The Odyssey by Homer

Common Core Standards:
1. This unit is aligned with the Common Core Standards as written in the Standards for English Language Arts (Common Core Standards) found on http://www.teacherspayteachers.com/Common-Core-Standards-ELA


2. Once you have clicked on this Common Core button on the bottom right of the TpT Dashboard page, scroll down to: Grades 6-12 ELA, and click on the Anchor Standards. Focus on the grades 9-12 standards. Because this unit can be used by various grade level teachers, and because of the variety of reading, writing and speaking skills that can be demonstrated by students after they complete the handouts their teachers choose, I did not copy all of the goals here. I did plan the work included in these pages to fit these standards.

Level: Grade 7, 8, 9, 10

Time Frame: This unit will take 17 class periods if following a 90 minute block schedule, using 60-75 minutes per class for the literature discussion/study. If following a 55-minute daily schedule, and using 40-50 minutes a day for the discussion, this unit will take approximately 34 days.

Assessments:
- Lifemaps 100 points
- Chapter Worksheets 100 points
- Vocabulary 100 points
- Response logs 100 points
- Summary 50 points
- Quizzes 50 points*
- Essay 100 points
- Travel brochures 200 points
- Individual Epic Project 200 points
- Test 100 points

Answer Key: The Odyssey

The Odyssey Test
Short Answer: Answers will vary, but should show an understanding of the novel and must include specific details and examples from the book.

Teaching Notes:
- Ten handouts that follow Bloom’s Taxonomy and which can be used for class discussions are offered in this posting. Choose the one(s) that you feel meet the
needs of your students on the day(s) they will be the most beneficial. I copy them all before I begin the unit so I have them ready on a moment’s notice.

- *As for quizzes, I give two, one after Book 6 and the other after Book 15. I use the Ten Sentence Format handout (see p. 25) and choose a topic from the Books read up to that point that I want the students to discuss. Each quiz is 25 points.
- **Texts:**
  c. If time permits at the end of the unit study, show the George Clooney movie, *O Brother, Where Art Thou* (2000). Set in rural Mississippi in the 1930’s, it satirizes Homer’s epic, *The Odyssey*. PG13 rating. I have included a Book/Movie Comparison worksheet in this posting (see p.26).

**Day 1:**
1. Introduction to *The Odyssey*
   a. Lifemaps and Metaphor sentences: Using pictures and symbols, direct each student to draw a map of his/her life from birth to the present. (The teacher shares one for his/her life to role model what is to be done. I start with a basic building with a hospital sign and a comic bubble with the words, “It’s a Girl” and my birth date. To connect the important moments of my life, I draw books as footsteps between my pictures. I use books because they have been a major part of my life since I was four. Students are to use their creativity and imagination. **The criteria:** fill up a 18” x 24” piece of paper (Poster board is sturdier than construction paper), with at least 12 pictures, be creative and original. The map must be in color (any media; personal pictures or those copied from another source are okay). Example: A student who loved planes used airplanes between his pictures; a dancer used ballet slippers.
   b. Metaphor sentences (3 minimum): My life has been a_______________ because__________________.
   H: Complete lifemaps

**Day 2:**
1. Introduction to *The Odyssey*:
   a. Discuss the meaning of the word: *odyssey*.
   b. Students share lifemaps, their personal “odysseys.”
   c. Divide the Introductory material into 5 groups, four-five students per group. (See Introduction Worksheet). Groups share findings as the rest of the class take notes.

2. Explain Response logs: each day for the first ten minutes of class, students take notes on one of the teacher assigned topics from the handout, *Response Logs*. Each entry must be a minimum of 150 words and must include in the heading: student’s name, Book numbers, entry number and topic. Each student can get a *Response Logs* handout. At the beginning of each class, the teacher will choose the topic for that day. These are due the day of the test.
3. Review vocabulary words for the section.
   H: Read Books 1-4; work on vocabulary; complete *The Odyssey Worksheet.*
Day 3:
1. Response Log #1
2. Discuss Books 1-4
3. Each student becomes a character in the story. Vary student/character each day. When a question arises regarding that character, he/she responds with an explanation.
H: Read Books 5-6; work on vocabulary; complete *The Odyssey Worksheet*

Day 4:
1. Response Log #2
2. Discuss Books 5-6
3. Group charts: Create a timeline of events with notes on the characters.
H: Read Books 7-8; work on vocabulary; complete *The Odyssey Worksheet*

Day 5:
1. Response Log #3
2. Discuss Books 7-8
3. Work on timelines and character notes.
H: Read Book 9; complete *The Odyssey Worksheet*

Day 6:
1. Response Log #4
2. Discuss Book 9
3. Discuss how to write a summary (teachers use whatever writing text their district has chosen).
H: Assign 2 students to each Book (those that have already been read and discussed as well as those still to be read); each student writes his/her own summary of the Book. The summary can be no longer than one side of a sheet of paper. Remind them that this is not a review, but a summary… just the main facts. Read Books 10-12; complete *The Odyssey Worksheet*

