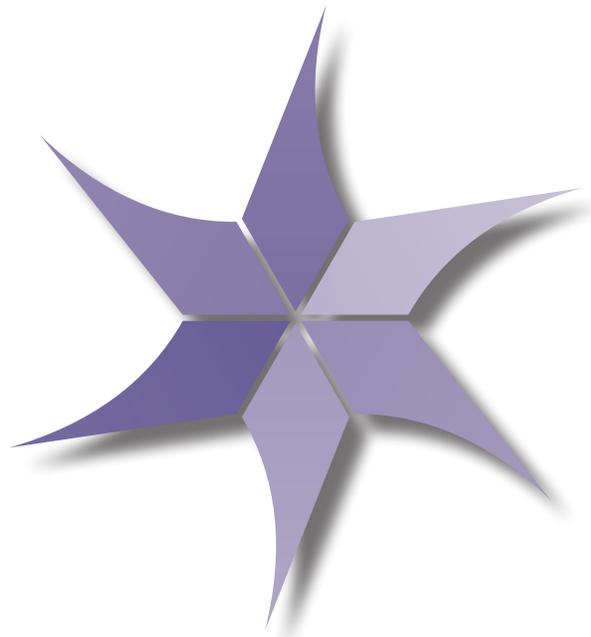


# Unit 1

## THE ODYSSEY

DO NOT COPY



## The Odyssey Unit Resources

Student Resource	Location
<b>Section 1: Lessons 1-4</b>	
Text: "A Worn Path," by Eudora Welty	The Odyssey Unit Reader
Text: "Half a Day" by Naguib Mahfouz	The Odyssey Unit Reader
Lesson handouts	Pages 2 – 4
<b>Section 2: Lessons 5-9</b>	
Text: The Odyssey	<a href="#">Purchased text</a>
Text: "Ithaka"	The Odyssey Unit Reader
Lesson handouts	5 – 17
<b>Section 3: Lessons 10-16</b>	
Text: The Odyssey by Homer	<a href="#">Purchased text</a>
Text: "Back From War, but Not Really Home" by Caroline Alexander	The Odyssey Unit Reader
Text: "An Ancient Gesture" by Michael Learned	<a href="#">Digital Access Only</a>
Lesson handouts	Pages 18 – 23
<b>Section 4: Lessons 17-26</b>	
Text: The Odyssey by Homer	<a href="#">Purchased text</a>
Text: Ulysses and the Sirens by John William Waterhouse	The Odyssey Unit Reader
Text: "Siren Song" by Margaret Atwood	The Odyssey Unit Reader
Lesson handouts	Pages 24 – 44
<b>Section 5: Lessons 27-29</b>	
Text: The Odyssey by Homer	<a href="#">Purchased text</a>
Lesson handouts	Pages 45 – 48
<b>Section 6: Lessons 30-35 (Culminating Writing Task)</b>	
Text: The Odyssey by Homer	<a href="#">Purchased text</a>
Lesson handouts	Pages 20 – 58
<b>Section 7: Lessons 36-39 (Extension Task)</b>	
Text: "The Truth About Being a Hero" by Karl Marlantes	The Odyssey Unit Reader
Lesson handouts	Pages 59 – 60
<b>Section 8: Lessons 36-39 (Cold Read Task)</b>	

**“A Worn Path” