojan War. The Trojan War is its own epic, and <i>The Odyssey</i> is Odysseus's epic of how he tries to get home to Ithaca and his family. (5 Minutes) <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p><i>Preparing to Read the “Odyssey”</i></p> <ul style="list-style-type: none"> • Ask students to answer the Critical Viewing questions in the margin of the TE (Teacher Edition). • One idea would be to have the class jigsaw the text. Then on a sheet of butcher paper or any large sheet of paper, have students summarize their reading or list key facts from their reading. On that same sheet of paper, the group can also answer the Critical Viewing question. • Then allow the students to do a Gallery Walk and take notes on the posted ideas. The Gallery Walk can turn into a Chalk Talk if students want to respond to ideas or pose questions for the group.
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Assigned Task	<p>Writing can occur as prep for the Chalk Talk / Gallery Walk. If students do not jigsaw the text, they should still summarize information in some way either in paragraph form or on a graphic organizer. (5 Minutes)</p> <p>Students could also read and summarize key points on p. 1040A-1040F.</p>
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LESSON 3	
Title of Text	<i>Ithaca</i> by Constantine Cavafy (p. 1135 of Pearson textbook)
Focus Standards	<p>9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.</p> <p>9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p>
Text-Dependent Questions	<p><u>Guiding Question:</u> What does the journey to Ithaca symbolize in this poem? What lessons does the poem try to teach the reader?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Read and explore <i>Ithaca</i>, a poem that introduces the major characters, conflicts, and themes of <i>The Odyssey</i>. (9.RL.RRTC.10) Determine how devices (such as allusions) develop theme in a text. (9-10.RL.KID.2) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Lesson 5, The Odyssey Unit, LearnZillion (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) An audio recording of this text (read by Sean Connery) is available here. Allow students who need extra reading support to listen to the audio recording in advance of reading the text in class. Allow individual or small groups of students to listen to the audio of the text following the lesson. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 6</p> <ul style="list-style-type: none"> As a process for checking students' synonyms, ask students if they could replace the synonym with the original word. Would it still make sense? If students struggle with parts of speech, point out that several of the words (pearl, coral, amber, and ebony) can also be used as adjectives (colors) sometimes. Remind them that in this context, they are items and are therefore nouns. <p>Slide 7</p> <ul style="list-style-type: none"> What words stick out to you? What words and phrases have a lot of or strong meaning to you? What similarities do you notice about all the words you selected? What do those words have in common? Why might the author have selected those words? What message is the author trying to send? How does the author's choice of words impact your understanding of the text?

	<ul style="list-style-type: none"> If students have trouble with writing the effect of connotative diction in their annotations, offer them the following templates: <ul style="list-style-type: none"> The words ___ and ___ remind me of ___. The words ___ and ___ create a ___ mood. The words ___ and ___ don't seem to go together. The words ___ and ___ make me think ___. <p>Slide 8</p> <p>Prompt students to write an objective summary of the poem. You can provide the following hints for students as needed. These could also be written on a whiteboard or chart paper.</p> <ul style="list-style-type: none"> Who seems to be speaking? Where is this story taking place? What is the setting? When does the action take place? What seems to be the conflict? Why is there a conflict? Is there any background information?
Assigned Task	<p>Use the writing activity from slide 8 as a possible Exit Ticket.</p> <ul style="list-style-type: none"> Explain to students that an objective summary does not contain their opinions about the text; rather, it includes basic information (plot details) about the text. For example, the first sentence of an objective summary might be, "The narrator is giving advice to someone beginning a journey." A summary that contains opinions might be, "The narrator seems kind and is giving advice to someone who is beginning a journey; however, many times, it is annoying when someone gives advice." Set a timer for five minutes on a document camera or a SmartBoard so that students can monitor their own time.

LESSON 4

Title of Text	<p>From <i>The Odyssey</i>, Part I (p. 1044)</p> <ul style="list-style-type: none"> Invocation to the Muse, p. 1045 List of Characters, p. 1046 Sailing from Troy, p. 1047-1048 The Lotus-Eaters, p. 1048-1049
Focus Standards	<p>9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.</p> <p>9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.</p> <p>9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.</p> <p>9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p>
Text-Dependent Questions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> Lesson 6, <i>The Odyssey</i>, LearnZillion

- [Use Lesson 7 for background information](#). (Since this unit uses a different version than the one in the textbook, certain pieces are not aligned.)
- Pearson TE
- Pearson student textbook for each student
- Copies of the graphic organizer for each student ([link](#))
- Guide for pronunciation, if needed for the teacher ([link](#))

Guiding Question: What are the major features of an epic?

Learning Targets

- Explore the major features of the epic poem. (9-10.RL.CS.5)
- Read and annotate the invocation of *The Odyssey*, a section that introduces readers to characters, conflicts, and themes present in the epic. (9-10.RL.KID.2, 9-10.RL.KID.3)
- Read excerpts from *The Odyssey*. (9.RL.RRTC.10)
- Analyze the main characters and their responses to conflict. (9-10.RL.KID.3)

Agenda

- [Lesson 6, The Odyssey, LearnZillion](#) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
- The Invocation to the Muse is in the GuideBook in a T-chart to encourage annotation of text.
- Use *The Odyssey, Book One* handouts in the GuideBook to guide discussion. Students should complete the summary task to consolidate learning from the beginning of the story.
- The Lotus-Eaters, p. 1048-1049
 - Video: <https://vimeo.com/57105917>
 - Literary Analysis, p. 1048
 - Literary Analysis, p. 1048
- Critical Thinking, p. 1049, Question 4 (Integration of Knowledge and Ideas) Students write answers then share with a partner.
- Need help with pronunciation? Click here: ([link](#))

Text-Dependent/Text-Specific Questions (Sample)

Use *The Odyssey, Book One* handouts in the GuideBook to guide discussion. All text-specific questions are included in the student materials, such as:

- Explain the underlined epithet. Who is it describing, and what does it suggest about him?
- Throughout the passage, highlight patterns of diction. Write the effect in the margin beside the text.
- Read the underlined portion. What is the tone (the speaker's attitude toward the subject)?
- What are some of the conflicts that Odysseus has faced?
- What obstacles does Odysseus still face?

	<p><u>Daily Writing Practice</u></p> <ul style="list-style-type: none"> Use The Odyssey, Book One handouts in the GuideBook to guide discussion. Students should complete the summary task to consolidate learning from the beginning of the story. <p>Critical Thinking, p. 1049, Question 4 (Integration of Knowledge and Ideas) Students write answers then share with a partner.</p>
Assigned Task	Students should complete the summary task to consolidate learning from the beginning of the story.

LESSON 5

Title of Text	"Back from War, but Not Really Home," by Caroline Alexander (link)
Focus Standards	<p>9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</p> <p>9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.</p>
Text-Dependent Questions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> Lesson 14, The Odyssey, LearnZillion Additional materials, including audio of the text: (link) Student reading response journals (link) Copy of the text (link) Summary Chart Handout for each student (link) Summary Chart Answer Key, one per teacher (link) The lesson references reading the article aloud to students. If that meets the needs of your students, another option is to access the audio version of the text here: http://viewpure.com/n12OjiS-pJ4?start=0&end=0 <p><u>Guiding Question:</u> What motivates Odysseus's actions?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Connect and extend your knowledge from <i>The Odyssey</i> to an informational text. (9-10.RI.KID.1) Determine the central ideas in an informational text and trace an author's argument. (9-10.RI.KID.2) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Lesson 14, The Odyssey, LearnZillion (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 5</p> <ul style="list-style-type: none"> Prompt students to use the conversation stems as they are discussing. As needed during the discussion, model how to use the stems. The goal is to have students use these prompts as statements when they discuss with their peers.

