

English 1 Epic Journey Unit 2

Pacing Guide/Scope & Sequence

Quarter	Quarter 1 August 11- October 9, 2026		Quarter 2 October 13- December 18, 2026		Quarter 3 January 5-March 12, 2027		Quarter 4 March 16-May 27, 2027	
Yearlong Pacing	Breaking Barriers		Epic Journey		Freedom at All Costs		Against All Odds	
Semester Pacing	Semester 1: Breaking Barriers	Semester 1: Epic Journey	Semester 1: Freedom at all Costs	Semester 1: Against all Odds	Semester 2: Breaking Barriers	Semester 2: Epic Journey	Semester 2: Freedom at all Costs	Semester 2: Against all Odds

Breaking Barriers Unit Overview				
Essential Question	Essential Question: What drives us to take on a challenge?			
Enduring Understanding	Enduring Understanding: People take on challenges to assess, improve, or refine their personal development.			
Overall Goal	Overall Goal: Students can evaluate and critique the development of themes and central ideas within and across texts.			
Final Assessment	Final Assessment: Socratic Seminar + Comparative Analysis Writing Focus: Informative Writing (CDCM) Reading Focus: Perspective, Characterization, Thematic Development, Style			
Unit Essentials	Unit Texts: <i>The Odyssey</i> - books 9-12, 17, 21-23 available on HMH - Graphic Novel "Everything you need to know to read Homer's <i>The Odyssey</i>" (Jill Dash) "The Judgement of Paris and the Trojan War" (pg. 14) "The Cruellest Journey: 600 Miles to Timbuktu" "The Siren Son" (Margaret Atwood)	Grammar Component: - Subject (Simple & Complete) - Predicate (Simple & Complete) - Sentence Fragments - Run-On Sentences - Independent Clause - Dependent Clause - Punctuation (Commas, semicolons, colons)	Formative: - Dialectical journal - Quick write paragraphs - Research mini presentation - Analyze HMH text - Selection test on HMH HMH Companion Guide	Summative: - Socratic Seminar Essay - Note: There are four prompts to choose from. Teacher may want to narrow the list at their own discretion.

	• “How Resilience Works” (Diane Coutu)			
Overarching Unit Standards	• ELA.E1.OE.1 Read and write for a variety of purposes, including academic and personal, for extended periods of time. • ELA.E1.OE.2 Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts. • ELA.E1.OE.3 Make inferences to support comprehension. • ELA.E1.OE.4 Collaborate with others and use active listening skills. • ELA.E1.OE.5 Cite evidence to explain and justify reasoning. • ELA.E1.OE.6 Create quality work by adhering to an accepted format			
Standards	ELA.E1.AOR.1.1- Analyze how perspective, context, and/ or key elements deepen meaning or enhance style. ELA.E1.AOR.1.2- Analyze how figurative language impacts mood, tone, and meaning in a text ELA.E1.AOR.2.1- Determine a universal theme and explain how key details contribute to its development over the course of a literary text. ELA.E1.AOR.3.1 Analyze how an author creates effects such as suspense or humor through differences in the perspectives of the characters and the reader. ELA.E1.AOR.5.1- Analyze how an author’s choices in structuring a text, including the manipulation of time (flashbacks), create effects such as tension or suspense. ELA.E1.AOR.6.1 - Summarize and/ or paraphrase content from grade-level text to enhance comprehension. ELA.E2.AOR.7.1- Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) to determine the meaning of words and phrases; b. use background or prior knowledge to determine or clarify the meanings of words; and c. consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words. ELA.E1.AOR.8.1- Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts: ELA.E1.AOR.8.1.a- Interpret figures of speech in context and analyze how they function within a text ELA.E1.AOR.8.1.c- Analyze the impact of specific word choices on meaning and tone ELA.E1.AOR.9.1- Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content. ELA.E1.R.1 Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge. ELA.E1.R.1.5 - Follow a standard academic style guide for citation to avoid plagiarism. ELA.C.1. - Write arguments to support claims with clear reasons and relevant evidence. ELA.E1.C.4.1 Use the rules of and make intentional decisions about standard English grammar. ELA.E1.C.5.1 - Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.			

ELA.C.6. - Write independently and legibly for a variety of tasks and purposes
ELA.C.8.- Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

- The calendar below provides a 19-lesson instructional view for a 36 day, 9-week grading period. This guide is designed to support teacher planning by outlining the suggested sequence of lessons, standards, texts, and assessments.
- Please note that some lessons may take more than one class period depending on student needs, pacing, and formative assessment data. Teachers should use this overview as a flexible guide and adjust instruction as needed to provide time for reteaching, enrichment, writing practice, small-group support, and assessment.

