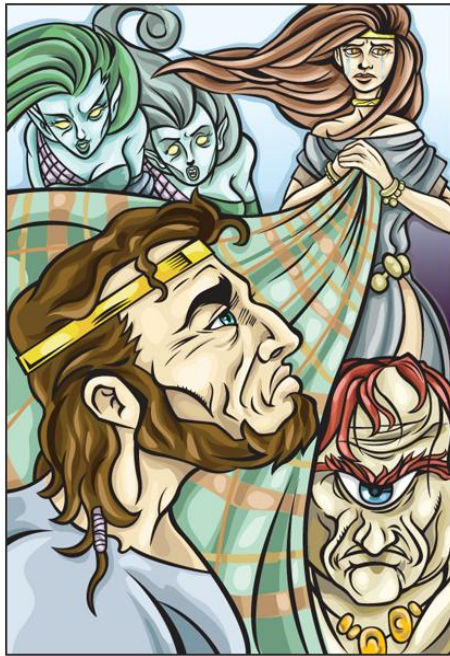


# *The Odyssey*

## **Instructional Unit Resource Guide Based on Principles of Universal Design and Differentiated Instruction**



*The Odyssey*  
9<sup>th</sup> Grade

Focus: Literary elements in Drama  
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## Message to the Reader / Teacher

*We are a group of teachers from a small, rural junior/senior high school using the UDL – Universal Design for Learning – theory to promote technology in the classroom. Our diverse background includes two Special Education teachers with math backgrounds, a math teacher, a social studies teacher, an English teacher, a Media Specialist, an IT specialist, and an Engineering/Print Management teacher. Our principal is a consultant for our team.*

Our intent with this unit is to have freshman students read, view and interact with *The Odyssey* through a variety of tools and activities. They will conclude the unit with a test and a tic-tac-toe project that covers all learning styles.

This unit is designed for a 9<sup>th</sup> grade English class. It will take approximately four weeks to complete. Three weeks will be spent studying the epic poem and the final week will be used to finish up and present unit-ending projects. In addition to reading the poem aloud in class and discussing the setting, characters, literary elements, poetic elements, and themes, etc., students will view a number of Promethean flipcharts with embedded notes, images, and web links. The teacher will also use the Promethean board to annotate over the poem text as students read. Additionally, extra readings, discussion forums, and activities will be posted on the Moodle. Students will respond to discussion questions and each others' comments. They will also complete self-paced internet activities, complete vocabulary exercises, and work in teams to research and present information on different gods and goddesses. They will take a comprehensive exam over the play and create individual projects. Students have access to individual computers in the classroom with internet access and access to the Moodle, audio versions of the epic poem, a text version of the poem in their literature books, Flip video cameras and a Promethean board.

For more information, contact  
Tona Gardner, Media Specialist  
and Team Leader  
765-653-3148

# Standards and Benchmarks

## The following standards will be met in this unit

### Indiana State Standards as approved by the US Government:

9.1.1 Identify and use the literal and figurative meanings of words and understand the origins of words.

9.1.2 Distinguish between what words mean literally and what they imply and interpret what the words imply.

9.2.3 Generate relevant questions about readings on issues that can be researched.

9.3.3 Analyze interactions between characters in a literary text and explain the way those interactions affect the plot.

9.3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing or flashbacks.

9.3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism.

9.3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies in a text.

9.3.1 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.

9.3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.

9.5.2 Write responses to literature that:

- Demonstrate a comprehensive grasp of the significant ideas of literary works.
- Support important ideas and viewpoints through accurate and detailed references to the text or the other works.
- Demonstrate awareness of the author's style and an appreciation of the effects created.
- Identify and assess the impact of ambiguities, nuances, and complexities with the text.

9.4.1 Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.