	<ul style="list-style-type: none"> ○ “So, you’re saying/asking/seeking clarification on [restatement of the student’s comment/question]. Do I have that right?” ○ “Y, restate or rephrase what X said.” ○ “How do you know? What evidence from the text supports your thinking?” ○ “Who agrees/disagrees with X? Why?” ○ “Can someone add to what X said?” ○ “Take your time. We’ll wait.” ○ “Who wants to change their thinking after listening to X’s explanation/comment/question? How did it change your thinking?” <p>Slide 7</p> <p>For column one, provide the following hints for students as needed. These could also be written on a whiteboard or chart paper.</p> <ul style="list-style-type: none"> ○ What is the issue being discussed? ○ Who/What characters does the writer reference? ○ Why is there a conflict? What are common beliefs about the issue? ○ What is the alternative point of view that the author offers? <p>For column two, ask students to identify the opinions that Alexander asserts. For students who need more support, you might consider completing this portion together:</p> <ul style="list-style-type: none"> ○ Veterans’ Day is our most awkward holiday. ○ The Odyssey provides the greatest example of the idea of coming home and being mixed with sorrow. ○ The best thing that civilians can do to honor heroes is to listen to their stories. ○ A hero who comes home is just as noble as one who falls in battle. <p>Slide 9</p> <p>Ask students the following question if they are struggling to create a statement: “What does the text teach the audience about [insert thematic idea/abstract noun]?”</p>
Assigned Task	After students read the anchor text, students will write a brief summary of the article on the Summary Chart handout.

LESSON 6

Title of Text	<i>An Ancient Gesture</i> by Edna St. Vincent Millay (p. 1129 of Pearson textbook)	
Focus Standards	9-10.RL.CS.5	Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
	9-10.RL.IKI.7	Evaluate the topic, subject, and/or theme in two diverse formats or media.

Text-Dependent Questions	<p>Materials:</p> <ul style="list-style-type: none"> • Lesson 15, <i>The Odyssey</i>, LearnZillion • Additional materials: https://ilclassroom.com/lesson_plans/12295/additional_materials • Handout (link) • Answer Key for handout (link) <p>Guiding Question: How is the perspective in the poem different from the perspective Caroline Alexander offered?</p> <p>Learning Targets</p> <ul style="list-style-type: none"> • Closely read <i>An Ancient Gesture</i>, a modern poem inspired by <i>The Odyssey</i>. (9-10.RL.IKI.7) • Explore how the author draws on and transforms a scene from <i>The Odyssey</i>. (9-10.RL.CS.5) <p>Agenda:</p> <ul style="list-style-type: none"> • Lesson 15, <i>The Odyssey</i>, LearnZillion (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Use the TP-CASTT graphic organizer to scaffold student thinking. <p>Text-Dependent/Text-Specific Questions (Sample)</p> <p>Slide 5</p> <p>For the question on the slide, if students need additional support, consider providing them with the following frame:</p> <ul style="list-style-type: none"> • When I read Book Eight, my reaction to Odysseus’s display of emotion was _____. After reading Alexander’s article, I now think _____. • When I read Book Eight, my reaction to Odysseus’s display of emotion was _____. While Alexander offers valid points, I still maintain _____. • Prompt students to use the conversation stems as they are discussing. As needed during the discussion, model how to use the stems. The goal is to get students to use these prompts as statements when they discuss with their peers. • “So, you’re saying/asking/seeking clarification on [restatement of the student’s comment/question]. Do I have that right?” • “Y, restate or rephrase what X said.” • “How do you know? What evidence from the text supports your thinking?” • “Who agrees/disagrees with X? Why?” • “Can someone add to what X said?” • “Take your time. We’ll wait.” • “Who wants to change their thinking after listening to X’s explanation/comment/question? How did it change your thinking?” <p>Slide 9</p> <p>If students need more support in exploring the connotative meanings of words, suggest that they divide the connotation row in half by drawing a vertical line in the middle.</p> <ul style="list-style-type: none"> • Say, “On the right side, list the words that carry a positive connotation. On the left side, list the words that have a negative connotation.” • The words on the right side that normally carry positive connotations would be morning, authentic, tradition, classic; however, in the context
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	<p>in which they are used, they are not incredibly positive. The overtly negative diction to be noted in the left side would be weaving all day, undoing, night, tired, never be light, gone, burst into tears, nothing, too moved to speak, really cried.</p> <p>Slide 10</p> <p>If students need more support, ask the following questions:</p> <ul style="list-style-type: none"> • Does the sentence structure change? • Does the point of view change? • Does the subject change? • Does the tone change? <p>Remind students to also note the effect of the changes in their answers.</p>
Assigned Task	<p>From the agenda above:</p> <ul style="list-style-type: none"> • Have students read Slide 12. Students should quickly write down their answers on notebook paper to be used as an exit ticket. <ul style="list-style-type: none"> ○ Question 1: How is the perspective in the poem different from the perspective Caroline Alexander offered? ○ Question 2: Which view do you agree with? Why?

LESSON 7	
Title of Text	<ul style="list-style-type: none"> • Excerpts from The Odyssey by Homer (textbook) • An Ancient Gesture by Edna St. Vincent Millay (p. 1129)
Focus Standards	<p>9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.</p> <p>9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p>
Text-Dependent Questions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Lesson 16, The Odyssey, LearnZillion • Additional materials, including a timed writing scaffolding resource: https://ilclassroom.com/lesson_plans/12296/additional_materials • Students must have access to their printed materials – GB and copy of the anchor text, as well as Pearson textbook for referencing the story as needed. • Paper/pen • Timer • More guidance is provided in the teaching notes for Slide 4. • Consider making copies of the “Ancient Gesture” poem for students who do not bring their printed materials to class.

	<ul style="list-style-type: none"> Teacher should consult exemplar response before grading student work: https://scsk12.learnzillion.com/resources/163046?card_id=210554 <p><u>Guiding Question:</u> How does an author transform a scene from classic literature?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Write a timed extended response. (9-10.W.RW.10) Use evidence from text to analyze a universal theme from two texts. (9-10.W.RBPK.9) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Lesson 16, The Odyssey, LearnZillion (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Distribute materials. Ensure all students have paper and a writing utensil. Students should work for the entire period. Write the prompt on the board or project it so that students may reference it as they work. Project a digital timer so that students can monitor their time as they work. Give students warnings of how many minutes they have remaining in increments: 30 minutes, 15 minutes, 5 minutes. Teachers should periodically circulate throughout the class to make sure that students are on task. If students finish early, they should read over their work and correct mistakes. When students finish, project Slide 6. <p><u>Text-Dependent/Text-Specific Questions</u> (Sample) N/A – Writing Assessment</p>
Assigned Task	<p>Students will complete a timed-writing exercise requiring a full draft of an expository essay.</p> <p>Prompt: How do the depictions of grief in <i>The Odyssey</i> and “An Ancient Gesture” develop a universal theme? How does Millay use the story of Penelope and Odysseus to convey a modern theme?</p>

LESSON 8	
Title of Text	<p>From <i>The Odyssey</i>, Part I (Pearson textbook)</p> <ul style="list-style-type: none"> The Lotus-Eaters, p. 1048-1049 The Cyclops, p. 1050-1063
Focus Standards	<p>9-10.RL.CS.5 Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.</p>
Text-Dependent Questions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> Lesson 17, The Odyssey, LearnZillion Additional materials, including audio of Book Nine: https://ilclassroom.com/lesson_plans/12297/additional_materials Book Nine Handout (link)

- Book Nine Handout Answer Key ([link](#))
- Notes for the teacher can be shared with students: <https://study.com/academy/lesson/the-cyclops-in-the-odyssey-greek-mythology.html>
- Highlighters
- Dictionary
- Internet access

Guiding Question: What are the consequences of Odysseus's choices? How does his character flaw affect his choices?

Learning Target

- Analyze how an author's choices concerning how to structure a text create desired effects. (9-10.RL.CS.5)

Agenda

- [Lesson 17, The Odyssey, LearnZillion](#) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
 - Follow the steps for annotation in the Close Reading Activity 2 in the GuideBook.
 - Activity 1 provides notes on the text structure of flashback, which are a feature of an epic. Explain that in *The Odyssey*, Odysseus has ended up on the island of Phaeacia and during the evening feast is telling his tale to the king of the island.
 - Activity 2 of the GuideBook introduces Book 9 and includes the introduction to the actual chapter. Complete the close read here, then complete Activity 3 to review the style and language in Book 9. Next, return to the textbook to read about Odysseus's adventure with the Cyclops, or the One-Eyed Monster.
- Support students in reading The Cyclops, p. 1050-1063 in the textbook.
 - Consider using the audio CD in the textbook ancillary materials.
 - The Cyclops, p. 1050-1063
 - Video: <https://vimeo.com/84391739> - This video is spliced to include only the Cyclops story, but if it won't open due to server constraints, try this video – starting at 20:40: https://www.youtube.com/watch?v=UqC6ARhS_H8 - watch until about 39:10 to capture the full Cyclops episode.
 - Notes: <http://study.com/academy/lesson/the-cyclops-in-the-odyssey-greek-mythology.html>
 - Literary Analyses – Epic Hero, p. 1050-1063
 - Reading Skills – Historical and Cultural Context, p. 1050-1063
 - Humanities, p. 1058
 - Humanities, p. 1061
- [Lesson 19, The Odyssey, LearnZillion](#) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
 - Return to the GuideBook handouts to complete the chart on Characters and Motivation.

