Illiad/Hero Journey

Content Standard:

- Students will analyze a hero's journey using primary and secondary sources.

Process Standard:

- Apply technology to assist in research and review
- Students will participate in presentation to enhance presentation skills

Tasks:
After being inspired by *The Illiad*, students will be assigned groups, and they will need to find one example of a hero depicted in art and in a piece of music, and then analyze according to the following**:**

- What is the theme depicted in this work?
- Can you identify a heroic deed or character in this work of art?
- What terms would you use to identify specific aspects of the work that illustrate heroic qualities of the subject?
- In what manner is the portrayal (medium/style) suitable to the hero illustrated?
- What characteristics does this hero display?
- Why do artists depict heroes? What aspects of this hero are specific to the culture from which it comes? Would people all over the world agree that this is a hero? Why or why not?

Groups will present their piece of art and music to the class. The following rubric will be used to assess your content and presentation skills.

TRAIT	4	3	2	1
NONVERBAL SKILLS				
EYE CONTACT	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.
BODY LANGUAGE	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhances articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
POISE	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.

COMMENTS:

VERBAL SKILLS				
ENTHUSIASM	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
ELOCUTION	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear.

COMMENTS:

CONTENT				
SUBJECT KNOWLEDGE	Student demonstrates full knowledge by answering all class questions with explanations and elaboration.	Student is at ease with expected answers to all questions, without elaboration.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
ORGANIZATION	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.
MECHANICS	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more spelling and/or grammatical errors.

COMMENTS: