Louis Fantini

English 1, 9th Grade

47 Minutes

**Overview**

This lesson will begin with a short collaborative vocab activity to study for tomorrow’s quiz. We will then be exploring “The Lotus Eaters” as it appears in a variety of media--beginning with an excerpt from Tennyson’s poem, then reading from *The Odyssey*, then watching a clip of a film adaptation.

**Enduring Understandings**

* A society’s myths tell us a lot about that society’s values.
* Myths make allegorical statements about human behavior.
* Greek myth as an nearly ubiquitous foundation of the western canon has been repeated, recast, and alluded to for thousands of years (and continues to be today).
* Familiarity with Greek myth provides us a powerful system of narratives, allusions, references, and understandings.

**Goals**

* Students will identify and examine common themes and allusions in a variety of texts.
* Students will think critically about adaptations/allusions and their social contexts.

**Standards**

**Materials**

Slides facilitating direct instruction. Textbooks. Copies of Tennyson poem.

**Procedures**

 **Opener:**

**(5 minutes)** **Do Now:** Students will write a short, *Odyssey*-themed paragraph using at least 3 vocab words (encourage students to use words they are unfamiliar with as a study opportunity for the test)

**(5 minutes)** Students will exchange their paragraph with a partner, who will review their usage of vocab and give feedback

 **Body:**

**(10 minutes) Quickwrite:** We will read “Choric Song IV” from Tennyson’s “The Lotos-Eaters.” In journals, students will respond to the following prompts:

* What do the speakers want?
* How do the speakers feel about life and death?
* How do you feel about this worldview? What/Who does it remind you of?

**(5 minutes)** Debrief responses

**(15 minutes)** Read/Discuss together “The Lotus Eaters.”

* How do you think Odysseus’ men feel when they arrive on this island?
* How does the lotus make them act and feel?
* How does Odysseus respond to his men?

**(If time remains)** Watch baptism scene from “O Brother, Where Art Thou?” Discuss this adaptation of “The Lotus Eaters”

 **Closure:**

**(1 minute before end)** I will touch base to remind them of HW.

**Homework**

 Study for vocab quiz tomorrow!

 **Accommodations:**

Concepts primed through independent thinking/writing will be practiced by reading and discussing as a full class.

**Assessment/Evaluation**

Students can demonstrate competency by actively participating in class. Comprehension will be more formally assessed by homework.

**Notes**

**3/17- (3)** Really tried to pack a lot into this lesson--didn’t get to discuss *O Brother…* as much as I would have liked. I went out on a limb with the Tennyson but I think it was valuable. I think it kind of concretized mentality and the decision made by O and his men to leave. Meshed nicely with Calypso journal activity (“Would you run away forever with your celebrity crush?”), actually had some debate. The really interesting jump was playing out the analogy in *O Brother…* and we just had time to make the connection (Religion=Lotus), going to try to hit more w/ 8th.