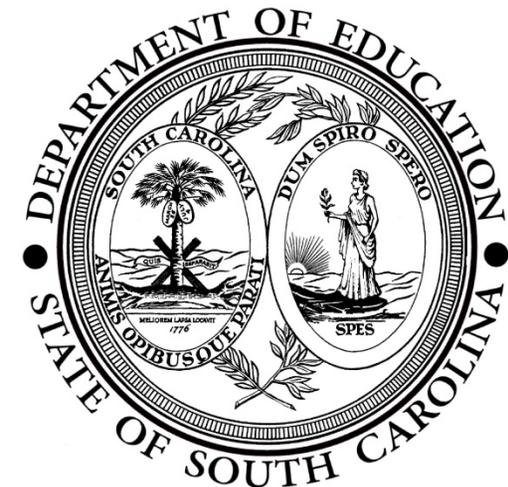


English 1

Informative/Explanatory Writing- Journeys: In the Footsteps of Heroes

Instructional Unit Resource for the
*South Carolina College- and Career-Ready Standards for
English Language Arts*

South Carolina Department of Education
Office of Standards and Learning
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**English I: Informative/Explanatory Writing:
Journey-In the Footsteps of Heroes**

Unit Rationale/Overview

In this unit students will analyze literature to explore the universal theme of the Hero’s Journey and to connect with other literary and historical journeys both from the literary canon and more contemporary sources. The purpose is to develop an understanding of the universality of the journey theme and to provide textual evidence showing that journeys, be they personal and individual, or metaphorical and communal have always been an intrinsic part of the human experience. This unit includes an informative/explanatory (iSearch) paper along with journals so that students are collecting evidence as they track their individual and communal journeys. Homer’s *The Odyssey*, a staple of the literary canon and the quintessential literary journey, is the central anchor text. Other suggested texts could supplement or even replace *The Odyssey* if they are of comparable literary value.

The Profile of the South Carolina Graduate (<http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf>) addresses three areas of importance for all high school graduates: World Class Knowledge, World Class Skills, and Life and Career Characteristics. World Class Knowledge and some World Class Skills are typically taught in the educational setting, but Life and Career Characteristics, commonly called life skills, are of equal importance. These skills and traits include integrity, self-direction, global perspective, perseverance, worth ethic, and interpersonal skills; without these skills, the student will not be able to achieve his fullest potential. These skills will be enhanced through the use of the writing workshop during the narrative writing process as students explore the genre of informative and explanatory writing.

Estimated time frame: four weeks.

Standards and Indicators

Targeted implies that these standards are the focus of the unit.

Embedded implies that these standards will be naturally integrated throughout the units.

Targeted Standards/Indicators

Inquiry-Based Literacy

E1.I.1 Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

E1.I.4 Synthesize information to share learning and/or take action.

Reading-Literary Text

E1.RL.5 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

E1.RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.

E1.RL.6 Summarize key details and ideas to support analysis of thematic development.

E1.RL.6.1 Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

E1.RL.7 Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

E1.RL.7.1 Trace the development of a common theme in two different artistic mediums.

E1.RL.7.2 Investigate how literary texts and related media allude to themes and archetypes from historical and cultural traditions.

E1.RL.8 Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

E1.RL.8.1 Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.

E1.RL.9 Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

E1.RL.13 Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

E1.RL.13.1 Engage in whole and small group reading with purpose and understanding.

E1.RL.13.2 Read independently for a sustained period of time.

E1.RL.13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.

Reading-Informational Text

E1.RI.5 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

E1.RI.5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple interpretations.

Writing

E1.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and

accurately through the effective selection, organization, and analysis of content.

- E1.W.2.1 Write informative/explanatory texts that:
- a. introduce a topic;
 - b. use relevant information from multiple print and multimedia sources;
 - c. organize complex ideas, concepts, and information to make connections and distinctions;
 - d. assess the credibility and accuracy of each source;
 - e. include formatting, graphics, and multimedia to aid comprehension as needed;
 - f. 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;
 - g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
 - h. develop and strengthen writing as needed by planning, revising, editing, rewriting;
 - i. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex texts.

E1.W.4 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Communication

E1.C.1 Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

E1.C.1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.