9.4.2 Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

9.4.3 Use precise language, action verbs, sensory details and appropriate modifiers.

9.4.7 Integrate quotations and citations into a written text while maintaining the flow of ideas.

9.4.10 Review, evaluate, and revise writing for meaning, clarity, content, and mechanics.

9.4.11 Edit and proofread one's own writing, as well as that of others, using an editing checklist with specific examples of correction for frequent errors.

9.4.12 Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

9.6 Students write using Standard English Conventions.

*For more information:*

Indiana Learning Standards: <http://www.doe.state.in.us/standards>



# Planning Pyramid

## Some Students Will Know:

- Ⓢ How to define each literary and poetic element and their purpose in epic poetry with examples of each in *The Odyssey*.
- Ⓢ An understanding of the complex and dynamic interaction between the gods and goddesses and mortals in epic poems such as *The Odyssey* and how this reflects the beliefs of these ancient people.
- Ⓢ An analytical understanding of epic poetry.
- Ⓢ An understanding of Homer and the origins of epic poetry.
- Ⓢ An understanding of the Trojan War, its causes, major events and results, and how that influences the story of *The Odyssey*.
- Ⓢ A complex understanding of the characters, settings and plot of *The Odyssey* and how the features work together to express the theme

## Most Students Will Know:

- Ⓢ A general understanding of epic poetry and the role and traits of an epic hero
- Ⓢ A definition and general understanding of literary and poetic elements.
- Ⓢ An understanding of how *The Odyssey* fulfills the traditional epic poem and a basic understanding of the plot of *The Odyssey*
- Ⓢ A basic understanding of major characters, including the gods and goddesses

## All Students Will Know:

- Ⓢ three basic traits of an epic hero
- Ⓢ identify five of the major gods and goddesses
- Ⓢ a one-sentence definition of main literary and poetic elements
- Ⓢ a basic plot of *The Odyssey*

## Teacher Library

The following materials and resources are useful in this unit:

Copy of poem that can be used for annotation:

<http://classics.mit.edu/Homer/odyssey.html>



Possible resources for locating instructional materials:

Sparknotes: <http://www.sparknotes.com/lit/odyssey/context.html>.

The Greek Mythology Link is a collection of myths retold by Carlos Parada,  
<http://homepage.mac.com/cparada/GML/>

Mythweb: a site “devoted to the heroes, gods and monsters of Greek mythology.”  
<http://www.mythweb.com/index.html>

CliffsNotes: <http://www.cliffsnotes.com/WileyCDA/LitNote/id-99.html>

O’ Brother Where Art Thou Comparison Chart:  
<http://www.janaedwards.com/FILECABINET/obrothercomparisonchart.doc>

ThinkQuest Slide Show mapping the travels of Odysseus:  
<http://library.thinkquest.org/19300/data/Odyssey/voyage1.htm>

Jeopardy Game  
<http://jc-schools.net/tutorials/Eng9/odysseygame1.ppt>

PowerPoint over Homer and the Odyssey: <http://jc-schools.net/tutorials/Eng9/homer.ppt>  
PowerPoint Summary over Odyssey: <http://jc-schools.net/tutorials/Eng9/odyssey.ppt>

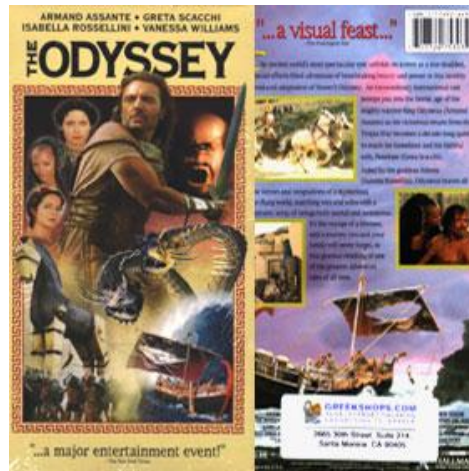
PowerPoint of Odysseus as a Hero: <http://jc-schools.net/tutorials/Eng9/HERO.ppt>

