

### Writing Using Research: *The Odyssey*, Careers, and Heroes

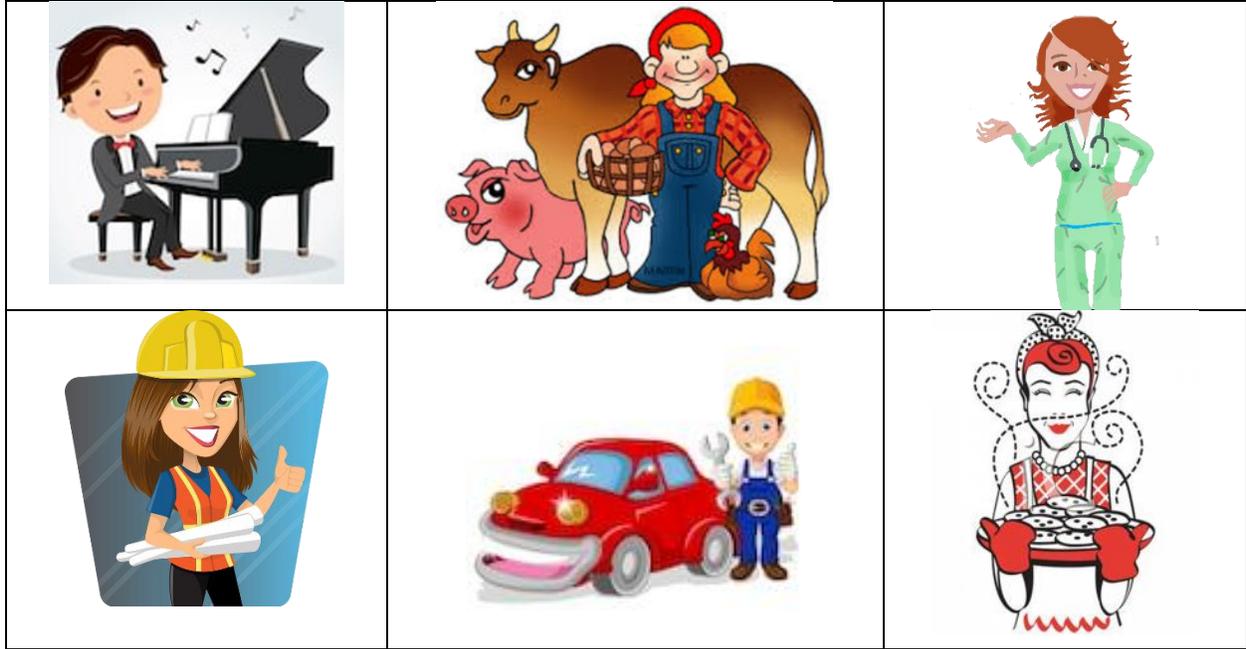
While reading *The Odyssey*, record two traits that describe Odysseus in each category.

<b>Traits of an Epic Hero</b>	<b>Two traits that describe Odysseus in each category</b>
Great Deeds	<b>Example: Devised a plan to defeat the Trojans by building the Trojan horse and ended the Trojan War.</b>
Superhuman Strength	
Dangerous Adventures	
Great Courage	
Long, Difficult Journey	
Larger than Life	
Upholds the Ideals of the Nation	

In a small group, discuss what makes a person a hero. Write your definition of a hero here:

You have learned about Odysseus as an epic hero. In your next unit, you will explore a career that interests you. While you are researching your career, record the names of people who were successful in that field as possible heroes about whom you can write.

<b>Name</b>	<b>Connection to your career field</b>	<b>What did they accomplish?</b>



## Heroes and Careers Project Unit

Graded requirements:

Career project—100 points

Presentation of project—50 points

Works cited page for project—50 points

Paper about a “hero” in the field—100 points

Interview with a person in the field—10 points extra credit

- Email
- Letter
- Face to face interview

Pre-assignment activity:

- Complete page 1 while reading *The Odyssey*. Pay close attention to the traits of an epic hero.
- You will complete page 2 while you are doing research for this unit.

# Part 1—Presenting about a career

## Day 1-2—What is good research?

1. What is a good source?
  - a. Badgerlink or websites ending in .gov or .edu
  - b. Scholarly or peer-reviewed articles
  - c. Books or resources like magazines or newspapers from the library
  - d. Other websites
    - i. Consider the publisher or author
    - ii. Does the information seem reputable?
  - e. Do not use Wikipedia
    - i. The authors are traditionally unknown
    - ii. People can change wikis
    - iii. Wikipedia offers sources at the end of the article that you may use.
2. Choose a career that you would like to pursue after high school. Choose one career and share with your teacher.

Possible career #1	Possible career #2	Possible career #3

3. Research that career on the internet. Use at least two sources.
4. Take notes about the career
  - a. Salary
  - b. Outlook
  - c. Education
  - d. Daily tasks
  - e. Work environment
  - f. Related careers
  - g. Other
5. Type up information and keep track of web page addresses
6. When you type your notes, you should put them in your own words so you won't plagiarize
7. Organize your notes so that you know where you gathered your information
8. Read source-summarize in notes-rewrite in paper
9. Plagiarism
  - a. Copying words, sentences, or paragraphs from a published source
  - b. Not giving sources through your in-text referencing and works cited
  - c. If you plagiarize, you will receive a zero

**Career I'm Exploring:**

<b>Topic</b>	Information I found	Source (Copy and paste URL OR write name of book, magazine, etc. and page number)
<b>Salary</b>		
<b>Outlook</b>		
<b>Education</b>		
<b>Daily tasks</b>		
<b>Work environment</b>		
<b>Related careers</b>		
<b>Other</b>		

**Day 3—How do I write my works cited page? What kind of project should I do?**

1. We will be doing a works cited page using citationmachine.net
2. Use [citationmachine.net](https://www.citationmachine.net)
3. Choose MLA style
4. Choose your source
  - a. Newspaper article
  - b. Magazine article
  - c. Online journal
  - d. Web document
5. Copy and paste your URL and choose search (then “select” and “final step”)

APA MLA Chicago More +

Book Magazine Newspaper Website Journal Film Other

**NEW** Make sure your paper is error-free! Try it now!  
Good job citing! Now get peace of mind. Scan your paper for grammar mistakes and catch unintentional plagiarism.

Auto-fill mode Manual entry mode

https://www.teacher.org/careers-in-education/ Search Websites

6. Double check the information. This entry needed to be fixed up. Choose “Create Citation.”

Online publication info

**Website title** Teacher.org

**Publisher / sponsor**

**URL** https://www.teacher.org/careers-in-educat

**Electronically published**

Day Month Year Timestamp

Add Annotation

Create Citation

Online publication info

**Website title** Learn More About Education Careers

**Publisher / sponsor** Teacher.org

**URL** https://www.teacher.org/careers-in-educat

**Electronically published**

Day Month Year Timestamp

Add Annotation

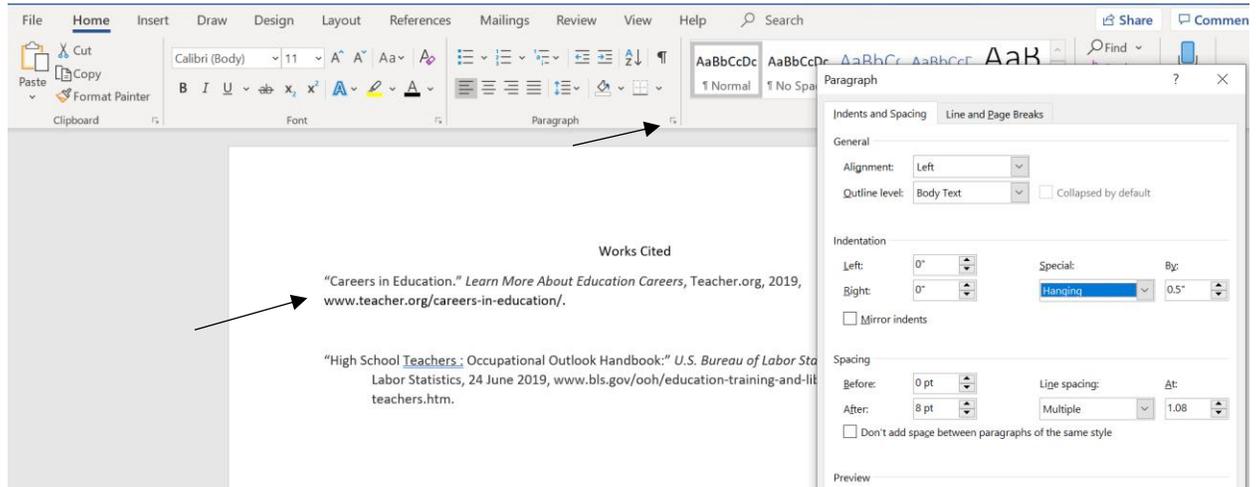
Create Citation

7. Copy and paste it onto your works cited page by choosing the “copy” link.

“Careers in Education.” *Learn More About Education Careers*, Teacher.org, 2019, www.teacher.org/careers-in-education/.

