

# Unit Plan: The Iliad

## Overview

The central focus of this unit is the reading and analysis of Homer's epic poem *The Iliad*. Students will be exposed to a verse translation of the poem and using literary analysis tools, terms, and strategies, learned throughout the unit students will work to discover themes, central concepts and structural devices used in its creation. In addition to poetical analysis, students will be using the poem in order to generate a topic for a paper focused on the comparing and contrasting of various portions of the text. The student might, for example, choose to compare and contrast the rhetorical devices used during characters speeches. They might compare and contrast the role that two women in the poem play, or perhaps compare and contrast the effects of two of the gods and the effect each has on the outcome of the mortals in the poem. The students will be engaged in a writing process throughout the unit where they will gather information as they read that will be of use to them when they begin to conceptualize, outline, and draft their papers. Once students have an initial draft they will be working in small peer revision groups to help improve the overall quality of the papers content, ideas, organization, and surface and grammar presentation.

In tandem with the compare and contrast paper writing assignment students will be engaged in a number of discussions, translation, reenactments, reading, and response writing activities throughout the unit. These activities are designed to help teach, promote, and further students' critical reading skills. Students will keep a dialectical journal of their reading which focuses on the topic they choose for their unit paper. Students will choose from a variety of activities which are designed to help them understand and analyze the epic poem as well as to react to it creatively and personally. These activities include such things as: translating a speech from its poetic language into contemporary American English, analyze the rhetorical strategies used by characters in the poem, reenacting a scene from the poem in a modern setting, writing personal responses to a scene from the point of view of one of the characters in the scene as well as from a students own point of view, creating a comic strip version of a part of the poem, as well as many other possible activities to help students understand and engage in the literature.

Through this process of reading, reacting, and discussing *The Iliad* students will gain an appreciation and understanding of the impact and import of this epic poem to western culture as well as gain valuable reading, writing, and thinking skills that will serve them beyond the classroom.

## Rationale

The skill associated with the close critical reading and with literary analysis are not contained or isolated within the disciplines of English and Literature. These skills transfer to any number of reading and writing tasks that students will encounter in the world outside of the classroom. Having the ability to read any text with the confidence to unlock the desired information within is essential in an information rich society. Whether reading a novel, a business report, a legal document, an opinion article, or reading the lyrics to a favorite song having the ability to examine the text critically and extract key points opens up a world of understanding, competence, and enjoyment. This unit promotes the reading and analysis skills necessary to help students become lifelong critical readers, thinkers, and problem solvers. For example, as a building contractor a student must be able to wade through legal land use documents, read and understand building code laws and procedures, as well as handle contracts

and other written materials and documents. Although none of these documents is akin to literature the skills for extracting information, understanding the complex language, and being able to examine the results of the reading for the best course of action, are largely transferable from literature to building contractor documents and beyond.

In addition to preparing students for life after school, this unit meets many of the learning requirements, goals, and objectives for both the district and the state. The district requires that students write a compare and contrast paper, learn and utilize reading strategies, have exposure to a variety of discussion formats (both group and, whole class), and learn a variety of note taking methods. Utilizing the activities and teaching strategies listed in the overview, this unit will provide students with the opportunity to meet these requirements. These district curriculum goals have been specifically aligned to match with and address EALRs in writing, reading, and communication. The following sections of this unit plan deal with the specific learning goals and objectives students will strive to achieve in this unit and the EALRs that correspond to those goals.

## **Unit Goals and Objectives**

### **Goal 1- Students will learn to utilize critical reading strategies to enhance comprehension, and enjoyment of poetic literature.**

Objective 1.1- Students will learn to take reading notes, in a variety of methods, in order to enhance their comprehension, analysis, and evaluation of the text.

Objective 1.2- Students will learn to use the “TPCASTT” system for reading and analyzing poetic literature.

Objective 1.3- Students will learn to use the three levels of questioning (factual, interpretive, global) in order to generate meaningful inquiries and insights into literary works.

### **Goal 2- Students will learn to critically analyze literature through the understanding and use of literary terms and devices.**

Objective 2.1- Students will learn literary terminology used in the discuss and analysis of literature.

Objective 2.2- Students will learn to recognize an author’s use of literary devices within a literary work.

Objective 2.3- Students will learn to analyze the use of literary devices for an author’s purpose.

### **Goal 3- Students will learn strategies and techniques of expository writing.**

Objective 3.1- Students will learn how to define and narrow a topic for an expository essay (focusing on compare and contrast in this unit).

Objective 3.2- Students will learn to develop an interpretive thesis (claim).

Objective 3.3- Student will learn to support thesis with data collected from, text, reading notes and other sources.

Objective 3.4- Students will use a writing process including, pre-writing, drafting, peer and self-revision, editing, to improve their essay.

**Goal 4- Students will learn to be effective members in a variety of groups.**

- Objective 4.1- Students will learn to be effective members of a variety of discussion groups by preparing questions, responses, and citations prior to discussion.
- Objective 4.2- Students will learn to self moderate and effectively participate in discussions in small groups.
- Objective 4.3- Students will learn to be productive members of revision groups, by giving and receiving feedback effectively, taking on group roles, actively listening, and monitoring own behavior.

**Relevant EALRs:**

Reading

- 1.4- Students will... understand elements of literature—fiction.
- 2.2- Students will... expand comprehension by analyzing, interpreting, and synthesizing information and ideas.
- 2.3- Students will... think critically and analyze authors' use of language, style, purpose, and perspective.
- 3.3- Students will... read for a literary experience
- 4.3- Students will... develop interests and share reading experiences.

Writing

- 1.2- Students will... use style appropriate to the audience and purpose.
- 2.3- Students will... write in a variety of forms.
- 3- The student understands and uses the steps of the writing process.
- 4.2- Students will... seek and offer feedback

Communication

- 2.1- Students will... communicate clearly to a range of audiences for different purposes.
- 3.1- Students will... work cooperatively as a member of a group.
- 3.2- Students will... seek agreement and solutions through discussion.

**General List of Resources Needed for Unit**

- Overhead projector and multiple slides
- Class set Compare and Contrast Essay Assignment
- Class set Rubric for Grading Compare and Contrast
- Class set Reading Log Assignment Sheet
- Class set Reading Schedule
- Class set of various other handouts (see Unit Calendar)
- Writer's Inc. Books (class set)
- White board/ pens.
- Discussion question guides
- Butcher paper/ pens.

- other materials as needed

**Daily Breakdown of Activities-** Please see **unit calendar** for break down of daily activities.

### **Unit Assessments-**

Formal-

**Compare and Contrast Expository Essay-** As a final performance assessment for this unit students' will write a compare and contrast analysis of some aspect of the epic poem that interests them. Students will be provided with a list of possible topics and will focus their reading log on topics that are of interest to them. Students will then use their reading as a source of data for their essay topic and thesis. Students will engage in a writing process which includes multiple drafts, peer revision, and editing. The final essays will be assessed using a 5 category 4 point scale.

**Final Reading Exam-** Students will take a final comprehensive exam over the sections of the Iliad they have studied. Traditional items such as matching, multiple choice, and short answer questions will comprise the bulk of this exam. Students will be given a comprehensive study guide to help them prepare for the test.

**Periodic Reading and Vocabulary Quizzes-** Students will take periodic quizzes to check their reading and comprehension throughout the unit as well as segue into the lesson for the day. These will be brief anticipatory set quizzes and will be graded based on a key designed for each quiz. Vocabulary quizzes will be drawn from words found within the poem and will be given in the context found within the poem.

**Reading Log-** As students read *The Iliad* they will be given a series of reading log assignments and activities aimed at making the reading more accessible to students through activities that will spark both creative thinking as well as analytical analysis of the poem. These reading log assignments will be periodically examined by the teacher for accountability as well as to informally assess students reading throughout the unit. The reading Log itself will be used as a formal assessment of the students reading and thinking interactions with the poem. Pieces of the reading log will be assessed individually using the standard classroom check system for homework and short writing assignments.

**Graded Discussions-** Students will be engaged in graded discussions in which the content and complexity of their responses will be evaluated using a 3 point rating scale. Students will have the opportunity to prepare for the discussions by answering a set of discussion questions given to them prior to the discussion.

### **Informal Assessments-**

- Self evaluation of small group discussions and group work
- Self evaluation of peer revision process

- Teacher observation of student group work and discussion, individual student contributions to class and groups.
- Exit slips for group and individual class work.
- Students self reflection and evaluation forms/ assignments

### **Adaptations/ Accommodations/ Enhancements-**

There are several considerations to be made in regard to teaching this unit to a range of student learners, with different needs, learning styles, and skill levels. The following is not an exhaustive list and may be revised and amended as the unit progresses.

To begin with, most students in this course have been exposed to the reading and study of epic poetry prior to this exposure. Regardless, many students may need assistance in breaking down the elevated language of the poem and dealing with vocabulary, figurative language, strange names and epithets, etc. In order to support students I have:

- Generated a new seating chart pairing strong students with struggling and boarder line students. This will enhance the learning for all students as the stronger students can act as tutor mentors for the struggling students.
- Support this seating arrangement with activities aimed at group learning, such as discussion and in class projects.
- Provide students with reading guides, character guides, visual supportive materials, etc. These materials are aimed at giving students quick and easy access to the world of the poem before frustration sets in.
- Generate excitement for the unit, by showing enthusiasm for the text, the assignments, etc.
- Giving students options in the reading log assignments they may complete allows for some self guidance and student input into the course of the assignment.
- Having a positive, supportive, caring, and approachable demeanor for all students.

There are a wide variety of learners in my classroom and so a variety of teaching methods will be employed to engage all students in the learning. Such activities as the unit exam, quizzes, and a large portion of the essay writing appeal and cater to those students who tend to be field independent learners, learners who are logical sequential, etc. Group discussions, reenactments and translations of portions of the text, group work, etc cater and appeal most to those students who are field sensitive and tend toward the creative based intelligences. In addition many of the lessons have strong visual, as well as auditory components. Kinesthetic learners will be able to manipulate objects, act out scenes from the poem, etc. These are just a few of the ways in which learners of all types have been considered and accommodated during this unit.

Several students in the class have 504 plans that indicate a need for them to have note takers or audio recording of classroom materials. In order to help these students succeed I will have handouts of all class materials available to students as well as designate a class note taker, so those students can concentrate their focus on learning rather than on keeping up with class notes.

I will make myself available to students 45 minutes before and after class to help them with any problems, concerns, questions that may arise.

I will continue to look for additional ways that I can support the successful learning of each student in my classroom.

Date: 10/17/03

## **Day 1 and 2 Lesson Plan- Introduction to the Iliad Homer Visits the Classroom**

**Rationale:** This unit is coupled with the previous two units (one on creation myths and one concerning the Greek gods) in that students will have the opportunity to apply the information and skills they gained while studying creation myths and also use their knowledge of Greek culture and myth (including knowledge of the pantheon of gods) to support their reading of *The Iliad*. This lesson is aimed at introducing the students to the characters involved in and events leading to the Trojan War, the setting of Homers epic poem. This background information serves three basic purposes. First, it is to hook students into the reading of the poem by involving them in the story and the mode in which it was originally told. Second, the vast number of characters and the unfamiliar names they present to the students can be daunting and difficult, making the reading seem inaccessible. This lesson is meant to help students immerse themselves into the world of the characters by introducing them in a fun and interesting way. Lastly, it sets the scene for their reading, it places them in “the know.” Having been able to assess students’ ability to read and analyze poetry in the previous unit it is vital that they are well supported in their critical reading of the epic poem. In order to help students with the critical reading of the poem they will be required to keep a reader response journal in which they record their thoughts, questions, and analysis of elements within the poem. This initial reading will be scaffolded so that students are aware of what to include in their journal and how to include it. Students will also be given a reading strategy guide already familiar to them (the TPCASTT critical reading strategy guide for reading poetry). This lesson therefore is designed to support students as they begin on their journey into the reading of epic poetry.

**Resources:**

- Homer Costume (toga, laurel crown)
- Class set of Greek maps
- Class set of TPCASTT guide
- a whole lot of energy and enthusiasm
- Class set of *The Iliad* books.
- White board and pens
- Class set of “Who’s Who” handout
- Class set of Reader response journal sample
- Greek Map drawn on board
- overhead projector

**Objectives:**

- 1) Students will learn the events and characters leading up to the start of *The Iliad*
  - 2) Students will learn about the author and the Homeric tradition
- Objective 1.2- Students will learn to use the “TPCASTT” system for reading and analyzing poetic literature.
- Objective 1.3- Students will learn to use the three levels of questioning (factual, interpretive, global) in order to generate meaningful inquiries and insights into literary works.