Text-Dependent/Text-Specific Questions (Sample)

Slide 5 (L17)

Prompt students to use the conversation stems as they are discussing. As needed during the discussion, model how to use the stems. The goal is

	<p>to get students to use these prompts as statements when they discuss with their peers.</p> <ul style="list-style-type: none"> • “So you’re saying/asking/seeking clarification on [restatement of the student’s comment/question]. Do I have that right?” • “Y, restate or rephrase what X said.” • “How do you know? What evidence from the text supports your thinking?” • “Who agrees/disagrees with X? Why?” • “Can someone add to what X said?” • “Take your time. We’ll wait.” • “Who wants to change their thinking after listening to X’s explanation/comment/question? How did it change your thinking?” <p>Slide 9</p> <p>After completing the activity three model, leave the example projected as a guide for students as they work in pairs.</p> <ul style="list-style-type: none"> • What words stick out to you? • What words and phrases have a lot of or strong meaning to you? • What similarities do you notice about all the words you selected? • What do those words have in common? • Why might the author have selected those words? What message is the author trying to send? • How does the author’s choice of words impact your understanding of the Invocation? <p>For the Lotus-Eaters and Cyclops</p> <ul style="list-style-type: none"> • Literary Analysis – Epic Hero, p. 1048 • Literary Analysis – Epic Hero, p. 1049 • Critical Thinking, #2c, p. 1049 • Literary Analysis – Epic Hero, p. 1050-1063 • Reading Skills – Historical and Cultural Context, p. 1050-1063 • Humanities, p. 1058 • Humanities, p. 1061
Assigned Task	<ul style="list-style-type: none"> • Day One Exit Ticket: Students can write in their reading journals or on a sheet of paper a response to this prompt: <i>After reading and annotating the first passage of Book Nine, what effect does the text structure have on “The Odyssey”?</i> • Day Two Exit Ticket: Students may answer the last question on the handout itself or on a sheet of notebook paper: <i>Explain how Odysseus is a complex character.</i>

LESSON 9

Title of Text	<p>From <i>The Odyssey</i>, Part 1 (p. 1044) in Pearson textbook</p> <ul style="list-style-type: none"> • The Land of the Dead, p. 1064-1069
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Focus Standards	<p>9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.</p> <p>9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.</p> <p>9-10.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p>
Text-Dependent Questions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Lesson 22, The Odyssey, LearnZillion • Additional materials, including answer key to handout: https://ilclassroom.com/lesson_plans/12302/additional_materials • Pearson textbook • One copy per student of the Book Eleven handout (link) • One copy per teacher of the Book Eleven answer key (link) • Access to internet or mythological handbook (Alternate suggestion: Determine the characters ahead of time and provide printed copies of references from the internet or mythological handbook for kids to reference while reading. See teaching notes for guidance.) <p><u>Guiding Question:</u> Is the journey to the Land of the Dead a test of Odysseus as the epic hero or something else?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read excerpts of Book Eleven as a group. (9.RL.RRTC.10) • Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.RL.KID.2, 9-10.RL.KID.3) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 22, The Odyssey, LearnZillion (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p>*Notes on the Guiding Question: https://www.cliffsnotes.com/literature/o/the-odyssey/summary-and-analysis/book-11</p> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample) All questions are included in the handout. Answer key (link)</p>
Assigned Task	Exit Ticket: Students write summary statements in the third column of the character chart as a pre-writing activity for the culminating task.

LESSON 10

Title of Text	<p>From <i>The Odyssey</i>, Part 1 (p. 1044) in Pearson textbook</p> <ul style="list-style-type: none"> • The Sirens, p. 1071-1073 • Scylla and Charybdis, p. 1073-1076 • The Cattle of the Sun God, p. 1073-1082
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Focus Standards	<p>9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.</p> <p>9-10.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p>
Text-Dependent Questions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Lesson 23, The Odyssey, LearnZillion • Additional materials, including answer key to handout: https://ilclassroom.com/lesson_plans/12303/additional_materials • Pearson textbook • One copy per student of the Character and Motivation handout (link) • One copy per teacher of the Character and Motivation answer key (link) • Need help with pronunciation? Click here: Scylla and Charybdis <p>*Consider using the audio CD in the textbook ancillary materials.</p> <p><u>Guiding Question:</u> How is Odysseus developing over the course of the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read Book Twelve of <i>The Odyssey</i>. (9.RL.RRTC.10) • For each major episode of Book Twelve, describe how Odysseus's response to conflict reveals his character. (9.RL.KID.3) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 23, The Odyssey, LearnZillion (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Need help with pronunciation? Click here: Scylla and Charybdis • Consider using the audio CD in the textbook ancillary materials. • The science behind the myth: Homer's "Odyssey" - Matt Kaplan video and lesson plan - https://ed.ted.com/lessons/the-science-behind-the-myth-homer-s-odyssey-matt-kaplan <ul style="list-style-type: none"> ○ Hook: The next event in Odysseus's journey inspires the saying "between a rock and a hard place." How much of it could be true? • Scylla and Charybdis, p. 1073-1076 <ul style="list-style-type: none"> ○ Where in the world? https://odysseustracks.wordpress.com/following-odysseus-footprints/step-9-scylla-and-charybdis/ ○ Literary Analyses – Epic Hero, p. 1074-1076 • The Cattle of the Sun God, p. 1076-1082 <ul style="list-style-type: none"> ○ Literary Analyses – Epic Hero, p. 1076-1082 ○ Geography Connection, p. 1078 ○ Vocabulary Development, p. 1078 • Students should record their notes on each episode using the graphic organizer. (link) <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p>

	<ul style="list-style-type: none"> • Page 1071: According to Circe, what obstacles will the men encounter on their way home? • Page 1072: How do the men survive their encounter with the sirens? • Pages 1074-1076: What happens when the men pass Scylla and Charybdis? • Page 1077: What does Eurylochus convince the men to do while Odysseus is asleep? • Page 1079: What details convey that this story is being told as a flashback? • Page 1080-1082: What is the fate of the men?
Assigned Task	Exit Ticket: Which of the challenges that Odysseus faces in Book Twelve seem the most dangerous and threatening? Use examples from the text to support your opinion.

LESSON 11

Title of Text	<i>Ulysses and the Sirens</i> (painting) by John William Waterhouse (included in the Lesson 24 slides)
Focus Standards	9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary. 9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media. 9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

Text-Dependent Questions	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Analyze the representation of the siren scene from Book Twelve in a visual medium. (9-10.RL.IKI.7) Re-read, annotate, and analyze this critical scene from <i>The Odyssey</i>. (9-10.RL.KID.2) Write a quick response explaining how a painting portrays Odysseus's encounter with The Sirens. (9-10.W.RW.10) <p><u>Materials:</u></p> <ul style="list-style-type: none"> https://ed.ted.com/lessons/the-science-behind-the-myth-homer-s-odyssey-matt-kaplan (Hook) Lesson 24, The Odyssey, LearnZillion Additional materials, including answer key to handout: https://ilclassroom.com/lesson_plans/12304/additional_materials Pearson textbook One copy per student of the Contrasting Point of View handout (link) One copy per teacher of the Contrasting Point of View answer key (link) One copy per student of the character traits handout (link) Reading Response Journal <p><u>Guiding Question:</u> How does the OPTIC strategy organize information needed to examine the details of a non-print text?</p> <p><u>Agenda:</u></p> <ul style="list-style-type: none"> Lesson 24, The Odyssey, LearnZillion (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions</u> (Sample) All questions are included in the handout. (link)</p>
Assigned Task	Exit Ticket: Write a quick response in your reading journal to answer this question: How did the painting give you a unique perspective of Odysseus's encounter with The Sirens?

