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Teens Taking
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TEENS TAKING ON
TECHNOLOGY

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LANGUAGE ARTS FLORIDA STATE STANDARDS

1. LAFS.910.RL: READING STANDARDS FOR LITERATURE
   - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
   - Determine a theme or central idea of a text and analyze in detail its development.

2. LAFS.910.RI: READING STANDARDS FOR INFORMATIONAL TEXT
   - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.

3. LAFS.910.RH: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES
   - Compare and contrast treatments of the same topic in several primary and secondary sources.

4. LAFS.910.W: WRITING STANDARDS
   - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content.
   - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
   - Develop and strengthen writing as needed by planning, revising, editing, and rewriting.
   - Use technology to produce, publish, and update writing projects.

5. LAFS.910.SL: SPEAKING AND LISTENING STANDARDS
   - Initiate and participate effectively in a range of collaborative discussions with diverse partners on various topics, texts, and issues, while building on others' ideas and expressing their own ideas clearly and persuasively.
   - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style.
   - Make strategic use of digital media in presentations to enhance understandings of findings.
   - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION (ISTE) STANDARDS
FOR STUDENTS

1. EMPOWERED LEARNER: Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
2. DIGITAL CITIZEN: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.
3. KNOWLEDGE CONSTRUCTOR: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
4. INNOVATIVE DESIGNER: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.
5. CREATIVE COMMUNICATOR: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR TEACHERS (NETS•S)

1. FACILITATE AND INSPIRE STUDENT LEARNING AND CREATIVITY: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
2. DESIGN AND DEVELOP DIGITAL AGE LEARNING EXPERIENCES AND ASSESSMENTS: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
3. MODEL DIGITAL AGE WORK AND LEARNING: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
4. PROMOTE AND MODEL DIGITAL CITIZENSHIP AND RESPONSIBILITY: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
5. ENGAGE IN PROFESSIONAL GROWTH AND LEADERSHIP: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

DESCRIPTION:

Technology tools and applications have the power to help students collaborate, connect, create, reflect, make meaning, and demonstrate their knowledge of concepts learned in the classroom and world, especially when reading challenging texts such as *The Odyssey* by Homer.

PURPOSE:

The purpose of this project is to show teachers how they can provide opportunities for students to demonstrate their learning in a dynamic, engaging, and high-quality way. After reading the epic poem *The Odyssey* by Homer, students complete an "Epic Project" that combines giving them a voice, choice, and use of technology in demonstrating what they learned in a way that is connected what they will experience in the real world.

RATIONALE:

Students spend most of their hours outside of school working with some aspect of technology – whether it is social networking or gaming. They use these tools and applications because it is what they know and how they communicate. It is this exposure and expertise that makes incorporating technology in the classroom crucial and beneficial to the development of students. Furthermore, technological tools have rewarded my students in many ways. In terms of their test scores, students have shown great increase in their knowledge of concepts learned because they are given the opportunity to demonstrate their learning in non-traditional, interactive ways using the technology. Students' attitude towards the curriculum also changed because they look forward to how they can demonstrate their learning with the technological tools such as Animoto, as well. Also, attendance improves because the classroom environment is more engaging with the use of programs like StoryBoardThat to showcase student work. And, student projects have surely gotten more interesting and innovative with the creation of movies and videos, just to name a few.

TOPIC

The topic for this curriculum unit is Homer's *The Odyssey*. This epic poem is an important piece of literature. It has elements of Ancient Greek mythology, geography, and history. Students explore these elements by reading the text and examining how Ancient Greece influenced the world around them (The New York Times Company, 2008). They see how stories from other places and times and themes can be relatable to them (Wiggins, & McTighe, 2011).

Additionally, by reading this classic with unfamiliar words, phrases, characters, and descriptions, students develop skills (metacognitive skills even) that help them to become good or better readers, so they know what to do when the text does not make sense (Wiggins, & McTighe, 2011). Students also pay close attention to specific language and literary devices to figure out what the author is telling them about a universal theme or great idea (Wiggins, & McTighe, 2011). Finally, students understand their purpose for writing, speaking, or performing tasks related to their knowledge of the text (Wiggins, & McTighe, 2011).

GOALS AND OBJECTIVES

The two goals for this project are described below (please refer to Stage 1 of the Matrix). The goals and objective of this unit aligns with the theory of Multiple Intelligences. As students read and complete learning task to demonstrate their understanding of what they read, the instructional activities are diverse and relate to various intelligences.

1. Students will read the epic poem *The Odyssey* by Homer and identify how the author uses literary devices such as archetype, epithet, epic simile, epic hero, epic plot, and epic setting to uncover theme.
2. Students will design a project about the Hero's Journey and its relationship to a theme in one book from *The Odyssey* by Homer for the Epic Project.

Three Interrelated Learning Goals	ACQUISTION	MEANING	TRANSFER
	Help learners acquire factual information and basic skills.	Help learners construct meaning (i.e. come to an understanding) of important ideas and processes.	Support learners' ability to transfer their learning in new situations.
Teacher Role	**Direct Instruction** Teachers inform the learners through explicit instruction in targeted knowledge and skills (differentiating as needed).	**Facilitative Teaching** Teachers engage learners in actively processing information and guide their inquiry into complex problems, texts, projects, cases, or simulations (differentiating as needed).	**Coaching** Teachers establish clear performance goals, supervise ongoing opportunities to perform in complex situations, provide models, give ongoing feedback, and direct-instructional when needed.
Teacher Instructional Strategies	• Lectures and presentations	• Double Entry Journals • Socratic questioning • Socratic seminars	• Conferencing • Rubrics • Ongoing assessment

	Graphic organizers (Cornell Notes)	Think-Pair-Share	Reflection
	• Graphic organizers (Cornell Notes) • Feedback and corrections • Differentiation during lectures/presentations	• Think-Pair-Share • Formative assessments • RAFT Summaries • Differentiated instruction	• Reflection • Self-assessment • Differentiation through Multiple Intelligence product choices
Student Activities	• Students will identify how the author uses literary devices such as archetype, epithet, epic simile, epic hero, epic plot, and epic setting to uncover theme.	• Students will evaluate the Hero's Journey as it relates to Odysseus' experiences in one book from the Epic Poem *The Odyssey* by Homer and connect it to a theme.	• Students will design a project based on their Multiple Intelligence strength; this creation will highlight an innovative analysis of one book and its theme.

INSTRUCTIONAL STRATEGIES

The instructional strategies described in Stages 2 and 3 of Matrix prepare students to highlight their understanding of the background information, literary devices (with an emphasis on theme and hero's journey), and the events in each book in diverse ways and in accordance to their Multiple Intelligence strength.

ASSESSMENT

Formative measures and the Epic Project summative measure assesses students on the performance tasks described in the Matrix (please refer to Stage 2 of the Matrix). These assessments support the goals and objectives and are important pieces of the instruction for the unit.

MATRIX

This Matrix uses the UbD Template (Wiggins, & McTighe, 2011). This template has an easy-to-follow organizational structure that focuses on the established goals. The template also provides an efficient way to identify what students learn and how they learn; how they acquire knowledge and skills and transfer that knowledge to make meaning; and how my instructional strategies allow students to show their learning (Wiggins, & McTighe, 2011).

Source: Wiggins, G. P., & McTighe, J. (2011). The understanding by design guide to creating high-quality units. Alexandria, Va: ASCD.

The Odyssey – An EPIC Project

The entire unit can take three to four weeks. This series include activities for teaching the background, reading the text, and completing the culminating activity at the end of the unit.

Stage 1 – Desired Results	

Established Goals:	TRANSFER
1. Students will read the epic poem *The Odyssey* by Homer and identify how the author uses literary devices such as archetype, epithet, epic simile, epic hero, epic plot, and epic setting to uncover theme. 2. Students will design a project about the Hero's Journey and its relationship to a theme in one book from *The Odyssey* by Homer for the Epic Project.	*Students will be able to independently use their learning to…* Design an Epic Project based on their Multiple Intelligence strength; this creation will showcase an innovative analysis of one book/chapter, its elements (literary devices), its relationship to the Hero's Journey, and its connection to one theme (Great Idea or Universal Theme).

