### Literature – Children’s Homer Unit Organizer

**6th Grade Core Knowledge - Huey/ Jurgens/ Allen**

**Summary**

In this domain, students will read the Children’s Homer, Padric Colum’s abridged version of *The Iliad* and *The Odyssey.* Students will become familiar with the storyline of the *Iliad* through flashbacks as they follow Telemachus on his journey to seek news of his father, Odysseus. Students will complete a comprehension exercise by illustrating captions from part I of Children’s Homer (*The Iliad*), in effect creating a comic strip study guide. To show their understanding of part II (*The Odyssey),* students will complete several quizzes as well as act out a scene. The final assessment over parts I and II is a combination of multiple choice, short answer, and essay in which students will have to demonstrate higher order thinking. Several cross-curricular connections are made in this unit with vocabulary (Caesar’s English) and history (Ancient Greece).

**The Big Idea**

The studies of the Ancient Greek and Roman civilizations are the foundations of a classical education and *The Iliad* and *The Odyssey* are the foundations of Greek and Roman literature. By becoming acquainted with the storylines of *The Iliad* and *The Odyssey*, students not only form the groundwork of understanding that they will build on in later grades, they become familiar with timeless themes such as war, morality, loyalty, and the hero’s journey.

**Colorado State and Common Core Standards**

RWC.1.1. Successful group discussions require planning and participation by all

a. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.6.4)

b. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (CCSS: SL.6.5)

c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.6.6)

d. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (CCSS: SL.6.1)

i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)

iii. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)

g. Use evidence to develop credibility (such as citing textual evidence to support opinions)

h. Recognize the difference between informal and formal language and make choices appropriate for group purposes

RWC.2.1. Understanding the meaning within different types of literature depends on properly analyzing literary components

a. Use Key Ideas and Details to:

i. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)

ii. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)

iii. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)

b. Use Craft and Structure to:

i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RL.6.4)

d. Use Range of Reading and Complexity of Text to:

i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)

e. Use different kinds of questions to clarify and extend comprehension

**Core Knowledge Unit**

III. Fiction and Drama

1. Stories

* *The Iliad* and *The Odyssey* (Homer)

**Core Knowledge Language Arts**

* Participate civilly and productively in group discussions.

**Previous Unit:**

III. Fiction and Drama

C. Classical Mythology

Apollo and Daphne

Orpheus and Eurydice

Narcissus and Echo

Pygmalion and Galatea

**Prior Knowledge:**

**Grade 2: Fiction**

Mythology of Ancient Greece

* gods and goddesses
* Mount Olympus
* mythological creatures
* Greek Myths

World History and Geography

* Geography: Mediterranean Sea and Aegean Sea, Crete
* Sparta
* Athens as a city-state: the beginnings of democracy

**Grade 3: Fiction**

Myths and Mythical Characters

* More Myths and Legends of Ancient Greece and Rome

**Grade 5: Fiction and Drama**

In fifth grade, students should be fluent, competent readers of appropriate materials. Regular independent silent reading should continue daily.

Literary Terms:

Literal and figurative language:

Imagery

Metaphor and simile

Symbol

personification

**Next Unit:**

Fiction and Drama

*Tales from Shakespeare and Julius Caesar* (William Shakespeare)

**What Students Will Learn in Future Grades:**

**English: Grade 7**

**Elements of fiction**

* Review aspects of plot and setting
* Theme
* Point of view in narration omniscient narrator unreliable narrator third person limited first person
* Conflict: external and internal
* Suspense and climax

**Cross Curricular Links**

**History: Ancient Greece**

* The Greek polis (city-state) and patriotism
* Beginnings of democratic government
* The “classical” ideal of human life and works

The ideal of the rell-rounded individual and worthy citizen

Pericles and the “Golden Age”

Architecture: the Parthenon

Games: The Olympics

* Greek wars: victory and hubris, defeat and shame

Persian Wars: Marathon, Thermopylae, Salamis

The Peloponnesian War: Sparta defeats Athens

**Art: Classical Art: The Art of Ancient Greece and Rome**

**Additional Resources:**

None