Justice: The Oresteia

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Teaching of English
620:190:01
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Unit Description

This unit is written to be taught in a tenth to twelfth grade, forty minute classroom. In the unit, we focus on the theme of Justice. Throughout the unit, students will study the book “The Oresteia” by Aeschylus. It is an ancient Greek tragedy, and is played in three parts. Often, only the second part of the book is read. However, this unit is designed to have the second and third part read. A day is built into the unit to bring the students up to speed on what happens in the first part of the book. During the unit, students will keep the following theme in mind: justice, freedom, and power.

We often hear of these significant concepts, liberty for example, mentioned in politics. This use (or abuse) of those notions may lead a skeptic to ask, do these words really stand for anything? If you do not know what justice and other ideals are, you cannot defend them. If you don’t know how authority works, you cannot protect yourself against it, or take part effectively in its operation.

In this unit, it is a student’s job to begin to develop their own set of moral ideals through studying characters, discussion, even defending their beliefs, the discussion of different aspects, and studying the time of the tale. By the end of the unit, they will write an essay based on one or more of these themes, using strong textual evidence. Topics are discussed later.
Unit Standards

National and state standards:

- Students will build an understanding of the text, of themselves, and of the culture to respond to the needs and demands of society and the workplace (NCTE).
- Students employ a wide range of strategies as they write and use different elements appropriately to communicate (NCTE).
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems (NCTE).
- Students use a variety of technological and informational resources to gather and synthesize information and to create and communicate knowledge (NCTE).
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain (ICC).
- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text (ICC).
- Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact (ICC).
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text (ICC).
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence (ICC).
Unit Objectives

✓ Close reading of the text to create an understanding of the developing themes.
✓ Analyze and interpret quotations.
✓ Define and apply moral ideals through multiple means of communication.
✓ Find examples of literary elements and themes.
✓ Identify elements of philosophy in a text.
✓ Use evidence found in a text to write an argumentative essay.
✓ Apply these ideals to an everyday event.
✓ Identify roles in an ancient Greek society.
✓ Practice utilizing research resources.
✓ Collaborative group work.
✓ Present in discussion roles.
✓ Analysis of representation of characters.
Lesson Sequence

Week One:

Pre-Reading:
Read the summary of the first part of “Oresteia,” located at http://www.theatrehistory.com/ancient/bates021b.html. (See Attachment A)

Reading Assignments:
Read pages 209-274.

Activities:

Writing activity: how does democracy shape our lives today? Students will write a one page reflection on their previous knowledge of democracy, and how they believe it positively or negatively impacts us as a society. Ask students to imagine if they were to build their own government. How would it work? Do they think it would be easy or hard?

Literature Circles:
A reading response in which students are divided into discussion groups, and each is assigned a role to fulfill. Each student has a worksheet (or an artifact) to fill, and each then discusses their role and findings within that group.

Paper Introduction:
A three to five page paper will be introduced into the class. Requirements and possible topics (to be mentioned in lesson plans) will be given to the students.
Week Two:

Reading Assignments:

Read pages 274-339.

Activities:

Expectation Outlines:

Students state what they expect or think will happen in the book. This encourages students to engage in the text, and to recall what they have already read. This also presents an instructor with the opportunity to ask a student why they asked a question, encouraging them to refer to the texts. After students have outlined their thoughts, they categorize them, and then questions are answered throughout the week as reading progresses.

Socratic Seminar/Current Events:

Socrates was far ahead of his time when he came up with the theory that students should come up with their own ideas and answers rather than have it put into their head the right answer. Students will be encouraged to think critically, analyze multiple meanings in a text, and express ideas freely in dialogue. Students will explore the meaning of this method, and it will be applied throughout the rest of the unit (and hopefully the year!)

Students make a real world connection in this lesson. They find a real world situation or current event and find where they believe justice is being opposed upon, according to their own personal beliefs. It is okay if students’ views of justice agree with the legal system, and it is okay if they don’t. Students will then discuss opposing viewpoints of current events using the Socratic Seminar.

Work Day:

Students will be given a work day on their paper. Goal for the end of the period will be having all 3 required sources found.
Week Three:

Reading Assignment:
Read pages 339-407.

Activities:

In Class Reading

Translation Activity:
Students choose a passage of dialogue from the week’s reading and translate it into what they think the speakers really want to say and are thinking. This encourages students to bring real world connections into the text. They then compare and contrast how the meanings have changed.

Literature Circles:
A reading response in which students are divided into discussion groups and each is assigned a role to fulfill. Each student has a worksheet (or an artifact) to fill, and each then discusses their role and findings within that group.

Free Writing Activity:
How has justice made its presence known in this play so far? Students choose one character, and write how this is affecting a character, and what they would do, think, and feel if they were that character. Could this be a situation that can occur today?

Work Day:
Students are expected to have a page and a half of their papers done by the end of the period.
Week Four:

Reading Assignment:

Read pages 407-485.

Activities:

Web Discussions:

Students can state central ideas, and place this up on the board. Students then can draw webs of other ideas that come from the central idea, and discussion will follow from the ideas.

Universal Truths:

Having nearly finished the book, students will be divided into 3 to 4 person groups. They will then create “universal truths” that they think they have learned from the play. Resources include those listed below:

http://truths.omniseek.com/list.html


In Class Reading Day

Work Day:

Papers completed and handed in.
Week one, day one

Reading assignment for week one: 209-274

Activity:

In Class Reading/Video Clip

Pre-Reading activity of reading Attachment A as a class.

Goals:

View “Batman: The Dark Knight” clip, located at http://www.youtube.com/watch?v=TibA0sQQZw8&feature=related.

Compile background information and comprehension of the events of “Oresteia” leading up to the second act.

Steps:

1. Watch the Batman clip. Discuss, what is justice? What does it mean to us? Is it getting what’s coming to you? A means to an end? When has justice really been served?
2. Transition into reading Attachment A aloud, or have students visit http://www.theatrehistory.com/ancient/bates021b.html on their laptops.
**Week one, day two and three, lesson one**

**Writing Activity**

**Overview:**

This is a two day lesson plan. Writing activity: how does democracy shape our lives today? Students will write a one page reflection on their previous knowledge of democracy, and how they believe it positively or negatively impacts us as a society. Ask students to imagine if they were to build their own government. How would it work? Do they think it would be easy or hard?

**Standards:**

- Students will build an understanding of the text, of the culture to respond to the needs and demands of society and the workplace. (NCTE)
- Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. (ICC)
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. (NCTE)

**Student Objectives:**

Students will:

- Use a style of writing appropriate for content and audience.
- Use prewriting approaches to generate ideas, develop ideas, and voice.
- Use writing to communicate topics, create questions, and clarify ideas.

**Skills attained:**

- Knowledge of how to use reference material to determine meaning and usage of new words.
- Characterization of characters within social roles and caste.
- Draw inferences from text based on textual evidence, and prediction making.
- Collaborative group work.

**Materials Needed:**

- Paper
- Writing utensils
- Computers
The Lesson:

Anticipatory Set:

Be purposely five to seven minutes late to class (standing outside the door, of course). What is happening in the class when you walk in late? Are they doing what they are supposed to be doing? Fighting? Or forming into individual groups? Discuss this with them. Why did they do that?

Procedures:

1. Lead students in a discussion about our government, and the word democracy? What does it mean to them? Steer them towards the history and root of the word. Transition to a discussion of fantasy. Discuss what would happen if all the sudden they found themselves in a world where there was no government, and they were in charge.

2. Say what you would do in that situation to get the discussion and questions going. Now ask the students what they would do.

3. Assign students a one page paper based on their thoughts of the discussion.

4. Give students the rest of the period to write these papers, and the next period to edit and review. Students will peer review.

5. Students complete a final draft following the peer edit, and hand in both peer reviewed draft and final draft.

Assessment:

___ Students must use five historical or political terms correctly. (5 points)

___ Respond productively and positively to peer review feedback. (5 points)

___ Structure: chronologically correct and in order. (5 points)

___ Produce error free writing in final draft. (5 points)

___ 20 points possible
Week one, day four, lesson two

Literature Circles

Lesson Description:

Literature circles* are a commonly used reading response activity in language arts classrooms. Students are split into groups of five and given roles to fulfill during discussion. They are given worksheets (Attachment B) as artifacts to fill out from that role.

Standards:

- Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. (NCTE)

- Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. (ICC)

- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (ICC)

Student Objectives

Students will:

- Discuss the pre-reading assignment read yesterday.

- Organize, write and present one discussion role in a small group.

- Respond and peer review presentations given by classmates.

Skills attained:

- Close textual reading.

- Textual analysis of characters and setting.

Materials needed:

- Hard copies of readings. (Attachment A)

- Literature circle role report sheets (Attachment B)

The Lesson

Anticipatory Set

Acquaint the students with the concept of a literature circle and how the five roles work together to make a presentation. Explain to the students the roles, which are:
1. Discussion Director
2. Passage Master
3. Summarize
4. Recorder
5. Connector

Hand out the report sheets.

**Procedures:**

1. Assign students into groups, making sure that everyone in every group has a role.
2. Hold the activity, giving enough time for everyone to complete their role.
3. Allow discussion within groups.
4. Collect the literature role sheets.
5. Discuss success of the project and how the process could improve.

**Assessment:**

___ Was the assignment completed as described in the directions? (10 points)

___ Is the content compliant with the reading assignment and high quality? (10 points)

___ Neatness and legibility (5 points)

*This lesson plan is an adaptation of Rick Vanderwall’s Literature Circle lesson plan. The original, as well as the literature handout worksheets, can be found at http://www.jimcrowhistory.org/resources/lessonplans/amlit_lp_lit_circles.htm.*
Week one, day five, lesson 3

Paper Introduction

Lesson description:

This lesson will pertain to the culminating assignment of the class’ paper. Their papers must take a position and argue it, and use textual evidence, as well as scholarly resources. Options will be presented in this lesson.

Standards:

- Students employ a wide range of strategies as they write and use different elements to appropriately communicate. (NCTE)

- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. (NCTE)

-Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, provide an objective summary of the text. (ICC)

Student Objectives:

In writing this paper, students will:

- Use writing to determine, establish, and back what is known and what needs to be learned about a topic presented to them.

- Draw together scholarly resources and compile and edit them appropriately according to group, content, style, and agreement.

- Organize ideas into a logical order.

- Demonstrate control over the principles of English grammar.

Skills attained:

- Develop skills to create unique beliefs and statements in a text.

- Ability to back thesis statements with textual evidence.

- Students can use writing to formulate and refine topics, and clarify ideas in a logical sequence.

Materials Needed:

- Attached handout (C)

- Computers
Anticipatory Set:

Papers! Who doesn’t love writing papers?! Well, all of us. However, explain to the class we have some very interesting topics to be covered, and can be enjoyable when done correctly (ie, not procrastinating!). So, transition to handing out paper topics.

Procedures:

1. Hand out paper options (Attachment C).
2. Explain directions, expectations, and rules of the paper.
3. Explain MLA format, and use a book such as “The Little, Brown Handbook” to use for MLA procedures. Students may also use electronic MLA formatting sites, such as noodlebib.com.
4. Allow the rest of the period for students to begin researching sources.

Assessment Rubric for Paper:

<table>
<thead>
<tr>
<th>Exceeds Expectations 90-100%</th>
<th>Meets Expectations 80-89%</th>
<th>Approaches Expectations 70-79%</th>
<th>Needs More 60-69%</th>
<th>Possible Total=100</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Demonstrates sophisticated knowledge about the focus and the topic.</td>
<td>-Demonstrates knowledge about the topic.</td>
<td>-Demonstrates limited knowledge of the focus.</td>
<td>-Demonstrates no knowledge of the focus.</td>
<td>-Demonstrates no knowledge of the focus.</td>
</tr>
<tr>
<td>-Makes complex connections between the topic and the unit’s focus.</td>
<td>-Makes larger connections between the topic and the unit’s focus.</td>
<td>-Makes vague connections between the topic and the unit’s focus.</td>
<td>-Makes no larger connections between the topic and the unit’s focus.</td>
<td>-Makes no larger connections between the topic and the unit’s focus.</td>
</tr>
<tr>
<td>-Uses references from text, discussion, as well as own insight into the topic.</td>
<td>-Uses discussion and some insight into the topic.</td>
<td>-Limited references from discussion or any insight.</td>
<td>-Lacks awareness or insight.</td>
<td>-Lacks awareness or insight.</td>
</tr>
<tr>
<td>-There are no typos or other mechanical issues.</td>
<td>-There are a few typos and or other mechanical issues.</td>
<td>-The formatting is almost perfect.</td>
<td>-The formatting is absolutely perfect.</td>
<td>-The formatting is absolutely perfect.</td>
</tr>
</tbody>
</table>

Total Earned
Week two, day one, lesson four

Expectation Outlines

Reading assignment for week two: pages 274-339

Lesson description:

Expectation outlines are commonly used to help students ask questions about text. The expectation outline is developed on the whiteboard as students simply tell what they expect to learn from a reading. This strategy helps students to approach material with an inquisitive mind.

Standards:

- Analyze how an author’s choices concerning how to structure specific parts of a text to contribute to its overall structure and meaning as well as its aesthetic impact. (ICC)
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (ICC)

Student objectives:

Students will:

- use study strategies such as outlining, and using posed questions to better understand texts.
- represent information in a variety of ways such as graphics, conceptual maps, and learning logs
- establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems
- draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience

Skills attained:

- Development and establishment of studying and learning strategies.
- Close textual reading.
- Draw inferences from texts.
- Foster independent learning strategies.

Materials required:

- whiteboard
- Reading assignment for the week
Lesson:

Anticipatory set:

Ask students what makes a story exciting. Ask them if they think they get the whole story or not from the other characters. Could there possibly be something going on that we don’t know about?