LESSON 12		
Title of Text	<i>Siren Song</i> by Margaret Atwood (p. 1130 of Pearson textbook)	
Focus Standards	<p>9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.</p> <p>9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.</p> <p>9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <p>A. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.</p> <p>B. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of</p>	

	appropriate and varied transitions.
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Text-Dependent Questions	<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Continue re-reading and annotating a critical scene from <i>The Odyssey</i>. (9-10.RL.KID.2) • Analyze the representation of the siren scene from Book Twelve in a second medium. (9-10.RL.IKI.7) • Write an expository text to explain how Odysseus is portrayed in various mediums. (9-10.W.TTP.2, A-B) <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Lesson 25, The Odyssey, LearnZillion • Additional materials: https://ilclassroom.com/lesson_plans/12305/additional_materials • Pearson textbook • One copy per student of the Contrasting Point of View handout (link) • One copy per teacher of the Contrasting Point of View answer key (link) • One copy per student of the character traits handout (link) • Reading Response Journal • Dictionaries • Highlighters <p><u>Guiding Question:</u> What is the significance of the structure of the last two stanzas of Siren Song? How does this contribute to the meaning of the poem?</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 25, The Odyssey, LearnZillion (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • There are two parts to this lesson. One involves close reading a text that prompts students to compare Circe's instruction to what actually happens during the episode with the Sirens. The second piece involves analyzing "Siren Song;" therefore, this lesson may take more than one class period to complete. • Use the TP-CASTT graphic organizer to scaffold student thinking. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 5 – Slide 7</p> <ul style="list-style-type: none"> • What words stick out to you? • What words and phrases have a lot of or strong meaning to you? • What similarities do you notice about all the words you selected? • What do those words have in common? • Why might the author have selected those words? What message is the author trying to send? • How does the author's choice of words impact your understanding of the scene? <p>Slide 10</p>
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	<p>Although technically a paraphrase is a line-by-line translation of the text, for the purposes of this lesson, it may work better to ask students to write a simple summary. You can provide the following hints for students as needed. These could also be written on a whiteboard or chart paper.</p> <ul style="list-style-type: none">• Who seems to be speaking?• Where is this story taking place? What is the setting?• When does the action take place?• What seems to be the conflict?• Why is there a conflict? Is there any background information? <p>Slide 12</p> <p>If students need more support, ask the following questions:</p> <ul style="list-style-type: none">• Does the sentence structure change?• Does the point of view change?• Does the subject change?• Does the tone change?
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Assigned Task	Exit Ticket: Summarize the depiction of Odysseus's character portrayed by the Siren story in <i>The Odyssey</i> .
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LESSON 13	
Title of Text	<ul style="list-style-type: none"> From <i>The Odyssey</i>, Part 1 - The Sirens, p. 1071-1073 of textbook <i>Siren Song</i> by Margaret Atwood (p. 1130 of Pearson textbook)
Focus Standards	<p>9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.</p> <p>9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <p>A. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.</p> <p>B. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.</p> <p>C. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>D. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>E. Use appropriate formatting, graphics, and multimedia to aid comprehension.</p> <p>F. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>G. Establish and maintain a formal style and objective tone.</p>
Text-Dependent Questions	<p>Learning Targets</p> <ul style="list-style-type: none"> Write a timed extended response. (9-10.W.TTP.2, A-G) Analyze a character as depicted in two different texts. (9-10.RL.IKI.7) <p>Agenda:</p> <ul style="list-style-type: none"> Lesson 26, The Odyssey, LearnZillion (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Students may use notes and copies of the text to complete the timed extended response. <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <p>N/A – Writing Assessment</p>
Assigned Task	Writing Assessment

LESSON 14	
Title of Text	<p>From <i>The Odyssey</i>, Part 2 (p. 1089)</p> <ul style="list-style-type: none"> Review and Anticipate, p. 1089-1096

Focus Standards	<p>9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</p> <p>9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.</p> <p>9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.</p> <p>9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.</p>
Text-Dependent Questions	<p><u>Guiding Question:</u> How is Odysseus a complex character?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read Book Thirteen of <i>The Odyssey</i>. (9-10.RL.KID.1) • For each major episode of Book Thirteen, describe Odysseus's actions and motivations using academic and domain-specific words and phrases. (9-10.RL.KID.3, 9-10.L.VAU.5) • Write a critical summary of Odysseus's arrival home. (9-10.RL.KID.2) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Literary Analysis – Epic Simile, p. 1087 (3 Minutes) • Reading Skill – Historical and Cultural Context, p. 1087 (3 Minutes) • Discuss the language, structure, and characteristics of epic poems, especially Greek epics. (3 Minutes) • <i>Structure/Language</i> – If students have difficulty with structure and clarity, have them first read Part 2 and note what has happened in Ithaca since Odysseus has been gone. Then, have them reread and identify any language that is not clear. • <i>Analyzing</i> – If students will not have difficulty with structure and clarity, have them read part 2 and note examples of similes and symbols. (10 Minutes) • Review and Anticipate, p. 1089 (1 Minute) • Read the yellow box, at the top of p. 1090. Ask the students, "How did disguising Odysseus save his life? What would have happened if he'd not had a disguise?" (1 Minute) • Students read p. 1090-1096. (20 Minutes) <ul style="list-style-type: none"> ○ Reading Skill – Historical and Cultural Context, p. 1092-1094 ○ Literary Analysis – Epic Simile, p. 1093 ○ Literature in Context, p. 1095 <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> • Read the yellow box, at the top of p. 1090. Ask the students, "How did Athena's disguising Odysseus save his life? What would have happened if he'd not had a disguise? How do you know, based on other evidence in the text?" • Students read p. 1090-1096. <ul style="list-style-type: none"> ○ What is the difference between the way Eumaeus is described in the text and the way he is portrayed in the artwork on p. 1091? ○ What do lines 1021-1029 suggest about the way ancient Greek's responded to the presence of a god?

	<ul style="list-style-type: none"> ○ Is the encounter described in lines 1034-1035 an example of an archetype? Why or why not? ○ In line 1037, how does the use of the word incredulity convey how Telemachus is feeling at this moment in the story? ○ To what are Odysseus' and Telemachus' cries compared in the epic simile in lines 1063-1065? ○ What does Odysseus' statement in lines 1109-1111 suggest about ancient Greek beliefs about the gods' interest in human affairs? ○ Why does Odysseus tell Telemachus to hold his anger and to refrain from acknowledging his father if the suitors verbally or physically attack his father?
Assigned Task	Exit Ticket: Odysseus is known for being wise and strategic. What decisions does he make when he arrives home that keep him safe? Evaluate his ideas within a critical summary of your reading.

LESSON 15	
Title of Text	From <i>The Odyssey</i> , Part 2 (p. 1089) <ul style="list-style-type: none"> • Argus, p. 1096-1097 • The Suitors, p. 1097-1100
Focus Standards	9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions. 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary. 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
Text-Dependent Questions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Lesson 27, The Odyssey, LearnZillion • Additional materials: https://ilclassroom.com/lesson_plans/12307/additional_materials • Pearson textbook • Student copy of the character motivation handout for Book 13 (link) • Teacher answer key of character motivation handout for Book 13 (link) • The 3-2-1 Summarizer handout (link) - Answer Key (link) <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read excerpts from <i>The Odyssey</i>. (9-10.RL.KID.1) • For each major episode of Book Thirteen, describe Odysseus's actions and motivations. (9-10.RL.KID.3) • Identify key quotations that highlight Odysseus's actions and motivations. (9-10.RL.KID.2) <p><u>Guiding Question:</u> How is Odysseus a complex character?</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Complete the reading in the textbook first, pages 1096-1100. (20 Minutes) <ul style="list-style-type: none"> ○ Humanities, p. 1096 ○ Reading Skill – Historical and Cultural Context, p. 1097-1101

	<ul style="list-style-type: none"> ○ Literary Analysis – Epic Simile, p. 1100 ● Lesson 27, The Odyssey, LearnZillion (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <p>Complete the reading in the textbook, p. 1096-1100).</p> <ul style="list-style-type: none"> ● Reread lines 1024-1028. What is this describing? (clue: “death and darkness”) What does this say about the loyalty of Odysseus’s dog? ● How does Antinous react to Odysseus, who is disguised as a beggar? ● What conflicting values does the exchange in lines 1218-1246 reveal about Antinous and Odysseus? ● Reread lines 1236-1246. What values regarding the use of physical force are evident in this speech? ● Reread lines 1254-1259. What ancient Greek belief is conveyed in this suitor’s speech? ● How does Penelope regard Antinous based on the text? ● Odysseus hides his true identity from Penelope. How does this behavior suggest the trickster archetype?
Assigned Task	Exit Ticket: How do the suitors greet Odysseus when he returns home, even dressed as a beggar? Would his reception have been different without his disguise? Explain how you know through writing a critical summary of your reading.

LESSON 16

Title of Text	From <i>The Odyssey</i> , Part 2 (p. 1089)
	<ul style="list-style-type: none"> ● Argus, p. 1096-1097 ● The Suitors, p. 1097-1100
Focus Standards	<p>9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</p> <p>9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.</p> <p>9-10.RL.KID.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p>

Text-Dependent Questions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Lesson 28, <i>The Odyssey</i>, LearnZillion • Additional materials: https://ilclassroom.com/lesson_plans/12308/additional_materials • Pearson textbook • The 3-2-1 Summarizer handout (link) - Answer Key (link) • The Epic Similes handout (link) - Answer Key (link) • Notebook paper <p><u>Guiding Question:</u> How is Odysseus a complex character?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Re-read and discuss some critical passages from excerpts from <i>The Odyssey</i>. (9-10.RL.KID.1, 9-10.L.VAU.4) • Interpret figures of speech (e.g., epic similes) in context and analyze their role in the text. (9-10.RL.KID.4) • Analyze Odysseus's actions and motivations in the text. (9-10.RL.KID.3) <p><u>Agenda:</u></p> <ul style="list-style-type: none"> • Lesson 28, <i>The Odyssey</i>, LearnZillion (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 5</p> <ul style="list-style-type: none"> • What is Eumaeus's job? • How does Telemachus treat Eumaeus? • What is Odysseus's disguise when he reaches Eumaeus's hut? • Describe the encounter between Odysseus and Telemachus. • Who is the worst suitor? • Sample student answers: <ol style="list-style-type: none"> a. Eumaeus is a swineherd. b. Telemachus treats Eumaeus with deep respect, almost as if he were a father to him. c. Odysseus is disguised as a poor old beggar. d. Odysseus and Telemachus embrace and sob dramatically. e. Antinous is the worst suitor. <p>Slide 6</p> <ul style="list-style-type: none"> • Prompt students to use the conversation stems as they are discussing. As needed during the discussion, model how to use the stems. The goal is to get students to use these prompts as statements when they discuss with their peers. <ol style="list-style-type: none"> a. "So, you're saying/asking/seeking clarification on [restatement of the student's comment/question]. Do I have that right?"
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- b. "Y, restate or rephrase what X said."
- c. "How do you know? What evidence from the text supports your thinking?"
- d. "Who agrees/disagrees with X? Why?"
- e. "Can someone add to what X said?"
- f. "Take your time. We'll wait."
- g. "Who wants to change their thinking after listening to X's explanation/comment/question? How did it change your thinking?"
- h. The subject of (a) ____ is compared to (b) _____. Homer wants us to understand that (a) ____ and (b) ____ share the following characteristics: (1) ____ and (2) _____. Homer wants readers to draw the conclusion that _____.

Slide 7

- If students need more support, use this time to work individually with students or pull together small groups of students to work collaboratively.
- The subject of (a) ____ is compared to (b) _____. Homer wants us to understand that (a) ____ and (b) ____ share the following characteristics: (1) ____ and (2) _____. Homer wants readers to draw the conclusion that _____.

Assigned Task	On the Epic Similes think sheet, students write commentary explaining the effect of the comparison being described in the epic simile.
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LESSON 17	
Title of Text	From <i>The Odyssey</i> , Part 2 (p. 1089)
Focus Standards	<p>9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.</p> <p>9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.</p> <p>9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.</p>
Text-Dependent Questions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Lesson 29, The Odyssey, LearnZillion • Additional materials: https://ilclassroom.com/lesson_plans/12309/additional_materials • Note: The Levels of Inquiry handout is located in the GuideBook materials. • Pearson textbook • The 3-2-1 Summarizer handout (link) - Answer Key (link) • Student completed character motivation handouts • Copies of the conversation stems handout (link) • Student reading response journals <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Create a series of literal and interpretive questions that focus on the events and characters of <i>The Odyssey</i>. (9-10.RL.KID.3, 9-10.L.CSE.1, 9-10.L.CSE.2) • Explore characterization and thematic topics through class discussion. (9-10.SL.CC.1) • Answer the questions, “How do temptations and trials develop a person’s character?” (9-10.SL.PKI.4) <p><u>Guiding Question:</u> How do temptations and trials develop a person’s character?</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 29, The Odyssey, LearnZillion (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • The Levels of Inquiry handout is located online (link). Electronic copies of all materials needed for this lesson can be found here: https://ilclassroom.com/lesson_plans/12309/additional_materials

	<p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 5</p> <ul style="list-style-type: none"> • What excuse does Telemachus give for removing the weapons from the hall? • Describe Melantho. • Describe Penelope and Odysseus's first encounter. • How does Eurycleia recognize Odysseus? • Describe Penelope's dream. • Sample student answers: <ol style="list-style-type: none"> 1. Telemachus says that he is removing the weapons so that they are not made dirty by the smoke from the hall. 2. Melantho is an unfaithful house cleaner. She has allied herself to the suitors and treats Odysseus (still in disguise as a beggar) poorly. 3. Penelope thinks Odysseus is a visitor. 4. Eurycleia recognizes a scar on Odysseus's upper thigh that he sustained from a wild hog in his youth. 5. Penelope dreams about her pet geese being killed by an eagle. <p>Slide 6</p> <ul style="list-style-type: none"> • If the discussion does not start right away, consider prompting students with the following questions: <ul style="list-style-type: none"> ○ Can you think of an episode earlier in the text where Odysseus encountered someone who made him angry? ○ How did he react? ○ Would you say up to this point that Odysseus is a thoughtful, reflective man? ○ How does the text explicitly tell us otherwise in this passage? What is the key word here? • Prompt students to use the conversation stems as they are discussing. As needed during the discussion, model how to use the stems. The goal is to get students to use these prompts as statements when they discuss with their peers. <ul style="list-style-type: none"> ○ "So, you're saying/asking/seeking clarification on [restatement of the student's comment/question]. Do I have that right?" ○ "Y, restate or rephrase what X said." ○ "How do you know? What evidence from the text supports your thinking?" ○ "Who agrees/disagrees with X? Why?" ○ "Can someone add to what X said?" ○ "Take your time. We'll wait." ○ "Who wants to change their thinking after listening to X's explanation/comment/question? How did it change your thinking?"
Assigned Task	<p>On slide 11, students are asked to respond to a question in their reading journals.</p> <p>Students' work product should be a rough draft. They can draw from this draft throughout the unit in preparation for the Culminating Writing Task at the end of the unit.</p>

LESSON 18

Title of Text	<p>From The Odyssey, Part 2 (p. 1089)</p> <ul style="list-style-type: none"> • Penelope, p. 1100-1103
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	<ul style="list-style-type: none"> • The Challenge, p. 1103-1105
Focus Standards	9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
Text-Dependent Questions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Lesson 30, The Odyssey, LearnZillion • Additional materials: https://ilclassroom.com/lesson_plans/12310/additional_materials • Pearson textbook, p. 1100-1105 • paper/pen • Student copies of the Books 20 (link) and teacher copy of completed handout (link) • Student copies of Books 21-23 (link) and teacher copy of completed handouts (link) • Student access to a dictionary • PPT for Quiz – to be used at teacher discretion: http://bit.ly/2EsEzEU <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Review plot details from Book Twenty and read excerpts of Book Twenty-One as a group. (9-10.RL.KID.3) • Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot. (9-10.RL.KID.3) <p><u>Guiding Question:</u> How has Telemachus changed over the course of the epic?</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 30, The Odyssey, LearnZillion (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • The slides for the lesson set up a quiz that can be used formally or informally by teachers to check for understanding of the text. Suggested quiz questions are listed below in the TDQ (Text Dependent Questions) section and are more specific to our textbook readings than the questions included on Slide 6. • Display Slide 5. • Say, “Before we begin today’s lesson, we will take a quick quiz (link) to assess your understanding of the events in Book Nineteen. It is not necessary to write down the question. Number from one to five, leaving space between each number. Write the answer to each question.” • You can either give the quiz orally, or you can project the quiz questions for students to read. (See next slide for projected questions.) • If you have multiple sections of this class, you might consider coming up with different sets of questions for each class so that students do not learn about the questions from another class. • After giving the quiz questions, pick up the quizzes to assess for accuracy. • If you would prefer not to give a quiz, another option would be to give these questions to students prior to reading so that they could look for answers as they read. • Ask students to answer on loose leaf paper. • Divide the class into pairs using an established classroom routine. • Display Slide 7.

	<ul style="list-style-type: none"> • Then say, “The official title of the chapter in the original copy is ‘Portents Gather.’ Use a dictionary to look up the word portents, and write the definition on your books 20-23 guide.” • Book Twenty is not included in our textbook. Consider sharing this information with students by reading aloud or printing a class set: https://www.litcharts.com/lit/the-odyssey/book-20 • Next, say, “After reading Book Twenty, you should understand that this book contains dramatic foreshadowing about the events that are coming in the last books of the epic.” • Finally, instruct students: “For the next 20 minutes, you and a partner should complete the Minor Characters Chart in the GuideBook, which will help you sort out the characters.” • As students work, circulate throughout the class and offer necessary support. • Depending on your students’ needs, consider projecting the completed handout (p. 2 of this resource: link) so that students may check their answers before moving on to Book Twenty-One. • Skip Slide 8 and project Slide 9. • Remind students: “Penelope has been planning an impossible contest to stall for more time so that she will not have to marry one of the suitors. Remember that Odysseus is still disguised as a beggar.” • Say, “Now we will now begin reading Book Twenty-One together. I will stop at various moments to check for your understanding and for us to discuss some plot details.” (This instruction will differ based on student needs.) • Begin reading on page 1103. • Ask students the TDQs (Text Dependent Questions) listed below to check for understanding. • Close the lesson. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> • Questions for the quiz included in PPT form here: http://bit.ly/2EsEzEU • Questions for students to answer during or after reading p. 1103-1105 in the textbook: <ul style="list-style-type: none"> ○ Describe the contest that Penelope proposes. ○ Reread lines 1368-1369. What does the word <i>disdainful</i> mean in line 1368? ○ Reread lines 1370-1379. What is the significance of meaning for the use of the word “effortlessly” in this passage? What does this tell us about Odysseus? ○ Reread lines 1393-1400. What is the meaning of the word <i>contemptible</i> in line 1397? ○ Describe the scene in lines 1401-1405. How is Telemachus changing now that his father has arrived home?
Assigned Task	Exit Ticket: Have students answer the following question in a paragraph or two: <i>How has Telemachus changed over the course of the epic?</i>

LESSON 19

Title of Text	From <i>The Odyssey</i> , Part 2 (p. 1089) <ul style="list-style-type: none"> Odysseus's Revenge, p. 1107-1111 Penelope's Test, p. 1111-1114 The Ending, p. 1114
Focus Standards	9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning. 9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
Text-Dependent Questions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> Lesson 31, The Odyssey, LearnZillion Additional materials: https://ilclassroom.com/lesson_plans/12311/additional_materials Pearson textbook, p. 1107-1114 paper/pen Student copies of Books 21-23 (link) and teacher copy of completed handouts (link) <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Review plot details from Book Twenty-Two and Book Twenty-Three as a group. (9-10.RL.KID.3) Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot. (9-10.RL.KID.3) Identify examples of <i>epic simile</i>. (9-10.L.VAU.5) <p><u>Guiding Question:</u> What is the difference between a simile and an epic simile?</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> Lesson 31, The Odyssey, LearnZillion (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) If the homework from the previous lesson was not assigned, provide time for students to read p. 1107-1114 in the textbook. The First Read should be for the students to get the gist. You can chunk the text by section, have students read, then discuss the plot and characters as a class before moving on to the next section. <i>The Odyssey</i> on film – Show the clip of Odysseus with the suitors then with Penelope: (Start around 2:45:00 – end near 2:57:00) https://www.youtube.com/watch?v=6S_l2WM_KM For the question in the Book 23 Guide about the epic simile, have students copy this down from the board or from your recitation: ““Joy, warm as the joy that shipwrecked sailors feel / when they catch sight of land” (23.262-63). Extend the question by having students explain how this quote relates to <i>The Odyssey</i>. To further explain the concept of an epic simile, use examples found here: http://blog.flocabulary.com/homeric-simile-examples/

	<p>Text-Dependent/Text-Specific Questions (Sample)</p> <p><i>Odysseus' Revenge, p. 1107-1111</i></p> <ul style="list-style-type: none"> • What is the mood of the scene described on p. 1107 when Odysseus kills Antinous? What words and phrases are used to create this mood? • What cultural values are revealed by Odysseus' explanation for his anger in lines 1141-1444? • On p. 1109, why is the comparison of Eurymachus' sharp sword to a razor only a simile and not an epic simile? • On p. 1110, what cultural values are reflected in Telemachus' behavior toward his father? • Which aspects of the slain suitors' appearance does the epic simile in lines 1535-1539 emphasize? <p><i>Penelope's Test, p. 1111-1114</i></p> <ul style="list-style-type: none"> • Which details in the epic simile in lines 1547-1551 compare Odysseus' hair to a work of art? • How does Penelope receive Odysseus when he reveals himself to her? • What is the mood of this scene? What words create the mood? • Why does Penelope change her mind about where Odysseus can sleep? • In what way does this epic simile recall the dangers Odysseus faced on his journey home?
Assigned Task	Exit Ticket: On a sheet of notebook paper, have students explain the difference between a simile and an epic simile in their own words.

LESSON 20	
Title of Text	<i>The Odyssey</i> , Parts I & II
Focus Standards	<p>9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <p>A. Introduce precise claim(s).</p> <p>B. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.</p>
Text-Dependent Questions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Lesson 32, The Odyssey, LearnZillion • Additional materials: https://ilclassroom.com/lesson_plans/12312/additional_materials • Pearson textbook • paper/pen • Student copies of "Ithaca" by Constantine Cavafy – included in both the Pearson textbook (p. 1135-1136) and the Student Reader at the back of the GuideBook copies, p. 13. • Student copies of the Culminating Writing Task handouts and other resources in the GuideBook.

	<ul style="list-style-type: none"> Teacher copy of student exemplar, if needed. <p><u>Guiding Question:</u> Which is more important to the development of Odysseus’s character and the theme of the epic – the journey or the goal?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Analyze the prompt for the Culminating Writing Task. (9-10.W.TTP.1) Draft an introductory paragraph. (9-10.W.TTP.1C) Draft a thesis statement. (9-10.W.TTP.1A) Draft topic sentences. (9-10.W.TTP.1B) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Lesson 32, The Odyssey, LearnZillion (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Remember to reference the TNReady Grades 9-12 Argument Rubric (Revised May 2017) when creating your assessment rubric for this task. <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <p>N/A – Writing Assessment</p>
Assigned Task	Writing Assessment

LESSON 21	
Title of Text	<i>The Odyssey</i> , Parts I & II
Focus Standards	9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material. 9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
Text-Dependent Questions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> Lesson 33, The Odyssey, LearnZillion Additional materials: https://ilclassroom.com/lesson_plans/12313/additional_materials Pearson textbook Student copies of the Culminating Writing Task handouts and other resources in the GuideBook. Teacher copy of student exemplar, if needed. <p><u>Guiding Question:</u> Which is more important to the development of Odysseus’s character and the theme of the epic – the journey or the goal?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Choose evidence for the Culminating Writing Task. (9-10.W.RBPK.9) Begin drafting body paragraphs. (9-10.W.RW.10)

