Day 3/4-5 Freshmen Lesson Plan: *Odyssey* Book X Continued- Epic Conventions
112 minutes

Objectives:

- Students will become familiar with the craft of the epic by reading about epithets and practicing writing their own epic epithets.
- Students will develop vocabulary and close reading skills by working through their *Odyssey* packets.

Common Core Standards Addressed:

- 9-10.RL.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- 9-10 RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 9-10 RL.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Assessments:

- Formal:
  - Journal entries
  - Epithet Worksheets
  - *Odyssey* Packets
- Informal:
  - Journal prompt class discussion
  - Hero’s Journey discussions
  - Epithet discussions
  - *Odyssey* reading discussion

Instructional Strategies and Learning Tasks

1. (10 minutes) Journal— Students know that when they walk into class, the first thing they do is grab their journal from the shelf and write a paragraph response to the day’s journal prompt, which is on the board. The day’s journal prompt is, “How would you characterize your life’s journey so far? What are the major events that have shaped your life? Hardships you have overcome?” Teacher will circulate as students write, then ask for volunteers to share with the class. Teacher will also go over “What To Expect This Week,” which includes the rough draft of the fiction paper, Book 9 and 10 packet check, and the third Free Reading Project deadline.

2. (15 minutes) Fiction Paper Work — Teacher will introduce students to a website that will help them generate ideas for their fiction paper. URL: [www.shortstoryideas.herb.me.uk](http://www.shortstoryideas.herb.me.uk). Teacher will help students navigate the website and introduce students to its various features, such as character, theme, first lines, and story ending generators. It is meant as a brainstorming tool to help students begin writing their own short stories.
3. (35 minutes) Epic Conventions: Epithets — Teacher will hand out the epithet activity to students and begin by previewing the examples of epithets, both from the Odyssey and invented epithets, provided on the worksheet. She will then ask the class: “judging by these examples, what do you think an epithet is? What do these examples have in common?” After getting some student responses, class will open their textbook to page 891 to read about epithets. Teacher will explain epithets to the class and have students detect the epithets found in a passage from *The Odyssey*. Then, with a pre-chosen partner, students will interview and gather information about their partner and come up with an epithet for them. Teacher will model examples first, then let students work while she monitors and answers questions.

4. (40 minutes) *The Odyssey* Reading — Teacher will ask students to turn to the page they left off reading in the text. Teacher will read first to set the tone, ask for volunteers, then call on readers. Teacher will encourage students to have their packets out as the class reads to note new characters, vocabulary, and leadership qualities exhibited by Odysseus. Teacher will pause for clarification questions and checks for understanding.

5. (15 minutes) *Odyssey* Packet — Students will work through their packets, filling in characters met in Book Ten and defining the vocabulary terms encountered thus far.

**ELD and Other Special Needs Strategies**
- Checking for understanding
- Modeling
- Appealing to multiple intelligences
- Circulating to monitor student understanding during independent or group work
- Asking guiding questions
- Cooperative learning
- Activating prior knowledge
- Sample work and rubrics
- Accessible text
- Practice work
- Visual media
- Think-Pair-Share

**Co-Teaching Strategies Used**
- One teach, one assist
- One teach, one observe
- Team teaching

**Resources/ Materials Needed:** Projector for sample work, whiteboard, markers, textbooks, students’ journals, pen/pencil, notebook paper, handouts, *Odyssey* packet.

**Homework/Assignment for Next Class:** Possible reading depending on class’ progress. Free Reading Project on Thursday/Friday.
Name and Period:__________________

The Odyssey Epithet Activity

1. Write a definition in your own words for the literary term *epithet*.

2. Spend five minutes with your partner. Find out as much as you can about him/her. Make sure the information is VIVID, SPECIFIC, and UNIQUE to that individual.

   Possible questions for your partner:

   Identifying physical features (including clothing)? What’s unique about him/her?

   Parents’ names, siblings’ names, friends’ names, etc.

   What does he/she like to do? Be specific (ex. If she skis, ask what her favorite ski site is. If he plays guitar, what’s his favorite song/type of music?)

   Where does he/she like to hang out/spend their free time?

   One or two adjectives that describe his/her personality. Be precise, concrete, colorful.
3. Now that you have gathered information about your partner, create an epithet for them! Your epithets should include an adjective, his or her name, and an identifying phrase. Once you write an epithet for your partner, write two more. The following two can be for yourself, your sibling, a celebrity, and/or a fictional character. Get creative!

Epithets from *The Odyssey*:
- The grey-eyed goddess (Athena)
- Poseidon who sets the earth a-tremble
- Odysseus, who had borne the barren sea
- The lord of cloud (Zeus)
- The red-haired king of Sparta (Menelaus)

Epithets from Ms. Scarlat’s brain:
- Curly-headed Ms. Scarlat, worm of books
- Mr. Fahy commander of curved waves and English literature
- Cubicled Dwight, Assistant to the Regional Manager
- Katniss Everdeen bearer of bow-and-arrow

Write your final three epithets below and be ready to share with the class:

1. 

2. 

3. 