Daily Lessons

Lesson 1: Essential Question, Background Information, Research	Standards(s)	Learning Targets	Text(s)/Multimedia	Assessment
	ELA.E1.AOR.6.1 ELA.E1.AOR.1.1- ELA.E1.R.1.5 ELA.E1.R.1 ELA.E1.OE.6	I can understand the background of Homer's Epics and the impact of the culture on the story. I can utilize a variety of reliable sources to gather information on Greek Mythology to create a multimedia presentation.	<i>The Odyssey</i> Graphic Novel - Mythology Unit Introduction List of Possible Sources: Gods of Olympus, Shmoop Mythology: List and Descriptions, Extensive list of mythological figures, Greek Mythology, Myth Web, Ancient History Encyclopedia, This History Channel's Greek Mythology Page, Greek Mythology Link (Resource Portal), Mythology	Brainstorm, and Exit Slip 1-1 Check-ins while students begin their research - I know who I am researching - I know which sources are reliable - I have begun to gather my information and note the sources I am using.
Lesson Sequence:				

Opening - Introduce Essential Question: What drives us to take on a challenge? (NOTE: Students can complete this on page 536 of the HMH textbook or online)

1. Project Genre slides on board and instructs students to choose 2 from the list.
2. Ask students to answer the following questions:
 - a. Why do the characters in each of the genres you chose take on challenges?
 - b. What do their challenges, and or motives, have in common? Different?
3. Think-Pair-Share their thought process/reasoning
4. NOTE: The ultimate goal is to have students recognize that challenges are universal and universally approached

Instruction/Activity:

1. Refer students to pages 538-539, 543 and review
 - a. Characteristics of the Epic
 - b. Language of Homer
 - c. Examining the Homeric Epics
 - d. Background
2. Teacher should direct students to use Cornell notes, Jigsaw, Read Aloud, Guided Notes at the teacher's discretion
3. Create a god/goddess slide
 - a. Introduce students to the [Mythology Research and Presentation](#) assignment (NOTE: You will want to make a copy of this slide deck for each class)
 - b. Assign one god or goddess to each student
 - i. Aphrodite, Apollo, Ares, Artemis, **Athena, Circe**, Demeter, Dionysus, Eos, Gaia, Calypso, **Helios, Zeus**, Themis, **Poseidon**, Persephone, **Oceanus, Hermes**, Hera, Hephaestus, Hebe, Hades (those highlighted and bolded should be prioritized)
 - ii. Create a research question
 - c. Mini Lesson: Reliable Sources, Citing Research, & Formatting a Slide
 - d. Students should collect and cite information
 - e. Students should construct their slide
 - f. Students should be prepared to present in the next lesson

Closing:

1. Students should write an "I am wondering..." statement on a post-it note and hand it to the teacher on the way out. The teacher should sort and organize these statements to determine what students are still curious about for the unit.

Lesson 2: Presenting Research	Standards(s)	Learning Targets	Text(s)/Multimedia	Assessment
	ELA.E1.R.1.5 ELA.E1.R.1.1 ELA.E1.R.1.2 ELA.E1.OE.6	I can utilize a variety of reliable sources to gather information on Greek Mythology to create a multimedia presentation. I can create a research question and	Student Presentations Student Reflection Notes	Presentation with rubric Presentation Notes

		analyze the credibility and relevance of sources. I can utilize a variety of reliable sources to gather information on Greek Mythology to present a multimedia presentation.		
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Opening:

1. Project the students' statements from the day before on the board (without student names). Ask the students to comment on 3-4 of the statements, providing a response or a follow-up question. Allow 5-6 minutes for a discussion of the statements.

Instruction/Activity:

1. Give students 5 minutes to practice their presentation. This could be done aloud with all students speaking at the same time, silently, or to a partner. During this time, have the order of presentations on the board, so students know when they are up.
2. Ask students to reflect on the information presented by their peers as they listen to presentations. Consider asking them to:
 - a. Make text-to-self connections
 - b. Make text-to-world connections
 - c. Make text-to-text connections
 - d. Consider how the god or goddess might be helpful for a hero in the face of a challenge
 - e. Summarize the research of a peer
2. Students then begin their presentations, and you can score them as they present using the rubric.

Closing:

1. **Quick Write:** Which of the gods or goddesses presented today would be most helpful in the face of a challenge? Choose a god or goddess that you did not present and include specific evidence from the presentation to support your claim.

