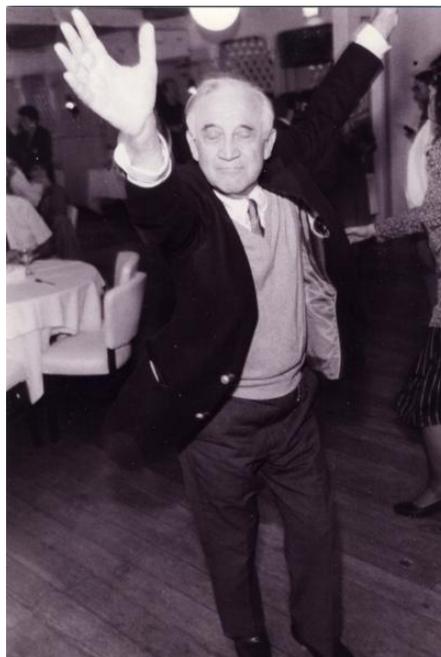


The Hero's Journey

Becoming the Hero of Your Own Life and Beyond

A Six Week Unit for 9th Grade CP

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Fall 2012
LLED 7408



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Rationale

The Hero's Journey in The Odyssey and Tuesday's with Morrie (9th Grade CP)

“The best day of your life is the one on which you decide your life is your own. No apologies or excuses. No one to lean on, rely on or blame. The gift is yours. It is an amazing journey and you alone are responsible for the quality of it. This is the day your life really begins.”

- *From **Whatever is Takes** by Bob Moawad*

Adolescence is truly a time of self-discovery. Young people who enter the 9th grade are faced with four years of uncertainty for what lies ahead. They are on a journey of sorts where they will be tested, tried and pushed as an individual. 9th graders will make mistakes countless times, they will learn and grow. What they might not realize is that the future rests in their own hands, and every choice they make will become a stepping stone in their journey to become sophisticated, intelligent and capable human beings. It is part of the human condition to look back on life with regrets, stories of triumph and success. All of our memories and experiences, from birth to present are knit together to allow us to become who we are today. The time of adolescence is certainly a time that most of us can remember in a number of ways, but most importantly, I believe that it is a vulnerable time in which students need to be pushed and shown their own potential in order to become well-rounded young adults. I have chosen a unit on the journey in which I will focus on Homer's *The Odyssey* along as the main text. This text along with Mitch Albom's *Tuesdays with Morrie* will provide a multitude of interesting venues for learning in which the students can use in a number of pivotal ways.

The Odyssey remains a steadfast staple in the many hundreds of classic, canonical works of literature that exist today. The literary cannon have deep roots for many important reasons, but like *The Odyssey*, I do not believe that we should focus on the classics simply because they continue to endure the times. As teachers, we must ask ourselves, why are the classics important? Why are

people still reading *The Crucible* or *To Kill a Mockingbird*? These questions are important and while some teachers do have the choice to opt for more modern texts in place of the older classics, most are stuck with whatever the stock room has to offer that year. I chose *The Odyssey* as my principal text for this course not only because it is a classic, but because I wanted the challenge of refreshing it in a modern way that will impact my students personally. Relevance is key when selecting any text for a group of students to read. I am choosing to view *The Odyssey* with a selective focus on the context of the epic poem and its main ideas in hopes that this lens will make students feel more at ease when reading through the difficult language. In this case, I feel that the main themes such as perseverance and determination will be the overarching details that will ease students into their secondary text, *Tuesdays with Morrie*. It is inevitable that students and their parents may question the texts I have selected and their relevancy, but I hope that the themes that the students learn throughout the six weeks will diminish any worries or doubts.

The world of ancient mythology and Odysseus seems disconnected from the lives of adolescents in 2012 when viewed with an untrained eye. I remember reading *The Odyssey* with a sigh and a roll of the eyes when I was a 9th grader. While it is a tough text to get through, I am hoping that students can find themselves in the text even if they only relate to two or three scenarios. My main goal for students is that they will see the text in a more refined way. The journey of Odysseus is almost as far-fetched as it gets, but underneath all of the monsters, muses and deities lies an important story about the impact of personal choices, responsibility, humility and determination, love and family. These themes, these situations that arise can and will make an impact if the students can see themselves in the text.

A student who is pining to go to a certain university will be focusing on the importance of studying hard and making the honor roll. Someone who faces the death of a loved one will see the impact of life choices and what it means to have lived a long life. The themes that are intertwined

within *The Odyssey* are numerous and it is my hope that students who are facing high school (a journey in itself) will leave the classroom with something, even if it is simply seeing the relevance in life as an epic journey.

Mitch Albom's *Tuesday's with Morrie* solidifies the themes students will explore in *The Odyssey* and make them real, modern and applicable. The story of the teacher who shows what it is like to die "in order to teach us how to live" is important and compelling. Morrie Schwartz will give students a chance to soak in some advice about living the best life possible. His words ring true for the overarching themes of this unit. One of the pieces of advice that Morrie gives, "if you really want it, then you'll make your dream happen" is a highly applicable and valuable theme to take away from the novel. We all want our kids to dream big, try hard and achieve, so it is my hope that they can take away these life lessons.

No matter how relevant, I think the themes surrounding these two texts are, some parents may not be so keen. The subjects of mortality and morality may evoke hostility. The fact that *Tuesdays with Morrie* discusses death explicitly is enough to bring some concern to the table. While parents have every right to raise concern over what their children are reading, each serves a purpose in making both *Tuesdays with Morrie* and *The Odyssey* relevant and meaningful.

The *Odyssey* calls attention to adultery when Odysseus succumbs to affairs with both Calypso and Circe. A focus on a male adultery could bring potential attention to gender roles. Ironically, it is Penelope who remains faithful. Although there is some fairly subtle talk of sex in Odysseus' story, the point of the story does not rest on sex and adultery alone. The importance lies in Odysseus' journey, his choice and the will to make it back to Penelope alive, consequences and all. I have no intentions to bring light to the topic other than to use it as a supplemental scenario in which Odysseus learns a lesson in relationships, something I am sure all high schoolers will someday relate to, if not already.

I thoughtfully chose my supplemental text, *Tuesdays with Morrie* in hopes that it would offer a fresh, more modern perspective on the individual's journey, the hero and the impact of life lessons. While I believe the overarching messages inside the book overpower the sensitive subject matter, I realize that the subject of death is particularly taxing. As Morrie Schwartz learns to die, he gives advice that encapsulates how to live and in return raises questions about love, responsibility and spiritual awareness. Students who have a hard time relating to the Odyssey will hopefully find the characters in *Tuesdays with Morrie* more compelling. In regards to the more sensitive topics in the book, I feel that they are real and raw. Most students will have already had a few experiences with death in regards to a grandparent or elderly family member and if they haven't they will have had a friend experience loss in some form or fashion. It is my belief that students will be more aware of their own potential and realize the impact of their actions in regards to themselves and others. Overall, it is an important read that relates well to the themes of *The Odyssey*.