Procedures:

1. Have students review the first five pages of their reading for the week.
2. Ask “What do you think is going to happen? What is it going to be about? What do you think you will find out in the next reading?” Have students state their expectation in the form of questions.
3. As they suggest questions, group related questions on the chalkboard or transparency. Ask them what prompted them to ask this question in the first place.
4. Once the questions have been grouped, ask the class to label each set of questions. During discussion, students will begin to see the major topics through reading.
5. Ask students to write and turn in a brief response using keywords and phrases from the categories.

Assessment:

___ Participation (5 points)
___ Completion of response (5 points)
___ Is the response neat and legible? (5 points)
___ Is it in a logical, sequential order? (5 points)
___ 20 points possible
Week two, day two, lesson five

Socratic Seminar

Lesson Description:

This will be a three day lesson plan. Students will learn about the Socratic Seminar, and learn the differences between a debate and dialogue. If you are not familiar with the Socratic Seminar, refer to Attachment D. Students will then find a current event and put the Socratic Seminar into practice.

Standards:

- Students employ a wide range of strategies as they write and use different elements appropriately to communicate. (NCTE)
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (ICC)
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. (NCTE)

Student Objectives:

Students will:

- Connect the story to current events and his/her own understandings.
- Generate pertinent, interesting, and researchable questions.
- Pull inferences from material gathered.
- Use admiration and recommendations of others to improve student’s own communication skills.

Skills attained:

- Communication skills through multiple means.
- Proficiency in critical, empathic, and reflective listening.
- Gain the use of effective oral communication.
- Application of valid criteria to opinions.

Materials Needed:

- Handouts attached (D)
- Current event (students may research their own that pertains to the issue of justice).
- Research material, such as internet, magazines, or newspapers.

**Anticipatory set:**

Discuss with students which is better to get the job done: a quiet, reflective discussion, or a loud debate? Which would you prefer? Transition into the Socratic Method.

**Procedure:**

1. Hand out Socratic Method sheets (E) to students. They will serve as a guideline for students during this project. It is courtesy of studyguide.org.
2. Go over the guidelines as a class, making sure the class understands the differences between the two ideas of dialogue and debate.
3. Allow students the rest of the period to choose a current event that pertains to justice as a class. This may require you to mediate, depending on your learners.
4. Allow to next day’s period for student’s to research their current event and their beliefs about the concept of justice that corresponds with the current event.
5. On day 3, students will have their dialogue about the current event and discuss their ideas and beliefs.

**Assessment Rubric (adaptation of studyguide.org):**

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Approaches Expectations</th>
<th>Needs More 60-69%</th>
<th>80 points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>80-89%</td>
<td>70-79%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Participant contributes concrete analysis without encouragement. -Demonstrates sophisticated understanding and knowledge of the question and text. -Prepared with marked notes and texts. -Offers clarification or follow-up. -Shows reflective listening skills through response and comments -Participants remarks refer and pertain to the theme and question. -Makes connections between the text, theme, and question/event.</td>
<td>-Participant contributes solid analysis without encouragement. -Demonstrates a thorough knowledge of the question/event and text. -Prepared with marked notes and text. -Offers clarification or follow up. - Participant shows listening skills through remarks.</td>
<td>-Participant contributes limited analysis, but needs prompting. -Demonstrates a general knowledge of the question/event and text. -Less prepared, with few notes and no text. - Actively listening, but does not offer clarification or follow up. -Relies more on own opinion and less on text to drive understanding.</td>
<td>-Participant contributes little or no commentary. -Little to no understanding of the question/event and text. -Does not listen to others, offers no commentary. -Does not offer pertinent comments and interrupts with off topic questions or comments. -Ignores discussion and other participants.</td>
<td>Total Earned</td>
</tr>
</tbody>
</table>

80 points possible
Week two, day five

Students will be given a work day on their paper. Goal for the end of the period will be having all 3 required sources found.
Week three, day one, lesson six

Translation Activity

Lesson Description:
Students choose a passage of dialogue from the week’s reading and translate it into what they think the speakers really want to say and are thinking. This encourages students to bring real world connections into the text. They then compare and contrast how the meanings have changed.

Standards:

- Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. (ICC)

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (ICC)

- Students will build an understanding of the text. (NCTE)

Student Objectives:

Students will:

- Analyze and interpret quotations.

- Find examples of literary elements and themes.

- Analysis of representation of characters.

Skills Attained:

- Proficient use of oral and written language

- Portray how meanings are inferred through texts.

- Survey the influence of media on creating own perception of reality

Materials Needed:

- Paper

- Writing utensils

- Passage of dialogue from text

- Reference materials
Lesson Sequence:

Anticipatory set:

Begin the lesson by saying something like this: “The fault, dear Brutus, is not in our stars, But in ourselves, that we are underlings.” Does anyone have any idea what you just said? No, probably not. Explain to them what it really means. For example, Brutus is torn between his love for Caesar and his love for the republic, and is recognizing that Caesar is just a man like any of them. They were all born equally free, so why do they have to bow to another man?

Procedure:

1. Have students divide into pairs and choose a dialogue from that week’s reading assignment.
2. Translate it into modern day languages using reference materials such as a thesaurus. What do they think characters are thinking and wanting to say at that particular moment?
3. Give students 10 to 15 minutes to finish and polish their translations.
4. Have students present their original dialogue, and their translated dialogue. How do they compare? Do they mean something entirely different now?

Assessment:

___ Students use group time effectively. (5 points)
___ Student’s translation shows evidence of textual evidence. (10 points)
___ Students understand and explain reasoning for changes. (5 points)
___ Students use application of knowledge of characters. (5 points)
___ 25 points possible
Week three, day two, lesson seven

Literature Circles

Lesson Description:

Literature circles* are a commonly used reading response activity in language arts classrooms. Students are split into groups of five and given roles to fulfill during discussion. They are given worksheets (Attachment B) as artifacts to fill out from that role.

Standards:

- Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. (NCTE)

- Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. (ICC)

- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (ICC)

Student Objectives

Students will:

- Discuss the pre-reading assignment read yesterday.

- Organize, write and present one discussion role in a small group.

- Respond and peer review presentations given by classmates.

Skills attained:

- Close textual reading.

- Textual analysis of characters and setting.

Materials needed:

- Hard copies of readings. (Attachment A)

- Literature circle role report sheets (Attachment B)

The Lesson

Anticipatory Set

Acquaint the students with the concept of a literature circle and how the five roles work together to make a presentation. Explain to the students the roles, which are:
1. Discussion Director
2. Passage Master
3. Summarize
4. Recorder
5. Connector

Hand out the report sheets.

**Procedures:**

1. Assign students into groups, making sure that everyone in every group has a role.
2. Hold the activity, giving enough time for everyone to complete their role.
3. Allow discussion within groups.
4. Collect the literature role sheets.
5. Discuss success of the project and how the process could improve.