E1.C.1.3 Develop, apply and adjust reciprocal communication skills and techniques with other students and adults.

E1.C.1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.

Embedded Standards/Indicators

Inquiry-Based Literacy

E1.I.2 Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

E1.I.3 Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

Reading-Informational Text

E1.RI.6 Summarize key details and ideas to support analysis of central ideas.

E1.RI.6.1 Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

E1.RI.7 Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

E1.RI.7.1 Explain how the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts, and ideas in argument or informative texts.

Clarifying Notes and “I Can” Statements

Students will be introduced to the topic of the hero’s journey through a variety of mediums. This unit is based on the use of a workshop model. Although the times may vary slightly, the instructional components establish the rituals and routines for seamless classroom instruction. Short, regular read alouds are an integral part of the unit as they serve as practice for analysis of the hero’s journey. See the resource list for suggestions. For further information on the workshop model, click on the following link:

<http://schools.nyc.gov/documents/d75/math/Workshop%20model.pdf>

Note: Formative assessments are sprinkled throughout the unit in the form of learning activities, which should be taught through gradual release and monitored carefully by the teacher.

“I Can” statements are learning targets of what students need to know and accomplish as related to the standards/indicators.

- I can create questions based on my interests or needs to guide research. (E1.I.1.)
- I can synthesize information to participate in discussions and take action. ((E1.I.4)
- I can determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.(E1.RL.5)
- I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text and identify multiple supported interpretations (E1.RL.5.1)
- I can summarize key details and ideas to support analysis of thematic development. (E1.RL.6)
- I can determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (E1.RL.6.1)
- I can analyze the relationship among ideas, themes, or topics in multiple media formats. (E1.RL.7)
- I can trace the development of a common theme in two different artistic mediums. (E.RL7.1)
- I can investigate how literary texts and related media allude to themes and archetypes from historical and cultural traditions. (E1.RL.7.2)
- I can analyze characters, settings, events, and ideas as they develop and interact within a particular context. (E1.RL.8)
- I can analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.

(E1.RL.8.1)

- I can interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.(E1.RL.9)
- I can apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.(E1.RL.9.1)
- I can interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views with respecting diverse perspectives. (E.1.C.1)
- I can initiate and participate effectively in range of collaborative discussions with diverse partners. (E1.C1.2)
- I can develop, apply, and adjust reciprocal communication skills and techniques with other students and adults. (E1.C.1.3)
- I can engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing and articulating new understandings. (E1.C.1.4)
- I can read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time. (E1.RL.13)
- I can engage in whole and small group reading with purpose and understanding. (E1.RL.13.1)
- I can read independently for sustained periods of time to build stamina.(E1.RL.13.2)
- I can read and respond to grade level text to become a self-directed, critical reader and thinker.(E1.RL.12.3)
- I can write informative/explanatory texts to convey complex ideas and information. (E1.W.2)
- I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(E1.W.4)

Essential Questions

These are **suggested** essential questions that will help guide student inquiry.

1. What do good readers do?
2. How do I meaningfully collaborate with others to create meaning from a variety of sources?
3. How do I use what I know to figure out what I do not know?
from <https://kennedysclass.files.wordpress.com/2011/10/essential-questions.pdf>
4. How do I compile and organize research that is relevant and present it through writing in a way that is coherent and meaningful?
5. How do I reflect upon my own learning processes to make my learning more meaningful and productive?

Prior Knowledge

Prior to this unit, students will need experience with:

- transacting with texts to formulate questions, considering alternative views and multiple perspectives, synthesizing information, and

reflecting throughout the learning process;

- summarizing, interpreting, and analyzing both literary and informational texts;
- writing to inform;
- interacting with others.

Subsequent Knowledge

In English 2, students will be asked to expand upon concepts and skills learned in English 1. They will:

- Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.
- Synthesize information to share learning and/or take action.
- Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
- Trace the development of a common theme across media, modality, and format.
- Analyze characters, settings, events, and ideas as they develop and interact within a particular context.
- Determine the figurative and connotative meanings of words and phrases; analyze the cumulative impact of specific word choices on meaning and tone.
- Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.
- Analyze how the relationships among structure, plot, and manipulation of time create the effects of mystery, tension, or surprise citing support from the text.
- Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
- Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.
- Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.
- Develop, apply and adjust reciprocal communication skills and techniques with other students and adults.
- Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Instructional Strategies

Suggested text: Homer's *The Odyssey*.