	MEANING	
	UNDERSTANDINGS *Students will understand that…* • background information such as Ancient Greek gods and goddesses and the Trojan War helps them better understand the text and make thematic connections. • literary devices such as archetype, epithet, epic simile, epic hero, epic plot, and epic setting uncover theme. • the Hero's Journey relates to Odysseus' experiences in each book/chapter and connect it to a theme.	ESSENTIAL QUESTIONS *Students will keep considering…* 1. What is the author of the text trying to tell me? What are they really saying? 2. What do good readers do? What should I do when the text doesn't make sense to me? 3. How are stories from other places and times relatable? 4. How can a theme transcend time and place? 5. Why am I writing or speaking? Who is my audience? What is my purpose?

ACQUISTION OF KNOWLEDGE AND SKILL	
Students will know… • Important Greek gods and goddesses and their role in Odysseus's journeys • Odysseus' role in the Trojan War • Literary devices such as epic hero, epic plot, epic setting, archetypes, epithet, epic simile in each book/chapter • Adler's Great Ideas/universal themes	*Students will be skilled at…* • Making connections for better understanding between the background information and the text • Identifying how literary devices point to important themes and aid in overall understanding of the Hero's Journey • Expressing their understanding and findings orally and in writing while participating Summaries,

	• The stages of Campbell's Hero's Journey • The events of each book/chapter	Cornell Notes, Double-Entry Journals, and Think-Pair-Share

<div align="center">**Stage 2 – Evidence**</div>

Evaluation Criteria:	*Students will show their learning by…*

• Historical accuracy
• Textual accuracy
• Well crafted
• Strong and specific details and evidence from notes and/or research
• Clear expression
• Accurate command of language
• Correct use of grammar and mechanics
• Creativity and innovation
	PERFORMANCE TASKS:
	
	Students will be assessed on their understanding of the background information, literary devices (with an emphasis on theme and hero's journey), and the events in each book through the following:
	• Background information -
	   a. **RAFT Summary Writing:** after class lectures/presentations, students will develop summaries about the role of Odysseus in the Trojan War from the perspective of Odysseus or his crewmates using information from class notes and/or research. Summaries are written, designed using a technology tool such as Prezi, include text and images, be recited and recorder, etc.
	   b. **Cornell Notes:** after class lectures/presentations, students will gather notes in various formats (picture notes, digital notes, written notes, etc.) to help them understand the different Ancient Greek gods and goddesses. The last section of their note is a description of how the gods or goddesses could help or harm a hero on a journey.
	• Literary devices -
	   a. **Double-Entry Journals:** before, during, and after readings, students will find literary devices in the text and place on one side of the journal; the other side of the journal is the student's explanation of the literary device's relationship to a theme and the Hero's Journey. The Double-Entry Journal are hand-written or digital; they also contain picture notes and explanations.
	   b. **Think-Pair-Share**: before, during, and after readings, students will be supplied with questions to ponder, discuss, and share. Sharing is oral or written (in groups or individual).
	• Book events -
	   o **Reflective Prompts:** after reading the books/chapters, students will be given prompts that will help them to identify a recurring theme.
	   o **Socratic Seminars:** after reading the books/chapters, students will participate in discussions where they have to develop questions about the text using Socratic Question stems. They will also have to defend their point of view about the Socratic Seminar topic with textual and historical evidence as well as real world (human) connection.

	o **An Epic Project:** for the culminating activity, students will design a project based on their Multiple Intelligence strength; this creation will showcase an innovative analysis of one of Odysseus' adventures in one book/chapter, its elements (literary devices), its relationship to the Hero's Journey, and its connection to one theme (Great Idea or Universal Theme).

<p style="text-align:center">Stage 3 – Learning Plan</p>

<p style="text-align:center">Summary of Key Learning Events and Instruction</p>

The key to the transfer and meaning goals is to help students understand the many elements in each book/chapter of the text, their meanings, and connection to a theme and the Hero's Journey.

The essential questions help students know the skills they need to better comprehend the text; understand the importance of theme; and have a purpose in how they choose to demonstrate their knowledge of the text.

The aim is for students to design a project using a medium or product that highlights their multiple intelligence. This project is about their understanding of the Hero's (Odysseus) Journey and its relationship to a theme in one book from *The Odyssey* by Homer based on their understanding of literary devices such as archetype, epithet, epic simile, epic hero, epic plot, and epic setting and how they help to uncover theme as well as relate to the stages of the Hero's Journey.

The instructional strategies are diverse and provide opportunities for students to participate in learning activities that meet the needs of learners with various multiple intelligences.

