

Englewood Public School District
English Language Arts
Grade 11 – College Prep
Second Marking Period

Unit 2: Masterpieces of the Ancient World

Overview: In this unit, students will be introduced to the social and literary aspects of the ancient/classical world through mythology, drama, and epic poetry. They will also study philosophical discourse and the concept of the tragic hero.

Time Frame: 35-45 Days

Enduring Understandings:

Archetypes are commonly used in drama and literature.

Literary techniques and archetypes from 4000 years ago still permeate literature of today.

The lives of heroes and tragic heroes can be similar to our own lives.

Essential Questions:

What is a hero archetype?

Why do we as humans need heroes?

Has our concept of a hero changed in 4000 years?

How does one's life journey mirror the literary hero's journey?

Standards	Topics and Objectives	Activities	Resources	Assessments
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.3. Evaluate a speaker's point of view,	<p style="text-align: center;">Topics</p> <p>Ancient Civilizations</p> <p>Cosmology</p> <p>Argumentation</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> The Four C's Civic Literacy Global Awareness 	<p>Students will pick an ancient civilization to research and create a travel brochure displaying the attractions and culture of their chosen civilization. (8.1.12.A.2, CRP6, CRP7, CRP11)</p> <ul style="list-style-type: none"> https://www.educationworld.com/tools_templates/note_taking.doc 	<p><u>Texts:</u></p> <p>“How the World and Mankind Were Created”</p> <p><i>Mythology</i> by Edith Hamilton</p> <p>“Ancient Egyptian Cosmology”</p> <p>http://egyptianmythology.org/concepts/ancient-egyptian-cosmology/</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Do Nows Journals Exit Tickets <p>Students will be evaluated on the quality of their performance in the debate.</p> <p><u>Summative Assessment:</u></p>

<p>reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as</p>	<p>Objectives</p> <p>Students will understand the culture of an ancient people.</p> <p>Students will be familiar with various creation myths.</p> <p>Students will be able to delineate the argument of a philosophical discourse.</p> <p>Topics</p> <p>Archetype</p> <p>Narrative Writing</p> <p>Heroes</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> The Four C’s Civic Literacy Global Awareness <p>Objectives</p> <p>Students will understand archetypes and how they are used in literature.</p>	<p>Students will read “How the World and Mankind Were Created” and “Ancient Egyptian Cosmology” and compare and contrast the two worldviews in a class discussion. (CRP8, CRP4)</p> <ul style="list-style-type: none"> http://www.readwritetlink.org/files/resource/s/lesson_images/lesson378/venn.pdf <p>Students will read “Apology of Socrates.” They will then take sides in a debate that argues quality of Socrates’ defense. (CRP8, CRP4)</p> <p>Students will read about “Archetypes” and take notes. (CRP8, CRP4)</p> <ul style="list-style-type: none"> https://www.educationworld.com/tools_templates/note_taking.doc <p>Students will choose an archetype and develop a character based on that archetype. They will then write a short story using that character as the protagonist. (9.3.12.ED.2, 8.1.12.A.2, CRP4, CRP6, CRP11)</p>	<p>“Apology of Socrates” by Plato http://classics.mit.edu/Plato/apology.html</p> <p>Companion Texts: <i>Scholastic Magazine</i></p> <p>“Science and Engineering in Ancient Egypt” https://newsela.com/read/lib-ancient-egypt-science-technology</p> <p>Texts: “Archetypes” http://www.soulcraft.co/essays/the_12_common_archetypes.html</p> <p><i>The Epic of Gilgamesh</i> http://www.aina.org/books/eog/eog.pdf</p> <p>Media: Audio Excerpt from <i>Gilgamesh</i> in the original Akkadian http://www.openculture.com/2010/10/the_sounds_of_ancient_mesopotamia.html</p>	<p>Students will be evaluated on the quality of their brochure projects.</p> <p>Benchmark Assessment: Midterm</p> <p>Alternative Assessments: Students will present their travel brochures.</p> <p>Students will share their Venn diagrams in small groups.</p> <p>Students will engage in a class debate about Socrates’ defense.</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> Do Nows Journals Exit Tickets <p>Summative Assessment: Students will be evaluated on the quality of their narrative writing.</p> <p>Alternative Assessments: Students will discuss contemporary examples</p>
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inferences drawn from the text, including determining where the text leaves matters uncertain.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze

Students will hone their narrative writing skills.

