

TITLE OF LESSON

English 1 Unit 1 Lessons 33 and 34: Mythology – *The Odyssey*

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TIME ESTIMATE FOR THIS LESSON

Two class periods

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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

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MATERIALS

Books 10 and 16 of *The Odyssey*

**Plot Diagram** – Student Page

**Skit Options** – Teacher Page

blank paper for maps

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LESSON OBJECTIVES

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

- 1) Homework Check – Collect all trickster myths from students who have not turned them in yet. Tell students to make sure they have all drafts stapled to the back of their final draft so they can receive credit for all of their hard work. Grade them tonight and hand them back to students tomorrow. When you hand them back, make sure to have students place them in their portfolios.
  - 2) **Agenda** – Have students copy the agenda you have posted on the front board.
  - 3) Explanation – Explain that you’ll be doing a skit in class, but not right away. This skit will be based upon what they have read. Explain that skits are a form of visualization, a new reading strategy. If you don’t understand what you have read, you can’t act it out. But, at the same time, if you’re not sure what you’ve just read, you can try to “walk” through it. This helps if you have others to walk/talk through it with you. Skits are an area you should really step back a bit and give them some free reign to try, in a sense, to solve the scene. If the students begin to go way off plot you have two choices:
    - a) Do they know what they’re doing and are they having fun? If so, first wait to see if other students call them on it. If the others students let it go, you can either stop them and get them back on track, or let them go and follow up with a discussion of their skit v the actual story afterward. You know your students so you have to decide if they always try to derail or if they really do understand exactly what happens in *The Odyssey*, but they get caught up in their own version.
    - b) If the deviation seems unintentional, in other words, they’re really not sure what is happening in the text they’re supposed to be acting out, and none of their fellow students will or know to call them on it, stop and go back to the text and take on a more active role as director, not as the star! First let them try this on their own. (This could be a good learning experience for you!)
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ACTIVITIES – INDIVIDUAL AND GROUP

LESSON 33:

1. **Reading Aloud** – As they come into the class, have them sit in pairs for paired reading. Begin reading Book 10, modeling clarifying as you read. Once the students are ready to take over, pass the torch. The first scene of Book 10 is good practice for clarifying. Have the students really break down what happens on the ship and why. Here you can delve deeper into what the characters are thinking as you clarify. Try to get them away from simply

looking at words they don't know to looking instead at the meaning of the words taken as a whole. Focus on the fact that they can determine meaning of the overall text without knowing the meaning of every individual word.

2. **Paired Reading** – In their pairs, they should take turns reading out loud and practicing clarifying the rest of Book 10.
3. **Plot Diagram** – As they read, each student should complete a **Plot Diagram** of Book 10. Also, each pair should continue mapping out the journey.
4. **Mapping the Journey** – Save a few minutes at the end of Lesson 33 to have the class come together to show and discuss their maps. Once they've come to an accurate depiction, have one student add the next steps to the class map.
5. **Skits Options** – Please see **Skits Options** (Teacher Page) for more information. You can choose one of two scenes to have them act out. The two that work best from these two books are:
  - a. The Laistrygones – it's a short scene, but it's grisly so they usually love it
  - b. A scene from Kirkê's (or Circe's) island – longer scene and with more trickster elements, so it fits better with their current myth type.The skit should take place in Lesson 33 after students have read the passage.
6. **Assign Roles** – For this skit, you should probably assign roles. Once they get the hang of it, they will be able, for future skits, to choose their own roles. Don't tell them their roles before you begin reading. Tell them that they will love and become their roles, no matter which role they get. That is not negotiable. Only if they demonstrate requisite love for their roles, will they earn more say next time it comes to choosing.
7. **Skits** – Do the skit immediately after most students have finished the scene you have chosen. For this reason, you may have to hurry the class along if you want to do the scene from Kirkê's island. You could also have them do just the first part of this scene. That way, you could begin when everyone was halfway or so through the scene.
6. **Debrief** – When you're finished, remind them that this is a reading strategy. Have them keep this in mind and, if they come across a scene they think is confusing, they can suggest that the class act it out, or can ask some friends to walk through it with them in the back of the room if they can do this without disturbing others. Tell them that the next time they do a skit, they'll be responsible for choosing characters, director, prop person, and any other people they need. Ask students what was helpful about doing the skit. What was hard?
7. **Folders** – Students should put their plot diagrams and their maps into their individual folders before leaving the room. Or you may collect them to grade tonight.
8. **Homework Assignment** – Tricksters are generally thought of as being clever for very selfish reasons. The truth is we are all tricksters in some ways, sometimes for selfish reasons, sometimes not. In Book 16, Odysseus, with Athena's help, takes on an altered appearance. As they read on, they'll see that some are able to see through this, but most are not.

