**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period\_\_\_\_\_\_\_\_\_**

The Odyssey

 **“Now bring us a chair and spread it soft with fleece,**

**so our guest can sit and tell me his whole story**

**and hear me out as well.”** **Penelope**

**Overview:** The *Odyssey,* a sequel to *The* [*Iliad*](http://en.wikipedia.org/wiki/Iliad), ranks as one of the most important and most influential works in world literature in that it established literary standards and conventions that writers have imitated over the centuries, down to the present day. It also created [archetypes](http://www.cummingsstudyguides.net/xLitTerms.html#Literary Terms) that hundreds of great writers (including Vergil, Dante, Shakespeare, Stephen Crane, and James Joyce) alluded to when in need of an apt metaphor or simile. In addition, the *Odyssey* provided a mother lode of information about Greek customs and ideals and about Greek mythology. The *Odyssey* was a truly remarkable accomplishment. Even though its author had no similar literary model on which to base his work, he wrote a masterpiece that ranks with the greatest works of all time. No student of literature can ignore Homer. No writer's education is complete unless he or she has read Homer. In order to truly understand this extraordinary piece of literature, students will explore themes, literary terms, and aspects of plot through writing.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** **(Advanced)** | **3****(Proficient)** | **2****(Partially Proficient)** | **1****(Unsatisfactory)** |
| **Meaning of Words & Phrases** | Student CAN determine the literal meaning of COMPLEX unknown and multiple-meaning words and phrases. | Student CAN determine the literal meaning of unknown and multiple-meaning words and phrases. | Student can SOMETIMES determine the literal meaning of unknown and multiple-meaning words and phrases. | Student can RARELY/NEVER determine the literal meaning of unknown and multiple-meaning words and phrases. |
| **Reading Compre-hension** | Student is able to comprehend a text, citing SPECIFIC, LOGICAL text evidence to support HIGHER-LEVEL thinking. | Student is able to comprehend a text, citing SPECIFIC, LOGICAL text evidence to support thinking. | Student is SOMETIMES able to comprehend a text, and ATTEMPTS to cite specific, logical text evidence to support thinking. | Student is RARELY/NEVER able to comprehend a text, and CANNOT cite specific, logical text evidence to support thinking. |
| **Author’s Language** | Student can explain how an author’s word choice contributes to the tone of a passage, using HIGHER LEVEL THINKING | Student CAN explain how an author’s word choice contributes to the tone of a passage  | Student can SOMEWHAT explain how an author’s word choice contributes to the tone of a passage | Student CANNOT explain how an author’s word choice contributes to the tone of a passage, using  |
| **Part to Whole** | Student can explain how a part of a text contributes to the overall text, using HIGHER LEVEL THINKING. | Student CAN explain how a part of a text contributes to the overall text. | Student can SOMEWHAT explain how a part of a text contributes to the overall text. | Student CANNOT explain how a part of a text contributes to the overall text. |