Short, regular read alouds are an integral part of the unit as they serve as models for analysis of theme, vocabulary, and grammar. See the following site for information on reading aloud to adolescents: <https://www.bankstreet.edu/center-childrens-literature/childrens-book-committee/further-resources/read-alouds-for-older-children/>. See Resource section of the unit for suggested read alouds.

Instructional Strategy: Vocabulary Inventory

Learning Targets:

- **Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. (E1.RL.9)**
- **I can apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.(E1.RL.9.1)**

Vocabulary study should be self-paced, differentiated for students, and extend throughout the unit. See a chart which can be downloaded and adapted for students from this site: <http://www.sadlier.com/school/vocab-gal/vocabulary-assessment-and-inventory>. Use the gradual release model to teach students how to complete the chart and check their entries for understanding. Encourage the students to use the words they are learning in their everyday conversations.

Instructional Strategy: Great Sentences

Learning Target: I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (E1.W.4)

Grammar study should extend throughout the unit. Use mentor texts to teach grammar. Have students write and collect mentor sentences. For more information on teaching grammar, using Great Sentences see: http://greatsentences.blogspot.com/p/parts-of-sentences_28.html.

Instructional Strategy: Getting Readers Ready

Learning Target: I can engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings. (E1.C.1.4)

- Connect to Prior Knowledge
 - Students will complete [Hero's Journey Anticipation Guide](#) (See appendix.). Play "I Need a Hero" as students complete. <https://www.youtube.com/watch?v=Qczk2Ot08go>
 - Allow students to discuss their answers in pairs and then in close activity with brief whole class discussion. Be sure to encourage students to support their ideas with images and hero concepts presented in the video.

- Build Background
 - Access this link for Ted Talk on Hero's Journey. <http://ed.ted.com/lessons/what-makes-a-hero-matthew-winkler>
 - Provide Notes for Joseph Campbell's Hero Journey. <http://www.mythologyteacher.com/documents/TheHeroJourney.pdf> and <http://www.sfcenter.ku.edu/Workshop-stuff/Joseph-Campbell-Hero-Journey.htm>

Assessment: [Conduct Hero's Journey Webquest](#) (See appendix) - (Formative Assessment)

Instructional Strategy: Question Formulation Technique

Learning Targets:

- **I can create questions based on my interests or needs to guide research. (E1.I.1.)**
- **I can synthesize information to participate in discussions and take action. ((E1.I.4)**

Use one of the Question Formulation Techniques described in *Fostering Student Questions: Strategies for Inquiry-Based Learning* (<http://www.edutopia.org/blog/strategies-for-inquiry-based-learning-john-mccarthy>) to have students create their own questions. Suggested topics could revolve around the unit's thematic concepts, such as journeys or heroes.

Instructional Strategy: Independent Reading

Learning Targets:

- **I can determine a theme of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; I can provide an objective summary of the text. (E1.RL.6.1)**

- **I can engage in whole and small group reading with purpose and understanding. (E1.RL.13.1)**
- **I can read independently for sustained periods of time to build stamina.(E1.RL.13.2)**
- **I can read and respond to grade level text to become a self-directed, critical reader and thinker.(E1.RL.13.3)**

Provide access to independent reading titles. Students choose a novel, preferably with a hero-focused theme for class/home reading. Some options are provided, but many novels work. Literature Circles work well as a part of this unit. For information on literature circles, access this link. <http://www.edutopia.org/literature-circles-classroom-book-discussion-how-to>

- Connect to Prior Knowledge
 - Students complete [Anticipation Guide for Odyssey](#) (See appendix.).
- Building Background
 - Show John Green’s Crash Course Video. <https://www.youtube.com/watch?v=MS4jk5kavy4>

Instructional Strategy: Guided Reading

Learning Targets:

- **I can read closely and find answers explicitly in text to support logical interpretations of text through predictions, inferences, conclusions, analysis, and synthesis. (E1.RL.5.1)**
- **I can summarize key details and ideas to support analysis of thematic development. (E1.RL.6)**
- **I can analyze the relationship among ideas, themes, or topics in multiple media formats. (E1.RL.7)**
- **I can trace the development of a common theme in two different artistic mediums. (E.RL.7.1)**
- **I can investigate how literary texts and related media allude to themes and archetypes from historical and cultural traditions. (EI. RL.7.2)**
- **I can analyze characters, settings, events, and ideas as they develop and interact within a particular context. (E1.RL.8)**
- **I can analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context. (E1.RL.8.1)**

A.

