

A Journey through Time to Find a Hero

An Honors Thesis (HONRS 499)

By

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A handwritten signature in black ink, appearing to read 'Mathew Fisher', is written over a horizontal line.

(Advisor's Signature)

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November 2003

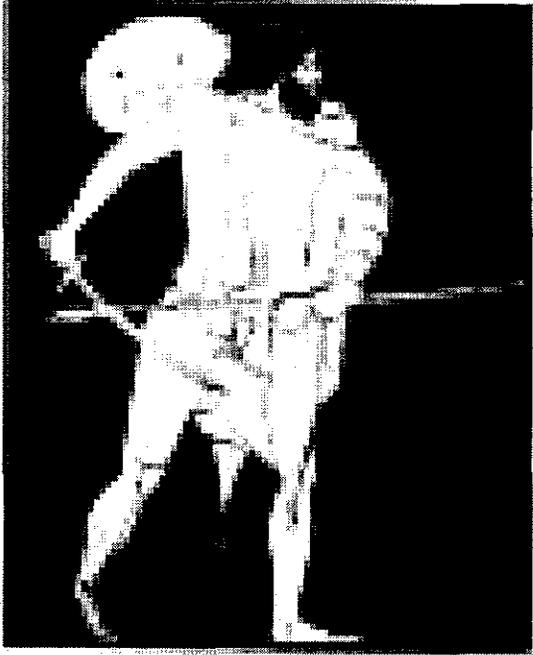
Graduation: May 2004

Abstract

Many themes in literature span time and text. Students can continually make connections, relating the past to the present, if helped to build the right foundation for understanding. The purpose of this unit plan is to teach ideas concerning hospitality, disguise, home, camaraderie, and honesty while asking the question, "Am I my brother's keeper?" The project relates evident themes that appear in both Homer's *The Odyssey* and the Coen brothers' film, *O Brother, Where Art Thou?* By examining these two works and finding connections, students will see how two pieces from such drastically different times can illustrate similar themes and ideas.

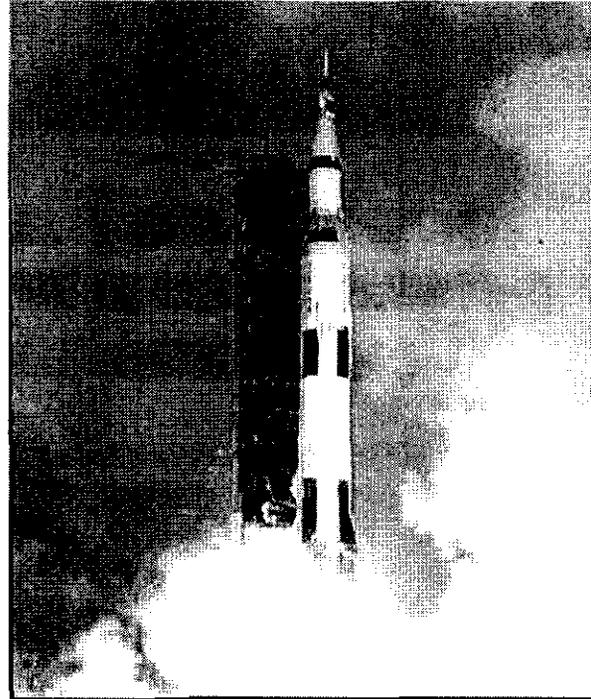
Acknowledgements

- I would like to thank Dr. Mathew Fisher for agreeing to be my advisor, despite many other obligations and a busy schedule. Dr. Fisher was very supportive and encouraging throughout the project.
- I would also like to thank Mrs. Julie Blakely, whom I student taught under, for allowing me to implement as much of the unit plan as time allowed. She was a constant source of feedback, ideas, and suggestions. Mrs. Blakely helped me think things through and gave me the opportunity to put a plan into action, which was an excellent experience.



THE ODYSSEY

~A JOURNEY
THROUGH
TIME~



WHAT
MAKES A
HERO???

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❖ **GOALS**

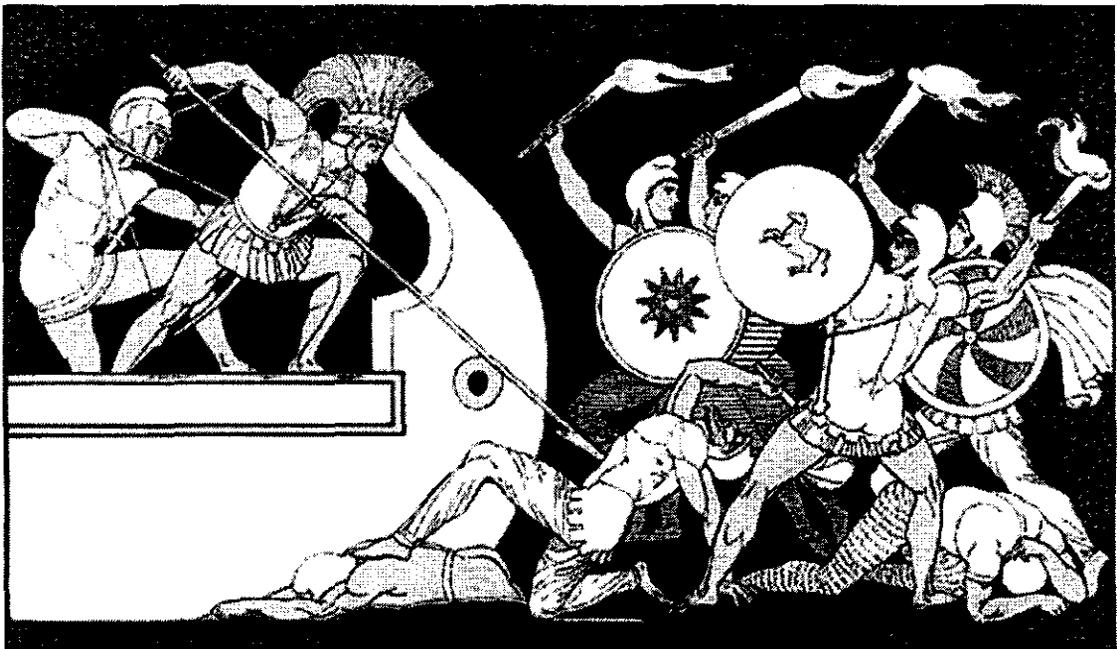
❖ **UNIT CALENDAR**

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GOALS:

- This unit is designed to get students actively involved in reading and understanding the *Odyssey*.
- The focus of the unit is the idea behind an 'odyssey,' what makes an 'epic' hero, and how the terms apply beyond Homer's work.
- By reading and discussing the *Odyssey*, finding links to present day, and examining what characterizes a person as a "hero," students will be prepared to write epic poems depicting ordinary people, with extraordinary talents, societal contributions, etc. as epic heroes.
- Through the reading and class activities, students will strengthen their skills as active and inquisitive readers, able to infer, predict, and speculate about a text while recalling significant details.
- Students will also be introduced to new vocabulary that will appear in the text and be able to recognize the words, as well as define them within context.
- Working in small groups, students will become character experts, which further encourages a close reading of the text and examination of a specific character (major or minor) and that character's role and contribution. Why is the character deemed important enough to be included in the text? What is his/her purpose?
- Writing will be an ongoing source of informal and formal assessment. Students will be given much opportunity to strengthen skills and improve weaknesses through continual writing.
- The small group epics, which serve as a culminating project, will demonstrate students speaking and listening abilities. Simultaneously, it will provide them with a creative outlet and an occasion to work collaboratively while using constructive criticism (among their small groups) to arrive at a presentation they all are pleased with and have contributed equally to, though perhaps in different ways.

UNIT CALENDAR

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	<p>Introduce oral tradition and an epic.</p> <p>Share stories</p>	<p>Define "odyssey"</p> <p>Show clip from <i>Apollo 13</i></p> <p>Continue epic discussion -What is an epic hero?</p> <p>Homer</p>	<p>Vocab. Development</p> <p>Talk about <i>The Odyssey</i> -characters, setting</p> <p>Character chart</p> <p>Students into groups</p> <p>Begin reading (to p. 985)</p>	<p>Review</p> <p>Read to p. 1004</p> <p>Review & Assess</p> <p>Begin map</p> <p>Work on character sketches (groups)</p> <p>Vocab. Game</p>	
Week 2	<p>Review</p> <p>Finnish reading Part I</p> <p>Work on characters Individual writing activity</p> <p>Work on characters</p> <p>Map</p> <p>Assign essay</p>		<p>Map/characters</p> <p>Review</p> <p>Vocab. Development</p> <p>Introduce Part II</p> <p>Read to Argus (p. 1028)</p>	<p>Review</p> <p>Read to "Review and Assess" (p. 1037)</p> <p>Hand out paper/project assignment</p>	<p>Writing activity</p> <p>Finish Part II</p> <p>Do review questions</p> <p>Finish map and characters</p>
Week 3	<p>Review</p> <p>Vocab. Game</p> <p>Go back to earlier class discussion on epic and odyssey—have student ideas changed?</p> <p>Hand out group epic assignment</p>	<p>Watch movie: <i>O Brother Where Art Thou?</i></p>		<p>In-class work day</p> <p>Research</p> <p>May go to library/computer lab</p>	<p>Work on group epics</p> <p>Conference to check on progress</p> <p>May go to library/computer lab</p>
Week 4	<p>Work on group epics</p> <p>Time for conferencing</p> <p>May go to library/computer lab</p>	<p>Epic presentations</p> <p>Hard copy of all epics due!</p>	<p>Epic presentations</p>		

LESSON PLANS

Subject: English
Lesson: The Epic as an Oral Tradition
Unit Topic: The Odyssey
Grade Level: 9th
Week 1: Day 1

Focus:

To introduce an epic and realize the role oral tradition has played in our own lives.

Objectives:

- ✓ Students will be able to define what classifies as oral tradition and an epic.
- ✓ Students will link oral tradition to events in their own lives.

Content:

- ❖ Quick write activity
- ❖ Class brainstorm and discussion
- ❖ Student stories

Materials:

- ❖ Overhead
- ❖ Chalk board

Procedure:

1. Students will initially do a short independent writing activity in which they are asked to write down 2-3 stories they remember being told (maybe as a child) and a few details for each story. *These will be stories they were *told*, not *read*.
2. Students will be asked to define oral tradition. Ideas will be written on the board until a clear definition is reached.
3. We will discuss how oral tradition is important, how it continues, how it contributes to society, and its cultural impacts.
4. Students will be given the opportunity to share oral stories that have been told to them.
 - What makes these stories stand out?
 - Do they differ with each telling?
5. In small groups, students will brainstorm a definition for what constitutes an epic. They might think of epic titles they are familiar with.
6. Each group will write one or two ideas on the board.
7. At the end of discussion, a book definition for epic will be provided.

Evaluation:

- Student understanding will be demonstrated through class discussion and participation.
- Student brainstorming—as a class and in small groups, will show that they are able to derive definitions from prior knowledge and link oral tradition to their own history.

Subject: English
Lesson: A Very Long Journey
Unit Topic: The Odyssey
Grade Level: 9th
Week 1: Day 2

Focus: To prepare students to read Homer's poem, the Odyssey by providing background information and links to the present.

Objectives:

- ✓ Students will be able to define odyssey.
- ✓ Students will define epic hero and discuss an epic hero's character traits.
- ✓ Students will see how the idea of an odyssey has carried over to present day.
- ✓ Students will be able to identify Homer and some of his contributions.

Content:

- ❖ Quick write activity
- ❖ Class discussion and brainstorming
- ❖ Video clip – Apollo 13

Materials:

- ❖ Overhead
- ❖ TV & VCR
- ❖ Handouts

Procedure:

1. Students will write a short response to the poem, "An Evening Train," by Timothy Liu.
2. Continuing the epic discussion, we will do a KWL (what students Know, what they Want to know, and what they have Learned) on the board as a class—about an odyssey and an epic hero (definitions will be derived).
3. Students will watch a short clip from Apollo 13.
 - How was Apollo 13 an odyssey?
 - Point out that "Odyssey" was also the nickname of the command module.
4. Students will be given a brief handout on Homer and Greek gods and will discuss it in small groups.
5. Finish KWL (*the 'L').

Evaluation:

- Response to poem goes in journal—will be collected later in the semester.
- Class discussion and KWL activity will show student progress and comprehension.

Subject: English
Lesson: Preparing for an Odyssey
Unit Topic: The Odyssey
Grade Level: 9th
Week 1: Day 3

Focus: To prepare students to begin reading and understanding the Odyssey.

Objectives:

- ✓ Students will be able to recognize new vocabulary and draw meanings from context.
- ✓ Students will be able to talk about characters and setting in the Odyssey.

Content:

- ❖ Class discussion
- ❖ Small group work
- ❖ Reading

Materials:

- ❖ Books
- ❖ Overhead

Procedure:

1. Put students in small groups (there are 28 characters and 4 classes, so I want 7 groups in each class = 3-4 per group) and explain that they will be working together throughout the unit (on character charts, vocab. game, group epics, etc.)
2. Introduce vocab.—first by putting sentences on board/overhead and deriving meaning through context—students write these in journals.
3. Assign characters to groups (complete list on page 982) and tell students they will need to take notes on their character while reading.
4. As a class, read pages 975-979.
5. In their assigned groups, students begin reading the Odyssey – to page 985.
6. As a class, do Review & Assess on pg. 985.
7. Assign homework:
 - In journal (on same page as vocab.), write a response to question 7 on page 985 – Do you admire Odysseus? Why or why not? (Must write at least 2 paragraphs).

Evaluation:

- Students will be given participation points for contributing to their groups (I will walk around monitoring them, asking/answering questions, and ensuring that everyone stays on task).
- Student participation during the review will show their ability to recall, interpret, infer, and speculate about the text.

Subject: English
Lesson: The One-Eyed Monster
Unit Topic: The Odyssey
Grade Level: 9th
Week 1: Days 4-5

Focus: To get students actively involved in reading and interpreting the Odyssey.

Objectives:

- ✓ Students will be able to support whether or not they admire Odysseus (to this point in the reading).
- ✓ Students will be able to trace the importance of their character (if applicable).

Content:

- ❖ Reading
- ❖ Small group work
- ❖ Discussion

Materials:

- ❖ Books

Procedure:

1. Students will be given time to share journal response entries from previous day (may summarize).
2. Enlarged map (from pg. 1013) will be on bulletin board and we will begin tracing Odysseus' voyage/progress as he makes his way back to Ithaca.
3. As a class, we will read from pg. 986-1004 (depending on how this goes, we may vary—sometimes reading in small groups, sometimes following along with CD-ROM).
4. Do Review & Assess on pg. 1004 (in groups, then share answers with class).
5. Work on character charts—rough sketches, gathering information.
6. If time permits, play vocabulary card game.

Evaluation:

- Students' response journals (shared and later collected) will show their understanding of Odysseus and their ability to relate to the text.
- Students will be given participation points for being actively involved in their groups (I will be monitoring).
- The Review & Assess activities will show students' ability to recall, interpret, infer, and speculate about the text.

Subject: English

Lesson: "I'm not listening, I can't hear you.."

Unit Topic: The Odyssey

Grade Level: 9th

Week 2: Days 1-2

Focus: To prepare students for writing group epics—they will be constructing their own resources through reading and writing.

Objectives:

- ✓ Students will be able to discuss the text and Odysseus' progress.
- ✓ Students will be able to name some possible present day "epic heroes."
- ✓ Students will give a description of their character—his/her contributions, role, etc, and be able to give informed reasons for why that character is involved in the text.

Content:

- ❖ Character maps
- ❖ Class discussion
- ❖ Small group work

Materials:

- ❖ Books
- ❖ Art supplies
- ❖ Overhead

Procedure:

1. (Day 6) For an initial writing activity, students will each brainstorm a short (3-5) list of present-day epic heroes and give support (qualifying characteristics).
2. As a class, we will review what has happened so far.
 - Where is Odysseus (update map)
 - What is taking place back in Ithaca?
3. In groups again, finish reading part I.
4. Do Review & Assess on pg. 1017 – share with class.
5. In groups, discuss Make a Judgment (#6 pg. 1017): Do the members of the crew deserve the punishment they receive for killing the cattle? Take a class vote.
6. Work on character maps.
7. Assign homework:
 - Page 1019 Writing: Write 1-2 pages comparing/contrasting the concept of a hero.
 - Look back on previous journal entrie(s).
 - Due in 2 days
 - In essay, show similarities and differences between Odysseus and other heroes, real or imaginary. Include several different points of comparison.

- Handout for assignment and rubric.

Evaluation:

- The journal, collected later, is a resource for the homework essay and will be checked for completion and evidence of thoughtful writing.
- Class discussion and participation will demonstrate student understanding and progress.
- Assigned essay will demonstrate student's ability to make connections and provide supporting evidence.

Subject: English
Lesson: Homeward Bound
Unit Topic: The Odyssey
Grade Level: 9th
Week 2: Day 3

Focus: Ensure all students understand the Odyssey and are able to make connections. Check student progress and conference.

Objectives:

- ✓ Students will be able to recall, interpret, and make predictions concerning the text.
- ✓ Students will be able to continue tracing character's involvement (if applicable).
- ✓ Students will be able to recognize new vocabulary and draw meaning from context.

Content:

- ❖ Discussion/review
- ❖ Group work
- ❖ Vocabulary development
- ❖ Character maps

Materials:

- ❖ Books
- ❖ Overhead
- ❖ Art supplies

Procedure:

1. Students will be given the first 10-15 minutes to work on character maps.
2. As a class, we will do the Review & Assess on pages 1018-1019.
 - We will make a conflict chart like the model (transparency).
 - Review term "conflict"
3. As a class, we will go over page 1020, including vocabulary development.
4. Students will get in their groups and begin reading (pg. 1021-1027). What they do not finish in class will be assigned as homework.
5. While groups are reading, I will walk around and conference with each group to see how they are doing and talk with each student about his/her essay.
6. Remind students that essays are due tomorrow!

Evaluation:

- Student participation in the review session will show their comprehension of the text.
- Character maps will show students' close reading and identification of a particular character's role.
- Conferencing will be a time to check student progress as well as answer any questions.

Subject: English
Lesson: Reclaiming the Home
Unit Topic: The Odyssey
Grade Level: 9th
Week 2: Day 4

Focus: Students will make predictions and discover if they are right.

Objectives:

- ✓ Students will be able to recall and discuss the text with peers.
- ✓ Students will answer questions concerning the text.

Content:

- ❖ Writing activity
- ❖ Discussion
- ❖ Reading

Materials:

- ❖ Books

Procedure:

1. Students will turn in their essays.
2. For an initial writing activity, students will write 1-2 paragraphs (or a poem, comic, etc.) in their journals predicting what will happen when Odysseus' identity is made known.
 - Will he be recognized right away?
 - Will he be gladly received?
 - Will he be challenged?
3. In groups (option of CD-ROM), students will read to page 1037.
4. Do Review & Assess.
5. Discuss answers with class.

Evaluation:

- ❖ Journals will be collected at the end of the unit and graded for completion, thought, and evidence of reading and interpreting the text.
- ❖ Discussion and participation will demonstrate student progress and comprehension.

Subject: English
Lesson: Home Sweet Home
Unit Topic: The Odyssey
Grade Level: 9th
Week 2: Day 5

Focus: Students will discover the epic's resolution and determine if it matches their predictions.

Objectives:

- ✓ Students will be able to respond to the text while recalling and interpreting events and characters.
- ✓ Students will compare the epic's ending with earlier predictions they may have made.

Content:

- ❖ Writing activity
- ❖ Discussion
- ❖ Group work -- reading
- ❖ Character maps

Materials:

- ❖ Books
- ❖ Art supplies

Procedure:

1. As an initial writing activity, students will write a journal page further predicting the outcome in Ithaca. In a sense, they will re-write the ending before reading it.
 - How will Penelope receive Odysseus?
 - Will Odysseus survive?
2. In groups, students will finish reading Part II.
3. Do Review & Assess on page 1046 – share with class.
4. As a class, do Review & Assess on pages 1047-1049:
 - Connecting Literary Elements
 - Extend Understanding
 - Vocabulary Development
 - Grammar Link
5. Finish working on character maps and map on bulletin board.
6. Display character maps in classroom.
7. Hand out Odyssey crossword puzzle for extra credit.

