

# The Hero Inside, an Examination of the Epic Hero

Prepared for a 10<sup>th</sup> grade class

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## Rationale

This unit plan engages students in an analysis of the epic hero and the epic form through a reading of *The Odyssey*. *The Odyssey* is an incredibly important canonical text, and encompasses an entire time period of literary structure. This unit will cover two main topics, the qualities and traits of the heroic journey and the epic hero and how that relates to the students, and a deep analysis of *The Odyssey*. This thematic unit explores the important historical and literary theme of the epic hero, by allowing students to delve through texts such as a Superman graphic novel, *Beowulf*, and *The Odyssey*. Thematic units are an excellent way to develop student understanding over time, and as Peter Smagorinsky states in *Teaching English by Design*, a thematic unit “allows students-and, given a provocative topic, the teacher- to consider a related set of issues from a variety of perspectives with increasing understanding.”

This unit begins with students analyzing songs, poetry, and paintings to begin developing their concept of a hero. Students will use non-fiction news articles to compare the characteristics of heroes in literature, with the media interpretation of heroes. Students will then be able to create their own narrative short story in which they are the main character and hero. They can use their knowledge to make their own personal attributes into heroic attributes. Giving students the ability to internalize and relate to literature is incredibly important, especially when dealing with very old canonical texts. I want student to understand the qualities of an epic hero, are the same qualities they can possess.

I am beginning the unit with an in depth discussion and activities centered around the concept of a ‘hero,’ then in week two we will begin comparing a ‘hero’ in the form of

Superman, with an epic hero, in the form of Beowulf. Heroes are typically void of innate flaws, they may have weaknesses, but they are often minimized by their heroic ability. Epic heroes on the other hand are flawed, and these flaws become apparent as the story progresses, and sometimes end in the heroes demise. By analyzing *Beowulf* student will hopefully understand that the hero's main flaw is his arrogance. His arrogance ultimately brings him to his death, with no one around to support him. I want the students to understand that being heroic does not mean being perfect. Even the greatest of epic heroes had flaws, but they rose above those flaws to accomplish greatness.

Starting with *Beowulf* also introduces the students to the epic hero in a much easier manner than starting with Odysseus. Beowulf is a fairly straightforward character, his attributes and flaws are readily apparent and his goals are always clear. Odysseus on the other hand is a much more diverse character. He deviates from the typical heroic structure. I want student to have a firm understanding of typical epic qualities, before they are introduced to Odysseus. I choose to use the *Beowulf* graphic novel because I do not want to overwhelm students with two difficult texts in one unit. In reading *Beowulf* we are reading only for theme and epic qualities. It is the tier before *The Odyssey* not the focus of the unit. The graphic novel lets students understand the themes of the story, without overwhelming them with long and difficult text.

In reading *The Odyssey* I choose to read in class, and only read specific sections of the book. The text is incredibly long and can become overwhelming. I wanted to ensure every student was truly reading the text, and the only way to do that is to read in class. This will also grant me the opportunity of seeing where students are having difficulties, and also will allow me to stop class momentarily and recap what we just

read. Having students read is also a great way to help students build their public speaking skills and their fluency. The reason I am not having the student read the entirety of *The Odyssey* is that doing so, and expecting complete student comprehension would be impossible. The text is too long to read in its entirety, and the main thematic elements occur in specific scenes. I will be focusing on the trials Odysseus faces, as these are not only the main action moments in the story, but they highlight the epic qualities of Odysseus. Reading the trials will also help keep students engaged in the text, as they are full of action and strife.

Over the course of the unit I have provided the student many opportunities for student authorship and engaging activities. The students will create trials, and create their own epic hero. These activities are designed to be fun, and let students' use their creativity to not only write, but also draw what they create. I believe the activities will let students think critically about the content, without feeling bored. The trial creation activity, and the epic hero creation activity lets me know the students understand the themes we have been discussing, without having to test them periodically. While I do not want to test students throughout the unit, I will be giving a pre and post-test to gauge basic understanding of elements covered in the unit. The post-test will be identical to the pre-test, and is not designed to stump students, but only to ensure students comprehend key points. The test covers questions from *The Odyssey* as well as concepts from the heroic journey, and traits of the epic hero. Accompanying the post-test will be a vocabulary test.

Throughout the unit student will keep a journal. In the journal they will respond to various prompts, keep a personal dictionary, and complete daily grammar practice. The

entire journal will be graded on a completion basis, and is designed to engage students in the day's activities, and to be used as a resource guide for the final test and project. The prompts are given on days the students will be completing in class readings. The questions are fun and engaging, but also relate to the text. This is a way to get students minds working, and thinking about the text they are about to read in a relatable way. The daily grammar practice is crucial to student success, not only in the unit but also in daily life. I want my students to be experts at sentence structure and parts of speech. The thematic unit incorporates grammar into the lesson by using sentences about the text that students will be required to fix and label. The last activity in the journals is the personal dictionaries. When teaching new words I believe it is important that the understanding of the words be left up to the students. They need to be given the opportunity to internalize the words how they see fit, not simply memorizing a definition. The personal dictionaries allow students to create their own representations of new words that will hopefully instill life long knowledge in the students.

To culminate the unit the students will complete and present a final project to the class. There are three options for the final project, and each lets students work creatively to express their understanding of the themes covered in the unit. The first option lets students write a short story expanding on the epic hero creation and trial creation they did in previous weeks. They are required to create their own odyssey story in which the hero of their creation must accomplish the heroic journey by moving through multiple trials. The second option is for students to create a diorama that represents the journey undertaken in *The Odyssey*. They can use whatever materials they wish to map out the journey, and each trial. The last option is for students to use Google Maps to plot points

they believe Odysseus visited. On each point they must write a description of what occurred at the location, demonstrating their understanding of the text. Overall, I want students to finish the unit with not only a deep comprehension of *The Odyssey*, but also an understanding of the epic hero.

## Goals and Objectives

### **Journals:**

Students will keep a journal in which they will record answers to prompts, correct sentences and label parts of speech, as well as keep a personal vocabulary dictionary. These journals are for students to express their own personal thoughts, and connect with the text on a critical and creative level. The grading for the journals will be on a completion basis.

### **Narrative Paper:**

Students will write a personal narrative short story in which they are the hero. See appendix D.

### **Trial Creation activity:**

Student will use their knowledge of trials epic heroes typical face to create two trials for Beowulf. The students will write a description of the trials as well as create a visual representation of the trials. See appendix H.

### **Epic Hero Creation Activity:**

Students will use their knowledge of epic hero qualities to create their own epic hero. They will discuss the qualities of the hero, and create a visual representation of the hero. See appendix J.

### **Testing:**

Students will take three exams during the unit, a pre-test, a post-test, and a vocabulary test. These are designed to determine student's basic understanding of themes and concepts discussed during the unit.

### **Class participation:**

Student will be expected to participate in class by completing activities, listening to fellow classmates, and reading from certain texts.

### **Final Project:**

Students will be given the option of three separate projects to complete for their final project. The projects are designed to allow students to demonstrate their understanding of *The Odyssey*, as well as the basic characteristics of the epic form, and the epic hero. See appendix L.



## Grade Distribution for the Unit

Grade Distribution for Unit	Points
<b>Journals:</b> Students will keep a journal where they will write answers to various prompts throughout the unit.	100
<b>Personal Dictionaries:</b> Students will keep personal dictionaries of 25 vocabulary words from <i>The Odyssey</i> .	50
<b>Narrative Paper:</b> Students will write a two page narrative short story in which they themselves are the heroes.	100
<b>Class Participation:</b> Students need to actively listen and participate in daily class activities and readings.	50
<b>DGPs:</b> Students will practice grammar and sentence structure by diagraming and labeling sentences from <i>The Odyssey</i> .	50
<b>Final Project:</b> Students will complete and present a final project that demonstrates their understanding of the unit and all its themes.	400
<b>Pre Test:</b> Students will take a pre test to asses their knowledge of the Epic hero and of <i>The Odyssey</i> .	50
<b>Post Test:</b> Students will take a post test to asses what they learned during <i>The Odyssey</i> unit plan.	100
<b>Vocab Test:</b> Students will take a vocabulary test to determine their knowledge of content specific words.	50
<b>Beowulf Trials Activity:</b> Students will complete an activity in which they develop two trials an epic hero might face.	25
<b>Epic Hero Creation Activity:</b>	25

Students will create their own epic hero based on the typical qualities and traits of canonical epic hero's.	
Total:	<b>1000</b>

## Text and Supply List

### Texts:

*The Odyssey* by Homer  
*O Brother Where Art Thou*  
*Beowulf* graphic novel excerpts  
*Superman / Doomsday* Graphic novel  
“Juke Box Hero” by Foreigner  
“The Ballad of the Green Berets” by SSgt. Barry Sadler  
“Ulysses and the Sirens” John William Waterhouse (1891)  
“Odysseus in the Cave of Polyphemus” by Jacob Jordaens (1635)  
“The Charge of the Light Brigade” by Alfred Lord Tennyson

### Supplemental:

Epic Hero Chart from Teachers Pay Teachers  
Hero’s journey Video from YouTube  
Map of *The Odyssey*

### Materials:

Butcher Paper  
Copy Paper  
Drawing materials  
Pre Test- **Appendix A**  
Journal Prompts- **Appendix B**  
Writing prompt and rubric- **Appendix D & E**  
Vocab List and Instructions- **Appendix F & G**  
Trials Activity- **Appendix H**  
DGP sentence list- **Appendix I**  
Epic Hero Creation activity- **Appendix J**  
Blank Bingo card- **Appendix K**  
Project Instructions- **Appendix L**  
Map Instructions- **Appendix M**  
Post Test- **Appendix A**  
Vocab Test- **Appendix N**

## Oklahoma Academic Standards

10.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.

10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and across text.

10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.

10.5.R.1 Students will examine the function of parallel structures, various types of phrases, clauses, and active and passive voice to convey specific meanings and/or reflect specific rhetorical styles.

10.2.W.2 Students will plan (e.g., *outline*) and prewrite a first draft as necessary.

10.7.W.2 Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

10.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.

10.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.

10.7.R.2 Students will analyze the impact of selected media and formats on meaning.

10.3.W.1 Students will write narratives embedded in other modes as appropriate.

## Calendar Overview

Insert Calendar Overview/Mapping

None	Review of selected songs, and paintings <b>Pretest</b>	Review of poems and nonfiction article	Narrative short story writing assignment	Narrative short story writing assignment	Lecture on Epic heroes.	
	Beowulf in class read (Grendel)  Superman at home	Discussion Vocab	Beowulf in class read (Grendel's Mom) Superman at home	Discussion Vocab	Beowulf in class read (Dragon)  Superman at home	
	Odyssey in class read <b>Lotus Eaters</b>	DGP and Activity	Odyssey in class read <b>Cyclops</b>	DGP and Activity	Odyssey in class read <b>Skylla &amp; Charybdis</b>	
	Odyssey in class read <b>Helios Cattle</b>	Vocabulary Discussion Circle	Odyssey in class read <b>Zeus</b>	Vocabulary Discussion Circle	Odyssey in class read <b>Kalypso</b>	
	Odyssey in class read <b>Suitors</b>	DGP Activity Quick Write	Odyssey in class read <b>Bow Challenge</b>	Odyssey in class Read <b>End</b> DGP	Lecture on Project. Study session.	Project
Project	Project <b>Post Test</b> <b>Vocab Test</b>	Project Movie	Project Movie	Presentation	Presentation	

Journal Writing on various days

## Daily Lessons

### Week 1

#### Monday

#### Daily Lesson Information

Lesson title	Introduction to the Heroic
Lesson Purpose/Rationale	This is the first lesson in the Epic Hero Thematic Unit. This lesson will act as an introduction to the content and themes that will be covered in the next six weeks. The lesson will also have a Pre-test so I can judge students prior knowledge of <i>The Odyssey</i> and prior knowledge of the epic hero. The lesson incorporates art and music as a way to introduce the themes of the epic in an accessible way.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	To start the class students will take a pre test found on <b>Appendix A</b> . The pre test will be a completion grade to judge students prior knowledge on the content and themes that will be covered. The lesson will then move to an analysis of two songs, “Juke Box Hero” by Foreigner, and “The Ballad of the Green Berets” by SSgt. Barry Sadler. Then students will analyze two paintings, “Ulysses and the Sirens” by John William Waterhouse, and “Odysseus in the Cave of Polyphemus” by Jacob Jordaens.
Lesson length	55min
Grade level and course	10th
Source of lesson plan and how I modified it	None

#### Daily Lesson Plan Summary

Prior knowledge needed for success	This is the first lesson; students need no prior knowledge for the beginning of this Unit plan.
How will you address students who do not have this prior knowledge?	None
Materials for instruction (include rationale for why the materials are	Paper, Pencil Teacher resources of songs and paintings

appropriate)	
Accommodations and modifications	All IEPs will be followed.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
	Students will complete a Pre test to the best of their ability, using prior knowledge of Epic literature.	Test	Completion grade.
10.7.R.2 Students will analyze the impact of selected media and formats on meaning.	Students will listen to and discuss two songs in order to begin their understanding of what a hero is.	Songs are on iTunes video is on YouTube	Visual check
10.7.R.2 Students will analyze the impact of selected media and formats on meaning.	Students will analyze and discuss two paintings to begin developing their characterization of the Epic hero Odysseus.	Paintings can be googled	Visual check

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What are your first interpretations of a hero? Are there different kinds of heroes? What do the songs and paintings have in common, and how are they different?
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## Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5min	The teacher will facilitate a quick write as the students write in their journals what they think the definition of a hero is.	The student will write in their journals what they believe the definition of a hero is.	This should be about a “hero” not and “epic hero” <b>Appendix B</b>
5min	The teacher will lead students in whole class sharing of their definitions.	The students will share their definition of a hero with the class.	Students will write the definition of an epic hero on Friday, and will write a new definition at the end of the unit.
20min	The teacher will pass out the pre test, found on <b>Appendix A</b>	The students will complete the pre test for the Unit.	This will be a completion grade, but students should not be informed until after they take the test.
10min	The teacher will play two songs for students and lead the class in a discussion of the songs	Students will listen to two songs, and engage in whole class discussion of how the songs change or added to their definition of what a hero is.	“Juke Box Hero” by Foreigner and “The Ballad of the Green Berets” by SSgt. Barry Sadler.
10min	The teacher will show the students two paintings of Odysseus and lead the class in a discussion of the two paintings.	Students will view and analyze two paintings, and discuss what the paintings are saying, and how they feel about the character of Odysseus.	“Ulysses and the Sirens” by John William Waterhouse, and “Odysseus in the Cave of Polyphemus” by Jacob Jordaens.
5min	The teacher will invite students to change their definition of a hero as they see fit, then collect their belongings.	Students will change their definitions in their journals if they wish too, then will collect their belongings to leave for the day.	



