Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The Odyssey Summative Study Guide**

Study Tips:

* Make note cards for the characters
* Use your packet of comprehension quizzes to study from
* **Study your packet!**
* Study a little bit each night; don’t cram the night before the test
* Relax! Don’t stress out
* Contact your teacher if you have any questions or get stuck!

**Learning Target # 1:** I can comprehend a text, citing SPECIFIC, LOGICAL text evidence.

Directions: In each chapter in your *Odyssey* packet, you listed the top 3 most important events. Now, go back and look at your top 3 for each chapter. Choose which event is the #1 most important event for each chapter, and list them here:

|  |  |
| --- | --- |
| **Chapter** | **#1 Most Important Event** |
| Chapter 1 | Odysseus is shipwrecked by an angry poseidon |
| Chapter 2 | Odysseus is discovered by Nausicaa in the land of Phaeacia |
| Chapter 3 | Odysseus wins the discus toss, making himself interesting to the Phaeacians |
| Chapter 4 | Odysseus reveals who he is to the Phaeacians |
| Chapter 5 | Odysseus blinds the Cyclops, angering Poseidon |
| Chapter 6 | The goddess Circe keeps Odysseus and his men with her for one year |
| Chapter 7 | Odysseus sees his Mother, Agamemnon, and Achilles in the land of the dead |
| Chapter 8 | Odysseus loses most of his men to the Scylla and Charybdis |
| Chapter 9 | Odysseus is held prisoner by Calypso for 7 years |
| Chapter 10 | Odysseus returns to Ithaca and is disguised as a beggar by Athena |
| Chapter 11 | Odysseus, dressed as a beggar, is given shelter by his swineherd Eumaeus |
| Chapter 12 | Odysseus is reunited with his son, Telemachus |
| Chapter 13 | Odysseus, dressed as a beggar, returns to his kingdom and sees the suitors for the first time |
| Chapter 14 | Odysseus sees his wife Penelope for the first time in 20 years |
| Chapter 15 | Odysseus , dressed as a beggar, wins in the contest of the bow |
| Chapter 16 | Odysseus and Telemachus kill all the suitors with the help of Athena |
| Chapter 17 | Odysseus regains his throne as the king of Ithaca |

**LT # 1: I can comprehend a text, citing SPECIFIC, LOGICAL text evidence.**

**ODYSSEY CHARACTERS:** Explain the following characters from *The Odyssey*:

***Odysseus****- central figure in The Odyssey; husband of Penelope and father to Telemachus; used courage, perseverance, and trickery to return home to Ithaca\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**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
* **Poseidon** God of the sea and father of Polyphemus, he seeks revenge on Odysseus for blinding his son
* **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
* **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
* **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
* **Antinous and Eurymachus** The two leading suitors, they differ in that Antinous is more physically aggressive while Eurymachus is a smooth talker
* **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
* **Eumaeus** Odysseus’ loyal swineherd, he assists him in his return to Ithaca and stand with the king and prince against the suitors
* **Charybdis** The terrible creature that creates a huge whirlpool which nearly sucks down Odysseus’ ship
* **Scylla** The terrible creature that uses her six heads to eat six of Odysseys’ men
* **Sirens** water women whose singing tries to lure Odysseus and his men into the rocks
* **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
* **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

***COOKING***

***By jon scieszka***

*I learned how to cook* because I like to stir oatmeal more than I like to pick up dog poop. Maybe I should explain.

Because there were so many of us, every couple of months my mom or dad would try some new plan to organize us six boys.

Like one spring my mom got tired of us always mixing up our sweatshirts and losing them. She bought six identical blue hooded sweatshirts, and she ironed giant white numbers on the back: 1,2,3,4,5,6.

We didn’t mix up our sweatshirts after that. But we did manage to lose them.

For a while to make it easier to keep our clothes straight, my mom also tried color coding us. Jim was blue: blue shirts, blue pants, blue socks. I was brown.

I really grew to hate brown. Even today, forty years later, I still avoid brown clothes.

But the biggest plan was the Family Job Chart.

You might imagine that a pack of boys wouldn’t be too keen on washing, cleaning, or cooking. And you would be right. We tried our best to avoid anything we thought was work. Our mission was always to get out of work and get away to play. Which is why my dad came up with the job chart.

The chart listed all the different chores around the house (vacuuming, table setting, cooking, dishwashing, dog feeding, yard pickup) and all our names (Jim, Jon, Tom, Gregg, Brian, Jeff). The idea was that every week, each guy would have a different job.

But I hated feeding the dog. The look and sound and smell of that curdled wet stuff plopping out of the can gave me the willies. The only thing worse than that was the look and feel and smell of what the dog turned the food into…and then plopped out in piles all over the backyard.

So to avoid any of the nasty dog work, I would trade jobs with Brian and Jeff whenever they had cooking. Because they were the youngest, they usually didn’t get exactly what was going on. I would just tell them, “Brian, you get to feed the dog again this week. Jeff, you get the best outside job this week.” I think it helped them become better people.

It also kept me in the kitchen. And the kitchen was the best place to be. Helping my mom cook, I would stir oatmeal, flip bacon, butter toast, peel potatoes, mix cakes…

All much better smelling jobs than the dog chores.

And the best added bonus of the cooking job was that you got to eat more. A taste of scrambled eggs here, a bit of toast there. I still love eating raw potatoes with a little salt when I cook.

And the oatmeal. Ahhh. The oatmeal. No place better to be on a cold morning than standing over a huge warm pot of bubbling oatmeal.

**TEXT EVIDENCE PRACTICE:**

(Remember, Answer, Evidence, This shows that…because…)

1. Why did Jon (the author) try to avoid the “nasty dog work”? Support your answer with SPECIFIC evidence from the text above.

Answer: John tried to avoid the “nasty dog work” because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Evidence: According to the text, \_\_\_(evidence must prove your answer)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

TSTB: This shows that\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LT 2: I can determine the literal meaning of unknown and multiple-meaning words.**

What are the four things that every word meanings answer should have?

1. Define the word
2. Identify strategy used (context clues or root words) & tell which ones
3. Explain HOW the context clues helped you
4. This shows that….because….

**Directions**: Use context clues, roots, and dictionary definitions provided to determine the meanings of thebolded**/**underlined words below. Please consult your answers to the top question when answering the “I know this because” portion.

1. “You might imagine that a pack of boys wouldn’t be too **keen** on washing, cleaning, or cooking. And you would be right. We tried our best to avoid anything we thought was work.”

**Keen** probably means \_\_\_\_\_eager, excited, etc\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I know this because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_answers should include all 4 stages listed above \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. “But I hated feeding the dog. The look and sound and smell of that **curdled** wet stuff plopping out of the can gave me the willies.”

**Curdled** probably means \_\_\_\_\_\_\_\_\_\_lumpy\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I know this because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ answers should include all 4 stages listed above \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **LT 3: I can explain how an author’s word choice contributes to the tone of a passage.** |

**Directions**: Use the passage below to answer the following questions:

“But I hated feeding the dog. The look and sound and smell of that curdled wet stuff plopping out of the can gave me the willies. The only thing worse than that was the look and feel and smell of what the dog turned the food into…and then plopped out in piles all over the backyard.”

1. Circle the words in the passage above that create a tone.
2. What is the tone of the passage? \_\_\_disgusting, dreadful, horrific, sickening, etc\_\_\_\_\_\_\_\_\_\_\_\_
3. Why do you think the author chose to use this tone in this part of the text? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_To make the reader feel as disgusted as he did when taking care of the dog\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LT 4: I can explain how a part of a text contributes to the overall text.**

How do each of the following lines from “Cooking” contribute to the plot of the story? (Use your Part to Whole chart to help you, if needed.)

1.) I learned how to cookbecause I like to stir oatmeal more than I like to pick up dog poop.

\_\_\_\_\_\_Sets a purpose for the text \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.) We tried our best to avoid anything we thought was work. Our mission was always to get out of work and get away to play.

\_\_\_\_\_\_\_\_Develops a character’s personality \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.) Even today, forty years later, I still avoid brown clothes.

\_\_\_\_\_\_\_\_\_\_Shows how a character responds to an event; shows how a speaker learns a lesson \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.) And the best added bonus of the cooking job was that you got to eat more.

\_\_\_\_\_Speaker learns a lesson and reestablishes a purpose. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5.) Because there were so many of us, every couple of months my mom or dad would try some new plan to organize us six boys.

\_\_\_\_\_Shows how a character responds to an event/Sets a purpose for text. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**RUBRIC**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4**  **(Advanced)** | **3**  **(Proficient)** | **2**  **(Partially Proficient)** | **1**  **(Unsatisfactory)** |
| **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. |
| **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. |
| **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. |
| **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. |