	<p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 33, The Odyssey, LearnZillion (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Continue working through the writing process, giving feedback to students, extending points made in the last lesson, pairing students to give peer feedback, using the student exemplar to guide struggling students, etc. • Documents to help scaffold this lesson are included in the GuideBook. • Electronic copies of all materials needed for this lesson can be found here: https://ilclassroom.com/lesson_plans/12313/lesson • Remember to reference the TNReady Grades 9-12 Argument Rubric (Revised May 2017) when creating your assessment rubric for this task. <p><u>Text-Dependent/Text-Specific Questions</u> (Sample) N/A – Writing Assessment</p>
Assigned Task	Writing Assessment

LESSON 21	
Title of Text	<i>The Odyssey</i> , Parts I & II
Focus Standards	9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. F. Establish and maintain a formal style and objective tone.
Text-Dependent Questions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Lesson 34, The Odyssey, LearnZillion • Additional materials: https://ilclassroom.com/lesson_plans/12314/additional_materials • Pearson textbook • paper/pen • Student copies of the Culminating Writing Task handouts and other resources in the GuideBook. • Teacher copy of student exemplar, if needed. <p><u>Guiding Question:</u> Which is more important to the development of Odysseus’s character and the theme of the epic – the journey or the goal?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Finish drafting body paragraphs using effective lead-ins and commentary. (9-10.W.TTP.1F) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 34, The Odyssey, LearnZillion (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Documents to help scaffold this lesson are included in the GuideBook. • Electronic copies of all materials needed for this lesson can be found here: https://ilclassroom.com/lesson_plans/12313/lesson

	<u>Text-Dependent/Text-Specific Questions</u> (Sample) N/A – Writing Assessment
Assigned Task	Writing Assessment

LESSON 22	
Title of Text	<i>The Odyssey</i> , Parts I & II
Focus Standards	9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. D. Provide a concluding statement or section that follows from and supports the argument presented. F. Establish and maintain a formal style and objective tone.
Text-Dependent Questions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Lesson 35, The Odyssey, LearnZillion • Additional materials: https://ilclassroom.com/lesson_plans/12315/additional_materials • Pearson textbook • paper/pen • Student copies of the handouts <p><u>Guiding Question:</u> Which is more important to the development of Odysseus’s character and a theme of the epic – the journey or the goal?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Draft a conclusion paragraph. (9-10.W.TTP.1D) • Revise our essays for style. (9-10.W.TTP.1F) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 35, The Odyssey, LearnZillion (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Documents to help scaffold this lesson are included in the GuideBook. <p><u>Text-Dependent/Text-Specific Questions</u> (Sample) N/A – Writing Assessment</p>
Assigned Task	Writing Assessment

LESSON 23

Title of Text	The Truth About Being a Hero,” by Karl Marlantes (GB)
Focus Standards	<p>9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</p> <p>9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.</p>
Text-Dependent Questions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Lesson 36, The Odyssey, LearnZillion • Additional materials: https://ilclassroom.com/lesson_plans/12316/additional_materials • Student copies of the anchor text (link) • Summary chart for informational texts handout, per student (link) • Summary chart answer key for teacher (link) • Paper/pen • Audio file: https://www.youtube.com/embed/cyHjBzk4C3I?iv_load_policy=3&rel=0 <p><u>Guiding Question:</u> What makes a person a hero?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Connect and extend our knowledge from <i>The Odyssey</i> to an informational text. (9-10.RI.KID.1) • Determine the central ideas in an informational text, and trace an author’s argument. (9-10.RI.KID.2) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 36, The Odyssey, LearnZillion (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • The lesson references reading the article aloud to students. If that meets the needs of your students, another option is to access the audio version of the text here: https://www.youtube.com/embed/cyHjBzk4C3I?iv_load_policy=3&rel=0 • Slide 8 in the LearnZillion lesson references <i>Fahrenheit 451</i>. Mention to students that this book was the anchor text for a previous CLUE English study in the 8th grade. If you prefer not to share this information early, insert themes and information from a unit from earlier in the school year. • Thematic statements: <ul style="list-style-type: none"> ○ should be declarative sentences. ○ should be universal. (The thematic statement should be able to apply to another text.) ○ should not be bound by time period, genre, culture, etc. ○ should reveal truths about life and human nature. <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <p>Slide 6</p> <ul style="list-style-type: none"> • For column one, provide the following hints for students as needed. These could also be written on a whiteboard or chart paper.

	<ul style="list-style-type: none"> ○ What is the issue being discussed? ○ Who/What characters does the writer reference? ○ Why is there a conflict? What are common beliefs about the issue? ○ What is the alternative point of view that the author offers? <ul style="list-style-type: none"> • For column two, ask students to identify the opinions that Marlantes asserts. For students who need more support, you might consider completing this portion together: <ul style="list-style-type: none"> ○ Most people want to be considered heroic. ○ The only people who know the value of medals are the recipients themselves. ○ Motives determine the worth of an action. • See the following two slides for additional support for column three. <p>Slide 8</p> <ul style="list-style-type: none"> • Ask students the following question if they are struggling to create a statement: “What does the text teach the audience about [insert thematic idea/abstract noun]?” • Encourage students not to include the author's name, text title, or character names in their thematic statements. • Use this time to work individually with students or pull together small groups of students who need extra support.
Assigned Task	Exit Ticket: Record your thematic statement on a piece of paper to turn in for feedback.

LESSON 24		
Title of Text	Characteristics of Epic Heroes Notes	
Focus Standards	9-10.RI.IKI.7 Evaluate the topic or subject in two diverse formats or media. 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th-10th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. A. Introduce precise claim(s). B. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. D. Provide a concluding statement or section that follows from and supports the argument presented. E. Use precise language and domain-specific vocabulary to manage the complexity of the topic. F. Establish and maintain a formal style and objective tone. 9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization, and styles are appropriate to the task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1 – 3 above.)	

	9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
Text-Dependent Questions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Paper/pen • Pearson textbook for reference • One copy per student of the Characteristics of Epic Heroes Notes • One copy per student of the Archetypal Hero Chart: Archetypal Hero Chart.doc • Dictionaries for students, as needed <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Evaluate Odysseus as an Epic Hero. (9-10.RI.IKI.7, 9-10.SL.CC.1) • Draft an argumentative essay defending whether or not Odysseus is an Epic Hero by using evidence from the anchor text. (9-10.W.TTP.1, 9-10.W.RBPK.9) • Complete all steps of the writing process to revise and edit multiple drafts of the essay. (9-10.W.PDW.4) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Ask students to Think-Pair-Share with a partner for an answer to this question: Is Odysseus a hero? • Have a few students share out their opinions. Have the class vote on whether or not Odysseus is a hero. Record the vote. • Distribute copies of the Epic Hero notes and the Archetypal Hero Chart. • Review the elements of the Archetypal Hero Chart first. Read the top aloud and have students follow along. Then, have students work in pairs to complete the chart. Review the chart with students. • Explain that many story elements may be “archetypal” or “recurrent as a symbol or motif.” The setting may be archetypal, the conflict may be archetypal, or even the theme may be archetypal. The Epic Hero is just one type of archetypal character. • Review the 7 traits listed on the Characteristics of Epic Heroes Notes. For each one, have students Think-Pair-Share whether or not the trait applies to Odysseus in <i>The Odyssey</i>. Now go back to the whole and have students vote on whether or not Odysseus is an Archetypal Epic Hero. Record the vote. • Now students will defend their vote with a well-organized essay. This should take more than one class period, as students will use peer review and teacher feedback to create revisions and ultimately a final draft.
Assigned Task	<p>In a well-organized essay, answer the following prompt:</p> <p><i>Is Odysseus an epic hero?</i> Use evidence from <i>The Odyssey</i> to defend your answer.</p>

LESSON 25

Title of Text	<p>High-Quality Text(s):</p> <ul style="list-style-type: none"> • A Worn Path by Eudora Welty (link) • Half a Day by Naguib Mahfouz (link) • An Ancient Gesture by Edna St. Vincent Millay (p. 1129) (link) • The Truth About Being a Hero,” by Karl Marlantes (link) • “Back from War, but Not Really Home,” by Caroline Alexander (link)
Focus Standards	<p>9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.</p> <p>9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th-10th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>9-10.SL.CC.2 Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.</p> <p>9-10.SL.CC.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.</p> <p>9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>9-10.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>9-10.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
Text-Dependent Questions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Lesson 37, The Odyssey, LearnZillion • Additional materials: https://ilclassroom.com/lesson_plans/12317/additional_materials • Pearson textbook • Students’ completed summary charts for informational texts from previous lesson • paper/reading journal, pen • Conversation Stems sheet – one per group or one per student (link) <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Participate in a class discussion. (9-10.SL.CC.1-6) • Understand that a <u>motif</u> is “a distinctive feature or dominant idea in an artistic or literary composition.” (9-10.RI.KID.2) <p><u>Guiding Question:</u> What about the human experience is revealed through the various depictions of the quest motif of the texts?</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 37, The Odyssey, LearnZillion (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