## Tuesday

### Daily Lesson Information

Lesson title	Poetry Reading and Modern Hero
Lesson Purpose/Rationale	This lesson is designed to bolster student's understanding of what a hero is, as well as demonstrate what the media believes a hero is. Students will read poetry and non-fiction articles and compare the two in a class discussion and idea share. The lesson is the final introduction to heroic qualities before students write a paper on their heroic beliefs.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	In this lesson students will read "The Charge of the Light Brigade" by Alfred Lord Tennyson out loud in class. Then students will be given two articles from a reputable news source where a modern 'hero' is described. Students will then compare how Tennyson treats heroism, and how the media treats heroism during a class idea share and informal discussion.
Lesson length	55min
Grade level and course	10th
Source of lesson plan and how I modified it	None

### Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have listened to and seen the media from Mondays lesson.
How will you address students who do not have this prior knowledge?	I will have a file folder in my class with all handouts and assignments from previous days. Students will be expected to retrieve and complete the assignments. I will be available during planning period or before school for students who have questions.
Materials for instruction (include rationale for why the materials are appropriate)	Copies of "The Charge of the Light Brigade" by Alfred Lord Tennyson, and copies of two modern day news articles. The articles should be relevant and modern, so they have not been included in this lesson during its creation.
Accommodations and modifications	All IEPs will be followed, and students will be able to read the texts as well as listen to the texts.

### Daily Lesson Plan Details

Oklahoma Academic Standard –	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
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number and text			
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and across text.	Students will follow along and read aloud the poem by Alfred Lord Tennyson, "The Charge of the Light Brigade"	Copies of poem	Visual Check <b>Appendix C</b>
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and across text.	Students will follow along as the teacher reads selected news articles.	Copies of news article	Visual Check
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will engage in an idea share and informal group discussion of the works read in class.	none	Visual Check

**Today's Essential Question(s) and/or Anticipatory Set**

What essential question(s) guide(s) this lesson plan and/or unit? What	How does Tennyson portray heroism? How does this compare to the portrayal of heroism in the media?
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anticipatory set are you presenting to engage the students?	
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will...	Additional information...
10min	The teacher will give a lecture over the topics covered in the previous class, and introduce the materials that will be covered in today's lesson.	The students will listen as the teacher provides information and recaps prior knowledge and introduces new topics.	The lecture should serve to refresh students on the paintings and songs discussed, and inform students they will be doing the same today with new mediums.
10min	The teacher will read the first stanza of "The Charge of the Light Brigade" and will call on other students to read certain stanzas.	Students will listen as the teacher begins reading a selected poem, and will read from the poem handout if they are called on.	Go through the poem twice, having different students read each time.
10min	The teacher will read two news articles to the students.	Students will follow along in their article handouts as the teacher reads about two modern day heroes.	
20min	The teacher will facilitate an idea share and informal discussion about the poem and two news articles.	Students will begin discussing the similarities and differences between the three resources. They can also refer back to the paintings or songs from the previous day.	If the discussion starts to deviate, as the students the questions found in the Essential Questions box of this lesson plan.
5min	The teacher will give the students the prompt for the creative writing activity the students will spend the next two days completing.	The students will receive the creative writing prompt and ask any questions they may have.	Students should begin brainstorming at home what they wish to write about, that way they can spend the two full class periods producing work.

## Wednesday

### Daily Lesson Information

Lesson title	Creative Writing Part 1
Lesson Purpose/Rationale	This lesson is designed to engage students in the concepts and ideas surrounding heroism. Students will think critically and creatively to produce a narrative short story where they themselves are the heroes. Students need to have a strong concept of typical heroic ideals before engaging with the concept of the epic hero, and of Odysseus, since Odysseus deviates from the typical heroic qualities.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	The class period will be serve as a writing workshop where students can ask their peers questions and work diligently on a narrative piece of writing. The writing prompt can be found on <b>Appendix D</b> and ask students to create a short story where they are the hero. They should recall the previous two lessons in order to incorporate heroic qualities. Their hero should be reflections of themselves, and incorporate some qualities they believe they already posses.
Lesson length	55min
Grade level and course	10th
Source of lesson plan and how I modified it	None

### Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need the information covered in the first two days of the Unit Plan
How will you address students who do not have this prior knowledge?	I will have a file folder in my class with all handouts and assignments from previous days. Students will be expected to retrieve and complete the assignments. I will be available during planning period or before school for students who have questions.
Materials for instruction (include rationale for why the materials are appropriate)	Pencil, Paper, Writing prompt, computers if applicable to school system
Accommodations and modifications	All IEPs will be followed, and extra time will be allotted to students who need it?

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.2.W.2 Students will plan ( <i>e.g., outline</i> ) and prewrite a first draft as necessary.	Students will brainstorm the structure of a narrative piece of writing they will produce.	Paper and pencil	None
10.3.W.1 Students will write narratives embedded in other modes as appropriate.	Students will write a narrative, incorporating heroic qualities discussed in class, and being sure to use correct spelling and grammar.	Paper and Pencil	Grades against a rubric upon completion. <b>Appendix E</b>

## Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What would your heroic story be? What separates you from society, and makes you great?
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## Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will...	Additional information...
15min	The teacher will help students brainstorm ideas for their narrative writing piece.	The students will brainstorm and come up with an idea for their narrative writing piece.	The short story only needs to be two and a half double spaced pages.
35min	The teacher will	The students will start	The students will be

	facilitate the classroom, and aid any students who need help.	writing their creative short stories. They should use the class time allotted to work diligently and ask any questions they have.	given the entire next day to work on their writing piece.
5min	The teacher will answer any questions and let students collect their belongings.	Students will ask any question they have, and then will collect their belongings.	The paper does not need to be perfect, and will be graded loosely, since students are not given much time for editing and revising.

## Thursday

### Daily Lesson Information

Lesson title	Creative Writing Part 2
Lesson Purpose/Rationale	This lesson is designed to engage students in the concepts and ideas surrounding heroism. Students will think critically and creatively to produce a narrative short story where they themselves are the heroes. Students need to have a strong concept of typical heroic ideals before engaging with the concept of the epic hero, and of Odysseus, since Odysseus deviates from the typical heroic qualities.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	The class period will be serve as a writing workshop where students can ask their peers questions and work diligently on a narrative piece of writing. The writing prompt can be found on <b>Appendix D</b> and ask students to create a short story where they are the hero. They should recall the first two lessons in order to incorporate heroic qualities. Their hero should be reflections of themselves, and incorporate some qualities they believe they already posses.
Lesson length	55min
Grade level and course	10 <sup>th</sup>
Source of lesson plan and how I modified it	None

### Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need the information covered in the first two days of the Unit Plan
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How will you address students who do not have this prior knowledge?	I will have a file folder in my class with all handouts and assignments from previous days. Students will be expected to retrieve and complete the assignments. I will be available during planning period or before school for students who have questions.
Materials for instruction (include rationale for why the materials are appropriate)	Pencil, Paper, Writing prompt, computers if applicable to school system
Accommodations and modifications	All IEPs will be followed, and extra time will be allotted to students who need it?

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.3.W.1 Students will write narratives embedded in other modes as appropriate.	Students will write a narrative, incorporating heroic qualities discussed in class, and being sure to use correct spelling and grammar.	Paper and Pencil	Grades against a rubric upon completion. <b>Appendix E</b>

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What would your heroic story be? What separates you from society, and makes you great?
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## Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
50min	The teacher will facilitate the classroom, and aid any students who need help.	The students will start writing their creative short stories. They should use the class time allotted to work diligently and ask any questions they have. When they finish they will let students edit their writing pieces.	Students will be allowed to take home their stories if they do not finish them during class
5min	The teacher will collect any finished short stories, and will tell students who have not finished to finish them at home and bring them back on Friday.	Students will ask any question they have, and turn in any completed assignments.	Any student who has not completed their paper on by Friday will not be penalized, but will be given the weekend to complete their story.

### Friday

### Daily Lesson Information

Lesson title	Lecture on the Epic Hero
Lesson Purpose/Rationale	This lesson comes after students have fully realized the qualities of a hero, and is intended to bridge the gap between a hero and an epic hero. The next week of lessons will include a the first reading involving an epic hero, as well as a reading involving a normal hero. Students need to understand the difference between the two, in order to understand why Odysseus is an epic hero.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Student will complete a quick write at the beginning of class, and the rest of class will consist of a lecture involving an article, and a video that will help students understand the concept of an epic hero. Student can take notes if they wish, but will be required to answer questions and actively participate in discussion of the new information.
Lesson length	55min
Grade level and course	10th
Source of lesson plan and how I modified it	<a href="https://www.teacherspayteachers.com/Product/Free-Download-Epic-Hero-Poster-for-Your-Classroom-2314185">https://www.teacherspayteachers.com/Product/Free-Download-Epic-Hero-Poster-for-Your-Classroom-2314185</a>



	<a href="https://www.youtube.com/watch?v=Hhk4N9A0oCA">https://www.youtube.com/watch?v=Hhk4N9A0oCA</a> These materials will be used to supplement the lesson on the Epic Hero.
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### Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to understand all prior discussions about heroism.
How will you address students who do not have this prior knowledge?	I will have a file folder in my class with all handouts and assignments from previous days. Students will be expected to retrieve and complete the assignments. I will be available during planning period or before school for students who have questions.
Materials for instruction	Poster from teachers pay teachers, and video on the heroic journey.
Accommodations and modifications	All IEPs will be followed and I will have visual aids.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will actively listen and engage with a lecture given by the teacher on the qualities of the heroic journey and of the epic hero.	Resources from sites listed in lesson plan sources.	Visual check

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan	What is the difference between a hero and an epic hero? What would superman be, and what would a character like Beowulf be?
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and/or unit? What anticipatory set are you presenting to engage the students?	
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10min	The teacher will tell students to write in their journals what they believe the definition of an epic hero is.	Students will brainstorm and write in their journals what they believe the definition of an epic hero is.	They should write this underneath their definition of hero. <b>Appendix B</b>
15min	The teacher will show the students a video about the heroic journey, and then will discuss the video in more detail. Specifically referring to the main events that occur during the hero's journey.	The students will watch the video, and will listen as the teacher explains what the video means, and why it is relevant to the students, and to the reading of <i>The Odyssey</i> .	
15min	The teacher now shows the class the epic hero diagram, and discusses what an epic hero is and how it differs from a regular hero.	The students will be attentive and listen as the teacher discuss key elements of an epic hero and why it is relevant to them and their future readings.	
10min	The teacher will inform students that next week they will be reading two graphic novels, one about a hero who embarks on a heroic journey, and one about an epic hero who is in the midst of a heroic journey.	Students will listen as the teacher explains what the next week of lessons will entail, and will ask any questions they may have.	
5min	The teacher will	The students will turn in	

	collect any papers the students have finished, and will let the students pack up for the bell.	their papers and will gather their belongings for the bell.	
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## Week 2

### Monday

#### Daily Lesson Information

Lesson title	In Class Reading, Grendel
Lesson Purpose/Rationale	The reading of the graphic novel of Beowulf will act as an introduction to the epic hero and the epic novel in general. Beowulf, while in its native language is incredibly complicated, still depicts a fairly straightforward epic hero. Beowulf is not a very complicated hero, and his epic qualities come from his bravery and his strength. I want to introduce students to the epic story through this simple incarnation of it, before introducing them to the multifaceted nature of Odysseus. The graphic novel is used to make the reading easier to comprehend, and avoid nay confusion due to Anglo-Saxon translations.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	During this lesson students will listen to and read allowed from the graphic novel of <i>Beowulf</i> . The reading serves as an introduction to the epic story, and the students will also be reading <i>Superman v Doomsday</i> at home. The superman graphic novel will be read at home by students and needs to be completed by Friday. During this lesson students will read about Beowulf's defeat of Grendel.
Lesson length	55min
Grade level and course	10th
Source of lesson plan and how I modified it	None

#### Daily Lesson Plan Summary

Prior knowledge needed for success	Student will need to remember the prior weeks lessons and assignments.
How will you address students who do not have this prior knowledge?	I will have a file folder in my class with all handouts and assignments from previous days. Students will be expected to retrieve and complete the assignments. I will be available during planning period or before school for students who have

	questions.
Materials for instruction	Copies of <i>Beowulf</i> and <i>Superman v Doomsday</i>
Accommodations and modifications	All IEPs will be followed.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	Students will write in their journals about a prompt of my choosing.	Journals, pencil	Visual check and completion check
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and across text.	Students will listen attentively as I read from <i>Beowulf</i> .	Copies of text	Visual Check
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Student will speak clearly when reading select passages from <i>Beowulf</i> .	Copies of text	Visual Check

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Why is Beowulf Epic? What does he do in this first trial that sets him apart from other men? What is the first stage of the heroic journey superman completes?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10min	The teacher will allow students time to complete the journal writing prompt.	The students will answer the writing prompt in their journals to the best of their ability, by using critical and creative thinking.	The prompt can be found in <b>Appendix B</b> . If you could have one superpower what would it be?
20min	The teacher will read out loud to the students from <i>Beowulf</i>	The students will listen attentively as the teacher reads.	
20min	The teacher will call on students, and allow students to volunteer to read from <i>Beowulf</i> .	The students will speak clearly as they read from <i>Beowulf</i> .	
5min	The teacher will allow the students time to pack up their belongings before the bell, and will remind students to read <i>Superman v Doomsday</i> at home.	The students will gather their belongings, and note their reading assignment for the night.	

