## Unit Plan for *The Odyssey*

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<tr>
<th></th>
<th><strong>Unit Title:</strong> Homer’s <em>The Odyssey</em></th>
<th><strong>Lesson Sequence:</strong> Beginning of 2&lt;sup&gt;nd&lt;/sup&gt; 6 Weeks</th>
</tr>
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<tbody>
<tr>
<td><strong>Subject/Topic Area:</strong></td>
<td>English</td>
<td><strong>Grade Level:</strong> 9&lt;sup&gt;th&lt;/sup&gt; Grade</td>
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<tr>
<td><strong>Key Vocabulary/Phrases:</strong></td>
<td>Plot, Character, Epic, Poetry, Prose, Conflict, Allusion, Alliteration, Consonance, Assonance, Allusion, Imagery, Metaphor, Simile, Onomatopoeia, Personification</td>
<td><strong>Unit Designer:</strong> Bethann Rhinehalt</td>
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<td><strong>Time Frame:</strong></td>
<td>15 days</td>
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### 2 Unit Goal(s): Students will read and understand *The Odyssey* and be able to apply poetry terms and devices to the epic poem. Students will be able to demonstrate the use of poetic devices and identify them in the poem. Students will be able to describe the elements of an epic poem and epic hero.

### 3 Content Standard:

1.02 – Students will respond reflectively to a variety of expressive texts.

1.03 – Students will demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus.

5.01 – Students will read and analyze various literary works.

5.02 – Students will demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of genres.

6.01 – Students will demonstrate an understanding of conventional written and spoken expression.

### 4 Activities and Proven Teaching Methods:

Students will use a variety of thinking maps in their study of *The Odyssey*. They will use ven diagrams to compare/contrast concepts, a flow map to understand the plot of the poem, and circle maps to help develop their understanding of the poetry vocabulary.

### 5 Assessment/Data Analysis: Students will take a quiz at the beginning of the unit on the poetry terms. If the quizzes show that they do not understand the terms, then we will spend more time looking at examples and understating the literary elements. Students will take one quiz on the film “Jason and the Argonauts” that will discuss epic hero to show their understanding an epic hero. Again, if the quiz shows that students to not grasp the concept or epic or epic hero, then we will spend more time on the topic. Students will create a flow map of the epic while we are reading to show their understanding of the plot and incorporate elements of an epic. The will be completing their projects in class which will allow the teacher to clarify and guide the students through the plot. At the end of the unit, students will take a comprehensive test.

### 6 Re-teaching/Enrichment: If students need additional help with the concepts in the unit, they may come after school to receive assistance at any time. To extend learning for students, additional requirements may be added onto their assignments in order to expand their thinking.
## The Odyssey Unit Plan