Day 7:
1. Response Log #5
2. Discuss Books 10-12.
3. Work on timelines and character notes.
4. Work on summaries.
H: Read Books 13-15; complete *The Odyssey Worksheet*

Day 8:
1. Response Log #6
2. Discuss Books 13-15
3. Work on timelines and character notes.
4. Response Log #5
H: Read Books 16-18; complete *The Odyssey Worksheet*

Day 9:
1. Response Log #7
2. Discuss Books 16-18
3. Time lines and character notes
4. Students group together (3-5 students per group) and draw Freytag’s Pyramid on a large sheet of paper. They fill in the Exposition, Rising Action, Climax, Denouement and
Resolution after each day’s discussion. It is interesting to see how the charts differ, even though students were a part of each discussion

H: Read Books 19-20; complete *The Odyssey Worksheet*

**Day 10:**
1. Response Log #8.
2. Discuss Books 19-20
3. Sitcom/Short Story Web: Assign each student a major character and a different color crayon. Have each student write the name of his/her character in one of the four corners of a sheet of paper. As the characters interact, they are to draw lines connecting them. On every line, they are to write a word/phrase to show the connection. Did the plot involve everyone? Students can work on their webs after the discussions to promote listening and note-taking skills.

H. Read Books 21-22; complete *The Odyssey Worksheet*

**Day 11:**
1. Response Log #9
2. Discuss Books 21-22
3. Dramatizations: Students list all the issues and problems they see being raised in the novel, and then they select several they see as critical. Next, they design role-playing situations about them, either using the characters from the novel or creating new characters and settings.

H. Read Books 23-24; complete *The Odyssey Worksheet*

**Day 12:**
1. Discuss Books 23-24
2. Review for test: give each student the name of a person, place or event; he/she is the expert on explaining the person, place or event.

H: study for test; response logs, *The Odyssey* Worksheets and vocabulary sheets are due.

**Day 13:**
1. Test on *The Odyssey*
2. Explain essay assignment; students do prewriting.

H: Rough draft: essay

**Day 14:**
1. Peer critique essays
2. Present the Travel Brochure Project; students plan their brochures.

H: final draft: essay

**Day 15 & 16:**
1. **Essays Due**
2. Research in Media Center (library and computer lab) for Travel Brochure Project.

**Day 17:**
Present Projects
The Odyssey Response Logs

Requirements:

a. Head the paper with: Student’s name, Books read for homework, entry number and date.
b. Each entry must be a minimum of 150 words.

Topics:

1. Choose one of the events Homer depicts in these chapters, and discuss three different choices Odysseus could have made, and how each choice would have changed the outcome of the event.
2. How does Homer use Odysseus to criticize the world in which he (Homer) lives?
3. Write a letter to Odysseus discussing a decision he made. Explain whether you agree or disagree with his choices and explain your point(s).
4. Copy a sentence or two from this section that struck an emotional chord in you. Explain what this citation meant to you and why.
5. Compare a situation in the section read with a similar one that you experienced. How did your emotions effect your actions and reactions to the situation?
6. Choose a turning point for Odysseus, Penelope or Telemachus and show how this was the catalyst for change in the character’s beliefs or actions.
7. Discuss the climax of the book. When did it occur? What was the outcome?
8. Homer’s message: What universal point about life is Homer portraying through the characters and plot?
9. How does the setting/locale fit the characters and plot?
10. What societal, moral, religious and historical events form Odysseus’s personality?
What Do I Know? How Do I Know it?

Directions:
1. Think about what you know about: The Trojan War, Homer and his book, *The Odyssey*, Greek Mythology, Odysseus’s journey home and Epic stories. When you have finished thinking, individually jot down your thoughts on the top chart. Next, discuss these topics with your group and then complete the bottom table together. Each person must initialize the points he/she makes.

<table>
<thead>
<tr>
<th>What I Know 😊</th>
<th>What I Think I Know 😐</th>
<th>What I Want to Know 😕</th>
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2. When you have finished, discuss what you wrote with the rest of the group and then reach a consensus on three points for each of the following:

<table>
<thead>
<tr>
<th>What We Know 😊</th>
<th>What We Think We Know 😐</th>
<th>What We Want to Know 😕</th>
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The Odyssey Introduction Worksheet

Directions:

Group 1:
1. Who is the author of The Odyssey? When did he compose The Odyssey?
3. What is the setting of The Odyssey?
4. What is an epic? Define and give an example for each type.
5. How is The Iliad related to The Odyssey?

Group 2:
1. Who were the heroes in Homer’s day?
2. How was Odysseus a “hero in trouble”?
3. Where did Odysseus live?
4. Who were the hero’s wife and son?
5. How did the Greeks trick the Trojans with a wooden horse?

Group 3:
1. What is Telemachus searching for in The Odyssey?
2. What is Odysseus searching for?
3. What is a myth?
4. How did the ancient gods act as alter egos for the heroes?
5. In what ways did the gods impact the lives of the people?

Group 4:
1. What do we know about Homer?
2. Who were the Rhapsodes?
3. How were the epics presented?
4. Why did the early epics contain repetitions and formulas for certain descriptions?
5. What is a Homeric simile?

Group 5:
1. Describe the sights and sounds of a live performance of The Odyssey in ancient Greece.
2. Explain the difference between the Achaeans and the Argives.
3. Explain the important people and places in The Odyssey.
4. Find and print a map that depicts Odysseus’s journey.
5. What is the purpose of the Greek chorus?
What Kind of World Does the Author Create?

Part 1: Directions: Choose an adjective that describe the world that the Homer presents for the beginning, the middle and the end of the epic, and then give evidence for each one.

Beginning: Adjective ________________
Evidence (Include page numbers):
1.________________________________________________________________________
2.________________________________________________________________________
3.________________________________________________________________________

Middle: Adjective ________________
Evidence (Include page numbers):
1.________________________________________________________________________
2.________________________________________________________________________
3.________________________________________________________________________

End: Adjective ________________
Evidence (Include page numbers):
1.________________________________________________________________________
2.________________________________________________________________________
3.________________________________________________________________________
What Kind of World Does the Author Create?

Societal Values:
Part 2: Directions: Detail the world the author presents by giving examples for the following questions. Next, explain Odysseus’s acceptance level for these points.

What is held sacred?
1. ________________________________________________________________
2. ________________________________________________________________
   Odysseus’s level of acceptance: ________________________________

A. What is scorned?
1. ________________________________________________________________
2. ________________________________________________________________
   Odysseus’s level of acceptance: ________________________________

B. What are the main customs/traditions?
1. ________________________________________________________________
2. ________________________________________________________________
   Odysseus’s level of acceptance: ________________________________

C. What are the major beliefs?
1. ________________________________________________________________
2. ________________________________________________________________
   Odysseus’s level of acceptance: ________________________________

D. What are the expected behaviors?
1. ________________________________________________________________
2. ________________________________________________________________
   Odysseus’s level of acceptance: ________________________________

Part 3: Answer the following in complete sentences. Use the back of the paper.
How well does the protagonist fit into his/her world? Explain whether this person is content with his/her place in the society the author presents or not.
Name ________________________ Assignment _____________

*The Odyssey Worksheet*

Fill in the following chart after reading the assigned Books, with examples from those chapters. Be sure to state the Books read on the Assignment line at the top of the page.

**Characterization:** Give examples of the physical and personality traits of any characters mentioned. Be sure to include any thoughts and actions that help to reveal the characters.

**Setting:** Describe where the characters are, and how this place impacts the conflict.

**Point of View:** Whose viewpoints are revealed? How do you know this?
The Odyssey Worksheet

Name ________________________  Assignment _____________

Plot: List the main events in chronological order.

Literary Elements: Find and label examples of the following: Foreshadowing, symbol, irony, metaphor. Simile, or other. Be able to explain why you chose the label that you did. (Minimum of three)

Memorable Quotations (minimum of three)
Address the following:
   a. Who is speaking?
   b. To whom is this person speaking?
   c. How does this comment impact the characters and plot?
The Odyssey Vocabulary

Directions: define the words, giving the sentence where the word is used as well as the page number. Also, write an original sentence that shows the word’s meaning.

1. suffice ___________________________________________________________
   ____________________________________________________________________

1. maudlin________________________
   ____________________________________________________________________

2. convulsed __________________________________________________________________

4. shun ____________________________________________________________________

5. pliant _____________________________________________________________

6. tremulous __________________________________________________________

7. snuffle _____________________________________________________________

8. candor _______________________________________________________________

9. abominable ____________________________________________________________

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10. restitution ____________________________
   ____________________________
   ____________________________

11. courier ____________________________
   ____________________________
   ____________________________

12. disdainful ____________________________
   ____________________________
   ____________________________

13. wheedle ____________________________
   ____________________________
   ____________________________

14. stature ____________________________
   ____________________________
   ____________________________

15. arbiter ____________________________
   ____________________________
   ____________________________

**Literary Terms**: define each term (1 point) and give an example from the epic. Include page numbers (2 points).

1. Irony ____________________________
   ____________________________
   ____________________________

2. Foreshadowing ____________________________
   ____________________________
   ____________________________

3. Symbolism ____________________________
   ____________________________
   ____________________________

4. Metaphor ____________________________
   ____________________________
   ____________________________

5. Simile ____________________________
   ____________________________
   ____________________________

Name ____________________________ Date _______
Symbols
Super Symbolize Me!