## Tuesday

### Daily Lesson Information

Lesson title	Vocab and Trial creation
Lesson Purpose/Rationale	This lesson will occur during the second week of the unit plan. The vocabulary portion of the lesson will consist of students creating their personal dictionaries they will be using for vocabulary throughout the unit. Vocabulary will consist of words from <i>The Odyssey</i> . Learning text specific words is important for greater comprehension of the text and building higher vocabulary for life. The second portion of the class will consist of an activity to engage students in the trial portion of the heroic journey.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will be given eight new vocabulary words to add to their personal dictionaries in their journals. See <b>Appendix F</b> for personal dictionaries description. See <b>Appendix G</b> for vocabulary list. Students will then pair off and will spend the remainder of class coming up with two possible trials an epic hero could face.

Lesson length	55min
Grade level and course	10th
Source of lesson plan and how I modified it	<a href="http://ebi.missouri.edu/wp-content/uploads/2012/10/Vocabulary-Lesson-Classroom-Ideas.pdf">http://ebi.missouri.edu/wp-content/uploads/2012/10/Vocabulary-Lesson-Classroom-Ideas.pdf</a> This lesson was modified by adding student interpretation and symbols to the personal dictionaries activity.

### Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have read the first portion of <i>Beowulf</i> to understand what an example trial is like.
How will you address students who do not have this prior knowledge?	Student who were not present in class will be asked to complete the reading at home, and all previous assignments and handouts will be located in a file folder for the students to retrieve.
Materials for instruction (include rationale for why the materials are appropriate)	Journals, pen, paper, Copy of <i>Beowulf</i>
Accommodations and modifications	All IEPs will be followed and students will be allowed to work together in order to add to their personal dictionaries.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade- level vocabulary to infer meaning of grade-level text.	Students will create their own definitions for eight words associate with <i>The Odyssey</i> and add the entries to their personal dictionaries in their journals	Journals, pencil, vocab list <b>Appendix G</b>	Completion Check
10.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of	Students will work together to create two trials an epic hero might face.	Paper, pencil, markers, colored pencils	Completion Check

others in pairs, diverse groups, and whole class settings.			
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### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Why are trials important to the story of an Epic Hero? What do trials do and how can they be different?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5min	Welcome the class and pass out the new vocabulary list, found on <b>Appendix G</b>	Listen to the teacher attentively as they receive a new vocabulary list.	
20min	Facilitate the classroom as students add eight words to their personal dictionaries.	Students will work together to add eight words to their personal dictionaries.	Guidelines for personal dictionaries are found in <b>Appendix F</b>
30min	The teacher will hand out an instruction sheet for creating two trials an epic hero might face, and facilitate the class as student works together to complete the assignment.	The students will work together to create a description and visual representation of two trials an epic hero might face.	The students will be given a lot of creative leeway with the assignment, the assignment sheet if found on <b>Appendix H</b>

### Wednesday

## Daily Lesson Information

Lesson title	In Class Reading, Grendel's Mother
Lesson Purpose/Rationale	The reading of the graphic novel of Beowulf will act as an introduction to the epic hero and the epic novel in general. Beowulf, while in its native language is incredibly complicated, still depicts a fairly straightforward epic hero. Beowulf is not a very complicated hero, and his epic qualities come from his bravery and his strength. I want to introduce students to the epic story through this simple incarnation of it, before introducing them to the multifaceted nature of Odysseus. The graphic novel is used to make the reading easier to comprehend, and avoid any confusion due to Anglo-Saxon translations.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	During this lesson students will listen to and read aloud from the graphic novel of <i>Beowulf</i> . The reading serves as an introduction to the epic story, and the students will also be reading <i>Superman v Doomsday</i> at home. The superman graphic novel will be read at home by students and needs to be completed by Friday. During this lesson students will read about Beowulf's defeat of Grendel's Mother.
Lesson length	55min
Grade level and course	10th
Source of lesson plan and how I modified it	None

## Daily Lesson Plan Summary

Prior knowledge needed for success	Student will need to remember the prior weeks lessons and assignments.
How will you address students who do not have this prior knowledge?	I will have a file folder in my class with all handouts and assignments from previous days. Students will be expected to retrieve and complete the assignments. I will be available during planning period or before school for students who have questions.
Materials for instruction	Copies of <i>Beowulf</i> and <i>Superman v Doomsday</i>
Accommodations and modifications	All IEPs will be followed.

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
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10.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	Students will write in their journals about a prompt of my choosing.	Journals, pencil	Visual check and completion check
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and across text.	Students will listen attentively as I read from <i>Beowulf</i> .	Copies of text	Visual Check
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Student will speak clearly when reading select passages from <i>Beowulf</i> .	Copies of text	Visual Check

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What does the defeat of Grendel's Mother say about Beowulf? How does going above and beyond the slaying of Grendel highlight Beowulf's Epic qualities?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will...	Additional information...
10min	The teacher will allow students time to complete the journal writing prompt.	The students will answer the writing prompt in their journals to the best of their ability, by using critical and creative thinking.	The prompt can be found in <b>Appendix B</b> . Have you ever been protective of someone or something? How do you protect it or them?

20min	The teacher will read out loud to the students from <i>Beowulf</i>	The students will listen attentively as the teacher reads.	
20min	The teacher will call on students, and allow students to volunteer to read from <i>Beowulf</i> .	The students will speak clearly as they read from <i>Beowulf</i> .	
5min	The teacher will allow the students time to pack up their belongings before the bell, and will remind students to read <i>Superman v Doomsday</i> at home.	The students will gather their belongings, and note their reading assignment for the night.	

**Thursday**

**Daily Lesson Information**

Lesson title	Vocab and Comparison Activity
Lesson Purpose/Rationale	This lesson will occur during the second week of the unit plan. The vocabulary portion of the lesson will build on prior vocabulary, and will use words about or from the main unit reading. Students will use their journals to add to their own personal dictionaries. Learning text specific words is important for greater comprehension of the text and building higher vocabulary for life. The second portion of the class will consist of a comparison activity between the two texts students have been reading. Students need to understand the differences between a normal hero and an epic hero.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will be given eight new vocabulary words to add to their personal dictionaries in their journals. See <b>Appendix F</b> for personal dictionaries description. See <b>Appendix G</b> for vocabulary list. Students will then be grouped up and asked to compare and contrast <i>Beowulf</i> and <i>Superman</i> . Once students have done so, the groups will come together to create a class Venn Diagram that will be hung in the class for the remainder of the unit.
Lesson length	55min
Grade level and course	10th
Source of lesson plan	<a href="http://ebi.missouri.edu/wp-content/uploads/2012/10/Vocabulary-">http://ebi.missouri.edu/wp-content/uploads/2012/10/Vocabulary-</a>

and how I modified it	<a href="#">Lesson-Classroom-Ideas.pdf</a> This lesson was modified by adding student interpretation and symbols to the personal dictionaries activity.
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### Daily Lesson Plan Summary

Prior knowledge needed for success	Student will need their previous vocabulary list, and will need to have read <i>Superman v Doomsday</i> , as well as <i>Beowulf</i> .
How will you address students who do not have this prior knowledge?	Student who were not present in class will be asked to complete the reading at home, and all previous assignments and handouts will be located in a file folder for the students to retrieve.
Materials for instruction (include rationale for why the materials are appropriate)	Journals, pen, paper, copy of the texts, butcher paper
Accommodations and modifications	All IEPs will be followed and students will be allowed to work together in order to add to their personal dictionaries.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	Students will create their own definitions for eight words associated with <i>The Odyssey</i> and add the entries to their personal dictionaries in their journals	Journals, pencil, vocab list <b>Appendix G</b>	Completion Check
10.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	Students will work in groups and as a whole class to create a Venn Diagram demonstrating the similarities and differences between Superman and Beowulf.	Copy of the texts, butcher paper, and markers	Completion check

### Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>How are Superman and Beowulf alike? How are they different? Why does Beowulf seem to be more violent and arrogant than superman? How do you think his arrogance will effect Beowulf?</p>
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5min	Welcome the class and pass out the new vocabulary list, found on <b>Appendix G</b>	Listen to the teacher attentively as they receive a new vocabulary list.	
20min	Facilitate the classroom as students add nine words to their personal dictionaries.	Students will work together to add nine words to their personal dictionaries.	Guidelines for personal dictionaries are found in <b>Appendix F</b>
15min	The teacher will separate students into groups and tell students to use a sheet of paper to complete the assignment.	Students will work in groups to list the similarities and differences between Superman and Beowulf. They will create a group list to use in the next portion of the assignment.	
10min	The teacher will bring the groups together and write the similarities and differences on a Venn Diagram on a piece of butcher paper. This will be hung in the room.	Students will tell the teacher the information they collected in an orderly manner.	The teacher needs to make sure the students understand that Beowulf is arrogant, and violent, these could be <i>flaws</i> .

5min	The teacher should ask the students to predict how they think the story of Beowulf will end.	The students will collect their things and begin thinking about how the story of Beowulf will end.	
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## Friday

### Daily Lesson Information

Lesson title	In Class Reading, Dragon
Lesson Purpose/Rationale	The reading of the graphic novel of Beowulf will act as an introduction to the epic hero and the epic novel in general. Beowulf, while in its native language is incredibly complicated, still depicts a fairly straightforward epic hero. Beowulf is not a very complicated hero, and his epic qualities come from his bravery and his strength. I want to introduce students to the epic story through this simple incarnation of it, before introducing them to the multifaceted nature of Odysseus. The graphic novel is used to make the reading easier to comprehend, and avoid nay confusion due to Anglo-Saxon translations.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	During this lesson students will listen to and read aloud from the graphic novel of <i>Beowulf</i> . The reading serves as an introduction to the epic story, and the students will also be reading <i>Superman v Doomsday</i> at home. The superman graphic novel will be read at home by students and needs to be completed by Friday. During this lesson students will read about Beowulf's defeat of the dragon and his demise.
Lesson length	55min
Grade level and course	10th
Source of lesson plan and how I modified it	None

### Daily Lesson Plan Summary

Prior knowledge needed for success	Student will need to remember the prior weeks lessons and assignments.
How will you address students who do not have this prior knowledge?	I will have a file folder in my class with all handouts and assignments from previous days. Students will be expected to retrieve and complete the assignments. I will be available during planning period or before school for students who have questions.
Materials for instruction	Copies of <i>Beowulf</i> and <i>Superman v Doomsday</i>

Accommodations and modifications	All IEPs will be followed.
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### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	Students will write in their journals about a prompt of my choosing.	Journals, pencil	Visual check and completion check
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and across text.	Students will listen attentively as I read from <i>Beowulf</i> .	Copies of text	Visual Check
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Student will speak clearly when reading select passages from <i>Beowulf</i> .	Copies of text	Visual Check

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	How does Beowulf die? What does his death reveal about him and his flaws? Why is Beowulf an epic hero, and what are his flaws? What were his abilities?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
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10min	The teacher will allow students time to complete the journal writing prompt.	The students will answer the writing prompt in their journals to the best of their ability, by using critical and creative thinking.	The prompt can be found in <b>Appendix B</b> . What is a flaw in your character? What is something you do that others might not like?
30min	The teacher will read out loud to the students from <i>Beowulf</i>	The students will listen attentively as the teacher reads.	
15min	The teacher will teach the students that every Epic hero has a flaw. Epic hero's are not perfect, and each hero tackles trials in a different way.	The students will listen to the teacher describe the attributes of the epic hero.	Students need to understand that Epic heroes are not all the same, and that Odysseus is very different from Beowulf.