Students will learn about the ancients' conception of "the hero."

Students will listen to an audio excerpt from *Gilgamesh* to gain a sense of the original language.

Students will read *The Epic of Gilgamesh* and complete a character sketch that displays why Gilgamesh is a heroic character. (CRP8)

- http://freeology.com/wp-content/files/analyzing_characters.pdf

Companion Texts:
Scholastic Magazine

"Culture and Society in Ancient Mesopotamia"
<https://newsela.com/read/lib-overview-mesopotamia-culture>

of different archetypes of current books and films.

Students will read their stories to the class and the class will identify which archetype the writer used and how the narrative conveys it.

Students will discuss how *The Epic of Gilgamesh* develops the idea of "the hero."

Students will share their character sketches in small groups.

Students will discuss the question "Has our concept of a hero changed in 4000 years?"

Topics
Heroic Epic/Epic Poetry

Fate and Greek Gods and Goddesses

Theme Interpretation

Twenty-First Century Themes and Skills include:

- The Four C's
- Civic Literacy
- Global Awareness

Students will read selections from the *Odyssey* and respond to Guided Reading Questions. (CRP8)

After reading the selected chapters from *Mythology*, students will write a short analytical paper on the theme of fate in *The Odyssey*. (9.3.12.ED.2, 8.1.12.A.2, CRP4, CRP8, CRP11)

Texts:
Selections from *The Odyssey* by Homer: Books 1, 5, 9, 11, 21-24

Mythology by Edith Hamilton "Poseidon," "Athena," and "The Adventures of Odysseus"

Media:
The Odyssey: Part One (1997)

Formative Assessments:

- Do Nows
- Journals
- Exit Tickets
- Trivia Game

Students will be evaluated based upon their responses to the Guided Reading Questions.

their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Objectives

Students will understand how Greeks viewed the relationship between gods and humanity.

Students will understand how contemporary writers and filmmakers transform source material.

- https://www.scholastic.com/content/dam/teachers/blogs/angelabunyi/migrated-files/theme_b.pdf

Working in small groups, students will read “The Adventures of Odysseus” and outline what Hamilton emphasizes and leaves out in her retelling. **(CRP8)**

- http://www.trinity.net/files/27301_27400/27361/file_27361.pdf

Students will watch *The Odyssey: Part One* and discuss how the adaptation treats the source material using a Venn diagram. **(CRP8)**

- http://www.readwritetink.org/files/resources/lesson_images/lesson378/venn.pdf

“Name that Greek God” Trivia Game: Students will research Greek gods and goddesses and then participate in a Jeopardy-style trivia game to answer clues based on characteristics of the gods. **(CRP7)**

Companion Texts:

Scholastic Magazine

“Myths and Legends: Hades”
<https://newsela.com/read/myths-hades>

“Myths and Legends: Hera”
<https://newsela.com/read/myths-hera>

“Myths and Legends: Hermes”
<https://newsela.com/read/myths-hermes>

Summative Assessment:

Students will be evaluated on the quality of their analytical essay.

Alternative Assessments:

Students will discuss how Greeks viewed humanity’s relationship to the gods.

Students will peer review their essays using PARCC rubrics.

Students will share their Venn diagram notes in a small group discussion.

Students will create a poster identifying major Greek gods and goddesses and present them.

