

TITLE OF LESSON

English 1 Unit 2 Lesson 29 – *The Odyssey*, Book 17

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R3.0-10, L/S2.0-1d. 2.4a-d

MATERIALS

The Odyssey – Books 3, 7, and 17 from <http://www.perseus.tufts.edu/cgi-bin/ptext?doc=Perseus%3Atext%3A1999.01.0136> (not provided by ESubjects)
Presentation Rubric – Teacher Page
Teacher Notes Lesson 28 – Teacher Page

LESSON OBJECTIVES

- To practice an oral presentation
 - To practice new reading strategies
 - To begin to consider the guest–host relationship in ancient Greece
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial compete journals. Pass back graded assignments and have students place them in the appropriate section of their folders.
 - 2) **Agenda/Daily Log** – Have students copy the agenda you have written on the front board.
 - 3) Review Passages – Give students **ONE** minute to review their passages.
 - 4) Rubric – Go over the Presentation Rubric. Call everyone’s attention to the rubric. You’re going to use this to give them a score out of 10, half for accuracy and half for presence and poise. Some students may do very well on accuracy but not so well on presence and poise, other students may do the reverse. The point here is to identify a specific area on which each student should focus for the next recitation. As with their **Reason for A ...’s**, you want them to think about one specific part of recitation that is hard for them as individuals and focus on improving that for the next time. You know that one student may be very shy, so that’s an area you want to help that student develop. Another student may be boisterous, but need focus or attention to detail. As you go on and do more class reading and recitation, you’ll ask students to be aware of their own strengths and weaknesses and challenge themselves to improve one area at a time.
 - 5) Presentation Etiquette – Make it very clear to all students that they will each have a turn to be the one in front, to perhaps forget a line, etc., so kindness is expected. This is their first time doing reciting this year, so they will all be nervous. That’s okay; it’s normal. Speaking in public is hard enough, but when you have to try to remember something that was written by someone else in a tone and language very different from your own, it’s even more so. Again, this is the first time. They’ll get more practice as the year goes on.
 - 6) Present – Then, call students up—first from book 3, then, after they’ve recited, those from book 7—to the front of the room and have them stand in the order in which they will read.
 - 7) Groups – As soon as they finish, get them back into their groups from yesterday. If they ask, tell them you can pass their scores around to them once they’re working, but not until they’ve finished reading.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Questions – (3 min) Based on their homework, students should write down any questions about their homework assignment and the readings they did yesterday. These questions should be based on the four focus questions from yesterday’s jigsaw. If any students might be too shy or hesitant to ask questions in class, have them pass you their questions. The others can pose their own question as the discussion progresses.

2. Full Class Discussion (10-15 min) Students should spend this time fully discussing the focus questions from yesterday's jigsaw and the warm up above on books 3 and 7. The teacher can help lead the full class discussion by using the questions written down in the warm up. Students should completely understand the journeys that were taken, the guest-host relationship, and the importance of any symbols or epithets that were introduced.
3. Assigning Groups: Jigsaw – (2 minutes) Assign students to their A groups, but ask them first to get into their B groups. Remind them that they will be responsible for presenting the readings they do in their B groups to the members of their A groups.

Give the B groups their sections of book 17. Depending on the number of groups you have, you'll assign, ideally, the first fourth of book 17 to the 1's, the second half of book 17 to the 2's, the third fourth of book 17 to the 3's, and the last fourth to the 4's. See **Teacher's Notes Lesson 28** in the *Teacher Pages*.

4. **Note – if you do not get to this point today, have them start off class tomorrow with this activity.** Group Readings – (7-12 minutes) Let them know they have 7-12 minutes to start the reading. They will have time tomorrow to complete the reading. As they read, they should do the following: 1) Write 2-3 sentences explaining the physical journey described or draw the journey labeling places and people; 2) Highlight examples of hospitality; 3) Note any symbols or epithets they encounter; 4) Create a **Psychological Growth over Time** graphic organizer. See *Group Roles* below and suggest that students divide up the work by assigning these group roles.
5. Homework Review – As they're working on Step 4, write the homework assignment (below) on the board and give them enough time to write the homework assignment down. Then explain that tonight they'll be retelling, instead of reciting. The biggest difference here is that, although comprehension is necessary for an excellent recitation, a student may be able to do a passable recitation without really understanding the passage. This is not true of retelling, which, in some senses, is like summarizing.

Students will take their recitations from class today and practice them as speeches. As they practice, they should add two lines of elaboration. For this, they should think about the "fish tale" phenomenon. With each retelling, a story becomes grander or scarier. The Athenians's and Odysseus's exploits will become more heroic. When they get to class tomorrow, they'll retell their passage, rather than just recite.

For a retelling, the passage does not have to be word-for-word. The central ideas and events have to be the same, but the students should build upon them. For this one, the original text from *The Odyssey*, at least, should be in its same dialect, with the *hath's* and *keepes't's*, but their own additions do not have to be. Normally students will try to keep the same tone. That's excellent—be sure to give them credit for their extra efforts

HOMEWORK

- 1) Practice today's recitation as a speech.
- 2) Add two lines of elaboration to your speech. Tomorrow, you will retell your passage, keeping the central ideas and events the same, but building upon them. Must contain original dialect, but your additions can be in your own words.
- 3) **Journal 15** – Last night you described the guest/host relationship. Tonight, using your description, come up with a list of at least 10 criteria that define the guest/host relationship. Take some time to review the idea of criterion/criteria if necessary.

GROUP ROLES

In jigsawing, all students have to record in their B groups because they are responsible for presenting to their A groups. Thus all students today will be acting as recorders and presenters in addition to their reading roles.

Physical Journey – If this is your realm for this reading, your role is to remind the group, as you read through the travels, to record (however each group member chooses to do so individually), the physical journey of your character.

Hospitality Highlighting – Your role is to remind the group, as you read through your section, to highlight instances or examples of Greek hospitality, specifically of the guest-host relationship.

Terminology – Your role is to remind your group to be on the lookout for symbols, epithets, any examples of literary terms you've studied.

Psychological Growth – If this is your realm, your role is to remind the group to discuss and document the psychological growth of your character. Each member will have to create his or her individual graphic organizer.

DOCUMENTATION FOR PORTFOLIO

Unit 1

Final Exam Unit 1

Hero Myth

Trickster Myth

Monster Myth

Creation Myth

Unit 2

Autobiographical Incident 1

Autobiographical Incident 2

Autobiographical Incident 3

Autobiographical Incident 4