Lesson 3:	Standards(s)	Learning Targets	Text(s)/Multimedia	Assessment
The Hero's Journey & Academic Vocabulary	ELA.C.6. ELA.AOR.9	I can use a multimedia source to learn about The Hero's Journey, apply new knowledge of the essential question to write for a short duration and utilize digital platforms to build my knowledge of academic and literary vocabulary.	<u>The Hero's Journey Video</u>	Quizizz Review (Vocab and Hero's Journey)

Opening:

1. Thought Questions: What are some of the commonalities that you see a hero go through? Why do all hero stories seem similar?

Instruction/Activity:

1. The Hero's Journey TedTalk.
2. After the clip, discuss what heroes (students may choose to reference the opening from lesson 1) the students have seen follow a similar path. Ask: What is the benefit of knowing how a hero's journey works? How might we apply this to the current unit?
3. Next, have students independently respond to the following prompt:
 - a. What motivates people to take on a challenge? The hope of a reward? The feeling of personal accomplishment? Something else? Make a list of reasons. Then, compare lists with a partner, noting the similarities and differences.
4. After 10 minutes, give students time to discuss with their partner, then as a whole class.
5. Finally, have students work in small groups to construct a consumable or reference material (flashcards, poster, word wall, etc..) of unit vocabulary words.
 - a. Reference pg. 538-539 of HMH
 - b. Note: To build background, consider asking students to include synonyms, antonyms, and associated images of the word
6. **Gallery Walk:** Students should rotate around the room to gain familiarity with all words. At the end of the activity, students should have an individual, comprehensive list of all unit vocabulary outline on pages 538-539.

Closing:

1. Complete a quiz review on academic vocabulary, historical context, and characteristics of an epic
 - a. Suggested Tools: Paper, Kahoot, Quizlet, Quizzezz, Nearpod, Google Form, Blooket

Lesson 4: Assessment : Historical Context, Characterist ics of an Epic, & Academic Vocabulary	Standards(s)	Learning Targets	Text(s)/Multimedia	Assessment
	ELA.E1.AOR.6.1 ELA.E1.AOR.1.1- ELA.E1.R.1.5 ELA.E1.R.1 ELA.E1.OE.6	I can use evidence from my own life and stories of others to react and respond to information while respecting diverse perspectives.		CFU- Closing task to infer what the text will be about. Listening and noting student responses and utilization of personal experiences to support their claims.
Students will participate in the assessment.				
Lesson 5: Anticipatory Questions	Standards(s)	Learning Targets	Text(s)/Multimedia	Assessment
	ELA.C.1. ELA.C.8.	I can use evidence from my own life and stories of others to react and respond to information while respecting diverse perspectives.	Philosophical Chairs Slides Philosophical Chairs: Reflection	Discussion Participation Reflection Sheet

Lesson Sequence:

Opening:

1. **Quick Write:** Reflect and revisit your god/goddess presentation, consider how you (the god/goddess) would offer help to a hero who encounters a challenge on their epic journey.

Instruction/Activity:

Activity: - Philosophical Chairs

1. Have students stand in the center of the room and propose statements to them one at a time.
2. After presenting the statement, students should move to the designated space in the room that most reflects their opinion ("Agree", "Disagree", and "Neutral").
3. Select student(s) from each station to defend their position. Instruct students that as claims are made and supported, they can choose to move to a new station, but should be prepared to defend why they moved.
4. Repeat until all prompts are completed.
5. **NOTE:** Can be completed using a traditional [anticipation guide](#).

Closing:

1. Complete the Philosophical Chairs: Reflection Sheet

Lesson 6: The World of <i>The Odyssey</i>	Standards(s)	Learning Targets	Text(s)/Multimedia	Assessment
	ELA.E1.C1.1 ELA.E1.R.1.5	I can provide textual evidence to support claims while analyzing a piece of text.	Everything you need to know Video The Judgment of Paris, The Trojan War, The Fall of Troy, The Adventures of Odysseus	Jigsaw Exit Slip

Opening:

1. Vocabulary Review from Monday: Have 10 definitions on the board with a bank of words, and have students fill in the blank.

Instruction/Activity:

1. Open to page 13, "Everything you need to know to read Homer's *The Odyssey*- Jill Dash.
2. While students watch the video, direct them to note 3 interesting things they heard in the video about *The Odyssey*.
3. Explain to the students that *The Odyssey* is the second to *The Illiad*. Have the students explore [The Judgement of Paris, The Trojan War, The Fall of Troy, and the Adventures of Odysseus](#) using the **Jigsaw Method**
4. **Jigsaw:**
 - a. Students will create 4 groups, one for each of the aforementioned sections
 - b. Once they have completed their "Expert Group" section on the handout, students will form a new group with an expert from each section of text (this will be the Home Group)

- c. Students will take turns listening to each expert and record information in their chart.