## Week 3

### Monday

#### Daily Lesson Information

Lesson title	In Class Reading of The Lotus Eaters
Lesson Purpose/Rationale	<i>The Odyssey</i> is a difficult and long text. It can be difficult to read and comprehend, even for the most advanced readers. Reading the text aloud in class will ensure every student is hearing the text, and gives every student the opportunity to comprehend the text.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Student will listen as I read aloud from <i>The Odyssey</i> , and will participate in “popcorn” reading. The class will begin with a quick journal writing to engage students in the reading, then the remainder of the class will be spent reading from the text. Today’s reading will be centered around the Land of the Lotus Eaters.
Lesson length	55min
Grade level and course	10th
Source of lesson plan and how I modified it	None

## Daily Lesson Plan Summary

Prior knowledge needed for success	Information from previous lessons about the Epic hero. Ability to recall past stories and events.
How will you address students who do not have this prior knowledge?	I will have all materials from previous lessons organized and described in packets. If a student missed a lesson, she or he can grab a packet in order to catch up with the rest of the class.
Materials for instruction (include rationale for why the materials are appropriate)	Journals, Pen, Copy of <i>The Odyssey</i>
Accommodations and modifications	There should be no need for modification as the text will be read aloud, and the students will follow along. I will also stop and answer any questions.

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	Student will write in their journals a detailed and creative response to a prompt of my choosing.	Journals Pen or Pencil	Visual Check and Completion check
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical	Students will listen attentively as I read from <i>The Odyssey</i> .	Copy of <i>The Odyssey</i>	Visual Check



sequence of events, within and across text.			
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will read with fluency select passages from the section of <i>The Odyssey</i> that matches the days designation (i.e. Lotus Eaters, Cyclops, Skylla)	Copy of <i>The Odyssey</i>	Visual Check

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Why is the trial of the Lotus Eater included in the Odyssey? What makes the challenge so difficult, and how does Odysseus exemplify the heroic ideal? In what areas does he fall short?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10min	The teacher will facilitate a quick write in the students journals.	The student will write critically and creatively in their journals, answering the prompt on the board.	<b>Prompt:</b> What would be on your dream island? Who would be there, what would be there? <b>Appendix B</b>
25min	The teacher will read aloud from <i>The Odyssey</i> .	Students will listen and follow along in their books.	
15min	The teacher will facilitate a popcorn read with the	Students will take turns reading certain passages from <i>The Odyssey</i> . They	The teacher should follow along in the book, ensuring all

	students, ensuring passages are read correctly.	will read fluently and ask questions if they have any.	passages are read correctly, and answering questions.
5min	The teacher will ask student to write any questions they have on a blank piece of paper.	Students will turn in their questions as an exit slip as they leave the classroom.	These questions will be addressed the following day.

## Tuesday

### Daily Lesson Information

Lesson title	Epic Hero Activity Part 1
Lesson Purpose/Rationale	This lesson will help students internalize the concepts and traits of an epic hero, as well as give the students an object of their own creation to compare to the character of Odysseus. The activity occurs during the first week of <i>The Odyssey</i> reading because student will already know the definition of an epic hero, and will need to apply their knowledge to further readings in <i>The Odyssey</i> .
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will create an epic hero. They will list key attributes of their fictional character and describe in detail the hero's abilities and flaws. Students will also create a visual representation of their character that will be hung in the classroom for the remainder of the unit. Students will need to make sure their character meets the requirements of being an epic hero, and they will write an eight to ten sentence paragraph describing the journey and plight of their character. During the first day of the activity, students will work on naming their character and creating a characterization list.
Lesson length	55min
Grade level and course	10th
Source of lesson plan and how I modified it	None

### Daily Lesson Plan Summary

Prior knowledge needed for success	Student will need all information covered in the previous two weeks in order to adhere to the attributes of an Epic Hero.
How will you address students who do not	I will have a file folder in the room with each previous days assignments and handouts. Students will be expected to complete

have this prior knowledge?	all missed work. If they have questions or concerns they can meet with me during planning period or before class.
Materials for instruction (include rationale for why the materials are appropriate)	Butcher Paper, Markers, Colored Pencils, Teacher example, Paper, Pencil
Accommodations and modifications	All IEPs will be followed, and I will allow extra time for any student who needs it

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.5.R.1 Students will examine the function of parallel structures, various types of phrases, clauses, and active and passive voice to convey specific meanings and/or reflect specific rhetorical styles.	Students will accurately complete the diagramming of an example sentence written on the board by labeling the parts of speech, clauses, and sentence type.	Paper and Pencil	Completion Check from journals
10.2.W.2 Students will plan ( <i>e.g., outline</i> ) and prewrite a first draft as necessary.	Students will brainstorm a list of character attributes the wish their epic hero to have, and will create a characterization list.	Paper and Pencil, Teacher Example	Completion Check

### Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>What makes a hero Epic? What factors and traits are important to you in an Epic Hero? What attributes will you use in the creation of your own hero?</p>
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5min	Write an example sentence on the board, see <b>Appendix</b> , and will give student five minutes to complete the diagraming of the sentence.	The students will copy the sentence into their journals and work on labeling the parts of speech, clauses, and sentence type.	The teacher should let the students work and not answer questions during this time.
5min	The teacher will ask students to help him label the sentence on the board with the correct grammar components.	The students should recopy the sentence and write the correct answers that are given by fellow class mates and the teacher.	There should be two sentences per DGP day, this way the teacher can see where students are struggling.
5min	The teacher will show students an example of a characterization outline and describe the activity to the students.	The students will listen attentively as the teacher describes the activity the students will be completing.	The teacher Example is found in <b>Appendix J</b>
25min	The teacher will facilitate the classroom and aid any students who need help completing their characterization.	The students will create a list or attributes, both physical and internal, and will come up with the appearance and epic qualities of a character they create.	The list will be grade on completion and is a rough draft for their final character page.
10min	The teacher will allow students to present their work to the class	The students will volunteer to present the character they are	

	if they wish.	developing, and describe the characters epic qualities.	
5min	The teacher will collect students work and store them in the room, so students will be able to resume work on Thursday.	The students will collect their papers and turn them in to the teacher. They will then pack up for the day.	

### Wednesday

### Daily Lesson Information

Lesson title	In Class Reading of <i>The Cyclops</i>
Lesson Purpose/Rationale	<i>The Odyssey</i> is a difficult and long text. It can be difficult to read and comprehend, even for the most advanced readers. Reading the text aloud in class will ensure every student is hearing the text, and gives every student the opportunity to comprehend the text.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Student will listen as I read aloud from <i>The Odyssey</i> , and will participate in “popcorn” reading. The class will begin with a quick journal writing to engage students in the reading, then the remainder of the class will be spent reading from the text. Today’s reading will be centered around the Cyclops
Lesson length	55min
Grade level and course	10th
Source of lesson plan and how I modified it	None

### Daily Lesson Plan Summary

Prior knowledge needed for success	Information from previous lessons about the Epic hero. Ability to recall past stories and events.
How will you address students who do not have this prior knowledge?	I will have all materials from previous lessons organized and described in packets. If a student missed a lesson, she or he can grab a packet in order to catch up with the rest of the class.
Materials for instruction (include rationale for why the materials are appropriate)	Journals, Pen, Copy of <i>The Odyssey</i>
Accommodations and modifications	There should be no need for modification as the text will be read aloud, and the students will follow along. I will also stop and

answer any questions.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	Student will write in their journals a detailed and creative response to a prompt of my choosing.	Journals Pen or Pencil	Visual Check and Completion check
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and across text.	Students will listen attentively as I read from <i>The Odyssey</i> .	Copy of <i>The Odyssey</i>	Visual Check
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will read with fluency select passages from the section of <i>The Odyssey</i> that matches the days designation (i.e. Lotus Eaters, Cyclops, Skylla)	Copy of <i>The Odyssey</i>	Visual Check

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### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What happens in the cave of the cyclops? How does Odysseus demonstrate his heroic nature, but how does he also show his flaws? How can we call Odysseus a hero, even though he is so prideful?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10min	The teacher will facilitate a quick write in the students journals.	The student will write critically and creatively in their journals, answering the prompt on the board.	<b>Prompt:</b> If you were trapped by a monster, what would you do? How would you escape? <b>Appendix B</b>
25min	The teacher will read aloud from <i>The Odyssey</i> .	Students will listen and follow along in their books.	
15min	The teacher will facilitate a popcorn read with the students, ensuring passages are read correctly.	Students will take turns reading certain passages from <i>The Odyssey</i> . They will read fluently and ask questions if they have any.	The teacher should follow along in the book, ensuring all passages are read correctly, and answering questions.
5min	The teacher will ask student to write any questions they have on a blank piece of paper.	Students will turn in their questions as an exit slip as they leave the classroom.	These questions will be addressed the following day.

### Thursday

### Daily Lesson Information

Lesson title	Epic Hero Activity Part 2
Lesson	This lesson will help students internalize the concepts and traits

Purpose/Rationale	of an epic hero, as well as give the students an object of their own creation to compare to the character of Odysseus. The activity occurs during the first week of <i>The Odyssey</i> reading because student will already know the definition of an epic hero, and will need to apply their knowledge to further readings in <i>The Odyssey</i> .
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will create an epic hero. They will list key attributes of their fictional character and describe in detail the hero's abilities and flaws. Students will also create a visual representation of their character that will be hung in the classroom for the remainder of the unit. Students will need to make sure their character meets the requirements of being an epic hero, and they will write an eight to ten sentence paragraph describing the journey and plight of their character. During the second day of the activity students will use their characterization list to write an eight to ten sentence paragraph describing all qualities of their hero, being sure to include his or her motivation, journey, epic qualities, as well as physical and internal attributes.
Lesson length	55min
Grade level and course	10th
Source of lesson plan and how I modified it	None

### Daily Lesson Plan Summary

Prior knowledge needed for success	Student will need all information covered in the previous two weeks in order to adhere to the attributes of an Epic Hero. As well as Characterization chart from Tuesdays activity.
How will you address students who do not have this prior knowledge?	I will have a file folder in the room with each previous days assignments and handouts. Students will be expected to complete all missed work. If they have questions or concerns they can meet with me during planning period or before class.
Materials for instruction (include rationale for why the materials are appropriate)	Butcher Paper, Markers, Colored Pencils, Teacher example, Paper, Pencil
Accommodations and modifications	All IEPs will be followed, and I will allow extra time for any student who needs it

### Daily Lesson Plan Details

Oklahoma Academic	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal,
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Standard – number and text			Informal)
<p>10.5.R.1 Students will examine the function of parallel structures, various types of phrases, clauses, and active and passive voice to convey specific meanings and/or reflect specific rhetorical styles.</p>	<p>Students will accurately complete the diagramming of an example sentence written on the board by labeling the parts of speech, clauses, and sentence type.</p>	<p>Paper and Pencil</p>	<p>Completion Check from journals</p>
<p>10.2.W.2 Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary.</p>	<p>Students will write a paragraph describing a character of their own creation.</p>	<p>Paper and Pencil, Teacher Example</p>	<p>Rubric check for criteria</p>
<p>10.7.W.2 Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse</p>	<p>Students will use creative materials to develop a physical representation of their character.</p>	<p>Butcher paper, Markers, colored pencils, Teacher Example</p>	<p>Completion check</p>

audiences.			
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### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What is the motivation for your character? Why is he or she Epic, and what does her journey entail?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5min	Write an example sentence on the board, see <b>Appendix I</b> , and will give student five minutes to complete the diagraming of the sentence.	The students will copy the sentence into their journals and work on labeling the parts of speech, clauses, and sentence type.	The teacher should let the students work and not answer questions during this time.
5min	The teacher will ask students to help him label the sentence on the board with the correct grammar components.	The students should recopy the sentence and write the correct answers that are given by fellow class mates and the teacher.	There should be two sentences per DGP day, this way the teacher can see where students are struggling.
5min	The teacher will show students an example of a paragraph describing an Epic Hero, and explain the activity to the students	The students will listen attentively as the teacher describes the activity the students will be completing.	The teacher Example is found in <b>Appendix J</b>
25min	The teacher will facilitate the classroom and aid any students who need help completing their paragraphs.	The students will use their list to write an eight to ten sentence paragraph describing their Epic Hero.	The paragraph will be graded against a rubric to ensure all elements of the Epic Hero were included.
10min	The teacher will	The students will use	These should be

	facilitate the classroom and aid any students who need help completing their drawings.	creative materials to create a physical representation of their character.	hung on the wall for the remainder of the unit.
5min	The teacher will collect students work for grading, and will hang the student art on the walls	The students will collect their papers and turn them in to the teacher. They will then pack up for the day.	