**Relevant EALRs:**

Reading

- 3.3- Students will... read for a literary experience
- 4.3- Students will... develop interests and share reading experiences.

## Procedures:

**Hook:** After student finish their quiz on the Greek gods, Ms. Starkey will introduce a guest speaker. The Greek poet Homer (Mr. Poch all dressed up). Students will receive the map and the “Who’s Who” handout and set up their chairs in theatre style seating (32 min)

## Activities:

- 1) Students will listen, mark their maps, and take notes on the pre Iliad story told by Mr. Poch. The story is interactive so students will be solicited for responses to predictive questions (15 min)
- 2) Closure: tell students they will hear the exciting conclusion of the pre Iliad story on Monday.

### Day 2

- 1) Review of story with students (what have we heard so far? What is the apple of discord? What was the judgment of Paris? Etc.) (3 min)
- 2) Students listen to remainder of pre-Iliad story (7 min)
- 3) Students will read along as a student reads the first ten lines of Book 1. Student volunteers will hand out the TPCASTT sheets while reading. (5 min)
- 4) Students and teacher review TPCASTT critical reading process (5 min)
- 5) Students read the poem again (aloud) using the TPCASTT model as they read (pause for questions and responses during second reading). Teacher records responses in a reader response format on the overhead (10min)
- 6) Students work in groups to write an additional entry for the rest of page one (5 min)
- 7) Students, as a class, discuss the entries they wrote (7 min)

**Closure:** Teacher asks students to continue their reading and start their own reader response journals as homework (assignment displayed on board). Teacher thanks students for being such a good audience for the guest speaker. As students leave the room they are to pick up a Reader response sample sheet as a reminder of what entries might look like (3 min).

**Assessments:** Informal- Observation of students and student responses to questions during the story act as a way for the teacher to assess students involvement and understanding of the story.

- The review of the story on Monday is a way to assess that students learned and remember the important pieces of the pre-Iliad story (as a class).
- The class generated Reader response entries can be used to assess students understanding of the TPCASTT critical reading system.
- Observation and reporting of groups as they write additional entries to assess for understanding of process.

Formal- Review of individual reading logs will be used as a formal assessment of student's critical reading of the text.

**Adaptations/ remediation/ enrichment:** Please see unit plan overview for adaptations for this unit. In addition, written versions of the story told by mister Poch will be made available to students who have difficulty following along with the oral telling of the story.

**Reflection:**

I had to split this lesson into two days largely because the quiz took longer than we expected to finish.

-The story was a big hit both periods. In the future I would like to have a more elaborate costume for kicks and to get a bigger reaction from the students.

- The first section of reading we did in class revealed that many students have a hard time navigating the plot, names of characters, and other factual parts of the poem. The reading logs should also help to reveal the level at which students are interacting with the text.
- I felt off on Monday and I'm not sure exactly why. The plan and my knowledge felt "mushy" if that makes any sense. I changed the order and the length of the reading assignments and how I presented the materials to the students between 1st and 6<sup>th</sup>. This seemed to help quite a bit by grounding the activity of doing the response journals in the world of the poem as it gave students more of a chance to get their bearings.
- I need to slow down with modeling and really show my thinking process and the reasons why I do things. Modeling is something I need to work on as I often get flustered when performing the task in front of the class. The overhead goes on and my brain goes off (at least it feels like it).

Date: 10/18/03

### Day 3 Lesson Plan- Questioning the Text

**Rationale:** Many students are, at this point in the reading of the text, struggling with many of the factual elements of *The Iliad* while other students will be delving into the figurative language of the poem and be reading on a much more interpretive level. This lesson is designed to help both groups of students work together to answer some of their questions about what they have read. In addition, this lesson helps students to understand the value and uses for keeping the reading log, as they will use the log to help generate ideas and questions for discussions throughout the unit.

**Resources:** - Class set of *The Iliad* - Overhead slide of SSW question and Overhead  
- Whiteboard and many pens

**Objectives:** Objective 1.1- Students will learn to take reading notes, in a variety of methods, in order to enhance their comprehension, analysis, and evaluation of the text.

Objective 1.3- Students will learn to use the three levels of questioning (factual, interpretive, global) in order to generate meaningful inquiries and insights into literary works.

#### Relevant EALRs:

##### Reading

2.2- Students will... expand comprehension by analyzing, interpreting, and synthesizing information and ideas.

2.3- Students will... think critically and analyze authors' use of language, style, purpose, and perspective.

4.3- Students will... develop interests and share reading experiences.

##### Communication

3.1- Students will... work cooperatively as a member of a group.

#### Procedures:

**Hook:** SSW questions (see attached form) is displayed on overhead as students come into the room. The slide also asks students to have their HW out to be checked and also to write down the HW for today (the Teacher greets and informs students as they come into class as well).

#### Activities:

- 1) Students write, in SSW format, responses to the questions on the overhead. The teacher "stamps" the HW (assessing) students interaction with the text (8-10min)

- 2) Students share their responses to the SSW questions at their tables (3 min)
- 3) Student groups share their SSW responses to the class as a whole (5 min)
- 4) Students review their reading logs and look at the most important questions they had (answered in log or not).
- 5) Table groups discuss the questions they had and pick the most important, interesting, or perplexing questions and have one member of the group write these on the board.
- 6) Students and teacher review global, interpretive, and factual, questions. Give examples from questions on the board (if available).
- 7) Students as a class go over answers to the questions they wrote on the board, students in class answer the questions.

**Closure:** As closure student pick out the questions they thought were the most helpful F.I.G. questions on the board. Review of the homework assignment. Teacher thanks student for their great questions.

**Assessments:** Informal- Assess students reading journals at a glance. Determine what type and level of complexity responses students have and look at questions asked.

- Assess the SSW responses both through responses in individual students writing and in class.
- Assess groups as they work on narrowing down questions to write on board. Observe they types of questions they have and discuss
- Assess questions students write on board and the responses given in class. Assess students understanding of the different types of questions.

Formal- The reading quiz next class period will be used to assess students “surface level” reading of the text and make sure that students are comprehending the text on that level.

- The reading log assignment acts as a formal assessment of the students ability to distinguish between and use F.I.G. questions and assesses their interaction with the text in a variety of formats including reader response journals.

**Adaptations/ remediation/ enrichment:** Please see adaptations in unit overview for majority of lesson adjustments for various students.

