The Heroic Tradition

LITERACY DESIGN COLLABORATIVE--INFORMATIONAL/EXPLANATORY MODULE

Module Title:	The Heroic Tradition
Module Description (For the teacher):	In this module, students will identify the historical significance of the *Odyssey* and the culture in which it was created. The Heroic Tradition is defined as a set of standards on the values of a man's honor. This set of standards the Greeks upheld as valuable are evident in texts like the *Odyssey.* Through extended reading and writing students will examine key events and characteristics of the heroic tradition and examine the Classical culture of Rome and Greece evaluating its impact on the world.

Task 12 Informational Explanatory/Definition	**Task 12 Template:** [Insert optional question] After reading _____ (literature or informational texts), write a/an _____ (essay, report, or substitute) in which you define _____(term or concept) and explains _____ (content). Support your discussion with evidence from the text(s). **(Informational or Explanatory/Definition)**
Teaching Tasks:	
Task 12 ELA Informational or Explanatory/Definition	<u>**How did the heroic tradition shape the Ancient Greek identity**</u>? After reading <u>*The Odyssey* and informational texts</u>, write an <u>essay</u> in which you define <u>heroism in ancient Greece,</u> and explain <u>how Odysseus exemplifies the tradition</u>. Support your discussion with evidence from the text(s). **(Informational or Explanatory/Definition)**
Task 12 SS Informational or Explanatory/Definition	<u>**How has the Classical tradition shaped the world's identity**</u>? After reading <u>selected text, primary source documents, and viewing media,</u> write an <u>essay</u> in which you define classical Greek and Roman culture and explain <u>the impact on architecture, religion, and government</u>. Support your discussion with evidence from the text(s) and/or a graphic representation that will communicate the impact of Greek and Roman tradition on the world's identity. **(Informational or Explanatory/Definition)**
Grade(s)/Level:	**9**
Discipline:	English Language Arts and Social Studies
Course:	English 9 and World History

Section 1: What Task?

What task sets clear, measurable goals for learning?

Teaching Tasks:	
Task 12 **ELA Informational or Explanatory /Definition**	**<u>How did the heroic tradition shape the Ancient Greek identity</u>?** After reading *The Odyssey* <u>and informational texts</u>, write an <u>essay</u> in which you define <u>heroism in ancient Greece</u> and explain <u>how Odysseus exemplifies the tradition</u>. Support your discussion with evidence from the text(s). **(Informational or Explanatory/Definition)**
Task 12 **SS Informational or Explanatory /Definition**	**<u>How has the Classical tradition shaped the world's identity</u>?** After reading <u>text and primary source documents and viewing media</u> write an <u>explanation</u> that defines <u>classical Greek and Roman culture</u> and explains <u>the impact on architecture, religion, and government</u>. Support your discussion with evidence from the text(s). **(Informational or Explanatory/Definition)**

Reading Texts and Multimedia	***Language of Literature* text**
	Excerpts from the *Odyssey*...Homer...epic poem
	"The Odyssey as Literature"...James Morrison...book excerpt
	
	Interactive Reader
	Grade 9 (284)
	The Odyssey
	
	**Audio Version at librivox.org
	
	***World History* text**
	• Chapter 2, Sec 1,2: Ancient Greece and Rome, 1900 BC-AD 500
	• *The Grandeur of Rome, 75 AD*
	  http://www.eyewitnesstohistory.com/awfrm.htm
	
	***Pacemaker World History* text**
	  Ch7 Greek City-States and the Golden Age (all)
	  Ch8 Alexander the Great (all)
	  Ch9 The Rise of Rome (all)
	
	Optional Multimedia Resources:
	Ancient Greece Presentations and Worksheets
	http://schools.nycenet.edu/region4/gchs/site/global_3/Unit1.html
	Ancient Rome Presentations and worksheets
	http://schools.nycenet.edu/region4/gchs/site/global_3/Unit2.html

Background to share with students:	The Heroic Tradition is defined as a set of standards on the values of a man's honor. This set of standards the Greeks upheld as valuable are evident in texts like the *Odyssey*. Through extended reading and writing students will examine key events and characteristics of the heroic tradition such as courage and honor. Classical Greece and Rome have had a large impact on many facets of the modern world. Throughout the world the influences these

	cultures can be found in the fields of architecture and engineering, science and technology, and government. Through extended reading and writing students will examine how Classical Greek and Roman society changed the world.