## Friday

### Daily Lesson Information

Lesson title	In Class Reading of Skylla and Charybdis
Lesson Purpose/Rationale	<i>The Odyssey</i> is a difficult and long text. It can be difficult to read and comprehend, even for the most advanced readers. Reading the text aloud in class will ensure every student is hearing the text, and gives every student the opportunity to comprehend the text.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Student will listen as I read aloud from <i>The Odyssey</i> , and will participate in “popcorn” reading. The class will begin with a quick journal writing to engage students in the reading, then the remainder of the class will be spent reading from the text. Today’s reading will be centered around Skylla and Charybdis.
Lesson length	55min
Grade level and course	10th
Source of lesson plan and how I modified it	None

### Daily Lesson Plan Summary

Prior knowledge needed for success	Information from previous lessons about the Epic hero. Ability to recall past stories and events.
How will you address students who do not have this prior knowledge?	I will have all materials from previous lessons organized and described in packets. If a student missed a lesson, she or he can grab a packet in order to catch up with the rest of the class.
Materials for instruction (include rationale for why the materials are appropriate)	Journals, Pen, Copy of <i>The Odyssey</i>

Accommodations and modifications	There should be no need for modification as the text will be read aloud, and the students will follow along. I will also stop and answer any questions.
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### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	Student will write in their journals a detailed and creative response to a prompt of my choosing.	Journals Pen or Pencil	Visual Check and Completion check
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and across text.	Students will listen attentively as I read from <i>The Odyssey</i> .	Copy of <i>The Odyssey</i>	Visual Check
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal	Students will read with fluency select passages from the section of <i>The Odyssey</i> that matches the days designation (i.e. Lotus Eaters, Cyclops, Skylla)	Copy of <i>The Odyssey</i>	Visual Check

cues.			
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### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	How does Odysseus escape the two sea monsters? Why is Odysseus facing so many trials, what has happened to cause the horrible events?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10min	The teacher will facilitate a quick write in the students journals.	The student will write critically and creatively in their journals, answering the prompt on the board.	<b>Prompt:</b> What does the term "Between a rock and a hard place" mean to you? <b>Appendix B</b>
25min	The teacher will read aloud from <i>The Odyssey</i> .	Students will listen and follow along in their books.	
15min	The teacher will facilitate a popcorn read with the students, ensuring passages are read correctly.	Students will take turns reading certain passages from <i>The Odyssey</i> . They will read fluently and ask questions if they have any.	The teacher should follow along in the book, ensuring all passages are read correctly, and answering questions.
5min	The teacher will ask student to write any questions they have on a blank piece of paper.	Students will turn in their questions as an exit slip as they leave the classroom.	These questions will be addressed the following day.

## Week 4

### Monday

## Daily Lesson Information

Lesson title	In Class Reading of Helios
Lesson Purpose/Rationale	<i>The Odyssey</i> is a difficult and long text. It can be difficult to read and comprehend, even for the most advanced readers. Reading the text aloud in class will ensure every student is hearing the text, and gives every student the opportunity to comprehend the text.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Student will listen as I read aloud from <i>The Odyssey</i> , and will participate in “popcorn” reading. The class will begin with a quick journal writing to engage students in the reading, then the remainder of the class will be spent reading from the text. Today’s reading will be centered around Helios and his prized cattle.
Lesson length	55min
Grade level and course	10th
Source of lesson plan and how I modified it	None

## Daily Lesson Plan Summary

Prior knowledge needed for success	Information from previous lessons about the Epic hero. Ability to recall past stories and events.
How will you address students who do not have this prior knowledge?	I will have all materials from previous lessons organized and described in packets. If a student missed a lesson, she or he can grab a packet in order to catch up with the rest of the class.
Materials for instruction (include rationale for why the materials are appropriate)	Journals, Pen, Copy of <i>The Odyssey</i>
Accommodations and modifications	There should be no need for modification as the text will be read aloud, and the students will follow along. I will also stop and answer any questions.

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.4.W.2	Student will write in their	Journals	Visual Check

Students will select appropriate language to create a specific effect according to purpose in writing.	journals a detailed and creative response to a prompt of my choosing.	Pen or Pencil	and Completion check
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and across text.	Students will listen attentively as I read from <i>The Odyssey</i> .	Copy of <i>The Odyssey</i>	Visual Check
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will read with fluency select passages from the section of <i>The Odyssey</i> that matches the days designation (i.e. Lotus Eaters, Cyclops, Skylla)	Copy of <i>The Odyssey</i>	Visual Check

**Today's Essential Question(s) and/or Anticipatory Set**

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the	Why does Odysseus continue to antagonize the gods? Is it simply a mistake, or is Homer saying something about a hero's role and his place among the gods? How does the pouching of a gods cattle still paint Odysseus as an epic hero?
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students?	
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10min	The teacher will facilitate a quick write in the students journals.	The student will write critically and creatively in their journals, answering the prompt on the board.	<b>Prompt:</b> What is your most prized possession? How would you feel if it was taken? <b>Appendix B</b>
25min	The teacher will read aloud from <i>The Odyssey</i> .	Students will listen and follow along in their books.	
15min	The teacher will facilitate a popcorn read with the students, ensuring passages are read correctly.	Students will take turns reading certain passages from <i>The Odyssey</i> . They will read fluently and ask questions if they have any.	The teacher should follow along in the book, ensuring all passages are read correctly, and answering questions.
5min	The teacher will ask student to write any questions they have on a blank piece of paper.	Students will turn in their questions as an exit slip as they leave the classroom.	These questions will be addressed the following day.

### Tuesday

### Daily Lesson Information

Lesson title	Vocab and Discussion Circle
Lesson Purpose/Rationale	This lesson will occur during the second week of <i>The Odyssey</i> reading. The vocabulary portion of the lesson will build on prior vocabulary, and will use word about or from the main unit reading. Students will use their journals to add to their own personal dictionaries. Learning text specific words is important for greater comprehension of the text and build higher vocabulary for life. The second portion of the class will consist of a discussion circle to ensure every student is understanding the text.
Lesson description	Students will be given nine new vocabulary words to add to their



(include concepts and skills and where this lesson fits within the curriculum)	personal dictionaries in their journals. See <b>Appendix F</b> for personal dictionaries description. See <b>Appendix G</b> for vocabulary list. Students will then circle up and be given the remainder of class to discuss any scene from the text we have already read: Lotus Eaters, Cyclops, Scylla & Charybdis, or Helios Cattle.
Lesson length	55min
Grade level and course	10th
Source of lesson plan and how I modified it	<a href="http://ebi.missouri.edu/wp-content/uploads/2012/10/Vocabulary-Lesson-Classroom-Ideas.pdf">http://ebi.missouri.edu/wp-content/uploads/2012/10/Vocabulary-Lesson-Classroom-Ideas.pdf</a>  This lesson was modified by adding student interpretation and symbols to the personal dictionaries activity.

### Daily Lesson Plan Summary

Prior knowledge needed for success	Student will need their previous vocabulary list, and will have needed to read all previous sections of <i>The Odyssey</i> .
How will you address students who do not have this prior knowledge?	Student who were not present in class will be asked to complete the reading at home, and all previous assignments and handouts will be located in a file folder for the students to retrieve.
Materials for instruction (include rationale for why the materials are appropriate)	Journals, pen, paper, Copy of <i>The Odyssey</i>
Accommodations and modifications	All IEPs will be followed and students will be allowed to work together in order to add to their personal dictionaries.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade- level vocabulary to infer meaning of grade-level text.	Students will create their own definitions for nine words associate with <i>The Odyssey</i> and add the entries to their personal dictionaries in their journals	Journals, pencil, vocab list <b>Appendix G</b>	Completion Check

10.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	Students will participate in large group discussion of the events read thus far in <i>The Odyssey</i> .	Copy of <i>The Odyssey</i>	Visual Check
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### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What important events have occurred in <i>The Odyssey</i> so far? In what areas are you confused or need to revisit?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5min	Welcome the class and pass out the new vocabulary list, found on <b>Appendix G</b>	Listen to the teacher attentively as they receive a new vocabulary list.	
20min	Facilitate the classroom as students add nine words to their personal dictionaries.	Students will work together to add nine words to their personal dictionaries.	Guidelines for personal dictionaries are found in <b>Appendix F</b>
30min	The teacher will take notes as students discuss events from <i>The Odyssey</i> . The teacher should be sure to note any problem areas	The students will participate in unguided group discussion. The teacher will simply be an observer as students lead discussion of topics they found interesting, themes	The teacher should remain silent during this process to let students deduce their own meanings and interpretations. If the discussion is

	students are having, as well as concepts the student seem to be grasping well.	they liked, or areas in which they need a little help.	blatantly incorrect or off topic then the teacher should step in.
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### Wednesday

### **Daily Lesson Information**

Lesson title	In Class Reading of Zeus
Lesson Purpose/Rationale	<i>The Odyssey</i> is a difficult and long text. It can be difficult to read and comprehend, even for the most advanced readers. Reading the text aloud in class will ensure every student is hearing the text, and gives every student the opportunity to comprehend the text.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Student will listen as I read aloud from <i>The Odyssey</i> , and will participate in “popcorn” reading. The class will begin with a quick journal writing to engage students in the reading, then the remainder of the class will be spent reading from the text. Today’s reading will be centered around Zeus.
Lesson length	55min
Grade level and course	10th
Source of lesson plan and how I modified it	None

### **Daily Lesson Plan Summary**

Prior knowledge needed for success	Information from previous lessons about the Epic hero. Ability to recall past stories and events.
How will you address students who do not have this prior knowledge?	I will have all materials from previous lessons organized and described in packets. If a student missed a lesson, she or he can grab a packet in order to catch up with the rest of the class.
Materials for instruction (include rationale for why the materials are appropriate)	Journals, Pen, Copy of <i>The Odyssey</i>
Accommodations and modifications	There should be no need for modification as the text will be read aloud, and the students will follow along. I will also stop and answer any questions.

### **Daily Lesson Plan Details**

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	Student will write in their journals a detailed and creative response to a prompt of my choosing.	Journals Pen or Pencil	Visual Check and Completion check
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and across text.	Students will listen attentively as I read from <i>The Odyssey</i> .	Copy of <i>The Odyssey</i>	Visual Check
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will read with fluency select passages from the section of <i>The Odyssey</i> that matches the days designation (i.e. Lotus Eaters, Cyclops, Skylla)	Copy of <i>The Odyssey</i>	Visual Check

**Today’s Essential Question(s) and/or Anticipatory Set**

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Why does Zeus strike down the ship? Is Odysseus still a hero even though he lost his crew? Why is he still heroic? What can be said about angering the king of all the gods?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10min	The teacher will facilitate a quick write in the students journals.	The student will write critically and creatively in their journals, answering the prompt on the board.	<b>Prompt:</b> Have you ever been in trouble with parents, school or the law? What happened? <b>Appendix B</b>
25min	The teacher will read aloud from <i>The Odyssey</i> .	Students will listen and follow along in their books.	
15min	The teacher will facilitate a popcorn read with the students, ensuring passages are read correctly.	Students will take turns reading certain passages from <i>The Odyssey</i> . They will read fluently and ask questions if they have any.	The teacher should follow along in the book, ensuring all passages are read correctly, and answering questions.
5min	The teacher will ask student to write any questions they have on a blank piece of paper.	Students will turn in their questions as an exit slip as they leave the classroom.	These questions will be addressed the following day.

### Thursday

### Daily Lesson Information

Lesson title	Vocab Bingo and Lecture
Lesson Purpose/Rationale	This lesson acts as a vocabulary review for students. Using the 25 words they have added to their personal dictionaries they will create bingo cards with the words in the boxes. I will read

	various descriptions, draw pictures, or read the definition I order to allow students to remember the words in a variety of ways. The second portion of the lesson will be a lecture where I will answer any questions students have, as well as explain the unit project and what the last two weeks of the unit will entail.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will use their personal dictionaries to fill out a blank bingo card with all 25 new words. See <b>Appendix K</b> for blank bingo card. Student will mark out boxes as I give various interpretations of the word. This will refresh students on the vocab and act as a study guide. After bingo I will teach a few key points that may have been missed in the class discussion on Tuesday, and tell students what the next two weeks entail.
Lesson length	55min
Grade level and course	10th
Source of lesson plan and how I modified it	None

### Daily Lesson Plan Summary

Prior knowledge needed for success	Student will need their previous vocabulary list, and will have needed to read all previous sections of <i>The Odyssey</i> .
How will you address students who do not have this prior knowledge?	Student who were not present in class will be asked to complete the reading at home, and all previous assignments and handouts will be located in a file folder for the students to retrieve.
Materials for instruction (include rationale for why the materials are appropriate)	Journals, Blank Bingo card, pencils
Accommodations and modifications	All IEPs will be followed

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade- level vocabulary to infer meaning	Students will use their personal dictionaries to play a game of vocabulary Bingo.	Journals, pencil, Blank Bingo card <b>Appendix</b>	Completion Check

of grade-level text.		<b>K</b>	
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will listen attentively as the teacher address key topics from the reading and coming events.	Copy of <i>The Odyssey</i>	Visual Check

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What questions do you have for me? In what areas do you feel confident? In what areas do you think you need help?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5min	Welcome the class and pass out the blank Bingo cards <b>Appendix K</b>	Listen to the teacher attentively as they receive blank Bingo cards	
25min	Lead the students in a game of vocabulary bingo by reading examples, definitions, or drawing pictures of the 25 words from the vocabulary list	Students will listen and watch as the teacher gives examples and definitions of their vocabulary words. When an example is done, student will 'mark off' the word by adding the picture or definition to the words box.	Vocabulary list is found in <b>Appendix G</b>
25min	The teacher will ask student what question they have about <i>The Odyssey</i> or about epic heroes. The teacher will answer all questions and make sure to discuss key points	Students will ask the teacher any questions they have, and listen attentively as the teacher refreshes key topics, and goes over the coming assignments.	Project sheet is found in <b>Appendix L</b>

	from Tuesday's class discussion. The teacher will also inform students what the last two weeks of the Unit entail, and pass out the project instruction sheet.		
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## Friday