Symbols surround us. They are objects or graphics that stand for an actual person, place, thing or abstraction. For each of the following symbols, name what it stands for. Also, list three adjectives that you associate with this symbol.

This represents: _____________________________________________.
Three Adjectives: _____________________________________________.

This represents: _____________________________________________.
Three Adjectives: _____________________________________________.

This represents: _____________________________________________.
Three Adjectives: _____________________________________________.

This represents: _____________________________________________.
Three Adjectives: _____________________________________________.

This represents: _____________________________________________.
Three Adjectives: _____________________________________________.
Symbols Hold the Key (1)

Symbols also occur in most creative works: Short stories, novels, poetry, music (lyrics and instrumentals), personal narratives, and art, to name just a few genres. They enhance a piece by taking it to a deeper level. Not everything in a work (an object, a season, the weather, a color, etc), is a Symbol. They should be well-thought out in order to tie together the story and the Theme, though, and not be interpreted by the reader, viewer or listener as an add-in at the last minute.

Here are some from novels:

- Ribbons
  - Vanity (Animal Farm)
  - (Othello)

- Violin
  - Beauty; defiance (Night)

- Handkerchief
  - Fidelity

- Geese

- Food

- Gold Candlesticks
  - Freedom
  - (One Flew Over the Cuckoo’s Nest)
  - Temptation
  - (The Odyssey)
  - Materialism
  - (The Crucible)

QUICK: Draw three well-known symbols, and explain what they stand for:

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
Name ______________________________ Period _______________ Date ______

Symbols Hold the Key (2)

NAME THAT SYMBOL: Here are a few for you to figure out.

Directions: On the spaces below each image, (1) name the symbol, (2) tell where/why it exists and (3) explain its meaning:

1. ___________  
2. ___________  
3. ___________

Symbol Search

That’s What it’s All About (Westlife)

“I know it’s all about you,  
It’s all about me,  
Working it out, yeah,  
That’s what it’s all about.”

Directions: Search your reading for Symbols. For each one that you find, complete the following:
1. Name the symbol (2 points).
2. Tell where/why it exists (3 points).
3. Explain its meaning (5 points).
EXTRA CREDIT (1 point: copied and pasted; 2 points; hand-drawn): copy and paste or draw a picture that illustrates the writer’s word picture.
Choose five characters from any books we have read this year. For each one, write a simile or metaphor, which compares the character to a quality of the food.

**Example:** Mike Winchell (*Friday Night Lights*) is a pretzel because he is tied up in knots about his quarterbacking abilities.

<table>
<thead>
<tr>
<th>Character/Book</th>
<th>Food</th>
<th>Simile/Metaphor</th>
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What’s in a THEME
A THEME by any other name…well, it sure wouldn’t be a THEME.

A THEME is a statement that the author makes about people and their interactions with others and the world. Although the author will reveal much about the characters including: what drives them, how they act and react with others, with their world and the type of world they inhabit, most of these beliefs form sub-themes. One major message will prevail. This is the THEME of the book. It must be written as a complete statement, not as a phrase. This theme shows the author’s purpose for writing the story.

Directions: Give examples for the following theme topics. Then, analyze all your answers and determine the message that the author is showing the readers. Write this in the space at the bottom of the page.

Theme Topics:
1. Choices in life
2. Coming of age
3. Conflict of cultures
4. The individual and society
5. Life and loss
6. Nature of evil
7. The power and pain of love
8. Triumph and defeat
9. Uses and abuses of power
10. Loss and Innocence

Notes:

Theme: ____________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Examples:
• The lack of communication can lead to tragedy.
• In war, everyone loses.
• If he chooses, man can overcome any hurdle or hardship.
• A person must stay true to himself.
Green Light! Red Light!

Reading and Responding

Directions: When I say, “Green Light,” start reading. When I say, “Red Light,” stop reading and write in the spaces below. Each time that you write, comment on the following issues in your writing:

- Who is doing what to whom? Why?
- What emotions are the characters revealing?
- Where is this scene taking place?

Round 1: Reading (5 minutes)

Book ________________________________ Pages Read __________

Round 1: Writing (5 minutes)

_______________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Round 2: Reading (5 minutes)

Book ________________________________ Pages Read __________

Round 2: Writing (5 minutes)

_______________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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Round 3: Reading (5 minutes)

Book _______________________ Pages Read __________

Round 3: Writing (5 minutes)

The End of the Road (for today)

Final Thoughts: Write down three conclusions that you have reached about the characters and conflict after today’s reading.

1. _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

2. _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

3. _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

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What’s the CONFLICT? (1)
People + Personal Motivations = Conflict

**Directions:** Choose which conflict(s) impact the main character’s life the most. Beside the picture, give three pieces of evidence that support the choice. Write N/A in the evidence space if this conflict does NOT occur in the story.

