

IB World Literature: Euripides' Medea — UPDATED!

Essential Questions:

1. Is there a true version of events? What is truth? How is it different from fact?
2. What constitutes justice? Is justice the same for all stakeholders?
3. What do we owe to each other?
4. What are our loyalties, and what do we do when those loyalties conflict?
5. How do individuals respond to adversity?
6. What are rhetorical appeals? How can we use them? How do we respond to them?

⇒ [Link to full text of Medea online](#)

⇒ [Link to audiobook version from LibriVox](#)


Schedule*: Readings are listed by the dates on which they will be **due**. To be ready for discussion, create a 2-entry They Say/I Say. For this unit, we will focus on **CHARACTERIZATION** (the physical, emotional, social, intellectual, and moral qualities of a person in a text) and **RHETORICAL APPEALS** (ethos, logos, and pathos).

Date	Synchronous Collaborative Work	Asynchronous Independent Work
Wed., Sept. 9	<ol style="list-style-type: none"> 1. Do Now: What makes a successful discussion? 2. Commit to discussion planning/leader teams for 1st semester (2-3 students per group). 3. Breakout Groups: <ul style="list-style-type: none"> • Read and discuss assigned section of “Love, Actually: The Science Behind Lust, Attraction, and Companionship” and prepare to share with the class. 4. Groups share understanding of assigned section of article. 5. Ms. T introduces Unit 1: <ul style="list-style-type: none"> • Crowdsourced They Say/I Say model 	<ol style="list-style-type: none"> 1. Quick Write 3 (10 minutes) → Class Notebook 2. Pick your first Independent Reading book and have it ready for next class → Assignment Tab 3. Read “Jason and the Golden Fleece” and color-code for five aspects of character → Assignments Tab
Mon., Sept. 14	<ol style="list-style-type: none"> 1. Whole class: <ul style="list-style-type: none"> ○ NearPod: How to Use Rhetoric to Get What You Want (8:00) 2. Breakout Groups: <ul style="list-style-type: none"> ○ Discuss “Jason and the Golden Fleece” and create model They Say/I Say. 3. Root Words — Set 1 <ul style="list-style-type: none"> ○ Quizet Link 	<ol style="list-style-type: none"> 1. Read p. 14 – 58 (Aegeus departs) in <u>Medea</u> and complete They Say/I Say → Assignment Tab 2. Vocabulary homework: Roots 1-5 → Assignments Tab
Wed., Sept. 16	<ol style="list-style-type: none"> 1. Breakout Groups: <ul style="list-style-type: none"> ○ Discuss reading. 	<ol style="list-style-type: none"> 1. Data Team Assessment 1 → Assignments Tab 2. Read 58 (CHORUS) – 94 (end) in <u>Medea</u> and complete They Say/I Say → Assignments Tab 3. Vocabulary homework: Roots 6-10 → Assignments Tab


<p>Mon., Sept. 21</p>	<ol style="list-style-type: none"> 1. Whole Class: <ol style="list-style-type: none"> a. Watch TED Ed: “Why Tragedies Are Alluring” by David E. Rivas and NearPod. (8:00) 2. Breakout Groups: Discuss reading. 3. Whole Class: <ol style="list-style-type: none"> a. Clarify questions about reading and assignments. 	<ol style="list-style-type: none"> 1. Read “The Love of My Life” by T.C Boyle and complete They Say/I Say → Assignments Tab 2. Independent Reading Log 1 → Class Notebook, then shared with Ms. T through Assignments Tab 3. Join Turnitin.com class
<p>Wed., Sept. 23</p>	<ol style="list-style-type: none"> 1. Whole Class: <ol style="list-style-type: none"> a. Start meeting; review what’s due soon, etc. 2. Breakout Groups: <ol style="list-style-type: none"> a. Discuss short story. 3. Whole Class: <ol style="list-style-type: none"> a. Commit to discussion leader groups. 	<ol style="list-style-type: none"> 1. Quick Write 4 — due Sept. 28 2. Think Piece 1 — due to Turnitin by 11:59 pm on Friday, Oct. 2.
<p>Mon., Sept. 28</p>	<p>ELA Scantron Test</p>	
<p>Due to Turnitin.com by 11:59 pm on Wed., Sept. 30</p>	<p>Summative Assessment — 30 points</p> <ul style="list-style-type: none"> • How do characters use rhetorical appeals in this play? What does that reveal about their personalities? • Focus on either ONE major character (Medea, Jason, Creon, Aegeus, the Nurse, or the Chorus) or ONE type of appeal (ethos, logos, or pathos) • Find appropriate textual evidence in the play. • Create a slideshow to share your evidence and analysis. <p>See scoring guide for grading criteria.</p>	

**Schedule subject to change in case of as-yet unscheduled/unannounced events. Please commit to checking email and Teams at healthy intervals!*

Think Piece: 40 points — see scoring guide.

 Due to Turnitin.com by 11:59 pm Fri., Oct. 2.

- **PROMPT:** Compare *Medea* by Euripides to “The Love of My Life” by T.C. Boyle. Narrow your focus to ONE character from each text or ONE rhetorical appeal so you can still offer some depth of analysis.
 - Submissions should be 250-500 words long.
 - You can write in any genre you want as long as you answer the prompt (ex: literary analysis, scene between two characters, news article, police report, etc.)
 - You should include at least TWO pieces of cited evidence from Medea and at least ONE from “The Love of My Life.” We use MLA Style citation in this course.
 - Please double-space your work and make sure the font is 12 pt. You can use a fun font for emphasis, but should use an academic/professional readable font for most of your work (ex: Times New Roman, Open Sans, Garamond, etc.)

 PeerMarks are due by 11:59 pm Fri., Oct. 9

- You will review and respond to TWO classmates’ think pieces.