

Ancient Greece Will No Longer Be Greek to You

9th Grade Integrated Honors

Mr. Coia

Name: _____

Date: _____

Wed 2/1

- Review class rules
- Review new unit guide
- Read 5.1 and 5.2 in WH
- DVD: *The Greeks* (1: Intro, 16 min)
- Geography activity handout

- Review new vocab 66-70
- Discussion on superheroes
- "Flight vs Invisibility" writing and listen to radio broadcast (13 min)

HW: Parent signature; type essay on flight vs invisibility; Time Traveler journals

Fri 2/3

- DVD: *The Greeks* (2-4: Athens, 30 min)
- Read 5.3 and 5.4
- Guided Reading sheet on Athens and Sparta
- Work on chart of the two "faces" of Greece
- Travel Brochure assignment

- **Flight vs. Invisibility essay due**
- Sentence Openings/combining sheet
- Begin *The Odyssey*
- Explain T Notes
- Review pronunciation guide
- Read "Tell the Story"; "Calypso"
- Explain timeline of story. Begin filling in the timeline chart

Homework: "Laertes" "Lotus Eaters"; Travel Brochure; Time Traveler journals

Tues 2/7

- DVD: *The Greeks* (5,6,8: Persian War, 15 min)
- Read 5.5 Persian War
- Guided Reading sheet

- Vocab quiz 66-70
- Discussion
- "Cyclops"; "Circe"

HW: Travel brochures, "Land of the Dead", Time Traveler journals

Thurs 2/9

- **Travel Brochures Due**
- DVD: *The Greeks* (11-13: Pelop War, 19 min)
- "From Alpha to Omega" Greek writing and greek roots
- Read "Funeral Speech from Pericles" WL 286-291

- Discuss "Land"
- Read "Sirens, Scylla, Charibdis"

HW: "Cattle"; type "Making Meanings" questions 1-10. Be sure your responses are thorough. Include the questions.; Time Traveler journals

Mon 2/13

- DVD: *The Greeks* (9: Parthanon, 17 min)
- Read 6.1 and 6.2 Greek Art
- Read Socrates' Apology WL 294
- Complete Graphic Organizer on Acropolis

- Vocab quiz 71-75
- Quiz on timeline of first half (20 points)
- **T Notes for part 1 are due**
- Discuss "Cattle"
- Read "Coming Home" intro and "Meeting of Father and Son"

Homework: Read "Beggars and Faithful Dog"; Time Traveler journals

Wed 2/15

- Read 6.3 and 6.4 Hellenistic Culture
- DVD: *The Greeks* (10,14,15: Socrates, 13 min)

- Discussion
- Read deleted scene with Irus
- Read "Test of the Great Bow"

- HW: Time Traveler journals; finish reading in *The Odyssey* "Death in the Palace" "Odysseus and Penelope"

Tues 2/21

- **Time Traveler Journal is due today**
- Vocab quiz 76-80
- Writing Who's Who mini-autobiographies
- Library Visit / work time

- **T Notes for part 2 are due**
- Discussion
- Watch final scene of film version

HW: mini- autobiographies

Thurs 2/23

- **Mini-Autobiographies Due**
- Video: *O Brother, Where Art Thou?*, a modern version of The Odyssey story
- Discuss Showcase #3: My Life as an Odyssey
- Work time for "My Life as an Odyssey"

HW: Showcase

Mon 2/27

- Vocab quiz 81-85
- Video: *Forrest Gump*
- As you watch, complete the grid for comparison to *The Odyssey*
- Question for discussion: How are these themes universal? Create a list of other examples in which we see the same themes from our story
- Work time for "My Life as an Odyssey"

HW: Showcase

Wed 3/1

- **My Life as an Odyssey due**
- Peer editing/ sentence opening sheets
- Introduction to Greek Drama
- Reader's Theater: *Oedipus Rex*
- Greek Bingo for review
- Review *The Odyssey*

HW: Study for the unit test

Fri 3/3

- Unit Test:
 - Greece
 - The Odyssey

Next Unit: The Romans are coming!