Lesson Plans of Ancient Greece: <http://greece.mrdonn.org/lessonplans.html>

Promethean Planet:

[http://www.prometheanplanet.com/server.php?ResourceSearch%5Bsearch\\_text%5D=Odyssey&ResourceSearch%5Bsubject%5D=00200n009002002001&ResourceSearch%5Bgrade%5D=00200n009002003004&display=006007001&ResourceSearch%5Baction%5D=advanced&change=ResourceSearchResults&catMatchType=includeChildren&searchType=basic&x=32&y=9](http://www.prometheanplanet.com/server.php?ResourceSearch%5Bsearch_text%5D=Odyssey&ResourceSearch%5Bsubject%5D=00200n009002002001&ResourceSearch%5Bgrade%5D=00200n009002003004&display=006007001&ResourceSearch%5Baction%5D=advanced&change=ResourceSearchResults&catMatchType=includeChildren&searchType=basic&x=32&y=9)

## Learner Activities



**What materials and resources will be useful for engaging students in meaningful learning activities?**

<http://www.janaedwards.com/odysseyquest.html>

This Odyssey webquest and is an excellent computer lab activity. Students explore a variety of web locations in order to answer many questions about Homer and the Odyssey . This will require prior computer skills/knowledge in order for students to complete it.

<http://messagenetcommresearch.com/myths/>

Includes a essays with information, a mythology dictionary, a list of gods, goddesses and heroes and also contains quizzes

<http://www.users.globalnet.co.uk/~loxias/odyssey/odyssey.htm>

Students can take an Odyssey themselves through this site by correctly answering questions to follow the path of *The Odyssey*.

<http://www.users.globalnet.co.uk/~loxias/odchoice.htm>

Students may play a game in which they choose to be Odysseus, Telemachus, or Penelope.

[http://www.projectx2002.org/nederlands\\_hotpots/quiz\\_odyssey.htm](http://www.projectx2002.org/nederlands_hotpots/quiz_odyssey.htm)

<http://www.funtrivia.com/playquiz/quiz132517f2da60.html>

Online Odyssey Quizzes



## Assessment

The students will be assessed in a variety of ways starting with a pre test to determine what the students know about literary and poetic elements, Homer, epic poetry, gods and goddesses and the Trojan War. Then they will be introduced to Homer, the gods and goddesses, the Trojan War, epic poetry and an epic hero through viewing a flip chart, taking part in class discussions, and taking a virtual tour of Greece and the gods. Students will also complete activities and take part in forum discussions through the Moodle. During one class period, student will divide into groups and select one of the Greek gods or goddesses. They will then research the topic on their desk top computers and make a brief presentation to the class the next day. All students will complete an online quiz over the gods and goddesses. The instructor will preface the epic poem by reviewing elements of literature and epic poetry. The presentation will be made with assistance of a flip chart and online resources. The excerpts of The Odyssey will be read aloud in class. The teacher will annotate over an online version of the poem on the Promethean board as the class reads and discusses the poem. The teacher will also access online resources with additional information to augment their understanding of particular events in the poem, such as the scene with the Sirens and the cyclops. Students will write in comments through the Moodle into class forums to discuss characteristics of the characters, plot, theme and poetic style. They will also complete vocabulary exercises and take periodic quizzes to update the instructor on their understanding as they advance through the epic play. At the conclusion of reading the poem, students will watch a movie version of the epic poem starring Armand Assante to aid their understanding and fill gaps left by only reading excerpts. [http://www.amazon.com/Odyssey-VHS-Armand-Assante/dp/1574924494/ref=sr\\_1\\_1?ie=UTF8&s=dvd&qid=1276532754&sr=8-1](http://www.amazon.com/Odyssey-VHS-Armand-Assante/dp/1574924494/ref=sr_1_1?ie=UTF8&s=dvd&qid=1276532754&sr=8-1)

All students will write a short literary response to some aspect of the poem (themes, use of imagery, irony, direct and indirect characterization, etc). Students will write a rough draft, take part in self-evaluation and proofreading and peer editing. Then students will complete a final draft. This writing will take place in the first two weeks. All writing will be completed on the students' computers.