Student learning outcomes/activities include:
- Learn about the Ancient Greek gods and goddesses and Odysseus's role in the Trojan War
- Understand literary devices such as epic hero, setting, plot, epic simile, and epithet
- Discuss Adler's universal ideas/themes and how they transcend time and situations
- Study the stages of Campbell's Hero's Journey
- Read the books/chapters in the epic poem *The Odyssey* by Homer
- Design an Epic Project about one book/chapter based on Multiple Intelligence of choice

Instructional strategies used by the teacher include:
- Studying the Ancient Greek topics: interactive video activities such as EdPuzzle, virtual fieldtrips, RAFT Writing, and Cornell note-taking
- Reading the text: done individually and in groups through choral readings, dramatic interpretations/reader's theater, audio recordings of the book with animated voices, video clips/excerpts of the books from YouTube and Discovery Education
- Understanding the text and the elements (literary devices, theme, hero's journey): Socratic Seminars, Think-Pair-Share, and reflections both group and individual

Each instructional strategy and activity relate to at least one intelligence:
- Audio Recordings: musical intelligence
- Choral Reading: musical intelligence
- Cornell Notes: logical/mathematical intelligence
- Dramatic interpretations: bodily kinesthetic intelligence
- Individual Reading: intrapersonal intelligence
- RAFT Summary Writing: verbal/linguistic intelligence
- Socratic Seminars: existential intelligence
- Think-Pair-Share: interpersonal intelligence
- Video Clips of Books: visual/spatial intelligence
- Virtual Fieldtrips: naturalist intelligence

The requirements for the Epic Project are as follows:
1. Students are assigned a Book from *The Odyssey*.
2. Students will review the text, their notes, and other resources.
3. Students will evaluate and analyze the Book for the devices below:
    - *Epic hero qualities – define at least three examples*
    - *Epic plot – explain the obstacle*
    - *Role of gods – discern if they help or harm*
    - *Epic setting –describe the location vividly*
    - *Epic theme – name the specific Greek values*
    - *Archetypes – give one example*
    - *Epithet – provide a description/meaning*
    - *Epic simile – describe the comparison made in the books/chapters of the text*
4. Students will design a project that highlights an innovative analysis of one book; its recurring theme; and evidence of the stages of the Hero's Journey.
5. Students will choose one product option for their project based on their Multiple Intelligence strength. Product options can be found below. Information on Howard Gardner's Multiple Intelligences can be found here:
    A. https://www.edutopia.org/your-multiple-intelligences
    B. http://www.tecweb.org/styles/gardner.html
6. Students will choose a technology tool to use to design their product and deliver their presentation. A list of technology tools can be found below the product list.

List of Products for Epic Project

1. <u>*Book of Poems:*</u> write at least three original poems about what happens in your book. The poem must describe the book's characters, epic hero traits, setting, plot, theme, and role of gods. You must include an epic simile and epithet.
2. <u>*Children's Book:*</u> view a Children's book. Create 10 pages minimum highlighting the major events, characters, epic hero traits, god's interference, setting, plot, themes, epithets, and epic similes of your book. Include images on each page that are colorful, creative, and child-appropriate. Also, each page requires the written story (similar to captions). There should be a cover with a title as well. The order of events should mirror the actual events in the book.
3. <u>*Choreographed Dance Show:*</u> view a real dance show such as The Nutcracker and pay attention to props, formation, storyline, lighting, music, etc. Choose a theme related

to your book. Costumes in your dance show/recital should be true to the characters in the book. The setting must also be represented. Your dance show can be pre-recorded or come to class with all props ready to perform. Feel free to add Bloopers to the pre-recording.

4. *Comic Strip:* view a comic strip and pay attention to its features. Create 10 strips or pages highlighting the major events, characters, epic hero traits, god's interference, setting, plot, themes, epithets, and epic similes of your book. These are drawings, not clip art, stick figures, or copy and pasted pictures from the internet. They must be original, colorful, and creative drawings or illustrations. Also, each image requires captions. There should be a cover with a title as well. The order of events in your graphic novel or comic strip should mirror the actual events in the book.

