

Ancient World Literature

Quarter One Pacing Guide

Unit One

Timespan: Five Weeks

Anchor Texts:

The Hero's Journey, Joseph Campbell

The Myth of Sisyphus

The Epic of Gilgamesh

The Iliad, Homer

The Odyssey, Homer

Key Theme: The Epic Poem/Hero's Journey

Essential Question: What Makes A "Hero" in Literature?

Unit Two

Timespan: Three Weeks

Anchor Texts:

Meditations, Marcus Aurelius

Key Theme: Stoicism and the Modern Human

Essential Question: Is it possible to be a Stoic in the modern world?

Week/ Dates	Standards (Academic and Practice)	Essential Skills/ Objectives	Readings	Assessments
<p>Week 1:</p> <p><u>Guiding Question:</u></p> <p><i>What are the key cycles of the hero's journey?</i></p>	<p><u>Reading:</u></p> <p>RI. 9-10.1 RL. 9-10.2</p> <p><u>Writing:</u></p> <p>W.9-10.1B</p>	<p>S.W.B.A.T.:</p> <ol style="list-style-type: none"> 1. Cite strong and thorough evidence from the text to support a claim. 2. Determine a central idea and analyze how it develops over the course of a text. 	<p><u>Introduction to Myth and the Hero's Journey,</u> <i>Joseph Campbell</i></p> <p><u>The Myth of Sisyphus</u></p>	<p>Writing Assignment#1 Short-Essay Claim/Evidence/Reasoning</p> <p>Prompt: <i>What is the main function of a hero in literature?</i></p>
<p>Week 2:</p> <p><u>Guiding Question:</u></p> <p><i>Where does our sense of morality come from?</i></p>	<p><u>Reading:</u></p> <p>RL. 9-10.3 RL. 9-10.4</p> <p><u>Speaking and Listening:</u></p> <p>SL.9-10.1A SL. 9-10.1B</p>	<p>S.W.B.A.T.:</p> <ol style="list-style-type: none"> 1. Determine the meaning of both literal and figurative phrases as they are used in the text. 2. Analyze how an author's choices concerning how to structure a text create tension, mystery, or surprise. 	<p><u>The Epic of Gilgamesh,</u> <i>Unknown</i></p> <p>Excerpts from: <i>Intro, Part Two, Part Three</i></p>	<p>Class Discussion:</p> <p><i>How were "morals" created? Are the morals which continue to govern our current sensibilities outdated?</i></p>
<p>Week 3:</p> <p><i>Where does our sense of morality come from?</i></p>	<p><u>Reading:</u></p> <p>RL.9-10.1 RL. 9-10.2</p>	<p>S.W.B.A.T.:</p> <ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence from the text to support a claim. 2. Determine a theme and analyze how it develops over the 	<p><u>The Epic of Gilgamesh,</u> <i>Unknown</i></p> <p>Excerpts from: <i>Part Four, Part Six, Part Seven</i></p>	<p>Gallery Walk*</p> <p>(students respond to various passages from the text using specific prompts)</p>

		course of a text.		
<p>Week 4:</p> <p><u>Guiding Question:</u></p> <p><i>What correlation exists between the actions of people and the will of the Gods?</i></p>	<p><u>Reading:</u></p> <p>RL. 9-10.4 RL. 9-10.6</p> <p><u>Writing:</u></p> <p>W.9-10.3D</p>	<p>S.W.B.A.T.:</p> <ol style="list-style-type: none"> 1. Determine the meanings of figurative and connotative words in the context of the text. 2. Analyze an author's choice in terms of how they structure a text. 3. Use different words and phrases to recreate a narrative intended to approximate its original meaning. 	<p><u>The Iliad, Homer</u></p> <p>Excerpts from: <i>Books One, Two, Three, and Five</i></p>	<p>Writing Assignment#2</p> <p><i>Students work in groups to "modernize" a specific passage from the text/turn in their own rendition.</i></p>
<p>Week 5:</p> <p><i>What correlation exists between the actions of people and the will of the gods?</i></p>	<p><u>Speaking and Listening:</u></p> <p>SL. 9-10.2 SL. 9-10.3</p>	<p>S.W.B.A.T.:</p> <ol style="list-style-type: none"> 1. Be able to engage in civil discourse with classmates. 2. Incorporate the text to inform their opinions 	<p><u>The Iliad, Homer</u></p> <p>Excerpts from: <i>Books 15,22,23,24</i></p>	<p>Socratic Seminar</p> <p><u>FOCUS:</u></p> <ol style="list-style-type: none"> 1. <i>How did the Gods influence the behavior and interact with the humans within this war?</i> 2. <i>Was it wrong for the Gods to be so involved in human life?</i>
<p>Week 6:</p>	<p><u>Reading:</u></p>	<p>S.W.B.A.T.:</p>	<p><u>The Odyssey, Homer</u></p>	<p>Optional Narrative</p>

<p><u>Guiding Question:</u></p> <p><i>What are the morals and behaviors defining strong, effective leadership?</i></p>	<p>RL. 9-10.3 RL. 9-10.5</p> <p><u>Writing:</u></p> <p>W.9-10.3</p>	<ol style="list-style-type: none"> Analyze and critique the behavior of Odysseus Determine the kind of attitudes that motivated his leadership. Create a new narrative which applies an understanding of what a certain character <i>would convey</i>, if given the chance. (Optional) 	<p>Excerpts from: <i>Book Four, Seven, Eight, Nine</i></p>	<p>Writing Assignment</p> <p><i>(Prompt: Retell a portion of the narrative through the perspective of a different character; i.e. Penelope)</i></p>
<p>Week 7:</p> <p><u>Guiding Question:</u></p> <p><i>What are the morals and behaviors defining strong, effective leadership?</i></p>	<p><u>Reading:</u></p> <p>RL. 9-10.1 RL. 9-10.2 RL. 9-10.3</p> <p><u>Writing:</u></p> <p>W. 9-10.1a/b/c/d W. 9-10.3a/b/c/d</p>	<p>S.W.B.A.T.:</p> <ol style="list-style-type: none"> Formulate a claim pertaining to the essential question of this unit. Gather ample amounts of textual evidence which supports the formulated claim. Provide sufficient reasoning which serves to connect the claim to evidence. 	<p><u>The Odyssey, Homer</u></p> <p>Excerpts from: <i>Books Ten, Twelve, Fourteen, Seventeen</i></p>	<p><u>End of Unit Summative Essay:</u></p> <p>Students begin work on argument OR narrative essays (Rough drafts due at the end of the week.)</p>
<p>Week 8:</p> <p><u>Guiding Question:</u></p>	<p><u>Writing:</u></p> <p>W. 9-10.1a/b/c/d W. 9-10.3a/b/c/d</p>	<p>S.W.B.A.T.:</p> <p>*Same as Week Seven</p>	<p><u>The Odyssey: Homer</u></p> <p>Excerpts from: <i>Book Eighteen, Twenty-One, Twenty-Four</i></p>	<p><u>End of Unit Summative Essay:</u></p> <p><i>Argument or Narrative Option (Final drafts due</i></p>

<i>What are the morals and behaviors defining strong, effective leadership?</i>			Writer's Workshop*	by week's end.)
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