

## Stage 1 Desired Results---Poetry Unit/The Odyssey/Argumentation

### ESTABLISHED

### GOALS (CCSS)

---- *Emphasized standards  
(as all standards will be  
addressed in each unit)*

#### Reading Standards

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.

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.

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).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.

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., Audenís Muse des Beaux Artsí and Breughelís Landscape with the Fall of Icarus) 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)

RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9 & 10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9&10 text complexity band independently and proficiently. well as inferences drawn from the text.

#### Reading Informational Text

### Transfer

*Students will be able to independently use their learning to...  
Label and identify numerous literary elements within poetry. They will also be able to construct meaning out of abstract ideas in the world they live in. Students will also be able to form logical arguments using claims, data, and warrants.*

### Meaning

#### UNDERSTANDINGS

*Students will understand that...*

- Poets share feelings, experiences, or thoughts through well-chosen words, formats, techniques, and poetic elements.
- Poetry can achieve a great deal in terms of feeling, emotion, and description in a concise way.
- Readers use strategies to construct meaning.
- Reading poetry expands understanding of the world, people, and oneself; deeper understandings are the result of reflecting upon the text, which involves rereading.
- Writing poetry is a multi-stage process; writing poetry is a reflective process.
- People communicate through words and word choice is critical to the effective conveyance of the message.

#### ESSENTIAL QUESTIONS:

- How can poetry be defined?
- What are poetic devices? How are poetic devices used to engage readers?
- Why is imagery and symbolism as a poetic/literary device important to the understanding/appreciation of poetry?
- How have dominant pieces of literature been inspired by poets and how can poems written in different eras and genres be compared?
- What does learning about ourselves teach us about others?
- Is creativeness a learned process or is it inspired?
- Why is the presentation of poetry an important skill learned?
- How can one utilize life experiences as a foundation for creative and expressive thinking?
- What is the significance of epic poetry like The Odyssey? Why are we still reading it?
- What qualities must a character possess in order to be a hero?
- Is Odysseus a Hero?
- Do the attributes of a hero remain the same over time?
- When does a positive personality trait become a tragic flaw?
- What is the role of a hero in our culture?
- How do various cultures reward / recognize their heroes?

### Acquisition

*Students will know...*

- How to critically analyze various forms of writing.
- How to run and participate in a Socratic process.
- Literary terms in relation to poetry.
- How to construct various forms of poetry

*Students will be skilled at...*

- Writing various forms of poetry.
- Analyzing various poetic works including epic poetry
- Identifying poetic devices within a form of poetry
- Writing a well-constructed argument based on literary analysis.

RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

from that of a newspaper).

RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**Writing**

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1&3 above.)

W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1&3 up to and including grades 9-10 on page 54.)

W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**

SL.9-10.1 Initiate and participate effectively in a range of

- How literary allusions (Greek mythology) are engrained in our society.
- How to construct a written argument using claim, data, and warrants.

collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**Language**

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9&10 reading and content, choosing flexibly from a range of strategies.

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Stage 2 - Evidence**

**Evaluative Criteria**

**Assessment Evidence**

**PERFORMANCE TASKS**

**CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS):**

Students will write an argumentative essay on their view on whether Odysseus is or is not a hero. Students must use various sources; including informational text provided to prove their argument. MLA citation and format must be used in this task.

**OTHER EVIDENCE:**

- Discussion
- Poetry Portfolio
- Quizzes and Tests
- Seminars

CLAIMS	<u>CLAIM 1</u>	<u>CLAIM 2</u>	<u>CLAIM 3</u>	<u>CLAIM 4</u>
DEPTH OF KNOWLEDGE LEVELS	<u>DOK 1</u>	<u>DOK2</u>	<u>DOK 3</u>	<u>DOK4</u>
ACHIEVEMENT LEVEL DESCRIPTORS	<u>ALD 1</u>	<u>ALD 2</u>	<u>ALD 3</u>	<u>ALD 4</u>
<b>Stage 3 – Learning Plan</b>				
<i>Summary of Key Learning Events and Instruction</i>	<ul style="list-style-type: none"> <li>- Study will include a variety of textual forms <ul style="list-style-type: none"> <li>o Numerous poems from the text and outside sources as well.</li> <li>o The Odyssey</li> <li>o Informational texts will be used to build background</li> <li>o There will also be film versions used in the study of some of these stories (The Odyssey).</li> </ul> </li> <li>- Terms to highlight, review and assess <ul style="list-style-type: none"> <li>o Symbol</li> <li>o Slant rhyme</li> <li>o Rhetorical question</li> <li>o Assonance</li> <li>o Meter</li> <li>o Onomatopoeia</li> <li>o Simile</li> <li>o End rhyme</li> <li>o Quatrain</li> <li>o Free verse</li> <li>o Alliteration</li> <li>o Couplet</li> <li>o Repetition</li> <li>o Rhyme scheme</li> <li>o Personification</li> <li>o Theme/moral</li> <li>o Metaphor</li> <li>o Imagery</li> <li>o Stanza</li> <li>o Hyperbole</li> <li>o Symbol</li> <li>o Literary allusion</li> <li>o Endstop</li> <li>o Title</li> <li>o Epithet</li> <li>o Homeric Simile</li> <li>o Epic Poetry</li> <li>o Hero</li> <li>o Greek Mythology</li> <li>o Communal characters within Greek Mythology</li> </ul> </li> </ul>			

	<p>- <b>Assessment</b></p> <ul style="list-style-type: none"> <li>○ Content quizzes</li> <li>○ Projects</li> <li>○ Poetry Portfolio</li> <li>○ Numerous formatives assessments</li> <li>○ Writing assignments: Poetry and Argumentation</li> <li>○ Discussion</li> </ul> <p><b>Final Assessment:</b> Students will write an argumentative essay on their view on whether Odysseus is or is not a hero. Students must use various sources; including informational text provided to prove their argument. MLA citation and format must be used in this task.</p> <p>-</p>
<b>Materials/Resources</b>	<p><i>The Odyssey, Poems may be picked at the teacher's discretion. Other selections from the text book are appropriate as well. This is an exhaustive list that teachers may add to as they see fit.</i></p>

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