Copy Edit Delete In-text Citations Check for Grammar Check for Plagiarism

8. Paste citation to a Word document. Alphabetize and make it a hanging indent. Conference with your teacher.



**Day 4-5—Planning my presentation (1-3 minute presentation)**

9. Begin planning your presentation. Be creative. For example, if you want to be a baker, you could decorate a cake while you talk about your career. You may use notecards to plan your speech/presentation. Everyone will present his or her project and the information about his or her career.
  - a. What can you share from your research?
  - b. How will you share it?
    - i. Create a display board
    - ii. Give a demonstration
    - iii. Give a Prezi presentation
    - iv. Make a poster
    - v. Write a short book
    - vi. Make a video created by you
    - vii. Write a skit
    - viii. Create a display
    - ix. Do a talk show interview
    - x. Other ideas? Run them by your teacher.

**Day 6—What person can I write to in my career? (extra credit)**

1. Finish your presentation and practice it before doing step 6. Step 6 is optional and extra-credit.
2. Find a person (not your parent) in your field who could answer questions about the career you have chosen
3. Come up with 7-10 questions that you can ask them about their job
4. Type up the questions, leaving room for answers
5. Mail or email the questions, or personally interview the person
6. If you finish, keep working on your project/presentation.

## Part 2—Writing a paper about your career hero

### Day 7-9—How do I write an essay? Who has been an admired person in this field?

1. Learn about the expectations for writing an essay. See the handout “Writing an Essay.”
  - a. Introduction with thesis statement
  - b. Body paragraphs with support
  - c. Conclusion
  - d. In-text citations
  - e. Works cited page
2. Find a person *who can be researched* who is an admired person in your career.
3. Research your person. Use the planning sheet on page 9-10 to organize your ideas.
  - a. What did he or she accomplish?
  - b. How did he or she get to the top of the field?
    - i. Education
    - ii. Early career
    - iii. advancements
  - c. Did anyone help this person?
  - d. What traits does this person have that made him or her successful?
4. Keep track of your sources and create a works cited page as you did for your presentation.

### Day 10+—Do I have my paper done and my presentation ready?

1. Peer edit your hero paper with your assigned partner and make your corrections.
2. Put the final touches on your project/presentation
3. Turn in your paper
  - a. Final draft on top with works cited page
  - b. Rough draft underneath signed by peer editor
4. Presentations sign-ups
  - a. There will be a sign-up sheet and you will pick your day.
  - b. Requirements
    - i. You must have something to display, demonstrate, or show.
    - ii. You must talk about your career information and project for 1-3 minutes.
    - iii. You will be graded on content, eye contact, voice, delivery, and quality of project/presentation.



## Career Hero—Prewriting

Remember to keep track of your sources, put them in the text of your paper, and do a works cited in MLA style.

<b>Introduction</b>	
<b>Sources</b>	
<b>Thesis statement</b>	
<b>Topic Sentence Paragraph 1</b>	
<b>Details Paragraph 1</b>	
<b>Sources</b>	

<b>Topic Sentence Paragraph 2</b>	
<b>Details Paragraph 2</b>	
<b>Sources</b>	
<b>Topic Sentence Paragraph 3</b>	
<b>Details Paragraph 3</b>	
<b>Sources</b>	
<b>Conclusion</b>	

Career Presentation		
Category	Your Points	Possible Points
Creative Presentation Format/Quality <ul style="list-style-type: none"> <li>• Create a display board</li> <li>• Give a demonstration</li> <li>• Give a Prezi presentation</li> <li>• Make a poster</li> <li>• Write a book</li> <li>• Make a video created by you</li> <li>• Write a skit</li> <li>• Create a display</li> <li>• Other</li> </ul>		20
Presentation Content		
• Salary		10
• Outlook		10
• Education		10
• Daily tasks		10
• Work environment		10
• Related careers		10
• Other (information from your interview with someone in the field, other information you found in your research)		5 EC
Presentation Delivery <ul style="list-style-type: none"> <li>• eye contact</li> <li>• voice</li> <li>• delivery</li> </ul>		
<b>Presentation Grade</b>		<b>100</b>
<b>Works Cited Page</b> (Turned in on presentation day) <ul style="list-style-type: none"> <li>• Two sources</li> <li>• Alphabetical order</li> <li>• Hanging indents</li> <li>• Correct citations w/ all information included</li> </ul>		50