**Reflection:** The structure of this lesson worked well today. Because the questions were student generated the students engagement was high. I need to give students more time to discuss questions in small groups and less time for students to write questions on board.

Date: 10/22/03

## Day 4 Lesson Plan- Ancient Argument and Rhetorical Strategies

**Overview for University Supervisor:** Prior to starting the *Iliad*, students have studied creation mythology from around the world. They have learned about archetypes, the hero cycle, universal themes, and the relationship between culture and myth. After this the students learned about the major Greek gods, their symbols, epithets, and background. They have also learned (reviewed) the TPCASTT system of poetry analysis. All of this learning will serve the students as they read the *Iliad* which, thus far, has proved to be a challenge for many of the students. They are keeping reader response journals which document their questions, problems, reactions, and insights into their reading. This lesson is actually the third lesson in the unit sequence and will focus on the speeches of the Greeks and some of the rhetorical strategies they use. These speeches can later be used as a topic for the Final performance piece for this unit—the compare and contrast paper.

**Rationale:** The speeches that the characters impart to one another in *The Iliad* are often meant to persuade others over to the speaker's position. The rhetorical strategies employed by the characters are often used in speeches of today. For example, in a speech given by a COE, she might use a report from a leading research study as evidence to support her point that the company needs to give its executives more free time. Doing so would be an appeal to an authority. If she instead asked her listeners to consider the needs of the executives poor lonely children, she is attempting to appeal to the emotions of her audience. These types of appeals are a often a potent component in designing an argument, whether orally or on paper. This lesson is designed to help students make a connection between literary rhetorical strategies they have observed (or used) in their lives and the ones the characters in *The Iliad* use in speech. By the end of this lesson students will be able to identify and evaluate the effectiveness of rhetorical strategies used by Homer and his characters and the purposes behind their use.

**Resources:** - Class set of *The Iliad*                      - Overhead slide of Rhetorical strategies and pen  
- Class set of reading quizzes for book one                      - three sets of different speeches (color coded)  
- Class set of Rhetorical strategies handout.

**Objectives:** Objective 2.1- Students will learn literary terminology used in the discussion and analysis of literature.  
Objective 2.2- Students will learn to recognize an author's use of literary devices within a literary work.  
Objective 2.3- Students will learn to analyze the use of literary devices for an author's purpose.

### Relevant EALRs:

#### Reading

1.4- Students will... understand elements of literature—fiction.

2.2- Students will... expand comprehension by analyzing, interpreting, and synthesizing

information and ideas.

### **Procedures:**

**Hook:** As students come into the room they are greeted by the teacher and prompted to look at the overhead for directions. They are having a reading quiz today and the directions tell them how to prepare for it.

### **Activities:**

- 1) Students will take the short reading quiz and may use their journals. The quiz will be distributed and the directions reviewed as the bell rings. Once students have their quiz they can begin. On the back side of the quiz is an additional assignment which asks them to translate a speech from the Iliad into everyday language. The students are to work on this once they finish the quiz. The teacher distributes the rhetorical strategies sheet and checks homework during quiz (8 min).
- 2) Students are asked to pick up the rhetorical strategies sheet on their table. Students are asked what is a rhetorical strategy and where are they used? The teacher and students review the sheet of rhetorical strategies. Groups are asked to quickly come up with examples from commercials, speeches, or their own lives, for each of the strategies listed (7 min).
- 3) Groups report the examples they thought of for each of the strategies (3 min)
- 4) Students examine the speeches (each section of the class will have one of three speeches) they translated for the rhetorical strategies used by the characters and indicate where each strategy they find is used. Students prepare a “modernize” the language and strategies to be presented to the class in a modern day Iliad “debate.” Students are given a total of 5 min to analyze and write their groups speech. Each group chooses a member to represent them in the reenactment of the “debate” (8 min).
- 5) Debating group members are called up three at a time to reenact the debate in modern language. The audience watches and must identify the rhetorical strategies used by each debater after they are finished (10 min)

**Closure:** Students debrief the debates and discuss the various rhetorical strategies used and the speech they thought was the most effective. The teacher reviews the homework and reminds students to turn in their quizzes and rhetorical strategies sheets as they leave the room.

#### **Assessments:** Informal-

- Observation of groups as they work to come up with examples for the rhetorical strategies and the reports they give is used to assess students understanding of the rhetorical terms and uses.
- Observation of students as they prepare their speeches as well as the reenactment of the debate are used to assess students ability to recognize and analyze the strategies as well as the author’s (or character’s in this case) purpose.

- The final debrief and the strategies sheets students turn in is another way to informally assess students learning of the lesson objectives.

Formal-

- The literary term quiz given later will be used as a formal assessment of students understanding of these rhetorical strategies.
- Students will be asked to include analysis of rhetorical strategies in future readings and record their thoughts in their reading journals. This then can be used to formally assess each individual students understanding and ability to recognize and evaluate rhetorical strategies.

**Adaptations/ remediation/ enrichment:** Please see adaptations in unit overview for majority of lesson adjustments for various students.

**Reflection:** The rhetorical strategies were much more challenging for students to grasp and more time needs to be spent going over the different strategies in order for students to be able to identify them and use them well. Perhaps splitting this lesson up and adding more practice and examples would benefit students here.

The speeches the students wrote were great and the students were very engaged in this part of the lesson. Fore focus needed on including and highlighting the rhetorical devices in the rewritten speeches.

Date: 10/18/03

## Day 13 Lesson Plan- A Debate Over Fate

**Rationale:** As a possible topic for their final compare and contrast essays students have the option of focusing on Homer's often contradictory discussion concerning fate in *The Iliad*. This lesson is designed to foster student interest and to discuss the difference between free-will and determinism as it applies to the various characters in the poem. We will explore this topic in a debater format. I created a whole class debate structure in order to have students work in teams to present one side of the argument using evidence from the text to defend their positions.

**Resources:** -White Board and Pen  
-Class Set of *The Iliad*

### Objectives:

Objective 3.3- Student will learn to support thesis with data collected from, text, reading notes and other sources.

Objective 2.3- Students will learn to analyze the use of literary devices for an author's purpose.

### Relevant EALRs:

#### Reading

2.2- Students will... expand comprehension by analyzing, interpreting, and synthesizing information and ideas.

2.3- Students will... think critically and analyze authors' use of language, style, purpose, and perspective.

4.3- Students will... develop interests and share reading experiences.

