*Odyssey* Unit Plan

**Unit Expectations:**

-Use the basic elements of literature to analyze the novella

-Take reading notes that focus on text content and student analysis

-Build vocabulary

**Grades:**

Self-generated study guide for every chapter

5 annotated articles

3 reading quizzes

1 discussion

1 test

1 project based on multiple intelligences:

**Literary Terms:**

Archetype: An archetype is a reference to a concept, a person or an object that has served as a prototype of its kind and is the original idea that has come to be used over and over again. Archetypes are literary devices that employ the use of a famous concept, person or object to convey a wealth of meaning. Archetypes are immediately identifiable and even though they run the risk of being overused, they are still the best examples of their kind.

Epic simile: An extended simile elaborated in great detail. Also called *Homeric simile*.

Epithet**-** is an adjective or adjective phrase appropriately qualifying a subject (noun) by naming a key or important characteristic of the subject.

Foreshadowing: Hinting at future events to come

Hubris: overweening pride or insolence that results in the misfortune of the protagonist of a tragedy

Imagery: Language that appeals to the senses

Metaphor-a direct comparison between dissimilar things. “Your eyes are stars” is an

Personification: The assigning of human qualities to inanimate objects or concepts.

Simile: Comparison using “like” or “as.”

Xenia: the law/custom of offering protection and hospitality to strangers (cf. its opposite: xenophobia). The law/custom was felt to be so fundamental to human civilized life that its patron was Zeus xenios:"Zeus the god who protects strangers."

**Archetype Structure:**

The Hero’s Journey

The Ordinary World

The Call to Adventure

Refusal of the Quest

Accepting the Call

Entering the Unknown

Supernatural Aid

Talisman

Allies/Helpers

Tests & the Supreme Ordeal

Reward & the Journey Home

Master of Two Worlds

**Test:**

character matching, true/false with making false statements true, AP-style multiple choice (A-E) two distracters, one answer is the most right, and one completely wrong, archetype example matching, lit term matching (application), vocabulary

**Test Extra Credit:**

Making practice tests are one of the most effective ways to prepare for a test; therefore, I am offering 3% extra credit for students who create their own individually. The practice test needs to cover the major events and elements from the novel and include the format style listed above. You also need an answer key.

**Study Guide:**

For each chapter you will work in a group to make your own study guide. You will develop your own questions and answers, find major quotes, and compose your own summaries.

**Essential Vocabulary:**

1. guile (4) dissemble (5) ambrosial (9) ponderous (10) disconsolate (12) travail (21) gall, dithering (22) implacable (23) aloof

**Discovered Vocabulary:**

For the novel you will need to find ten words on your own, so 1-2 words per chapter for a total of 15. You will need to copy down the sentence, write the definition, draw a picture, and write antonyms.

**Common Core Standards Addressed**

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| Standard | When It’s Addressed |
| Reading Standards for Literature |
| 1. cite strong evidence to support text analysis  |  |
| 2. determine theme and analyze development |  |
| 3. analyze how complex characters change, plot advances, theme develops  |  |
| 4. determine meaning of words & phrases, words impact on tone |  |
| 5. analyze text structure, event order, & how manipulated time create mystery, tension, or surprise |  |
| 7. analyze subject in two artistic mediums |  |
| 9. analyze how author draws on & transforms source material |  |
| 10. read and comprehend literature |  |
| Reading Standards for Informational Text |
| 1. cite strong evidence to support text analysis  |  |
| 2. determine idea & analyze development |  |
| 7. analyze subject in two different mediums |  |
| 8. assess argument, identify good & bad evidence |  |
| Writing Standards |
| 1. write arguments to support claims in analysis |  |
| 3. write narratives to develop events using good technique, details, & sequences |  |
| 4. development, organization & style are appropriate to task, purpose, & audience |  |
| 5. strengthen writing through writing process (drafts) |  |
| 6. use tech to publish, polish, & update |  |
| 9. draw evidence from sources to support analysis |  |
| 10. write over extended and shorter time frames |  |
| Speaking & Listening Standards |
| 1. participate appropriately and analytically in discussions |  |
| 3. evaluate speaker’s p.o.v., reasoning, evidence, and identify false aspects |  |
| 4. present info & support claims clearly and logically |  |
| Language Standards |
| 1. demonstrate command of grammar & usage |  |
| 2. demonstrate command of capitalization, punctuation, & spelling |  |
| 3. make effective choices for meaning & style |  |
| 4. determine or clarify meaning of unknown words |  |
| 5. demonstrate knowledge of figurative language and nuances in meaning |  |
| 6. acquire and use words; demonstrate independence in finding own words |  |
| Standards Not Addressed This Unit |
| RS for Lit #6 RS for IT #3, #4, #5, #6, #9, #10 WS #2, #7, #8 SLS #2, #5, #6 |

**DAY PLANS**