- Read Episode from *The Odyssey*, “Calypso” – Complete Somebody Wanted but So strategy found here. <https://wvde.state.wv.us/strategybank/Somebody-Wanted-But-So.html>

- Use gradual release to teach Didactic Journaling. Students should begin journaling as they read. <http://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/16378/Pre-AP%2010%20Dialectical-Journal-Handout.pdf>
- Students will read and listen to “Calypso” by Suzanne Vega at <https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=calypso%20suzaane%20vega%20lyrics>
- In pairs or groups of three students complete [Character Analysis-Calypso](#) (See appendix).

B.

- Read “The Cyclopes”- Complete Somebody Wanted but So strategy. <https://wvde.state.wv.us/strategybank/Somebody-Wanted-But-So.html>
- [Analyze “Polyphemus” through a compare and contrast activity.](#) Use *The Cyclopes in the Ocean* (See appendix.) (Formative Assessment)

C.

- Read two episodes from Part Two- “The Challenge, Death at the Palace”
- Provide access to N.C. Wyeth’s painting, “Odysseus With His Bow” from the following site: <http://www.newsworks.org/index.php/local/arts-culture/51892-after-small-trip-of-its-own-nc-wyeth-odyssey-painting-safe-in-philly-museum>
 - Conduct a Think Pair Share to consider the following question: Mr. Wyeth was commissioned to paint a representation of one of the bloodiest scenes in the story. He chooses to depict Odysseus at the moment before the first arrow flies as opposed to depicting him in the heat of bloody battle. What are the characteristics of the hero Mr. Wyeth has created? For instruction on Think Pair Share, click on this link. <http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html#strategy-practice>
 - Complete the [Theme/Character Analysis](#) handout (See appendix.) Formative Assessment

Instructional Strategy: Socratic Smackdown

Learning Targets:

- **I can interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; I can build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives. (E1.RL.7)**
- **I can initiate and participate effectively in a range of collaborative discussions with diverse partners; I can build on the ideas of others and express own ideas clearly and persuasively. (E1.C.1)**
- **I can develop, apply and adjust reciprocal communication skills and techniques with other students and adults. (E1.C.1.3)**
- **I can engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings. (E1.C.1.4)**
- Use the Socratic Smackdown materials located at http://edhacks.businessinnovationfactory.com/sites/default/files/docs/iop_printplay_socraticsmackdown_v1.pdf to teach students about a Socratic Seminar.
- Conduct a Socratic Seminar using the Smackdown model found at the site referenced above.

Assessment: Use the Socratic Smackdown Teacher Checklist (found at http://edhacks.businessinnovationfactory.com/sites/default/files/docs/iop_printplay_socraticsmackdown_v1.pdf) to assess each student as they participate.

Instructional Strategy: Writing Workshop

Learning Target:

I can write effective informative/explanatory texts (E1.W.2 and E1.W.2.1)

Guided Writing

- [Use Hero’s Journey Analysis](#) (See appendix) to complete an informative/expository(I-Search) paper in a writer’s workshop. Access the following site for procedures and organizers. <http://www.readwritethink.org/classroom-resources/printouts/search-chart-30787.html>
- I-Search Graphic Organizer. As part of an I-Search writing process, this handout facilitates the formation of meaningful questions and sub questions for student inquiry. By positioning the questions at the center of the page, and relating the questions students’ interests in the topic and the research process itself, students begin to see the ways in which the I-Search paper brings all three of these components together. <http://www.readwritethink.org/classroom-resources/printouts/search-chart->

[30787.html](#)