**Assessment:**

___ Was the assignment completed as described in the directions? (10 points)
___ Is the content compliant with the reading assignment and high quality? (10 points)
___ Neatness and legibility (5 points)
___ 25 points possible

*This lesson plan is an adaptation of Rick Vanderwall’s Literature Circle lesson plan. The original, as well as the literature circle worksheets, which can be found at http://www.jimcrowhistory.org/resources/lessonplans/am_lit_lp_lit_circles.htm.*
Week three, day three, lesson eight

Writing Activity

Overview:
This is a two day lesson plan. Writing activity: how has justice made its presence known in this play so far? Students choose one character, and write how this is affecting a character, and what they would do, think, and feel if they were that character. Could this be a situation that can occur today? Students will write a one page paper and turn in both the rough draft and final draft.

Standards:
- Students will build an understanding of the text, of the culture to respond to the needs and demands of society and the workplace. (NCTE)
- Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. (ICC)
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. (NCTE)

Student Objectives:
Students will:
- Use a style of writing appropriate for content and audience.
- Use prewriting approaches to generate ideas, develop ideas, and voice.
- Use writing to communicate topics, create questions, and clarify ideas.

Skills attained:
- Knowledge of how to use reference material to determine meaning and usage of new words.
- Characterization of characters within social roles and caste.
- Draw inferences from text based on textual evidence, and prediction making.
- Collaborative group work.

Materials Needed:
- Paper
- Writing utensils
The Lesson:

Anticipatory Set:

Walk up to a student, make them get up, and take their chair. When they ask why you did that, tell them you saw them take something from another student (even if they didn’t). How does the student react? More than likely, they will object. Something along the lines of “No, I didn’t. and “That’s not fair!” will probably come out of their mouths. What do you care? You were just getting them what they deserved, and now we’re fair. Or are we? Are they going to get you back? This lesson and writing activity focuses on the cyclical nature of blood crimes and justice.

Procedures:

1. Lead students in a discussion about our ideas justice, and the word justice. What does it mean to them? Steer them towards the history and root of the word. Look back on the “Oresteia.” How does justice affect the nature of blood crimes?

2. Ask students what they would do if someone hurt their sibling or took something they loved? Would they hurt the offender back? Is the offender going to get them back for getting them back?

3. Tell students they are to write a one page paper based on their thoughts of the discussion.

4. Give students the rest of the period to write these papers, and the next period to edit and review. Students will peer review.

5. Students complete a final draft following the peer edit, and hand in both peer reviewed draft and final draft on the second day.

Assessment:

___ Students must use five historical or political terms correctly. (5 points)
___ Respond productively and positively to peer review feedback. (5 points)
___ Structure: chronologically correct and in order. (5 points)
___ Produce error free writing in final draft. (5 points)
___ 20 points possible.
Week three, day five

Paper work day:

Students must complete a page and a half of their papers, and have them peer reviewed.
Week four, day one, lesson nine

Discussion Webs

Lesson Description:

Discussion webs are a good way for students to activate prior knowledge, raise questions, and make predictions about the text. It also encourages collaboration and dialogue between students. Students will consider the text and decide what they think is wrong and right in prediction and other students ideas.

Standards:

- Students employ a wide range of strategies as they write and use different elements appropriately to communicate. (NCTE)

- Students will build an understanding of the text, of themselves, and of the culture to respond to the needs and demands of society.

- Analyze how and why individuals, events and ideas develop and interact over the course of a text.

Student Objectives:

Students will:

- Represent information in a variety of ways.

- Work collaboratively.

- Define and apply moral ideals through multiple means of communication,

- Close reading of the text to create an understanding of the developing themes.

Skills attained:

- Communication skills through multiple means.

- Application of valid criteria to opinions.

- Foster independent learning strategies.

Materials:

- Text

- Whiteboard
Lesson:

Anticipation Sequence:
Ask students what thinking of a certain word makes them think of. Do any of them have a certain world they like or don’t like because of what makes them think of?

Procedure:

1. Prepare your students for reading by activating prior knowledge, raising questions, and making predictions about the text.
2. Assign students to read the selection and then introduce the discussion web by having the students work in pairs to generate pro and con responses to a question. Partners work on the same discussion web and put reasons into a yes or no column. They should try to list an equal number of pro and con reasons on the web.
3. Combine partners into groups of four to compare responses, work toward consensus, and reach a conclusion as a group. It is okay for students to disagree, but keep an open mind.
4. Give each group three minutes to decide which of all the reasons best supports the group’s conclusion. Each group should select a spokesperson to report to the whole class.
5. Have students follow up the whole class discussion by individually writing their responses to the discussion web question. Ask them to trade with someone and discuss differing views.

Assessment:

___ Does student show solid knowledge of text to back up statements and opinions? (5 points)
___ Participation (10 points)
___ Respond productively and positively to peer review feedback. (5 points)
___ Students use application of knowledge of characters when stating opinions. (5 points)
___ 25 points possible
Week four, day two, lesson ten

Universal Truths

Lesson description:

This is a two day lesson. Universal truths are something that we all know exist, but have been debated throughout the years. For example: sandwiches that are cut into triangles always taste better than the square ones. However, in this context, students will create three to five “universal truths” that they have discovered based on “Oresteia”. Universal truths generally refer to facts that can be applied to anyone. Groups will then present their universal truths to the class using a PowerPoint or Prezi presentation.

Standards:

- Determine two or more themes of a text and analyze their development over the course of the text.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (ICC)
- Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

Student Objectives:

Students will:

- Find examples of literary elements and themes.
- Analyze and interpret quotations.
- Close reading of the text to create an understanding of the developing themes.
- Use technology to present ideas derived from knowledge of the text.

Skills attained:

- Foster skills of analysis and interpretation of a text.
-Application of knowledge of characters and setting.
- Public speaking.

Materials:

- Resources for examples, which can be found at:
  http://truths.omniseek.com/list.html
Lesson:

Anticipatory set:

Give some examples for students from the resources mentioned above. Ask if any of them can apply to their own lives. Do they know any off the top of their heads?

Procedure:

1. Now that they know what a universal truth is, tell them they will be making their own universal truths based on “Oresteia” and presenting it to the class using PowerPoint or Prezi.
2. Hand out expectations and assessment system (Attachment F).
3. Give students the rest of the hour to create their universal truths.
4. Students present the following day.

Assessment

___ In class participation. (10 points)
___ Show intelligence reflection and knowledge of the text. (10 points)
___ Application of knowledge of text to presentation and universal truths. (10 points)
___ Presentation is of appropriate length. (5 points)
___ 35 points possible
Week four, day four

In class reading day.

Goal:

Oral reading as a class and completion of play.
Week four, day five

Work day

Goal:

Papers completed, final peer review, and turned in.
Agamemnon

In the *Agamemnon* Aeschylus wished to exhibit to us the sudden downfall from the very summit of prosperity and renown to the abyss of ruin. The ruler, the hero, the commander of the collected hosts of Greece at the very instant of his success in that most glorious achievement, the destruction of Troy, for which his fame was to be reëchoed in time present and time to come, in the very act of crossing the threshold of the house for which he has so long been sighing, and amidst the careless preparations for a festive banquet, is murdered, as Homer expresses it, "like an ox beside his crib," murdered by his faithless wife; his throne is seized upon by her worthless paramour, his children are consigned to banishment or helpless servitude.