For homework, students are going to think about the different identities they have, the different faces they show the world. Ask them to think about:

- 1) The person they show their friends
- 2) The person they show their family
- 3) The person they show people they know at school – teachers, the principal, classmates
- 4) The person they show as they walk down the street or take the bus or subway alone
- 5) The person they show as they walk down the street or take the bus or subway with friends
- 6) In what ways each of these is closest to the person they think of as who they really are.

Tell them from the start that they do not have to share this with the class at all if they don't want to. You have to look at it, but you don't have to examine it if they'd rather you didn't.

Now, they're going to think of each of these as one of their own individual trickster forms. They can draw, write, or do a storyboard-type presentation. For each paragraph or picture, they should include:

- The face they show (This does not have to be a literal face!)
- To whom
- How they think this person/group actually sees them
- How and why they choose to show this form
- Does anyone (friend, parent/guardian) have influence over this decision?
- Would they rather be able to present another face to this person/group?
- If so, what would it be?

#### LESSON 34:

1. Homework Check – Stamp/initial homework. Discuss the homework. If anyone is willing to talk about what they came up with, great. If they are, this could turn into a huge discussion. You're going to have to decide what to do time-wise. Then collect their assignment.
2. Intro to Book 16 – Before you begin reading Book 16, ask them to recall Telémakhos. They should check on their list of characters if they cannot remember who he is. Then explain that in the few books before Book 16, Odysseus has finally returned to Ithaka, his island, but has yet to go home. Upon his return, Athena greets him and explains that he should hide out and wait until his son returns so that, together, they can mount an attack against the suitors. As this book begins, he is disguised, by Athena, as an old man, and is staying with his former shepherd – Eumaios – who does not, at this point, recognize him. He is trying to get information about who has been loyal to him during his time away and who has not.
3. Paired Reading – You decide if you want them to start the class reading in pairs, or if you should get them started. In Book 16 there is less action, more narrative and discussion, so be sure to circulate and listen for comprehension. Remind them they should always visualize when they read, even if there is not a lot of action. As they read, each student should complete a **Plot Diagram** of Book 16. (He's back in Ithaka now, so you're finished with the map, unless you want to track his movement around Ithaka.)
4. Discussion – “We choose to show different aspects of ourselves to different people based on how we want them to treat us, how we want them to think of us. Do we want them to like us? Respect us? Be afraid of us? For homework, you thought about how and why you choose to show different faces to different people.

“Sometimes, do you try to trick people with the face you show them? Do people you know do this? Can you think of specific examples?” Have them give specific examples.

In Book 16, Odysseus shows a false face to different groups of people, but for a number of different reasons. As they read through and completed the plot diagram, who were the different people to whom he showed a false face? Write these on the board or have a student do it. Have students copy into their notes. For each person or group of people, ask them to write why he pretended to be someone else.

5. Folders – Students should put their plot diagrams into their classroom folders before they leave class. Or you may collect their assignments to grade tonight.
6. Homework Assignment – None

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#### GROUP ROLES

All students will be acting as clarifiers in these classes. In paired reading, each student is responsible for recording his or her own plot diagram and map. In the skit, students have assigned roles.

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#### DOCUMENTATION FOR PORTFOLIO

Trickster Myth  
Monster Myth  
Creation Myth