- Give Sample I-Search Papers to students. You may print copies or send students to the website listed below. This site also provides students and teachers with an in depth explanation of the I-Search requirements.
http://www.npenn.org/cms/lib/PA09000087/Centricity/Domain/245/Sample_I-search_format.doc
- Be sure students understand the rubric for an I Search Paper. The rubric can be found at
http://wps.ablongman.com/wps/media/objects/11566/11843712/ch10/10.10.Scoring_Rubric_for_the_I-Search_Paper.pdf

Assessment: Use the Scoring Rubric for the I-Search Paper to score students I-Search paper.

http://wps.ablongman.com/wps/media/objects/11566/11843712/ch10/10.10.Scoring_Rubric_for_the_I-Search_Paper.pdf

Potential Assessment Tasks

Formative

- Analyze the novel used for independent reading for correlation to a hero's journey. This analysis may count as formative or summative. Students complete a chart like the one provided here. http://mythologyteacher.com/documents/Finding_the_Hero_Journey.pdf (E1.RL.7, E1.RL.13)
- Analyze Polyphemus through a compare and contrast activity. Use [*The Cyclopes in the Ocean*](#) (See appendix.) (E1.RL.8, E1.RL.8.1)
- Odyssey [Theme/Character Analysis](#) handout (See appendix.) (E1.RL.6, E1.RL.7, EI. RL.7.2)
- Use the Socratic Smackdown Teacher Checklist (found at http://edhacks.businessinnovationfactory.com/sites/default/files/docs/iop_printplay_socraticsmackdown_v1.pdf) to assess student participation in the Socratic Smackdown. (E1.C.1, E1.C.1.3, E1.C.1.4)

Summative

- The explanatory/informative (I-Search) paper is a summative assessment. Rubric for Paper
http://wps.ablongman.com/wps/media/objects/11566/11843712/ch10/10.10.Scoring_Rubric_for_the_I-Search_Paper.pdf (E1.W2.1)
- The Didactic Journal is a summative assessment. Suggestion: After a lesson on how to create these journal entries using gradual

release, the teacher should collect the first set of journals assigned and offer feedback to ensure students understand the depth of the thought required to be successful. See rubric for didactic journal at http://ahs.asheboro.k12.nc.us/UserFiles/Servers/Server_744386/File/Students/DialecticalJournalScoringRubric%20Hn12.doc (E1.RL.5, E1.RL.6, E1.RL.7, E1.RL.8)

Resources

Reading

Suggested Novels:

- *Crispin: At the Edge of the World* by Avi
- *The Wizard of Oz* by Frank L. Baum Public Domain <http://www.gutenberg.org/ebooks/55>
- *Alice's Adventures in Wonderland* by Louis Carroll Public Domain <http://www.gutenberg.org/ebooks/11>
- *The Alchemist* by Paulo Coelho
- *The Hunger Games* by Suzanne Collins
- *The Secret Life of Bees* by Sue Monk Kidd
- *Eragon* by Chris Paolini
- *The Lightning Thief* by Rick Riordan
- *The Hobbit* by J.R.R. Tolkien
- *White Fang* by Jack London Public Domain <https://www.gutenberg.org/ebooks/910>

Excerpts and Short Pieces:

The Odyssey: Robert Fitzgerald's translation from Greek of entire work. Text contains line numbers and some footnotes. Wide margins provide room for students to annotate. Some short Aesop fables are also included at end of work.

<http://swcta.net/moore/files/2014/08/The-Odyssey-Greek-Translation.pdf>

Communication

- Think Pair Share. The Think-Pair-Share strategy encourages participation by all students. It is designed to differentiate instruction by providing students time and structure for thinking on a given topic, and then formulating their ideas with a peer. It can also be used as formative assessment as the teacher monitors conversations and checks for understanding.