Major Assignments for this Unit

Ω	2/3	Superhero essay	25 pts
Ω	2/9	Travel Brochure	20 pts
Ω	2/13	Making Meanings	20 pts
Ω	2/13	T Notes part 1	27 pts
Ω	2/21	Time Traveler journals	31 pts
Ω	2/21	T Notes part 2	15 pts
Ω	2/23	Mini-autobiographies	20 pts
Ω	2/27	<i>Forrest Gump</i> grid	20 pts
Ω	3/1	My Life as an Odyssey	50 pts
Ω	3/3	Unit Test WH and WL each	75 pts

The Odyssey Selections

Part One:

- "Tell the Story" p. 890
- "Calypso, the Sweet Nymph" p. 891
- "I Am Laertes' Son" p. 895
- "The Lotus Eaters" p. 898
- "The Cyclops" p. 899
- "The Witch Circe" p. 911
- "The Land of the Dead" p. 914
- "The Sirens; Scylla and Charybdis" p. 916
- "The Cattle of the Sun God" p. 922

Part Two:

- "The Meeting of Father and Son" p. 929
- "The Beggar and the Faithful Dog" p. 932
- "The Test of the Great Bow" p. 936
- "Death at the Palace" p. 941
- "Odysseus and Penelope" p. 944

In addition to selections from *The Odyssey*, you'll experience:

- Forrest Gump* (movie)
- O, Brother, Where Art Thou?* (movie)

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I attempted to put these sheets in the best chronological order that I could. The assignments in bold are ones that we will visit often.

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Assignments

T Notes

For the Odyssey Unit, we will use T Notes, a helpful way to organize the people and events in this story. For each reading, you will use the left-hand side to record your thoughts, ideas, questions, and observations. When you come to class, you will use the right-hand side to capture other thoughts and ideas from class discussions.

This is an excellent way to focus your mind to interact with both the text and the class ideas. Each T Note is worth 3 points for a total of 42 points. All you have to do is read, think, and write. Easy points...

Homework

There is homework after each class, whether the syllabus states an activity or not. After class, you will revisit your T Notes and add information based on your thoughts and on our class discussion. This portion is worth a hefty part of the unit, so please work hard on this.

Showcase #3: My Life as an Odyssey

This is a narrative about you. We all, like Odysseus, are on a journey in life and meet obstacles along the way. At times we may feel that there are forces that seem to hold us back from reaching our "Ithaca." Here is your chance to write about how your life mirrors this.

Try to be as specific and concrete as possible. Avoid writing clichés such as "I want to be happy" or

"I'm going to be rich." Tell us about the joys, sorrows, and destinations of your life. In grading, I'll use the standard Showcase format (look it up on the website). I am interested in seeing how you display aspects in your life as a journey. You all usually have many life experiences to share in class; here is your chance to put them on paper.

Things to Remember:

- The essay must be in Showcase format, about 550-650 words
- Use at least two hyphenated adjectives for spice
- Write with the five senses in mind. The more concrete, the more better. (I know...It's for effect!)
- Be sure your monsters, helpers, and your Ithaca are all clear
- Watch those sentence openers

Travel Brochures or Real Estate Ads

After reading the information about Sparta and Athens, and looking at the charts, prepare a poster or travel brochure or real estate ad extolling your city-state (choose between Sparta and Athens). Tell about its advantages to the prospective visitors or potential home owners.

Highlights may include: cultural activities (such as drama, music and arts); recreation, athletics and sports; architecture and famous sites; schools; accommodations (like homes where the tourists can stay with some of the locals or homes for sale); transportation; and food. Include a map showing where your city-state is located. In another smaller section you may want to add "travel alerts" which warn the tourist of some of the dangers he/she might encounter while staying in your city-state.