<p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p> <p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Topics</p> <p>Ancient Poetry</p> <p>Poetic Speaker</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C's • Civic Literacy • Global Awareness <p>Objectives</p> <p>Students will be familiar with ancient poetry conventions.</p> <p>Students will be able to analyze a poem to characterize its speaker.</p>	<p>Students will read “Sappho” and take notes. (CRP8)</p> <ul style="list-style-type: none"> • https://www.educationworld.com/tools_templates/note_taking.doc <p>Students will read “In My Eyes He Matches the Gods” and discuss how Sappho develops the theme of love in the poem. (CRP4, CRP8)</p> <p>Students will select a poem by Sappho and analyze the development in the poem’s speaker in a one-page essay. (9.3.12.ED.2, 8.1.12.A.2, CRP4, CRP8, CRP11)</p> <p>Students will write a poem imitating one of Sappho’s poems in terms of meter and theme. (CRP6, CRP11)</p>	<p><u>Texts:</u></p> <p>“Sappho” https://www.poets.org/poetso rg/poet/sappho</p> <p>“In My Eyes He Matches the Gods” https://www.poets.org/poetso rg/poem/my-eyes-he-matches-gods</p> <p><u>Companion Texts:</u> <i>Scholastic Magazine</i></p> <p>"The Anactoria Poem" https://www.poets.org/poetso rg/poem/anactoria-poem-0</p> <p>“XII” https://www.poets.org/poetso rg/poem/xii</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Do Nows • Journals • Exit Tickets <p>Students will be evaluated on the completion and quality of their notes.</p> <p><u>Summative Assessment:</u></p> <p>Students will be evaluated on the quality of their analytical essay.</p> <p>Students will be evaluated on the quality of their oral presentations of their poems.</p> <p><u>Alternative Assessments:</u></p> <p>Students will discuss the poet’s life.</p> <p>Students will write a literary analysis paper on the theme of Sappho’s poem.</p> <p>Students will present their poems to the class.</p>
	<p>Topics</p> <p>Drama</p>	<p>Students will read <i>Poetics</i> and respond to Guided Reading Questions about</p>	<p><u>Texts:</u></p> <p><i>Poetics: Book 6-15</i> by Aristotle</p>	<p><u>Formative Assessments:</u></p>

tasks, demonstrating command of formal English.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and

Tragedy

Tragic Hero

Twenty-First Century Themes and Skills include:

- The Four C's
- Civic Literacy
- Global Awareness

Objectives

Students will understand the origins and conventions of Greek drama.

Students will understand the classical definitions of "tragedy" and "tragic hero."

Students will compare Greek tragedy to contemporary pop culture.

Aristotle's conceptions of "tragedy" and "tragic hero." (1.12.A.1)

Students read "The Origins of Theatre" and take notes. (1.12.A.1)

- https://www.educationworld.com/tools_templates/note_taking.doc

Compare and Contrast: Students will consider heroes in contemporary literature and consider how the idea of the "tragic hero" has changed since ancient Greece, referring to examples in popular culture. They will also answer the question "Why do we need heroes (in literature)?" Students will present their findings in a small multimedia presentation. (1.12.A.1, 9.3.12.ED.2, 8.1.12.A.2, CRP4, CRP8, CRP11)

- http://www.readwritetink.org/files/resources/lesson_images/lesson378/venn.pdf

Oedipus Rex, Lines 1-1007, by Sophocles

"The Origins of Theatre: The First Actor"
<http://www.pbs.org/empires/telegreeks/background/24a.html>

"The Origins of Theater: The First Plays"
<http://www.pbs.org/empires/telegreeks/background/24b.html>

Companion Texts:
Scholastic Magazine

"Philosophers: Aristotle"
<https://newsela.com/read/bio-philosophers-aristotle>

- Do Nows
- Journals
- Exit Tickets

Students will be evaluated based upon their responses to the Guided Reading Questions.

Summative Assessment:

Students will be evaluated on the quality of their presentations.

Alternative Assessments:

Students will define the terms "tragedy" and "tragic hero" and engage in a think aloud about traits of each. Students will act out *Oedipus Rex*.

Students will discuss the beginnings of Greek drama

Students will present their multimedia presentations.

explain how specific individuals, ideas, or events interact and develop over the course of the text.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