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<tr>
<th>Day 1</th>
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<tr>
<td>Odyssey Anticipation Guide</td>
<td>Parts of Speech Sentence Strip Activity</td>
<td>Watch “Jason and the Argonauts”</td>
<td>Watch “Jason and the Argonauts”</td>
<td>Watch “Jason and the Argonauts”</td>
</tr>
<tr>
<td>Class Discussion using Guide</td>
<td>View the end of “Helen of Troy” (parts about the Trojan War)</td>
<td>Discussion on Epic Hero and the traits of a hero in relation to “Jason and the Argonauts”</td>
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<td>Discussion on Epic Hero and the traits of a hero in relation to “Jason and the Argonauts”</td>
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<tr>
<td>Grammar – S/V Agreement</td>
<td>Grammar</td>
<td>Grammar</td>
<td>Grammar</td>
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<tr>
<td>Student groups complete Poetry Vocabulary Activity</td>
<td>Begin reading The Odyssey</td>
<td>Read The Odyssey</td>
<td>Read The Odyssey</td>
<td>Read The Odyssey</td>
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<tr>
<td>Student groups present their words to the class.</td>
<td>Students will create a flow map of the events in the poem and find examples of their terms in the poem.</td>
<td>Work on flow maps</td>
<td>Work on flow maps</td>
<td>Work on flow maps</td>
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<tr>
<td>Journal – If you could go on a journey, where would you go? What would be your purpose?</td>
<td>Journal – How do you think the film will be different? The same?</td>
<td>Journal – Write three questions you have about The Odyssey.</td>
<td>Journal – Assign friends to The Odyssey movie parts. Explain why.</td>
<td>Journal – Free Write</td>
</tr>
<tr>
<td>Grammar</td>
<td>“The Odyssey” film</td>
<td>Grammar</td>
<td>Grammar</td>
<td>Grammar</td>
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<tr>
<td>Read The Odyssey</td>
<td>Students create a venn diagram comparing the film or the text.</td>
<td>Finish watching “The Odyssey”</td>
<td>Review for Test</td>
<td>Review for Test</td>
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<tr>
<td>Finish flow maps.</td>
<td></td>
<td>Students complete their venn diagrams.</td>
<td>The Odyssey Jeopardy</td>
<td>The Odyssey Jeopardy</td>
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<td>Study guide</td>
<td>Study guide</td>
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LEsson Plan  Odyssey  Course: English 9  Teacher: B. Rhinehalt  Date: Day 1

Objectives:
5.02 Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of genres.
6.01 Demonstrate an understanding of conventional written and spoken expression.

Students will be introduced to themes within The Odyssey, learn about what happened before The Odyssey, and review parts of speech.

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<thead>
<tr>
<th>F&amp;R</th>
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<th>Activities</th>
<th>Materials and Supplies</th>
<th>Time</th>
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<tbody>
<tr>
<td>X</td>
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<td>Bell Work - Journal (4-5 sentences) Write about a time when someone told you not to do something, but you did it anyway. Explain what happened.</td>
<td>Activinspire Notebooks</td>
<td>20</td>
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<tr>
<td></td>
<td>X</td>
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<td>Grammar - Students will write three sentences about school. They will then switch with a partner and label the parts of speech of each sentence.</td>
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<td>Teacher will briefly introduce The Odyssey as the next text that will be studied. Teacher will then explain the anticipation guide that students will complete independently. Students will complete the anticipation guide. When finished and waiting for others to finish, students may complete the back of the handout to test their mythology IQ.</td>
<td>Handout</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>X</td>
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<td>Class will discuss 7-10 of the statements on the anticipation guide by allowing certain students choose which statement they would like to discuss.</td>
<td>Oral Responses</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>X</td>
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<td>Students will view the end of &quot;Helen of Troy&quot; that shows the events that occurred during the trojan war.</td>
<td>Video</td>
<td>20</td>
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<tr>
<td></td>
<td>X</td>
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<td>Students will review the main idea presented in the lesson. Questions: What do you think will happen in The Odyssey? Based on what we talked about today, what are some themes that may be in The Odyssey? Homework - Students will complete the &quot;What Would You Do&quot; handout.</td>
<td>Oral Responses  Handout</td>
<td>5</td>
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</tbody>
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F&R = Focus and Review  TI = Teacher Input  GP = Guided Practice  IP = Independent Practice  C = Closure
The Odyssey
Anticipation Guide

Directions: Rate the following statements on a scale from 1-6. Keep these ratings in mind as you read the Odyssey and consider whether Homer and various characters in this poem feel the same way you do.

