**Inquiry Unit: What Makes a Hero?**

**Curricular Topic or Text:** The Odyssey* and Biographies  
*McDougal Little Literature: pgs 1085-1184

**Essential Question:** What Makes a Hero?  
**Personal Connections/Points of Contact for students:** Identify views and choices of personal heroes  
**Disciplinary Importance:** Epic Poetry/Odyssey; Writing to persuade and show knowledge  
**Possible Resulting Social Actions:** Critical Viewing of personal and societal heroes

<table>
<thead>
<tr>
<th>Conceptual Knowledge</th>
<th>Procedural Knowledge</th>
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<tbody>
<tr>
<td>- What is a hero?</td>
<td>- Comprehend and summarize biographies</td>
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<td>o Types or classifications</td>
<td>- Read selections from an Epic Poem</td>
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<td>o Criteria/characteristics of a hero</td>
<td>- Compose Extended Definition</td>
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<td>o Examples and non-examples</td>
<td>- Use learned strategies of Photo Story, brochures, interviews, video documentary and oral speeches to convey knowledge of a hero</td>
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<td>o How cultural values are reflected in heroes</td>
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<td>- How did the ancient Greeks define a hero</td>
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**Frontloading Activity:**  
- Watch Hercules and complete Epic Hero Cycle GO  
- Brainstorm and apply Epic Hero Cycle to contemporary movies/books/tv shows  
- Autobiographical Writing: What is a Hero and Who is Mine?  
- Define Hero in small groups using a Frayer Chart  
Whole class Hero/Frayer. As groups report, begin a discussion of Essential and Non Essential heroic characteristics

**Scaffold of Activities:** For exploring and practicing concepts - leading to capacity to complete culminating project - demonstration of developed understandings  
- Frontloading Activities (3-4 class sessions)  
- Ancient Greece/Homer/Epic Poetry (2 class sessions)  
- Read Books 1, 5, 9, I Do, We Do, You Do (3 class sessions)  
- Presentations Books 10, 11, 12 (3 class sessions)  
- Books 16 – 23: View the end of the Odyssey Video (2 class periods)  
- Read brief biographies of historical heroes and complete summary forms (1 – 2 class sessions/homework)  
- RAFT assignment for Odyssey (1 – 2 class sessions)  
- Hero Definition essay (4 class sessions)  
- Multi-Media Presentation: Create a visual presentations that highlights individual heroes, heroic qualities or importance of heroes in individual lives. (3 class sessions)

<table>
<thead>
<tr>
<th>Activities</th>
<th>Connection to Conceptual and Procedural Knowledge</th>
<th>Formative Assessments and proof of one’s learning</th>
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</table>
| - View Hercules (Disney) | - Identify Epic Hero Cycle  
Ancient Greek cultural values | - Class discussion/graphic organ  
- Small group work/apply Epic Hero Cycle |
<table>
<thead>
<tr>
<th><strong>• Define Hero</strong></th>
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<th><strong>• Group Frayer Charts</strong></th>
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<tbody>
<tr>
<td>Autobiographical</td>
<td>Explore and define</td>
<td>Journal entries</td>
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<td>Journal Writing</td>
<td>idea of classification (Essay)</td>
<td>Class discussions</td>
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<td>Small group Frayer</td>
<td>Explore and define idea</td>
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<tr>
<td>Whole class Frayer</td>
<td>of characteristics (Essay)</td>
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<tr>
<td>Discussion of</td>
<td>classification and</td>
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<td>characteristics of</td>
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<tr>
<td>Heroes: ancient</td>
<td>Heroes: ancient and</td>
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<td>and modern</td>
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<tr>
<th><strong>• Background Reading pgs. 1088-1011 Lit Book</strong></th>
<th><strong>• Prepare to read epic poem</strong></th>
<th><strong>• Reciprocal Reading Notes 1088-92</strong></th>
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<tr>
<td>(reciprocal reading &amp; jigsaw)</td>
<td>- Metaphors</td>
<td>1088-92</td>
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<td>- Biographical Journal Prompts( hero, journey)</td>
<td>- Epithets</td>
<td>1094-1011</td>
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<td>- Group reading/Reciprocal and Jigsaw</td>
<td>- Simile</td>
<td>Notes from Home Group</td>
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<tr>
<td>- Define epic, epic form, archetype, narrative,</td>
<td>- Practice group reading</td>
<td>Class Quiz after Jigsaw activity</td>
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<td>epic setting, epic plot, epic themes, epithet,</td>
<td>strategies in preparation</td>
<td>Teacher Observations</td>
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<td>allusion, epic simile</td>
<td>for group reading of</td>
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<td></td>
<td>Odyssey</td>
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**Reading of The Odyssey**