<table>
<thead>
<tr>
<th>Main Character (Protagonist):</th>
<th>Man vs. Man (Public domain, click to zoom in)</th>
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<td>Evidence:</td>
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Man vs. Society
(http://www.imdb.com/title/tt0094027/)

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<th>Evidence:</th>
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<th>Man vs. Self (Painting: Jean-Léon Gérôme (1824-1904) from Wikipedia (Public Domain)</th>
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### What’s the CONFLICT? (2)

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<tr>
<th>Main Character (Protagonist):</th>
<th><strong>Man vs. Nature</strong> (Fishermen at Sea (1796) by J.M.W. Turner)</th>
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<tbody>
<tr>
<td>Evidence:</td>
<td><img src="https://i.imgur.com/335x546.png" alt="Man vs. Nature" /></td>
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<tr>
<td></td>
<td><img src="https://i.imgur.com/335x440.png" alt="Fishermen at Sea" /></td>
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<th><strong>Man vs. Machine</strong> (siliconvalleywatcher.com)</th>
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<td>Evidence:</td>
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<th><strong>Man vs. Supernatural</strong> (photo: Public Domain / Karlhahn)</th>
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### Tell Us About it!

Distinguish which type of the six conflicts impacted the character the most for the following:
Justify your choice with information from the story.

1. Physically:____________________________________________________
2. Emotionally:_________________________________________________
3. Spiritually:_________________________________________________
4. Morally:_____________________________________________________

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Predicting Outcomes

Directions: As soon as you are aware of the conflict involving each of the characters listed below, but BEFORE you discover the resolution, predict the outcome of the situation.

<table>
<thead>
<tr>
<th>Conflict</th>
<th>Outcome/ Why?</th>
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<tbody>
<tr>
<td>Calypso</td>
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<tr>
<td>Nausicaa</td>
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<tr>
<td>Cicones</td>
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<td>Cyclops</td>
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<td>Sirens</td>
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<td>Scylla &amp; Charybdis</td>
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<tr>
<td>Suitors</td>
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Predict the Final Outcome:
How will Odysseus end up in the epic’s Resolution? Explain how you came to this decision. Write your answer in complete sentences.

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________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________

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The Odyssey Essay 100 points

Note: I adapted this idea from an article in the English Journal sometime in the mid nineteen nineties. I have since lost the article, but this topic never fails to cause the students to write heartfelt and well thought out pieces.

Topic: Where is your Ithaca? In other words, what is your biggest desire or goal at this point in your life. It can be something tangible or an emotional goal. Who is your helper, or your Athena? Who is your Poseidon, someone who hinders you from reaching your goal?

1. Pre-write: draw three columns on a sheet of notebook paper. In the middle state your Ithaca, or your dream. On the right, list the person who are most helps you to reach your goal, your Athena. In the left column, list your biggest hinderer, or your Poseidon. Under each name, leave space for the points you want to make in regard to each person. Remember, you can be your own helper or hinderer or both.
2. Rough Draft: following the Write Right guideline sheet, write a draft, making sure that you meet the criteria for the Introduction, Body and Concluding paragraphs.
3. Peer Critique: in class, have two students read your draft and fill out the critique sheets. Revise the final draft at home.
4. Final draft: follow the peer critique suggestions and revise your rough draft into your final draft.
The Odyssey Project  Travel Brochures  200 points

In pairs, students create a travel brochure for a specific area of the Mediterranean where Odysseus wandered. This pamphlet will be one that travel agents could have passed out during Odysseus’s time, not the present day. Be creative. Turn negatives into positives. Example: *During your stay, be sure to catch the exciting spectacle where Scylla tries to grab sailors from passing ships.* Each brochure must include the following:

1. Title page: include the name of your country or island; the name of your travel agency; Travel Agents (Be creative with the characters in the story), and the president of the agency.
2. Draw a map of your area, including cities, ports, mountains, rivers, tourist stops, etc.
3. Write a weather report for a typical day. Include seasonal temperature highs and lows, typical weather and the best season to visit.
4. List and describe Things To Do: recreational areas, i.e. *Cyclops Caverns*, athletic teams, the *Suitor Scorpions*, museums, art galleries, musical organizations, etc. Make these up, keeping in mind the topography of the land as well as the situations Odysseus encountered in/near your country.
5. Write a one-paragraph history of your area. Name any prime residential areas or famous people from this place as well as any important historical events that occurred there. Note: you can reference a history book for help.
7. Find photographs or draw pictures of architectural landmarks. Write a caption for each picture.
8. Make up places to stay, such as hotels, motels, inns or rooming houses. Rate them according to their accommodations and service. As with everything else in this project, name them according to people and places in *The Odyssey*.
9. Make up eating establishments. Follow the directions in #8.
10. Divide information into sections with headings for each section.