### Career Hero Paper Grading

Style	4	3	2	1
<b>Introduction</b>	Writes a well-developed first paragraph. Uses one of the suggested ways to start an intro. Grabs the reader's attention.	Writes a well-developed first paragraph that introduces the reader to the topic.	The first paragraph is somewhat short and give the reader a little insight into what will come in the paper.	The first paragraph is short and does not give much lead in to the paper.
<b>Thesis Statement</b>	The thesis statement is a well-developed single sentence that incorporates all of the main points of the paper.	The thesis statement is a single sentence that incorporates most of the main points of the paper.	The thesis statement is a single sentence that incorporates some of the main points of the paper.	The thesis statement is not present (zero credit in this category).
<b>Body Paragraphs: Topic Sentences</b>	The topic sentence clearly states the main point of each body paragraph in a compound or complex sentence.	The topic sentence states the main point of each body paragraph.	The topic sentence somewhat states the main point of each body paragraph.	The topic sentence is not present.
<b>Body Paragraphs: Supporting Details</b>	The body paragraphs have four or more sentences of strong, researched details that support the topic sentence.	The body paragraphs have four sentences of researched details that support the topic sentence.	The body paragraphs have at least three sentences of researched details that support the topic sentence.	The body paragraphs have two sentences of researched details that support the topic sentence. The research is minimal.
<b>Transitions</b>	There are two or more varied and strong transitions between paragraphs.	There are two transitions between paragraphs.	There is one transition between paragraphs.	There are no transitions between paragraphs.
<b>Conclusions</b>	The concluding paragraph emphasizes the mains point, summarizes the paper and makes it sound complete in a way that does not repeat previous sentences word for word.	The concluding paragraph emphasizes the mains point, summarizes the paper and makes it sound complete.	The concluding paragraph summarizes some of the main points of the paper but leaves the reader wondering if the paper is ending.	There is no concluding paragraph. The writer does not sum up the main ideas and may even add new details in the final paragraph.
<b>Mechanical Errors</b>	The paper is mainly free of errors in grammar, usage and mechanics. The paper is a polished final draft.	The paper has some errors in grammar, usage and mechanics.	The paper has many errors in grammar, usage and mechanics	The paper has numerous errors in grammar, usage and mechanics. The paper reads like a rough draft.
<b>Intext Citations</b>	Intext citations are in parenthesis with the title in quotations or the author and page number listed. The citation is entered directly after the researched information with no errors.	Intext citations are in parenthesis with the title in quotations or the author and page number listed, entered directly after the researched information with few errors.	Intext citations are in parenthesis with the title in quotations or the author and page number listed, entered directly after the researched information with several errors.	No intext citations are used in the paper (zero credit for this category).
<b>Works Cited</b>	MLA style works cited, alphabetized with hanging indents with no errors.	MLA style works cited, alphabetized with hanging indents with few errors.	MLA style works cited, alphabetized with hanging indents with several errors.	No MLA style works cited (zero credit for this category).

Writing/ Content	4	3	2	1
No plagiarism	Ideas are summarized and rewritten in writer's own words in an interesting manner.	Ideas are summarized and rewritten in writer's own words.	Ideas are summarized and but some of the sentences share formatting and vocabulary with the original source.	Many of the sentences share formatting and vocabulary with the original source.
Well-researched topic (x5)	The writer found many interesting details about the career hero and shared it in a well-organized and interesting manner. The writer uses two or more sources.	The writer found several details about the career hero and wrote well-developed paragraphs about the information. The writer uses at least two sources.	The writer found some details about the career hero and shared it in several shorter length paragraphs. The writer uses at least one source.	The writer found many interesting details about the career hero and wrote short paragraphs. The writer used no sources, resulting in a zero for this section.
Word Choice	Many active verbs and strong adjectives are used. The choice of vocabulary enhances the content.	Many active verbs and strong adjectives are used.	Some active verbs and common adjectives are used.	Few active verbs and adjectives are used.
Sentence Fluency	Sentence lengths are varied. Mostly long and medium sentences are used with a few short sentences sprinkled in. Varied types of sentences are used. (compound, complex, CC, and simple)	Sentence lengths are varied. Most sentence types are used. (compound, complex, CC, and simple)	Sentences are mostly the same type and the same length. Few complex or compound-complex sentences are used.	Sentences are short and not developed.
Formal Voice	The paper is professionally written without slang or contractions. The paper is engaging and appropriate to the audience.	The audience can connect with the writer of the paper. The paper is formal in tone.	The paper is somewhat informal in tone. The personality of the writer does not shine through.	The paper is very informal with slang words and contractions. The writer does not write in a tone that denotes a formal research paper.