5. *Film Documentary:* view a real documentary and pay attention to camera shots and angles as well as narration and text. Create or find video clips that can be used to highlight the major events from your book (identify the book's characters, epic hero traits, setting, plot, theme, role of gods, epic simile, and epithet). Included with the clips should be narration (verbal and written) --here is where the story's events can be explained). Your video must be pre-recorded and ready for viewing on the day of presentation.

6. *Graphic Novel:* view a graphic novel and pay attention to its features. Create 10 strips or pages highlighting the major events, characters, epic hero traits, god's interference, setting, plot, themes, epithets, and epic similes of your book. These are drawings, not clip art, stick figures, or copy and pasted pictures from the internet. They must be original, colorful, and creative drawings or illustrations. Also, each image requires captions. There should be a cover with a title as well. The order of events in your graphic novel or comic strip should mirror the actual events in the book.

7. *Magazine:* view a magazine and pay close attention to its sections. Create a magazine. You will have multiple pages and sections in this magazine, much like a real magazine. Your magazine must have a title (i.e. Greek Times – don't use my example). Your magazine must have five different sections; there are three required sections: home events -- location for your book; world events -- goings on in Ithaca; feature article on Odysseus. The other two sections are your choice; consider: history, entertainment, health, sports. Obviously, you will have to represent the characters, epic hero traits, epic setting, epic plot, theme, god's interference, as they are in your book; and include examples of epic simile and epithet in your written sections for home and world events, editorial, and feature article. For the sports, classified, advice column and entertainment section you can have a little fun so long as you are true to the book. Please include images or illustrations for your sections.

8. *Movie:* understand that the characters, setting, plot, theme, role of gods, are extremely important here. Try to not stray away from the book's setting, characters, epic hero traits of Odysseus, role of gods, theme. Include in the dialogue examples of each: epic simile and epithet. Costumes, props, and backdrops related to the setting in your book are a MUST! Your movie can be pre-recorded or come to class with all props ready to perform. Feel free to add Bloopers to the pre-recording.

9. *Music Video:* choose songs that fit the book's mood or message or write your own song (or rap); characters in the book should be represented; epic hero traits, epic setting, epic plot, role of gods, epic theme must be included. Costumes should relate

to the time period or characters. Your music video must be pre-recorded and ready for viewing on the day of presentation. Feel free to add Bloopers.

10. *Musical:* view a musical and pay attention to props, formation, storyline, lighting, music, etc. Choose songs that fit the book's mood or message or write your own song (or rap); characters in the book should be represented; epic hero traits, epic setting, epic plot, role of gods, epic theme must be included. Costumes should relate to the time period or characters. Your musical can be pre-recorded or come to class with all props ready to perform. Feel free to add Bloopers to the pre-recording.

11. *News program such as "60 minutes":* view "60 Minutes." Create a news program where the characters and gods from the book are interviewed by the host; represent them completely as they are in the book. Do not stray away from their character traits. The point here is to show them as they are, so costumes and props related to the setting in your book are a MUST! Include in their conversations examples of each: epic simile and epithet. They must highlight the major events, characters, epic hero traits, god's interference, setting, plot, themes, epithets, and epic similes of your book. Your video must be pre-recorded and ready for viewing on the day of presentation. Feel free to add Bloopers at the end.

12. *Newspaper:* view a newspaper and pay close attention to its sections. Create a newspaper. You will have multiple pages and sections in this newspaper, much like a real newspaper. Your newspaper must have a title (i.e. Greek Times – don't use my example). The following sections must be included in your newspaper: national (nation for book) and international (goings on in Ithaca) news; editorial page (opinion article, i.e. Odysseus should have never left Calypso); feature article; sports (could be a picture/image); advice column (i.e. advice from gods perhaps); entertainment (could be a picture/image); classifieds (job listing). Obviously, you will have to represent the characters, epic hero traits, epic setting, epic plot, theme, god's interference, as they are in your book; and include examples of epic simile and epithet in your written sections for national and international news, editorial, and feature article. For the sports, classified, advice column and entertainment section you can have a little fun so long as you are true to the book. Please include images or illustrations for your sections.

13. *Parody:* view a parody such as The Daily Show. Understand that the characters, setting, plot, theme, role of gods, are extremely important here. Try to not stray away from the book's setting, characters, epic hero traits of Odysseus, role of gods, theme. Include in the dialogue examples of each: epic simile and epithet. Costumes, props, and backdrops related to the setting in your book are a MUST! Your parody can be pre-recorded or come to class with all props ready to perform. Feel free to add Bloopers to the pre-recording.