In the view of giving a striking effect to so terrific a reverse of fortune, the poet was obliged in the first place to give additional splendor to the conquest of Troy. This he has done in the first half of the piece, in a peculiar fashion but certainly with great impressiveness, and in a manner that arrests the imagination. It is of consequence to Clytemnestra that she should not be surprised by her husband's return. She has, therefore, taken measures to have an unbroken line of beacon-fires from Troy to Mycenæ, to announce to her the great event. The play opens with the speech of a watchman, who supplicates of the gods a deliverance from his toils, since now for ten years exposed to the cold night-dews, he has seen the alternating stars passing above him, and ever in vain been waiting for the signal; at the same time he sighs in secret over the ruin which is at work in the royal house. At this moment he sees the wished-for flame blaze up, and hastens to announce it to his lady.

A chorus of old men appears, and in its ode exhibits the war of Troy in all its fateful relations, traces it back to its origin, to all the prophecies connected with it at the time, to the sacrifice of Iphigenia, with which the Greeks were constrained to purchase their departure on the expedition. Clytemnestra explains to the chorus the reasons for her joyful sacrifice. Presently enters the herald Talthybius, who relates all as an eye-witness; the spectacle of the conquered, plundered, flame-devoted city, the triumph of the host, and the glory of its commander. Reluctantly, however, as unwilling to interrupt his prayers for their posterity by evil tidings, he relates the subsequent mishaps of the Greeks, their dispersion, and the shipwreck suffered by many of them—calamities wherein the wrath of the gods had begun to reveal itself.

Now comes Agamemnon himself seated on a triumphal chariot. On another chariot, laden with spoils, follows Cassandra, his captive concubine, according to the laws of war in those times. Clytemnestra greets him with a hypocritical show of joy and veneration, bids her maidens spread forth the purple carpets of the costliest golden embroidery, that the foot of the conqueror may not touch the ground. Agamemnon with wise moderation refuses to accept this honor, which belongs only to the gods. At last he complies with her solicitations, and follows her into the house. The chorus begins to entertain dark forebodings. Clytemnestra returns to entice Cassandra, by friendly persuasion, to the same destruction. She remains dumb and immovable. But scarcely is the queen away when, seized by prognostic rage, she breaks out into confused indistinct wailings.
Presently, she reveals her predictions to the chorus more clearly; she beholds, in spirit, all the atrocities which have been perpetrated within this house: that Thyestean banquet in which the children were served up to the father, and from which the son turned away his eye; the shades of the mangled children appear to her on the battlements of the palace. She sees also the murder which is in readiness for her lord, and though shuddering at the reek of death, she rushes like a maniac into the house to meet her inevitable destruction. Behind the scenes are heard the groans of the dying Agamemnon.

The palace is thrown open; Clytemnestra stands beside the corpse of her king and husband, like an insolent criminal who not only acknowledges the deed but glories in it, and would justify it as a righteous act of requital for Agamemnon's sacrifice of Iphigenia to his own ambition. Her jealousy of Cassandra and guilty union with the worthless Ægisthus, who does not make his appearance till the end of the piece, are scarcely touched upon as motives, and remain quite in the background. This was necessary to preserve the dignity of the subject. But in other respects also Clytemnestra was not to be depicted as a frail, seduced woman, but with the traits of that heroic age which is so rich in bloody catastrophes, in which all passions were so impetuous, and men, both in good and evil, exceeded the common standard of later ages. What is more revolting, what proves a deeper degeneracy of human nature than the conception of horrible crimes in the bosom of cowardly effeminacy? If the poet be called upon to depict such crimes, he must by no means seek to palliate them, or to mitigate our detestation of them. The bringing the sacrifice of Iphigenia so close to us has also the advantage of obviating too much bitterness of indignation at the fall of Agamemnon. He is, at the best, not guiltless; former crime recoils on his own head. Moreover, according to the religious notions of the Greeks, an ancient curse weighed heavily on his house; Ægisthus, the author of his overthrow, is a son of that very Thyestes on whom his father Atreus had taken so unnatural a revenge, and this fateful connection was vividly brought before our minds by the choral odes, but especially by the prophecies of Cassandra.

The following is the chorus of Argive elders singing of the death of Iphigenia, whom her father, Agamemnon, had consented to sacrifice, but at the last moment Artemis substituted a hart and carried Iphigenia to the country of Tauri (the Crimea) as her priestess:

Power is upon me now, to sing the awful sign
That crossed the warrior monarchs on their road;
Heaven breathes within the 'suasive song divine,
And strength through my rapt soul is pour’d abroad.
The birds I sing, whose fateful flight
Sent forth the twin-throned Argive might,
And all the youth of Greece, a gallant crew,
With spear in each avenging hand,
Against the guilty Trojan land.
Even at the threshold of the palace, flew
The king of birds o'er either king,
One black, and one with snow-white wing,
Right-ward, on the hand that grasps the spear,
Down through the glittering courts they steer,
Swooping the hare's prolific brood,
No more to crop its grassy food.
Ring out the dolorous hymn, yet triumph still the good!

But the wise seer, in his prophetic view--
When he the twin-soul'd sons of Atreus saw,
At once the feasters on the hares he knew,
Those leaders of the host, then broke his words of awe--
"In time old Priam's city wall
Before the conquering host shall fall,
And all within her towers lie waste;
Her teeming wealth of man and beast
Shall Fate in her dire violence destroy;
May ne'er heaven's envy, like a cloud,
So darken o'er that army proud,
The fine-forged curb of Troy!
For Artemis, with jealous ire,
Beholds the wingéd hounds of her great sire
Swooping the innocent leverets' scarce-born brood,
And loathes the eagles' feast of blood.
Ring out the dolorous hymn, yet triumph still the good!

"Such is that beauteous Goddess' love
To the strong lion's callow brood,
And all that the green meadows wont to rove,
From the full udder quaff the liquid food.
O Goddess! though thy wrath reprove
Those savage birds, yet turn those awful signs to good!
But, Io Pæan! Now I cry;
May ne'er her injured deity
With adverse fleet-imprisoning blast
The unpropitious sky o'ercast;
Hastening that other sacrifice--
That darker sacrifice, unblest
By music or jocund feast:
Whence sad domestic strife shall rise,
And, dreadless of her lord, fierce woman's hate;
Whose child-avenging wrath in sullen state
Broods, wily housewife, in her chamber's gloom,
Over that unforgotten doom."
Such were the words that Calchas clanged abroad,
When crossed those ominous birds the onward road
Of that twice royal brotherhood:
A mingled doom
Of glory and of gloom.
Ring out the dolorous hymn, yet triumph still the good!
Whoe'er thou art, Great Power above,
If that dread name thou best approve,
All duly weighed I cannot find,
Unburthening my o'erloaded mind,
A mightier name than that of mightiest Jove.

