INTRODUCTION

Subject(s):   9th-Grade Literature

Topic or Unit of Study: *Odyssey* by Homer

Grade/Level: 9th-grade

Objective: The students will deepen their understanding of the epic poem by connecting the content of the narrative to the historical period in which it was composed.

Summary: Students will create a short video presentation about a character from Greek myth to enrich background knowledge before reading Homer's *Odyssey*. Students will work in small groups to find resources, storyboard, and produce the video. The videos will be presented in class.

MATERIALS

- computers
- internet access
- video editing software (e.g. – Microsoft® Windows Movie Maker, Microsoft® Windows Live Movie Maker)
- resource kit (multimedia files for use in the videos)
- reference materials available in the school media center and online

STANDARDS

GEORGIA PERFORMANCE STANDARDS:

ELA9RL1 – The student demonstrates comprehension by identifying evidence in a variety of texts representative of different genres and using this evidence as the basis for interpretation.

ELA9RL3 – The student deepens understanding of literary works by relating them to contemporary context or historical background. The student:
  a. Relates a literary work to non-literary documents and/or other texts from its literary period.
  b. Relates a literary work to non-literary documents and/or other texts relevant to its historical setting.

ELA9RL4 – The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works. The student composes essays, narratives, poems, or technical documents. The student
Includes a formal works cited or bibliography when applicable.

ELA9RC1 – The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.

ELA9W2 – The student demonstrates competence in a variety of genres. The student produces technical writing that reports technical information and/or conveys ideas clearly, logically, and purposefully to a particular audience; the student:
- e. Provides clear and purposeful information logically and correctly in order to address an intended audience appropriately.
- g. Combines text, images, and sound as well as other information from many sources (i.e., television broadcasts, videos, films, books, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
- h. Polishes and refines documents using such aids as advanced publishing software and graphic programs.

ELA9W3 – The student uses research and technology to support writing. The student:
- a. Formulates clear research questions and utilizes appropriate research venues (i.e., library, electronic media, personal interview, survey) to locate and incorporate evidence from primary and secondary sources.
- c. Synthesizes information from multiple sources and identifies complexities and discrepancies in the information and the different perspectives found in each medium (i.e., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, or technical documents).
- f. Designs and publishes documents, using aids such as advanced publishing software and graphic programs.

ELA9C1 – The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA9LSV1 – The student participates in student-to-teacher, student-to-student, and group verbal interactions.
- i. Employs group decision-making techniques such as brainstorming or a problem-solving sequence (i.e., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).
- j. Divides labor to achieve the overall group goal efficiently.

ELA9LSV2 – The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.
   When responding to written and oral texts and media, the student:
- g. Identifies the aesthetic effects of a media presentation (i.e., layout, lighting, color, camera angles, background, etc.).
- h. Identifies differences between the voice, tone, and diction used in media presentations (i.e., documentary films, news broadcasts, taped interviews) and informal speech.

<u>**AASL'S STANDARDS FOR THE 21ST-CENTURY LEARNER:**</u>

2.1.4 – Use technology and other information tools to analyze and organize information.

2.1.5 – Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

2.1.6 – Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

3.1.4 – Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.2.3 – Demonstrate teamwork by working productively with others.

IMPLEMENTATION

Sequence of Activities:

1. Divide students into small groups (preferably 3-5 students per group).

2. Student will select a character from Greek Myth. (A list of suggestions will be offered, but students may select another character if they provide sufficient justification.) Each character is subject to teacher approval. (Encourage the selection of Athena, Poseidon, Zeus, Hermes, and Helios as these characters have central roles in the epic.)

3. Working in the media center, computer labs, the classroom (with laptop cart as available), student groups will research their selected characters, making particular note of interactions with humankind and interesting character traits.

4. Groups will use the resource kit provided, supplemented with multimedia files found during their research, to select appropriate files to include in the video.

5. Groups will use a storyboard template to outline the production of their video.

6. Groups will produce a script for narration to include in their video.

7. Individual students will record the narrative script, giving each member opportunity to participate.

8. Using video editing software, their selected multimedia files, and recorded narration, groups will produce their video.

9. Groups will provide a digital copy of their work for review by the teacher and for presentation to the class.

10. Students will use provided rubrics to assess the participation of group members and to evaluate other groups' videos after viewing in class.