

TITLE OF LESSON

English 1 Unit 1 Lesson 26 and 27 – Mythology: *The Odyssey*

TIME ESTIMATE FOR THIS LESSON

Two class periods

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-1, 1.3, 3.0, 3.3-7, 3.9, 3.11-12; L/S1.1

MATERIALS

copies of *The Odyssey, Book 9*
butcher paper
color pencils/markers
rulers/yardsticks
large paper for storyboards

LESSON OBJECTIVES

- To look at the components of stories
 - To recognize patterns in literature
 - To determine meaning based on context and their own experiences
 - To practice questioning as a means of improving comprehension
 - To read and listen to reading for enjoyment
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FOCUS AND MOTIVATE STUDENTS

- 1) Homework Check – Collect all monster myths from students who did not turn them in yesterday. Make sure students have the first and second drafts stapled to the back. Grade their monster myths tonight and hand them back tomorrow. Make sure that students place their myths in their portfolios once they have looked at their grades, as these will become part of their permanent writing collection that they keep in their portfolios to demonstrate their knowledge and mastery of mythology.
 - 2) [Agenda](#) – Have students copy the agenda you have written on the front board.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Twenty Questions (with a twist) – Have blank paper and colored pencils on the tables as students come in. Close your eyes and tell students you're picturing a monster. The monster is Polyphemus, the Cyclops, but don't tell them that. You probably already have an image of a Cyclops that can be completely your own. If you don't, make sure you have reread Book 9 to get a clear image or watch one of "The Odyssey" movies or check any number of kids' cartoons. The point is that you're picturing something huge, a bit gnarly, with one eye. The rest you can fill in, but have it match, basically, Odysseus's description of Polyphemus, because the students are about to meet him.
2. Instructions – Tell the students they can ask you as many questions about this monster as they want – the idea is to get them asking questions – but as they do, they have to try to draw the image they get of the monster you describe. You obviously don't have to keep your eyes closed after the initial "I'm picturing a monster..." As they draw and question, walk around the room and see what they're coming up with.

They may all have their own image of a Cyclops, so, be certain they draw *your* image, not their own. There are times when their drawings should be creative, but, as with the visualization activity in Lesson 21, the objective here is for them to pay careful attention to the details you give them, to try to visualize *your* monster. Give him a few characteristics that will help to distinguish him – a few characteristics other than a single eye. Have them

draw some people in for perspective. Make sure the hair and eye color, hair and fingernail length, shirt and pants color, type of shoes/boots, number of teeth/eyes/ears etc. match your image. As you walk around looking at their drawings, continually probe for more questions. "That's pretty close, but there're still a few things missing." And remember, he's a monster.

3. Explain – Once you've finished and everyone has a pretty good picture (collect them to hang up if you want), explain that the exercise they just finished was an introduction to one of the monsters they'll meet in this class or the next as they continue to read *The Odyssey*. They have probably all heard of the Cyclops (plural: Cyclopes, pronounced sy-klo-PEAS), but they may not have known that *The Odyssey* is one of the reasons the cyclops is so commonly known today, thousands of years later. The Cyclopes were a race of demi-gods who looked, in Greek mythology, pretty much as we picture them today. They never played a very large part in any of the stories in Greek mythology, so the main reason they're still so popular is their appearance in Homer's epic. Now, they'll get to see why!
4. Mapping the Journey – This is also the book in which Odysseus begins to tell of his journey. For this, have a map of the area in which he spent ten years wandering and have students plot out the trip as he travels. At the same time, on a poster board or a large piece of butcher paper, have students keep a list of the places Odysseus visits with a brief description of each and of the inhabitants therein. You could also have students draw a map of the trip using one of the web sites mentioned in Lesson 12 as a guide. If you can make the map large enough, students can write their summaries of each location on pieces of construction paper then attach them to the map in the correct location.

To do this, as you read and practice questioning, keep a running summary and map on the board. Have students do the same at their desks. Toward the end of Lesson 27, put together a class version of both the map and list, as they stand at the end of Book 9. Another option is to put students into groups and have each group create its own. If students have written everything from the board in their notes, they should have plenty to work with, particularly if they merge their notes.

5. **Read Aloud** – Begin reading Book 9 aloud, modeling questioning. As soon as a student is ready to take over let him or her.
6. Storyboard Book 9 – Make sure you have time after you've read through the Polyphemus scene, to go back and work through it slowly having each student create a storyboard from the time the men land up through Polyphemus's curse. In order to do this, they must visualize the entire series of events. This will increase their comprehension of how, exactly, Odysseus and his men escaped. Remind them that, as with the Twenty Questions exercise at the beginning of Lesson 26, they are using visualization to do this activity. This is a very strong reading comprehension strategy and one they should remember to use even when they are not actually drawing what they are visualizing. (See below in Behavioral Objectives for another class activity you can try.)
7. Have fun! This is one of the most exciting parts of the book.
8. Folders – Students will put all work from this class into their classroom folders. If they do the group map and descriptions, these can be hung up or put into group folders. Or you may choose to collect their work to grade tonight.

HOMEWORK

None

GROUP ROLES

All students will be acting as questioners during these two classes.
If they work in groups to do the maps, have them choose someone to serve as:

Illustrator – Responsible for drawing the map and any additional design work

Recorder – Responsible for writing the descriptions of each place and its inhabitants

Manager – Responsible for getting all necessary materials

Facilitator – Responsible for making sure everyone's clear about the assignment and guiding the group as they sort through each member's notes and drawings

DOCUMENTATION FOR PORTFOLIO

Monster Myth

Creation Myth