14. *Photo Documentary:* view a real example of a Photo-Story project. Take or find real pictures or create original ones of the setting, characters, or events from your book. Costumes and props are needed for or must be included in these pictures. Put these pictures in order to highlight the major events from your book (identify the book's characters, epic hero traits, setting, plot, theme, role of gods, epic simile, and epithet). Included with the images should be narration (verbal and written) --here is where the story's events can be explained). Do NOT use not clip art or stick figures. These

pictures should be students dressed as characters; characters in their setting; characters interacting with each other – as they did in your book.

15. _Play:_ view a play such as "The Wiz." Understand that the characters, setting, plot, theme, role of gods, are extremely important here. Try to not stray away from the book's setting, characters, epic hero traits of Odysseus, role of gods, theme. Include in the dialogue examples of each: epic simile and epithet. Costumes, props, and backdrops related to the setting in your book are a MUST! Your play can be pre-recorded or come to class with all props ready to perform. Feel free to add Bloopers to the pre-recording.

16. _Podcast:_ listen to a real podcast. Create a podcast focusing on Odysseus on his adventure in your book. The featured discussion should include information about the book's characters, epic hero traits, setting, plot, theme, role of gods, epic simile, and epithet. You may even choose to include interviews with characters discussing their role in the book.

17. _Puppet Show:_ view a puppet show such as Sesame Street. Understand that the characters, setting, plot, theme, role of gods, are extremely important here. Try to not stray away from the book's setting, characters, epic hero traits of Odysseus, role of gods, theme. Include in the dialogue examples of each: epic simile and epithet. Costumes, props, and backdrops related to the setting in your book are a MUST! Your puppet show can be pre-recorded or come to class with all props ready to perform. Feel free to add Bloopers to the pre-recording.

18. _Scrapbook:_ view a real scrapbook. Take real pictures of the setting, characters, or events from your book. Costumes and props are needed for these pictures. Then, put these pictures in a scrapbook highlighting the major events from your book (identify the book's characters, epic hero traits, setting, plot, theme, role of gods, epic simile, allusion, or epithet). Each scrapbook page must have a title, 2 pictures, journaling (here is where the story's events can be explained), embellishments, and anything else you want to add. Do NOT use not clip art, stick figures, or copy and pasted pictures from the internet. These pictures should be students dressed as characters; characters in their setting; characters interacting with each other – as they did in the actual epic poem.

19. _Series of Paintings for an Art Exhibit:_ view an art exhibit online. Create an original interpretation of your book on a large canvas (at least two paintings). These paintings must relate to as many of the following: the book's characters, epic hero traits, setting, plot, theme, role of gods, epic simile, allusion, or epithet. You may emulate the style of a famous artist in your drawing (i.e. Romero Brito). Include a short paragraph description on the back of the canvas explaining how the image connects to the book.

20. _Short "Themed" Dance Recital:_ view a real dance recital such as The Nutcracker and pay attention to props, formation, storyline, lighting, music, etc. Choose a theme related to your book. Costumes in your dance show/recital should be true to the characters in the book. The setting must also be represented. Your dance show can be pre-recorded or come to class with all props ready to perform. Feel free to add Bloopers to the pre-recording.

21. _Soundtrack:_ view a movie Soundtrack CD from before 2004. Create a CD case and CD with 5 songs that are related to the book. There must be a paragraph description

connecting the song to the book's characters, setting, plot, theme, role of gods, epic simile, allusion, or epithet. CD case must be creatively and neatly displayed. Songs and player must be ready for listening on the day of presentation like a listening party.

22. *Talk Show:* view a real talk show. Create a talk show where the characters and gods from the book are featured on the show; represent them completely as they are in the book. Do not stray away from their character traits. The point here is to show them as they are, so costumes and props related to the setting in your book are a MUST! Include in their conversations examples of each: epic simile and epithet. They must highlight the major events, characters, epic hero traits, god's interference, setting, plot, themes, epithets, and epic similes of your book. Your talk show can be pre-recorded or come to class with all props ready to perform. Feel free to add Bloopers to the pre-recording.