Evaluation:

- ❖ Journal will be collected and graded later.
- ❖ Participation in groups and class discussion shows student involvement and understanding.

- ❖ Character maps show student ability to work together, find details within the text, interpret a character, and display a character's role.
- ❖ Extra credit crossword puzzle will require some extra research and will be worth 5 points.

Subject: English
Lesson: Bringing it All Together
Unit Topic: The Odyssey
Grade Level: 9th
Week 3: Day 1

Focus: Students will be able to see how their thoughts have progressed concerning the text read and topic discussed.

Objectives:

- ✓ Students will see how/if their thinking has changed concerning an epic and the idea of an odyssey.
- ✓ Students will be able to relate events in the Odyssey to present day.
- ✓ Students will be able to define, spell, and use the vocabulary from the unit.

Content:

- ❖ Class discussion
- ❖ Vocabulary game
- ❖ Review

Materials:

- ❖ Board
- ❖ Vocabulary game cards
- ❖ Group epic assignment (handout)

Procedure:

1. As a class, we will review our class discussion from the beginning of the unit (look at KWL).
2. Students will share examples of present day epic heroes and how qualities Odysseus possesses (arête—intellectual as well as physical excellence) might be present today in other forms, still regarded as heroic (a research scientist, inventor, marathon runner, philanthropist,...).
3. We will review – answering any questions.
4. Give students Group Epic Assignment (they will have already been told to expect it—first day groups were assigned). Explain when it is due, give rubric, have example (mine!).
5. In groups, play vocabulary game.

Evaluation:

- ❖ Student participation in class discussion will demonstrate how their thoughts have changed/progressed.
- ❖ Students' examples of present day epic heroes will show their ability to relate the text to *now*.
- ❖ The vocabulary game will demonstrate student knowledge of the vocabulary and ability to incorporate the words into daily usage.

Subject: English

Lesson: O' Brother Where Art Thou?

Unit Topic: The Odyssey

Grade Level: 9th

Week 3: Days 2-3

Focus: Watch movie and make comparisons—see how an ancient text can translate into modern entertainment.

Objectives:

- ✓ Students will be able to see how the Odyssey has influenced/inspired present entertainment.
- ✓ Students will be able to identify similarities between the Odyssey and the film, O' Brother Where Art Thou?

Content:

- ❖ Watch movie
- ❖ Notes
- ❖ Discussion

Materials:

- ❖ TV and VCR

Procedure:

1. Watch O' Brother Where Art Thou?
2. Students will keep notes on similarities between characters/events in the Odyssey and the film.
3. Discuss film.

Evaluation:

- ❖ Students' notes will be turned in with journals for evaluation.
- ❖ Class discussion will show that students were able to make connections between the film and the text and find ways the text was modernized.

Subject: English

Lesson: Writing an Epic

Unit Topic: The Odyssey

Grade Level: 9th

Week 3: Days 4-5 – Week 4: Days 1-3

Focus: Students will write group epics depicting a character who might be a real life epic hero.

Objectives:

- ✓ Students will be able to write group epics depicting a figure as an epic hero.
- ✓ Students will be able to relate their character's traits as hero qualities.
- ✓ Students will effectively present their group epics to the class.

Content:

- ❖ Group work
- ❖ Research
- ❖ Presentations
- ❖ Peer evaluations

Materials:

- ❖ Books
- ❖ Computer lab
- ❖ Library
- ❖ Journals as resource material

Procedure:

1. In their original groups, students will review their journals and select one person/character they would like to write an epic about (200 lines).
2. Students will be given time to research in the library and on the Internet.
3. Students will work in groups to write the epic.
4. Students will present their epics to the rest of the class.
 - We will build a fake fire in the center of the room and sit around it—as may have happened during oral tradition.
 - The storytellers act as host and may provide food that fits in with the time and setting of their epic.
5. Each student will evaluate each group's presentation (including his/her own).
6. Final copies of each group's epic will be turned in on the first day of the presentations.

Evaluation:

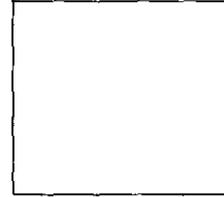
- ❖ Group presentations will demonstrate student ability to carry on oral tradition by sharing with the class.
- ❖ The epics—presented and turned in—will show student ability to transfer learning through reading into writing.

- ❖ Group evaluation and cooperation will show students' ability to be critical thinkers and to work together—combining ideas and resources.

**RUBRICS
&
ASSIGNMENTS**

Name _____

Period _____



Class Journal Rubric

Effort

- Complete: includes all assigned entries
- Readable: is legible, presentable, coherent
- Used: used to think, learn, practice, understand

Writing

- Fluent: you write with ease about a range of subjects
- Developed: includes examples, details, quotes, or support (when applicable)

Understanding

- Thorough: entries show you are trying to fully understand/communicate an idea in writing
- Insightful: shows deep understanding of ideas; goes beyond obvious

Requirements

- Format: all entries clearly list, *in the margin*, the date and title
- Organization: entries appear in chronological order

Notes:

An Evening Train
Timothy Liu

whistles past hacked-down fields of corn,
heading towards a boy who whittles
an effigy of himself. We go on sleeping
through sirens and crimson strobes
flashing on remains no one can identify
till we line up at dawn to see who's
missing. At the zoo this morning, a girl
found half-devoured in a moat, two lions
licking their chops, Little Rock, Arkansas
the only proof left on her body to show
how far she was from home, a tattered copy
of The Odyssey later found in her purse.
Did she love her life? We warn our children
not to lay their ears down on the tracks
in wintertime, knowing how it's not
always best to know what's coming our way.

Quick Write:

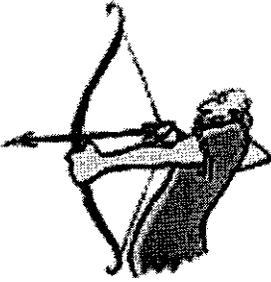
Write a response to the poem. Do you agree or disagree with the poet's last statement, "...it's not always best to know what's coming our way?" Why? Would we change our plans if we knew what was "coming our way?"

Score:

--

Group members:

Character:



Character Chart Assignment

In small groups, you will become a character expert during the next few weeks as we read Homer's epic poem, The Odyssey. You will be randomly assigned one of 28 characters and it will be your duty to take notes on that character and make a character chart to display in the classroom. You may want to draw your character, find pictures on the Internet, use library resources, etc. Your character chart will be a poster and *must* include your character's name, physical description (if possible), at least two visual representations, character traits, and role in The Odyssey (how did your character affect Odysseus, or vice versa?).

You will need to turn in one copy of this page at the end of the unit. The exact due date will be given later, with plenty of notice. Be sure to include each group member's name!

You will be graded as follows:

Used time in class to work (stayed on task):.....	/5
Met all requirements listed above:.....	/10
Turned in on time:.....	/5
Total:.....	/20

Have fun, be creative, and remember, YOU are the character expert!

Name _____

Date _____

Period _____

Comparison-and-Contrast Essay Assignment and Rubric

In a comparison-and-contrast essay, explore the concept of the hero. In your essay, show similarities and differences between Odysseus and other heroes, real or imaginary. Include several different points of comparison. Your essay should be 1-2 pages, double-spaced, with 1 inch margins, and size 12 standard font. Essays are due in two days, at the beginning of class.

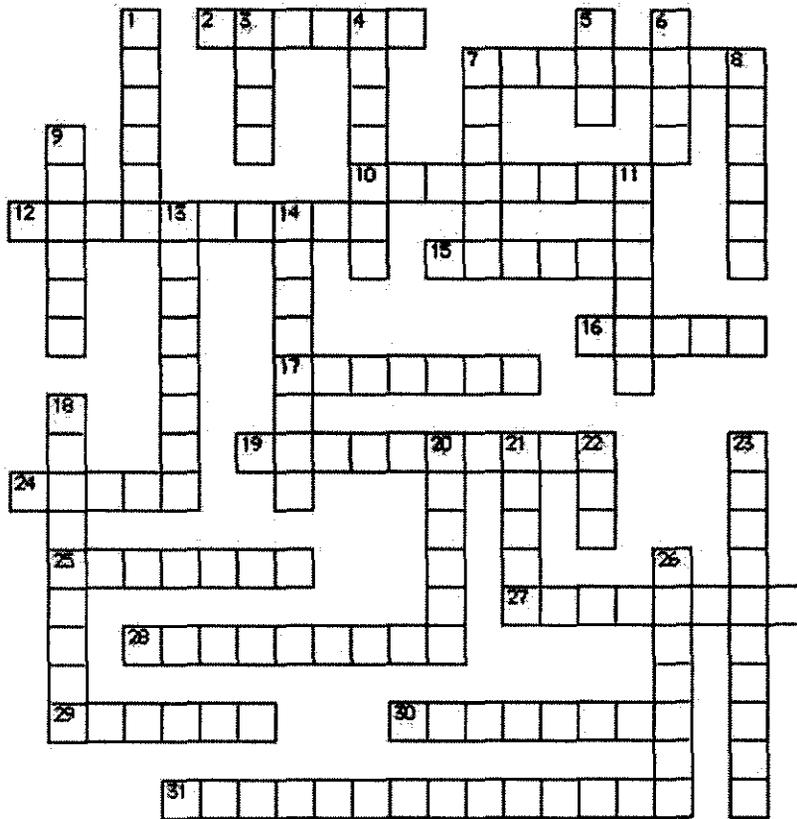
	Score 4	Score 3	Score 2	Score 1
Audience and Purpose	Clearly provides a reason for a comparison-and-contrast analysis	Adequately provides a reason for a comparison-and-contrast analysis	Provides a reason for a comparison-and-contrast analysis	Does not provide a reason for a comparison-and-contrast analysis
Organization	Successfully presents information in a consistent organization best suited to the topic	Presents information using an organization suited to the topic	Chooses an organization not suited to comparison and contrast	Shows a lack of organizational strategy
Elaboration	Elaborates several ideas with facts, details, or examples; links all information to comparison and contrast	Elaborates most ideas with facts, details, or examples; links most information to comparison and contrast	Does not elaborate all ideas; does not link some details to comparison and contrast	Does not provide facts or examples to support a comparison and contrast
Use of Language	Demonstrates excellent sentence and vocabulary variety; includes very few mechanical errors	Demonstrates adequate sentence and vocabulary variety; includes few mechanical errors	Demonstrates repetitive use of sentence structure and vocabulary; includes many mechanical errors	Demonstrates poor use of language; generates confusion; includes many mechanical errors

Name:

Date:

Hour:

The Odyssey Crossword Puzzle



ACROSS

2. Odysseus' home
7. the Phaeacian king who hosts Odysseus
10. the only god who did not pity Odysseus
12. the Cyclops blinded by Odysseus
15. the messenger of the gods also known as "the giant killer"
16. the flowery fruit that can make men forget their homes
17. father of Odysseus
19. prominent suitor who is the arch-enemy of Telemachus
24. imprisoned Odysseus's men in a pig sty before becoming his lover
25. member of Odysseus crew who is encountered in the underworld
27. young daughter of Alcinous who is tall and beautiful as a goddess
28. sucked down salt water exposing her interior vortex then vomited it up seething over like a cauldron over a blazing fire
29. Odysseus had to be tied down to listen to their song
30. the god whose cattle was consumed by Odysseus' crew
31. giants who pelted rocks down on the the ships of Odysseus' expedition

DOWN

1. person who claimed responsibility for the Cyclops' suffering
3. where Odysseus' journey home began
4. Nymph, envied by the gods for living with a mortal, who delays Odysseus for seven years
5. the kind animal cared for by Eumaeus
6. herb with black roots and a white blossom given to Oydeseus by Hermes
7. goddess who protects and helps Odysseus
8. creature with a dreadful bark, twelve feet, six scrawny necks and triple rows of fangs
9. father of Zeus
11. ling of Pylos; the Gerenian Charioteer visited by Telemachus
13. wife of Odysseus
14. husband of Helen and host of Telemachus
18. blind Theban prophet from whom Odysseus sought advice in Hades
20. gave Odysseus a leather bag containing the boisterous energies of the wind
21. beautiful wife of Menelaus
22. relationship of Telemachus to Odysseus
23. god who is cuckolded by his wife Aphrodite and Ares
26. the people who were raided during Odysseus' first stop on his return from war

Answer Key for Odyssey Crossword Puzzle

ACROSS

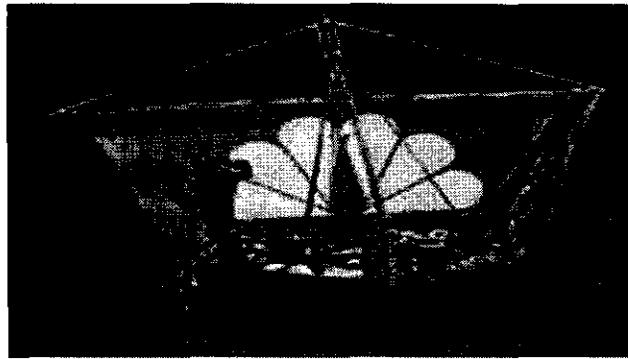
- 2. ithaca
- 7. alcinous
- 10. poseidon
- 12. polyphemus
- 15. hermes
- 16. lotus
- 17. laertes
- 19. eurymachus
- 24. circe
- 25. elpenor
- 27. nausicaa
- 28. charybdis
- 29. sirens
- 30. hyperion
- 31. laestrygonians

DOWN

- 1. nobody
- 3. troy
- 4. calypso
- 5. pig
- 6. moly
- 7. athene
- 8. scylla
- 9. cronos
- 11. nestor
- 13. penelope
- 14. menelaus
- 18. teiresias
- 20. aeolus
- 21. helen
- 22. son
- 23. hephaestus
- 26. cicones

Group Epic Assignment

~Introducing a Hero~



We have spent the past several days reading Homer's great epic poem, *The Odyssey*, and now it is your turn to put your talents to the test. Over the next few days, you and a couple of your classmates will be able to see if you have what it takes to entertain your peers and carry on the success Homer showed us is possible through oral tradition.