Standards: The CCR Anchor Standards from the common core standards are already identified by the Literacy Design Collaborative for all tasks.

Number	CC Reading Standards for Informational or Explanatory Template Tasks
1	Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.
2	Determine central ideas or themes of text and analyze their development; summarize the key supporting details and ideas.
4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
6	Assess how point of view or purpose shapes the content and style of a text.
7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well in words.
10	Read and comprehend complex literary and informational texts independently and proficiently.
Number	CC Writing Standards for Informational or Explanatory Template Tasks
2	Write informational/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5	Develop and strengthen writing as needed by planning, revision, editing, rewriting, or trying a new approach.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
10	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audience.

Transfer Goals--Students will be able to independently use their learning to:

Write as a process that documents and perfects thought using purpose, topic and audience.

Consider historical context as essential to interpreting cause and effect.

Analyze the influence of social, cultural, and political contexts and how these prepare one for participation as active, critical citizens in a democratic society.

LDC informational/Explanatory Rubric for Teaching Task	
ADVANCED	
Focus	Addresses all aspects of the prompt (teaching task) appropriately and maintains a strongly developed focus.
Controlling Idea	Establishes a strong controlling Idea with a clear purpose maintained throughout the response.
Reading/Research	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from the reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.

Development	Presents thorough and detailed Information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences.
Organization	Maintains an organizational structure that intentionally and effectively enhances the presentation of Information as required by the specific prompt.
Conventions	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to audience, purpose and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.
MEETS EXPECTATIONS	
Focus	Addresses prompt appropriately and maintains a clear, steady focus.
Controlling Idea	Establishes a controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted.
Development	Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question.
Organization	Maintains an appropriate organizational structure to address the specific requirements of the prompt.
Conventions	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.
Content Understanding	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.
NOT YET	
Focus	Attempts to address prompt, but lacks focus or is off-task.
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.
Organization	Attempts to organize ideas, but lacks control of structure.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.

Scoring Rubric for Informational or Explanatory Template Tasks

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses prompt appropriately and maintains a clear, steady focus.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus.
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.		Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/	Attempts to		Presents information		Presents information		Accurately presents

Research	present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted.	from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted.	from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted.	information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.	Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question.	Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question.	Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth

	understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		understanding of content; minor errors in explanation.		demonstrate understanding.		understanding.

Section 2: What Skills?

What skills do students need to succeed on the teaching task?

Skills Set 1: Preparing for the Task

1. Bridging conversation	Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.
2. Task and rubric analysis	Ability to understand and explain the teaching task and rubric.

Skills Set 2: Reading Process

1. Pre-reading	Ability to select appropriate texts and understand reading strategies needed for the task.
2. Active reading	Ability to understand reading strategies needed for the task and develop an understanding of a text by locating words and phrases that identify key concepts, facts, or information.
3. Note Making	Ability to read purposefully and select relevant information, and to summarize and/or paraphrase.
4. Organizing notes	Ability to prioritize and focus notes and other information.

Skills Set 3: Transition to Writing

1. Bridging conversation	Ability to transition from reading or researching phase to the writing phase.

Skills Set 4: Writing Process

1. Initiation of task	Ability to establish a thesis and consolidate information relevant to the task.
2. Development	Ability to write an initial draft with an emerging line of thought and structure.
3. Editing and Revision	Ability to apply revision strategies to define development of an essay, including line of thought, language, tone, and presentation.

Section 3: What Instruction?

How will teachers teach students to succeed on the teaching task?

Skills Set 1: Preparing for the Task		
1.Bridging conversation	*Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.*	*Pacing:* 1-1.5 hours
Mini-task	*Teaching Task:* In a quick write response, what is your first reaction to the teaching task? What strategies did you use to interpret this teaching task?	*Product:* short response
Mini-task scoring	Teacher Discretion	
Instructional strategies/ notes	<u>ELA</u> Students will read pages 887-889 and identify and explain three important elements of the plot. Students complete the quick-write in their <u>journals</u> and share responses with peers.	<u>SS</u> Students will review the pictures in the World History Chapter 2(50-79) and make inferences about the cultures. Students will locate the geographic area that is being discussed. Students complete the quick-write and share responses with peers.
Teacher Preparation	Identify appropriate reading and writing strategies for the module. Review the rubric requirements. Draft an exemplar to ensure understanding of the demands and cognitive processes involved in the teaching task.	Identify appropriate reading and writing strategies for this module. Review the rubric requirements. Draft an exemplar to ensure understanding of the demands and cognitive processes involved in the teaching task.

2. **Task and rubric analysis**	*Ability to understand and explain the teaching task and rubric.*	*Pacing:* 1-1.5 hours
Mini-task	*Teaching Task:* In your own words, write a brief explanation of what the task is asking you to do. *Rubric:* Students will translate the rubric into student friendly language.	*Product:* short response
Mini-task scoring	Teacher Discretion	
Instructional strategies/ notes	<u>ELA</u> Students will independently complete the <u>Task Analysis Template</u> and will share out their interpretations. Divide class into groups. Each group will reword the rubric criteria into student friendly language, relating to the Teaching Task, using the <u>Rubric Translation Template.</u> Groups will be asked to share out one criterion per group.	<u>SS</u> Students will independently complete the <u>Task Analysis Template</u> and will share out their interpretations. Divide class into groups. Each group will reword the rubric criteria in student friendly language, relating to the Teaching Task, using the <u>Rubric Translation Template.</u> Groups will be asked to share out one criterion per group.
Teacher Preparation	<u>ELA</u> Collaboratively plan the task: e.g. How much time to teach each step? How much	<u>SS</u> Collaboratively plan the task: e.g. How much time to teach each step? How much

	time to score? How to conduct scoring? Do we need any training on specific aspects of the task? Who has the expertise?	time to score? How to conduct scoring? Do we need any training on specific aspects of the task? Who has the expertise?	

Skills Set 2: Reading Process			
1. Pre-reading	*Ability to select appropriate texts and understand reading strategies needed for the task.*		*Pacing:* 1 hour
Mini-task	*ELA Teaching Task:* • What are the characteristics of the text? Consider genre, structure, language, syntax, and graphics. • What strategies can you use to overcome the difficulties of reading this text?	*SS Teaching Task:* • What are the characteristics of this informational text? Consider whether this is a primary or secondary source as well as structure, language, and graphics. • What strategies can you use to overcome the difficulties of reading this text?	*Product:* List of character istics and strategies
Mini-task scoring guide	Meets: • Lists the characteristics of the text. • Lists reading strategies/text strategies. Not Yet: • Attempts to meet the criteria for "meets."	Meets: • Lists characteristics of the informational text. • Lists reading strategies/text strategies. Not Yet: • Attempts to meet the criteria for "meets."	
Instructional strategies/ notes	ELA Using the resources on pages 890-891, introduce the structure of an epic poem, including epic hero and craft of the epic. Pre-reading strategies include K-W-L charts, think-pair-shares, and journal responses among others. Ideas for additional strategies can be found on the Additional Materials page of the Erie School District LDC website at https://sites.google.com/site/erieschooldistrictldc/home.	SS Using pages 6-7, review "Reading a Map." Give students a few minutes to review the maps located in the chapter on pages 59, 69, and 75. Pre-reading strategies include K-W-L charts, think-pair-shares, and journal responses among others. Ideas for additional strategies can be found on the Additional Materials page of the Erie School District LDC website at https://sites.google.com/site/erieschooldistrictldc/home.	
Teacher Preparation	ELA Before beginning to read all texts for this module, the teacher reviews reading strategies appropriate for the text genre. Review the requirements for source citation in MLA style. Plan for students who need extra time,	SS Before beginning to read all texts for this module, the teacher reviews reading strategies appropriate for the text genre. Review the requirements for source citation in MLA style. Plan for students who need extra time, resources or assistance.	

	resources or assistance.	

