Macro-Teaching Lesson:

Think-Pair-Share *Orpheus* Activity

Ryan Arciero

Mr. Clish

Instructional Strategies

11 April 2011

Macro-Teaching Lesson Plan: Think-Pair-Share *Orpheus* Activity

Teacher Name: Ryan Arciero

Date: 11 April 2011

Course: Instructional Strategies/Language Arts

Grade Level: Young Adults/7th Grade

Ability Level: Average/All ranges

1. Materials/Technology needed:
   1. Writing Utensils
   2. Writing Paper
   3. Worksheets
   4. Dry erase board/markers
2. State Standards (English/Language Arts):
   1. Read with understanding and fluency
   2. Read and understand literature representative of various societies, eras and ideas
   3. Write to communicate for a variety of purposes
   4. Listen and speak effectively in a variety of situations
   5. Use the language arts to acquire, assess, and communicate information
      1. Applications of Learning
      2. Solving Problems
      3. Communicating
      4. Using Technology
      5. Working in Teams
      6. Making Connections
3. Learning Objectives
   1. The students will be able to review and reflect on the *Orpheus* myth through reading and then verbal questions
   2. The students will be able to examine their comprehension of vocabulary words from the work through a visual presentation on the board
   3. The students will be able to reinforce their familiarity of the vocabulary terms and *Orpheus* myth through the use of a “think-pair-share” activity
4. Introductory Activity:
   1. I intend to introduce the mini-lesson and creatively grab the students’ attention by going over the agenda and learning objectives for the day with them. Afterward, I will hand out sheets and perform a class read-aloud of the short myth *Orpheus.*  After checking for understanding, I will further assess the students by asking basic comprehension questions of my own about the work. They will need to raise their hands to answer in response.This should take approximately 10 minutes.
   2. Here are a list of some of the questions I might ask the students about *Orpheus*:
      1. What is this story about?
      2. Who are the main characters?
      3. What was Orpheus’ great gift?
      4. How did Eurydice die?
      5. How did Hades respond to Orpheus’ request?
      6. What does Orpheus do wrong?
      7. Is there a resolution? What is it?
      8. How does the story end?
5. Instructional Procedures:
   1. Review of vocabulary terms (approximately 2-3 minutes): After the introductory activity is completed, I will lead the students into refreshing their knowledge of four important vocabulary terms from *Orpheus*—“inconsolable,” “ghastly,” “reluctance,” and “ascended.” By writing the words on the board and having the students write down the definitions on their handouts, they will hopefully have had enough review to truly learn the meanings of the terms.
   2. “Think-pair-share” activity (approximately 7-10 minutes): This final instructional procedure is a culminating in-class task intended to reinforce the students’ comprehension of the vocabulary terms in a creative and educational manner. I will first have the students refer to their respective questions on the board and individually think and jot down their responses to the questions. I will then have them join in partner pairs of whoever is sitting next to them. (Depending on the particular classroom arrangement, I may have them move their desks together). I will distribute a “think-pair-share” worksheet for each group to work on with the remaining time. After following the directions I explain, I will again refer to the board for the five questions that each group will have to answer.
      1. The students are to work on a “think-pair-share activity” to write a paragraph answering my provided questions with their partner.
      2. After briefly discussing their question and potential responses, one student in each pair will be designated as the “speaker” (to verbally voice the group’s thoughts) while the other will be the “writer” (and actually jot their answer down in the given space).
      3. I will remind the students that their paragraphs must be solid, detailed, and well-written; they must also use at least two of the vocabulary words we have gone over in their paragraph to prove to me they both understand the work and the uses of the vocabulary terms.
6. Closure Activity:
   1. I intend to close my mini-lesson by seeing how far students progressed with their “think-pair-share” activity. If any have not finished, I will let the class know that their “homework” is to complete the assignment at home and (as always) to read recreationally. Their “homework” will also be to prepare and then “share” their answers with the class the next day. I will also reexamine the learning objectives with the class one last time to see if it appears my goals were accomplished.
7. Assessments:
   1. As an assessment to determine if students achieved the desired outcome of the learning objectives (namely, knowing *Orpheus* and the vocabulary terms), I will perform a few final evaluations. Throughout the lesson, I will continually ask the students if they have any questions, confusions, or concerns. Since I will be asking for participation (such as raising their hands), I will be aware of who is grasping the content depending on their involvement and appropriate responses. While the students are working on their “think-pair-share” activity, I will also be moving around the room to assist as needed and evaluate their progress. I will further enable my students to feel that they have a self-assessing role by letting them know they should recheck their paragraphs for content and grammar if they finish early. (If this were a real class, perhaps the best way to assess my students would be by evaluating their projects after they present them the next day and then hand them in). If students accurately answer my verbal questions, compose their activities imaginatively and correctly, and demonstrate positive attention and reception to my lesson, I will know that my learning objectives were successfully accomplished.
8. Homework:
   1. The two “homework” assignments that I am giving to the students would be for them to finish their “think-pair-share” activities if they have not already done so, and also to read recreationally (which I will always have as “homework” on the board). I believe that finishing their mini-project is a fair task for homework because it is not overwhelming yet encourages students to work hard and try to work efficiently on their activity while in class so they have less to do at home. They will also have time to further prepare to “share” their responses to the class the following day. As an English teacher, I am a firm believer in always promoting reading, so I want to consistently have “reading” on the board to remind students to “crack open a book” and read whenever possible.
9. Adaptations or Accommodations needed:
   1. The time allotments of each of my activities may be made slightly shorter or longer, depending on the students’ ability to complete the task. Although I do not think it applies to this current class, I could of course provide extra resources, further prompts, or additional help to students with special needs or have other challenges. Again, for these students I will of course assist as needed, whether that means re-explaining the directions and objectives, showing samples as a model, or offering advice or starting points to help them begin writing. Lastly, if I were to have two English as a Second Language students in my class, I would make sure to continually repeat directions or what was being said in class, speak slowly and clearly, and assess their progress whenever possible. I would perhaps make it a point to ask them a question now and then to evaluate whether they fully understand the material and what is being required of them. When I form the groups for the “think-pair-share” activity, it might be a good idea to put my two English as a Second Language learners together so they will be able to work on the task on a similar comprehension level and at a parallel pace. I might further remind students that although I am looking for correct spelling and grammar, as long as they are creative, put forth effort into the assignment and follow directions, they will receive high marks.

