

<b>Samantha Wishner</b>
<b>English I/Life FACS</b>
<b>Unit2</b>
<b>Odyssey</b>
<b>12/28/09</b>

**Standard(s):**

**Reading Process**

PO2: *Generate clarifying questions in order to comprehend text.*

PO4: *Connect information and events in text to experience and to related text and sources.*

**Objective:**

TSW interpret an epic poem

**Knowledge retrieval (sub objective)**

TSW review traits of a leader

**Aligned activity:**

The students and teacher will read Book 9 of the epic poem, answering clarifying questions generated by the teacher. Then connect leadership traits with Odysseus and his team.

**Assessment:**

Teacher will walk around the room making sure the study guides are being completed.

**Resources: (Materials/Texts/Visuals/Technology):**

Text books, study guides, pencils

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**Standard(s):**

**Strand 2: Comprehending Literary Text**

Concept 2: Historical and Cultural Aspects of Literature

PO1: Describe historical and cultural aspects found in cross-cultural works of literature.

**Objective:**

TSW relate text to historical aspects

**Comprehension (sub objective)**

TSW discuss parts of the epic poem in relation to the roles of women and hierarchy of that time period reading books 10-12

**Aligned activity:**

TSW fill out study guide questions while reading and participate in class discussions.

**Assessment:**

Study guides will be turned in.

**Resources: (Materials/Texts/Visuals/Technology):**

Study guide, textbooks, pencils

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**Standard(s):**

**Strand 1 and 2: Writing Process and Components**

Concept 4: Persuasive

PO1: Write a persuasive composition, essay.

**Objective:**

TSW design an effective 4 paragraph essay using leadership characteristics as their prompt.

**Knowledge retrieval (sub objective)**

TSW review the steps to writing an effective 4 paragraph essay

**Aligned activity:**

The teacher will demonstrate what the necessary steps to develop an essay using the P.I.E. writing process. The students will use, *The Odyssey*, as their guide to writing about an effective leader. Brainstorm traits of a leader, *Odysseus*, using a web.

**Assessment:**

Class brainstorm of whether or not *Odysseus* is an effective leader or not.

**Comprehension (sub objective)**

TSW discuss parts of the epic poem

**Aligned activity:**

TSW review the poem looking for direct examples of whether or not *Odysseus* showed leadership skills or not.

**Assessment:**

9 direct quotes

**Analysis (sub objective)**

TSW organize an effective rough draft essay and peer edit each others essays

**Aligned activity:** The students will complete a rough draft of what their final essay will look like

**Assessment:** peer editing

**Knowledge utilization (sub objective)**

TSW develop a final draft

**Aligned activity:**

The students will complete the final draft of their report. They will align the report to meet the specifications in the rubric.

**Assessment:**

Final draft of the, Odyssey Leadership Essay

**Resources: (Materials/Texts/Visuals/Technology):**

blank paper, pencils, highlighters, P.I.E. worksheets, transitional words handout

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**Standard(s):**

**Strand 2: Comprehending Literary Text**

Concept 1: Elements of Literature.

PO4: Compare interactions among major and minor characters in literary text with emphasis upon how the plot is developed.

**Objective:**

TSW compare interactions among characters to understand the plot

**Analysis (sub objective)**

TSW develop a deeper understanding of the plotline.

**Aligned activity:** TSW view the movie to get a deeper understanding of the plot line. They will chart the interactions between characters.

**Assessment:** Chart will be turned in at the end of class with a prediction as to how the poem will end.

**Resources: (Materials/Texts/Visuals/Technology):**

paper, pencils, movie