I would like to reflect on why I chose *The Odyssey* as well as *Tuesdays with Morrie* to 9th graders. While *The Odyssey* is one of the most canonical texts for 9th grade, I believe if taught correctly, the more classic themes such as the hero and the epic journey are pushed farther. I want my students to see the story as more than it appears in the traditional context and for this reason I have also given them Mitch Albom's book after we finish *The Odyssey*. The purpose of *the Odyssey* within my vision is to introduce students to the journey, the hero and the obstacles that arise. They might also relate to some of the same feeling and situations that occur surrounding characters such as Odysseus and Penelope. After reading *The Odyssey*, students will be more in tune with the idea of the journey in its most basic, adventurous form. *Tuesdays with Morrie* takes the journey theme and makes it personal. Mitch Albom illuminates many universal truths such as the laws of nature. This theme seeps into the heart of the book as Mitch realizes the true meaning of life by visiting his dying professor, Morrie. As Mitch listens to Morrie spill his wisdom, students will also become more

aware of what it means to truly live, accomplish goals and give back. It is my hope that students can become more aware of their own actions, the consequences of those actions. In a time of cynicism and consumerism, we all need reminders to live simply. I want my students to know what its like to turn off the TV and stare out the window for a while. I want them to feel respect and give love to others. All of these themes are a part of the journey. Although our world is much different from the lands of Cyclops and the Sirens, the same universal themes for living can be applied. Adolescents are at such a vulnerable time where they will learn how to truly become themselves emotionally, physically and socially. It is my hope that we can all bring our personal experiences to the table for class discussions and reflect on the themes that revolve within *The Odyssey* and *Tuesdays with Morrie*.

Goals and Rubrics

Assignments and Weights:

The following assignments will be weighted accordingly to your final grade:

- Introduction to Mythology Web Quest 5%
- Facebook Hero Profile Project 25%
- Interactive Journal 25%
- Personal Narrative 25%
- Daily Participation/ In- Class Activities 20%

Introduction to Mythology Web Quest

At the start of the unit, students will begin reading sections of Homer's *The Odyssey*. This epic poem will explore the many different facets of the hero's trials and tribulations throughout his long and eventful journey. The journey of life will be one major theme for this unit. In groups of four or five, you will work to complete the online Web Quest. You will begin to explore the world of mythology and the importance of Gods and Goddesses in ancient Greek culture. Together, you will create a newspaper project using the Read Write Think Printing Press and focus on highlighting many of the aspects throughout Greek history and culture such as traditions or customs, fashions, historical events and important religious figures.

- Each group member will play a role in the overall success of the final project. All members should put forth their effort to make sure collaboration is ongoing. Roles are outlined specifically in the process section of the Web Quest.
- To ensure that all group members are equally contributing to the Web Quest, students should create and share a Google Doc with the me documenting the groups thinking process or an overall outline of each person's individual findings and contributions. This should include research findings, pictures and any other information that will enhance the group's newspaper.
- Creativity will play a role in the determination of your final grade. You should include detailed descriptions along with pictures and informative headlines and captions. Remember, you are writing to inform the citizens of ancient Greece of the current events occurring in the world of mythology and Greek culture. Do your best to make sure that content is displayed and written in the correct format and as always, proofread and check for grammar and spelling.

- At the end of the Web Quest, I will ask you to freely write in your journals and make any personal reflections or comments that you have about the organization, content and/or process of this type of introductory activity.

Rubric for Web Quest Activity

| CATEGORY | 4 | 3 | 2 | 1 |
|--------------------------------|--|--|--|--|
| Project Guidelines | All of the required content outlined in the Web Quest was present. This includes requirements for each role. | Almost all the required content in the Web Quest was present. This includes requirements for each role. | At least 75% of the required content in the Web Quest was present. This includes requirements for each role. | Less than 75% of the required content in the Web Quest was present. This includes requirements for each role. |
| Articles - Purpose | The student's articles are clear and informative. The content within the article is written purposefully and contains headings that coincide with the information presented. Headings and content capture the attention of the audience. | The student's articles are clear and informative. The content within the article is written purposefully and contains headings that coincide with the information presented. Some headings and content captures the attention of the audience. | Some or few of the articles are clear and informative. Content within the article is not purposefully written and headings scarcely coincide with the information presented. The student does little to make articles capture the attention of the audience. | Nearly none of the articles are clear or informative. The content of the article is incomplete or irrelevant to the newspaper. The student does not develop captivating headings or display creativity that will capture the audience's attention. |
| Creativity and Graphics | The newspaper contains graphics that are thoughtful and creative. The graphics are well-suited to the articles and help contribute to the overall message of the article. | The newspaper contains graphics that are thoughtful and creative. Most of the graphics are well-suited to the articles and help contribute to the overall message of the article. | 80-100% of the graphics are clearly related to the articles they accompany. Most are creative, but some do not fully contribute to the overall message of the article. | More than 20% of the graphics are not clearly related to the articles OR no graphics were used. The graphics presented are not contributing to the overall message of the article. |
| Collaboration | Each person in the group has posted and shared all of their contributions and research notes to the group Google Doc and | Each person in the group has contributed most of their contributions and research notes to the group Google | Each person in the group has contributed at least half of their required contributions and research notes to | Some of the group's required contributions are incomplete or missing. One or more students do not contribute to |

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| | their contributions can be clearly viewed within the newspaper. | Doc and their contributions can be clearly viewed within the newspaper. | the group Google Doc and their contributions can be clearly viewed within the newspaper. | the group Google Doc or the newspaper itself. |
| Printed Copy | The group turns in an attractive and complete copy of the newspaper in the correct format. It includes all of the following parts: Detailed news stories, informative and creative pictures and headlines and contains captivating articles that contain thoughtful and organized information. | The group turns in an attractive and complete copy of the newspaper in the correct format. It includes most of the following parts: Detailed news stories, informative and creative pictures and headlines and contains captivating articles that contain thoughtful and organized information. | The group turns in an attractive and complete copy of the newspaper in the correct format. It includes some of the following parts: Detailed news stories, informative and creative pictures and headlines and contains captivating articles that contain thoughtful and organized information. | The group turns in an incomplete copy of the newspaper. The newspaper has nearly none of the following parts: Detailed news stories, informative and creative pictures and headlines and contains captivating articles that contain thoughtful and organized information. |

Grading Scale Out of 20

A: 18-20 points

B: 16-17 points

C: 15 points

D: 14 points

F: 13 or less points

Facebook Hero Profile Project

The Facebook Hero Profile project will be used as a reflection of what it means to be a hero on a lifelong epic journey. This will also serve as a gateway into our discussion of the personal narrative as well as Mitch Albom's *Tuesday's With Morrie*. As we go through this unit, we will be discussing many different aspects of the hero's journey-highlighting important lessons that Odysseus and Morrie learn and the traits and personal choices that impact those lessons; personal choices, tradition and culture, individual choices and actions, mortality, endurance and determination. These topics are important to think about when writing a personal narrative and should be reflected upon as we approach our narratives. Narrative writing usually involves storytelling and in this project you will be reflecting upon the choices, people, places, events and character traits that impact a hero and their personal journey. For this project, I want you to create a Facebook profile of a hero of your choosing that you will present briefly to the class. We will be using a new Web 2.0 tool called,