2. Active reading	*Ability to understand reading strategies needed for the task and develop an understanding of a text by locating words and phrases that identify key concepts, facts, or information*		*Pacing:* 4-8 hours
Mini-task	*ELA Teaching Task:* • Use annotation techniques to identify key concepts, facts, or information. • Use the Essential Vocabulary Template to identify key vocabulary.	*SS Teaching Task:* • Use annotation techniques to identify key concepts, facts, or information. • Use the Note Making Template to identify key terms.	*Product:* Completed annotations and templates
Mini-task scoring guide	Meets: • Annotated or "actively read" documents will have a variety of marks (circles, underlining, stars, highlights, etc.). Annotations are the text based support for the teaching task. • Students define and understand vocabulary and terms in the texts. • Citations are correct. Not yet: • Attempts to meet the criteria for "meets."	Meets: • Annotated or "actively read" documents will have a variety of marks (circles, underlining, stars, highlights, etc.). Annotations are the text based support for the teaching task. • Students define and understand vocabulary and terms in the texts. • Citations are correct. Not yet: Attempts to meet the criteria for "meets."	
Instructional strategies/ notes	ELA Students now read all texts in the module. As students read, they focus on looking for textual evidence they will use for the module task, using appropriate *reading strategies* and *vocabulary comprehension strategies*. Instruction should be very explicit and include group/partner work and teacher modeling.	SS Students now read all texts in the module. As students read, they focus on looking for textual evidence they will use for the module task, using appropriate *reading strategies* and *vocabulary comprehension strategies*. Instruction should be very explicit and include group/partner work and teacher modeling.	
Teacher Preparation	Choose the appropriate note making organizer for each text. Review and discuss note making strategies that pertain to specific types of texts and to the task. Select resources to support MLA format.	Choose the appropriate note making organizer for each text. Review and discuss note making strategies that pertain to specific types of texts and to the task. Select resources to support MLA format.	

	Plan for students who need extra time, resources, or assistance.	Plan for students who need extra time, resources, or assistance.

3. Note Making	Ability to read purposefully and select relevant information, and to summarize and/or paraphrase.	*Pacing:* 2-6 hours
Mini-task	*ELA Teaching Task:* • Review the Teaching Task • Use the appropriate note making organizer	*SS Teaching Task:* • Review the Teaching Task • Use the Note Making Template and/or Classical Culture Graphic Organizer to identify relevant information	*Product:* Notes, short responses, source citations
Mini-task scoring guide	Meets: • Students effectively paraphrase the Teaching Task. • Students create notes that will provide textual evidence for the Teaching Task. • Citations are correct. Not yet: Attempts to meet the criteria for "meets"	Meets: • Students effectively paraphrase the Teaching Task. • Students create notes that will provide textual evidence for the Teaching Task. • Citations are correct. Not yet: • Attempts to meet the criteria for "meets."	
Instructional strategies/ notes:	ELA Students now read all texts in the module. As students read, they focus on looking for textual evidence they will use for the module task, using *note making organizers*, such as evidence charts, note making guides, and two-column/dialectical journals, among others. Heroic Tradition Graphic Organizer or Evidence Chart.	SS Students now read all texts in the module. As students read, they focus on looking for textual evidence they will use for the module task, using *note making organizers*, such as evidence charts, note making guides, and two-column/dialectical journals, among others. Classical Culture Graphic Organizer and/or Note Making Template	
Teacher Preparation:	ELA Strategies for note making. Plan for students who need extra time, resources, or assistance.	SS Strategies for note making. Plan for students who need extra time, resources, or assistance.	