### Daily Lesson Information

Lesson title	In Class Reading of Kalypso
Lesson Purpose/Rationale	<i>The Odyssey</i> is a difficult and long text. It can be difficult to read and comprehend, even for the most advanced readers. Reading the text aloud in class will ensure every student is hearing the text, and gives every student the opportunity to comprehend the text.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Student will listen as I read aloud from <i>The Odyssey</i> , and will participate in "popcorn" reading. The class will begin with a quick journal writing to engage students in the reading, then the remainder of the class will be spent reading from the text. Today's reading will be centered around Kalypso.
Lesson length	55min
Grade level and course	10th
Source of lesson plan and how I modified it	None

### Daily Lesson Plan Summary

Prior knowledge needed for success	Information from previous lessons about the Epic hero. Ability to recall past stories and events.
How will you address students who do not have this prior knowledge?	I will have all materials from previous lessons organized and described in packets. If a student missed a lesson, she or he can grab a packet in order to catch up with the rest of the class.
Materials for instruction (include rationale for why the materials are appropriate)	Journals, Pen, Copy of <i>The Odyssey</i>
Accommodations and modifications	There should be no need for modification as the text will be read aloud, and the students will follow along. I will also stop and



answer any questions.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	Student will write in their journals a detailed and creative response to a prompt of my choosing.	Journals Pen or Pencil	Visual Check and Completion check
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and across text.	Students will listen attentively as I read from <i>The Odyssey</i> .	Copy of <i>The Odyssey</i>	Visual Check
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will read with fluency select passages from the section of <i>The Odyssey</i> that matches the days designation (i.e. Lotus Eaters, Cyclops, Skylla)	Copy of <i>The Odyssey</i>	Visual Check

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### Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>Odysseus stay on Kalypso's island is perhaps his lowest moral point. How does his infidelity reflect on his character? How much do you think Odysseus wanted to stay, and how much was he forced to stay? How does his transgression humanize the hero?</p>
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10min	The teacher will facilitate a quick write in the students journals.	The student will write critically and creatively in their journals, answering the prompt on the board.	<b>Prompt:</b> Who is your celebrity crush? Why are they your crush? <b>Appendix B</b>
25min	The teacher will read aloud from <i>The Odyssey</i> .	Students will listen and follow along in their books.	
15min	The teacher will facilitate a popcorn read with the students, ensuring passages are read correctly.	Students will take turns reading certain passages from <i>The Odyssey</i> . They will read fluently and ask questions if they have any.	The teacher should follow along in the book, ensuring all passages are read correctly, and answering questions.
5min	The teacher will ask student to write any questions they have on a blank piece of paper.	Students will turn in their questions as an exit slip as they leave the classroom.	These questions will be addressed the following day.

## Week 5

### Monday

### Daily Lesson Information

Lesson title	In Class Reading of The Suitors
Lesson Purpose/Rationale	<i>The Odyssey</i> is a difficult and long text. It can be difficult to read and comprehend, even for the most advanced readers. Reading the text aloud in class will ensure every student is hearing the text, and gives every student the opportunity to comprehend the text.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Student will listen as I read aloud from <i>The Odyssey</i> , and will participate in “popcorn” reading. The class will begin with a quick journal writing to engage students in the reading, then the remainder of the class will be spent reading from the text. Today’s reading will be centered around the suitors.
Lesson length	55min
Grade level and course	10th
Source of lesson plan and how I modified it	None

### Daily Lesson Plan Summary

Prior knowledge needed for success	Information from previous lessons about the Epic hero. Ability to recall past stories and events.
How will you address students who do not have this prior knowledge?	I will have all materials from previous lessons organized and described in packets. If a student missed a lesson, she or he can grab a packet in order to catch up with the rest of the class.
Materials for instruction (include rationale for why the materials are appropriate)	Journals, Pen, Copy of <i>The Odyssey</i>
Accommodations and modifications	There should be no need for modification as the text will be read aloud, and the students will follow along. I will also stop and answer any questions.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.4.W.2 Students will select appropriate	Student will write in their journals a detailed and creative response to a prompt of my choosing.	Journals Pen or Pencil	Visual Check and Completion check

language to create a specific effect according to purpose in writing.			
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and across text.	Students will listen attentively as I read from <i>The Odyssey</i> .	Copy of <i>The Odyssey</i>	Visual Check
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will read with fluency select passages from the section of <i>The Odyssey</i> that matches the days designation (i.e. Lotus Eaters, Cyclops, Skylla)	Copy of <i>The Odyssey</i>	Visual Check

**Today’s Essential Question(s) and/or Anticipatory Set**

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Why is it important that once Odysseus arrives home, he faces yet another trial? What does this say about his journey? Why must he fight for love? Why does Odysseus disguise himself?
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## Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10min	The teacher will facilitate a quick write in the students journals.	The student will write critically and creatively in their journals, answering the prompt on the board.	<b>Prompt:</b> If you were in New York City, how would you disguise yourself to go unnoticed? <b>Appendix B</b>
25min	The teacher will read aloud from <i>The Odyssey</i> .	Students will listen and follow along in their books.	
15min	The teacher will facilitate a popcorn read with the students, ensuring passages are read correctly.	Students will take turns reading certain passages from <i>The Odyssey</i> . They will read fluently and ask questions if they have any.	The teacher should follow along in the book, ensuring all passages are read correctly, and answering questions.
5min	The teacher will ask student to write any questions they have on a blank piece of paper.	Students will turn in their questions as an exit slip as they leave the classroom.	These questions will be addressed the following day.

## Tuesday

### Daily Lesson Information

Lesson title	Map Creation
Lesson Purpose/Rationale	This lesson is designed to engage students in the reading of <i>The Odyssey</i> and help them to remember all the trials Odysseus faced. It comes at the end of the reading to act as a refresher, and allow student to formulate their own images and story line in their head during the reading. It is important the students understand each trial, and just how long the journey was.
Lesson description (include concepts and skills and where this lesson fits within the	For this lesson students will create a map of Odysseus journey, using only their texts. They will have to map out the key events, and the path they believe the hero took. Once students have finished and shared their maps with the class, I will show them what many people believe to be the actual map of the odyssey. Students will then compare the map they created with the scholarly map.

curriculum)	
Lesson length	55min
Grade level and course	10th
Source of lesson plan and how I modified it	<a href="http://www.classics.upenn.edu/myth/php/homer/index.php?page=odymap">http://www.classics.upenn.edu/myth/php/homer/index.php?page=odymap</a> This map will be used to show students the path of the odyssey.

### Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to be up to date on all readings and assignments.
How will you address students who do not have this prior knowledge?	Student who were not present in class will be asked to complete the reading at home, and all previous assignments and handouts will be located in a file folder for the students to retrieve.
Materials for instruction (include rationale for why the materials are appropriate)	Copy paper, markers, pencils, drawing supplies, copy of actual map.
Accommodations and modifications	All IEPs will be followed.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.5.R.1 Students will examine the function of parallel structures, various types of phrases, clauses, and active and passive voice to convey specific meanings	Students will accurately complete the diagramming of an example sentence written on the board by labeling the parts of speech, clauses, and sentence type.	Journals, pencil, Sentence from <b>Appendix I</b>	Completion Check

and/or reflect specific rhetorical styles.			
	Students will use creative materials to design their own map of <i>The Odyssey</i> that follows the journey of Odysseus.	Copy paper, Drawing supplies	

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Where did Odysseus go? What path did he take? Why is it important to understand the extent of his journey?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5min	Write an example sentence on the board, see <b>Appendix I</b> , and will give student five minutes to complete the diagraming of the sentence.	The students will copy the sentence into their journals and work on labeling the parts of speech, clauses, and sentence type.	The teacher should let the students work and not answer questions during this time.
5min	The teacher will ask students to help him label the sentence on the board with the correct grammar components.	The students should recopy the sentence and write the correct answers that are given by fellow class mates and the teacher.	There should be two sentences per DGP day, this way the teacher can see where students are struggling.
30min	The teacher will facilitate the classroom as students work to create a map. The teacher will help any students who need aid.	Students will use their texts, and their recollection to create a map demonstrating the journey of Odysseus. The map should include all trials the hero faced.	<b>Appendix M</b>

10min	The teacher will show the students the widely accepted correct version of the Odyssey map. And explain why it is important to understand the journey they undertook.	The students will listen attentively as the teacher shows them the map of the odyssey.	
5min	The teacher will collect students work for grading, and will hang the student art on the walls	The students will collect their papers and turn them in to the teacher. They will then pack up for the day.	Completion grade

### Wednesday

### **Daily Lesson Information**

Lesson title	In Class Reading of The Bow Challenge
Lesson Purpose/Rationale	<i>The Odyssey</i> is a difficult and long text. It can be difficult to read and comprehend, even for the most advanced readers. Reading the text aloud in class will ensure every student is hearing the text, and gives every student the opportunity to comprehend the text.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Student will listen as I read aloud from <i>The Odyssey</i> , and will participate in “popcorn” reading. The class will begin with a quick journal writing to engage students in the reading, then the remainder of the class will be spent reading from the text. Today’s reading will be centered around The Bow Challenge
Lesson length	55min
Grade level and course	10th
Source of lesson plan and how I modified it	None

### **Daily Lesson Plan Summary**

Prior knowledge needed for success	Information from previous lessons about the Epic hero. Ability to recall past stories and events.
How will you address students who do not have this prior knowledge?	I will have all materials from previous lessons organized and described in packets. If a student missed a lesson, she or he can grab a packet in order to catch up with the rest of the class.
Materials for instruction (include	Journals, Pen, Copy of <i>The Odyssey</i>



rationale for why the materials are appropriate)	
Accommodations and modifications	There should be no need for modification as the text will be read aloud, and the students will follow along. I will also stop and answer any questions.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	Student will write in their journals a detailed and creative response to a prompt of my choosing.	Journals Pen or Pencil	Visual Check and Completion check
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and across text.	Students will listen attentively as I read from <i>The Odyssey</i> .	Copy of <i>The Odyssey</i>	Visual Check
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with	Students will read with fluency select passages from the section of <i>The Odyssey</i> that matches the days designation (i.e. Lotus Eaters, Cyclops, Skylla)	Copy of <i>The Odyssey</i>	Visual Check

control of verbal and nonverbal cues.			
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### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	How does Odysseus win back the heart of his wife? Why is it important that in order to complete his quest he must string his own bow? How does this demonstrate the hero completion of his journey and return to his original state?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10min	The teacher will facilitate a quick write in the students journals.	The student will write critically and creatively in their journals, answering the prompt on the board.	<b>Prompt:</b> What is something uniquely you? Do you have a hobby, interesting fact, or anything that makes you unique? <b>Appendix B</b>
25min	The teacher will read aloud from <i>The Odyssey</i> .	Students will listen and follow along in their books.	
15min	The teacher will facilitate a popcorn read with the students, ensuring passages are read correctly.	Students will take turns reading certain passages from <i>The Odyssey</i> . They will read fluently and ask questions if they have any.	The teacher should follow along in the book, ensuring all passages are read correctly, and answering questions.
5min	The teacher will ask student to write any questions they have on a blank piece of paper.	Students will turn in their questions as an exit slip as they leave the classroom.	These questions will be addressed the following day.

## Thursday

### Daily Lesson Information

Lesson title	In Class Reading of The End
Lesson Purpose/Rationale	<i>The Odyssey</i> is a difficult and long text. It can be difficult to read and comprehend, even for the most advanced readers. Reading the text aloud in class will ensure every student is hearing the text, and gives every student the opportunity to comprehend the text.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Student will listen as I read aloud from <i>The Odyssey</i> , and will participate in “popcorn” reading. The class will begin with a quick journal writing to engage students in the reading, then the remainder of the class will be spent reading from the text. Today’s reading will be centered around the end.
Lesson length	55min
Grade level and course	10th
Source of lesson plan and how I modified it	None

### Daily Lesson Plan Summary

Prior knowledge needed for success	Information from previous lessons about the Epic hero. Ability to recall past stories and events.
How will you address students who do not have this prior knowledge?	I will have all materials from previous lessons organized and described in packets. If a student missed a lesson, she or he can grab a packet in order to catch up with the rest of the class.
Materials for instruction (include rationale for why the materials are appropriate)	Journals, Pen, Copy of <i>The Odyssey</i>
Accommodations and modifications	There should be no need for modification as the text will be read aloud, and the students will follow along. I will also stop and answer any questions.