In small groups (of 3-4), you will be given in class time to write group epics. The epics need to be at least 200 lines in length and must incorporate characteristics we have discussed as belonging to an epic hero. Each group member must contribute equally to the final product and participation will affect each individual's, as well as the group's, grade.

The point of this project is to be creative and develop your epic hero by exaggerating his/her strengths and exemplifying his/her memorable traits. Your hero needs to be a real life person and needs to be someone that all of your group members are familiar with and agree on---we will go over some possibilities together.

The rubrics will show you how the point system is broken down (project is worth a total of 100 points). In addition to the points assigned to the epic and the presentation, you will also be given 15 points for filling out evaluation sheets over the other groups and 5 points for turning in the attached epic proposal (due at the end of the class period in 2 days).

NO late assignments will be accepted and the final written epics (one per group) must be typed and must include the names of all group members. Poems should be typed in an easily discernible size 12 font. Note that punctuation does count, as well as grammar.

Group members:

Epic topic proposal:

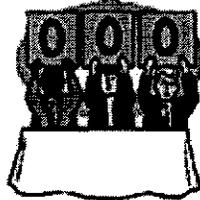
Name: _____

Date: _____

Project Title: _____

Teacher(s): Miss Hunter

Group Epic



Process	Below Avg.	Satisfactory	Excellent
1. Has clear vision of final product	1, 2, 3	4, 5, 6	7, 8, 9
2. Properly organized to complete project	1, 2, 3	4, 5, 6	7, 8, 9
3. Managed time wisely	1, 2, 3	4, 5, 6	7, 8, 9
4. Acquired needed knowledge base	1, 2, 3	4, 5, 6	7, 8, 9
5. Communicated efforts with teacher	1, 2, 3	4, 5, 6	7, 8, 9
Product (Project)	Below Avg.	Satisfactory	Excellent
1. Format (meets required length-200 lines)	1, 2, 3	4, 5, 6	7, 8, 9
2. Mechanics of speaking/writing (grammar & punctuation count!)	1, 2, 3	4, 5, 6	7, 8, 9
3. Organization and structure	1, 2, 3	4, 5, 6	7, 8, 9
4. Creativity (includes relevant food item in presentation)	1, 2, 3	4, 5, 6	7, 8, 9
5. Demonstrates knowledge	1, 2, 3	4, 5, 6	7, 8, 9, 10
6. Other: Shared group effort	1, 2, 3	4, 5, 6	7, 8, 9

Total Score: _____

Teacher(s) Comments:

Evaluations for Group Epics

Your Name _____

Presenters Names _____

5 being the highest score, how would you rate this group?

5 4 3 2 1

What did you like most about the presentation?

Was the epic realistic?

Did it follow criteria discussed in class concerning an epic hero's character traits? How?

April 21, 2004

Dear Parent(s),

To conclude a unit over Homer's *The Odyssey*, we will be watching the Coen brothers' movie, *O Brother, Where Art Thou?*, in English class. This movie is based on Homer's work, and students will make comparisons between the classical epic and the modern day interpretation while viewing it. The movie is rated PG-13 and will take up 2 ½ -3 class periods. Please sign below to indicate whether or not your child may watch the movie in class. The form needs to be returned by Wednesday, April 28. An alternative assignment will be provided for those not watching the movie.

Thanks!

Miss Hunter

Yes, _____, may watch the movie, *O Brother, Where Art Thou?*
student's name

parent/guardian signature

date

No, _____, may not watch the movie, *O Brother, Where Art Thou?*
student's name

parent/guardian signature

date

Name:

Hour:

Fill in the chart showing the parallels between Homer's *The Odyssey* and the Coen brothers' film, *O Brother, Where Art Thou?*

<u>The Odyssey</u>	<u>O Brother, Where Art Thou?</u>
Main character: Odysseus (Roman version of Ulysses)	
Journey home from Trojan War	
Home: Ithaca, a Greek island	
Wife: Penelope	
Sin of PRIDE	
Encounters unusual obstacles on his way home	
Cyclops (one-eyed monster) poked in the eye with a stick	
Sirens Eaters: mesmerizing, drug-like effect	
Sirens: seduce/hypnotize with song	
Odysseus' son doesn't recognize him when he gets home	
Odysseus changes/grows up during the journey	
Sailors changed to swine	
Blind prophet Tiresias	
Odysseus is disguised as a beggar upon the return home	
Role of music	
extra credit: Significance of title	*extra credit: What is the title an allusion to?

Alternative assignment for *O Brother, Where Art Thou?*

All writing should be done in ink on lined paper, in complete sentences.

In the introduction on page 979, the author discusses the necessity of conflict in an epic. Free write one page about some of the conflicts, internal and external, that Odysseus faces on his journey home and upon arrival.

What makes a hero? Write one page showing the similarities and differences between Odysseus and another, present day hero. You may make a chart/diagram or write your answer in paragraph form.

Read the four poems on pages 1053-1059 and answer the following questions in complete sentences.

"An Ancient Gesture"

How are the reasons for the speaker's tears similar to the reasons for Penelope's tears?

"Siren Song"

Compare/contrast this Siren's song to the one in the *Odyssey*.

Prologue and Epilogue from the *Odyssey*

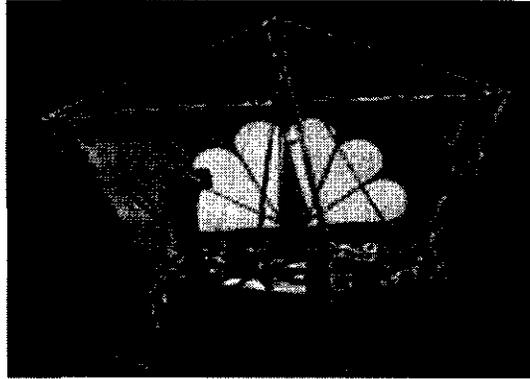
Which details in the prologue give a modern twist to the *Odyssey*?

"Ithaca"

Which characters from Homer are mentioned in this poem? How does the poet use them in an original way?