#### Communication

3.1- Students will... work cooperatively as a member of a group.

### Procedures:

**Hook:** Yesterday I had students focus their reading on issues concerning fate within the text. I told them that they would use their response journals concerning fate to help them in a debate they would have for today's class. Written on the board as the student come in "THE BIG DEBATE"

### Activities:

- 1) Students Listen as teacher gives instructions and structure for debate. (5min)
- 2) Students respond to teachers questions regarding debate information and ask any questions they may have. (3min)
- 3) Students are divided into two groups (pull tables together on either side of the room)
- 4) Students assign debate team members tasks and begin preparing different parts of the debate (using their journal responses).(17min)
- 5) Once prepared Students elect “team captains” for the coin toss to see which team goes first.
- 6) Students engage in the debate following the structure laid out on the board. The teacher facilitates the debate to make sure the structure is adhered to. (20)
- 7) After closing statements are made the teacher thanks the students and gives them a round of applause.

**Closure:** Students debrief with teacher about the activity. What worked well? What could be done better to make it more valuable? What did you learn? The teacher thanks students (5min)

**Assessments:** Informal- Assess students reading journals at a glance. Determine what type and level of complexity responses students have and look at responses concerning fate.

Observe students as the work to prepare their arguments for debate. Move between the groups to assess students as they work in groups.

Observe and record students responses for level of sophistication using the “+” system. Each student is required to speak during the debate so the teacher can gauge students’ responses.

Formal- Though there is no formal assessment for this assignment, students can opt to write their final paper on this topic. For those students who choose to do so it is possible to gauge student learning of the concepts in this lesson.

The skills of textual research, analysis, synthesis, and argument building utilized in this lesson can be measured formally when students write their final essay using textual references and commenting on their significance.

**Adaptations/ remediation/ enrichment:** Please see adaptations in unit overview for majority of lesson adjustments for various students.

**Reflection:** WOW!!!! This was a great lesson. All students highly engaged in this activity. The structure for the debate was great and worked well. I wish I had video taped this!!

Improvements; -Define terms free-will and determinism as they will be used in the debate. Focuses topic.

-Leave some time at the end for open forum?

\_Give students more time to prepare arguments... though they did great with the time allotted, it would be interesting to see how sophisticated their arguments get when given more time to prepare.



## Reading Log: The Iliad

### **Why are we doing this Mr. Poch?**

Reading is an active process. It is an interaction between the reader and the words, images, ideas, and characters within the text. In essence reading is a conversation between YOU the reader and (in the case of *The Iliad*) a 2800+ year old author. In order to make this conversation fruitful the reader must hold up her end of the conversation. I want you all to be active, thoughtful, and insightful readers. I want you to learn to “talk” with texts and authors.

**The Assignment:** The reading log you will keep from now until the end of the unit is a collection of assignments: some occur each day, some are assigned for a particular reading, and for some assignments you will be given a choice.

### Every Reading Assignment:

1. A list of all vocabulary, with definitions, for words that you did not initially understand. **Vocabulary words may appear on reading quizzes.**
2. One factual, one interpretive, and one global question for each reading log entry

Examples: **Factual-** Who is Agamemnon?

**Interpretive-** Why does Achilles, the best of the Greek warriors, refuse to fight?

**Global-** Is honor ever truly gained from fighting a war? Is all really fair in love and war?

### Required Reading Responses

- Reader Response (duel entry) journals-** a log in which you record quotes from the text on one side, and responses to the text on the other. Make sure to record page numbers! Refer to the golden sheet “Critical Reading Strategies” for the types of entries to write into your log. **Strongly consider focusing your entries around the topic you have chosen for your Compare and contrast paper.**
- Paragraph Responses-** A paragraph written on assigned topics. These might ask you to evaluate an argument, analyze a significant passage for its tone, purpose, symbolism, etc.
- Reading and/or discussion questions-** These questions will be provided for you in order to prepare for in class discussions or to focus your reading on a particular concept or topic.

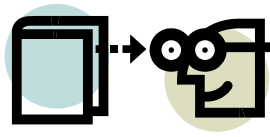
The Power to Choose Responses- (You may use each on only ONCE)

- 1) **Heroic Interview-** Choose a character from the section of the poem you read (broken into books) and write up an interview with that character with you as the reporter. Why did the character do what they did? How did they feel about it? How do they feel about others in the poem? What do they expect to happen as a result of their actions?
- 2) **Epic Thoughts-** Write an analysis of the selected reading in a poem format. Draw some conclusions about events and characters in the reading and include insights about what you are reading. Use lines from *The Iliad* in your poem as support (be sure to put the portions you use in quotation marks). Your poem must be 20+ lines long.
- 3) **Analysis Paragraph-** Similar to the epic thoughts, but written in a standard paragraph format. Again you want to draw conclusions about characters, events, details from the reading and provide insight about what you are reading. Do not give simple plot summary... I want to know about what you think, not about what you read (I have already read it).
- 4) **Paint the Scene-** Create an artistic rendition of a scene from the reading including commentary that explains the significance of your work of art and its connection to the reading. You may draw a single image, create a "comic strip" version, or some other way of representing the text visually. **MAKE SURE TO INCLUDE COMMENTARY.**
- 5) **Test Your Skills-** Write a 10 item test based on the reading selection. You can write short answer, multiple choice, matching section, etc. Make sure to include questions that force your test takers to "think critically." **PROVIDE an answer key for your test.**
- 6) **Dear Diary-** Create a diary for a character in the poem. Reveal the characters innermost thoughts and feelings in regard to the events and other characters in the reading selection.
- 7) **Inspired Idea-** Have your own idea how you can demonstrate your interaction, interpretation, ideas, and insights concerning the reading you have done? Let me hear it! **ALL PLANS MUST BE APPROVED BY ME AHEAD OF TIME.** Don't wait until the day it's due... shoot those ideas to me ASAP.

**Grading:** Your entries will be graded with three criteria in mind

- 1) **Completeness-** Full marks will be given for inclusion of all parts of the assignment.
- 2) **Complexity of Commentary-** Push yourself and your thinking- stating the obvious is for the faint of heart. Reflect upon the ideas in the text and react critically and thoughtfully to those ideas. Be the bold and insightful critical reader you are!
- 3) **Written components (analysis paragraphs)-** These will be evaluated using the "check system" rubric and will count toward the writing portion of your grade.

