

NOTE: Remind students at the end of class today that they should meet in the computer lab at the beginning of the next class.

TITLE OF LESSON

English 1 Unit 1 Lesson 40 – Mythology: *The Odyssey*

TIME ESTIMATE FOR THIS LESSON

One class period

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

Books 20 and 24 of *The Odyssey* – Reading

Plot Diagram – Student Page

Predictor – Student Page

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 predicting 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 hero myths that have not already been turned in to you. Make sure to remind students to staple all drafts to the back of their final draft. Grade them tonight and hand them back tomorrow. When you hand them back, remind students to place them in their portfolios.
 - 2) **Agenda** – Have students copy the agenda you have posted on the board.
 - 3) Society Chart Review – As students come into the room, have them get their folders with their Society Charts (from lesson 11). Do a quick review. Also, ask them to recall the Hero/Not a Hero exercise you did in class and their *hero myth* group definition.
 - 4) Add to Society Chart – Now, on their society charts, based on what they've read of *The Odyssey* so far, have them add things they've learned about Greek society. Once they've finished adding everything they can think of to their own, have one student record class answers onto the classroom version.
 - 5) Hero Group Definition Again – Now, write the word *hero* on the board. Explain that they're going to do a variation of a group definition. For this, they're going to pool what they know about Greek society and Odysseus, and what they've read of *The Odyssey* to come up with what they think would have been the ancient Greek definition of *hero*. Once everyone has finished, have a student write the class definition on a piece of butcher paper and post this.
 - 6) Discuss – Discuss with them the differences in their own definitions of hero and what the ancient Greeks thought of as a hero. Do they believe Odysseus was a hero? When did he act most heroic? When do they think he acted least heroic? How do they think time and environment affect the people we look to for guidance? The people we fear most? The people we look to when we are afraid? Do their own definitions differ from those of their parents? Can they think of other places in the world today that may define *hero* differently? Why? How do or did we form our idea of *hero*?
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Instructions – Divide student into pairs or groups and hand out the **Plot Diagram** and **Predictor** worksheets (or have students take out a piece of blank paper). Tell them each student should complete one plot diagram and

one prediction worksheet (or, on the blank paper, write 4 predictions total from books 20 and 24 and the “Why” they think this might happen).

2. **Read Aloud** – Begin reading aloud to the students, modeling predicting. Once you stop and have students read in groups, circulate as much as possible!
3. **Popcorn Reading** – Ask them to practice Popcorn Reading (see *Teaching Strategies*) in their groups as they read and predict.

Note: If you have time and choose to act out a scene, of course, try the bow and arrow scene.

4. **Folders** – Before they leave, have students put their work into their classroom folders. Or collect it to grade tonight.
 5. **Homework Assignment** – If they have any individual assignments or individual responsibilities from group assignments that are still incomplete, they should finish them up tonight.
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GROUP ROLES

In this class, all students will be acting as predictors.

DOCUMENTATION FOR PORTFOLIO

Hero Myth
Trickster Myth
Monster Myth
Creation Myth