1--------2--------3--------4--------5--------6
agree strongly disagree strongly

Rating

1. There's no place like home.
2. Half the fun of going someplace is in getting there.
3. Revenge is sweet.
4. Winning isn't everything; it's how you play the game that counts.
5. Hell hath no fury like a woman scorned.
6. All's fair in love and war.
7. A man's home is his castle.
8. The ends justify the means.
9. Saving face is important to me.
10. What goes around comes around.
11. Good people usually get the reward they deserve.
12. Life is hard.
13. Real men don't show their sensitive side.
14. Absence makes the heart grow fonder.
15. A friend in need is a friend indeed.
16. Most people who give gifts, want something in return.
17. You should be willing to die for your country.
18. If mothers and wives were in charge, there would be no war.
19. You should express your anger.
20. I'd rather be a live coward than a dead hero.
21. Only the good die young.
22. You shouldn't indulge freeloaders.
23. Sometimes, a little deceit is necessary.
24. There's a lot of truth in many superstitions.
25. You should take care of yourself and your family first, then worry about the rest of the world.
Your Mythology IQ

From the myths and fairy tales you have read, the stories you’ve heard and the cartoons you’ve watched you have probably picked up a lot of information about Greek gods and goddesses. Several gods and goddesses make an appearance in The Odyssey. Some of these didn't acquire the reputation you may know about until people after Homer told stories about them. (For instance, Achilles didn't have his problematic heel in The Odyssey.)

Match each of the names on the left with the description you think fits best.

____ 1. Zeus  
____ 2. Amphitrite  
____ 3. Apollo  
____ 4. Poseidon  

poetry  
____ 5. Ares  
____ 6. Aphrodite  
____ 7. Artemis  
____ 8. Hermès  
____ 9. Athena  
____ 10. Hephaestus  
____ 11. Helios  

dead  
____ 12. Persephone

Scoring

9-12 Wow! You’re an expert.
6-9 Excellent, but a little shaky.
Less than 6 You are about to make a number of new acquaintances in high places.
What Would You Do?

Directions: In order to better understand some of the situations that characters in *The Odyssey* will have to face, take a look at the following situations and decide what you would choose to do if they happened to you. Write 3-4 complete sentences for each situation.

1) You have been shipwrecked on an island. You meet a god/goddess who falls in love with you and wants you to stay with them forever. In return they will make you immortal. However, all you really want to do is get home and be with your family. What would you choose? Why?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2) Your husband/wife went off to war with a group of people, many of whom returned ten years later. Years go by and your husband/wife still hasn’t returned. A group of men/women, who all assume your husband/wife must be dead, start courting you, and have proposed. You can’t support yourself and your son on your own, but you haven’t given up hope that your husband/wife is still alive and will return. What do you do?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
3) You are a young adult who lives with his mother. Your father has been presumed dead. A large group of men have come courting for your mother, who doesn’t want to believe her husband is dead. Since she refuses to pick one of them, they stay at your house, eating you out of house and home. They are loud and rude to you. You want to get rid of them, but there is only one of you, and dozens of them. What can you do?

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________
**LESSON PLAN**

**Course:** English 9  
**Teacher:** B. Rhinehalt  
**Date:** Day 2

**Objectives:** 6.01 Students will demonstrate an understanding of conventional written and spoken expression. Students will discuss epic and epic hero and demonstrate knowledge of the parts of speech through an activity.

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<th>Activities</th>
<th>Materials and Supplies</th>
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<td>Bell Work - Journal (4-5 sentences) What makes a hero? What are four qualities a hero must possess? =</td>
<td>Activinspire  Notebooks</td>
<td>10</td>
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<td></td>
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<td>Teacher will give presentation on epic hero and epic while students take notes. Class will discuss examples of heros throughout the presentation.</td>
<td>Activinspire  Notesbooks</td>
<td>35</td>
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<td>Students will review parts of speech using activinspire interactive presentation.</td>
<td>Activinspire</td>
<td>15</td>
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<td>Students will work in pairs to complete the parts of speech activity. Each pair will be given a group of words that have been cut out from a sentence strip. The group will have to put the sentence in the correct order and label each part of speech on their own paper. The group that finishes first will then put their sentences on the board. One person from each group will read their sentence and explain the parts of speech that the labeled. The class will then check the groups answers.</td>
<td>Sentence Strips</td>
<td>25</td>
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<td>Teacher will review main idea presented in lesson. Questions: What kinds of characteristics to heroes have? Give an example of someone who is a hero to you and how they fit what we discussed today.</td>
<td>Oral Review</td>
<td>5</td>
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Ti = Teacher Input  
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Epic

What is an Epic?
- A long story in poem form.
- An epic has a hero.
- The epic is the story of the hero’s travels and his fights with monsters.