4. Organizing notes	Ability to prioritize and focus notes and other information.	*Pacing:* 1 hour
Mini-task	*ELA Teaching Task:* • Guide students through a	*SS Teaching Task:* • Guide students	*Product:* Completed essay

	deconstruction of the Teaching Task • Prioritize students' notes relevant for the Teaching Task using an essay template	through a deconstruction of the Teaching Task • Prioritize students' notes relevant for the Teaching Task using an essay template	templates

Mini-task scoring guide	ELA Meets: • Completes essay template with textual evidence focused on the Teaching Task Not yet: • Attempts to meet the criteria for "meets."	SS Meets: • Completes essay template with textual evidence focused on the Teaching Task Not yet: • Attempts to meet the criteria for "meets."
Instructional strategies/ notes:	After students have read and taken notes on all texts in the module, they use the essay template to organize their notes and identify the textual evidence they will use when completing the Teaching Task.	After students have read and taken notes on all texts in the module, they use the essay template to organize their notes and identify the textual evidence they will use when completing the Teaching Task.
Teacher Preparation:	ELA Create an exemplar of the essay template that demonstrates strategies for prioritizing ideas and supporting evidence.	SS Create an exemplar of the essay template that demonstrates strategies for prioritizing ideas and supporting evidence.

Skills Set 3: Transition to Writing		
1. **Bridging conversation**	*Ability to transition from reading or researching phase to the writing phase.*	*Pacing:* 1 hour
Mini-task	*ELA Teaching Task:* In a quick write, give a brief overview of your essay. How will it be constructed, and what is your thesis?	*SS Teaching Task:* In a quick write, give a brief overview of your essay. How will it be constructed, and what is your thesis?	*Product:* Short response
Mini-task scoring	Teacher Discretion	
Instructional strategies/ notes:	ELA Review a sample informational essay in Appendix C at http://www.corestandards.org/assets/Appendix_C.pdf Students will deconstruct and evaluate the essay based on the informational/explanatory rubric. ○ Evaluate the thesis statement.	SS Review a sample informational essay in Appendix C at http://www.corestandards.org/assets/Appendix_C.pdf Students will deconstruct and evaluate the essay based on the informational/explanatory rubric. ○ Evaluate the thesis statement.

	o Analyze patterns of development. o Evaluate the sample essay's effectiveness – Does it provide the necessary information and explanation? How?	o Analyze patterns of development. o Evaluate the sample essay's effectiveness – Does it provide the necessary information and explanation? How?
Teacher Preparation:	ELA Choose an essay sample to use in the transition from note making to writing.	SS Choose an essay sample to use in the transition from note making to writing.

Skills Set 4: Writing Process			
1. Initiation of task	*Ability to establish a thesis and consolidate information relevant to the task.*		*Pacing:* 1 hour
Mini-task	*ELA Teaching Task:* • Write a formal thesis using your quick writes, notes, and texts to ensure a strong, controlling idea. • Write a draft introduction that will set the context for your position.	*SS Teaching Task:* • Write a formal thesis using your quick writes, notes, and texts to ensure a strong, controlling idea. • Write a draft introduction that will set the context for your position.	*Product:* Thesis statement and introductory paragraph

Mini-task scoring guide	Meets:
	    Writes a thesis that establishes a controlling idea and identifies key points that support development. Writes a draft introduction that establishes the context.
	Not yet:
	    Attempts to meet the criteria for "meets."
		Meets:
		    Writes a thesis that establishes a controlling idea and identifies key points that support development. Writes a draft introduction that establishes the context.
		
		Not yet:
		    Attempts to meet the criteria for "meets."	

Instructional strategies/ notes:	ELA	SS
	Review qualities of a strong thesis as a class: takes a clear position in response to the Teaching Task and identifies sub-topics that will be developed.	Review qualities of a strong thesis as a class: takes a clear position in response to the Teaching Task and identifies sub-topics that will be developed.
	In pairs, students will edit sample thesis statements provided by the teacher or from the link below. As a class, go over each thesis statement, asking for volunteers to identify the strong and weak characteristics of each statement. http://writing2.richmond.edu/writing/wweb/thesisexerciseprint.html	In pairs, students will edit sample thesis statements provided by the teacher or from the link below. As a class, go over each thesis statement, asking for volunteers to identify the strong and weak characteristics of each statement. http://writing2.richmond.edu/writing/wweb/thesisexerciseprint.html
	In pairs, students share their thesis statements. Student volunteers share their thesis with the class for critique.	In pairs, students share their thesis statements. Student volunteers share their thesis with the class for critique.
	Students can be given sentence frames to help write the thesis. http://writing2.richmond.edu/writing/wweb/thesisexercise.html	Students can be given sentence frames to help write the thesis. http://writing2.richmond.edu/writing/wweb/thesisexercise.html
Teacher Preparation	Review the rubric for focus and controlling idea. What strategies or methods can help students write a strong thesis? Choose sample thesis statements, strong and weak, to use in editing or use samples from Common Core Appendix C.	Review the rubric for focus and controlling idea. What strategies or methods can help students write a strong thesis? Choose sample thesis statements, strong and weak, to use in editing or use samples from Common Core Appendix C.