Read, think critically, and join the literary river of conversation!



## Reader Response Journal: A Sample

**The Purpose:** Educational research has indicated that when readers respond to texts with comments, questions, ideas, personal stories that connect to the text, visualizations and the like, that the reader is able to better understand and retain the information they read. A reader response journal is one way to help students become stronger critical readers. That is what we are trying to accomplish. That is our goal.

### Here is what the journal looks like:

<b>Textual Reference</b>	<b>Readers Response</b>
Quotations, paraphrases, and <b>page numbers</b> from the text go here.	Questions, comments, thoughts, feelings, definitions go here.
<p><u>Examples:</u>            “Rage—Goddess sing the rage of Peleus’ son Achilles...” pg 77.</p> <p>“Hurling down to the House of Death so many sturdy souls...” pg 77.</p> <p>“Begin, Muse, when the two first broke and clashed...” pg 77.</p>	<p>Which goddess is he talking about? Is she raging or is Achilles? I’m going to guess from the title that it is Achilles whose rage we are focusing on. Still who is this goddess? Maybe it is Athena, because she is the goddess of war and the Greeks (she didn’t get the apple either). But why would she sing?</p> <p>Homer is blaming Achilles for these “sturdy souls” death. The house of death is a reference to the god Hades domain of the underworld. Homer uses the word “cost” as in “is to blame for.” I wonder if Homer really view Achilles as a hero if his actions caused so much suffering.</p> <p>Oh ho! The Muse is the goddess Homer was talking about in line one. The Muse is working through Homer (the poet) to “sing” the tale of Achilles. I get it now.</p>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Discussion Questions for *The Iliad*: Books 1-3

Prepare answers to 5 of the following questions for the graded class discussion tomorrow.

**Discussion Questions:** For this round of discussion we would like you to:

1) Prepare answers to our questions, using examples from the book to support your responses

**and**

2) Bring discussion question of your own (from your RR journals) to the discussion as well.

3) Make sure to type your answers, including page numbers, and include your discussion question as well.

---

1) How are the gods in the poem represented, and how does the divine, or immortal, condition compare to the human? How influential are the gods on human action? Give examples.

2) How do the descriptions, actions, and speeches of the Greek warriors compare with those of the Trojans? How does Homers depiction of the two sides differ (if at all)?

3) Compare and contrast the portrayal of women in books 1 and 3. How does the Greek depiction and treatment of women compare to that of the Trojans?

4) How is Helen viewed by the Trojans? How does Helen view herself? What do these characterizations of her tell us about Homer's views of Helen?

5) Compare and contrast the attitudes and speeches of Achilles with those of Hector. How is each hero portrayed? Who is the nobler hero according to Homer? Why?

6a.) How is Paris depicted in the poem? How do the descriptions of Paris, his interactions with other characters, and his dialog reflect Homer's view of Paris?

b.) In comparing the actions of Paris with other warriors in the poem What appear to be Homer's ideal traits for a hero and or warrior?

7) Homer often uses extended similes (epic similes) to describe events in in the poem:

Example: "Armies gathering now as the huge flocks on flocks of winged birds, geese or cranes or swans with their long lancing necks..."

Why does Homer use these extended similes? What effect or purpose do they serve in the poem? Give examples.

8) How are the concepts of honor and glory treated in the first three books of *The Iliad*? How do these books depict Homer's concept of glory and honor?

9) What role does fate play in the lives of mortals according to Homer? Are men free to make their own decisions or do the Gods alone determine the fate of the mortals?

### **Grading scale for discussion**

A = +	Student gives a complete analysis to contribute to the conversation, with a clear, coherent, and intelligent explanation. Insights are supported by clear and appropriate examples from the text. New insights carry the group discussion forward towards understanding.
C = /	Student attempts to give analysis to contribute to the conversation, and is somewhat clear. Some examples may be provided, but the connection between the insight and the example may not be fully developed. Insights are relevant to the discussion, but may belabor previous points and therefore be redundant.
F = -	Student attempts to contribute to the discussion, but may be off-topic or redundant. Little attempt to give textual evidence is made, and/or explanation may not be fully developed.

### **Post discussion writing assignment:**

Chose one of the questions above or one of your own interpretive or global questions and write a response to the question in a one paragraph essay. Be sure to include:

- 1) A thesis stating your position on the question.
- 2) a minimum of 3 concrete details that support your position
- 3) \*\*\* at least two sentences of strong commentary for each CD
- 4) a conclusion in which you leave your reader a final thought about your position on the question.

\*\*\* **Strong commentary:** Strong commentary shows original **insight** and enlightens the reader about a text that the writer and reader both have read. The **inferences** about the text are **valid, shrewd, sophisticated, and/or discriminating**. Strong commentary gets right to the point and is **concise**. It builds on itself, adding layers of understanding, rather than rehashing old ideas. **MOVE BEYOND THE OBVIOUS INTO EXPLORATION OF IDEAS.**

## Who's Who in *The Iliad*??

### **GODS/GODDESSES:**

**Zeus** – ruler of the gods; protects strangers and guests **(N)**

**Hera** – sister and wife of Zeus; queen of Olympus; goddess of marriage and childbirth **(G)**

**Poseidon** – brother of Zeus; lord of the sea; causes earthquakes **(G)**

**Apollo** – twin of Artemis; god of prophecy, medicine, archery and music; god of the sun in late Greek and Roman mythology **(T)**

**Artemis** – twin of Apollo; goddess of the hunt; goddess of the moon in late Greek and Roman mythology **(T)**

**Athena** – goddess of arts and crafts and defensive war; goddess of wisdom in late Greek and Roman mythology **(G)**

**Aphrodite** – goddess of beauty and desire **(T)**

**Ares** – god of war **(T)**

**Hephaestus** – metalsmith of the gods; husband of Aphrodite **(G)**

**Hermes** – Zeus' messenger **(N)**

**Thetis** – mother of Achilles; sea nymph; married to Peleus **(G)**

**(G)** – God/Goddess is on the Greek side of the war

**(T)** – God/Goddess is on the Trojan side of the war

**(N)** – Neutral (Zeus is leaning more towards the Trojan side but will not go against Hera (his wife) who is on the Greek side)

### **GREEKS:** Homer also calls them the Achaeans, Argives, Danaans.

**Agamemnon** – son of Atreus; king of Mycenae; commander of Greek forces; husband of Clytemnestra;

**Clytemnestra** – daughter of King Tyndareus and Queen Leda of Sparta; wife of Agamemnon; queen of Mycenae; mother of Iphigenia, Electra, and Orestes

**Menelaus** – son of Atreus; king of Sparta; husband of Helen

**Helen** – daughter of Zeus and goddess Nemesis; reared by King Tyndareus and Queen Leda of Sparta; wife of Menelaus and queen of Sparta until abducted by Paris and taken to Troy.

