

THE ODYSSEY: A STUDY OF LEADERSHIP

KATE BAKER

Students use sound to convey a theme using Homer's *The Odyssey*.

OBJECTIVES

Students will...

- Practice digital literacy skills.
- Use close textual analysis.
- Write a literary analysis essay.
- Support a claim with evidence.
- Use digital tools to enhance understanding.
- Demonstrate understand and comprehension of a text.
- Use sound to convey a theme.
- Publish writing.
- Practice peer evaluation
- Engage in self-evaluation.

TARGET AGE GROUP

- High School Language Arts
- Grades 9-10

LEARNING OBJECTIVES FROM THE COMMON CORE STATE

STANDARDS ADDRESSED IN THIS LESSON

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 [here](#).)

CCSS.ELA-LITERACY.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

BEFORE THE FIRST DAY OF THE LESSON

1. **Get informed.** Register your teacher account for Booktrack Classroom and add all of your students. Create a quick sample Booktrack project, just to see how everything works. It's very easy to use! But just in case you or your students have questions along the way, there are [video tutorials available here](#) that will guide you through the process of using Booktrack.
2. **What is Booktrack Classroom?** Introduce your students to Booktrack Classroom using [this promotional video](#). Briefly discuss what Booktrack can do, and field initial student questions and comments about this awesome educational tool!
3. **Supply headphones.** While working with Booktrack Classroom, the ability for each individual student to listen to sound on their device is crucial. Make sure that each

student will be able to provide headphones of their own, or borrow sets from your classroom library on the days of the lesson.

4. **Sign-up.** Have your students sign in to Booktrack Classroom accounts on a school computer or by adding the Booktrack Classroom App to their internet devices. Select the type of sign-up that works best for your school's technology capabilities. It might be good to have a Booktrack Classroom "play day" at the time of sign-up, too, so that students can get an initial feel for how Booktrack Classroom looks and works. They can also use this chance to get out some of the inevitable first giggles of excitement about the fact that they have control over their own sound effects!

TIMELINE

2-5 class periods.

TEXTS

The Odyssey, Books 9-12 by Homer

LIST OF LEADERSHIP SKILLS:

Getting and Giving Information: Getting and Giving Information is probably the number one competency required of leaders. If a leader cannot communicate effectively, then no other leadership skill will compensate for this lack. First and foremost, the leader must be able to exchange information effectively and accurately with the people being lead.

Knowing your group's resources and skills: Leaders need to know the group's strengths, weaknesses, and limits and involve more people in active leadership by delegating responsibility and giving each a part according to his or her resources.

Controlling the Group: A group exists for a purpose. As a leader exerts control, he balances what the group is working towards (its purpose or task) and keeping the group happy and satisfied. The leader must manage and control the actions of the group so that they are productive and can complete tasks effectively.

Setting the Example: To help keep the group together and get the job done, everything the leader does and says should line up with the best possible examples of leadership. When the leader sets the example, he/she helps facilitate the results he/she wants as a leader. Every leader has a special responsibility to set a positive example. The leader is constantly watched by those he/she works with.

Representing the Group: Representing the group is accurately communicating to non-group members the sum of group members' feelings, ideas, etc., and vice versa. A leader must represent his team on a great variety of issues.

Problem-Solving: When problem solving, the leader needs to analyze the problem, consider all solutions and consequences, implement the solution, and receive feedback on the effectiveness of the solution.

Evaluation: Leaders should constantly strive to improve themselves, so they continually evaluate how they are doing and can prevent or avoid issues from occurring.

ACTIVITIES

After reading Books 9-12 of *The Odyssey*, students will engage in close textual analysis to determine how Odysseus could have been a better leader during his journey.

1. As a whole class or individually, students take notes on Odysseus' journey, noting the mistakes he and the crew made. Students should look for patterns of behavior and consequences of their actions.
2. Students write essays examining the leadership skills Odysseus could have used during his journey and use textual evidence to support their claims (assignment below).
3. After the essay is complete, students publish the essay on Booktrack Classroom adding music and sound effects to enhance their writing. Music and sounds should reflect the theme of leadership and align with events referenced from the text.
4. Students peer evaluate each other's published Booktrack essays (evaluation rubric below).
5. Students reflect on the process and evaluation (self-reflection questions below).

ADAPTATIONS

This lesson plan can also be used for Grades 11-12 by analyzing the leadership style of major characters in George Orwell's *Animal Farm*, Shakespeare's *Hamlet*, or other grade-level texts.

ESSAY ASSIGNMENT OVERVIEW

PART ONE: Essay Topic: Throughout Books 9-12 of *The Odyssey* by Homer, Odysseus and his crew make many mistakes which ultimately lead to the death of Odysseus' entire crew and Odysseus being trapped on Calypso's island for 7 years. How could Odysseus have been a better leader and prevented the death of his men? Examine 3 specific episodes in *The Odyssey* and explain what leadership skills Odysseus needed to use in order to be successful during that episode.

PART TWO: After writing and revising your essay, create a Booktrack version of your essay adding appropriate sounds and music to enhance the reader's understanding. Music and sounds should reflect the theme of leadership and align with events referenced from the text.

PEER EVALUATION RUBRIC

Writer's Name _____ Evaluator's Name _____

<i>Did the writer....?</i>	YES 2	PARTIAL 1	NO 0
1. Include a well-written introduction			
2. Provide a clear central claim, stating his/her position			
3. Provides textual evidence from three specific episodes from Odysseus' journey			
4. Sufficiently explains leadership qualities that Odysseus lacked			
5. Explain his/her position fully			
6. Use appropriate transitions			
7. Demonstrate formal writing skills			
8. Include a well-written conclusion			
9. Include appropriately placed sound effects to enhance understanding of his/her position			
10. Use appropriate ambient music to convey tone of the essay			

Subtotal = ____ / 20

Teacher can choose to weight the score as applicable.

STUDENT-WRITER SELF REFLECTION

Students are to answer the following questions reflecting on the activity.

1. What did you like best about your essay? Why?
2. What was the weakest part of your essay? Why?
3. If you could back in time, what would you have done differently? Why?
4. How do you think you scored on the entire assignment? Why?
5. How well did your peer evaluate your essay? Explain.