- Resources for help with Socratic Seminars
 - [Socratic Seminars: Patience and Practice](#)
 - [Socratic Seminars: Supporting Claims and Counterclaims](#)
 - [Socratic Seminar Resource from Facing History and Ourselves](#)

Text-Dependent/Text-Specific Questions (Sample)

Slide 5

- To review the concept of a protagonist, ask the following questions:
 - “Who is the protagonist of The Odyssey?”
 - “Who is the protagonist of “Half a Day?”
 - “Who is the protagonist of “A Worn Path?”
- If students are struggling, pose the following questions:
 - “What are some words that you would use to describe your protagonist?”
 - “What are some of the obstacles that your protagonist faces?”
 - “What is your protagonist’s attitude toward obstacles?”
 - “Do you think that your protagonist is heroic in his/her own way? Why or why not?”
- Prompt students to use the conversation stems as they are discussing in their small groups. As needed during the discussion, model how to use the stems. The goal is to get students to use these prompts as statements when they discuss with their peers.
 - “So, you’re saying/asking/seeking clarification on [restatement of the student’s comment/question]. Do I have that right?”
 - “Y, restate or rephrase what X said.”
 - “How do you know? What evidence from the text supports your thinking?”
 - “Who agrees/disagrees with X? Why?”
 - “Can someone add to what X said?”
 - “Take your time. We’ll wait.”
 - “Who wants to change their thinking after listening to X’s explanation/comment/question? How did it change your thinking?”

Slide 6

- For the introduction portion of the presentations, prompt students with the following questions:
 - “Good evening _____. Can you tell us where you are from?”
 - “In what text can we read more about you?”
 - “What is your claim to fame?”
- For the prop portion of the presentations, prompt students with the following questions:
 - “I see that you’ve brought a ___ with you. Can you tell us more about it?”
 - For the evidence portion of the discussion, prompt students with the following questions:
 - “Why do you believe what you do about heroism?”
 - “Can you explain how you know? What evidence supports your thinking?”
- Prompt students to use the conversation stems as they are discussing. As needed during the discussion, model how to use the stems. The

	<p>goal is to get students to use these prompts as statements when they discuss with their peers.</p> <ul style="list-style-type: none"> ○ “So, you’re saying/asking/seeking clarification on [restatement of the student’s comment/question]. Do I have that right?” ○ “Y, restate or rephrase what X said.” ○ “How do you know? What evidence from the text supports your thinking?” ○ “Who agrees/disagrees with X? Why?” ○ “Can someone add to what X said?” ○ “Take your time. We’ll wait.” ○ “Who wants to change their thinking after listening to X’s explanation/comment/question? How did it change your thinking?”
Assigned Task	Exit Ticket: Students answer the question on Slide 7 on notebook paper: What about the human experience is revealed through the various depictions of the quest motif of the texts?

LESSON 26	
Title of Text	From Book Six of <i>The Iliad</i> by Homer
Focus Standards	Various assessed standards from previous lessons in the unit
Text-Dependent Questions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Lesson 40, The Odyssey, LearnZillion • Additional materials: https://ilclassroom.com/lesson_plans/12320/additional_materials • One copy per student (or as a class set) of the Cold-Read Task items (link) • One copy per student of the Cold-Read Task Answer Sheet (link) <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Assess our ability to read, comprehend, and express our understanding of a complex, grade-level text that shares similar themes with <i>The Odyssey</i>. (All relevant standards listed for the week.) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 40, The Odyssey, LearnZillion (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <p>N/A – Writing Assessment</p>
Assigned Task	Unit Assessment

LESSON 27	
Title of Text	From Book Six of <i>The Iliad</i> by Homer

Focus Standards	Various assessed standards from previous lessons in the unit
Text-Dependent Questions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Lesson 41, The Odyssey, LearnZillion • Additional materials: https://ilclassroom.com/lesson_plans/12937/additional_materials • One copy per student (or as a class set) of the Cold-Read Task items (link) • One copy per student of the Cold-Read Task Answer Sheet (link) • Assessment Answer Key (link) <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Continue to assess our ability to read, comprehend, and express our understanding of a complex, grade-level text that shares similar themes with <i>The Odyssey</i>. (All relevant standards listed for the week.) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 41, The Odyssey, LearnZillion (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions</u> (Sample) N/A – Writing Assessment</p>
Assigned Task	Unit Assessment

LESSON 28

Title of Text	<i>The Foxtrot Odyssey</i> comic strip: (link)
Focus Standards	<p>9-10.RL.IK1.7 Evaluate the topic, subject, and/or theme in two diverse formats or media</p> <p>9-10.RL.IK1.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.</p> <p>9-10.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening</p>
Text-Dependent Questions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Paper/pen • One copy per student of the comic strip – or one copy per group for reference • PPT to display comic strip (link) • Allusions chart, one per student or one per group (link) • Dictionaries for students, as needed

	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Analyze the allusions in the comic strip to details from <i>The Odyssey</i> and identify the reference. (9-10.RL.IKI.7, 9-10.RL.IKI.9) Explain how words or phrases from the anchor text are used differently in the comic strip because of the different context. (9-10.L.KL.3) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Have students read the first four boxes of the comic strip, which is the exposition. Ask students to verbalize the context of the story as it is told within the beginning of the comic strip. If students struggle to understand the term “in context,” use these resources for a quick mini lesson. <ul style="list-style-type: none"> https://dilbert.com/search_results?terms=putting+in+context https://www.tolerance.org/magazine/taking-history-out-of-context Notes on Foxtrot characters, in case students are unfamiliar, so that they can reference the character in the Allusions Chart: https://en.wikipedia.org/wiki/List_of_FoxTrot_characters Instruct students to read through the comic strip to comprehend the full story. (Independent reading) Distribute the Allusions Chart to students. An example has been provided to model expectations and how to complete the chart. Review the example with students and check for understanding before releasing the groups to work collaboratively. Students should work in groups to read panel by panel to identify allusions in the story in order to complete the Allusion Chart. Before assigning the Exit Ticket, have groups share out one row of their choice with the whole group and provide feedback to their answers.
Assigned Task	Exit Ticket: In a paragraph or two, explain how using quotes out of context and including allusions in your own writing can bring depth to what you’re trying to explain or argue.

LESSON 29	
Title of Text	<ul style="list-style-type: none"> Notes on the Hero’s Journey (link) “The Matrix” – Joseph Campbell Monomyth, http://bit.ly/2pOkFsN (3:47) The Hero’s Journey (7:39): https://www.youtube.com/watch?v=KGV1BvnyvGo
Focus Standards	9-10.RI.IKI.7 Evaluate the topic or subject in two diverse formats or media. 9-10.RI.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
Text-Dependent Questions	<p><u>Materials:</u></p> <ul style="list-style-type: none"> Paper/pen One copy per student of the Notes on the Hero’s Journey, unless you plan to post them on a SmartBoard and conduct a guided reading. <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Connect the seven stages of the “Heroes’ Journey” to prior knowledge. (11-12.RI.IKI.7) Reflect on the personal relevance of the mythical hero. (11-12.RI.KID.1)

	<p><u>Agenda</u></p> <ul style="list-style-type: none">• Follow the steps in the lesson posted here: http://sites.rochester3a.net/dhawkins/english-125/hero-s-journey-the-odyssey• Instead of the 3-column notes, instruct students to create 4-column notes to add a column for <i>The Odyssey</i>. The order of the columns should read from left to right: Stages of the Journey, Definition of the Stage, Example from <i>The Odyssey</i>, and Example from Books/Film.• Students should select a book or film that is not used in the notes.
Assigned Task	Students will work in small groups to select a movie or book which follows the guidelines of the Hero's Journey. Your group will show that you can apply what you learned in your notes by filling in the third column with the steps of the Hero's Journey relating to your selected book or movie.