**Nestor** – king of Pylos

**Achilles** – son of Peleus and the sea-goddess Thetis; leader of the Myrmidons; greatest Greek warrior

**Patroclus** – best friend of Achilles

**Phoenix** – Achilles' tutor

**Ajax** – son of Telamon; second greatest Greek warrior

**Odysseus** – son of Laertes; king of Ithaca; master of strategies

**Calchus** – chief prophet of the Greeks

## **TROJANS: Inhabitants of Ilium.**

**Priam** – king of Troy; husband of Hecuba

**Hecuba** – wife of Priam; queen of Troy

**Hector** – son of Priam and Hecuba; husband of Andromache; commander of the Trojan forces; greatest Trojan warrior

**Andromache** – wife of Hector; mother of Astyanax

**Astyanax** – son of Hector and Andromache

**Polydamas** – Hector's good friend and wise counselor

**Paris** – son of Priam and Hecuba; abductor of Helen

**Deiphobus** – son of Priam and Hecuba

**Cassandra** – daughter of Priam and Hecuba

**Aeneas** – son of Aphrodite and Anchises

**Pandarus** – a respected Trojan spearman

**Briseis** – Achilles' prize of honor

**Chryseis** – daughter of Chryses, a priest of Apollo; Agamemnon's prize of honor.

## **Terms to know and love:**

- guest-friendship
- epithets
- arête- virtue
- poetic repetition
- aristeia – excellence (great deeds of battle)
- epic poetry
- kleos- fame
- dactylic hexameter
- simile
- metaphor
- archetype
- Rhetorical strategy

## A Brief Set of Rhetorical Strategies

What is a rhetorical strategy?

- The word rhetorical refers to: “the art of speaking or writing effectively.”

**A rhetorical strategy is a tactic used in order to be an effective, or persuasive, speaker/writer**

**Directions:** For each type of strategy give an example from something you have seen, heard, read, or said in your life.

Strategies to look for in, *The Iliad*:

### **Use of appeals**

Appeal to emotion (pathos)- “Just set my daughter free, my dear one... here, accept these gifts, this ransom” (pg 78).

Appeal to logic (logos)- “Mr Poch is a mammal. All mammals have hair. Mr. Poch has hair.”

Appeal to ethics and social values (ethos)-“If a man obeys the gods they’re quick to hear his prayers” (84).

### **Use of meaningful tone:**

intimidating  
satirical  
playful

harried  
reassuring

authoritative  
informative

**System of Logic-** Process of deduction  
Claim, Warrant, Support

Process of inference

### **Systems of Fallacy**

Urging everyone to join the bandwagon

Giving testimonials (false authority) – “Hi, I’m not a doctor, but I play one on TV and I recommend you use \_\_\_\_\_ product.”

Name Calling and Slanted Language

Ad Hominem (attack on the person, rather than the issue)

Oversimplifying the argument (black and white thinking)

### **Use of stylistic devices for strong effect**

diction

detail

syntax

Figurative Language:

metaphors

similes

analogies

personification

Write down examples of rhetorical devices from things you have seen (TV commercials are a good source of rhetorical strategies), heard, said or have otherwise experienced:

<b>Rhetorical Strategy</b>	<b>Example</b>
Appeal to emotion (pathos)	
Appeal to logic (logos)	
Appeal to ethics or social values (ethos)	
Meaningful or appropriate tone: Tone word:	
Meaningful or appropriate tone: Tone word:	
System of logic System:	
System of Fallacy System:	
System of Fallacy System:	
Stylistic devices/ figurative language Device:	
Stylistic devices/ figurative language Device:	

**Follow these steps when writing a comparison/contrast essay:**

- 1. Identify similarities and differences.** If you have two items to compare or contrast, determine how they are similar and how they are different. You should find at least three points for comparison or contrast. Then write the detailed characteristics for each point. Let's say you want to compare two types of dogs.
- 2. State your purpose in the thesis sentence.** Identify the two subjects that you will compare or contrast and state whether you will focus on similarities, differences, or both. The thesis may also indicate which points you will compare or contrast.
- 3. Choose a pattern to organize your essay.** The two major patterns for organizing a comparison/contrast essay are
  - **Subject by Subject (Whole-to-Whole).** Write first about one of your subjects, covering it completely, and then you write about the other, covering it completely. Each subject is addressed in a separate paragraph. The points of comparison or contrast should be the same for each subject and should be presented in the same order.
  - **Point by Point.** Each point is addressed in a separate paragraph. Discuss both of your subjects together for each point of comparison and contrast. Maintain consistency by discussing the same subject first for each point.
- 4. Use appropriate transitions.** Transitions are important in comparison/contrast writing, especially with the point by point organization, to avoid confusion. Without transitions, the points you are comparing/contrasting may blur into one another. Also, a variety of transitions prevent monotony.

**A list of transitions follows:**

- **For comparison:** like, same, both, the same as, similar, in the same way, most important, similarly, as, too, have in common, as well as.
- **For contrast:** although, however, differ, unlike, even though, yet, but, instead, on the contrary, on the other hand, whereas, while, unless, contrary to, the reverse.

## Peer Editing Sheet- *The Iliad*

Name or Writer of Paper: \_\_\_\_\_

Name of Reviewer of Paper: \_\_\_\_\_

1) Does this paper have an interesting title? Does it match the topic of the paper? If so put a star. If not, make a suggestion.

2) Does this paper have a hook? **Yes** **No** (make a note on the paper)

3) How would you describe the hook? (circle one)

Non-existent    Okay, but bland    Engaging    Wowzers! I want to read more!

4) Does this paper have a **thesis**? **Yes (underline it)** **No (make a note)**

5) Does the thesis include specific elements compared contrasted in the paper? **Yes** **No** (circle them).