**ADDITIONAL
HANDOUTS**

THE ODYSSEY



Useful Terms and Definitions

arête: excellence

time: honor

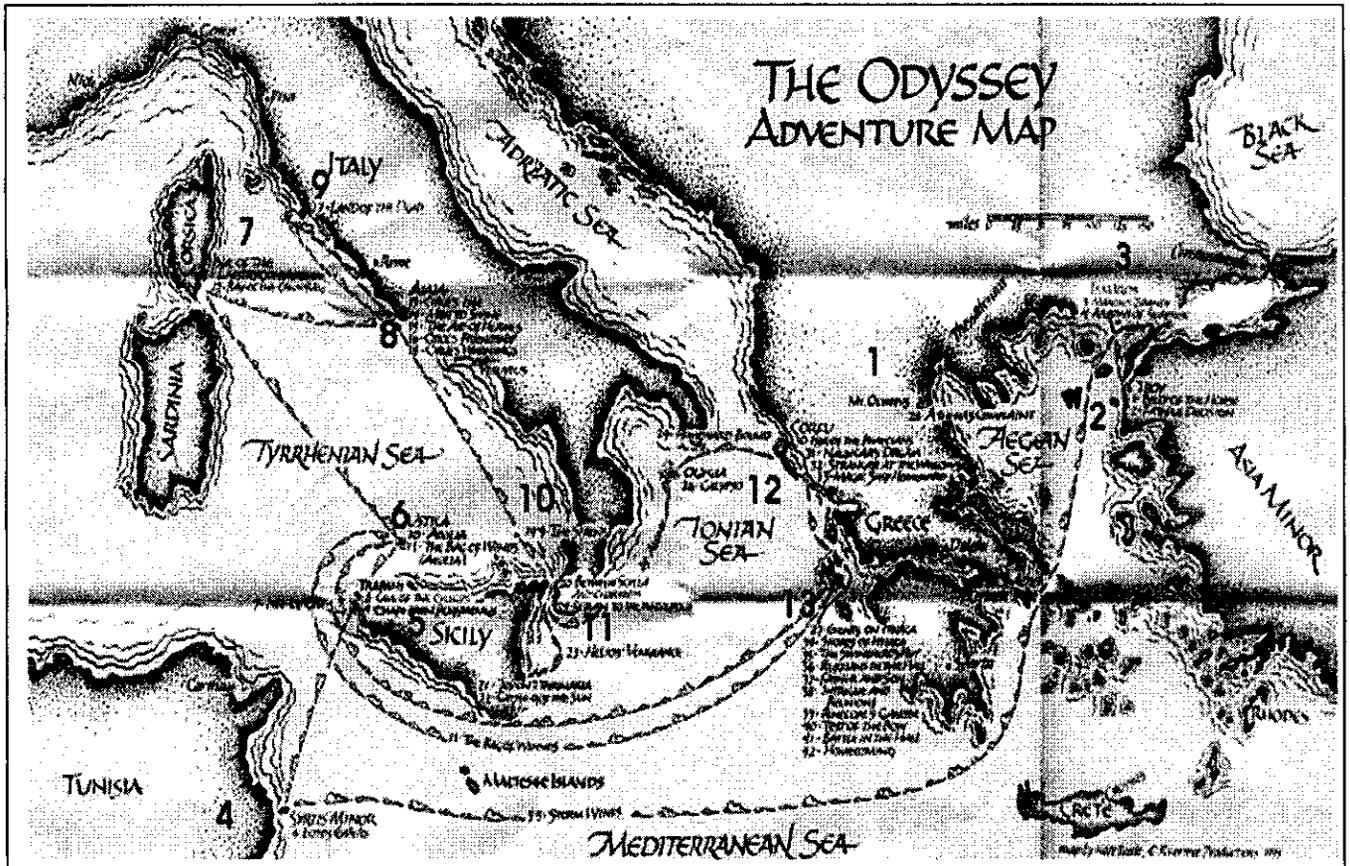
kleos: fame

odyssey: a long wandering and eventful journey

epic: an extended narrative poem in elevated or dignified language celebrating the feats of a legendary or traditional hero.

epic hero: a larger-than-life figure from history or legend who undertakes a dangerous voyage--demonstrating traits such as courage, loyalty, and honor, that are valued by the society in which the epic originates

THE ODYSSEY



1. Mt. Olympus
2. Troy
3. Cicones
4. Lotus Eaters
5. Cyclops
6. Aeolia's Island
7. Laestrygonians

8. Circe's Kingdom
9. Land of the Dead
10. Sirens
11. Scylla & Charybdis
12. Calypso
13. Ithaca

A Blind Poet and an Epic Hero

The world renowned poet, Homer, continues to astound audiences with his historical account of Odysseus' journey home, from Troy to Ithaca. Homer is an indisputable literary source, able to combine history, religion, myth, and lore of many generations through oral tradition.



A Brief Background

Homer is believed to have lived three hundred years after the Homeric Age (1400 B.C.) forever remembered in his epic poems. The two works for which Homer is most famous, the *Iliad* and the *Odyssey*, clearly portray a Homeric Greece in which a patriarchal society dominated while women enjoyed a status and freedom they were never again to experience in later Greek times. Fighting, hunting, grazing, and the pursuit and enjoyment of robust manly pleasures filled the days during this golden age of splendor as the eminent classical

Greece began to take form.

A system of reciprocity developed in the absence of a formal governmental or economic structure. This system relied on a mutual exchange between people. Unwritten "rules" mandated fairness, but negative reciprocity appeared when a victim could not reciprocate (if, for example a not so nice person hit another person on the head and took his spear). This system of reciprocity supported acts that appear in Homer's works, such as raiding cities.

"A-what???"

Arete, or excellence—intellectual as well as physical, is a key concept to understanding the Homeric Age. Leadership and *arête* were believed to be closely linked. A noble's talent and aptitude as a soldier in war and as an athlete in peace were evidence of his *arête*. Where better to prove one's *arête* than the battles in Troy?

For more info., go to:
<http://library.thinkquest.org/19300/homergreece.htm>

Odysseus Returns!



Proclaimed the *anthropos polytropos*, or "man of many ways/man of many tricks," Odysseus is better known for his ability to deceive and trick rather than his strength or bravery.

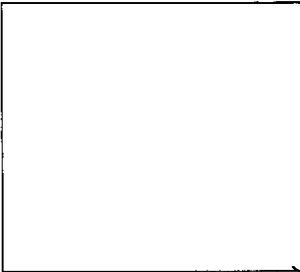
The story we are about to read tells of the long and complex journey Odysseus endures in order to reach his home, Ithaca, after fighting in Troy. His return does not receive the warm welcome one might expect after a ten-year delay, however, and our hero must use his wits to reclaim his home and family.