Closing:

1. Ensure all sections of the Jigsaw are complete.
2. Students should write an “I am wondering...” statement on a post-it note and hand it to the teacher on the way out. The teacher should sort and organize these statements to determine what students are still curious about for the unit.

Lesson 7:	Standards(s)	Learning Targets	Text(s)/Multimedia	Assessment
Close Read - Book 1	ELA.E1.OE.1 ELA E1. AOR 3.1 AOR 6.1 ELA.E1.C.5.1	I can close-read a text and paraphrase to demonstrate understanding. I can close-read a text to make predictions and inferences I can analyze how Homer creates suspense by giving readers information that some characters do not yet know.	<i>The Odyssey</i> , book 1 HMH Close Read Screencast	Guided Questions Exit Ticket

Opening:

1. Ask students to answer the discussion questions in 3-5 sentences using text-based evidence from the Jigsaw.
2. Explain the possible reasons behind Paris choosing Aphrodite as "the fairest."
3. Would it have been wise for Paris to choose a different goddess to receive the golden apple? Explain your answer.
4. Based on your knowledge of the Trojan War and Odysseus, predict what Odysseus' biggest challenge will be and provide your reasoning. Remind students to consider their discussion from the philosophical chairs activity.
5. Review the Discussion questions with students.

Instruction/Activity:

1. Mini Lesson: Suspense, Mystery, Humor and Irony (dramatic, situational, verbal)
2. Review the main characters in Book 1 (pg. 544). Students may reference this as they read.
3. Project the and walk through the graphic with the students to help them read and understand how to read *The Odyssey*
 - a. If you have access to a graphic novel, this may be an opportunity to teach the medium using “How to Read a Graphic Novel” (page 19)
4. Close Read Screencast (HMH) - Have students follow along as the screencast models how to close read a text.
 - a. When using the graphic novel, pause often to ask the students who is who? How do you know? What is Athena suggesting? What is the plan?
 - b. Encourage students to follow the images as you read, to help them better their understanding of how to read a graphic novel.
 - c. Have students notice the **text structure** (graphic novel) and inquire about the benefit of seeing this epic poem versus hearing it.
5. After the modeled close reading, ask the following discussion questions: *What does the audience know that Telemachus or the suitors may not*

know? What type of irony is being used? How does this increase suspense?

6. Have students complete Book 1 Guided Questions
 - a. Be sure to reinforce use of **textual evidence** where needed

Closing:

1. At this point, students are well aware of the challenges Odysseus will face on his journey. After reading book 1, ask students to predict the challenges Odysseus will face in the homecoming part of his epic journey and consider which god and/or goddess would play an important role in preparing him for those challenges.

Lesson 8	Standards(s)	Learning Targets	Text(s)/Multimedia	Assessment
Close Read: Book 9	ELA.AOR.1.1 ELA.AOR.1.2 AOR.5.1 ELA.AOR.6.1 ELA AOR 3.1	I can analyze the author's use of figurative language. I can analyze context and key elements to deepen meaning. I can evaluate how an author uses words, phrases, and text structures to craft a text and summarize it to support my understanding. I can evaluate various textual mediums to impact the mood and tone of the piece. I can paraphrase and summarize to enhance my comprehension of the text. I can analyze how Homer builds suspense and irony through Odysseus's choices and the reader's understanding of their consequences.	<i>The Odyssey</i> Graphic Novel Percy Jackson and The Olympians - Cyclops Scene	Quick Write Annotations Open Discussion

Opening:

1. Analyze the title of Book 9, "New Coasts and Poseidon's Son" (pg. 546).

Instruction/Activity:

1. Review book 1 with students.
2. The teacher will read Book 9 of *The Odyssey* with the students (pg. 549 - 557).
3. As you read Book 9 aloud, pause at the end of each section of Odysseus's journey, and allow students to engage in the Book 9: Guided Questions.

- a. Projecting these questions before reading the section will help students know what to listen for.
 - b. At the end of each section, after students have provided their responses, call on students to express their responses aloud to the class.
 - c. This should be an opportunity to begin having students evaluate Odysseus's flaws, with special attention to hubris.
 - d. Students should note instances that build suspense and mystery.
4. If you have the graphic novel, students can compare how Homer depicts this moment in his original text to how it is presented in the Graphic Novel.
 - a. If access to the graphic novel is not readily available, show the [Percy Jackson and The Olympians scene with the Cyclops](#)
 5. Have students consider how different genres impact the **mood** or **tone** of the selection?
 6. Consider having students use **context clues** to understand who the characters are and why they are important to the story.
 7. As you read with the students, instruct them to note down who each character or group of characters is through the use of annotations
 - a. This can also be addressed through the use of HMH's **Notice and Note** feature within the text.
 8. At the end of the selection, allow time for them to independently determine what is learned about each character within Book 9. How can the characters impact Odysseus's journey? Do they make his journey more challenging or assist in his venture home?