Bell Work
Journal (4–5 sentences)
- What makes a hero? What are four qualities a hero must possess?

Epic Continued…
- Epics were originally sung, often to a harp.
- Epics contain information about the culture that created them. Religion, dress, homes, weapons and war, roles of men and women, values and moral standards.
- Epics contain clues to what the people who created them feared or did not understand: natural disasters, death, heavens, storms etc.
What do they all have in common?

Traits of an epic hero

- Has "larger than life" qualities, possibly supernatural powers.
- Is a natural leader of men.
- Is appealing to the opposite sex but rarely has an extended relationship.
TRAITS OF AN EPIC HERO

- Defeats monsters (bad guys) and/or fights gods
- Often stands alone in battle.
- Beowulf fights big battles alone.

TRAITS OF AN EPIC HERO

- Has “good” on his or her side.
- (Ares the God of War rode alongside the Trojans aiding them in war.)
- Is smarter than everyone else, generally a problem solver.
- Odysseus tricks the Trojans by hiding inside a “gift horse” and surprising them.
TRAILS OF AN EPIC HERO

- Has a weakness that often destroys him or her or leads to death.
- Achilles was shot and killed in his vulnerable heel that was not dipped in the river Styx.

TRAILS OF AN EPIC HERO

- Makes long journeys, always on the move, travels to find adventure.
- Indiana Jones travels the globe in search of artifacts and adventure.

TRAILS OF AN EPIC HERO

- A Skilled Fighter
Parts of Speech Review
<table>
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<th>Role</th>
<th>Example</th>
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<tr>
<td>Names general items</td>
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<tr>
<td>used to exclaim, protest, or command</td>
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<tr>
<td>takes the place of a noun</td>
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<tr>
<td>modifies an adjective or verb</td>
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<td>shows a relation between a noun and another word</td>
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<tr>
<td>names specific things</td>
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<td>word that joins two sentences</td>
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<td>most show action, some show being</td>
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<td>words that express a quality of a thing</td>
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<td>pronoun</td>
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<td>adverb</td>
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<td>common noun</td>
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<td>adjective</td>
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<td>interjections</td>
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<td>preposition</td>
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<td>proper noun</td>
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<td>conjunction</td>
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<td>verb</td>
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</table>
Make a Sentence!

The black cat looked out the window.
Lable the parts of speech.

The black cat looked out the window.

common noun    preposition    adjective    conjunction    interjection
proper noun    adverb    pronoun    verb
The dangerous convict, young and quick, narrowly escaped through the window.

Mya Long bought the shoes after she fought with her mother.

Ty wanted to attend the game, but didn’t do her homework.

After the movie, John and his girlfriend went to the mall.

The little cat quickly ran outside when the door was open.

After the game, the players celebrated by going out for pizza.

Ana carefully drove down the street, but missed the stop sign.

Two dogs were outside my house and I fed them spaghetti.

The wild hot, fat and smelly, quickly ran through my kitchen.
LESSON PLAN

The Odyssey
Course: English 9
Teacher: B. Rhinehalt
Date: Day 3

Objectives:
1. Students will demonstrate the ability to read, listen, and view a variety of increasingly complex preprint and non-print expressive texts appropriate to grade level and course literary focus.
6.01 Students will demonstrate an understanding of conventional written and spoken expression.

Students will apply their knowledge of epic and epic hero through viewing Jason and the Argonauts.