**List of Characters and One Faithful Dog**

* **Odysseus** The central figure in the epic, he employs guile as well as courage to return to Ithaca, defeat the suitors, and resume his proper place as king
* **Penelope** Wife of Odysseus and mother of their son, Telemachus, she is shrewd and faithful in fending off the suitors
* **Telemachus** Son of Odysseus and Penelope, the prince struggles to gain his own maturity while attempting to deal with the problems of the palace
* **Laertes** Odysseus’ father, the old king lives humbly and in solitude on a small farm where he mourns the absence of his son; once reunited with Odysseus, he is restored to dignity
* **Anticleia** Odysseus’ mother, she dies grieving her son’s long absence and sees him only during his visit to the Land of the Dead
* **Eurycleia** Faithful old nurse to Odysseus (as well as Telemachus), she identifies her master when she recognizes an old scar on his leg
* **Eumaeus and Philoetius** Odysseus’ loyal swineherd and cowherd, they assist him in his return to Ithaca and stand with the king and prince against the suitors
* **Argos** Trained by Odysseus some twenty years before, the discarded old dog, dying on a dung heap, recognizes his master as Odysseus and Eumaeus approach the palace
* **Antinous and Eurymachus** The two leading suitors, they differ in that Antinous is more physically aggressive while Eurymachus is a smooth talker
* **Eupithes** Father of Antinous, he leads the suitors’ families and friends who seek revenge for the slaughter and is killed by Laertes
* **Melanthius and Melantho** Odysseus’ *disloyal* goatherd and an insolent palace maidservant, these two are representative of those who serve their master poorly, and each is rewarded with a grisly death
* **Agamemnon** King of Mycenae and commander of the Greek expedition to Troy, he was assassinated by his wife and her lover upon his return home. Homer frequently refers to him, comparing Penelope favorably to Agamemnon’s wife, Clytemnestra. Odysseus sees him in the Land of the Dead
* **Tiresias** The blind seer of Thebes, he meets Odysseus in the Land of the Dead, warns him of impending dangers, offers advice, and foretells a later quest and a long life
* **Alcinous** King of the Phaeacians, he encourages Odysseus to tell the story of his wanderings and helps the hero return to Ithaca
* **Nausicaa** Daughter of Alcinous and Queen Arete, she finds Odysseus when he washes ashore on Phaeacia and expresses an attraction toward him
* **Zeus** King of the gods, he is somewhat unpredictable but usually supports wayfaring suppliants, hospitality, and his daughter Athena in her concern for Odysseus
* **Athena** Sometimes called “Pallas Athena” or “Pallas,” she frequently intervenes on Odysseus’ or Telemachus’ behalf, often in disguise and sometimes as Mentor, the prince’s adviser
* **Polyphemus** Also known as “the Cyclops,” the one-eyed cannibal giant who traps Odysseus and a scouting party in his cave and is blinded when they escape
* **Poseidon** God of the sea and father of Polyphemus, he seeks revenge on Odysseus for blinding his son
* **Calypso** A goddess-nymph, she holds Odysseus captive for seven years, sleeping with him, hoping to marry him, and releasing him only at Zeus’ order
* **Circe** A goddess-enchantress who turns some of Odysseus’ crew into swine, she reverses the spell and becomes Odysseus’ lover for a year, advising him well when he departs
* **Aeolus** Master of the winds, he helps Odysseus get within viewing distance of Ithaca but later abandons the voyager, concluding that anyone so unlucky must be cursed

**Chapters 1-4**

**LT1: Comprehension**

|  |  |  |  |
| --- | --- | --- | --- |
| **Chapter** | **Important Events**List the 3 most important things that happened in the chapter(s) | **Image**Draw a picture to represent the plot of the chapter | **Question**Write one question you have after reading this chapter |
| **1** | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| **2** | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| **3** | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| **4** | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**Chapter 5**

**LT1: Comprehension**

|  |  |  |  |
| --- | --- | --- | --- |
| **Chapter** | **Important Events**List the 3 most important things that happened in the chapter(s) | **Image**Draw a picture to represent the plot of the chapter | **Question**Write one question you have after reading this chapter |
| **5** | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**LT2: Word Meanings**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Word** | **Part of Speech** | **Inferred Meaning** | **Text Evidence** **(Context Clues)** | **This shows that…because** |
| **exultant** |  |  |  |  |
| **heralded** |  |  |  |  |
| **dissuade** |  |  |  |  |

**Chapters 6-7**

**LT1: Comprehension**

|  |  |  |  |
| --- | --- | --- | --- |
| **Chapter** | **Important Events**List the 3 most important things that happened in the chapter(s) | **Image**Draw a picture to represent the plot of the chapter | **Question**Write one question you have after reading this chapter |
| **6** | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| **7** | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**LT2: Word Meanings**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Word** | **Part of Speech** | **Inferred Meaning** | **Text Evidence** **(Context Clues)** | **This shows that…because** |
| **subdued** |  |  |  |  |
| **imploringly** |  |  |  |  |
| **perpetual**  |  |  |  |  |

**LT3: Author’s Language**

**Passage:** “We sailed in silence over the desolate sea. It seemed that our journey had been doomed from the start, and now great Poseidon himself was against us. We had every reason to be subdued.”

|  |  |  |  |
| --- | --- | --- | --- |
| **Tone of Passage?** | **Words That Create This Tone** | **New Tone?**  | **Rewrite Passage With New Tone** |
|  |  |  |  |