Ryan Arciero

Teacher (Personal) Lesson Plan

1. Write Daily Agenda, Date, Learning Objectives, Homework (and questions) on the board
   1. Agenda
      1. Read *Orpheus: The Great Musician* together
      2. Discuss the story
      3. Examine four vocabulary terms from the myth
      4. Experience “think-pair-share” activity
   2. Date: 6 April 2011
   3. Learning Objectives:
      1. The students will be able to review and reflect on the *Orpheus* myth through reading and then verbal questions
      2. The students will be able to examine their comprehension of vocabulary words from the short story through a visual presentation on the board
      3. The students will be able to reinforce their familiarity of the vocabulary terms and *Orpheus* myth through the use of a “think-pair-share” activity
   4. Homework: Read and finish “think-pair-share” activities
2. Read *Orpheus: The Great Musician* as a class 5-6 minutes
   1. Ask or call on students to read a paragraph at a time
3. Review the short story through some specific questions 3-4 minutes
   1. Sample Orpheus questions
      1. What is this story about?
      2. Who are the main characters?
      3. What was Orpheus’ great gift?
      4. How did Eurydice die?
      5. How did Hades respond to Orpheus’ request?
      6. What does Orpheus do wrong?
      7. Is there a resolution? What is it?
      8. How does the story end?
4. Review Vocabulary 2-3 minutes
   1. Examine “inconsolable (broken-hearted), ghastly (horrible, ghost-like), reluctance” (unwillingness), and “ascended” (moved up) by writing the definitions on the board.
5. Hand out “Think-pair-share” worksheets, assign questions, and do activity 7-10 minutes
   1. Five Questions
      1. The myth of Orpheus helps define the Greek love for music. How did everyone respond to Orpheus’ music? Give specific examples.
      2. Describe Orpheus’ journey as he travels through the underworld. Who did he meet and what did he see? Give specific examples.
      3. Do you think that Hades’ reply to Orpheus was fair? What exactly did he say and how does it turn out?
      4. Why do you think Orpheus looked back? Would you have looked back so soon? What happens to Eurydice?
      5. The ending to Orpheus can be seen as both happy and sad. How do you feel that it ended? Do you think Orpheus and Eurydice are finally together in death?
   2. Be sure to use at least two vocabulary words in your answers
6. Closing
   1. Restate objectives
   2. Go over homework

Names:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

“Think-Pair-Share” Activity for *Orpheus*

Directions: You and your partner are going to be working on a paired activity about *Orpheus!* You will answer the question I provide for you—write it down in the first set of lines as I say it so you will remember. In the second set of lines, work with your partner to answer the questions and jot down your thoughts in solid, complete sentences. You should have at least one paragraph. Be sure to use at least two of the vocabulary words from the work. Good luck and have fun!