Closing:

Quick Write: Writing Prompt: After Odysseus tells Polyphemus his real name, decide whether this scene is an example of situational irony or dramatic irony. Then, explain how Homer uses what Odysseus, Polyphemus, and the reader each know to create suspense.

Lesson 9: Close Read: Book 10	Standards(s)	Learning Targets	Text(s)/Multimedia	Assessment
	ELA.E1.OE.1 ELA.E1.AOR.6.1	I can paraphrase content from <i>The Odyssey</i> to enhance my comprehension of The Hero's Journey and the assistance necessary to overcome challenges.	<i>The Odyssey</i> Graphic Novel Book 10 Book 10, HMH Online Circe in Art	Circe in Art (Inferences) Guided Questions

Opening:

1. Teacher should pull 4-5 representations of [Circe in art](#) to display on the board.
2. Ask students to write about or discuss the commonalities in each representation to make inferences about the nature of Circe and how the crew may be tempted by her in book 10.

Instruction/Activity:

1. With a partner, have students read *The Odyssey* Book 10.
2. Instruct the students to complete the [Study Questions](#) as they read.
3. Provide ample time for students to complete these tasks while circulating around the room and listening in to reading and student conversations about the responses.

Closing:

1. **T-Chart:** Power in the Moment - Consider at least three moments from book 10 where Odysseus and Circe had power and opportunity.

2. From your list, circle the ones you think are directly related to their gender.
3. If time permits, have a discussion about gender roles in literature and society.

Lesson 10: Skill Review: Book 11	Standards(s)	Learning Targets	Text(s)/ Multimedia	Assessment
	ELA.E1.AOR.1.1 ELA.E1.AOR.1.2 ELA.E1.AOR.5.1	I can analyze how the author shifts perspectives and manipulates time to increase the suspense in the text. I can cite textual evidence in MLA formatting to support my claims .	<i>HMH Textbook</i> Book 11, HMH Online <i>The Odyssey</i> Graphic Novel	Exit Slip, Study Questions, Important Character Chart.

Opening:

1. Discuss with your partner how Odysseus's perspective of his journey impacts the audience's understanding of his desire to get home. How does Homer's perspective influence the choices and decisions that Odysseus needs to make? (This will be a longer conversation).

Instruction/Activity:

1. With partners, have students read Book 11. While reading, students should complete annotations as provided by the teacher.
 - a. **Annotations Considerations:** mood, imagery, personification, flashback, suspense, irony
 - i. Book 11 touches on the storyline's shift from a **flashback** to the present. This is the first time Homer uses a shift such as this, so the students may need help explaining the purpose of this movement.
 - b. **Graphic Novel:** Before having students read, ask them what they notice about the shift in colors the illustrator uses for the scene. How does the shift in colors impact the mood before reading the selection?
2. Work on the [Book 11: Character Tracker](#) noting what the characters say to Odysseus when they meet.
 - a. This is a time to discuss how to **cite dialogue** within the section, and have students provide exactly what each character says.
3. **NOTE:** Book 11 is more intense as Odysseus enters the underworld and speaks with unexpected characters.

Closing:

1. How does Homer manipulate time to create suspense or tension in this section of the text?

Lesson 11: Close Reading: Book 12	Standards(s)	Learning Targets	Text(s)/Multimedia	Assessment
	ELA.E1.R.1.5 ELA.E1.C1.1	I can utilize specific and relevant textual evidence to support my claims and find relevant information using reliable sources.	Book 12, HMH Online <i>The Odyssey</i> Graphic Novel	Perils Chart Open Discussion

Opening:

1. Discussion: How much would you be willing to endure to reach the thing you wanted the most?

Instruction/Activity:

1. Ask students to access book 12 of *The Odyssey* on HMH online
2. Read Book 12 with the class.
3. Model chart response with students after the first peril (Sirens).
 - a. Describe the peril and how Odysseus and his men navigate it.
 - b. Then, model how to **cite** effective **textual evidence** in the correct box.
4. From there, have the students independently read and work on the next three perils (Scylla, Charybdis, Helios), finding and citing proper textual evidence as they read.
5. Through a teacher-selected medium, review the chart with the class.
 - a. Review Suggestions: Fill in the chart on the board, verbal discussion, round robin, Padlet discussion (if chart is completely virtually)
6. **NOTE:** Book 12 is the ultimate test for Odysseus and his men. Each peril diminishes Odysseus of more and more men until it comes down to him, his mental toughness, and his will to get home.

