

Using Technology to Differentiate Instruction

Lesson Plan Outline



1. **Lesson Title:** Introduction to The Odyssey

2. **Date of Implementation:** April 2007

3. **Lesson Author(s):** Lindsay Hoff, Craig Reichl, and Jarret Hoff

4. **Subject Area(s):** English

5. **Grade Level:** 9th grade inclusion

6. **Approximate Time Needed:** 1 class period

7. **PA Content Standard(s):**

- 1.1
- 1.2
- 1.3
- 1.5

8. **Objectives/Lesson Outcomes:**

- 1. Students will identify the author and major plot strands of The Iliad and The Odyssey.
- 2. Students will relate the “golden apple story” of the beginning of The Odyssey to real-life example presented by classroom instructor by paraphrasing story.
- 3. Students will differentiate between the three goddesses that started the Trojan War and produce a chart that shows each goddess’ significance.

9. **Materials and Resources Required:**

A. **Technology (include location and equipment):**

- 1. Computer lab with PC’s that have access to the Internet
- 2. Zoomerang survey/pre-quiz for The Odyssey
<http://www.zoomerang.com/survey.zgi?p=WEB226ETBCPMGW>

B. Printed Materials:

- Prentice Hall: Literature book
- Teacher-made packet including supplemental reading materials, graphic - organizers, and study guide questions
- Teacher generated quiz on the Introduction to the Odyssey

C. Other Supplies:

- Computers, paper, pencils

10. Lesson Procedures:

Warm-Up: What is a hero? What qualities does a hero possess?

1. Take students to computer lab to complete a pre-reading survey on Zoomerang to access prior knowledge.
2. Distribute The Odyssey packets to introduce the story of the beginning of the Trojan war. Introduce how the Trojan war got started by using example on the board of a typical beauty contest and how decisions are made.
3. Read "Introduction to the Odyssey" in packet answering guided reading questions on the right hand side of the packet as students read.
4. Have students write a paragraph that summarizes how the Trojan War got started.
5. In groups of two, complete "Goddess Review" in packet where students differentiate between how each goddess plays a part in the beginning.
6. Using overhead, have students complete notes in the background of The Iliad and The Odyssey. (Using answers from Zoomerang to help them remember information.)

11. Modifications for Differentiated Instruction:

A. Remediation: Students will create a performance-based assessment.

1. Create a storyboard outlining the events and using the terms and information to show comprehension. Rubric will be provided.
2. Write a news story that includes a list of terms provided.

B. Enrichment: Students will create a performance-based assessment.

1. Students will be given a list of topics relating to the Trojan War and will complete a mini research project.

12. Student Assessment:

1. In class writing assignment
2. Formative assessment- quiz after background is covered
3. Performance based assessment- project