- **Teacher Think Aloud:** Book 1
  - Complete Graphic Organizer for holding important/interesting information
  - Epithets: Read and students write them

**Support students in Reading**
- Show students how to manage and access challenging text.
- Use summarizing to hold onto important information
- Recognize and understand purpose of Epithets
- Students compile information and evidence for Extended Definitions paper

**Book 5: We Do-whole class**

- Students gain confidence in ability to comprehend an Epic Poem
- Expand concept of Hero

- **Teacher and students read aloud passages**
- At the end of passages, students summarize section and write 2 – 3 questions
- Work as a class to answer questions
- Teacher asks questions and students respond in class notebooks

- **GO that identifies:** Important events, analysis of importance, summary of book, figurative language examples
- **GO that identifies heroic traits and weakness of Odysseus**
- **Class Notebooks**
- Debrief process and assess comprehension

**Book 9: I Do**
- Students read Book 9 and complete GO as they read.
- Students use sticky notes to identify confusion.
- Students use sticky notes to identify figurative language.
- Work in groups to clarify.

- Read and comprehend.
- Gain confidence with Epic Poetry.
- Identify cultural values for heroism.
- Identify characteristics/criteria for hero in Ancient Greece.

- GO’s
- Sticky notes
- Discussion in groups
- Observations
- Reading quiz

**Books 10, 11 and 12**
- Students work in groups of 4 to create visual presentations of sections of these books.
- Presentation includes summary, important events or advice, 1 or 2 lines that represent the section.
- A visual representation of the section.

- Students gain confidence in ability to comprehend an Epic Poem.
- Expand concept of Hero.
- Practice working in groups for final presentation.
- Develop understanding of elements of effective presentations.

- Presentations
- Observations

**Books 16 – 23**
- View the end of Odyssey Video.
- Discussion and Journal Prompts that respond to the question “Is Odysseus a Hero? Why and why not?”

- Connects to the EQ, “What is a Hero?” and develops thinking and ideas.
- Practice developing writing for Extended Definition Essay.

- Journal Prompts
- Class Discussion

**RAFT**
- Students compose a RAFT
  - Rough draft
  - Peer Editing
  - Final

- Reading and comprehending *The Odyssey*.

- Rubric
- RAFT

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<tr>
<th>Debrief process and assess comprehension</th>
<th>Book 9: I Do</th>
<th>Books 10, 11 and 12</th>
<th>Books 16 – 23</th>
<th>RAFT</th>
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<td>Students read Book 9 and complete GO as they read.</td>
<td>Read and comprehend.</td>
<td>Students gain confidence in ability to comprehend an Epic Poem</td>
<td>Connects to the EQ, “What is a Hero?” and develops thinking and ideas</td>
<td>Students compose a RAFT</td>
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<td>Students use sticky notes to identify confusion.</td>
<td>Gain confidence with Epic Poetry.</td>
<td>Expand concept of Hero.</td>
<td>Practice developing writing for Extended Definition Essay</td>
<td>Rough draft</td>
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<td>Students use sticky notes to identify figurative language.</td>
<td>Identify cultural values for heroism.</td>
<td>Practice working in groups for final presentation.</td>
<td>Develop understanding of elements of effective presentations.</td>
<td>Peer Editing</td>
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<td>Work in groups to clarify.</td>
<td>Identify characteristics/criteria for hero in Ancient Greece.</td>
<td>A visual representation of the section.</td>
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<td>Final</td>
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<td>Culminating Project</td>
<td>Sequence of Project/ Ways Students will get after the Five Kinds of Knowledge necessary to writing throughout the unit:</td>
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| **Writing Project Description:** Students will write a Definition Essay that answers the question, “What Makes a Hero?” | - Discuss and define  
  o Classifications  
  o Differentiation  
  o Examples and non-examples  
  o Criteria  
- Create a rubric  
  o Read samples  
  o Determine criteria  
- Prewrite/draft  
- Peer-edit  
- Final Copy
| Summative Assessment/Proof Positive of Learning |
| Students will create a visual presentation that highlights/introduces a hero or heroes; defines and shows heroic action. The objective of the presentation is to inspire/motivate others to act heroically or recognize and acknowledge heroic action in others. Choices for their project/presentation are:  
  - PowerPoint  
  - Photo Story  
  - Video Documentary  
  - Speech with visual support  
  - Introduce and interview their Hero in class or on a video  
  - Project approved by teacher |

**Opportunities for Formative Assessment throughout the unit:**
- Listed in assessments

**Possible Multimedia and Social Action Extensions of the Writing Assignment:**
- One objective of the presentation is to inspire/motivate others to act heroically or to recognize and acknowledge heroic action in others.
- Students determine what characteristics or criteria are important to them in choosing heroes in their life.