<http://www.wsu.edu>
(see article by Richard Hooker)

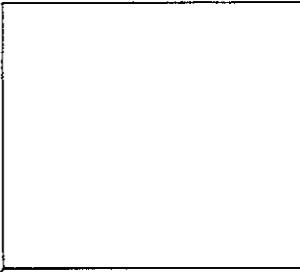
**For a great interactive game, go to:
<http://www.users.globalnet.co.uk/~loxias/odyssey/odchoice.htm>

Odysseus' Conflicts

External Conflict



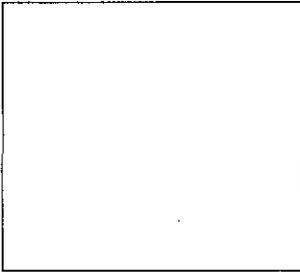
External Conflict



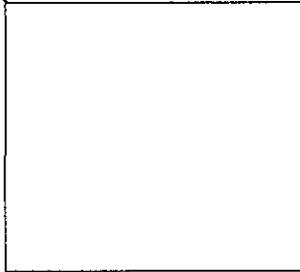
Internal Conflict



External Conflict

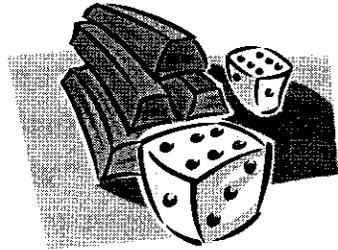


External Conflict



Vocabulary Card Game

Each box represents a card. The class is divided into small teams (each assigned a number) and when it is each team's turn, a team representative is asked to choose either a, b, or c. They are then asked to spell a word, define it, or use it in a sentence, whichever corresponds to the letter selected. All the words are from the Vocabulary Development in The Odyssey. The teams rotate in order, but if a team answers incorrectly, then dice are rolled to determine which team gets the opportunity to answer correctly for an extra point. Normal team rotation is then resumed. A double-or-nothing round at the end is optional—each team would choose how many points to risk and then have to correctly answer a, b, and c for a given word---in writing this time.



<p style="text-align: center;">plundered</p> <p style="text-align: right;">p.981</p> <p>A) spell it B) define it --took goods by force; looted C) use it in a sentence</p>	<p style="text-align: center;">squall</p> <p style="text-align: right;">p.984</p> <p>A) define it --brief, violent storm B) use it in a sentence C) spell it</p>
<p style="text-align: center;">dispatched</p> <p style="text-align: right;">p.990</p> <p>A) use it in a sentence B) spell it C) define it --finished quickly</p>	<p style="text-align: center;">mammoth</p> <p style="text-align: right;">p.993</p> <p>A) spell it B) define it --enormous C) use it in a sentence</p>
<p style="text-align: center;">titanic</p> <p style="text-align: right;">p. 997</p> <p>A) define it --of great size of strength B) use it in a sentence C) spell it</p>	<p style="text-align: center;">assuage</p> <p style="text-align: right;">p. 1000</p> <p>A) use it in a sentence B) spell it C) define it --calm; pacify</p>
<p style="text-align: center;">bereft</p> <p style="text-align: right;">p. 1003</p> <p>A) spell it B) define it --deprived C) use it in a sentence</p>	<p style="text-align: center;">ardor</p> <p style="text-align: right;">p. 1007</p> <p>A) define it --passion; enthusiasm B) use it in a sentence C) spell it</p>
<p style="text-align: center;">insidious</p> <p style="text-align: right;">p. 1011</p> <p>A) use it in a sentence B) spell it C) define it --characterized by craftiness and betrayal</p>	<p style="text-align: center;">dissemble</p> <p style="text-align: right;">p. 1022</p> <p>A) spell it B) define it --conceal under a false appearance; disguise C) use it in a sentence</p>

	<p style="text-align: center;">lithe</p> <p style="text-align: right;">p. 1024</p> <p>A) use it in a sentence B) spell it C) define it --supple; limber</p>
<p style="text-align: center;">incredulity</p> <p style="text-align: right;">p. 1024</p> <p>A) spell it B) define it --inability to believe C) use it in a sentence</p>	<p style="text-align: center;">bemusing</p> <p style="text-align: right;">p. 1027</p> <p>A) define it --stupefying of muddling B) use it in a sentence C) spell it</p>
<p style="text-align: center;">glowering</p> <p style="text-align: right;">p. 1029</p> <p>A) use it in a sentence B) spell it C) define it --staring with sullen anger; scowling</p>	<p style="text-align: center;">equity</p> <p style="text-align: right;">p. 1032</p> <p>A) spell it B) define it --fairness; impartiality; justice C) use it in a sentence</p>
<p style="text-align: center;">maudlin</p> <p style="text-align: right;">p. 1032</p> <p>A) define it --tearfully or foolishly sentimental B) use it in a sentence C) spell it</p>	<p style="text-align: center;">contempt</p> <p style="text-align: right;">p. 1040</p> <p>A) use it in a sentence B) spell it C) define it --disdain or scorn; scornful feelings or actions</p>

Quick Reference of Greek Gods and Deities found in THE ODYSSEY

- **ZEUS**---> Agreed to allow Odysseus to leave Calypso's island and return home to Ithaca. He later destroyed Odysseus' crew with a lightning bolt for killing Helios' cattle.
- **ATHENA**---> Begged Zeus to allow Odysseus to return to his wife Penelope and his son Telemachos. She felt Calypso held him captive long enough. She later disguised herself as Mentos, an old family friend of Odysseus. While in disguise, she made Telemachos accept he was a man and to take responsibility for upholding honor in his father's house.
- **CALYPSO**---> Held Odysseus prisoner but treated him well. She forced him to stay with her on the island through trickery. She offered him immortality if he would stay with her, but all he wanted to do is return home to his wife.
- **POLYPHEMOS**---> One of the cyclopes (one-eyed giants). Son of Poseidon. Ate four of Odysseus' men. Odysseus then carved a pole from Polyphemos' club to blind him. Polyphemos prayed to his father in hopes that Odysseus would not return home for many years and he would be left without a crew.
- **POSEIDON**---> God of the sea. Angry that Odysseus blinded Polyphemos, he caused the ships to stray, which resulted in his return to Ithaca many years later without a crew.
- **AIOLOS HIPPOTADES**---> Appointed by Zeus as Warden of the Winds. Allowed Odysseus to stay on the island for one month. As Odysseus prepared to leave, Aiolos gave him a leather bag filled with storm winds to help Odysseus reach Ithaca.
- **CIRCE**---> An enchantress who desired Odysseus. She turned Odysseus' men into swine, but changed them back after she and Odysseus slept together. He stayed on the island with her for a year. As he readied to continue his journey home, Circe forewarned him to block the ears of his crew when they heard the songs of the Sirens and no matter what the reason not to kill Helios' cows
- **SIRENS**---> Sing to enchant men away from their journey. These women cause men to become mindless (often not a difficult task) and to forget about their wives and children. Failed at enticing Odysseus and his crew.
- **HELIOS**---> God of the Sun. Keeper of immortal herds and shepherds. Became angered when Odysseus' crew killed his immortal cows and feasted on them for six days. He prayed to Zeus to punish the men for what they had done.

BIBLIOGRAPHY

Bibliography

Homer. "The Odyssey." Trans. Robert Fitzgerald. Prentice Hall Literature Timeless Voices, Timeless Themes: World Literature. New York, 2002. 975-1049.

A little side note...

I chose this literature book because it has been adopted by Delta High School, where I have been assigned to student teach in Spring 2004, and is the text used in my teacher's classroom. Also, *The Odyssey* is on the school's curriculum and I will be teaching it while I am there.