2. Development	*Ability to write an initial draft with an emerging line of thought and structure.*		*Pacing:* 1 hour
Mini-task	*ELA Teaching Task:* Use your formal thesis and supporting details to review and complete the selected writing template.	*SS Teaching Task:* Use your formal thesis and supporting details to review and complete the selected writing template.	*Product:* Completed initial draft
Mini-task scoring guide	Meets: Initial draft is constructed and reflects the template and teaching task. Includes development and organization of main points connected to the thesis. Not yet: Attempts to meet the criteria for "meets."		Meets: Initial draft is constructed and reflects the template and teaching task. Includes development and organization of main points connected to the thesis. Not yet: Attempts to meet the criteria for "meets."

Instructional strategies/ notes:	ELA Students will write a multi-paragraph essay including an introduction, body paragraphs, and conclusion.	SS Students will write a multi-paragraph essay including an introduction, body paragraphs, and conclusion.
Teacher Preparation	Review the rubric for focus and controlling idea. What strategies or methods can help students write a well developed essay? Choose sample essays, strong and weak, to use in editing or use samples from Common Core Appendix C.	Review the rubric for focus and controlling idea. What strategies or methods can help students write a well developed essay? Choose sample essays, strong and weak, to use in editing or use samples from Common Core Appendix C.

3. Editing and Revision	*Ability to apply revision strategies to define development of an essay, including line of thought, language, tone, and presentation.*		*Pacing:* 1 hour
Mini-task	*ELA Teaching Task:* Apply revision strategies for clarity, logic, language, cohesion, appearance, and conventions.	*SS Teaching Task:* Apply revision strategies for clarity, logic, language, cohesion, appearance, and conventions.	*Product:* Revised and Final Draft
Mini-task scoring guide	ELA Meets: - Completed proofreading and editing checklist. - Review to make sure all elements of the Teaching Task are addressed in an essay with an introduction, body paragraphs, and conclusion. Not yet: - Attempts to meet the criteria for "meets."	SS Meets: - Completed proofreading and editing checklist. - Review to make sure all elements of the Teaching Task are addressed in an essay with an introduction, body paragraphs, and conclusion. Not yet: - Attempts to meet the criteria for "meets."	
Instructional strategies/ notes	ELA Use the proofreading and editing checklist to revise the essay. Hold editing conferences with teacher and/or peers as needed.	SS Use the proofreading and editing checklist to revise the essay. Hold editing conferences with teacher and/or peers as needed.	
Teacher Preparation	Editing and revision strategies Teacher and peer conferencing	Editing and revision strategies Teacher and peer conferencing	

Section 4: What Results?

How good is good enough?

A.   **Student work samples:** Collect/include examples of student work to represent each performance level on the teaching task.

Teacher Work Section

What now, what next?

A.   **Teacher thoughts:** Provide thoughts and ideas after teaching the module to different students in different classes

B.   **Possible variations**: Add ideas for spin-offs or extensions to the module.

Supplemental Resources
LDC Gr.9 Module 1

Instructional Resources

- Task Analysis Template

- Rubric Translation Activity

- Active Reading Rubric

- APPARTS Template

- Text Structure Template

- Heroic tradition Graphic Organizer

- Outline Template

- EssayTemplate

ELA Mini-Task Lessons
1. Story Elements
2. Plot
3. Annotation
4. MLA Citation
5. Note-Taking
6. Characteristics of Text
7. Reading Strategies
8. Writing Strategies
9. Epic Poem
10. Epic Hero
11. Writing a thesis
12. Transition Statements
13. Introduction to the Hook
14. Writing a good paragraph
15. Conclusions