[Fakebook](#). The person can be real or fictional. For instance, you might choose Martin Luther King Jr. or Katniss Everdeen from *The Hunger Games*. Using the Fakebook Template, I would like you to tell the story of the hero of your choosing. What are their hobbies? Do they face or overcome any major obstacles? Who are their mentors? Where do they live? What culture are they from? Hopefully, you will get to think more deeply about what significant events, personal traits and other aspect of a hero's life impact their overall journey. In return, I hope you begin to think about your own life and prepare to write about your own personal journey in the narrative writing assignment. This project will help you create an outline and begin thinking of the structure for your personal narrative.

- Your presentation should last 1-3 minutes.
- Your presentation should be presented using the online template.
- I advise you to use as many pictures as possible to add to the overall creativity and look of the project. You may post these pictures of another page. Please post at least 10 pictures. One of your pictures must be a profile picture.
- Your project must include at least four status updates from your hero. The status updates should accurately reflect the hero's personality as well as their relationships to the people around them. Your status updates should focus on major events in the hero's journey.
- Your hero must have at least five "friends."
- You must include 10 friend responses to status updates
- Your project must include responses that are relevant to the story and reveal the hero's personalities and relationships.
- Your hero must have at least 1 message in their inbox. This message will help reveal the finer details of the character by explaining a particular event, friendship, or personality trait. Be creative and try and reveal to your audience something that could be seen as personal or inside information about your hero. Use detailed descriptions alongside expressive language.

Rubric for Facebook Hero Profile Project

| CATEGORY | 4 | 3 | 2 | 1 |
|----------------------------------|--|--|---|---|
| Presentation to the Class | Student presents their hero profile to the Class with enthusiasm and makes a smooth delivery within 1-3 minutes. The student points out all major elements of the project making sure that the audience has a detailed understanding of the hero and their journey | Student presents their hero profile to the Class with enthusiasm and makes a smooth delivery within 1-3 minutes. The student points out most major elements of the project making sure that the audience has a good understanding of the hero and their journey. | Student presents their hero profile to the Class with some enthusiasm and makes a smooth delivery within 1-3 minutes. The student points out some major elements of the project making sure that the audience has a fair understanding of the hero and their journey. | Student is hardly enthused when presenting to the class. The student makes a smooth delivery and does not make it within the minimum time requirement of 1 minute. The student presents a small amount of the major elements of the project and does little to inform the audience of the |

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|-----------------------|---|--|---|--|
| | | | | hero and their journey. |
| Graphics | The student includes at least 10 pictures that are creative and accurately displayed. | The student includes at least 9 pictures that are creative and accurately displayed. | The student displays at least 8 pictures that are creative and accurately displayed. | The student displays less than 8 pictures. Some pictures are not accurately displayed or have little to do with the personality of the hero. |
| Status Updates | The student posts at least 4 status updates from their hero. All are interesting and relevant to the hero's journey. | The student posts 4 status updates from their hero. Most are interesting and relevant to the hero's journey. | The student posts 4 status updates from their hero. Some are interesting and relevant to the hero's journey. | The student fails to post 4 status updates from their hero. |
| Message | The student includes at least 1 message between the hero and another person revealing descriptive details. The message is relevant and informative. | The student includes at least 1 message between the hero and another person revealing descriptive details. The message is relevant and informative. | The student includes at least 1 message between the hero and another person revealing a few descriptive details. The message is somewhat relevant and informative. | The student fails to include at least 1 message between the hero and another person or the message fails to reveal descriptive details. The message is not relevant and informative. |
| Responses | The student includes at least 10 responses to status updates. The content of the response is thoughtful and reveals important aspects of the hero or their journey. | The student includes at least 10 responses to status updates. Most content of the response is thoughtful and reveals important aspects of the hero or their journey. | The student includes at least 9 responses to status updates. Most content of the response is thoughtful and reveals important aspects of the hero or their journey. | The student fails to include thoughtful and meaningful responses. The student posts less than 8 responses that are irrelevant to the hero or their journey. |

Grading Scale Out of 20

A: 18-20 points

B: 16-17 points

C: 15 points

D: 14 points

F: 13 or less points

Interactive Journal

As we explore our unit on the hero and the personal journey, we will be using interactive notebooks that will be shared only between you and me (your teacher). Interactive journals or notebooks are a place to record information. They also enable you to process ideas, make connections and help you to become more independent, creative thinkers and writers. The journals will be divided into two parts a left side and a right side. The right side will include information from class and work. The right side is teacher directed, meaning that the information will include prompted, testable or quizzable items. The left side is your domain to make any personal connections. Feel free to interpret the text and respond to learning personally. Each side will be graded.

- You do not need to be over concerned with perfect grammar or syntax. I simply want you to concentrate on forming thoughtful responses and questions.
- This journal or notebook will serve as a portfolio of learning and will help you compare and contrast information, organize your thoughts and condense and summarize information.
- The right side:
 - Record notes from class and group discussions or lectures
 - Record notes from reading
 - Record notes from audio or videos we may watch
 - Write down important literary terms I point out
 - Write down your assignments to help you stay organized
- The left side:
 - Reading responses, personal connections to the text
 - Diagrams or graphic organizers, mind maps, webs or Venn diagrams
 - Pictures, cartoons, song lyrics, or poems
 - Connected or related ideas
 - Reflections, quotes or perspectives
 - Mnemonic devices or memory aids
- Because I am asking you for personal responses, any entry you do not want me to read should be marked at the top of the page with an X. Remember, I am required to share any thoughts or suggestions of violence, suicide, substance abuse, family abuse or other harmful behavior with the school counselors. (Such entries will not be counted for, or against, the journal grade laid out on the rubric, because I cannot grade it for the response itself.)
- You have my permission to be creative. Especially on the left side of your journal. Feel free to use colorful pens or pencils, magazine clippings, collage techniques etc. Whatever helps you learn best.

- Any handouts that I give you with holes on the left should be placed in the right side of your notebook. Holes on the right should be placed in the left side of your notebook.
 - All handouts must be dated, numbered and included in a table of contents.
- These notebooks will be collected every week for our 4 week unit. Grades will be distributed based on content, critical thinking and organization. I will only grade the pages on the right for correctness and content, but I do expect you to include **at least one** left-side page filled with your own reflections and ideas each week.
- Your work on the left side must be original.
- You may use a computer to print out your reflections, notes or other assignments included in the notebook.
- Keep your notebooks organized.
- Please place an X at the top of any left-sided journal entry that may include personal responses that you do not want me to read. Please remember that I am required to share any thoughts or suggestions of violence, suicide, substance abuse or any other form of harmful behavior with the school.