He, that so great of old
Branched out in strength invincible and bold,
Is nothing now. Who after came,
Before the victor sank to shame:
Most wise is he who sings the all-conquering might of Jove--

Jove, that great god
Who taught to mortals wisdom's road;
By whose eternal rule
Adversity is grave instruction's school.
In the calm hour of sleep
Conscience, the sad remembrancer, will creep
To the inmost heart, and there enforce
On the reluctant spirit the wisdom of remorse.
Mighty the grace of those dread deities,
Throned on their judgement bench, high in the empyrean skies!

Nor then did the elder chief, in sooth,
Of all the Achean youth,
Dare brand with blame the holy seer;
When adverse fortune 'gan to veer,
Emprisoning that becalmed host
On Chalcis' coast,
Where the heavy refluent billows roar
'Gainst Aulis rock-bound shore.

And long and long from wintry Strymon blew
The weary, hungry, anchor-straining blasts,
The winds that wandering seamen dearly rue,
Nor spared the cables worn, and groaning masts;
And, lingering on in indolent delay,
Slow wasted all the strength of Greece away.
But when the shrill-voiced prophet 'gan proclaim
That remedy more dismal and more dread
Than the drear weather blackening overhead;
And spoke in Artemis' most awful name,
The sons of Atreus, 'mid their armed peers,
Their sceptres dashed to earth, and each broke out in tears.

And thus the elder king began to say:
"Dire doom! to disobey the gods' command!
More dire, my child, my house's pride, to slay,
Dabbling in virgin blood a father's hands.
Alas! alas! which way to fly?
As base deserter quit the host,
The pride and strength of our great league all lost?
Should I the storm-appeasing rite deny,
Will not their wrathfullest wrath rage up and swell--
Exact the virgin's blood?--oh, would 'twere o'er and well!"

So 'neath Necessity's stern yoke he passed,
And his lost soul, with impious impulsive veering,
Surrendered to the accurst unholy blast,
Warped to the dire extreme of human daring.
The frenzy of affliction still
Maddens, dire counsellor, man's soul to ill.

So he endured to be the priest
In that child-slaughtering rite unblest,
The first-fruit offering of that host
In fatal war for a bad woman lost.
The prayers, the mute appeal to her hard sire,
Her youth, her virgin beauty,
Nought heeded they, the chiefs for war on fire.
So to the ministers of that dire duty
(First having prayed) the father gave the sign,
Like some soft kid, to lift her to the shrine.
There lay she prone,
Her graceful garments round her throne;
But first her beauteous mouth around
Their violent bonds they wound,
Lest her dread curse the fated house should smite
With their rude inarticulate might.

But she her saffron robe to earth let fall;
The shaft of pity from her eye
Transpierced that awful priesthood--one and all.
Lovely as in a picture stood she by
As she would speak. Thus at her father's feasts
The virgin, 'mid the revelling guests,
Was wont with her chaste voice to supplicate
For her dear father an auspicious fate.

I saw no more! to speak more is not mine;
Not unfulfilled was Calchas' lore divine.
Eternal justice still will bring
Wisdom out of suffering.
So to the fond desire farewell,
The inevitable future to foretell;
'Tis but our woe to antedate;
Joint knit with joint, expands the full-formed fate.
Yet at the end of these dark days
May prospering weal return at length;
Thus in his spirit prays
He of the Apian land the sole remaining strength.

The Argive elders here sing of the punishment of Troy for its protection of Alexander, better known as Paris, after he had outraged the laws of hospitality by seducing Helen, the wife of his host Menelaus. The story of Helen's flight leads the chorus to sing her husband's sorrow, and from this they pass on to bewail the havoc caused by the long war.

Zeus, Lord of Heaven! and welcome Night
Of Victory, thou hast our might
With all the glories crowned!
On towers of Ilion, free no more,
Hast flung the mighty mesh of war,
And closely girt them round,
Till neither warrior may 'scape,
Nor stripling lightly overleap
The trammels as they close and close,
Till with the grip of doom our foes
In slavery's coil are bound!
Zeus, Lord of Hospitality!
In grateful awe I bend to thee--
'Tis thou hast struck the blow!
At Alexander long ago
We marked thee bend thy vengeful bow,
But long and warily withhold
The eager shaft, which, uncontrolled
And loosed too soon or launched too high,
Had wandered bloodless through the sky!

Zeus, the high god! whate'er be dim in doubt,
This can our thought track out--
The blow that fells the sinner is of God,
And as he wills, the rod
Of vengeance smiteth sore. One said of old,
"The gods list not to hold
A reckoning with him whose feet oppress
The grace of holiness."
An impious word! for whensoe'er the sire
Breathed forth rebellious fire--
What time his household overflowed the measure
Of bliss and health and treasure--
His children's children read the reckoning plain,
At last in tears and pain!
On me let weal that brings no woe be sent,
And therewithal content;
Who spurns the shrine of Right, nor wealth nor power
Shall be to him a tower,
To guard him from the gulf; there lies his lot,
Where all things are forgot!

Lust drives him on--lust, desperate and wild,
Fate's sin-contriving child--
And cure is none; beyond concealment clear,
Kindles Sin's baleful glare
As an ill coin beneath the wearing touch
Betrayds, by stain and smutch
Its false metal--such is the sinful wight,
Before, on pinions light,
Fair pleasure flits, and lures him childlike on,
While home and kin make moan,
Beneath the grinding burden of his crime;
Till, in the end of time,
Cast down of heaven, he pours forth fruitless prayer
To powers that will not hear.
And such did Paris come
Unto Atrides' home
And thence, with sin and shame his welcome to repay,
Ravished the wife away.

And she, faithless unto her country and her kin,
Leaving the clash of shields and spears and arming ships,
And bearing unto Troy destruction for a dower,
And overbold in sin,
Went fleetly through the gates at midnight hour.
Oft, from the prophet's lips,
Moaned out the warning and the wail, Ah, woe!
Woe for the home, the home! and for the chieftains woe!
Woe for the bride-bed warm
Yet from the lovely limbs, the impress of the form
Of her who loved her lord a while ago!
And woe for him who stands
Shamed, silent, unreproachful, stretching hands
That find her not, and sees, yet, will not see
That she is far away!
And his sad fancy, yearning o'er the sea,
Shall summon and recall
Her wraith, once more to queen it in his hall.
And sad with many memories,
The fair, cold beauty of each sculptured face--
And all to hatefulness is turned their grace,
Seen blankly by forlorn and hungering eyes!
And when the night is deep,
Come visions, sweet and sad, and bearing pain
Of hopings in vain--
Void, void and vain, for scarce the sleeping sight
Has seen its old delight,
When thro' the grasps of love that bid it stay
It vanishes away
On silent wings that roam adown the realms of sleep!

Such are the sights, the sorrows fell,
About our hearth--and worse, whereof I may not tell.
But, all the wide town o'er,
Each home that sent its master far away
From Hellas' shore
Feels the keen thrill of heart, the pang of loss, to-day;
For, truth to say,
The touch of bitter death is manifold!
Familiar was each face, and dear as life,
That went unto the war.