Social Studies Mini-Tasks
1. Map Skills
2. Primary and Secondary Sources
3. Informational Text Characteristics
4. Geography of Ancient Greece
5. Culture of Ancient Greece

Link to LDC TEMPLATES AND ORGANIZERS

Supplemental Resources
LDC Gr.9 Module 1

Skills Set 1: Preparing for the task – Mini Lesson suggestions

E/LA   SS
*Mini-task Elements of a Story and Plot   **Pace Maker Ch-7-9 (Use* photo analysis, journal, chapter preview or scavenger hunt)

Skills Set 2: Reading Process – Mini Lessons Suggestions (Pre-reading)

E/LA
*Mini-task MLA Citations
*Mini-task Annotation
*Mini-task Note Takings
*Mini-task Epic Hero: Epic Poem
*Mini-task Reading Strategies
*Mini-task Writing Strategies

SS
*Mini-task Primary & Secondary Sources
*Mini-task Map Skills
*Mini-task MLA Citations
*Mini-task Annotations
*Mini-task Note taking
*Mini-task Reading Informational Text

Skills Set 2: Note Making - Mini Lesson Suggestions
E/LA
*Mini-task Paraphrasing

Skills Set 4: Writing Process – Initiation of Task Mini Lesson Suggestions
E/LA
*Mini-task Writing a Thesis
*Mini-task Introduction to the Hook
*Mini-Lesson on Transitions
*Mini-Lesson on Writing a Good Paragraph
*Mini-task Writing Conclusions

SS
*Mini-Lesson on Writing a Good Paragraph
*Mini-Lesson on Transition

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MINI TASK LESSONS

Elements of Plot

1. *Elements of a Story*

   This prepared PowerPoint presentation reviews the story elements.
   http://www.slideshare.net/guest6bbfe8d/elements-of-plot
2. *Bridges to Literature TE Level 1***
   This is simple easy to use template provides space for note-taking which is also a visual guide to plot sequence.
   > Template for Plot Diagram (T628) **Supplemental Resource OR other graphic organizers can be found by web searching. Some examples are given:
   > - http://selfpublishingteam.com/wp-content/uploads/2012/03/Detailed-Plot-Outlines.pdf
   > - http://selfpublishingteam.com/wp-content/uploads/2012/03/Freytag-Model.pdf
3. *Activity Comic Strip Story Elements*
   This is an interactive website which can be used as a lesson or enrichment activity for early finishers.
   http://www.readwritethink.org/files/resources/lesson_images/lesson236/comic-strip-storyelements.pdf

Note-Taking
1. *Cornell Note-Taking Lesson*
   This lesson provides templates and example of note-taking.
   http://ace.fsu.edu/Gfx/Cornell_Template_ACE.pdf
2. *Room with a View: Note Taking Strategies*
   This website provides multiple note taking strategies. Most techniques have a description, lesson, and example for the teacher and student.
   http://www.englishcompanion.com/vignettes/notetakingstrats.html
3. *Note Taking Tips, Techniques and Strategies*
   This site provides brief, yet supportive, note taking strategies for academic success.
   http://www.academictips.org/acad/literature/notetaking.html

Annotation
1. *Beyond the Yellow Highlighter*
   This article describes and explains the importance of annotating text. It provides a chart of annotation marks, dialectic journal, and example text for annotation.
   http://vd-p.d91.k12.id.us/Curriculum_Resources/Sheltered%20Instruction%20(SIOP)/Fall%202011%20Class%20-%20Where%20Every%20Student%20Learns/Session%2001/Fall%202011/01_Beyond%20the%20Yellow%20Highlighter.pdf
2. *Briefly Noted: Practicing Useful Annotation Strategies*
   Use this *New York Times* extensive lesson plan for annotating text using various strategies.
   http://learning.blogs.nytimes.com/2011/03/07/briefly-noted-practicing-useful-annotation-strategies/?_r=0
3. *Teaching Student Annotation: Constructing Meaning Through Connections*
   This is a complete lesson with handouts on text annotation published by NCTE.
   http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-student-annotation-constructing-1132.html