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<tr>
<td>☒</td>
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<td></td>
<td>Bell Work - Journal (4-5 sentences) Who is your hero?</td>
<td>Activinspire Notebooks</td>
<td>15</td>
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<td>Grammar - Introduction to Subject/Verb agreement Students will view brief powerpoint presentation and complete short activity.</td>
<td>Powerpoint</td>
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<td>Teacher will review epic hero and the traits of an epic.</td>
<td>Oral Review</td>
<td>10</td>
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<td>Students will write on a piece of paper the traits of an epic hero as they are being reviewed in class.</td>
<td>Notebooks</td>
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<td>Students will view the film Jason and the Argonauts. During the film, students will write down examples of how Jason demonstrates that he is an 'epic hero.'</td>
<td>Video/TV Notebooks</td>
<td>55</td>
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<td>☒</td>
<td>Teacher will ask students for examples of how Jason is a hero based on their notes and from what they have seen in the film.</td>
<td>Oral Review</td>
<td>5</td>
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</table>

F&R = Focus and Review  TI = Teacher Input  GP = Guided Practice  IP = Independent Practice  C = Closure
Day 1
What is subject verb agreement?

Subjects and Verbs Must Agree
• A singular subject needs a singular verb.
• A plural subject needs a plural verb.

Singular vs. Plural

Singular
The person waits.

Plural
The people wait.

Example Sentence
A good student knows the value of communication skills.
Subject-Verb Agreement

**Good students knows the value of communication skills.**

- An "s" ending on a verb usually indicates that it is singular.
- No "s" ending on a noun often indicates that it is singular.

Example Sentence

```
student knows
```

- subject = verb

Subject-Verb Disagreement

```
students knows
```

- subject ≠ verb

Choose the Correct Verb

1. Max (eat / eats) candy.
2. Bill and John (wash / washes) their cars.
3. Justin and Patrick (go / goes) to every game.
4. Jasmine and Niki (bring / brings) magazines to read while they are waiting to do laundry.
5. Every day one of the football players (fall / falls) down.
Objectives: 1.03 Students will demonstrate the ability to read, listen, and view a variety of increasingly complex preprint and non-print expressive texts appropriate to grade level and course literary focus. Students will apply their knowledge of epic and epic hero through viewing Jason and the Argonauts.

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<td>Bell Work - Journal (4-5 sentences) Predict what you think will happen to Jason.</td>
<td>Activinspire Notebooks</td>
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<td>Students will share a few examples from their papers yesterday in which they took notes on the epic hero traits that Jason portrays.</td>
<td>Notebooks</td>
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<td>Students will view the film Jason and the Argonauts. Students will continue to take notes on the epic hero qualities/examples in the film.</td>
<td>Video/TV Notebooks</td>
<td>55</td>
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<td>Teacher will ask students for examples of how Jason is a hero based on their notes and from what they have seen in the film.</td>
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Objectives: 1.03 Students will demonstrate the ability to read, listen, and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus. 5.01 Students will read and analyze various literary works. 6.01 Students will demonstrate an understanding of conventional written and spoken expression.

Students will compare/contrast poetry and prose, learn new vocabulary terms, and begin reading the introduction to The Odyssey.

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<td></td>
<td>Bell Work - Journal (4-5 sentences) Free Write Grammar - Sentence Corrections</td>
<td>Activinspire Notebooks</td>
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<td>Teacher will lead discussion between poetry and prose. During discussion, the class will create a venn diagram comparing and contrasting poetry and prose.</td>
<td>Activinspire</td>
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<td>Students will be divided into groups to create a cirle map of their two assigned vocabulary words. Each group will create a large poster of their words in order to present to the class the following day.</td>
<td>Activinspire Paper Markers</td>
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<td>Students will begin to read the introduction to The Odyssey on pg. 643.</td>
<td>Textbooks</td>
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<td>Teacher will review and sumarize the introduction to The Odyssey and inform the class where they will begin the following day.</td>
<td>Oral Review</td>
<td>5</td>
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</tbody>
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Bell Work

~Journal (4-5 sentences)

Free Write
Correct the following sentences. Write down the corrected version of the sentence.