	Topics	Students will watch the TEDx video “In on a secret? That’s dramatic irony” and take notes. (CRP8)	Texts: <i>Oedipus Rex</i> , Lines 1008-end, by Sophocles	Formative Assessments:
	Drama, continued			<ul style="list-style-type: none"> • Do Nows • Journals • Exit Tickets
	Irony		Media: “In on a secret? That’s dramatic irony” http://ed.ted.com/lessons/in-on-a-secret-that-s-dramatic-irony-christopher-warner	Students will be evaluated on the quality of their notes.
	Twenty-First Century Themes and Skills include:	<ul style="list-style-type: none"> • https://www.educationworld.com/tools_templates/note_taking.doc 		
	Objectives	Students will work in groups to create their own Greek-style one act plays. The play can treat a contemporary subject but must use a chorus and dramatic irony. (1.12.A.1, 9.3.12.ED.2, 8.1.12.A.2, CRP4, CRP6, CRP11)	Companion Texts: <i>Scholastic Magazine</i> “On Tragedy” https://www.commonlit.org/en/texts/on-tragedy?search_id=4564286	Summative Assessment: Students will be evaluated on the quality of their one act plays.
	Students will understand dramatic irony.			
	Students will understand how to write a play that uses a chorus and dramatic irony.			
				Alternative Assessments: Students will discuss how dramatic irony has been used in what they have read in <i>Oedipus Rex</i> so far. Students will act out <i>Oedipus Rex</i> . Students will research Greek theatre masks and make their own. These

W.11-12.7. 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.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4. 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.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or

masks will be used in their one-act plays.

Students will perform their one-act plays to the class.

Topics PARCC LATs	Instructors will select the reading and writing LAT lessons that best meets their students' needs.	<u>Reading PARCC LAT Lessons</u>	Reading PARCC LAT Lesson 8
Objectives Students will gain a better understanding of EBSRs and TECRs.		<u>Lesson 1: Introducing the EBSR and TECR</u>	Writing PARCC LAT Lesson 8
Students will hone their understanding of literary elements.		<u>Lesson 2: Modeling the EBSR and TECR</u>	
Students will practice completing LATs.		<u>Lesson 3: Honing Understanding of Literary Elements</u>	
		<u>Lesson 4: Close-Reading Strategies</u>	
		<u>Lesson 5: Using Context Clues for the Vocabulary EBSR</u>	
		<u>Lesson 6: The Evidence-Based Selected Response</u>	
		<u>Lesson 7: The Technology-Enhanced Constructed Response</u>	
		<u>Lesson 8: Practice Completing the LAT</u>	

consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Writing PARCC LAT Lessons

Lesson 1: Introduction to the Prose Constructed Response on the Literary Analysis Task

Lesson 2: Modeling the Prose Constructed Response

Lesson 3: Understanding the PCR Prompt and Writing a Thesis Statement

Lesson 4: Selecting Textual Evidence to Support Reasons

Lesson 5: Drafting the Prose Constructed Response Outline

Lesson 6: Writing Quality Body Paragraphs

Lesson 7: Practice Completing the Prose Constructed Response

Lesson 8: Writing Advanced-Proficient Prose Constructed Responses

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety

precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none">● Shorten assignments to focus on mastery of key concepts.● Teacher modeling● Peer modeling● Develop and post routines● Label classroom materials● Word walls● Give directions/instructions verbally and in simple written format.● Provide audiotapes of textbooks and have the student follow the text while listening● Allow students to use a dual language dictionary	<ul style="list-style-type: none">● Utilize modifications & accommodations delineated in the student’s IEP● Work with paraprofessional● Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.● Work with a partner● Give directions/instructions verbally and in simple written format.● Provide extra time to complete assignments.● Adjust the pace of lessons	<ul style="list-style-type: none">● Using visual demonstrations, illustrations, and models● Give directions/instructions verbally and in simple written format.● Peer Support● Increase one on one time● Teachers may modify instructions by modeling what the student is expected to do● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.● Review behavior expectations and adjust for	<ul style="list-style-type: none">● Curriculum compacting● Inquiry-based instruction● Independent study● Higher order thinking skills● Adjusting the pace of lessons● Interest based content● Real world scenarios● Student Driven Instruction

		personal space or other behaviors as needed. <ul style="list-style-type: none"> ● Oral prompts can be given 	
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Integration of 21st Century Standards NJSLS 9:

9.3.12. ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

Interdisciplinary Connections:

Visual and Performing Arts:

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

Integration of Technology Standards NJSLS 8:

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Career Ready Practices:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP11. Use technology to enhance productivity.

Key Vocabulary: Tragedy, tragic hero, irony, ancient poetry, drama, archetype, cosmology