

## LESSON PLAN

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Reading Level:** Challenging (L3)

### Objectives

- To read and analyze an epic poem
- To identify epic similes

### Skills

**Reading/Thinking:** Inferring; Identifying Author's

Purpose; Drawing Conclusions; Identifying Assumptions; Sequence; Identifying Cause-Effect Relationships; Making Critical Judgments

**Writing:** Spatial Order; Dialogue

**Vocabulary:** Etymology; Context Clues



**Grammar/Language:** Appositives; Dashes; Simple and Compound Sentences

**Listening/Speaking:** Listening Techniques; Storytelling; Interviewing




**Life Skills:** Problem Solving

**Collaboration:** Literature Groups







### BEFORE READING (SE/TWE P 809)

- \_\_\_\_\_ Selection Focus Transparency 61 
- \_\_\_\_\_ Literature Launchers, Side B, Segment 23 















### READING THE SELECTION (SE/TWE PP 810–828)

- \_\_\_\_\_ Active Reading Guide\*, p. 65 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 37 
- \_\_\_\_\_ Fine Art Transparency 20 








### RESPONDING TO THE SELECTION (SE/TWE P 829)

- \_\_\_\_\_ Literary Elements Transparency 65 
- \_\_\_\_\_ Selection Quick Checks\*, p. 65 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 115–116 
- \_\_\_\_\_ Performance Assessment, p. 59 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP 810–828)

- \_\_\_\_\_ Unit Planning Guide, pp. 8–10, 27–31 
- \_\_\_\_\_ Grammar and Language Workbook, pp. 94, 267, 103 
- \_\_\_\_\_ Grammar and Language Transparencies 67–70 
- \_\_\_\_\_ Grammar and Composition Handbook, Lessons 3.2, 11.7, 4.7, 6.1 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
- \_\_\_\_\_ English Language Learners Sourcebook, pp. 108–109 
- \_\_\_\_\_ Glencoe Literature Web Site (lit.glencoe.com) 
- \_\_\_\_\_ Audio Library, Tape or CD  
- \_\_\_\_\_ Spanish Audio Library, Tape or CD  
- \_\_\_\_\_ Spanish Summaries, p. 61 
- \_\_\_\_\_ Spanish Translations, pp. 106–122 

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## LESSON PLAN

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Reading Level:** Challenging (L3)

### Objectives

- To read and analyze the second part of an epic
- To identify and explain the use of personification
- To write an analysis of the effectiveness of descriptive details

### Skills

**Reading/Thinking:** Inferring; Problem and Solution; Making Critical Judgments; Logical Reasoning; Distinguishing Fact and Opinion; Sequence; Summarizing

**Writing:** Using Jargon in a Monologue; Epic Scene

**Vocabulary:** Jargon; Meaning



**Grammar/Language:** Adverb Clauses; Participles and Participial Phrases

**Listening/Speaking:** Oral Interpretation




**Life Skills:** Leading; Memo

**Collaboration:** Literature Groups







### BEFORE READING (SE/TWE P. 832)

- \_\_\_\_\_ Selection Focus Transparency 62 
- \_\_\_\_\_ Literature Launchers, Side B, Segment 24 















### READING THE SELECTION (SE/TWE PP. 833–845)

- \_\_\_\_\_ Active Reading Guide\*, p. 66 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 38 
- \_\_\_\_\_ Fine Art Transparency 23 








### RESPONDING TO THE SELECTION (SE/TWE PP. 846–847)

- \_\_\_\_\_ Literary Elements Transparency 66 
- \_\_\_\_\_ Selection Quick Checks\*, p. 66 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 117–118 
- \_\_\_\_\_ Performance Assessment, p. 60 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP. 833–845)

- \_\_\_\_\_ Unit Planning Guide, pp. 11–13, 27–31 
- \_\_\_\_\_ Grammar and Language Workbook, pp. 111, 91 
- \_\_\_\_\_ Grammar and Language Transparencies 71, 72 
- \_\_\_\_\_ Grammar and Composition Handbook, Lessons 4.4, 3.3 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
- \_\_\_\_\_ English Language Learners Sourcebook p. 111 
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- \_\_\_\_\_ Spanish Summaries, p. 62 
- \_\_\_\_\_ Spanish Translations, pp. 123–132 

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## LESSON PLAN

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Reading Level:** Challenging (L3)

### Objectives

- To read and analyze a poem about the universal ways women sing “siren songs”
- To identify and analyze tone in a poem
- To write a journal entry about uniqueness and appeal


### Skills

**Reading/Thinking:** Identifying Persuasive Techniques;  
Identifying Cause-Effect Relationships

**Writing:** Journal Writing

**Listening/Speaking:** Performing Original Lyrics


### BEFORE READING (SE/TWE P 848)


\_\_\_\_\_ Selection Focus Transparency 63 

### READING THE SELECTION (SE/TWE PP 849)


\_\_\_\_\_ Active Reading Guide\*, p. 67 


### RESPONDING TO THE SELECTION (SE/TWE P 850)

\_\_\_\_\_ Literary Elements Transparency 67 

\_\_\_\_\_ Selection Quick Checks\*, p. 67 

\_\_\_\_\_ Selection and Theme Assessment, pp. 117–118 



\_\_\_\_\_ Performance Assessment, p. 60 



\_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS P 849)

