

TITLE OF LESSON

English 1 Unit 2 Lesson 32 – *The Odyssey*, Books 18 and 23 Continued

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

California – Eng 9-10: R2.0, 3.3-10, L/S1.0-9, 1.11-14, 2.4-d

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MATERIALS

*The Odyssey* – Books 18 and 23 from <http://www.perseus.tufts.edu/cgi-bin/ptext?doc=Perseus%3Atext%3A1999.01.0136> (not provided by ESubjects)

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LESSON OBJECTIVES

- To practice new reading strategies
  - 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) Questions – (3 minutes) Based on their notes from the Group Teaching, students should write down any questions about the readings. These questions should be based on the four focus questions from the jigsaw. They should give these written-down questions to the teacher to help lead the class discussion
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Full Class Discussion – (10-12 minutes) Students should spend this time fully discussing the focus questions from yesterday’s jigsaw on book 18. 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.
  2. Skit – (15 minutes) Have students break into their B groups. Tell them they have 15 minutes to create a skit in which the guest-host relationship from *The Odyssey* is depicted. They can be the characters from *The Odyssey* or they can make up the characters—or even be themselves—but everyone else in the class should be able to identify key characteristics of the relationship in their skit. All students in their group must participate. Have them assign roles (see *Group Roles* below). Then have them get started.
  3. Present Skit – 20 minutes) Have students present their skits.
  4. Critique and Vote – After all have finished, if you have time, you can have students critique the skits—what they would have added or changed in one another's skits. You may also want to hold a vote—but be sure they provide the criteria they used in choosing the skit they voted for!
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HOMEWORK

None

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GROUP ROLES

Recorder – Your role is to record the skit that your group creates.

Facilitator – Your role is to keep everyone focused on finishing the skit before you have to perform.

Researcher – Your role is to find, in the text, answers to any remaining questions your group has.

Director – Your role is to organize how the skit will look—how it will be performed.

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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