

YOUR odyssey through *THE ODYSSEY*!

English 9/ Dr. Krolldysseus ☺

Since you are all REALLY tired of hearing me nattering on about *The Odyssey*, it is time to get you on your feet once more! To that end, you will all be **performing, in groups, portions of *The Odyssey*!** More specifically, each group will be assigned a Book (chapter) of *The Odyssey* and will present several parts of that Book (chapter)....

1. **PART ONE: FILM/PERFORMANCE/PUPPET SHOW** -- Choose the most **important scenes (at least three or more)** from the Book (chapter)...A scene should typically be about 20-40 lines long, but it could be longer...Create one script for each of these scenes (three scripts altogether) in which your **group modernizes the language (and maybe the setting) of the scene and creates a puppet for each character who will be in the scene.** Then your group, on the day that the reading of your Book (chapter) is due, will **present a puppet show of these scenes.**
NOTE: This year, for your classes, you can **CHOOSE ANY KIND OF PERFORMANCE** you wish: you can **PERFORM** the Book **LIVE, in COSTUMES, OR** you can **MAKE YOUR OWN MOVIE** of the Book, working in and out of class! **BUT—if you make a movie, you MUST BRING IT TO CLASS on a CD or KEY DRIVE** that you have tested in advance.
2. **PART TWO: PASSAGE ANALYSIS** – Choose three passages (typically, a passage is 10-20 lines long) that:
 - A. reveal some important aspect of character (using the “six ways to understand a character” we discussed at the beginning of the year);
 - B. have some interesting example of figurative language in them that helps to create meaning;
 - C. have some big abstract idea (use the *Odyssey* Concept Sheet!) in the passages.
You will read these passages aloud to the group and ask them thought questions about each passage (use the passage analysis sheet), so students will understand more about character, figurative language and big ideas in terms of this passage.
3. **PART THREE: ART OR MUSIC** -- Choose a painting or a song that relates to the Book (chapter) you are presenting. Present the song or illustration. Ask questions about it. Connect the artwork or song to *The Odyssey*. But remember to share this, you will need to share the work with the class—hand out lyrics of the song, for example...

All of next week (February 10-14), we will work on these presentations in class; **the presentations will begin on Tuesday, February 25. (Our classwork on these projects will be graded, and will count towards your project grade as a whole.)**

Here is the READING/HOMEWORK SCHEDULE:

Today ☺:	Book 9 due
Mon. Feb 10:	Book 10 due/ Presentation prep in class
Tues. Feb. 11:	Book 11 due/ Presentation prep in class
Wed. Feb 12:	Book 12 due / Presentation prep in class
Through Feb. 24:	Final preparations for presentations...

AND...

Here is the PRESENTATION SCHEDULE!

Tues. Feb. 25:	Book 9 presentation!
Wed. Feb 26:	Book 10 presentation!
[Thurs/Fri:	Kroll in Washington with American Studies...]
Mon. March 3:	Book 11 presentation!
Tues March 4:	Book 12 presentation!

How do we begin? What do we do? Here's an action plan...

- 1) **Day One:** Begin by reviewing your Book/chapter and homework questions or, if it is a Book we have not yet read, read it together as a group. What are the most essential elements of your chapter? List these as a group. Then, begin to consider passages that might work for the close reading. Discuss what the Book/chapter is about and why these passages are essential. By the end the period, you will have chosen three passages as a group that you will teach to the class.

Day One homework: For homework, you will choose three scenes you will modernize for the puppet show/ performance.

- 2) **Day Two:** You will present your selections to your group, discuss them, and choose three scenes as a group and begin to write your modernized scripts.

Day Two homework: For homework, will look for a song/artwork that connects to your chapter and each of you will bring a copy of that song or artwork to class.

- 3) **Day Three:** Today you will present your songs/artworks to your group and make your selection as a group and prepare to present it to the class.
Day Three homework: rehearse and prepare! Make puppets, plan, analyze, etc
- 4) **Day Four:** Rehearse and prepare! Make puppets, plan your presentation, prepare, etc.
You get the idea! ☺ These steps are primarily guidelines; you will continue to work on all three parts until you present.

Additional notes:

- Each presentation will be **EXACTLY ONE PERIOD LONG:** no more, no less!
- Each presentation will have **ALL THREE PARTS** (beginning with the performance);
- **Each group will have to present on the day that group is assigned, even if someone is absent!** If you know you will be absent in advance, please let me and your fellow group-members know as soon as possible! **Make arrangements so that everything you need (puppets, handouts, etc.) are in class even if one person is not!**
- These presentations will be given a **group grade of 100 points**; there will also be a **20 point individual grade** based on each member's work and preparation in and out of class.
- Equally important, **each night before the presentation, the WHOLE CLASS will be reading the chapter or Book; all of you will be expected to actively participate each day!** You will be given class participation grades for the days you are **NOT** presenting, and I will check your questions as usual.
- After we are done with these presentations, we will be having a test on *The Odyssey*...

Now... begin YOUR odyssey through Books 9-12 of *The Odyssey*! ☺

Passage Analysis Sheet

In order to perform a passage analysis, all of the following steps should be taken, but the order is not set. Sometimes readers will start by observing the narrator or the setting or the character...For each step, you need to provide at least one quote to indicate that you have gone back to the text in order to make your observation.

1. Point of View: Observe who is speaking. Consider what bias this speaker may bring to the situation. Describe the point of view of the speaker. Is this speaker the overall narrator or someone speaking only in this section or part of a section? How is this character speaking? What tone is the speaker using? What words seem chosen specifically by this speaker in order to convey a message? Why is the fact that this speaker is speaking important? What would be different if someone else were telling the story?
2. Setting: Where is the passage taking place? How is this place described? Why? When is the passage taking place? When, meaning, when in the story (beginning, middle, end) but also when, as in terms of chronological time? What importance does the place and/or the time have on the meaning of the passage? Why?
3. Character: What direct description of the character is there in the passage? What does the character say, do, think or feel? How does the character relate to his surroundings? How do others react to the character? What internal conflicts does the character have? Why is this character important to this passage? Is there more than one important character in this passage? Who? How? Why?
4. Plot: What happens, concretely, in this section? What order do these events happen in? How are these events related to other events from the rest of the story? Why are these events important? How do these events affect the reader's understanding of the tone or the characters?
5. Tone: What is the intended feeling of this passage? What 3-5 words help to convey this feeling? To what extent is the tone consistent in the passage and to what extent does the tone change during the course of the passage? How is the tone related to the speaker's bias?
6. Theme / Concept: What are the big ideas in this passage? Use *The Odyssey* concept sheet to help you, but you can also add your own abstract concepts. What elements from steps 1-5 relate to these big ideas? How? Why?