6) Does the thesis include a theme (author's purpose) **Yes** **No**

7) What is the theme given in the thesis? \_\_\_\_\_  
\_\_\_\_\_

8) Does topic sentence #1 relate to the thesis? **Yes** **No(make a note on paper)**

9) Does topic sentence #2 relate to the thesis? **Yes** **No(make a note on paper)**

10) Does topic sentence #3 relate to the thesis? **Yes** **No(make a note on paper)**

11) Does topic sentence #4 relate to the thesis? **Yes** **No(make a note on paper)**

12) Underline the concrete details on your partner's paper.

13) Now look at each of the concrete details. Does each one **sound like a normal sentence**? **If not** make a note on the paper next to concrete detail.

14) Does each concrete detail have a textual citation (pg 77) at the end of the sentence in which it is used? **If not** write the word "cite" where the citation should go.

15) Now look at each commentary. Does every commentary relate to the thesis and to the topic sentence? **Yes No**

16) If you wrote 'No,' go back and write "**fix**" by those commentaries that need to be fixed.

17) Scan for words that should not be in the paper. **Circle them and cross them out.** Perhaps suggest a different word to the writer!

The following is a list of words you should avoid using in academic writing:

Positive	Negative		
Should	Would	Could	
Might	Probably	Seems	Believe
Shows			
A lot	Very	Etc.	
Important	Significant	Obvious	
Aspects	Elements	Stuff	
You	Your	You're	Yours
I	Me		

18) Did this writer double space his her paper? She should. **Yes No**

19) Write down five questions you have for this writer about his or her paper:

a.

b.

c.

d.

e.

Any additional comments or praise?

Date: 11/13/03

## Day 18 Lesson Plan- Hooking Your Audience

**Rationale:** This lesson's purpose is multifaceted. Students have been composing the final performance essay over the last few lessons and this lesson is designed to help students compose a strong and engaging introduction to the essay they have been composing and revising over the last several lessons. Students at this level are well aware of the purpose of an introductory hook and this lesson is meant to expand upon that prior knowledge, by demonstrating a connection between the purpose and style of the essay and the manner in which the essay is introduced to the audience/reader. In addition, students will receive feedback on last body paragraph and conclusion to their essay before entering the final revision process in the next lesson.

### Resources:

**Objectives:** Objective 3.4- Students will use a writing process including, pre-writing, drafting, peer and self-revision, editing, to improve their essay.  
-Students will learn to write a strong hook that is relevant to style and purpose of their essay.  
-Students will use peer and personal feedback to revise their writing.

### Relevant EALRs:

1.2- Students will... use style appropriate to the audience and purpose.

4.2- Students will... seek and offer feedback

### Procedures:

**Hook:** As students enter the classroom the teacher greets the students and instructs them to have their 3<sup>rd</sup> body paragraphs and conclusions ready to be stamped and to peruse (read) the scoring rubric and final checklist placed at their tables. These directions are written on the board as well.

### Activities:

- 8) Students are greeted as a class by the teacher and are given 4 minutes to skim over the scoring rubric for their essays and also look at the checklist of items they need to turn in with their final draft. The students are prompted to mark any sections they have questions or concerns about. The teacher will stamp their homework as they read (5 min)
- 9) Students ask questions about the rubric and the teacher highlights a few important points students should underline or pay special attention to (3 min).

- 10) Students will read their homework paragraphs out loud to a revision partner. Once read, the reader is to take notes on any revisions they felt they needed to make as they read. The partner is to write brief notes focused on their reaction to the conclusion of the essay, focusing on feedback that will help the writer improve the effectiveness of the final thematic statements made in the conclusion. The partners then switch roles (12 min).
- 11) The students are asked for feedback on the process. What was helpful? What will you revise based on what you learned? (3 min)
- 12) Students answer teacher posed question, what makes a good hook, lead in to an essay? (2min)
- 13) Student volunteer reads first “Hook” overhead. Teacher begins by explaining the strategy used by first author in their hook. Student reads second “hook” and teacher and students look at strategy used in the hook. Continue for 3 and 4 (5 min).
- 14) Students write own “hooks” for their introductions (7 min)
- 15) Each table group is to pick the best “hook” at their table in a friendly competition to see which table has the “best hook.” (4 min)

**Closure:** The tables read the hooks out loud and when finished the class will vote on the “winner” (3 min). The teacher reminds the students to bring a typed cop of their rough draft tomorrow including their new “hook”

**Assessments:** Informal- The teacher takes student questions and asks questions to make sure students understand the important points concerning the scoring rubric.

- The teacher observes students while they read their paragraphs and read “over the shoulder” as they are writing down revision ideas to quickly get a sense of what students might need in order to help them with final revisions/ writing.
- The teacher can assess the students understanding of the strategies used in the hooks through questioning and student responses.
- The teacher can observe/read as students work on writing their own hooks as well as observe as students chose the best hook at their table to get a sense how students are evaluating the effectiveness of particular hooks.

Formal- The final assessment for this lesson is the final assessment for the compare and contrast paper and is scored using the rubric included with this lesson.

**Adaptations/ remediation/ enrichment:** Please see adaptations in unit overview for majority of lesson adjustments for various students.

**Reflection:** The sample hooks and the discussion issuing from them were great. Students enjoyed the variety of hooks used.

Need to insert more opportunities for students to discuss the hooks and use of effective hooks. Perhaps small group discussions prior to full class discussions would work here.

## **Great Hooks from Great Writers**

- 1) “When my grandfather was a boy he saw the wild-haired magician escape from a riveted boiler. He would remember that image as long as he lived, and how Harry Houdini, the rabbi’s son, defeated the German Imperial Police at the beginning of the twentieth century.”

**-Daniel Mark Epstein- *The Case of Harry Houdini***

- 2) “We shy persons need to write a letter now and then, or else we’ll dry up and blow away. It’s true. And I speak as one who loves to reach for the phone, dial the number, and talk. I say “Big Bopper here- what’s shakin’ babes? The telephone is to shyness what Hawaii is to February, it’s a way out of the woods, and yet: a letter is better.”

**-Garrison Keillor- *How to Write a Letter***

- 3) “If Man has benefited immeasurably by his association with the dog, what, you may ask, has the dog got out of it?”

**- James Thurber- *A Dog’s Eye View of Man***

- 4) “Americans don’t like plain talk anymore. Nowadays they like fat talk. Show them a lean, plain word that cuts to the bone and watch them lard it with thick greasy syllables front and back until it wheezes and gasps for breath as it comes lumbering down upon some poor threadbare sentence like a sack of iron on a swayback horse.”

- **Russell Baker- *American Fat***