



Gold Seal Lesson

Author(s): William Moreau			Lesson Title: "The Odyssey" - Thought Responses			
Grade Span			ICLE Application Model			
K-4	5-8	9-12 XX	A	B	C XX	D

Instructional Focus:

Speaking

Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Writing

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Listening

Students listen for a variety of purposes appropriate to the grade level.

Reading

Students read a variety of grade level materials, applying strategies appropriate to various situations.

Performance Task

Previous to this lesson, students have finished reading Homer's Odyssey. Below are "Thought Responses" that students could respond to in a variety of ways. "Thought Response" activities ask students to dig back into the literature and challenge student understanding of major ideas/ themes/ backgrounds/ and applications to real life.

Activity options using these "Thought Responses":

- Students could work in small groups or individually (or a combination of both at times).
- Students could be assigned all the "Thought Response" activities/ questions below, or they could do selected ones. Choice could be teacher and/or student based.
- Students should brainstorm (prewrite) answers to questions/ activities through taking notes, listing references to the literature, and organizing all avenues of possible answers/ responses.
- Once prewriting is done, students could use their responses as a basis for discussion. One group or individual could be assigned as the presenter of a particular question's answer to the class. Or all students could be responsible for sharing something in response to each question. This could be organized via volunteers or through some sort of number or name drawing lottery.
- Students could also be asked to go beyond prewriting for all or selected questions (again, through student or teacher choice). They could be asked to write a rough draft and then eventually a final product that could be shared with other class members via a "reading circle" where students read responses aloud or pass them for silent peer reading.
- This whole process could take one class session or several class sessions depending upon the demands of the assignment.

Performance Task Continued...

Here are some suggested "Thought Responses" for Homer's Odyssey:

- 1) How are the male characters portrayed in the Odyssey? What stereotypical "male behavior" is shown? Give examples of behavior that is not stereotype male.
- 2) How are female characters portrayed? What stereotypical "female behavior" is shown? Give examples of behavior that is not stereotype female.
- 3) Why would this story be such a big deal to the people of Ancient Greece? Explain several practical reasons.
- 4) From this story, what would you say would be advantages and disadvantages of having gods like theirs exist in our lives today? Explain three of each in some detail.
- 5) We read about twelve adventures Odysseus went on from when he left Troy to when he returned home. You, however, have found the lost manuscript of the thirteenth adventure Odysseus experienced. Share that long lost adventure with us. (It may fit in anywhere.) Be detailed. Be creative. But make it consistent with what you have read.
- 6) Rent a movie version. Watch it and write an essay comparing it to the book. You could do some reviewing (sharing what was good and what was bad about it), but your main task is to compare/ contrast the book and the movie.
- 7) Select a main character and follow his/ her development throughout the epic poem. This is a formal character sketch. Include strengths and weaknesses and what role the character plays. Also, why is this character important to the story as a whole?
- 8) Rewrite an ending. Start anywhere you'd like at the end of the story. Be sure to be accurate with the themes of the text.
- 10 Are there any heroes in this story? Assume there are and list those you would consider heroes and tell why each could be considered so.
- 11) What does this story (and Homer) tell you about the following topics? Relate your answer to real life in 2001 and to the overall story of the Odyssey:
 - about remembering home and family
 - about using one's brains and guts in difficult situations
 - about abusing someone else's family and property
- 12) What was your favorite part/ scene in this epic poem? Explain what happens and use lots of detail to tell why you liked it.
- 13) Write a letter from one character to another. You should explain events from the story as they would be interpreted by this character. Make sure you speak with the character's "voice."
- 14) What qualities of which character strike you as good characteristics to develop within yourself? Why? How does the character demonstrate these qualities? (You should explain three different qualities.)
- 15) Did you like this story? Write a letter to the author, Homer, and explain your answer by telling specifically why or why not.

ICLE Essential Skills

Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well-organized fashion, and appealing to the needs of the target audience. (ela 10)

Use writing as a way of expressing personal creativity. (ela 31)

Listen, comprehend and summarize essential information from a variety of sources such as speeches, plays, commercials on radio and television, and political debates. (ela 25)

Scoring Guide:

This depends upon what students are asked to do. It could conceivably range from “credit” for participating in the prewriting and sharing sessions to making this project (prewriting, writing, peer editing, proofreading, self editing, sharing) a major percentage of a marking period’s value. For example, 50 points could be awarded for the prewriting/ note taking aspect; 100 points for the final written product of selected questions; 50 points for sharing findings if done with a speaking component. The teacher would have to create criteria for evaluation that would be shared with the students when the original assignment is introduced.

Keywords

English Language Arts	Mathematics	Science
Reading	Algebra	Earth Science
Writing	Geometry	Life Science
Communications	Statistics	Chemistry
Literature	Calculus	Physics
Other Homer “The Odyssey” Essay questions Literature projects Thought responses	Trigonometry	Other
	Other	