But thither, whence a warrior went of old,
Doth naught return,
Only a spear and sword, and ashes in an urn!
For Ares, lord of strife,
Who doth the swaying scales of battle hold,
War's money-changer, giving dust for gold,
Sends back, to hearts that held them dear,
Scant ash of warriors, wept with many a tear;
Light to the hand, but heavy to the soul;
Yea, fills the light urn full
With what survived the flame--
Death's dusty measure of a hero's fame.

"Alas!" one cries, "and yet alas again!
Our chief is gone, the hero of the spear,
And hath not left his peer!"
"Ah woe!" another moans--"my spouse is slain,
The death of honor, rolled in dust and blood,
Slain for a woman's sin, a false wife's shame!"
Such muttered words of bitter mood
Rise against those who went forth to reclaim;
Yea, jealous wrath creeps on, against th' Atrides' name!
And others, far beneath the Ilian wall,
Sleep their last sleep—the goodly chiefs and tall,
Couched in the foeman's land, whereon they gave
Their breath, and lords of Troy, each in his Trojan grave!

Clytemnestra thus relates to the chorus how she murdered her husband:

And stand where I
Did smite him down, with all my task well done.
So did I it, (the deed deny I not,)
That he could not avert his doom nor flee;
I cast around him a drag-net as for fish,
With not one outlet, evil wealth of robe;
And twice I smote him, and with two deep groans
He dropped his limbs; And when he thus fell down,
I gave him yet a third, thank-offering the true
To Hades of the dark, who guards the dead.
So fallen, he gasps out his struggling soul,
And breathing forth a sharp, quick gush of blood,
He showers dark drops of gory rain on me.
Who no less joy felt in them than the corn,
When the blade bears, in glad shower given of Go
den.
Since this is so, ye Argive elders here,
Ye, as ye will, may hail the deed, but I
Boast of it. And were't fitting now to pour
Libation o'er the dead, 'twere justly done,
Yea more than justly; such a goblet full
Of ills hath he filled up with curse
des At home, and now has come to drain it off.

CHORUS.
We marvel at the boldness of thy tongue,
Who o'er thy husband's corpse speak'st vaunt like this.

CLYTEMNESTRA.
Ye test me as a woman weak of mind;
But I with dauntless heart to you that know
Say this, and whether thou dost praise or blame,
Is all alike:—here Agamemnon lies,
My husband, now a corpse, of his right hand,
As artist just, the handiwork; so stands it.
The following fragment from the *Agamemnon* was translated by the late W.E. Gladstone, whose admiration of Greek literature was attested in several works. The passage describes the treachery of Ægisthus:

Even so, belike, might one
A lion suckling nurse,
Like a foster-son,
To his home a future curse.
In life's beginnings mild,
Dear to sire, and kind to child;
Oft folded in his lord's embrace,
Like an infant of the race.
Sleek and smiling to the hand,
He fawned at want's command.
But in time he showed
The habit of his blood.
His debt of nurture he repaid;
The lowing herds he tore,
A fierce unbidden feast he made,
And the house was foul with gore.
Huge griefs its inmates overshed,
Huge mischief, slaughter widely spread!
A heaven-sent priest of woe
In the palace did he grow.
Attachment B

Literature Circles

**Literature Circle Job Form**

**Language Arts**

**Connector**

Name: ______________________________________ Book: _____________________

Assignment: page _______ to page _______

Literature Circle's Name: _____________

It is your job to find connections between the material your group is reading and the world outside and write a paragraph about them. This means connecting the reading to your own life, to happenings at school or in the community, to similar events at other times and places, to other people or problems that you are reminded of. You might also see connections between this material and other writings on the same topic, or by the same author. There are no right answers here—whatever the reading connects you with is worth sharing. **Write in detail, one sentence answers are not acceptable.**

Some connections I found between this reading and other people, places, events, authors…

1. 
2. 
3.
Discussion Group Record Sheet

Group Name: ___________________________________

Book Title _____________________ Discussion (circle the correct number) 1 2 3 4 5 6

Disc. Director’s Name: _____________________ Assignment: Chapter _____ to Chapter _____

Group Participation Today: Rate each by number (1) means beginning (2) means developing (3) means focused (4) means exemplary. Following the group meeting, the Discussion Director will complete this form with input from all group members. Attach all forms and give to the teacher.

Member's Name ____________________________ Group Function Points (Teacher) _____ Total_____
___ Completed reading
___ Stayed on topic
___ Listened respectfully to group members
___ Fulfills duties
___ Quality of product (teacher)

Member's Name ____________________________ Group Function Points (Teacher) _____ Total_____
___ Completed reading
___ Stayed on topic
___ Listened respectfully to group members
___ Fulfills duties
___ Quality of product (teacher)

Member's Name ____________________________ Group Function Points (Teacher) _____ Total_____
___ Completed reading
___ Stayed on topic
___ Listened respectfully to group members
___ Fulfills duties
___ Quality of product (teacher)

Member's Name ____________________________ Group Function Points (Teacher) _____ Total_____
___ Completed reading
___ Stayed on topic
___ Listened respectfully to group members
___ Fulfills duties
___ Quality of product (teacher)
___ Stayed on topic
___ Listened respectfully to group members
___ Fulfills duties
___ Quality of product (teacher)

Member's Name ____________________________ Group Function Points (Teacher) _____

Total _____

___ Completed reading
___ Stayed on topic
___ Listened respectfully to group members
___ Fulfills duties
___ Quality of product (teacher)

Member's Name ____________________________ Group Function Points (Teacher) _____

Total _____

___ Completed reading
___ Stayed on topic
___ Listened respectfully to group members
___ Fulfills duties
___ Quality of product (teacher)
Literature Circle Job Form
Language Arts
Discussion Director
Name: ___________________________________ Discussion #: ______________________
Assignment: page ________ to page ________
Literature Circle's Name: _______________________

Your job is to lead the discussion activity and develop a list of questions that your group can discuss about this part of the reading. Your questions should be ones that require thought and get everyone talking and sharing their opinions and reactions. The best discussion questions come from your own thoughts, feelings, and concerns as you read. Do *NOT* write questions that call for a simple "yes" or "no" answer or a factual detail!

Order of Discussion
1. Call on the Summarizer to read the summary.
2. Call on the Illustrator to show and explain the illustrations
3. Pose each one of your questions to your group for discussion
4. Ask for each member of your group to state their comment/questions about this section of the novel. Lead group in response to what each person says.
5. Call on the Passage Master.
6. Call on the Vocabulary Reporter.
7. Call on the Connector if you have one in your group.
7. You fill out the Group Record sheet, with input from your group members
8. After discussion is completed, assign roles for your next reading and make sure everyone gets a new role sheet, including absent members.
9. Call the teacher over. Be ready to discuss items on the Group Record sheet.