Rubric for Interactive Notebook/Journal

| CATEGORY | 4 | 3 | 2 | 1 |
|---------------------------|--|--|--|---|
| Right Side-Content | The student displays a significant amount of relevant, helpful key notes from class including important key terms, ideas and textual responses from group or whole class discussions as required by the teacher. | The student displays a significant amount of relevant, helpful key notes from class including important key terms, ideas and textual responses from group or whole class discussions as required by the teacher. | The student displays a significant amount of relevant, helpful key notes from class including important key terms, ideas and textual responses from group or whole class discussions as required by the teacher. The student may leave out some significant information required by the teacher. | The student displays only a small amount of relevant, helpful key notes from class including important key terms, ideas and textual responses from group or whole class discussions as required by the teacher. The student leaves out a majority of significant information required by the teacher. |
| Left Side- Length | Half or more of a page for a single response has been written. | A little less than half of a page has been written. | 1/4 of a page has been written. | No Journal Entry |

Personal Narrative

In order to connect with our two texts, Homer's *The Odyssey* and Mitch Albom's *Tuesday's with Morrie*, I want you to learn how to dialogue between the text, the world and most importantly yourself. This unit is situated between two poles: the epic journey and the hero. We have read about two very different journeys and now that you have learned about what it means to live out life's journey, I'd like you to reflect on how you can set the stage for your own lives and ultimately become a hero.

We all have the ability to accomplish our goals and dreams. I would like for you to write about your own personal journey in the form of a personal narrative. Using a handout created in class, choose three or four aphorisms from *The Odyssey*, *Tuesday's with Morrie* or a combination of the two. Reflect on these life lessons in a 3-4 page double spaced narrative using MLA format.

- You must incorporate the aspects of the hero's journey such as obstacles, personal characteristics, determination, tradition or culture, mortality, endurance (physical and emotional etc. that we have been discussing thus far.
- You must use at least 3 or 4 aphorisms from either *The Odyssey* or *Tuesdays with Morrie* (Students will receive a handout with a list the class has generated).
- Use appropriate grammar, spelling and punctuation.
- Make sure you are using creative, descriptive language that is full of concrete details. Do not bore the reader (me) but more importantly provide yourself with a rich reflection of your personal thoughts and connections to this unit.

Rubric for Personal Narrative

| CATEGORY | 4 | 3 | 2 | 1 |
|----------------------------|---|---|---|--|
| Organization | The narrative is very well organized. One idea or scene follows another in a logical sequence with clear transitions. | The narrative is pretty well organized. One idea or scene may seem out of place. Clear transitions are used. | The narrative is a little hard to follow. The transitions are sometimes not clear. | Ideas and scenes seem to be randomly arranged. |
| Figurative Language | Writer uses metaphors, similes, and concrete details throughout the entire narrative to describe personality, setting/scene, events, actions, feelings, thoughts, sensations, (sound, taste, touch, sight, and smell), to bring | Writer uses metaphors, similes, and concrete details throughout much of the narrative to describe personality, setting/scene, events, actions, feelings, thoughts, sensations, (sound, taste, touch, sight, and smell) to bring | Writer uses metaphors, similes, and concrete details throughout little of the narrative to describe personality, setting/scene, events, actions, feelings, thoughts, sensations, (sound, taste, touch, sight, and smell) to bring | Writer uses no metaphors, similes, and concrete details throughout the narrative to describe personality, setting/scene, events, actions, feelings, thoughts, sensations, (sound, taste, touch, sight, and smell) to bring |

| | | | | |
|--------------------------------|--|--|--|--|
| | the story to the readers mind | the narrative to the readers mind. | the narrative to the readers mind. | the narrative to the readers mind. |
| Details | Writer includes elaborate and specific detail on elements of the narrative as discussed in class: setting/scene, events, thoughts, feelings, sensations, senses (sound, taste, touch, sight, smell), personalities, etc. | Writer includes elaborate and specific detail on elements of the narrative as discussed in class: setting/scene, events, thoughts, feelings, sensations, senses (sound, taste, touch, sight, smell), personalities, etc. | Writer includes elaborate and specific detail on elements of the narrative as discussed in class: setting/scene, events, thoughts, feelings, sensations, senses (sound, taste, touch, sight, smell), personality, etc. | Writer includes elaborate and specific detail on elements of the narrative as discussed in class: setting/scene, events, thoughts, feelings, sensations, senses (sound, taste, touch, sight, smell), personality, etc. |
| Length and Format | Narrative is 3-4 pages double spaced in MLA format. | Narrative is 3 pages double spaced but not totally in MLA format. | Narrative is 2 pages double spaced and not in correct MLA format. | Narrative is less than 2 pages double spaced and not in correct MLA format. |
| Focus on Assigned Topic | The entire story is related to the assigned topic and allows the reader to understand much more about the topic. The reader is sure to include 3 or four of the assigned aphorisms. | Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic. The reader includes at least 3 aphorisms. | Some of the story is related to the assigned topic, but a reader does not learn much about the topic. The reader includes 1 or 2 aphorisms. | No attempt has been made to relate the story to the assigned topic. The reader does not include any aphorisms that were assigned. |

In Class Participation/ Daily Activities

In order to become better readers, writers and thinkers we must do just that- read, write and think every day! By using class time to discuss and explore topics in small and whole class discussions, we can widen our perspectives and make connections with the text and our peers. Part of your grade involves your ability to complete in-class assignments and projects, carry on thoughtful discussions and participate.

- Do your best to speak up in class. I understand that some of you may be quieter than others. I won't specifically grade you on how many times you are raising your hand, but I will be able to determine if you are engaged by your ability to work well with others on the in-class activities.

- You will collaborate in small groups almost on a daily basis. Please respect the opinions, ideas and experiences of others.
- Daily activities may involve writing in your interactive notebooks, watching movies, writing short reflective pieces, completing handouts and participating in Socratic circles. We may also engage in chalk talk forums, fishbowl activities and do Jigsaw reading.
- Please come to class prepared and ready to discuss the assigned readings for the day.

| CATEGORY | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Discussion | Student is actively engaged in class discussion; either listening or voicing their thoughts, opinions, concerns, and questions throughout the entire class. | Student is actively engaged in class discussion; either listening or voicing their thoughts, opinions, concerns, and questions throughout a good part of the class. May lose focus at periodic moments. | Student is a little engaged in class discussion; Has a hard time listening or voicing their thoughts, opinions, concerns, or questions for much of the class. | Student is not at all engaged. Is completely removed from the class discussion; neither listening to others nor voicing their own thoughts, opinions, concerns, or questions. |
| In- Class Activities and Participation | Student completes and contributes in class projects and activities thoroughly and thoughtfully. | Student completes and contributes in-class projects and activities fairly thoroughly and thoughtfully. | Student completes and contributes only a portion to the in-class project and activity with little thought. | Student barely or does not contribute and complete any part of the in class project or activity and does so with no thought. |

Week One

Introductory Activity

Day One (Monday):

5 minutes: Attendance, Housekeeping, Settling In

10 minutes: Pass out opinionnaire, have students fill it out, remind them to be honest- noting that there is no right or wrong answer.