Closing:

1. [Book 9](#), [Book 10](#), [Book 11](#), [Book 12](#) Review Video time. Have students note down any new information they heard in the review that they may not have picked up on while reading.

Lesson 12: Poetic Analysis	Standards(s)	Learning Targets	Text(s)/Multimedia	Assessment
	ELA.E1.C1.1 ELA.E1.AOR.2.1 ELA.E1.AOR.7.1 ELA.E1.AOR.8.1.c	I can analyze a poem to evaluate how: - diction impacts mood and tone - complex characters develop - a theme develops over the course of a short work.	HMH Textbook HMH Online The Odyssey Graphic Novel	CFU- Whole class discussion responses. Students will submit their Workbook on Canvas for a Week 3 Check.

Opening:

1. What in your life has a Siren song that you would fall prey to? This could be a person, place, or item. What are two ways you try to resist?

Instruction/Activity:

1. Instruct students to [read the poem](#) silently and underline or highlight any lines or phrases that reveal the portrayal of gender roles and power balance.
2. After reading, facilitate a class discussion using the following guiding questions:
 - a. How does Atwood portray gender roles in the poem?
 - b. What power dynamics are present between men and women in the poem?
 - c. How does the Siren Song affect men?
 - d. How does the speaker of the poem feel about her role as a Siren?
 - e. What **themes** or messages do you think Atwood is conveying through this poem?
3. Divide the class into small groups of 3-4 students. Explain that each group will imagine their own Siren Song, considering how it would portray gender roles and power balance.

4. Instruct each group to discuss and write a short description or poem (4-6 lines) that captures the essence of their imagined Siren Song and include an image.
5. Encourage students to think creatively and consider different perspectives and power dynamics.
6. After 15 minutes, have each group share their imagined Siren Song with the class.

Closing:

1. Whole class discussion - How did your imagined Siren Songs compare to "The Siren Song" by Margaret Atwood? What similarities or differences did you notice in terms of gender roles and power balance? How do these imagined Siren Songs reflect societal norms or expectations? What can we learn from exploring these different portrayals of gender roles and power dynamics? (Remind students that there will be a quiz next class)

Lesson 13: Assessment	Standards(s)	Learning Targets	Text(s)/Multimedia	Success Criteria/Assessment
	ELA.E1.OE.6	I can demonstrate my understanding of The Hero's Journey and <i>The Odyssey</i> .	Quiz	Sample Quiz • Additional questions can be pulled from HMH

Opening: Go to joinmyquiz.com and prepare for the review. Quizizz can be played live or independently.

Instruction/Activity:

Review (20-25 minutes)

- [Quiz](#)

Exit:

Allow students to reflect on their quiz results, review any missed questions, and create a plan for improvement if necessary

Lesson 14: Books 17, 21	Standards(s)	Learning Targets	Text(s)/Multimedia	Success Criteria/Assessment
	ELA.E1.C.1.	I can close-read a text to make predictions and inferences I can utilize specific and relevant textual evidence to support my claims	17, HMH Online 21, HMH Online	CDCM Quick Write Comic Strip

Opening:

1. Revisit book 1 (pg. 545) with students . Ask students to consider what challenges Odysseus will have to face in the second-half of his journey, the Homecoming.

2. Re-visit the essential question. Divide Odysseus' challenges (Cyclops, Circe, Underworld, Sirens, Scylla, Charybdis) among small groups and asks students to cite textual evidence (CD) that best articulates Odysseus' motive in taking on their assigned challenge and justify why that evidence best represents that challenge. Students should be prepared to share out.

Activity:

1. Ask students to read book 17 (HMH online) in pairs. Be prepared to discuss Argos as a symbol for Ithaca.
2. Ask students to read book 21 in pairs. After reading, ask students to complete a three-paneled comic strip that summarizes the events of book 21. They should be mindful of arranging the events in the order they occur and each panel should be accompanied by at least one citation.
3. Guide students to complete the Socratic Seminar prep sheet.

Closing:

1. **Quick Write:** Odysseus' motivation during the first half of the epic was to get home. Now that he's home, what is his greatest motivation to continue facing challenges? Support your response with 2 pieces of cited textual evidence.