1. although the panthers were expected to win they choked on sunday night
2. after my friends had gone inside i had to go home
3. the night before I was leaving for nc state I was so excited
4. that singer really knows how to sing the blues
5. I’m starting to miss the little things like my cat my house and my sister stephanie.
Today we are going to:

- Review Epic Hero
- Learn New Poetry Vocabulary
- Begin reading The Odyssey!!!
  (well...at least the intro)
Poetry Terms

Vocab Quiz Tuesday!!
Poetry

rhythmic, compressed language that uses figures of speech and imagery to appeal to the reader’s imagination and emotions.
Poetry vs. Prose

Poetry

Prose
Epic

Along narrative (story) poem that tells the deeds of a great hero who embodies the values of a particular society. Epics were usually based on oral traditions that had been passed down by story-tellers for generations.
In your groups, you will create a circle map for your words.

Group Zeus

Group Poseidon

Group Hermes

Group Athena

Group Helios
Circle Map Layout

- Term
- Illustration
- Dictionary Definition
- Examples (more than 1)
- Definition in Your Own Words
Here are your terms!

Group Zeus
  Alliteration
  Metaphor

Group Poseidon
  Onomatopoeia
  Alusion

Group Hermes
  Assonance
  Simile

Group Athena
  Imagery
  Symbol

Group Helios
  Consonance
  Personification
Great job!!

You will all share your terms with the class on Monday.

Now....please open your books to pg. 643
Use the following words to identify each example. They may be used more than once or not at all.


1. “Without wondering, why where words wasted”
2. "Fear knocked on the door. Faith answered. There was no one there.”
3. Life is like an onion.
4. The pleasant Prince pleaded for peace.
5. “From the rocks with a zoom!”
6. He is a couch potato.
7. Here is lots of new blue goo now.
8. The bee buzzed past my ear.
9. The car winked at me.
11. It is as cold as ice in this classroom.
12. “It feels rough yet gives off a welcoming warmth, and smells of sweet cinnamon”

13. Give three examples of a symbol and include what they symbolize.
Reading Quiz 1

1. Why is Poseidon angry with Odysseus? Explain.

2. Why does the goddess Athena want Zeus to send Hermes to Calypso?

3. What problems has Odysseus’ absence caused his wife and son?

4. Why does Telemachus go on a voyage?

5. **Think About It:** Zeus mentioned that Agamémnon had been murdered by Aigisthos. Why do you suppose Agamémnon was killed?
Multiple Choice (2 points each)

1. Which of the following statements best identifies the Odysseus we meet in the epic?
   A. He is the captain of a ruthless pirate fleet.
   B. He is an outcast leader and hates all human beings.
   C. He is the leader of a home-ward bound fleet
   D. He is the luckless son of Poseidon and a nymph.

2. “Helios, lord of high noon”, is an example of a
   A. Homeric simile
   B. Symbol
   C. Epithet
   D. Greek

3. The incidents and story of the Odyssey are based on
   A. Now-lost records
   B. Ancient history books
   C. Myth and oral tradition
   D. Homer’s Life

4. Anyone who eats the Lotus will
   A. Turn into swine
   B. Lose their hope for home
   C. Get really sick
   D. Become a God

5. Odysseus wants to kill Polyphemus right away but doesn't because
   A. He is a God and can not be killed
   B. Odysseus is afraid
   C. Polyphemus is protected by magic
   D. With him dead no one can move the large boulder

6. The Sirens could possibly represent
   A. Knowledge
   B. Ignorance
   C. Heroism
   D. Beauty

7. To delay the Suitors for three years Penelope
   A. Hides away
   B. Weaves and unweaves a loom
   C. Pretends to be sick
   D. Grieves for her self