Each of the following statements expresses an opinion. Rate each statement from 1 (strongly disagree) to 5 (strongly agree).

1. Destiny is predetermined and each human is destined to have specific ends in life from the day they are born.
2. Humans are completely responsible for their own actions.
3. Traditional family values impact my life choices.
4. Human suffering is inevitable.
5. Self-Pity is a sign of weakness. Ex: crying because of a poor test grade.
6. Popular culture positively influences the choices I make.
7. Having too much pride will lead to trouble.
8. I can accomplish any goal I set for myself.
9. I believe in fate.
10. Sometimes it is okay to lie to a friend.
11. Strangers should never be trusted.
12. There is a consequence in life for every action.

10 minutes: Break the students into groups of 3 or 4 to discuss their answers to each question. Be sure to stress that they do not have to share personal insight as to why they might have chosen a certain answer. Urge them to find the biggest similarities and differences among group members and prepare to share these in the whole class discussion.

15 minutes: Bring the class together for a whole group discussion of the opinionnaire. As groups talk about similarities and differences in opinion, write the main themes/topics on the board. Ask group members what they discussed and how they might feel about their disagreements. A few words that might show up on the board are: fate, dreams, choices, determination etc.

5 minutes: For homework, distribute the **WebQuest Assignment** and ask students to look over the project guidelines. Tell them to pick groups of four in these last few minutes of class. Go over any last minute questions, pack up and place any desks back in the correct position.

End: 50 minute class period

Day Two (Tuesday):

5 minutes: Attendance, Housekeeping, Settling In

10 minutes: Allow students some a few minutes to get into WebQuest groups to divvy out responsibilities. As a whole class, go over the WebQuest handout making sure to cover specific details of the assignment. This is a time to answer questions or raise concerns about the assignment. [Web Quest Handout](#)

15 minutes: Students will participate in chalk talk. I will write the following words on the board: myth, hero, and journey. Taking turns, students are to walk up one by one and write next to the words. They can write captions, questions, words, come up with their own definitions etc.

10 minutes: Back in groups of three or four, students are to discuss their commentary and observations surrounding the chalk talk activity. Walk around and guide discussions. Allow students to make observations about the real world and add personal insight.

10 minutes: Working up to the bell, students will reflect on the three words in their journal on the left side. Writing their own, personal definition for each word. What does the word mean to them?

End: 50 minute class period

Day Three (Wednesday):

5 minutes: Attendance, Housekeeping, Settling In

5 minutes: Remind students to continue working on WebQuest, answer any lingering questions.

20 minutes: watch this video from Ted Talk
[Devdutt Pattanaik: East vs. West -- the myths that mystify](#)

15 minutes: Get into groups and discuss the video. What stood out to you? What was the main point of the message? Jot down main ideas, phrases that stood out, draw a web etc in notebooks to help you remember the material covered in the video in the right side of your notebook. Students should be prepared to continue discussion tomorrow.

Key Questions for discussion:

- Discuss with a partner which view you think Americans identify with the most? Think back to the two views discussed in the video. The Gymnosophist said, “I’m experiencing nothingness.” Alexander said, “I’m conquering the world.”
- What is one benefit humans can take away from each view?
- Having grown up in the Greek culture, with stories about heroes such as Achilles, Theseus, and Jason, Alexander had only one lifetime to achieve all glory. In the eastern cultures

nothing lasts forever, not even death. To them life is an endless chain of reincarnations until “you get the point of it all”. Two different ways — which is the right one?

5 minutes: Pack up, clean up, dismiss

End: 50 minute class period

Day Four: (Thursday)

5 minutes: Attendance, Housekeeping, Settling In

15 minutes: Divide the class into groups. Have one side of the class discuss the Alexander (linear) point of view. The other side will discuss the Gymnosophist (cyclical) point of view. What do you think are the benefits/disadvantages of this world view? I will walk around and provide a bit of exoscaffolding where needed.

10 minutes: hand out butcher paper to each group and have them record their views for their particular worldview.

10 minutes: Once groups have completed their discussions and have written their notes on butcher paper, we will come together as a whole class to explore our viewpoints, what they mean to us personally and how having a particular viewpoint can affect the hero and the journey of life.

5 minutes: Collect notebooks, clean up and dismissal

End: 50 minute class period

Week Two

Day Six: (Monday)

5 minutes: Attendance, Housekeeping, Settling In **return Notebooks**

15 minutes: The class will view clips from the History Channel series, *Clash of the Gods*. Specific scenes will include "Odysseus: Curse of the Sea" and "Odysseus: Warrior's Revenge."

20 minutes: Read Prologue together. After, we will listen to “Sailing from Troy.” Students will have their books open and will follow along. I will stop periodically, ask questions and begin the audio again. (Audio will be from [Librivox](#)). At the end, I will recap the section.

10 minutes: We will take the last ten minutes of class to summarize what we have learned thus far. In your notebook, on the right side, summarize the information we have covered thus far. What are the main events in these first sections of The Odyssey? Who are the main characters? Draw a map,

create profiles etc. Whatever helps you study, use that method to come up with a plan of action to summarize the main events, places and people thus far.

Pack up, clean up, dismissal

End: 50 minute class period

Day Seven: (Tuesday)

5 minutes: Attendance, Housekeeping, Settling In

20 minutes: Read “The Lotus Eaters” together. Ask students to volunteer to read out loud. I will stop along the way and ask questions to make sure students are still on track. If we have more time, we will recap yesterday and today’s main characters, themes etc.

10 minutes: Now, I will prompt a class discussion of this section. Thinking of our chalk talk and discussion after the Ted Talk video, how does Odysseus cope with eating the lotus? What part of the journey do you think this provides or proves to the hero? (They should realize that Odysseus is being tested or challenged- a shadow archetype) Determining the archetype is one of the most important aspects of the hero’s journey. Students should connect the Alexander view of the “right way” to live from the video we viewed on last Wednesday (Ted Talk Video).

10 minutes: Work in journals on the left side. Prompt: Today we read that Odysseus was challenged and tempted by the lotus flower. Write and reflect on a time when you have been challenged or have strayed from achieving a goal? How did you overcome this? Practice using your own voice. We will continue to develop our personal narrative styles throughout the six week unit.

