



**Unit Name: Reading Literature/Writing Literary Essays**

**Duration: Unit 2**

**Essential Questions:**

**What is an Epic?**

**What is an Epic Hero?**

**What is a Greek Myth?**

**Is *Medea* culpable for her crimes?**

**What were the effects of the Great Depression on the Migrant Worker?**

**What is theme?**

**What is foreshadowing?**

**How are women portrayed in John Steinbeck's novel, *Of Mice and Men*?**

**How does the title relate to the novel in relation to Robert Burns's poem "To a Mouse?"**

**What is a static and dynamic character?**

**Enduring Understandings:**

**Readers are aware of the author's purpose**

**Readers are looking for meaning.**

**Readers use textual evidence to support analysis, inferences, and central ideas and themes while reading.**



**Readers can define Odysseus's role as an epic hero**

**Readers can define elements of an epic in relation to *The Odyssey***

**Readers can recognize elements of a Greek Tragedy in relation to *Medea***

**Readers can develop effective presentation skills in relation to *The Odyssey***

**Readers can evaluate choices of tragic hero and connection to consequences**

**Writers can formulate a thesis statement and clearly support view in relation to *Medea* and *The Odyssey***

**Writers can become familiar with many new words for vocabulary building Develop skills in relation to sentence structure and parallel structure**

**Relevant Standards: RL.9.1, RL.9.2, RL.9.3, RL.9.4, RL.9.5, RL.9.6, W.9.3a., W.9.3b., W.9.3.c., W.9.4, W.9.5, W.9.6, W.9.9a, W.9.10, SL.9.1, SL.9.1a., SL.9.1d., SL.9.2, SL.9.6, SL.9.4, L.9.1, L.9, L.9.1a, L.9.2c., L.9.3, L.9.4, L.9.4b, L.9.5a., L.9.5b.**

**Core Instruction: Teachers will blend reading, writing, and grammar into short story unit and *Of Mice and Men*.**

**Reading: Genre Literature/Greek Tragedy/Epic**

- **Close reading skills; fluency; analyze how particular elements of epic work together**
- **Identify characters and roles of each in novels and epic**
- **Identify moral decisions made by characters**
- **Recall elements of drama**



- Recognize elements of a Greek tragedy in relation to *Medea*
- Evaluate choices of a tragic hero and connection to consequences
- Understand the use of flashback
- Identify themes within a novel

Writing: Developing a thesis, writing an analytical literary essay

Elements of an Essay: topic paragraph, 2-3 supporting paragraphs, concluding paragraph (traditional 5 paragraph essay)

Students write a literary essay in response to *Of Mice and Men*

- Formulate a clear thesis statement
- Brainstorm to develop ideas
- Demonstrate understanding of thesis and be able to prove the statement
- Develop clear topic sentences
- Develop strong body paragraphs
- Develop clear introductions and conclusions
- Understand the function of parallel structure
- Identify and repair fragmented and run-on sentences
- Utilize information and develop a strong essay
- Become familiar with many new words for vocabulary building
- Develop skills in relation to part of speech

Grammar:

- Sentence Structure (simple, compound, complex, compound-complex); independent-dependent clauses; commas (these grammar skills are reinforced in their writing, and students are kept accountable by including these elements in a rubric)
- Demonstrate command of conventions of standard English capitalization



- Demonstrate command of conventions of standard English spelling
- Clarify meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content.
- Acquire and use grade-appropriate general academic and domain-specific words and phrases.

**Interdisciplinary Connections**

Students will consult with history teacher in order to connect today's world to a post-World War II one

**Tier 2 Vocabulary:** according, analogy, analysis, analyze, annotate, articulate, assert, audience, authentic, background, characterize, characteristic, chronology, cite, claim, clarify, compose, composition, conclude, conclusion, consequence, consider, convey, correlate, credible, define, depict, determine, develop, emphasize, evaluate, evidence, examine, expository, genre, narrator, notice, objective, observe, opinion, organize, outline, preview, proofread, reference, revise, review, respond, structure, succinct, support, symbolize, transition

**Tier 3 Vocabulary:** characterization, climax, conflict, denouement, dystopia, irony, falling action, foreshadowing, resolution, rising action, symbol, theme

**Core Instructional Materials/Resources/Digital Tools:** (i.e., specific textbooks, classroom resources, digital tools, links to websites and videos)

Textbook: *The Odyssey*

Novels: *Medea, Of Mice and Men*

**21<sup>st</sup> Century Themes and Skills:**

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and



with reason.

**CRP7.** Employ valid and reliable research strategies.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9.** Model integrity, ethical leadership and effective management.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

### 8.1 Educational Technology

8.1.8A.1 - 8.1.8.A.2; 8.1.8.A.5

Understand  
and use  
technology  
systems.



<p><b>Assessments and Performance Tasks:</b></p>	<p>Students will read a story and analyze it using literary elements.</p> <p>Students will take a test consisting of short answers, extended responses, matching characters to significant quotes, and an essay on <i>The Odyssey</i></p> <p>Students will take a test consisting of short answers, extended responses, matching characters to significant quotes, and an essay on <i>Of Mice and Men</i></p> <p>Write a thesis-driven essay.</p>

**Differentiation/Accommodations/Modifications**

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<p>Explore concepts in depth/encourage independent study/Conduct research and provide presentation of topics.</p> <p>Encourage creative expression and thinking by allowing students to</p>	<p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation)</p>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information,</p>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information,</p>



<p>choose how to approach an assignment.</p> <p>Invite students to explore different points of view on a topic and compare two. Provide opportunities where students are in charge of their learning.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Use Higher Level Questioning</p>	<p>device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary and important information</p> <p>Emphasize critical/key information</p> <p>Use graphic organizers</p> <p>Refer to relevant previously taught or mastered skills</p> <p>Use multiple analogies and examples</p> <p>Provide study guide and notes</p> <p>Provide models and demonstrations</p> <p>Repeat/review</p> <p>Shortened assignments</p> <p>Consistent, immediate feedback</p> <p>Vocabulary files</p>	<p>directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes Preferential seating</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student request books on tape/CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting Provide oral reminders and check student work during independent work</p>	<p>directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes Preferential seating</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class</p>
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<p>Techniques that require students to look into causes, experiences, and facts to draw conclusions or make connections to other areas of learning</p> <p>Provide assessments at a higher level of thinking</p>	<p>Visual aids</p> <p>show student example/model of any assignment</p> <p>Modify reading required</p> <p>Modify writing required</p>	<p>time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide student with clearly stated (written) expectations and grading</p>	<p>setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to</p>
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		<p>criteria for assignments.</p> <p><b>Modifications for Assessments</b>          Extended time on tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for tests.</p> <p>Establish or accommodations / modifications for assessments.</p>	<p>be submitted in phases.</p> <p>Provide student with clearly stated (written) expectations and grading criteria for assignments.</p> <p><b>Modifications for Assessments</b>          Extended time on tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for tests.</p> <p>Establish accommodations / modifications for assessments.</p>
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