

UbD Unit Plan for *The Odyssey*

STAGE 1 – DESIRED RESULTS

Unit: The Odyssey

Class/Length: 1CP1: 55 mins each lesson; 1 term (~20 lessons)

Established Goals:

Students will read Homer's *The Odyssey* to understand how the epic poem contains themes and stories relevant to today's society. Students will also read with the goal of feeling comfortable and competent with the language in order to make and understand cultural references to this seminal work.

Understandings (SWU):

Students will understand that the concepts of heroism and a heroic quest or journey, as originally laid out by Homer, are applicable to modern society; students will also understand how fate (divine intervention) and free will are concepts that transcend time and religion. Students will learn how *The Odyssey* is a story to which many cultural pieces (art, poetry, music) refer.

Essential questions:

1. What makes a Hero? What is involved in a Hero's Journey?
2. How could a positive personality trait become a tragic flaw?
3. Who has more power, humans or gods? Who is ultimately in control?
(Are these concepts different for us than they were for the Ancient Greeks?)

Skills (SWK):

1. Successfully read and demonstrate understanding of Homer's language
2. Discuss (by analysis and synthesis) themes of **Identity** based on one's beliefs, a journey or **Quest** complete with challenges and a homecoming, **Hospitality** and **Divine Intervention** as they affected Ancient Greek culture and behavior
3. Understand and apply Ancient Greek terms and conventions

CCSS:

Key Ideas & Details

- [CCSS.ELA-Literacy.RL.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- [CCSS.ELA-Literacy.RL.9-10.2](#) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- [CCSS.ELA-Literacy.RL.9-10.3](#) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft & Structure

- [CCSS.ELA-Literacy.RL.9-10.4](#) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- [CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- [CCSS.ELA-Literacy.RL.9-10.6](#) Analyze a particular point of view or cultural experience

reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.RL.9-10.7](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
- [CCSS.ELA-Literacy.RL.9-10.9](#) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

STAGE 2 – FINAL ASSESSMENT EVIDENCE

Creative/Thematic Written Assessments:

1. Personal Narrative Essay based on early themes in *The Odyssey*; rubric attached separately
2. “Create-A-God” Narrative Essay; rubric attached separately

Conversational/Formative Assessments:

3. Daily discussion/participation in class
4. Guided Reading Questions, including content, literary devices, direct and indirect characterization

Summative Assessments:

1. Quiz on Ancient Greek terms/concepts
2. Unit Test
3. Hospitality or Divine Intervention Argumentative Essay; rubric attached separately

STAGE 3 – LEARNING PLAN

Activities:

1. Guided Reading Groups (questions scaffolded and students grouped by ZPD)
2. Journey Mapping (**GOOGLE EARTH PROJECT**)
3. Film clips as companions to the text
 - *Troy*. Dir. Wolfgang Petersen. Perf. Brad Pitt, Eric Bana, Orlando Bloom, Rose Byrn, Peter O'Toole, et al. Plan B Entertainment, 2004. Film.
 - *The Odyssey*. Dir. Andrey Konchalovskiy. Perf. Armand Assante, Greta Scacchi, et al. American Zoetrope et al, 1997. Film.
 - <http://www.youtube.com/watch?v=FCzo-gAlWe8> (interactive map at 5:00)
 - <http://www.youtube.com/watch?v=dL6y26tACnk> (Schmoop summary of Achilles)
4. Sequencing of Events through art/poetry/music (**MAKE ROLL OUT POSTER**)
<http://ancienthistory.about.com/od/odyssey1/ss/062508POdyssey.htm> (**PRINT ART**)
<http://www.poemhunter.com/poem/an-ancient-gesture/>
<http://www.poemhunter.com/poem/penelope/>
<http://www.azlyrics.com/lyrics/police/wrappedaroundyourfinger.html>

Daily Map:

1. **Day 1.Mastery Objective:** Get comfortable with the mood & genre of *The Odyssey*
 - Content: access prior knowledge with quick discussion; 27 mins of *Troy*; character map for Illiad; start ppt on Ody vocab; video on Achilles
2. **Day 2.Mastery Objective:** Get comfortable with the mood & genre of *The Odyssey*
 - Get comfortable with words & ideas/themes of *The Odyssey*
 - Content: continue ppt on Ody vocab; create personal epithets
3. **Day 3.Mastery Objective:** Discuss how the gods affect the lives of the Ancient Greeks, specifically Odysseus and Telemachus.
 - Content: Books 1 & 2
 - ART
4. **Day 4.Mastery Objective:** Characterize Telemachus; make predictions about his potential changes.
 - Content: Books 3 & 4
5. **Day 5.Mastery Objective:** Discuss how *In Medias Res* comes to fruition. Contrast Odysseus's guile with divine intervention.
 - Content: Books 5 & 6
 - 2 pieces of ART
6. **Day 6.Mastery Objective:** Contrast Odysseus's guile with divine intervention.
 - Content: Book 7
7. **Day 7.Mastery Objective:** Discuss the concept of song and game in regards to hospitality.
 - Content: Book 8
 - POEM ("An Ancient Gesture"); ART
8. **Day 8.Mastery Objective:** Demonstrate understanding of the famous story of the Cyclops; contrast Odysseus's guile with divine intervention.
 - Content: Book 9
 - ART
9. **Day 9.Mastery Objective:** Demonstrate understanding of the famous story of Circe; contrast Odysseus's guile with divine intervention; relate to theme of hospitality.
 - Content: Book 10
 - ART
10. **Day 10.Mastery Objective:** Demonstrate understanding of the famous story of Hades; contrast Odysseus's guile with divine intervention.
 - Content: Book 11
 - ART

11. **Day 11.Mastery Objective:** Use art to demonstrate understanding of the famous story of Skylla and Kharibdys; contrast Odysseus’s guile with divine intervention.
 - Content: Book 12
 - ART
12. **Day 12.Mastery Objective:** Return to the concepts of In Medias Res, make connections and predictions regarding the Hero’s Journey.
 - Content: Recap of Books 9-12
13. **Day 13.Mastery Objective:** Discuss the roles that divine intervention plays with identity and homecoming.
 - Content: Books 13-14
14. **Day 14.Mastery Objective:** Discuss the roles that divine intervention plays with identity and homecoming.
 - Content: Books 15-1
15. **Day 15.Mastery Objective:** Compare and contrast our values surrounding hospitality and homelessness with those of the Ancient Greeks.
 - Content: Books 17-18
 - ART
16. **Day 16.Mastery Objective:** Discuss how Homer uses dreams and prophecies to foreshadow the potential end of Odysseus’s journey.
 - Content: Books 19-20
 - POEM (“Penelope”); discussion of Odysseus’ lack of fidelity
17. **Day 17.Mastery Objective:** Demonstrate understanding of the famous story of the Test of the Bow and the Slaughter of the Suitors; contrast Odysseus’s guile with divine intervention.
 - Content: Books 21-22
 - ART
18. **Day 18.Mastery Objective:** Discuss how Odysseus experiences his homecoming with regards to his entire hero’s journey.
 - Content: Books 23-24
19. **Day 19.Mastery Objective:** Make connections back to Essential Questions.
 - Content: Recap/summary (Socratic Seminar)

Differentiation:

Struggling students:

1. Students will work independently, with peers, and with the teacher to answer Guided Reading Questions.
2. Students will be provided with a variety of art, music, poetry, and maps to access different modes of learning.
3. Students will be provided with graphic organizers and character maps to help them organize information when writing narrative and argumentative essays.

Advanced students:

4. Students will have the ability to cement learning when helping group members with GRQs.
5. Students will have the opportunity to seek out additional societal references to the text and present them to the class.