**Countries to include:** Greece, Turkey, Crete, Italy, Sardinia and Corsica.

We will be going to the library and computer lab for research on the days set on the agenda. Any other research you are to complete outside of class.

**Criteria for grading:** creativity, details, writing, artwork, completed all requirements and the professional look of the brochure. Each student will be graded using the rubric, and an average of the two scores will be the final grade for each member of the pair.

**Rubric:**

<table>
<thead>
<tr>
<th>10 points</th>
<th>9 points</th>
<th>8 points</th>
<th>7 points</th>
<th>6 points</th>
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<td>Creativity</td>
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<td>Depth of Details</td>
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<td>Writing Quality</td>
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<td>Professional product</td>
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Total points x 2 = ___/100  Individual Grade  Pair Grade ___/100  Final Grade ___/200
Projects: Individual Epic Project (200 points total)

1. Create a blog about this book. You must write five 300-400 word entries about any aspect of the book that you wish to discuss. Choose a template from one of the free sites listed below (or find your own free site). You do not have to publish your blog, but can if you want. Be creative! Have fun. This is your time to share whatever you want about the story, the characters, the author, the theme, etc.
http://www.wix.com/flash_websites/fish_templates;
http://templates.arcsin.se/category/website-templates/; http://www.blogspot-templates.org/

2. Illustrate each of the Odysseus’s adventures. Title each one. If art is your forte, draw your own (in color, please). If you are into graphic arts, use that medium. If neither of these options suits you, find pictures on the net that would suffice. BE SURE to include the title of the work and the artist (use MLA format) with each picture.

3. Find a poem that fits four of the adventurers (one for each card) that reveals the same theme as the card. Analyze how the poem shows this. Copy/paste the poem on a separate page and include it with your explanation. Illustrate each one with original pictures, photographs or graphics from the Internet. Put this together in a booklet format. Microsoft Office has free newsletter formats you could easily redesign (http://office.microsoft.com/en-us/?CTT=97). If you have Publisher, you can find a brochure template that would work for each one. In these latter two, you would just copy and paste your poem and analysis as well as the pictures.

4. Draw a mural portraying each major character as a building. Write an explanation detailing how you decided on the shape, size, material and other structural characteristics based on information from the novel.

5. Create a fake Twitter account for Odysseus (http://faketweetbuilder.com/). You must have 25 tweets (five generated by Odysseus, and the other 20 responses should be from characters in the epic). The tweets MUST refer directly to a character or plot point in the book. IMPORTANT: make sure that the tone of the responses and what the responders say could have been made by the character. Each tweet is worth five points: 3 for the direct reference, one for writing in the character’s voice, and one for creating the tone that character would present.

6. Create a fake Facebook page for one of the characters (http://www.myfakewall.com/). Refer to the separate detailed directions for what you must include.

7. Create a CD soundtrack for the book. Include a decorated cover that fits the theme and gives the novel title and author. Include all of the lyrics in the accompanying booklet. (All of this must fit into a CD case with the CD). You should have 12-16 songs. For each song, explain how the lyrics and music fit the event for which you chose it.

8. Create a web site that Odysseus might have made. The site: http://www.wix.com/ offers free templates. Include information on a minimum of four buttons, i.e. Home, About Me, My Adventures, Friends, My Philosophy of life, etc. Be sure to give attribution for any pictures/information not your own.

9. Create a graphic novel with Odysseus as a superhero. This must be 15 pages long and show the characters and plot in much detail. Be sure to follow the story chronologically. The reader must clearly be able to understand the Who, What, Where, When, Why and How. The following websites offer excellent directions:
http://www.wikihow.com/Create-a-Graphic-Novel
Project #6 Create a Facebook page Instructions: The Odyssey Facebook Project

The purpose of the project is to create a Facebook page on one of the characters from epic. Use this sheet to complete your research before you begin constructing the page and finding pictures. You may use Publisher, PowerPoint or any other program that you are familiar with. While you are working on your page, you may save it to your flash drive or your school drive. Upon completion of the page, please print out a copy in color. Obviously, you will use creative license to complete this project.

Create a Facebook page for a character from the novel using the following guidelines:
(point values are in the parentheses)

- Name of character at the top of the page
- 1 Profile Picture of this person (1)

Information Corner/Basic Information

- Birthday (2)
- Religion (2)
- Hometown (2)
- Career/Job (2)

Friends Corner:

- 10 pictures of people that are/would be friends with your figure or who are connected to your character. (20)

The Wall

- Write 6 significant facts on The Wall. These facts need to highlight important plot events that featured your character. Each comment must be about a separate event and include the date. The comment can be from your figure or from someone associated with your figure. (use the back of this sheet to write these) (30)

Personal Information: (At least 3 of each)

- Activities (3)
- Interests (3)
- Favorite Music (3)
- Favorite Movies (3)
- Favorite TV Shows (3)
- Favorite Books (3)

Contact Information: (You will need to make this up!)