8. When Syclla attacked and ate Odysseus’ men they
   A. Laughed at the monster
   B. Cut off her heads
   C. Called out Odysseus’ name
   D. Set her on fire
9. Odysseus’ ship is destroyed by
   A. Poseidon
   B. A bad storm
   C. Scylla
   D. Zeus

10. Who is the God or Goddess that helps Odysseus the most?
    A. Zeus
    B. Poseidon
    C. Aphrodite
    D. Athena

11. When Odysseus finds himself in great danger, he usually gets out of it by
    A. Striking out frantically
    B. Resourceful planning
    C. Praying to the Gods
    D. Relying on his bravest men

12. Circe’s final warning to Odysseus (which is ignored by his men) is not to
    A. Go near Scylla and Charybdis
    B. Go ashore again
    C. Offend the Sirens
    D. Harm the sun god’s cattle

13. Odysseus reveals his identity to his son
    A. In the presence of his two faithful servants
    B. When they are alone
    C. Against his better judgements
    D. Although Athena warned him not to

14. Odysseus does not reveal himself at first when he returns for what reason?
    A. He wishes to test his wife
    B. He wants to make careful plans
    C. He does not want to be humiliated
    D. He wants Penelope to see through his disguise

15. When his wife first meets him, as a beggar, she receives him with
    A. Reluctance and haste
    B. The hospitality due a stranger
    C. Tales of her ancestors
    D. Suspicion and trust

16. The Suitors are
    A. Nice men who are looking for shelter
    B. Sea nymphs
    C. Trying to obtain Odysseus’ kingdom
    D. Fierce warriors
**Identifying Characters** (2 points each)

17. The chief ruler of the gods, and someone who has punished Odysseus is ________?
18. Odysseus son, who helps him kill the Suitors is?
19. The goddess who possesses prophetic power and gives Odysseus important warnings is ________?
20. The god of the seas who delays Odysseus return home is ____________?
21. Who is Odysseus’ faithful wife?
22. Name Odysseus’ father.
23. The goddess who helps Odysseus by changing him into a beggar and godlike man is ________?
24. Odysseus’ homeland is ____________?
25. The sea nymph that held Odysseus for seven years is ____________?

--**A Homeric Simile** is an extended comparison of two actions or objects that develops mounting excitement and usually ends in a climax.

Explain what is being compared in the following quotes (10 points each):

26. “Think of a catch that fishermen haul into a half moon bay in a fine-meshed net from the whitecaps of the sea; how all are poured out on the sand, in throes for the salt sea, twitching their cold lives away in Helios’ fiery air; so lay the suitors heaped on one another.”
27. “Now from his breast into his eyes the ache of longing mounted, and he wept at last, his dear wife, clear and faithful, in his arms, longed for as the sunwarmed earth is longed for by a swimmer spent in rough water where his ship went down under Poseidon’s blows, gale winds and tons of sea.”

**True/False** (2 points each)

28. Odysseus’ native land is Troy.
29. Zeus is responsible for many of Odysseus’ troubles.
30. The lotus blossoms were like drugs and made the men forgetful
31. Only six men return to the ship after the encounter with the Cyclops
32. The Cyclops is a farmer
33. Odysseus offers the Cyclops wine and in return he says he won’t kill him.
34. Polyphemus was the name of Odysseus’ ship.
35. Scylla is a six-headed monster that ate Odysseus and his men.
36. Athena is the Goddess who helps Telemachus return to Ithaca.
37. When Odysseus returns to his native land, his faithful housekeeper, Eumaeus, recognizes him and greets him.
38. At Eumaeus’ hut Athena appears to all three men to explain her plan.
39. One of the themes of the Odyssey was a love for home.
40. Penelope tricked the suitors by weaving a bridal shawl each day then unraveling it at night.
41. Telemachus is overjoyed when he first meets his father.
42. Odysseus is turned into an old man by a goddess as a disguise.