<http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html>

- Jigsaw. Jigsaw emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team. <http://www.adlit.org/strategies/22371/>

Writing

- iSearch Paper Research: The iSearch paper is part of a process, so that it provides opportunities to learn about and reflect upon research as they progress. <http://www.readwritethink.org/professional-development/strategy-guides/promoting-student-directed-inquiry-30783.html>
- The iSearch: Guiding Students Toward Relevant Research. This article provides advice and resources for developing an iSearch paper with academic research to back up the relevancy of this medium. http://www.ascd.org/publications/educational_leadership/sept95/vol53/num01/The_I-Search@_Guiding_Students_Toward_Relevant_Research.aspx
- *New York Times Learning Network--The Odyssey*: The learning network of the *New York Times*. This blog contains current articles from the Times connected to the Odyssey, Learning Network Lesson Plans, and illustrated short versions for younger students or differentiation. (http://learning.blogs.nytimes.com/teaching-topics/the-odyssey/?_r=1)
- *Crash Course* by John Green is fast paced and engaging for students. John addresses the double standard in Greek culture, Odysseus as jerk/hero, ancient PTSD, and cycles of violence. <http://www.pbslearningmedia.org/resource/1f8dc66b-6a25-4fe7-bdf1-83bdaf3f556c/the-odyssey-crash-course-literature-201/>
- *A Long Way Gone*, "Chapter 1" by Ismael Beah: This is a memoir by a boy soldier from Sierra Leone. This link to the book's official website provides access to the first chapter of the book in which he is discussing his first-hand accounts of the journey of refugees in his war-torn country. This text might help students to understand a current, real-life journey and increase their awareness of world events. http://www.alongwaygone.com/media/alongwaygone_excerpt.pdf
- *Alice's Adventures in Wonderland* by Louis Carroll: This may seem a less-common choice for exploring the "The Hero's Journey," but it's a timeless classic that is available as public domain. <http://www.gutenberg.org/ebooks/11>
- Excerpts from the *Ramayana* by R.K. Narayan

- Excerpts from the *Hero's Adventure from the Power of Myth* by Bill Moyers
- Excerpts from *My Hero* by Elie Wiesel
- *Of Altruism, Heroism and Nature's Gifts in the Face of Terror* by Natalie Angier
- Excerpts from *The Cruellest Journey: 600 Miles to Timbuktu* by Kira Salik
- “The Real Reasons We Explore Space” by Michael Griffin
- “The Journey” by Mary Oliver”

Poems

- “Cyclopes in the Ocean,” by Nikki Giovanni is a short poem which uses the extended metaphor of the cyclopes to describe her encounter with a tropical hurricane. It can be used to investigate how literary texts and related media allude to themes and archetypes from historical and cultural traditions and analyze how characters or a series of ideas or events are introduced, connected, and developed within a particular context. (<http://resources-cf.toolboxforteachers.com/Anderson1/ela/ela2-CC-units/English%20II%20Resources%20Poems/The%20Cyclops%20in%20the%20Ocean%20by%20Nikki%20Giovanni.doc>)
- “Calypso” by Suzanne Vega_This poem can be used for text analysis and comparison/contrast of ideas as well as a way to investigate how literary texts and related media allude to themes and archetypes from historical and cultural traditions and analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context. (<http://www.suzannevega.com/calypso>)
- “Originally” by Carol Anne Duffy. This poem could easily be linked to the themes of “Journey to Adulthood” or “Immigration.” <http://www.scottishpoetrylibrary.org.uk/poetry/poems/originally>

Art

- *Odysseus with His Bow* by NC Wyeth. <http://www.newsworks.org/index.php/local/arts-culture/51892-after-small-trip-of-its-own-nc-wyeth-odyssey-painting-safe-in-philly-museum>
- Oxford University Press “Scenes from the *Odyssey* in Ancient Art.” Provides students with the opportunity to view *The Odyssey* from the eyes of the ancient. Comparisons can be made between the artwork and Homer’s story. <http://blog.oup.com/2014/07/scenes-from-the-odyssey-in-ancient-art/>

Read Alouds:

- *The Kiss That Missed* by David Melling
<http://www.schooltube.com/video/599e0bb83a894c109ce2/The%20Kiss%20That%20Missed>
- *Brave Irene* by William Steig <http://www.schooltube.com/video/04a0cfc6b2f14b34a9a9/Brave%20Irene>
- *Knots on a Counting Rope* by Bill Martin, Jr. and John Archambau
<http://www.schooltube.com/video/4b6fda1a4ab54aa48db7/Knots%20on%20a%20Counting%20Ropelt>
- *Private I. Guana* by Nina Laden <http://www.schooltube.com/video/2d945ee4a40a4a7886ce/Private%20I.%20Guana>
- *Catching the Moon* by Crystal Hubbard <http://www.storylineonline.net/catching-the-moon-the-story-of-a-young-girls-baseball-dream/>
- *Guji Guji* by Chih-YuanChen <http://www.storylineonline.net/guji-guji/>
- Reading Aloud with Children Twelve and Over:
<https://www.bankstreet.edu/center-childrens-literature/childrens-book-committee/further-resources/read-alouds-for-older-children>

English 1: Informative/Explanatory Writing
Journeys- In the Footsteps of Heroes
Hero's Journey Analysis

Overview: Synthesize all you learned about the archetypal hero's journey in this unit and use that learning to examine the life of a person whose journey is interesting to you and worth investigating in detail. Analyze this person's life for elements of the hero's journey. Write an informative paper in which you explain the correlation.

Requirements: Each of you working independently must satisfy the following requirements for a grade:

- _____ Generate a list of engaging researchable subjects to investigate
- _____ Develop a series of research questions (10-15).
- _____ Read at least three (3) articles from three different sources (articles must be at least 500 words). Create summary of each article.
- _____ Type in MLA style a 2- 3 page paper about your chosen subject in the I Search Format.
- _____ Include examples, details, quotations (with MLA parenthetical citations) from each article.
- _____ Provide a complete, typed, MLA formatted works cited page at the end of your paper.

Process: Follow these steps in the order listed:

1. Generate possible subjects to investigate. Use one of the following web sites (or try others) to find three people you would find interesting to study:
 - a. <http://myhero.com/go/directory>
 - b. <http://content.time.com/time/magazine/0,9263,7601990614,00.html>
 - c. <http://www.cnn.com/SPECIALS/cnn.heroes/>
2. Transform each stage of the Joseph Campbell notes into a question to guide your research. An example would be to turn the "Preparation" stage into questions like, "How did Jackie Robinson prepare for his journey and the obstacles he knew he would encounter along the way?"
3. Find, read, and take notes on at least three articles. Keep in mind that:
 - a. These articles must come from different sources.
 - b. An article should be at least 500 words about your subject.
 - c. You must clearly keep track of the articles you read.
 - d. Write a summary of each article that includes its title, author, and pages.
 - e. You should take notes.
4. Draft an outline.
5. Write a rough draft of the paper.
6. Revise the paper.
7. Produce a Works Cited Page, formatted MLA style.
8. Edit paper and turn in.

English 1: Informative/Explanatory Writing
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Theme/Character Analysis

Directions: In your groups, you must complete EACH of the following tasks. Write COMPLETE SENTENCES as these should be considered formal, educated responses.

Part A - Thematic concepts

All of the following terms listed below are thematic concepts repeatedly seen in The Odyssey. As a group, find two quotes for EACH concept (a total of 6) and explain the significance of that quotation (How does it relate to a theme?) in 1 – 2 STRONG sentences. In other words, what life lessons/theme statement can be derived from each of your chosen quotations over the given thematic concept? Be sure to cite the quotations correctly (Books # Line #).

1. Loyalty
2. Hubris
3. Responsibility

Part B - Characters

Discuss the characters below as a group, and write ONE ORIGINAL ADJECTIVE to describe each. You may use a thesaurus. Use a semicolon following the adjective and write a succinct and eloquent one sentence statement explaining the adjective your group chose. These should also be done following the example given here.

Ex: Odysseus- valiant: Odysseus proves himself a valiant hero, as he continues to persevere despite horrendous and incapacitating obstacles that unrelentingly lie in his way.

1. Odysseus
2. Penelope
3. Telemachus
4. Antinous

Part C: Archetypes (Extended Learning)

Using your notes and the handout you received on archetype, identify and explain examples of TWO (2). You should find a quotation from the epic for each archetype you attempt to identify. Your explanations should be 2-3 sentences. Remember to cite correctly.