### Daily Lesson Plan Details

Oklahoma Academic Standard –	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
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number and text			
10.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	Student will write in their journals a detailed and creative response to a prompt of my choosing.	Journals Pen or Pencil	Visual Check and Completion check
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and across text.	Students will listen attentively as I read from <i>The Odyssey</i> .	Copy of <i>The Odyssey</i>	Visual Check
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will read with fluency select passages from the section of <i>The Odyssey</i> that matches the days designation (i.e. Lotus Eaters, Cyclops, Skylla)	Copy of <i>The Odyssey</i>	Visual Check

**Today's Essential Question(s) and/or Anticipatory Set**

What essential question(s) guide(s) this lesson plan and/or unit? What	How does the story end? Why is there so much violence at the end of the book, and why is it resolved by a god? What do you think happened to Odysseus after the end of the story?
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anticipatory set are you presenting to engage the students?	
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10min	The teacher will facilitate a quick write in the students journals.	The student will write critically and creatively in their journals, answering the prompt on the board.	<b>Prompt:</b> How do you resolve a bad situation? How do you make amends with an enemy? <b>Appendix B</b>
25min	The teacher will read aloud from <i>The Odyssey</i> .	Students will listen and follow along in their books.	
15min	The teacher will facilitate a popcorn read with the students, ensuring passages are read correctly.	Students will take turns reading certain passages from <i>The Odyssey</i> . They will read fluently and ask questions if they have any.	The teacher should follow along in the book, ensuring all passages are read correctly, and answering questions.
5min	The teacher will ask student to write any questions they have on a blank piece of paper.	Students will turn in their questions as an exit slip as they leave the classroom.	These questions will be addressed the following day.

### Friday

### Daily Lesson Information

Lesson title	Review Day
Lesson Purpose/Rationale	This lesson is designed to give the students a chance to ask any final question they have before taking the post test. By this point students should have already picked which project assignment they would like to complete, and hopefully will have started. During this class period they can work on projects, study for the post test, or study for the vocab test. It is important that every

	student is given equal opportunity to succeed in the class. This lesson allows every student to catch up if they missed anything.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	During this lesson students will be allowed to work on anything they need to do for the final assessments of the Unit. I will start the day with a quick lecture over the key point covered in the unit, and open it up for student's questions. Then students will have the remainder of class to work on their projects, or study for the two test.
Lesson length	55min
Grade level and course	10th
Source of lesson plan and how I modified it	None

### Daily Lesson Plan Summary

Prior knowledge needed for success	None
How will you address students who do not have this prior knowledge?	None
Materials for instruction (include rationale for why the materials are appropriate)	None
Accommodations and modifications	All IEPs will be followed

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.5.R.1 Students will examine the function of parallel structures, various types of phrases,	Students will accurately complete the diagramming of an example sentence written on the board by labeling the parts of speech, clauses, and sentence type.	Paper and Pencil	Completion Check from journals

clauses, and active and passive voice to convey specific meanings and/or reflect specific rhetorical styles.			
	Students will work independently or collaboratively to study, or work on their projects for the Unit final	At student discretion	Visual Check

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What do you need to do to succeed in the Unit final?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5min	Write an example sentence on the board, see <b>Appendix B</b> , and will give student five minutes to complete the diagramming of the sentence.	The students will copy the sentence into their journals and work on labeling the parts of speech, clauses, and sentence type.	The teacher should let the students work and not answer questions during this time.
5min	The teacher will ask students to help him label the sentence on the board with the correct grammar	The students should recopy the sentence and write the correct answers that are given by fellow class mates	There should be two sentences per DGP day, this way the teacher can see where students are

	components.	and the teacher.	struggling.
10min	The teacher will briefly go over key points the students will need to know for the post test.	Students will listen attentively and take notes if they wish, over important information from the unit.	
35min	The teacher will facilitate the classroom and aid any students who need help.	The students will work on their projects, or study for the unit post test and vocab test.	

## Week 6

### Monday

#### Daily Lesson Information

Lesson title	Testing Day
Lesson Purpose/Rationale	Testing is important to gauging student understanding, but should not be designed to make students fail. The post test for the unit will be the same as the pre test, and is only designed to gauge whether or not students have learned key events and themes from the texts. The higher level of student understanding will be based on the student projects.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	During this lesson students will complete a post-test, as well as a vocabulary test. Students should be well prepared for the test as they are not designed to stump students, only verify students understood and comprehended the text. The remainder of class will be a free period where students can work on their final projects.
Lesson length	55min
Grade level and course	10th
Source of lesson plan and how I modified it	None

#### Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have completed all assignments and activities, and read all selected passages of <i>The Odyssey</i>
How will you address students who do not have this prior	I will have a file folder in my room where students can retrieve all assignments and handouts. Student will be expected to make up reading and assignments on their own time, but I will be



knowledge?	available for help
Materials for instruction (include rationale for why the materials are appropriate)	Post test, Vocab Test
Accommodations and modifications	All IEPs will be followed and extra time will be allowed.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
none	Students will use their knowledge gained from <i>The Odyssey</i> unit plan to complete a post test and a vocabulary test.	Post test, vocab test	Formal
none	Students will work independently or collaboratively on their projects	none	Visual Check

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What important events and themes do you need to know from the Unit?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
35min	The teacher will pass out the post test and facilitate the classroom while	The students will complete the post test of the themes and content covered in the unit.	The test should be a replica of the pre test. <b>Appendix A</b>

	students complete the test.		
15min	The teacher will pass out the vocabulary test and facilitate the classroom as students complete the test.	The students will complete the vocabulary test covering 25 content specific words.	<b>Appendix N</b>
5min	The teacher will make sure all test have been collected and allow student to pack up their belongings.	Students will make sure they have turned in their test then will collect their belongings.	

## Tuesday

### **Daily Lesson Information**

Lesson title	Project Workshop and Film
Lesson Purpose/Rationale	This lesson is designed to both give students the opportunity to work on their projects in class, as well as reward the student by watching a film. The film, <i>O Brother Where Art Thou</i> is a modern interpretation of <i>The Odyssey</i> , and is also a really funny and enjoyable film. The movie should help students recall key events from <i>The Odyssey</i> as well as provide time to work on their projects.
Lesson description	During this lesson students will be allowed to work on their projects, and seek my help with any questions they may have. There will be no lectures or extra assignments.
Lesson length	55min
Grade level and course	10th
Source of lesson plan and how I modified it	None

### **Daily Lesson Plan Summary**

Prior knowledge needed for success	Students will need to have completed all assignments and read all sections from <i>The Odyssey</i>
How will you address students who do not have this prior knowledge?	I will have a file folder in my room where students can retrieve all assignments they have missed. If a student misses a reading they will need to make it up on their own.
Materials for	Students will need to bring whatever materials they need to work

instruction (include rationale for why the materials are appropriate)	on their projects. Copy of film.
Accommodations and modifications	All IEPs will be followed

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
None	Students will work independently or collaboratively to complete their projects, or will enjoy a film	Students will need to bring all materials they need.	Visual Check

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What do you need to focus on to make sure your project is finished on time?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
55min	The teacher will facilitate the classroom and help any student who needs aid.	Students will either watch the film, or work on their projects.	

### Wednesday

## Daily Lesson Information

Lesson title	Project Workshop and Film
Lesson Purpose/Rationale	This lesson is designed to both give students the opportunity to work on their projects in class, as well as reward the student by watching a film. The film, <i>O Brother Where Art Thou</i> is a modern interpretation of <i>The Odyssey</i> , and is also a really funny and enjoyable film. The movie should help students recall key events from <i>The Odyssey</i> as well as provide time to work on their projects.
Lesson description	During this lesson students will be allowed to work on their projects, and seek my help with any questions they may have. There will be no lectures or extra assignments.
Lesson length	55min
Grade level and course	10th
Source of lesson plan and how I modified it	None

## Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have completed all assignments and read all sections from <i>The Odyssey</i>
How will you address students who do not have this prior knowledge?	I will have a file folder in my room where students can retrieve all assignments they have missed. If a student misses a reading they will need to make it up on their own.
Materials for instruction (include rationale for why the materials are appropriate)	Students will need to bring whatever materials they need to work on their projects. Copy of film.
Accommodations and modifications	All IEPs will be followed

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
None	Students will work independently or collaboratively to complete	Students will need to bring all materials they need.	Visual Check

	their projects, or will enjoy a film		
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### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What do you need to focus on to make sure your project is finished on time?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
55min	The teacher will facilitate the classroom and help any student who needs aid.	Students will either watch the film, or work on their projects.	

### Thursday

### Daily Lesson Information

Lesson title	Presentations
Lesson Purpose/Rationale	The final two days of the Unit plan will entail students presenting their work. It is important for students to take pride in the work they produce, and be able to demonstrate their understanding of the text to both the teacher and to their fellow classmates. Presenting their work encourages the students to strive for excellence, and requires the students to have a thorough understanding of the text and themes.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will be presenting their projects during this lesson. Students were given four options to choose from for their project, so the presentations will be varied and entertaining. Students who are not presenting should be respectful and attentive of their fellow classmates. Presentation is the final stage of the Unit and should be exciting for the students.
Lesson length	55min

Grade level and course	10th
Source of lesson plan and how I modified it	None

### Daily Lesson Plan Summary

Prior knowledge needed for success	Student will need their completed projects.
How will you address students who do not have this prior knowledge?	Students who turn in late projects will lose a letter grade for the project for every day that it is late, unless they have spoken with me before hand.
Materials for instruction (include rationale for why the materials are appropriate)	Students will need to bring all materials required for their projects.
Accommodations and modifications	All IEPs will be followed and students will be given extra time if needed

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.1.W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.	Students will present their projects to me and to their fellow classmates, using appropriate speaking voices, and describing their project in detail.	Students need to bring their projects.	No grade on presentation, but rubric grade on projects.

### Today's Essential Question(s) and/or Anticipatory Set

What essential	What do your classmates and I need to know about your project?
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question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
50min	The teacher will facilitate the class and take notes during student presentations	Students will present their projects using appropriate speaking voices, and with thorough detail. Students who are not presenting will be attentive and respectful.	
5min	The teacher will collect all projects that were presented for that day for grading	Students who presented will turn in their completed projects to be graded.	Rubric on <b>Appendix J</b>

### Friday

### Daily Lesson Information

Lesson title	Presentations
Lesson Purpose/Rationale	The final two days of the Unit plan will entail students presenting their work. It is important for students to take pride in the work they produce, and be able to demonstrate their understanding of the text to both the teacher and to their fellow classmates. Presenting their work encourages the students to strive for excellence, and requires the students to have a thorough understanding of the text and themes.
Lesson description (include concepts and skills and where this lesson fits within the	Students will be presenting their projects during this lesson. Students were given four options to choose from for their project, so the presentations will be varied and entertaining. Students who are not presenting should be respectful and

curriculum)	attentive of their fellow classmates. Presentation is the final stage of the Unit and should be exciting for the students.
Lesson length	55min
Grade level and course	10th
Source of lesson plan and how I modified it	None

### Daily Lesson Plan Summary

Prior knowledge needed for success	Student will need their completed projects.
How will you address students who do not have this prior knowledge?	Students who turn in late projects will lose a letter grade for the project for every day that it is late, unless they have spoken with me before hand.
Materials for instruction (include rationale for why the materials are appropriate)	Students will need to bring all materials required for their projects.
Accommodations and modifications	All IEPs will be followed and students will be given extra time if needed

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.1.W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.	Students will present their projects to me and to their fellow classmates, using appropriate speaking voices, and describing their project in detail.	Students need to bring their projects.	No grade on presentation, but rubric grade on projects.



### Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>What do your classmates and I need to know about your project?</p>
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
50min	The teacher will facilitate the class and take notes during student presentations	Students will present their projects using appropriate speaking voices, and with thorough detail. Students who are not presenting will be attentive and respectful.	
5min	The teacher will collect all projects that were presented for that day for grading	Students who presented will turn in their completed projects to be graded.	Rubric on <b>Appendix J</b>



## Appendix A

### Epic Heroes and *The Odyssey* Pre and Post Test

1. What is a common trait that separates epic heroes from regular heroes?
  - a. Strength
  - b. Cowardice
  - c. A Flaw
  - d. Perseverance
2. How does the epic journey begin?
  - a. Trials
  - b. Call to action
  - c. A discovery
  - d. Return Home
3. What do epic heroes typically battle?
  - a. Wildlife
  - b. The Supernatural
  - c. Other men
  - d. Themselves
4. What separates epic heroes from normal men?
  - a. Their travelling
  - b. Their appearance
  - c. Their connection to the gods
  - d. Their abilities
5. How do epic heroes typical receive aid?
  - a. From a old or wise individual
  - b. From a young warrior
  - c. From a wife or mother
  - d. From a battle hardened soldier
6. List ten characteristics of the epic hero:

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- o. Sirens
  - p. Pirates
  - q. Circe
  - r. Witches
9. What name does Odysseus give Polyphemus?
- a. Nothing
  - b. Nobody
  - c. Odysseus
  - d. Telemachus
10. Why does Helios become enraged?
- a. Odysseus fled his prison
  - b. Odysseus killed his son
  - c. Odysseus cursed him
  - d. Odysseus stole his cattle
11. How long is Odysseus on Kalypso's Island?
- a. 6 months
  - b. 1 year
  - c. 7 years
  - d. 10 years
12. What does Zeus do to Odysseus?
- a. Strikes down his ship and crew
  - b. Helps him return to Ithica
  - c. Sends sirens to tempt him
  - d. Calls forth a storm to confuse him
13. Who are Skylla and Charybdis?
- a. Warriors from Persia
  - b. Islands Odysseus visits
  - c. Gods
  - d. Sea monsters
14. How does Odysseus prove himself to his wife at the end of the journey?
- a. He kisses her as soon as he sees her
  - b. He claims his throne and she recognizes him
  - c. Zeus tells her it is truly him
  - d. He strings his bow
15. How does the story end?
- a. Odysseus slays the suitors
  - b. Odysseus regains his throne and the suitors leave
  - c. Odysseus is called away to war once more
  - d. Telemachus rebukes Odysseus and seizes the throne

## Appendix B

### Journal Prompts

1. What is the definition of a hero?
2. What is the definition of an epic hero?
3. If you could have one superpower, what would it be?
4. Have you ever been protective of someone or something? How do you protect them or it?
5. What is a flaw you have? What is something you do that other might not like?
6. What would be on your dream island?
7. If a monster trapped you, how would you escape?
8. What does the phrase "Between a rock and a hard place" mean to you?
9. What is your most prized possession? How would you feel if it was stolen?
10. Have you ever been in trouble with your parents or the school? What happened?
11. Who is your celebrity crush? Why?
12. If you were in New York City, how would you disguise yourself to go unnoticed?
13. What is something uniquely you? Do you have a hobby, interesting fact, or anything that makes you unique?
14. How do you resolve a bad situation? How do you make amends with an enemy?