During the last week of the unit, students will complete projects. Students will be given a tic-tac-toe chart with a variety of options that represent all learning styles. In addition to turning in and presenting unit-ending projects, students will also take a comprehensive exam at the conclusion of the poem. In order to review for the exam, students will complete quizzes at [http://www.projectx2002.org/nederlands\\_hotpots/quiz\\_odyssey.htm](http://www.projectx2002.org/nederlands_hotpots/quiz_odyssey.htm) and <http://www.funtrivia.com/playquiz/quiz132517f2da60.html> The entire class will also participate in a Jeopardy game

### Possible resources for locating assessment materials:

Scoring Guide for Student Projects: <http://www.ncrtec.org/tl/sqsp/index.html>

RubiStar: <http://rubistar.4teachers.org>

Test Taking Software: <http://www.quia.com>

Quiz Star: <http://quizstar.4teachers.org/>

## Accommodations Planning for Academic Diversity

Learning Barriers	Possible Solutions	Web Resources
Student cannot read at grade level	Use Kurzweil and MP3 players to listen to and annotate text. Promethean board annotations by teacher and reading aloud by teacher and classmates.	<a href="http://classics.mit.edu/Homer/odyssey.html">http://classics.mit.edu/Homer/odyssey.html</a> <a href="http://www.janaedwards.com/odysseyquest.html">http://www.janaedwards.com/odysseyquest.html</a>
Student has difficulty comprehending the quiz and reading discussion material	High Speed Scanner and OCR program eReader. MP3 players Kurzweil	<a href="http://www.sparknotes.com/lit/odyssey/context.html">http://www.sparknotes.com/lit/odyssey/context.html</a> . <a href="http://messagenetcommresearch.com/myths/">http://messagenetcommresearch.com/myths/</a> <a href="http://classics.mit.edu/Homer/odyssey.html">http://classics.mit.edu/Homer/odyssey.html</a> <a href="http://www.janaedwards.com/odysseyquest.html">http://www.janaedwards.com/odysseyquest.html</a> <a href="http://library.thinkquest.org/19300/data/Odyssey/voyage1.htm">http://library.thinkquest.org/19300/data/Odyssey/voyage1.htm</a>
Student has difficulty mastering the vocabulary of the unit	Use dictionary websites with audio output	<a href="http://www.webster.com">http://www.webster.com</a> <a href="http://www.visualthesaurus.com">http://www.visualthesaurus.com</a> <a href="http://www.visuwords.com">http://www.visuwords.com</a>
Student has difficulty with handwriting (speed or accuracy) and writing skills	Neos Desk top computers with Microsoft Word software Flip Video cameras	<a href="http://www.idictate.com">http://www.idictate.com</a> <a href="http://www.kidspiration.com">http://www.kidspiration.com</a>
Student needs help with conducting research	Promethean Board and LCD projectors	<a href="http://infotrac.galegroup.com/itweb/gree4711?db=SR C-2">http://infotrac.galegroup.com/itweb/gree4711?db=SR C-2</a> <a href="http://my.yahoo.com">http://my.yahoo.com</a> <a href="http://www.factmonster.com/">http://www.factmonster.com/</a> <a href="http://www.news2you.com">http://www.news2you.com</a>
Student has difficulty staying on task and focused	Promethean boards Kurzweil	<a href="http://classics.mit.edu/Homer/odyssey.html">http://classics.mit.edu/Homer/odyssey.html</a> <a href="http://www.janaedwards.com/odysseyquest.html">http://www.janaedwards.com/odysseyquest.html</a>

Student has difficulty organizing information	Timeline	<a href="http://www.readwritethink.org/materials/timeline">http://www.readwritethink.org/materials/timeline</a>