5 minutes: Pack up, clean up, dismissal

End: 50 minute class period

Day Eight: (Wednesday)

5 minutes: Attendance, Housekeeping, Settling In

40 minutes: In groups of four or five, students will begin reading the story of “The Cyclops.” While reading, they will fill in the problem-solution chart (Courtesy of Jim Burke). Students will finish reading the rest of the Cyclops story for homework. They should also fill in any missing information from the chart. I will walk around making sure they are understanding the sequencing of the story.

| Problem | Cause | Effect | Implications/Importance |
|--|---|--|---|
| Example: Odysseus and his men are trapped in the cave with the Cyclops. | The men wander by the cave discovering goat’s milk and cheese. The men advise Odysseus to take some food and leave quickly, but he decides to linger. | Cyclopes, the son of Poseidon greets the men, but soon his hospitality wears off into hostility. The monster quickly devours two of the men. | Odysseus must devise and execute a plan that is cunning enough to outsmart the Cyclopes. He cannot use his main instinct, which is to fight back immediately. He must be smart about his actions for the safety of all. |

5 minutes: Pack up, clean up, dismissal

End: 50 minute class period

Homework: Write about a personal experience and its consequences that had an impact on you or someone you know. Be as specific as you can in describing details of the event and its consequences or impact. Try to write so that the reader will see what you saw and feel what you felt. Students will turn these short narratives in for a daily grade.

(Adapted from “Stage 1: Assessing What Students Know About Narrative” from *The Dynamics of Writing Instruction* by Smagorinsky, Johannessen, Kahn and McCann)

Day Nine: (Thursday)

5 minutes: Attendance, Housekeeping, Settling In

10 minutes: In same groups as yesterday: list and number in proper sequence all the major events of the Cyclops story. This story is one of the most extensive readings in *The Odyssey*, so I would like students to stay focused and organized while reading. Many of the themes in this section deal with cause and effect, so having a good understanding of the events will be important.

15 minutes: In class, we will go over the lists we created together. I will write the important events on the board. Students should write this information in the right side of the notebook (testable material).

Whole group discussion topics: The importance of Odysseus's encounter with the Cyclops lies in his foolish arrogance when he calls out "nobody" at the Cyclops. He is identified and as a result, Polyphemus calls on his father Poseidon to make the remainder of the journey across the sea difficult. With Poseidon as a new enemy, do you think Odysseus could have handled the Cyclopes differently? Would you still consider him a hero? Even though he reacts out of foolishness? Is this a downfall or are mistakes simply a part of the hero's journey?

20 minutes: After students finish writing notes in their notebooks, we will watch portions of [Konchalovsky's](#) 1997 version of The Odyssey. Scenes will be focused on those from Book 9.

End: 50 minute class period

Day Ten: (Friday)

5 minutes: Attendance, Housekeeping, Settling In

40 minutes: Jigsaw reading- one half of the class reads "Circe" and the other reads "The Land of the Dead." The group members will answer questions about that story in their journals on the right side. Then each person will pair up with someone from the other group and will share their findings. I will walk around and provide help where needed.

Questions for the "Circe" groups:

- What does Circe say Odysseus must do in order to reach home?
- Looking at lines 539-541, try to explain what happens to their ship by night.
- What does Elpenor say happened to him on Circe's roof?

Questions for the "Land of the Dead" groups:

- Which outside forces and inner feelings does Odysseus confront as he faces the spirits of the dead?
- What character trait does Odysseus display in this section that he did not reveal before?
- What does Tiresias predict for the journey to come?

5 minutes: At the end of class, I will collect the journals for the week. Clean up, Pack up, Dismissal

End: 50 minute class period

Week Three

Day Eleven: (Monday)

5 minutes: Attendance, Housekeeping, Settling In

As students enter, I will also return notebooks.

20 minutes: I will have allotted time for students to continue working on their jigsaw reading activity. If they are finished, they can begin reading ahead.

20 minutes: For the remainder of the class, we will go over each of the handouts. Students from each group should have shared their findings with their partner, allowing them to fill in the missing information. Our discussion will be based on the two episodes concerning the witch Circe and the trip to the Underworld. Do you think Odysseus's decision to sleep with Circe can be justified by his wanting to free his men in order to get home? Ask them to think about a time when you might have done something wrong in order to help a friend such as cheating on a test.

We will bring the discussion from small groups back to the whole class. Here are some possible topics: Students should consider the significance of mortality within this episode. Achilles tells Odysseus that death is simply death, thus dismissing the notion that the hero dies with honor. What do you think this did to Odysseus? Does this change his view of death? What do you think about the hero's mortality? Think about some heroes from history and popular culture (Martin Luther King Jr., Jack from Titanic etc. or Mufasa from The Lion King). What do they all have in common? Does dying with honor matter? Or because death is a natural part of life, does it have no significance?

I will briefly provide a few examples of what an obituary looks like. We can read excerpts from President John F. Kennedy's obituary.

5 minutes: Go over homework: in your notebooks on the left side, reflect in a paragraph or two on someone's death. Write about a literary figure, a war veteran, your grandpa or a person from the movies. Think of what their obituary would say. What did they accomplish in life? What was their greatest achievement? What was this person known for?

Pack up, Clean up and dismiss

End: 50 minute class period

Day Twelve: (Tuesday)

5 minutes: Attendance, Housekeeping, Settling In

20 minutes: Show a clip of the siren scene from *Oh Brother Where Art Thou* (2000). After, students will listen to the readings for the Sirens, Charybdis and Scylla scenes from [Librivox](#). We will listen and read together. Note: The Librivox version will read differently from the textbook, but I will stop frequently, making sure students are following.

20 minutes: One of the main themes of *The Odyssey* is the inevitable suffering of the mortals. While we recap the reading for today, we will discuss Odysseus's decision to choose between facing the Charybdis or Scylla. He chooses Scylla, but in the end, six of his men die. In his ultimate act of leadership, Odysseus loses a lot of men. Does he become discouraged and loathe in self-pity for his decision? Or does he continue on? I will ask students to talk about these questions within groups of no more than four or five. Students will share their responses with the class.

5 minutes: Pack up, Clean up and dismiss

End: 50 minute class period

Day Thirteen: (Wednesday)

5 minutes: Attendance, Housekeeping, Settling In

30 minutes: Read "Twenty years gone and I am back again" together in reading groups. Students can spread out around the room in groups of four or five and take turns reading together and summarizing the plot. We will come together after groups are finishing up and discuss the section of Odysseus' homecoming.

10 minutes: Students should write in their journals on the left side of their journal. I will have a few questions on the board: How would you feel if you received a second chance at life like Odysseus? What would be the first thing you would do when you returned from being away 20 years? How would you feel? What would you do? What would you say to your family?

5 minutes: Pack up, clean up and dismiss

End: 50 minute class period

Homework: Journal on the right side: create a character map- you can use picture cutouts from magazines or draw your own. Or use celebrities who you think would play Odysseus, etc. Show them examples of a character map. If students would like to use the internet, they can create their map in Microsoft Word and use graphics from Google etc. If they choose to do so, they can print these out and simply place them in their journals/notebooks.