- Address: (1)
- Phone Number: (1)
- Email address (1)

Five photos (15)

Above and Beyond (5)

Total: 100 points

Adapted from: http://www.whiteboardblog.co.uk/2011/02/fake-facebook-pages/

Note: the following rubric can be used with any of the projects.

GENERAL PROJECT RUBRIC

<table>
<thead>
<tr>
<th>Depth/detail of Information</th>
<th>90-100</th>
<th>80-89</th>
<th>70-79</th>
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<tbody>
<tr>
<td>Artistic Element</td>
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<td>Writing follows class criteria</td>
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<tr>
<td>Evidence of research or gathering of information</td>
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<td>Degree of Time and Effort and proofreading</td>
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Be creative! You may add Flairs, Quizzes, Icons – anything that will enhance your project.
Comparing Books and Movies

Pre-Movie Survey Sheet
After completing the book but before watching the movie, answer the following:
1. What specific scenes do you look forward to seeing in the movie?

2. What specific places and sights do you expect to see in the movie?

3. Where would be a good setting to film this movie?

4. If you were making this movie, what would be your opening scene? What would be your closing scene?

Complete the following after viewing the movie.
1. Similarities

2. Differences

3. Compare/contrast three of the characters in the book to their movie counterparts.

4. In what ways was the book better?

5. In what ways was the movie better?
Ten Sentence Quiz Format

25 points

Topic __________________________________________________________________

Thesis statement ____________________________________________________________ (5)

Main Idea 1 ____________________________________________________________________________________________ (3)

Supporting Detail #1 w/example__________________________________________________________ (3)

Main Idea 2 ____________________________________________________________________________________________ (3)

Supporting Detail #2 w/example__________________________________________________________ (3)

Main Idea 3 ____________________________________________________________________________________________ (3)

Supporting Detail #3 w/ example__________________________________________________________ (3)

Concluding Statement ________________________________________________________________ (5)
Test

The Odyssey

100 pts.

Directions: In the spaces provided, mark each true statement T and each false statement F. (2 points each)

___1. Zeus sends Hermes to secure Odysseus's release.
___2. Odysseus pines for his home and family.
___3. Odysseus and his men escape by clinging to the bellies of the monster's sheep.
___4. Poseidon is the father of Polyphemus and therefore the enemy of Odysseus.
___5. Circe warns Odysseus that the Sirens' voices are irresistible.
___6. Scylla is a huge dog that lives on the cliffs.
___7. Scylla eats six men from every ship that passes by.
___8. Charybdis is a wild fig tree that snares men in its branches.
___9. When Penelope asks for proof, Odysseus describes his clothing and brooch.
___10. Eurycleia recognizes Odysseus by a scar on his leg.

Directions: place the letter of the best answer in the space provided. (2 points)

___11. The Odyssey has served as the basic model for which one of the following types of epics?
   a. The coming-of-age epic
   b. The war epic
   c. The epic of the broken heart
   d. The epic of the long journey

___12. Homer uses an epic simile comparing Hermes' journey with
   a. A bird in flight
   b. A gull catching fish
   c. The whitecaps cresting the waves
   d. A fisherman with his nets

___13. Odysseus is first seen looking out to sea and weeping. Why is this scene ironic?
   a. He is widely known as a courageous man of action
   b. He has good reason to weep
   c. He should be enjoying his stay with Calypso
   d. Athena is helping him

___14. Which of the following metaphors does Homer use to describe Odysseus after he has taken his bath?
   a. a sea creature
   b. a craftsman
   c. a work of art made of gold and silver
   d. a golden flask

___15. When Odysseus narrates portions of his journey, the point of view shifts to
   a. first-person narration
   b. third-person narration
   c. third-person omniscient
   d. second-person omniscient

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16. Circe turns Odysseus's men into
   a. wild animals
   b. cloth
   c. nuts and berries
   d. pigs

17. When Odysseus meets the ghost of his mother, he
   a. faints
   b. kneels
   c. tries to embrace her
   d. cries

18. Scylla and Charybdis are often referred to as a metaphor for any difficult choice. The alternatives faced by Odysseus are difficult because of
   a. high stakes
   b. insufficient information
   c. a "can't win" situation
   d. the necessity for great skill

19. A class of society introduced by Homer as an important character in the epic was the
   a. servant class
   b. church
   c. merchant class
   d. nobility

20. We are led to believe that Odysseus withholds his identity from Eumaeus because of
   a. a lack of trust in his old servant
   b. shyness after his long absence
   c. weariness after his many ordeals
   d. concern that Eumaeus, overjoyed to see his old master, might reveal his identity

21. Which of the following is Odysseus using when he says that his tunic fit "like dry onion skin"?
   a. simile
   b. metaphor
   c. characterization
   d. symbolism

