

Twists and Turns

Understanding the World of the Odyssey

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Grade Level	9th Grade	**Time Frame**	110-120 minutes
Subject	English/Language Arts	**Duration**	2-3 class periods
Course	World Literature		

Essential Question

What connections can we make between the values, beliefs, and traditions of ancient Greek society and the characters and themes in The Odyssey?

Summary

In this lesson, students will learn about the cultural background of The Odyssey by working collaboratively to analyze images, generate ideas, and conduct research on key topics related to Ancient Greece and their influences on the story. They will then review and synthesize information from other students' work, identifying connections between concepts to deepen their understanding. This lesson can be used as a pre-reading activity or at any point while reading The Odyssey.

Snapshot

Engage

Students complete a Gallery Walk of images related to The Odyssey and complete a Caption This activity.

Explore

Student groups are assigned topics to research and create Anchor Charts to present the information to the rest of the class.

Explain

Students examine the Anchor Charts created by their classmates and complete a KWL chart.

Extend

Student groups use the Detective Board strategy on the Anchor Charts to connect and synthesize ideas between topics.

Evaluate

Students use the 3-2-1 strategy to reflect on what they learned about Ancient Greece and The Odyssey.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

SYN501: Draw logical conclusions using information from two informational texts

Oklahoma Academic Standards: English Language Arts (Grade 9)

9.6.R.2: Synthesize relevant information from a variety of primary and secondary sources, following ethical and legal citation guidelines.
9.6.W.4: Present research in longer formats (e.g., sustained research projects, process essays) and shorter, informal formats (e.g., single-day research projects, informal discussion) to a variety of audiences.

Attachments

- Caption This—Twists and Turns.docx
- Caption This—Twists and Turns.pdf
- Lesson Slides—Twists and Turns.pptx
- Odyssey KWL Chart—Twists and Turns - Spanish.docx
- Odyssey KWL Chart—Twists and Turns - Spanish.pdf
- Odyssey KWL Chart—Twists and Turns.docx
- Odyssey KWL Chart—Twists and Turns.pdf
- Research Task Cards—Twists and Turns - Spanish.docx
- Research Task Cards—Twists and Turns - Spanish.pdf
- Research Task Cards—Twists and Turns.docx
- Research Task Cards—Twists and Turns.pdf

Materials

- Lesson Slides (attached)
- Caption This Posters (attached; 1–2 sets per class; print one-sided)
- Research Task Cards (attached; 1–2 sets per class; print one-sided; cut apart)
- Odyssey KWL Chart (attached; 1 per student)
- Markers
- Poster paper
- Internet-connected devices
- Yarn or string (1 ball per group; various colors)
- Small stickers

20 minutes

Engage

To begin the lesson, tell students that today they will begin to explore some important concepts that will help them understand the ancient classic *The Odyssey*.

Arrange students into 6 equally-sized groups and assign each group a number between 1 and 6. Display **slide 3** and introduce the Caption This strategy. Use **slide 4** to show students three examples of captions. Explain to students that their groups will begin at the station that matches their number. They will have 2 minutes at each station to review the image and come up with a funny or clever caption for it. Let groups know that they can add more than one caption if they want to. Once groups understand, begin the activity. After the first X minutes is up, have groups rotate to the next station and repeat the process, adding their caption below any that have already been added. Continue until groups have completed all 6 stations.

Teacher's Note: Facilitation

While students are working through stations, actively monitor to make sure students are writing appropriate comments.

Next, display **slide 5** and give each student a small sticker. Instruct students to spend a few minutes going to the different stations and reading the captions. Once they have reviewed them all, have students put their sticker next to their favorite caption and then go back to their seats (but don't put it over the writing). Once all students have finished, gather the Caption This papers from around the room to use for the next part.

Teacher's Note: Supplies

If you don't have stickers, have students draw a star next to their favorite caption

As you display **slide 6,** announce to the class which caption got the most votes for each image. You can also announce any others that you think are interesting or clever.

Next, move to **slides 7–8** and introduce the Learning Objectives and Essential Question.

