**Our odyssey through the *Odyssey***

Homer’s *Odyssey* is a challenging text; however, when presented in a fun and interactive way, students come to enjoy it and learn why it is still read and taught in schools all around the world. Each of us is on our own odyssey, which has its ups and downs, much like what Odysseus experiences on his journey.

All of you are creative and you also know what you like to learn and how you learn. Take this into consideration as you look at the tasks below. In order for this assignment to work, we must all come to class prepared: **Each group** is responsible for presenting on their assigned day and must be proactive in gathering materials and asking for help when needed. **Each individual** is responsible for reading the assigned book for homework prior to a group’s presentation. We must all be prepared to be active participants.

**Assignment Outline**

* Each group (4/group) will teach the class about their assigned book from the *Odyssey*.
* Group members will be in charge of deciding the most effective ways to present the content of the book, as well as aiding us in deepening our understanding of the text.
* I want to give you as much freedom as possible; however, standards must still be addressed. That being said, the following elements *must* be a part of your presentation in some form:
	+ **A Lesson plan**
		- One day prior to giving your lesson, your group must turn in your plan to me where you’ve addressed what you will do for each of the sections below (you may even want to plan for how much time each section of your lesson might take). The more details you give me, the more I can be of assistance if needed. I will be happy to make copies for you as well if you give them to me in advance.
	+ **Hook** **(no more than 5 minutes)**
		- Find a creative way to introduce us to your book! ☺
			* Act it out
			* Create a radio advertisement
			* Put it to a song
			* Puppets
			* Video/audio clips
	+ **Close reading**
		- Look at other translations and how they compare and/or contrast.
		- Pull out vocabulary in context (preferably words with Greek roots).
		- Read alouds
		- Study of syntax (how sentence patterns and punctuation are used)
	+ **Writing**
		- Point-of-view: Write a postcard home to Penelope from Odysseus’ point-of-view.
		- Order of events map: Document the order events happen in the book.
		- Modern day interpretations
	+ **Assessment (check for understanding)**
		- First off, you must decide what you wanted us to learn from your lesson. When you establish that, you can then decide the best way to assess our understanding. Remember, your group will have to assess and provide feedback on these assessments, so chose wisely! These can be done individually or in groups.
			* Play a game
			* Create skits
			* Write a poem
			* Test of some kind

**How will you be assessed?**

* In addition to being assessed as a group, you will also be assessed individually.
	+ **Group Assessment**
		- Lesson plan completed
		- Lesson was engaging and each task was completed by students
		- Submission of assessment grades and feedback
		- A group reflection (approximately 200 words) of how you felt your lesson went. You may chose to address the following:
			* What went well in your lesson?
			* What didn’t go well? Why?
			* Was your assessment effective?
	+ **Individually**
		- An individual reflection (approximately 200 words) where you reflect on the following:
			* What was your role in the group?
			* What went well in your group?
			* What didn’t go so well? Why?
			* What grade would you give yourself for this project and why?

**Reminders**

* All papers (lesson plan, group reflection, individual reflection) must be typed and in MLA format.
* Group and individual reflections are due ***no later than*** three days after giving your presentation.
* HAVE FUN!!! This is YOUR project!