22. Lines 1652-53 "...on her shoulder hung/the quiver spiked with coughing death" foreshadow future events by suggesting
   a. Odysseus's brave deeds
   b. Odysseus's lost companions
   c. the fate of the suitors
   d. Penelope's test
23. Who does Penelope expect to win the contest?
   a. Antinous
   b. the beggar
   c. Odysseus
   d. no one

24. Odysseus questions the swineherd and cowherd because he wants to test their
   a. skill as fighters
   b. loyalty to him
   c. patriotism
   d. ability to recognize him

25. The clap of thunder when Odysseus strings the bow indicates that
   a. Zeus had helped Odysseus
   b. Athena is watching over him
   c. Zeus blesses his endeavors
   d. Zeus is angry with the suitors

26. The scene in which Odysseus kills Penelope's suitors precipitates the epic's
   a. final complication
   b. climax
   c. resolution
   d. theme

27. To describe Antinous's fatal wound, Homer wrote "...Like pipes his nostril
    jetted/crimson runnels, a river of mortal red..." This line contains
   a. metaphor
   b. simile
   c. both metaphor and simile

28. Which one of the following qualities does Penelope embody, especially in the
    reunion scene?
   a. kindness
   b. humor
   c. faithfulness
   d. pride

29. Penelope's final test to prove her husband's identity is to
   a. order their bed moved
   b. request a bath be prepared
   c. change her gown
   d. call on the gods for help

30. Homer brings the Odyssey to an end by giving the final words to
   a. the humans
   b. the gods
   c. the dead
   d. nature
There are three major themes, or central ideas, of *The Odyssey*:

a. A boy must struggle to become a man.
b. A soldier must struggle to return home after a war.
c. A king must struggle to reclaim his kingdom.

**Directions**: On the blanks provided, write the letter of the appropriate theme for each of the following incidents from *The Odyssey*. (For example, an incident revealing that a boy must struggle to become a man would be labeled a, etc.)

____31. Telemachus voyages to talk to Nestor and Menelaus.
____32. Odysseus has his men tie him to the mast so he can listen safely to the Sirens.
____33. Odysseus easily strings the bow the suitors could not.
____34. Odysseus promises rewards to his servants for helping him.
____35. Penelope tests Odysseus before welcoming him back.

**Directions**: for each word, place the letter of the best answer in the space provided.

____36. To suffice
   a. an acceptable excuse
   b. to avoid
   c. to persuade by flattering
   d. to be enough
____37. Maudlin
   a. easily bent
   b. tearfully sentimental
   c. a messenger
   d. scornful
____38. Convulsed
   a. to breathe nosily
   b. persuaded by flattery
   c. shaken or agitated with violent movements
   d. trembling; quivering
____39. To shun
   a. to avoid
   b. to persuade by flattering
   c. to breathe nosily
   d. to pause
____40. Pliant
   a. shaken/agitated
   b. to be enough
   c. easily bent
   d. height
____41. Tremulous
   a. pausing
b. trembling; quivering
c. breathing nosily
d. avoiding

42. To snuffle
a. to sob
b. to defend
c. to pause
d. breathe nosily

43. Candor
a. total honesty
b. hateful
c. pausing
d. breathing nosily

44. Abominable
a. hateful
b. easily bent
c. a defense
d. height

45. Restitution
a. filled with contempt
b. an acceptable excuse
c. repayment for loss or damages
d. a messenger

46. Courier
a. a messenger
b. a persuader
c. a person selected to settle a dispute
d. a tamperer

47. Disdainful
a. scornful; filled with contempt
b. foolishly sentimental
c. dishonest
d. avoidable

48. To wheedle
a. to be persuaded by flattery/coaxing
b. to scorn
c. to avoid
d. to weave on a loom

49. Stature
a. breath
b. messenger
c. height
d. defense

50. Arbiter
a. a flatterer
b. a person selected to settle a dispute
c. a hater of mankind
d. a lawyer

**Directions:** write a ONE PARAGRAPH explanation for each of the following topics. Each paragraph must contain: a Thesis Statement, three supporting sentences, each with specific details, examples or explanations, and a concluding sentence.

1. How is the theme: A king struggles to reclaim his kingdom developed in *The Odyssey*?

2. Explain how the portrayal of Penelope, and the suitors’ treatment of Odysseus the beggar go against the values of ancient Greece that were revealed in the story.

3. How does Odysseus show his cleverness and wit in the episodes with the Cyclops, Scylla, Charybdis and Penelope?

4. As an epic hero, is Odysseus admirable or not in his dealings with Calypso, Princess Nausicaa and the suitors?
5. Explain if The Odyssey is comparable to the this century. Consider what it says about the values of courage, trust, discipline, home and family, obedience to a divine world, and respect for all classes of people.