Lesson 15: Books 22-23	Standards(s)	Learning Targets	Text(s)/Multimedia	Assessment
	ELA.E1.C.1. ELA.E1.C.8	I can compare and contrast my response about character motivation with a peer's. I can prepare to participate in a Socratic Seminar by supporting claims with textual evidence.	22, HMH Online 23, HMH Online	CDCM Quick Write

Opening:

1. Revisit the motivations you wrote yesterday; discuss them as a class. Have students consider similarities and differences within each other's responses

Activity:

1. Have students read books 22-23 (HMH online) in pairs. As they read, have them track evidence (CD) that will later aid in their [preparation for the Socratic Seminar](#).
 - a. The provided questions/statements in the prep can be modified to fit the discussions covered during your instruction.

Closing:

1. **Quick Write:** Ask students to make a text-to-self or text-to-text connection to one of the challenges Odysseus faced on his journey.

Lesson 16	Standards(s)	Learning Targets	Text(s)/Multimedia	Assessment
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	ELA.E1.C.1.1 ELA.E1.AOR.1.1 ELA.C.6.	I can write independently to analyze how perspectives enhance the style of a text while introducing evidence to support precise claims .	Perfect CDCM	CDCM Annotations CDCM Assignment
Opening: - Note down anything (item or topic) that has repeated itself within <i>The Odyssey</i> thus far. - Why do you think these elements reoccur? What may their significance be? - Project the Motifs & Themes visual. - Review the difference between motif and theme and how motifs help to reveal themes within a text. - Remind students that themes are one word but instead a complete sentence - e.g Temptation can create challenges that hinder progress on a journey. Instruction/Activity: - Review Perfect Paragraph (CDCM) Structure. - TS: Topic Sentence: Write an intriguing and complete sentence that introduces the main idea or argument of the paragraph - CD: Concrete Detail: Provide facts or substantive statements that expand on the topic sentence by offering specific information. - CM: Commentary: Offer opinions or insights that show a certain point of view related to the topic. Include two or three CMs for every CD. - CS: Closing Statement: Synthesize the opinion and facts/details presented in the paragraph and provide a smooth transition to the next paragraph or a satisfying conclusion. - Then, emphasize the importance of a well-structured paragraph in effective writing. - Present the following passages to the students so they can see a modeled example: Perfect CDCM - Print out the paragraphs and have the students label the TS, CD, CM, and CS as they find them. If students do not find some, remind them what each element means and how to know. - Finally, review the <i>The Odyssey</i> Analysis CDCM Assignment. Walk the students through each requirement and encourage them to begin thinking about evidence that might help support each claim. Closing: - Students will choose a motif or theme from the list provided and write three moments from the text that they believe supports/develops the selected motif.				
Lesson 17	Standards(s)	Learning Targets	Text(s)/Multimedia	Success Criteria/Assessment
	ELA.E1.AOR.2.1 ELA.E1.C1.1 ELA.E1.R.1.5	I can write an effective paragraph about motifs within <i>The Odyssey</i> and provide textual evidence to support my claim. I can identify and explain the theme within <i>The Odyssey</i>.	<i>HMH Textbook</i> <i>HMH Online</i> <i>The Odyssey</i> Graphic Novel	CDCM Paragraph Peer Annotations

Opening:

1. Present students with an incomplete example of a CDCM paragraph.
2. Ask students to label the parts and determine what is missing or incomplete.
3. As a whole group, guide students in making the revisions necessary to complete the CDCM paragraph.

Instruction/Activity:

1. Students will then select a motif from the chart (justice, power of the gods, power of nature, fate, cunning vs brawn, one's true identity, xenia, homeward journey, overcoming obstacles, pitfalls of temptation) and write about how it relates to a **central idea** or **theme** within *The Odyssey*.
2. Instruct students to write 5-8 sentences using evidence from the text to support their answer (cited correctly).
 - a. **Example:** One motif in *Lord of the Flies* by William Golding is the signal fire which supports the theme that without rules and order, civilization will fall into savagery. Throughout the novel, Ralph obsesses over the fire that would get them rescued as a part of his goal to get the boys safely off the island. Ralph stated, "The fire's the most important thing. Without the fire, we can't be rescued. I'd like to put on war paint and be a savage. But we must keep the fire burning" (Golding 142). Ralph realizes that the boys are spiraling into savage ways and recognizes his desire to do the same. However, he tries to stay reasonable and rational to help get the boys home. If the boys follow the rules about keeping the fire lit, they will increase their chances of getting home and returning to civilization; however, the more the boys ignore the fire, the closer they get to living a savage lifestyle.
3. Have students select a partner and share access to each other's documents. Instruct them to read through the paragraph once or twice without assessing and just for comprehension.
4. Then, ask students to comment on the side of the paragraph, answering the following questions:
 - a. Is there a topic sentence, and what is the motif articulated in the topic sentence? Which theme is supported by the motif??
 - i. If there is not a topic sentence, finish reading the paragraph, then determine which motif and theme you believe is supported in the paragraph.
 - b. Is there specific textual evidence to show the connection between the motif and the theme? What words/phrases in the evidence show the connection?
 - c. Is there commentary? Does the commentary:
 - i. Express the significance of the textual evidence?
 - ii. State the connection between the theme and motif?
 - d. Is there a closing sentence? Does it effectively summarize the central idea of the paragraph?
5. Give students time to revise their paragraphs.