Day Fourteen: (Thursday)

5 minutes: Attendance, Housekeeping, Settling In

20 minutes: The teacher will read excerpts from "The Challenge."

20 minutes: I will ask students I first had students respond to the question, "If you had 3 minutes to tell the world your story, what would you say?" We will watch 3-4 clips from the New York Times "[1 in 8 million](#)" series. Now, students will have a better idea of what they might say.

5 minutes: Pack up, clean up and dismiss

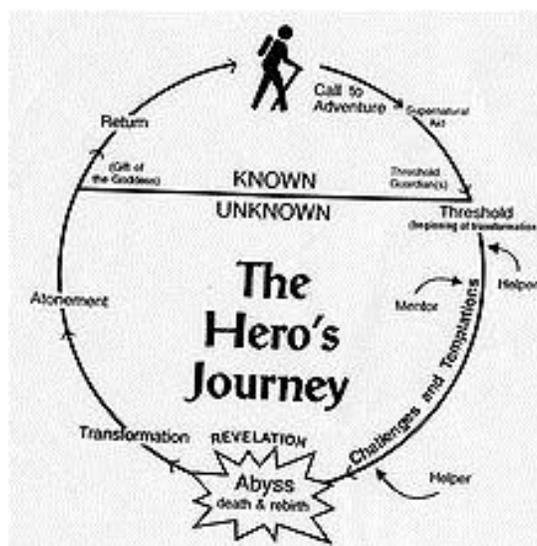
End: 50 minute class period

Homework: Write in the left side of your journal a three minute story that defines you. Does it involve any big obstacles? Do you have any major achievements that you are proud of? You might want to think of this in terms of three major points, or building blocks that define you.

Day Fifteen: (Friday)

5 minutes: Attendance, Housekeeping, Settling In

15 minutes: Today in class, we will be talking about Joseph Cambell's theory (*The Hero with a Thousand Faces*) of the Monomyth- a cyclical story where a hero goes under a transformation and offers a sacrifice of the world. I will show a picture of the Monomyth chart I will also show a brief slideshow of a more concrete example of the stages within the Monomyth using *The Lion King* as an example. <http://cathdaly.edublogs.org/2010/11/10/the-monomyth-and-lion-king/>



[Source](#)

25 minutes: In groups of four or five, students will use the computer lab to create their own hero's journey for a character of their choice. By logging onto www.mindmodo.com students will be able to quickly create a mind map for their hero. If a student does not finish this in the allotted time, they will be able to finish it for homework.

Students must include these stages in their mind map:

- Departure
- Call to adventure
- Supernatural Aid
- The Herald- The Helper, The Steadfast Friend

- The Corruptible Everyman
- The Magic Flight
- Revelation/Transformation
- The Return Threshold

5 minutes: Pack up, clean up and dismiss. Collect journals.

Week Four

Day Sixteen: (Monday)

5 minutes: Attendance, Housekeeping, Settling In. Return journals.

40 minutes: We will watch History Channel's [Clash of the Gods](#) series, Episode 7: "Warrior's Revenge." The entire episode will last 45 minutes. Students should take notes in the right side of their notebook and be ready to discuss tomorrow.

5 minutes: Pack up, Clean up and dismiss.

End: 50 minute class period

Day Seventeen: (Tuesday)

5 minutes: Attendance, Housekeeping, Settling In

30 minutes: Today will be the last day of *The Odyssey*. Together, the teacher and students will take turns reading excerpts from the final sections of "Odysseus' Revenge" and "Penelope's Test."

10 minutes: The teacher will recap the sections that were presented.

5 minutes: Pack up, clean up and dismiss.

End: 50 minute class period

Day Eighteen: (Wednesday)

5 minutes: Attendance, Housekeeping, Settling In

40 minutes: Get into groups of four or five. Choose a character to draw a body biography for. Give them a handout explaining this mini-assignment. Work in groups until the bell.

Body Biography packet courtesy of:

<http://mrshollimansela.webs.com/Unit%201-The%20Heros%20Journey%20/THE%20BODY%20BIOGRAPHY%20ASSIGNMENT.pdf>

End: 50 minute class period

Day Nineteen: (Thursday)

5 minutes: Attendance, Housekeeping, Settling In

10 minutes: Get into groups of four or five. Add any final touches to your body biographies.

30 minutes: Students will present their body biographies.

5 minutes: Pack up, clean up and dismiss.

End: 50 minute class period

Day Twenty: (Friday)

5 minutes: Attendance, Housekeeping, Settling In

10 minutes: The teacher will hand out the information regarding the Hero Facebook Profile Project. I will walk students through the components of the project. Students can take this time to ask questions about the project. Students will have one week to complete these profiles. Hero Profiles are due next Friday.

30 minutes: Students will head to the computer lab to begin research for their hero profiles.

5 minutes: Pack up, clean up and dismiss.

End: 50 minute class period

Week Five

Day Twenty-One: (Monday)

5 minutes: Attendance, Housekeeping, Settling In

10 minutes: We will discuss hero archetypes. Get into groups of four or five and talk about the hero you have chosen for your hero profile. Does your hero come from pop culture, history, literature? What do your heroes have in common? What qualities do they possess? Rank the qualities you think are most important. Come together as a class and ask a few groups to share.

10 minutes: I will project a picture of Morrie Shwartz dancing without telling the students who he is. Students will look at the picture and they will write down their initial reactions. What do they assume about the person dancing? How old they think he is and if they think he is silly? They will then think/ pair/ share with their neighbor. Students should make a prediction based on the question, “Do you think this guy is a hero?” I will ask a few students to share their predictions with the whole class.

10 minutes: I will introduce the novel, *Tuesdays with Morrie* to the class. During this time, I will also pass out copies of the book to the class.

5 minutes: Read “The Curriculum” out loud to the class.

5 minutes: Pack up, clean up and dismiss.

End: 50 minute class period

Day Twenty-Two: (Tuesday)

5 minutes: Attendance, Housekeeping, Settling In

40 minutes: Read “The Syllabus” and “The Student” together. As we read, we will stop periodically to discuss and infer about the plot.

5 minutes: Pack up, clean up and dismiss.

End: 50 minute class period

Day Twenty-Three: (Wednesday)

5 minutes: Attendance, Housekeeping, Settling In

15 minutes: Read “The Audiovisual” together.

10 minutes: Whole class discussion: How does seeing something we have read about change our preconceived notions? What do you think Morrie is like? How do you think he looks and sounds? How do you think he compares to the man dancing in the picture?

15 minutes: Show the first part of Ted Koppel's [interview](#) with Morrie from *Nightline* (2007)

5 minutes: Remind students that their hero profiles are due Friday. Pack up, clean up and dismiss.