**Chapters 8-9**

**LT1: Comprehension**

|  |  |  |  |
| --- | --- | --- | --- |
| **Chapter** | **Important Events**List the 3 most important things that happened in the chapter(s) | **Image**Draw a picture to represent the plot of the chapter | **Question**Write one question you have after reading this chapter |
| **8** | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| **9** | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**LT2: Word Meanings**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Word** | **Part of Speech** | **Inferred Meaning** | **Text Evidence** **(Context Clues)** | **This shows that…because** |
| **heady** |  |  |  |  |
| **unscathed** |  |  |  |  |
| **abated** |  |  |  |  |

**LT3: Author’s Language**

**Passage:** “Glistening in the sun, the deep blue rocks appear to float on the surface of the turquoise sea. The water is deep and mirror-smooth, and there is room between the rocks for easy navigation.”

|  |  |  |  |
| --- | --- | --- | --- |
| **Tone of Passage?** | **Words That Create This Tone** | **New Tone?**  | **Rewrite Passage With New Tone** |
|  |  |  |  |

**Chapters 10-11**

**LT1: Comprehension**

|  |  |  |  |
| --- | --- | --- | --- |
| **Chapter** | **Important Events**List the 3 most important things that happened in the chapter(s) | **Image**Draw a picture to represent the plot of the chapter | **Question**Write one question you have after reading this chapter |
| **10** | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| **11** | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**LT2: Word Meanings**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Word** | **Part of Speech** | **Inferred Meaning** | **Text Evidence** **(Context Clues)** | **This shows that…because** |
| **entranced** |  |  |  |  |
| **Dryads** |  |  |  |  |
| **scanty** |  |  |  |  |

**LT3: Author’s Language**

**Passage:** “Odysseus had finished, and silence fell over the hall. His tale had entranced the Phaeacians, and now, as his voice died away in the shadows, they remained lost in another world.”

|  |  |  |  |
| --- | --- | --- | --- |
| **Tone of Passage?** | **Words That Create This Tone** | **New Tone?**  | **Rewrite Passage With New Tone** |
|  |  |  |  |

**Chapters 12-14**

**LT1: Comprehension**

|  |  |  |  |
| --- | --- | --- | --- |
| **Chapter** | **Important Events**List the 3 most important things that happened in the chapter(s) | **Image**Draw a picture to represent the plot of the chapter | **Question**Write one question you have after reading this chapter |
| **12** | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| **13** | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| **14** | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**LT2: Word Meanings**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Word** | **Part of Speech** | **Inferred Meaning** | **Text Evidence** **(Context Clues)** | **This shows that…because** |
| **downcast** |  |  |  |  |
| **derision** |  |  |  |  |
| **contempt**  |  |  |  |  |

**LT3: Author’s Language**

**Passage:** “With those words, he threw his arms around Telemachus and held him close. Great sobs welled up from both men, and the father’s tears mingled with the son’s as they ran freely down their faces.”

|  |  |  |  |
| --- | --- | --- | --- |
| **Tone of Passage?** | **Words That Create This Tone** | **New Tone?**  | **Rewrite Passage With New Tone** |
|  |  |  |  |

**Chapters 15-17**

**LT1: Comprehension**

|  |  |  |  |
| --- | --- | --- | --- |
| **Chapter** | **Important Events**List the 3 most important things that happened in the chapter(s) | **Image**Draw a picture to represent the plot of the chapter | **Question**Write one question you have after reading this chapter |
| **15** | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| **16** | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| **17** | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**LT2: Word Meanings**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Word** | **Part of Speech** | **Inferred Meaning** | **Text Evidence** **(Context Clues)** | **This shows that…because** |
| **conferring** |  |  |  |  |
| **cronies** |  |  |  |  |
| **obstinate** |  |  |  |  |

**LT3: Author’s Language**

**Passage:** “The suitors rushed toward the threshold, swords drawn, with tables held in front of them to shield them against the rain of deadly arrows. They shouted and cursed to give themselves courage.”

|  |  |  |  |
| --- | --- | --- | --- |
| **Tone of Passage?** | **Words That Create This Tone** | **New Tone?**  | **Rewrite Passage With New Tone** |
|  |  |  |  |