Closing:

1. Have students review essay prompt. Teacher may choose to select one from the list below or can offer multiple to their students.
 - a. What are the main obstacles that Odysseus encounters on his journey? How do these obstacles test his determination and resilience?
 - b. What types of motivations influence Odysseus? Are they internal, such as his desire to return to his homeland and family, or external, such as the influence of the gods?
 - c. How do Odysseus' motivations evolve throughout the story? Do they change based on his specific challenges, or do they remain consistent?

- d. Analyze specific scenes or events in *The Odyssey* where Odysseus demonstrates his motivations for overcoming obstacles. How do these scenes reveal his character and the depth of his motivations?

Lesson 18	Standards(s)	Learning Targets	Text(s)/Multimedia	Assessment
		I can make text-to-text and text-to-world connections between non-fiction and literary texts. I can cite evidence from a non-fiction text to support my claims.	"Archaeology's Tech Revolution" (pg. 569 - 572) From "The Cruellest Journey: 600 Miles to Timbuktu" (pg. 582 -588) How Resilience Works	CDCM Paragraph

Opening:

- Discussion:** What is the benefit of considering non-fiction text in conjunction with literary texts? Have students consider identifying text-to-world and text-to-text connections.
 - i.e Universal themes, increases in narrative credibility, allusions

Instruction/Activity:

- Ask students to choose one of the following non-fiction texts to read on their own:
 - "Archaeology's Tech Revolution" (pg. 569 - 572)
 - From "The Cruellest Journey: 600 Miles to Timbuktu" (pg. 582 -588)
 - [How Resilience Works](#)
- Students should use information from their selected text to:
 - Contribute to their Socratic Seminar
 - Contribute to their analytical essay
 - Write a new CDCM paragraph
- These articles can be used as an opportunity to practice various assessment strategies

Closing:

- Ask students to share specific connections between their choice reading and *The Odyssey*. Focus on similar messages across genres.

19	Standards(s)	Learning Targets	Text(s)/Multimedia	Assessment
	ELA.C.8	I can engage in a small group Socratic Seminar to discuss the essential questions and the journeys within the unit. I can find textual evidence to support my claims.	HMH Textbook HMH Online "Introduction to a Socratic Seminar" <i>The Odyssey</i> Graphic Novel	Socratic Seminar Closing conversation

Opening:

1. View [YouTube](#) on Socratic Seminar.
2. Establish small groups and discuss the rules and procedures for the Socratic Seminar.

Instruction/Activity: Socratic Seminar

1. Distribute Socratic Seminar Prep document.
2. Review the expectations for completing as well as a model of a completed entry.
3. Provide students time to complete the prep document.
4. Ensure students are aware that prep should be completed prior to the discussion.
5. Create small groups based on number of students; an ideal number per group would be 7-12 students
6. Host the Socratic seminar.
7. Students in the outside circle would be paired with a partner in the inside circle to provide feedback on their participation in the seminar.
8. After the inside circle completes their discussion, partners will swap roles.

Closing:

1. Once the seminar has concluded, have students complete their reflection

Final Assessment	Standards(s)	Learning Targets	Text(s)/Multimedia	Assessment
	ELA.E1.OE.6	I can write an analysis essay that addresses the essential question.	<i>HMH Textbook</i> <i>HMH Online</i> <i>The Odyssey</i> Graphic Novel	Essay

Opening:

1. Ensure students have necessary materials and resources to complete the unit essay
2. Review prompt and rubric associated with the essay.

Instruction/Activity:

1. Have students refer back to their pre-writing and/or rough drafts
2. Provide adequate time for students to complete a standard 5-paragraph academic essay
3. Be sure students are clear on the submission expectations and process

Closing:

1. Remind students to submit their final draft in accordance with the submission expectations and process

