Iliad Unit
Ally Velasquez
Introductory Lesson

Introductory Information	
Date of Lesson	1/5/2025
Grade Level	9th Grade English
Topic/Subject of Lesson	Ancient Greece, Greek Mythology, the Iliad
Type of Instruction	Whole class instruction - 50 minute period
Intended Audience	Students in Ms. V's 9th Grade English class
Standards/Objectives	
PA Standards https://www.pdesas.org/Standard/view	
ISTE Standards www.iste.org	1.2.b Online Interactions
Student Learning Objectives/Outcomes	Assessment

	- Informative Pre-Assessment
	  - Kahoot
	  - This allows for me to see how much students know about Greece and Greek mythology before starting our unit
	- Informative Assessment
	  - How are we feeling? What are our thoughts?"

	- Asking this to my class at the end of our lesson allows me to address any questions or concerns students may have after our lesson.

Teacher Content Knowledge/ Academic Language

- Some new vocabulary in this lesson:
  - Epic poem
  - Arete
- Background/ history
  - About Homer
    - Important dates, who was he..
  - About Ancient Greece
    - Culture, geography, values
  - About Greek Mythology
    - Introduce some Greek Gods
    - What is the purpose/role

Materials/Resources

- Google Slides
- Writers Notebooks
- Kahoot
- YouTube video

Instructional Steps

Lesson Opening: (10 minutes)

- Share with student's today's agenda and objectives on the SmartBoard, using my Google Slides
- I would like to not only get a sense of what my students know about Ancient Greece and Greek mythology, but preview them into the story we are about to read. To do this, students will participate in a Kahoot that revolves around those topics.
  - The teacher should ask students to get a device out and join the Kahoot.
    - https://create.kahoot.it/share/iliad-intro/60d178b3-d2a3-4ed6-a325-f7850be3587a
  - The teacher should make sure all students are participating as they facilitate the game

- The teacher should also be stopping to respond after each question, and sharing some brief information about the question at hand.
    - This should especially be done if most of the class got the question wrong
- After the Kahoot is finished, the teacher should address how they did
    - The teacher should also take notes and use this as a informative assessment
- The teacher can then segway into the unit
    - “This is a little taste of our unit about the Iliad. We won’t learn about everything the Kahoot addressed”
    - “We will be reading the Iliad. This is a bigger text, so we will do it in chunks and also watch videos. This book is set in Ancient Greece, so today we will learn more about the text's background”.

Lesson: (35 minutes)	**Differentiation** - (ELL, Modalities, Different Notes - guided etc, videos, groups - ability levels
● Teacher will begin the Introductory Lesson, following the slides. ● Teachers should ask students to take out their writer's journals. ○ Students use these all year, and should be encouraged to take notes from today to have some background information handy as we go through our unit. ● What are we reading? ○ Share that we are reading the Iliad, written by Homer. ○ Share things like original dates, a little about Homer ○ Share that this text was originally written in Ancient Greek language, and has since been read and adapted by many authors! ○ Include date of first adaptation. ● We will be reading this text using many modes, such as comics, experts of translated versions, and videos. ○ Can share the planned adaptations we are going to read ● Overview Ancient Greece	

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Teacher will proceed through slides to give students a background on Ancient Greece.
This will help students understand and relate to the complex text we are about to read.

Overview Greek Mythology

Teacher will continue through the slides and discuss Greek mythology.
Teacher will give a brief history, and introduce some main characters

Play a fun video about Ancient Greece and Greek Mythology.

Share with students that this video provides some background/the intro of the Iliad.
Also, the worksheet has a few questions relating to this video
https://www.youtube.com/watch?v=5CnzGXZjwNs

7 min and 46 secs

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<tr><td colspan="2">Lesson Closure: Review, Q&A, overview for tomorrow (5 minutes)

As an informal assessment, ask students “How are we feeling? What are our thoughts?”

Gage if students have any questions, comments, or concerns.
Do they like the text? Are they excited or not?

Share about tomorrow..

We will be starting our book tomorrow in class
We will maybe be starting some collaborative work…

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<tr><td colspan="2">Reflection on Planning Process and Instruction

Describe the planning process that you engaged in while developing this lesson. What changes would you make to your process in planning future lessons?

x

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- *Provide a rationale for how the **materials/resources** align with the learning objective/outcomes and address differentiation based on the assets/needs/characteristics (e.g., cultures, languages, interests, (dis)abilities, sensory needs, communication needs, identities) of the student(s).*
    - X
- *Provide a rationale for how the **instructional steps** (lesson opening, lesson, lesson closure) align with all lesson plan elements (e.g., type of instruction, student learning objectives/outcomes, standards) and address differentiation based on the assets/needs/characteristics (e.g., cultures, languages, interests, (dis)abilities, sensory needs, communication needs, identities) of the student(s).*
    - X
- *Provide a rationale for how the **assessment**(s) align with all lesson plan elements (e.g., type of instruction, student learning objectives/outcomes, standards) and address the needs of the student(s) based on their assets and characteristics (e.g., cultures, languages, interests, (dis)abilities, sensory needs, communication needs, identities).*
    - X
- *Provide a rationale for how the **differentiation/adaptations/accommodations/modifications** align with all lesson plan elements (e.g., type of instruction, student learning objectives/outcomes, standards).*
    - X

Reflection on Instruction