23. *Webpage:* view a real webpage. Design a webpage for Odysseus on his adventure in your book. The webpage should include information and sections about the book's characters, epic hero traits, setting, plot, theme, role of gods, epic simile, and epithet. There should also be images related to the written information; do NOT use not clip art or stick figures.

	Technology Tool	Description of the Tool
1.	Animoto.com	**Animoto** is a video creation service that produces video from photos, video clips, and music into video slideshows.
2.	Buncee.com	**Buncee** is a creation and presentation tool that effortlessly integrates multimedia content into lessons and projects.
3.	Canva.com	**Canva** is a graphic-design tool website with an easy to use drag-and-drop interface and access to over a million photographs, graphics, and fonts. It is used for both web and print media design and graphics.
4.	Flipsnack.com	**FlipSnack** is a page flip software that enables users to create stylish digital flipbooks out of PDF documents. Users can use it to share or embed all kinds of documents, from books to newspapers and magazines.
5.	MakeBeliefsComix.com	**Make Beliefs Comix** is a website and app where students can create their own positive comics using a charming cast of pre-drawn characters.
6.	Padlet.com	**Padlet** creates an online bulletin board that displays information for any topic with images, links, videos, etc.
7.	StoryBoardThat.com	**Storyboard That** is a graphic organizer and storyboard creator that reinforces english and history concepts in elementary school and beyond. Versatile materials and drag-and-drop technology make this program applicable across grade levels.
8.	Sway.com	**Sway** is a digital storytelling app that makes quick and easy interactive reports, presentations, personal stories, and more. With Sway, users just add the content, and it does the rest!
9.	VoiceThread.com	**VoiceThread** is a collaborative, multimedia slide show that holds images, documents, and videos and allows people to navigate slides and leave comments in 5 ways - using voice (with a mic or telephone), text, audio file, or video (via a webcam).
10.	Wix.com	**Wix** is a web development platform that allows users to create web sites and mobile sites through the use of online drag and drop tools.
	View **REVIEWS** for apps and websites: https://www.commonsensemedia.org/reviews	

RESOURCE LIST

CLASSROOM MATERIALS & SETUP:

A technologically driven classroom requires at least one computer, internet access, a projector, OR a USB cable to attach the computer to the TV. In the absence of computers in the classroom, a teacher can share lessons and resources with their students via email and Edmodo; students can then view these activities on their Smartphones or tablets. Even if there is no projector in the classroom, the students can view the lesson on their Smartphones and follow along with the teacher.
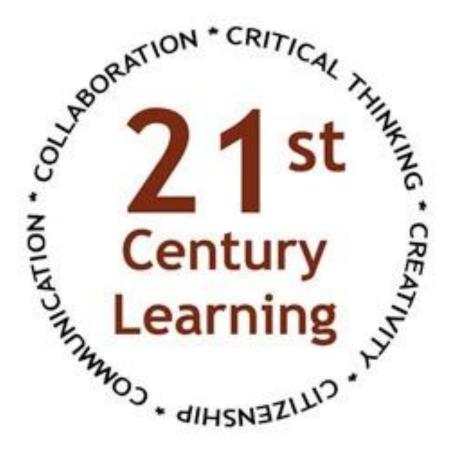
RESOURCES:

Teachers can utilize the school media center for computer and internet usage. Teachers can also check out or borrow LCD projectors from their school media center. As we know, technology is always changing so even if we know a program, there might be something else that we can learn about it. Therefore, parents can volunteer as speakers to instruct on these programs. Also, student-experts can even teach their classmates and teacher how to use a new program such as Animoto (a student taught me how to use Windows MovieMaker).

ADAPTABILITY AND GROUPING:

This project can be used with any text, fiction and non-fiction alike. Because the focus is on the technological tools, this project fits any subject area, grade level, class size, grouping size, etc. A science teacher could ask students to work in groups to create a StoryboardThat to explain how food is digested. Similarly, a math teacher can ask individual students to create a webpage using Wix where they take and post pictures of geometrical shapes they find in the world around them.
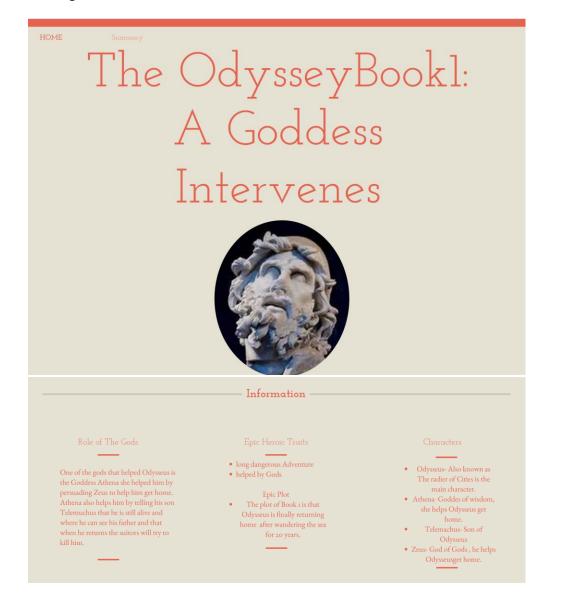
OVERALL VALUE:

This project's best feature is that it can be used for any text or reading and by any teacher in any grade level, subject area, with any child no matter the achievement level or size of class. These are tools that encourage, engage, and enliven students to share their knowledge. These tools also keep students engrosses students in the learning process so what they are learning becomes relevant, meaningful, and exciting. The entire project offers innovative mediums for students and even teachers. These technological tools bridge the gap between the content the

students learn and how they show what they know. Students also get to utilize tools they know well so it is a confident booster for them. They get to demonstrate their learning in an original and imaginative way. Imagine being a student in the classroom again. Remember the white, dusty writings in chalk on the black (green) board? Think about how the only technology in your class may have been a TV (if you were lucky)? What about the fact that not all teachers had computers because grades were still hand-written in an actual gradebook? Today's students cannot even conceive this scenario because since their birth, technology has been a part of their lives: from the they time fiddled with the keyboard while sitting in their parent's lap as a baby, played learning games on their Leapster or DS, took their first picture, shot their first video, or sent their first tweet or Facebook update. Technology is an essential part of the world of everyone in between the toddler and teen ages. It is what they spend most of their hours doing outside of school; it is the thing they know best -- even if it changes from day to day; it is how they function, and it is what they know. Considering the necessity of technology to today's children, why not use it then to help them learn? Therefore, teachers should adapt this project. Students and teachers both benefit. It is the new way of learning. It is differentiated instruction. It is how we reach kids in a better was using how they learn outside of school. It is the future of our classrooms.

One classroom example is a quiet student who chose to not participate much during class and kept to herself. She chose the option to create a webpage for Odysseus. In her webpage, she provided a great detail about her topic and included vivid images, interactive video clips, and a thoughtfully organized layout fitting for her audience. On the day of presentations, she made no qualms about getting up in front of the class to show off her knowledge and creativity; in fact, her confidence exuded throughout her presentation. This one example showed me that students can only benefit when they have a choice and voice in how to show what they know and learned. When they take ownership of their learning, their creativity can take them places they never thought existed.

HOME   Summary

The OdysseyBook1: A Goddess Intervenes

Information

Role of The Gods

One of the gods that helped Odysseus is the Goddess Athena she helped him by persuading Zeus to help him get home. Athena also helps him by telling his son Telemuchus that he is still alive and where he can see his father and that when he returns the suitors will try to kill him.

Epic Heroic Traits

• long dangerous Adventure
• helped by Gods

Epic Plot
• The plot of Book 1 is that Odysseus is finally returning home after wandering the sea for 20 years.

Characters

• Odysseus- Also known as The radier of Cities is the main character.
• Athena- Goddes of wisdom, she helps Odysseus get home.
• Telemachus- Son of Odysseus
• Zeus- God of Gods , he helps Odysseusget home.

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- Open to all K-12 M-DCPS teachers, counselors, media specialists
- Quick and easy reporting requirements
- Grants range from $150 - $400
- Grant recipients recognized at an Awards Reception

To apply, you must contact the teacher who developed the idea before submitting your application. Contact can be made by attending a workshop given by the disseminator, communicating via email or telephone, by visiting the disseminator in their classroom, or by having the disseminator visit your classroom.

Project funds are to be spent within the current school year or an extension may be requested. An expense report with receipts is required by Friday, June 1, 2018.

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Apply online at educationfund.org

For more information, contact:
Edwina Lau, Program Director
305.558.4544, ext. 113
elau@educationfund.org

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