End: 50 minute class period

Day Twenty-Four: (Thursday)

5 minutes: Attendance, Housekeeping, Settling In

5 minutes: On the board, list the features of a high quality personal experience narrative (*The Dynamics of Writing Instruction* 2010)

Example:

1. *The personal experience is sharply focused with a strong impact- the details all work together to create an overall impression.*

15 minutes: Read “The Classroom” together and look for the features on the board. Discuss how Alбом’s writing brings Morrie to life.

5 minutes: What is an aphorism? Review the definition together.

15 minutes: Watch more of the Nightline interview. Ask the students to silently pick out aphorisms that Morrie says. Share them out loud with a partner.

5 minutes: Clean up, pack up, dismiss. Hero Profile Projects are DUE tomorrow.

End: 50 minute class period

Day Twenty-Five: (Friday)

5 minutes: Attendance, Housekeeping, Settling In

15 minutes: Read “Taking Attendance” together. Ask for volunteers.

15 minutes: Reread pages 41 to 42. Students will work in groups and create a culture in which they most identify with. In “Taking Attendance” Morrie tells us that “the culture we have does not make people feel good about themselves.” Mitch talks about what Morrie’s culture is. Ask the students, what Morrie’s culture is like?

Prompt:

Create your own culture. What do you think is the most important part of life? Watching tv? Alone time? Reading books? Eating? Dancing? Etc. Students should Think/Pair/Share these in small groups. Be creative! Put these in a graphic organizer on the left side of your notebook.

10 minutes: [Watch and listen](#) to columnist Mary Schmich's "[Sunscreen Speech.](#)" Tell students to listen intently and write down a few of their favorite lines. Students will also receive a printed version.

5 minutes: Clean up, pack up, dismiss.

Homework: Time constraints will cause our class to have a few things to accomplish over the weekend. I would like for them to reflect on their favorite lines from the "Sunscreen Speech." What do these lines mean to you? Explain why in your journals on the left page. I would also like students to read ahead pg. 48-68.

End: 50 minute class period

Week Six

Day Twenty-Six: (Monday)

5 minutes: Attendance, Housekeeping, Settling In

5 minutes: Remind students of what an aphorism is and give an example from *The Odyssey* and *Tuesdays with Morrie*. At this time, give each student an aphorism chart to fill in with a partner.

30 minutes:

For *The Odyssey*, simply write your own aphorisms from what you have learned from the text. For *Tuesdays*, I would like you to find specific aphorisms from Morrie. You will continue filling in the chart as we finish the novel.

Example:

| Aphorisms from <i>The Odyssey</i> | Aphorisms from <i>Tuesdays with Morrie</i> |
|--|---|
| Determination is a virtue. | “Find someone to share your heart, give to your community, be at peace with yourself, try to be as human as you can be.” (p. 34) |
| All humans are mortal and it is inevitable that we will suffer. The only solution is that we must endure. | “I don’t allow myself any more self-pity than that. A little each morning, a few tears, and that’s all . . . It’s horrible to watch my body slowly wilt away to nothing. But it’s also wonderful because of all the time I get to say goodbye.” (p. 57) |
| Tradition and cultural customs are very important and men are measure by how well they follow these actions. | . “ . . . the big things—how we think, what we value—those you must choose yourself. You can’t let anyone--or any society—determine those for you.” (p. 155) |

5 minutes: Clean up, pack up, dismiss.

End: 50 minute class period

Homework: Read “The Fourth Tuesday” and “The Fifth Tuesday” pg. 80-97

Day Twenty-Seven: (Tuesday)

5 minutes: Attendance, Housekeeping

10 minutes: Recap reading from the weekend- “The Fourth Tuesday” and “The Fifth Tuesday”

30 minutes: Return the student's writing from [Day 8](#). How can we improve our writing? Thinking of the details that create a compelling narrative piece, what can you do to improve your personal story? Work individually on your stories. I will walk around and help if needed.

5 minutes: Clean up, pack up, dismiss.

End: 50 minute class period

Homework: Read "The Sixth Tuesday" and "The Seventh Tuesday"

Day Twenty-Eight: (Wednesday)

5 minutes: Attendance, Housekeeping, Settling In

10 minutes: Project these three sentences on the board:

- He could not sleep and he coughed a lot.
- Morrie could hardly eat the food anymore.
- We sat together and Morrie told me advice about marriage.

Ask students to pick out concrete details out of the passages (they should have a difficult time doing so). When they are done, place the original passages from the book on the board:

- "His sleeping was getting worse. He needed oxygen almost daily now, and his coughing spells had become frightening. One cough could last an hour, and he never knew if he'd be able to stop." Pg. 142
- "Although I tried to buy the softest of foods now, they were still beyond Morrie's limited strength to chew and swallow. He was eating mostly liquid supplements..." pg. 145
- "Still," he said, "there are a few rules I know to be true about love and marriage: If you don't respect the other person, you're gonna have a lot of trouble." Pg. 149

We will go over the new passages. I will ask, what about the new sentences make the first three flourish? I will stress the importance of adding in concrete and sensory details in the personal narratives we will be writing on Friday.

20 minutes: Read "The Eighth Tuesday" together. Discuss: "Fate succumbs many species: one alone jeopardizes itself." –W.H. Auden

10 minutes: Write or draw in the left side of your journal what you think W.H. Auden's quote means to Odysseus or Morrie. What does Auden's quote mean to you personally?

5 minutes: Clean up, pack up, dismiss.

End: 50 minute class period

Homework: Read "The Eleventh Tuesday" and "The Twelfth Tuesday"
Also, continue filling in your aphorism chart.

Day Twenty-Nine: (Thursday)

5 minutes: Attendance, Housekeeping, Settling In

40 minutes: Today, we will finish reading *Tuesdays with Morrie*.

5 minutes: Clean up, pack up, dismiss.

End: 50 minute class period

Homework: Fill in any remaining slots in your aphorism chart. Select 2 aphorisms from either *The Odyssey* or *Tuesdays with Morrie*. What do they mean to you personally? Write your own definition for what each means using your own words. How can you personally use these aphorisms to better your life, accomplish your dreams or conquer a fear or obstacle?

Day Thirty: (Friday)

5 minutes: Attendance, Housekeeping, Settling In, Pass out narrative prompts.

40 minutes: In class writing: personal narratives

Topic: As young, up and coming adults, you have a great deal of life ahead of you. What do you want to accomplish? What are your goals, dreams and inspirations? Throughout your life so far, what have you accomplished? How did you get here? What are you proud of? What would you like to change for the better?

All of these questions are important as you embark further into your lives. Using two or three aphorisms that we have discussed, write about three things: What you would like to accomplish and why is it important? What is one thing about yourself or your life that you are most proud of and what have you personally done to get to that point?

How can you use the aphorisms you selected to reach your goals, create a more positive perspective or become a better person? Be sure to incorporate at least 2 or 3 from the charts you created. Also, please use as many concrete details as possible to enrich your narrative.

5 minutes: Clean up, pack up, dismiss.

End: 50 minute class period

Homework: Take your writing home over the weekend. Edit it, revise and provide me with a final copy on Monday.