45 minutes

Explore

Move to **slide 9** and tell students that they will be working together to research different aspects of *The Odyssey* and the culture that produced it. Since there are so many different things to look at, groups will be assigned different topics, and then they will share what they learn with each other. Assign student groups and have groups move together before giving the rest of the instructions.

Teacher's Note: Group Size

Groups of 2–3 work best for this activity, but adjust as needed for your class. You will want at least one group for each of the 5 research topics. Depending on class size, you may need to have multiple groups research the same topic.

Move to **slide 10** and introduce the first part of the Detective Board strategy: creating Anchor Charts. Move to **slide 11** to show students an example of an Anchor Chart. Explain that each group will be given a topic and a Research Card. Their card will explain what they need to include on their Anchor Charts, and they will need to perform research to find the information to include.

Teacher's Note: Sources

Explain to students that, since they are performing exploratory research, using Wikipedia is fine for this activity, or use whatever parameters your students are prepared for to access reliable information. You can also give students access to a curated Wakelet of sources for The Odyssey background research, available at the following link: k20.ou.edu/c9 Encourage students not to just use the first pieces of information they find, but dig deeper and use the best information.

Move to **slide 12**, and pass out **Research Task Cards** to groups. Instruct students to find the information they need first and then get their materials to start making their Anchor Charts. Give students approximately an hour of class time to complete their research and Anchor Charts.

20 minutes

Explain

Teacher's Note: Activity Preparation

Before beginning this section, hang the Anchor Charts that the groups created around the room as a gallery. During the next section, students will use string/yarn to make connections between posters, so make sure that posters are hung up in a way that will accommodate this. If you worry about students getting tangled, etc., from stretching string across the classroom, try to arrange posters along a single wall.

Once the Anchor Charts have been completed and hung around the classroom, pass out an **Odyssey KWL Chart** to each student. Move to **slide 13** and explain the modified K-W-H-L strategy. Share the following points with students:

- You are working individually on this activity, so you don't have to travel with your group. You will come back together with your group later to share what you learned.
- Once time begins, go to one of the posters that covers a different topic from what your group had.
- Read the title/topic, and fill out column 1(K) for that topic on your KWL chart.
- Then, read all of the information on the poster.
- After you have read the whole poster, complete the W and L columns on your chart.
- Remember: Read the whole posters well. Even though you are only writing down a few things now, you will be asked to remember more later.
- After you have completed these steps, go to another topic that you haven't visited yet and complete these steps.
- You don't have to visit every poster that covers each topic, but you can if you have time.

Once students understand, begin the 15-minute timer on **slide 14** and facilitate the activity. Feel free to shorten or extend the time based on your class's needs.

30 minutes

Extend

Teacher's Note: Yarn and String

For this activity, try to give each group a different color of yarn/string.

Move to **slide 15** and introduce the last step of the Detective Board strategy. Explain the following to students:

- You and your group will get a skein/ball of yarn to use together. Your group's job is to make connections between different Anchor Charts, and you will use the yarn to show those connections.
- To begin, discuss any connections group members remember from reading the posters. You can also go and look at the Anchor Charts again as a group.
- Once a connection has been identified, stretch a length of yarn from where the information is on one chart to the piece of information it connects to on another chart. Tape it both places, while trying not to cover up any info/writing.
- Each group will need to make at least one connection for each member of their group. So, if a group has 3 members, they will need to make 3 connections.

Once students understand the directions, move to **slide 16** and give students some ideas on what types of connections they should be looking for. These might include:

- Things that might have led to/inspired other things
- Things similar to each other, or things that have similar themes
- People/characters/places, etc., that appear in multiple places
- Traditions or customs that influence stories, characters, etc.

Once all directions are understood and the physical space is ready, pass out yarn and tape to groups. Give students 10-15 minutes to work with their groups to make connections.

When all groups have made at least one connection for each group member, ask each group to share out and show at least one connection they made. Once all groups have shared, have students go back to their seats.

5 minutes

Evaluate

Move to **slide 17** and have students get out a piece of paper. Have students complete the 3-2-1 strategy on their paper by writing:

- 3 things they learned from the lesson
- 2 questions they still have,
- 1 thing they found most interesting.

Have students submit their 3-2-1 papers when they are finished.

Resources

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