Discussion Questions or Topics for Our Lit Circle:
1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________
5. ________________________________________________________________
6. ________________________________________________________________

Types of Questions:
What did you think about? (name a specific event, action, or character's action)
Why do you think that?
What do you think will happen? (ask for predictions of events and characters' actions)
What is happening at the part where? (Question about a specific section of the reading
What do you think ...(event/incident) means?
Literature Circle Job Form  
Language Arts  
Passage Master  
Name: ________________________ Book: ________________________
Assignment: page _______ to page _______
Literature Circle's Name: ________________________
Locate 3 passages of the story that your group should reread, discuss, and think about write a paragraph about why you chose the passage. Passages should be important things for everyone to notice, remember, or think about.
Choose a variety of passages, not all the same type—here are some suggestions:
· surprising/startling
· confusing (something you wonder if other people "got")
· descriptive writing: figurative language, strong verbs, etc. (identify literary devices)
· important (maybe a clue? foreshadowing?)
· controversial event (elicits different opinions from group members)
**During your group meeting, do the following:**
1. Make sure everyone opens to the right page and help them find where the passage begins.
2. Either read it aloud yourself, have everyone read it silently, or ask someone to read it.
3. Tell your reasons for selecting each passage; ask for comments. Do they agree with your choices?
Complete the following statements for each of the three passages you select.
**Passage 1**
Page _______ Paragraph(s) _______ The first 3 words of the paragraph are: __________________________________ I selected this passage because:

**Passage 2**
Page _______ Paragraph(s) _______ The first 3 words of the paragraph are: __________________________________ I selected this passage because:

**Passage 3**
Page _______ Paragraph(s) _______ The first 3 words of the paragraph are: __________________________________ I selected this passage because:
Literature Circle Job Form
Language Arts
Summarizer
Name: ______________________________________ Book: ___________________________
Assignment: page ______ to page ______
Literature Circle’s Name: ________________________________

Your job is to prepare a brief summary of today's reading. The other members of your group will be counting on you to give a summary that conveys the key points, the main highlights of today's reading assignment. It is a good idea to jot down the main events on scratch paper before you complete this form. Be sure to write your summary in complete sentences!
When you have finished your summary, give this section a short title--something that captures the main idea.
My Title for the Section:
___________________________________________________________________________
Summary:_____________________________________________________________________
____________________________________________________________________________
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(finish on back of sheet if necessary)
My comment or question about this part of the book is:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
My group agreed that my summary was complete and accurate ______yes ________ no
(if no, add what is missing on the back of the sheet)
Literature Circle Job Form

Language Arts

Word Reporter

Name: ____________________________ Book: ____________________________

Assignment: page _______ to page _______

Literature Circle's Name: _____________

Your job is to look up definitions to the unknown words you find on your own, and create an excellent sentence using each. During the Lit Circle Meeting, Do the Following:

1. Make sure everyone in your group copies down each word and definition on their vocabulary sheet.

2. Together create a new sentence and write this on your vocabulary sheet.

3. Make sure the teacher checks the group's sentence for accuracy.

1. Word: ________________________Page _______ Paragraph _______

Sentence from the book:

____________________________________________________________________________

____________________________________________________________________________

_____________________ The definition is: _________________________________________

____________________________________________________________________________

____________________________________________________________________________

My excellent sentence is: _____________________________________________________

____________________________________________________________________________

2. Word: ________________________Page _______ Paragraph _______

Sentence from the book:
My comment or question about this part of the book is:
Literature Circle Job Form
Language Arts
Illustrator
Name: ___________________________________________ Book: ______________________
Assignment: page _______ to page _______
Literature Circle's Name: _____________________________________

Your job is to prepare three illustrations that depict the key points, the main highlights of today's reading assignment. It is a good idea to jot down the main events on scratch paper before you make your illustrations. Attach your illustrations to this sheet before you hand it in. Be sure to give each illustration a short title--something that captures the main idea.

My title for illustration #1: __________________________________________
My comment or question about this part of the book is:
_____________________________________________________________________
_____________________________________________________________________

My title for illustration #2: __________________________________________
My comment or question about this part of the book is:
_____________________________________________________________________
_____________________________________________________________________

My title for illustration #3: __________________________________________
My comment or question about this part of the book is:
_____________________________________________________________________
_____________________________________________________________________

My group agreed that my illustration was accurate ______ yes ______ no
How do the themes and imagery in this play developed? How are they resolved in the end of the play? You may choose up to two themes and any instances of imagery.

The trial leaves the larger dispute unsettled. What is it? Who solves it? How? Why do you think the play ends in a trial?

Select one specific passage from “The Libation Bearers” (no more than one page in length), and by a detailed analysis of that passage discuss its importance in the play.

Aeschylus's trilogy is about justice. How are we to interpret the apparent compromise of the Furies with Apollo through the intervention of Athena?
Attachment D (adaptation of studyguide.org)

The Socratic Method

Background

The Socratic method encourages you as a student to not merely accept what you are told are the right answers, but to think for yourself in order to come up with your own moral set of ideals through asking questions, analyze, and expressing ideas peacefully and agreeably.

It is based of dialogue rather than discussion or debate. This is because dialogue can temporarily suspend our biases and prejudices. Discussion and debate are meant to “win” or bring someone to agree with your own beliefs. Dialogue will help us to ask meaningful questions that help us to exchange ideas, rather than finding an answer.

As participants in the Socratic Seminar, you are expected to respond to each other by carefully listening instead of interrupting. Students are encouraged to reflect on another’s ideas before responding, be it in support or in disagreement. We treat each other with respect, look each other in the eyes, and use each other’s names. This promotes team building within a group.

To learn more about the differences between the dialogue and debate, visit http://shs.westport.k12.ct.us/jdamico/WH/Ideal/socratic_seminars.htm
Attachment E (adaptation of studyguide.org)

Guidelines for Participants in a Socratic Seminar

✓ Refer to the text when needed during the discussion. A seminar is not a test of retention. You are not "learning a subject"; your goal is to understand the ideas, issues, and values imitated in the text.
✓ It's OK to "pass" when asked to contribute.
✓ Do not contribute if you are not ready. A seminar should not be a bull session.
✓ Do not stay confused; ask for explanation.
✓ Stick to the point currently under dialogue; make notes about ideas you want to come back to.
✓ Don't raise hands; take turns speaking.
✓ Listen carefully.
✓ Speak up so that all can hear you.
✓ Talk to each other, not just to the leader or teacher.
✓ Discuss ideas rather than each other's opinions.
✓ You are responsible for the seminar, even if you don't know it or admit it.
Universal Truths

Your assignment is to create and present three to five universal truths based on your reading of the “Oresteia.” You may use PowerPoint or Prezi to present.

Examples of Universal Truths:

http://truths.omniseek.com/list.html

These are only to be used to get ideas flowing, not as your own ORIGINAL universal truths.

When you present your universal truths, you must use textual evidence to back up your work, and include this in your presentation.

Your presentation should include the following:

✔ 3 to 5 universal truths that you have made up. (15 points)
✔ Textual evidence to back up your statements. Explain how you came to make up that universal truth, and what character it can apply to. (20 points)
✔ At least two pictures. (2 points)
✔ Be of at least three minutes duration. Any less will be deducted. (15 points)