MLA Citations
1. *Research Building Blocks: "Cite Those Sources!"*
   This is a creative lesson with resources and printable worksheets for MLA citation.
   http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-cite-158.html?tab=1#tabs
2. *How to Cite a Site*
   This PDF formatted document is a great resource for teaching proper citation guidelines.
   http://www.commonsensemedia.org/sites/default/files/3-5-unit2-howtociteasite.pdf
3. *MLA Format*

Santa Rosa Junior College online writing lab provides a lesson plan for MLA format. This site is complete with a pre-test, lesson, quiz, and exit assignment!
http://www.santarosa.edu/~jroyal/research/MLA/mla.html

MINI-TASKS FOR SOCIAL STUDIES

Map Skills

Primary and Secondary Sources

Information Text Characteristics

Making Inferences

Geography of Ancient Greece

Culture of Ancienty Greece

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LDC Supplemental Resources Relevant to Theme
9th Grade: The Heroic Tradition

What Makes a Hero? Phillip Zimbardo argues, "We all have an inner hero." Here's how to find it. Article and video available.
http://greatergood.berkeley.edu/article/item/what_makes_a_hero

What Makes A Hero? This article explains why most of our heroes aren't really heroic.
http://www.psychologytoday.com/blog/what-makes-hero/201305/heroes-who-break-the-mold

The Hero Project: This site celebrates the best of humanity.
http://myhero.com/go/home.asp

Encyclopedia Mythica: Background information on Odysseus
http://www.pantheon.org/areas/heroes/articles.html

Heroes are made of this: This site provides instructional materials for creating organizers utilizing the heroic theme.
http://www.pdesas.org/module/content/resources/18567/view.ashx

Hero's Journey: This is an explorative interactive online tool.
http://www.readwritethink.org/files/resources/interactives/herosjourney/

What Makes a Story Epic? This resource provides the criteria for an epic poem.
http://edsitement.neh.gov/lesson-plan/story-epic-proportions-what-makes-poem-epic

What is a Super Hero…article: Brief psychology of superheroes: Great for a Do Now, initiates class discussion, use for annotation practice, links to articles when you click on The Superheros, includes heroines-use for research and citation practice.
http://www.psychologytoday.com/blog/the-superheroes/201003/what-is-superhero

Soldier is not a Hero…article: Defines heroism, use a t-chart to differentiate qualities of a hero and non-hero, can be used for quotations/citations.
http://www.psychologytoday.com/blog/insight-therapy/201101/soldier-hero

What makes a hero?...article: Attribute of real world heroism: Humbleness or humility, sparks discussion and writing prompts for Do Now or Ticket Out the Door.
http://www.psychologytoday.com/blog/happiness-in-world/201009/what-makes-hero

Man in the Water…Roger Rosenblatt…article: Brief reading with short formative assessment questions included.
http://www.nexuslearning.net/books/elements_of_lit_course4/Collection%207/The%20Man%20in%20the%20Water.htm

Mahatma Gandhi: An excellent resource, this site provides letters written by Gandhi about South Africa, and also the views of others about his work against apartheid (Primary source document).
http://www.anc.org.za/index.php
http://www.classzone.com/books/language_of_lit_gr10/page_build.cfm?content=links_rs_apartheid&u=6#item

The Ancient Greek World Index: From the University of Pennsylvania's Museum of Archaeology and Anthropology, this wonderful site explores many aspects of Greek life, including religion, economy, and athletics.
http://www.penn.museum/sites/greek_world/

Ancient Greece: From the British Museum, this wonderful online exhibit examines many aspects of ancient Greece, including daily life, religion, and geography.
http://www.ancientgreece.co.uk

Exploring Ancient World Cultures: Ancient Greece: From the University of Evansville, this outstanding site contains excerpts of classic Greek literature, an extensive time line, and images of Greek art.
http://eawc.evansville.edu/

History for Kids! : Information on philosophy, art, science, sports, and government in ancient Greece.
http://www.historyforkids.org/learn/greeks/

Timeless Myths: Information on classical, ancient and medieval mythology, tales, and legends.
http://www.timelessmyths.com/classical/odyssey.html