Name: _____ Date: _____ Period: 9IH

Civilization: _____

Time Travel Assignment for This Unit

Due Tuesday, 2/21

31 points

You will conduct additional research on their civilization. Along with adding to your massive Inspiration document, you will complete a personal time travel journal which addresses these topics:

- impressions of the landscape, geographical features
- anecdotes of the people(s) and culture(s)
- historical highlights
- reasons for successes and/or failures of the civilization
- advances in science and/or technology or lack thereof

Follow the style of a journal/diary to include dates and personal information. This is not a scientific paper or an essay. Rather, you are to utilize those creative writing skills to have an original and informative account of your travels. The journal should describe how the author's impressions of the civilization have changed during the course of his/her research. A minimum of 10 "snapshots" across time and the evolution of the civilization must address at least three of the five bullets.

In addition to typed text, you'll need to have:

- ✓ One picture/graphic/drawing per entry
- ✓ Separate entries (new pages? Borders?)
- ✓ A book format
- ✓ Cover art with your traveler's name on it (put your name as the "editor" or "compiler")

This is another part of your year-end presentation. Picture this sitting on that display table with all of your other work!

Here's how you will be graded on this project:

Contains neat and clever cover art and a title

0 1 2 3

Guide clearly directly describes aspects from your civilization

0 1 2 3 4 5 6 7 8 9 10

Guide addresses three of the five topics

0 1 2 3 4 5 6

Pictures and drawings are neat; no pixilation or cross-outs

0 1 2 3 4 5 6

Text is neat and at a ninth-grade level (all text is typed)

0 1 2 3 4 5 6

_____ / 31

Attach this copy to the front of your project with a paperclip

Who's Who in Greece: Mini-Autobiographies

20 points

Directions: Choose one Greek from the following list to research. Write mini-autobiographies (in first person) of your chosen Greek.

- | | | |
|------------------------|--------------------|----------------|
| 1. Aeschylus | 11. Draco | 21. Praxiteles |
| 2. Alexander the Great | 12. Euclid | 22. Ptolemy |
| 3. Anaxagoras | 13. Euripides | 23. Sappho |
| 4. Archimedes | 14. Herodotus | 24. Socrates |
| 5. Aristarchus | 15. Hipparchus | 25. Solon |
| 6. Aristides | 16. Hippocrates | 26. Sophocles |
| 7. Aristophanes | 17. Homer the Poet | 27. Strabon |
| 8. Aristotle | 18. Pericles | 28. Thespis |
| 9. Cleisthenes | 19. Phidias | 29. Thucydides |
| 10. Demosthenes | 20. Plato | |

Use the following guidelines to help in writing your mini-autobiographies:

- Ω Name of the person
- Ω When and where the person lived
- Ω Occupation
- Ω Two solid paragraphs (ALL original writing) about the person's life, philosophy, or objectives
- Ω Accomplishments
- Ω Include at least one picture
- Ω Put on one piece of paper

Name: _____ Paper Title: _____

Sentence Opening Sheet

from Stack the Deck Writing Program

On your paper, number your sentences from one to twenty. Fill out the appropriate columns.

Sentence #	First Four Words	Verbs Used	# of Words
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Questions to consider:

First Four Words:

- Do all of my sentences begin with the same openings, e.g., I, The, And, Then, etc.?
- Can I combine and/or rearrange some of the sentences to make them more interesting?

Comments:

Verbs:

- Are all my verbs in the past tense?
- Did I repeat the same weak verbs over and over again?
- Could I make my sentences more interesting by using concrete verbs?

Comments:

Number of Words:

- Are any of my overly long sentences run-ons?
- Can I combine some short, choppy sentences to make them more interesting?
- Did I use short sentences to stress an idea?