\_\_\_\_\_ Unit Planning Guide, pp. 14–18 








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\_\_\_\_\_ Spanish Summaries, p. 63 

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## LESSON PLAN

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Reading Level:** Challenging (L3)

### Objectives

- To read and analyze part of an epic poem
- To identify methods of characterization and analyze character
- To write a journal entry

### Skills

**Reading/Thinking:** Steps in a Process;

Logical Reasoning; Identifying Bias; Generalizing

**Writing:** Poem; Journal Entry; How-to Explanation

**Vocabulary:** Roots; Dictionary


**Grammar/Language:** Verb Tenses; Compound Predicates

**Listening/Speaking:** Interviewing

**Life Skills:** Planning and Designing


**Collaboration:** Literature Groups

### BEFORE READING (SE/TWE P. 852)


\_\_\_\_\_ Selection Focus Transparency 64 

### READING THE SELECTION (SE/TWE PP. 853–865)


\_\_\_\_\_ Active Reading Guide\*, p. 68 

\_\_\_\_\_ Selection Vocabulary Practice, p. 39 


### RESPONDING TO THE SELECTION (SE/TWE P. 866)

\_\_\_\_\_ Literary Elements Transparency 68 

\_\_\_\_\_ Selection Quick Checks\*, p. 68 


\_\_\_\_\_ Selection and Theme Assessment, pp. 119–120 

\_\_\_\_\_ Performance Assessment, p. 61 

\_\_\_\_\_ Testmaker 

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP. 853–865)


\_\_\_\_\_ Unit Planning Guide, pp. 19–21, 27–31 


\_\_\_\_\_ Grammar and Language Workbook, pp. 153, 80 



\_\_\_\_\_ Grammar and Language Transparencies 73, 74 



\_\_\_\_\_ Grammar and Composition Handbook, Lessons 5.6, 2.3 

\_\_\_\_\_ Vocabulary PuzzleMaker  

\_\_\_\_\_ English Language Learners Sourcebook, p. 112 

\_\_\_\_\_ Glencoe Literature Web Site (lit.glencoe.com) 

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\_\_\_\_\_ Spanish Summaries, p. 64 

\_\_\_\_\_ Spanish Translations, p. 133–142 

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## LESSON PLAN

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Reading Level:** Challenging (L3)

### Objectives

- To read and analyze an excerpt from the *Odyssey* about the hero's return home
- To identify moments of climax in an epic
- To write an analysis of a character's action

### Skills

**Reading/Thinking:** Drawing Conclusions; Verifying Predictions; Establish Criteria; Recognizing Cause and Effect

**Writing:** Comparison of Characters; Epic Sequel


**Vocabulary:** Etymology

**Grammar/Language:** Noun Clauses; Compound Adjectives




**Listening/Speaking:** How Would You Say It?

**Collaboration:** Literature Groups







### BEFORE READING (SE/TWE P 869)

\_\_\_\_\_ Selection Focus Transparency 65 















### READING THE SELECTION (SE/TWE PP 870–880)

- \_\_\_\_\_ Active Reading Guide\*, p. 69 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 40 
- \_\_\_\_\_ Reading Workbook, pp. 83–84 








### RESPONDING TO THE SELECTION (SE/TWE PP 881–883)

- \_\_\_\_\_ Literary Elements Transparency 69 
- \_\_\_\_\_ Selection Quick Checks\*, p. 69 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 121–122 
- \_\_\_\_\_ Performance Assessment, p. 62 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP 870–880)

- \_\_\_\_\_ Unit Planning Guide, pp. 22–31 
- \_\_\_\_\_ Grammar and Language Workbook, pp. 115, 279 
- \_\_\_\_\_ Grammar and Language Transparency 75 
- \_\_\_\_\_ Grammar and Composition Handbook, Lessons 4.5, 11.12 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
- \_\_\_\_\_ English Language Learners Sourcebook, p. 114 
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- \_\_\_\_\_ Spanish Translations, pp. 143–153 

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# An Ancient Gesture and Ithaca

## LESSON PLAN

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Reading Level:** Challenging (L3)

### Objectives

- To read and analyze two poems inspired by the tribulations and aspirations in the *Odyssey*
- To identify and analyze the effect of allusions
- To write an essay comparing and contrasting poems' themes

### Skills


**Reading/Thinking:** Inferring; Setting a Purpose for Reading

**Writing:** Poem

**Life Skills:** Life Itinerary

**Collaboration:** Literature Groups


### BEFORE READING (SE/TWE P 888)

\_\_\_\_\_ Selection Focus Transparency 66 


### READING THE SELECTION (SE/TWE PP 889–890)


\_\_\_\_\_ Active Reading Guide\*, p. 70 


### RESPONDING TO THE SELECTION (SE/TWE PP 891–892)

\_\_\_\_\_ Literary Elements Transparency 70 

\_\_\_\_\_ Selection Quick Checks\*, p. 70 


\_\_\_\_\_ Selection and Theme Assessment, pp. 123–124 

\_\_\_\_\_ Performance Assessment, p. 63 



\_\_\_\_\_ Testmaker  



### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP 889–890)

\_\_\_\_\_ Unit Planning Guide, pp. 32–36 

\_\_\_\_\_ English Language Learners Sourcebook, p. 115 

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\_\_\_\_\_ Spanish Summaries, p. 66 

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