Question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My Thoughts and Answer to the Question (What I know and have learned is…): \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Orpheus and Eurydice- A Myth**

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| --- |
| This is the story of a godlike man, Of Orpheus the poet, who sang songs, Who, born of Thrace and who, by his own gifts, Could charm the hearts of Hades and his wife The cold Persephone, down past the Styx, Who did all this when he was still alive. So Orpheus, the son of that wise muse Of epic poetry became most praised Throughout his native land of Thrace, where soon He met the kind Eurydice, the nymph, Who, playing with her sisters in the trees, Was drawn to him by the musician's lyre. They fell in love and in their harmony Their happiness bloomed like a withy tree. Eurydice was dancing with her maids Out in the meadow, in the tall green grass, Rejoicing, for the day that soon arrived Would bring the lovely maiden greatest joy. And so the women, praying with their feet And smiling up off'rings to that god Who rules the morning with a shining face, By accident trod down upon a snake. And Orpheus's wife, Eurydice, Was bitten in her ankle—so she fell And died before her bright blue eyes could close.  Eurydice's companions called out loud With grief so **inconsolable** that words of their lament Reached up to Mount Olympus and the gods. And Orpheus, just risen with the sun, And hearing the laments, fled to the fields. But his own grief, seeing Eurydice, Was greater and more terrible than theirs. His voice, so often lined with beauty's grace, Could only croak the word: “Eurydice!” The name that would not be his lovely bride. Yet persistent he went into the Underworld And came upon that river called the Styx That, filled with hate, would only pass the dead. The singer then approached the ferryman But Charon, with a **ghastly** grin, would not Permit the poet passage cross the Styx— He needs a coin from every passenger. So Orpheus, the keeper of the lyre, Drew out his golden harp that shone like stars Despite the blackness of the Styx's depths, And with his voice and lyre, Orpheus Reduced Charon the ferryman, to tears. So he, so moved by Orpheus's love, Took him to Hades, cross the River Styx. That brave musician reached a palace wall. Inside he saw Persephone's great room  Where she and the tall Hades ruled their land. The two immortals stood with blackened eyes, So unrelenting to their people's pleas. But Orpheus knelt down onto his knees. With all his skill in music, and with love, He sang his sorrows and his hopes to see That lovely bride, his wife Eurydice, Who, taken by the dark king when too young Had not lived life and worse, had not known love. And Orpheus, by that same awesome force, Was there to bring her back into the sun, If only Hades would concede a chance. The singer broke his heart with his lament. His plea, made earnestly and with his love, And guided by his song and gifts from gods Left cold Persephone with eyes of tears.  Tall Hades, standing straight, said from above, “Oh Orpheus, you may retrieve your bride, But only given my conditions first. Your steps will guide your kind Eurydice, And bring her back into the upper world, But you, so occupied by hearing noise, May not look at her, only hear the sounds She makes as she ascends behind yourself. You'll take her blindly, hoping that your love Is great enough to bring you from this trial. But you may not look at Eurydice Until Apollo's rays shine on your hair.” So Orpheus, his lyre ready, turned. Persephone called kind Eurydice.  And thus the poet **ascended** on the way  And played his harp to lead him to the sun. Alas, when Orpheus and thus his bride Had almost reached the upper world at last, The great musician caught sight of the sky And turned too hastily around, to cry “Eurydice, I see Apollo's rays!” He had forgotten of dark Hades' words: “Until the rays shine down upon your hair” And sure enough, Eurydice's blond locks Were bathed in shadows, even as she fell Descending once again to Hades' realms.  The poet's **reluctance** was so great that when He stepped out to the sunlight, to the grass, To fields where honey bees were singing songs, To where the wars of heroes lasted long, To places filled with mystery and love, He could not even face the setting sun. His grief filled Orpheus and left him dry Of music, which could calm the furies strong. He lay beneath the blooming laurel tree, Still grieving for his love, Eurydice, When great Apollo, shining like the sun, Appeared to Orpheus and said to him,  “You, singer of the mountains and the sky, You, poet who is known throughout the land, You grieve without your love, and though you live, Your magic harp is silent, golden so. You have no use for it, so let me take Its shape and place it in the sky, So everyone, yes, even those who see Only the blackest night, the underworld, Can marvel at your lyre in their sight.” So great Apollo placed that golden harp Into the sky, proudly displaying love. And Orpheus, though now long dead and sent Down to tall Hades' realm to meet his wife Is able still to serenade the world. Eurydice and Orpheus are gone, But stars are always there to look upon. |