References:

Alston, D. (n.d.). Odyssey Group Theme/Character/Archetype Analysis [DOCX].
<http://www.dlalston.com/PDFfiles/Odyssey/Odyssey-GroupThemeCharacterArchetypeProject.pdf>

English 1: Informative/Explanatory Writing
Journeys- In the Footsteps of Heroes
Character Analysis Calypso

Suzanne Vega says: "Calypso makes an appearance on the first page [of Homer's Odyssey] and I guess she never really comes back, and no one ever checks up on her to see how she's doing. It's very one sided, I remember feeling that. So this song is called Calypso and it's written from her point of view the night before he left."

Access the following website for *Calypso* lyrics.

<http://www.suzannevega.com/calypso/>

Calypso Questions

1. Summarize the account from *The Odyssey* of Odysseus' feelings about Calypso.
2. Summarize the account from the poem of Calypso's feelings about Odysseus.
3. Explain the motivation behind the captivity of Odysseus. Cite evidence to support your answer.
4. Explain why Odysseus wanted to leave Calypso's island. Cite evidence to support your answer.
5. What is the tone of this song?
6. Why do you think the words "I let him go" are repeated so many times in the song?
7. Why does Calypso say that she has a "clean heart"?
8. Who do you feel the most compassion for-Odysseus or Calypso? Why?

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Anticipation Guide

State whether you agree or disagree with each statement by writing “A” or “D” and then explain your reasoning.

1. _____ Heroes are always honest and law-abiding.

Explain:

2. _____ Heroes are never afraid.

Explain:

3. _____ A person can become a hero without trying.

Explain:

4. _____ Heroes are male.

Explain:

5. _____ There are no real-life heroes.

Explain:

6. _____ Heroes always win.

Explain:

English1: Informative/Explanatory Writing
Journeys- In the Footsteps of Heroes
Web Quest

- Step One: Type in the following web address: www.myhero.com This should take you to a site titled “My Hero.”
- Step Two- Click on DIRECTORY. This should take you to a list of different categories of heroes. The categories include *Angels, Animals, Writers, etc.*
- Step Three- Click on any category. This will take you to a group of heroes. Pick a hero to learn about.
- Step Four- Click on a hero and read about the hero. As you read about the hero, complete the chart your teacher has provided.
- Step Five- Click on DIRECTORY to return to the list of heroes. Pick another category and pick another hero. Read about the hero and add him/her to your chart.
- Step Six- Continue reading about heroes until you have read about FIVE heroes. You must pick heroes from five DIFFERENT categories.
- Step Seven- Answer this question in the space provided: What did today’s web quest teach you about being a hero?

Step Eight- List three ways that you think YOU could be a hero to other people:

1.

2.

3.

English 1: Informative/Explanatory Writing
Journeys- In the Footsteps of Heroes
ANTICIPATION GUIDE for *The Odyssey*

Place a check (✓) in the blank to indicate whether you agree or disagree with each of the following statements. We will revisit the anticipation guide at the conclusion of this unit to see if any of your opinions have changed.

Before Reading		Statement	After Reading	
Agree	Disagree		Agree	Disagree
		Something that happened hundreds of years ago cannot teach me anything that I can use in my life.		
		Leadership requires courage.		
		My decisions are my own and no one has a right to try to influence my decisions are my own and no one has a right to try to influence me.		
		Revenge is sweet.		
		Life happens as it is meant to happen.		
		A hero must have only heroic qualities.		
		Loyalty is an important virtue.		

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***The Cyclops in the Ocean* by Nikki Giovanni**

The poem can be found at the link below:

<https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fresources-cf.toolboxforteachers.com%2FAnderson1%2Fela%2Fela2-CC-units%2FEnglish%2520II%2520Resources%2520Poems%2FThe%2520Cyclops%2520in%2520the%2520Ocean%2520by%2520Nikki%2520Giovanni.doc>

1. “The Cyclops in the Ocean” personifies Tropical Storm Dennis by comparing it to the Cyclops. What traits of the Cyclops are similar to those of a storm?

_____	_____
_____	_____
_____	_____

2. Why is the metaphor of the Cyclops appropriate for describing a tropical storm?

3. An allusion is something that is said or written that intentionally makes you think of a particular thing or person. What does the allusion of the Odyssey imply about the tropical storm? Support your ideas with three (3) pieces of evidence from both the poem and the text of The Odyssey.

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