## Appendix C

### **The Charge of the Light Brigade By Alfred, Lord Tennyson**

#### **I**

Half a league, half a league,  
Half a league onward,  
All in the valley of Death  
    Rode the six hundred.  
“Forward, the Light Brigade!  
Charge for the guns!” he said.  
Into the valley of Death  
    Rode the six hundred.

#### **II**

“Forward, the Light Brigade!”  
Was there a man dismayed?  
Not though the soldier knew  
    Someone had blundered.  
Theirs not to make reply,  
Theirs not to reason why,  
Theirs but to do and die.  
Into the valley of Death  
    Rode the six hundred.

#### **III**

Cannon to right of them,  
Cannon to left of them,  
Cannon in front of them  
    Volleyed and thundered;  
Stormed at with shot and shell,  
Boldly they rode and well,  
Into the jaws of Death,  
Into the mouth of hell  
    Rode the six hundred.

#### **IV**

Flashed all their sabres bare,  
Flashed as they turned in air  
Sabring the gunners there,  
Charging an army, while  
    All the world wondered.  
Plunged in the battery-smoke  
Right through the line they broke;

Cossack and Russian  
Reeled from the sabre stroke  
Shattered and sundered.  
Then they rode back, but not  
Not the six hundred.

**V**

Cannon to right of them,  
Cannon to left of them,  
Cannon behind them  
Volleyed and thundered;  
Stormed at with shot and shell,  
While horse and hero fell.  
They that had fought so well  
Came through the jaws of Death,  
Back from the mouth of hell,  
All that was left of them,  
Left of six hundred.

**VI**

When can their glory fade?  
O the wild charge they made!  
All the world wondered.  
Honour the charge they made!  
Honour the Light Brigade,  
Noble six hundred!



## Appendix D & E

### Narrative Short Story Prompt and Instructions

#### Paper Details:

Two and a half double space pages  
Times New Roman 12 point font

#### Prompt:

Write a story where you are the hero. What powers would you have, what would you be capable of doing. You can be as conservative or over the top as you wish. Try to take qualities you truly possess and magnify them. If you are good at reading, maybe you can read minds? If you are athletic, maybe you are super fast or really strong? This should be a fun activity that lets you be the center of the story. Make sure I know what you are accomplishing, not just what your powers are.

#### Instructions:

You need to not only include a description of your attributes, but a problem that you are attempting to resolve. I will be grading for spelling and grammar, so be sure to proof read your paper. I want to know that you understand what typical heroic qualities are, and I want to see you think creatively to make yourself into a hero. The paper needs to be written in first person, that means you tell the story from your own point of view, not the point of view of a narrator.

Grade	Spelling and Grammar	Heroic qualities	Plot structure
<b>100 points</b>	Student uses a variety of sentence structure and spells correctly with only 5-9 spelling mistakes	Students use personal attributes to create a hero with typical heroic qualities.	Student presents a problem they must face, and solves the problem with a climax, and resolves the story in a resolution
<b>75 points</b>	Students uses some sentence variety, and has more than 10 spelling mistakes	Student creates a hero, but the hero is not based on the heroic qualities.	Student has a weak plot structure by not accurately presenting or resolving a problem
<b>25 points</b>	Student has no sentence variety and numerous spelling mistake	Students does not use any heroic qualities to create a hero.	Student does not present or solve a problem in the story.
<b>0 points</b>	Student does not turn in a paper	Student does not turn in a paper	Student does not turn in a paper

## Appendix F

### Personal Dictionaries

#### Instructions:

Over the course of this Unit you will be given 25 vocabulary words. You will use your journals to create a personal dictionary to help you remember the words and their definitions. At the end of the unit we will have a vocabulary test, so it is important you keep your journals up to date, and write meaningful examples and illustrations for each word.

#### Description:

Your journals are for your own personal use, I will be grading your personal dictionaries on a completion grade, because how you choose to remember the words is up to you. The only requirement is that you have two separate forms of representation for each word. You can write the actual definition and draw a picture symbolizing a word, or you could use the word in a sentence and develop your own definition. What ever you do is up to you, but you need two separate representations for every word. On the days we add to the dictionaries you will be allowed to work with your tablemates to develop excellent representations.

#### Example:

Trials

Odysseus face many trials on his journey, from a Cyclops and enchanted flowers, to an angry god and sea monsters.

Trials: Something really hard that someone must accomplish.

## Appendix G

### Vocabulary List

1. Hero
2. Epic Hero
3. Heroic Journey
4. Epic Poetry
5. Call to Adventure
6. Trials
7. Temptation
8. Atonement
9. Epithet
10. Allusion
11. Archetype
12. Promontory
13. Ruffian
14. Suitors
15. Siren
16. Helios
17. Zeus
18. Cyclops
19. Calypso
20. Odyssey
21. Apostrophe
22. Metonymy
23. Synecdoche
24. Epic Simile
25. Epic Metaphor

## Appendix H

### **Trials Activity**

#### **Instructions:**

You and a partner will create two trials you believe an epic hero like Beowulf might face. You will need to write a description for both trials, as well as create a visual representation. The trial can be anything you imagine, and can test the hero in any way you see fit. I will be grading these as a completion grade. If you have two separate trials, with two descriptions and visuals, you will receive an A on the activity. Be creative and have fun with this, there should be no pressure about getting good grade, so let your creativity flow.

#### **Detail:**

Focus on key attributes of Beowulf. Use his attributes to create a trial that would truly test him. Since Beowulf is very strong, a trial involving strength and endurance might be too easy. Try thinking outside the box to create a trial that would truly test the hero of the Geats.

#### **Beowulf's attributes:**

Courage  
Loyalty  
Strength  
Endurance  
Honor  
Confidence

Try to use one or multiples of these attributes when designing your trial. A good way to think of this activity is that you are a Hunger Games game designer. What could you make that would stump Beowulf?

## Appendix I

### Daily Grammar Practice Sentence List

the story by homer was called the odyssey and it is an example of an epic poem

odysseus travelled great distances and in doing so fought many enemies

zeus was angry with odysseus however the hero kept pushing forward determined to finish his journey

in the end odysseus finished his journey but before he could resume normal life he first had to defeat the suitors this was his last battle of the story

## Appendix J

### Epic Hero Creation

#### Instructions:

You will be using everything you have learned about epic heroes, to create your own epic hero. You will need to create a characterization list about all the qualities your hero possesses, as well as the flaws. You will then write a description of your hero, and create a visual representation according to your description.

#### Details:

Your description will need to be eight to ten sentences long, and will need to encompass all of your character's attributes, both physical and internal, as well as his or her flaws. Be sure to give your character a good name, and say where he or she is from and in what time period. Your drawing of the character is up to you, but needs to reflect the description you create.

#### Grading:

The description you create will receive full credit if it includes attributes and flaws typically associated with an epic hero. Your visual representation will be graded on a completion basis.

## Appendix K

Next Page

B

I

N

G

O

FREE SPACE




## Appendix L

### Final Project

#### Overview:

To demonstrate your understanding of the unit and all the themes cover in both an analysis of the epic hero, and of *The Odyssey* you will need to complete and present a final project to the class and to myself. The final projects are designed to engage you in the reading and to allow you to think critically and creatively about the themes and content. You will need to select one project to complete, as well as present during the last two days of class.

#### Create your own Odyssey

For this project you are required to create your own epic story. You need a hero, trial, a journey, and a goal. You will write a story of whatever length you choose that encompasses the hero's journey (all 12 stages) and features an epic hero who exemplifies the qualities of the epic. You can use your trials from the activity done in week two, and use the hero you created in week three if you wish. The story needs to be well thought out, and demonstrate your understanding of the qualities found in the epic form, and in the epic hero.

#### Create a 3 D map of the Odyssey

For this project you will create a visual representation of the odyssey. Think of it like a diorama or a 3D map. You can use whatever materials you wish; I would personally recommend using a pizza box as the base of your projects and using figurines, models kits, or household items to create the journey Odysseus took. You will need to include Ithaca, the trials he faced, and the journey he took. This project has a lot of room for creativity and the only requirement is that you represent each trial in some way.

#### Google Maps and Odysseus

For this project you will use a computer and Google Maps to create a modern day map of the odyssey. You will plot specific points where you believe Odysseus was. You will need to include Ithaca, all trials, and the route he took. For each point you plot on the map, you will use the point description and labeling option to write a short summary of what occurred at this location. This project is intended to for to be able to demonstrate your understanding of *The Odyssey*, and therefore you will need to show complete understanding of each trial he face.

**All projects are due by Friday on the last day of this unit. Late projects will receive a drop in letter grade for every day that they are late.**

## Appendix M

### Map Activity

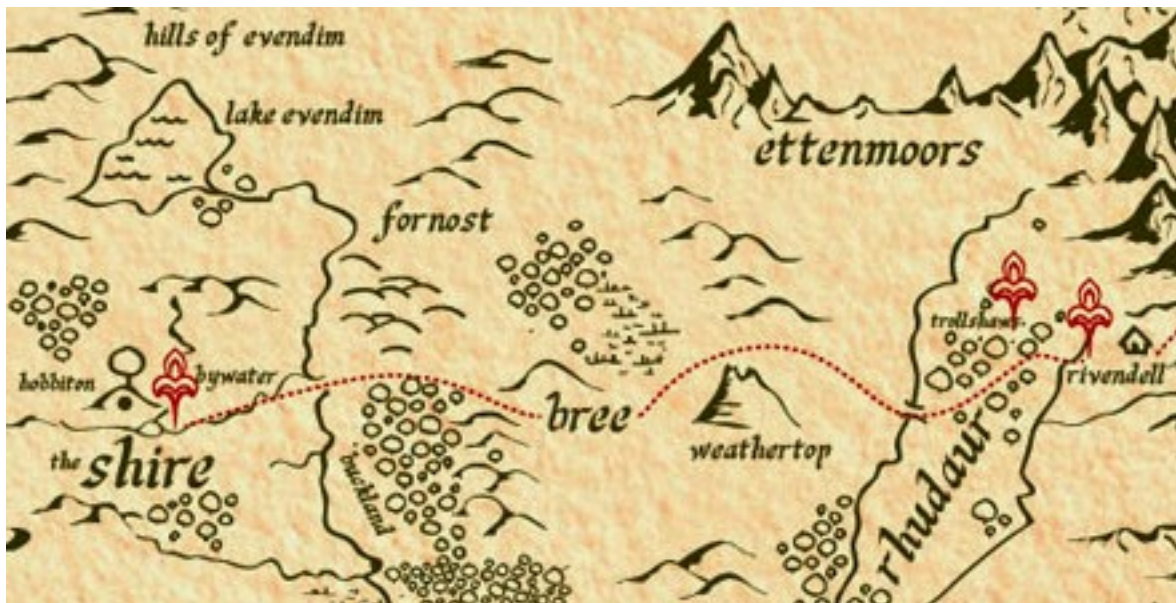
#### Instructions:

You will be creating a map of the Odyssey. Make sure you include each point the hero ventured too, and plot the course you believe he took. Use your creativity to develop a map with visual representation of each; do not simply write what the trial was. This should be a fun activity, and it has no right or wrong answer. Whatever map you create will receive full credit, as long as it has the trials we have discussed in class.

#### Detail:

You will have a piece of copy paper and drawing materials. Use these materials to make an engaging and accurate map of the Odyssey. You can design the map however you wish, but remember to include oceans, landmasses, a compass rose, and a map key if you need it.

#### Example from the hobbit:



retrieved from [http://2.bp.blogspot.com/-pVgzEq6NwWo/UzcPKxdU5oI/AAAAAAAAAmg/9ASotvHvFUs/s1600/map\\_of\\_bilbos\\_journey\\_1.jpg](http://2.bp.blogspot.com/-pVgzEq6NwWo/UzcPKxdU5oI/AAAAAAAAAmg/9ASotvHvFUs/s1600/map_of_bilbos_journey_1.jpg)

## Appendix N

### Vocab Test

Write the definition of each of these words:

Hero

Epic Hero

Heroic Journey

Epic Poetry

Call to Adventure

Trials

Temptation

Atonement

Epithet

Allusion

Archetype

Promontory

Ruffian

Suitors

Siren

Helios

Zeus

Cyclops

Calypso

Odyssey

Apostrophe

Metonymy

Synecdoche

Epic Simile

Epic Metaphor

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