Comments:

Graphic Organizer for Active Reading

The Odyssey, Part One: The Wanderings

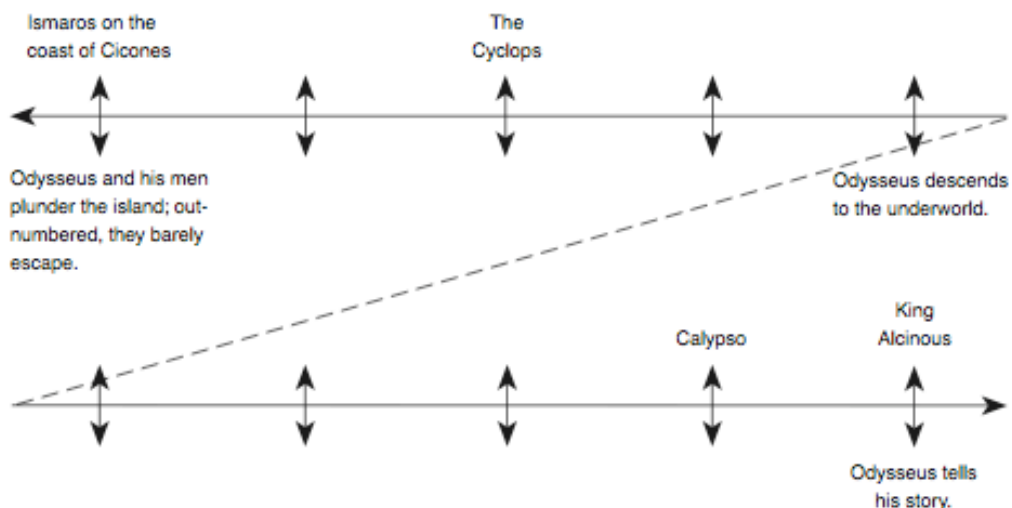
Homer

translated by Robert Fitzgerald

Pupil's Edition page 888

Heroes at Large

One way to track the adventures in *The Odyssey* is to record them on a time line—a graph that records events in chronological order. On the time line below, record Odysseus' ten-year adventure, from the time he leaves Troy until he begins recounting his saga in Alcinous' court. Above the line, record the places Odysseus goes or the monsters or people he encounters. Below the line, briefly record what happens during the encounters. Several events have been recorded as examples. Complete the rest of the time line as you read "Part One: The Wanderings."



1. Suppose a toy company wants to make Odysseus its next superhero action figure. Which of Odysseus' character traits would you advise the company to emphasize?

2. What qualities does Odysseus have that make him seem more human than heroic?

CHAPTER 6

Graphic Organizer Activity
Greece's Golden and Hellenistic Ages

Greek Arts

Greek art and architecture had a lasting influence on Western culture. Complete the graphic organizer with information you find about Greek art.

What was the Parthenon?

Where is most Greek painting found today?	Who was Praxiteles?	How did Greek art glorify the human being?	How did Greek art show pride in Greece's city-states?
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What was the Acropolis? Where was it located?

The Odyssey

Section:

Page:

Notes from My Reading:

Notes from Class Discussion:

Section:

Page:

Notes from My Reading:

Notes from Class Discussion:

T Notes
The Odyssey
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Notes from My Reading:

Notes from Class Discussion:

Forrest Gump as a Modern-Day Odyssey

9th grade Integrated Honors

Mr. Coia

Due date:

Project value: 20 points

This assignment will provide a format for you to demonstrate your understanding of *The Odyssey*. We'll explore the connections between Homer's epic with the film, *Forrest Gump*.

As we watch the movie, please jot down the connections that you see between the two stories. I've included these categories to focus your attention on the back of this sheet.

You'll need a minimum of two connections for ten of the boxes

You can leave any two boxes empty

Write while you watch, but go into detail at home

If you need a clean copy to turn in, please print one from our Handouts page

The Journey	The Quest for Something of Great Value	"Monsters" that Threaten the Quest
The Role of Women	Helpers/friends, including monsters	Sons & Fathers
Returning Home	Love & Patience	Disguises
Super-human Feats	Various Elements (time, storytelling techniques, etc.)	Your Own Connections

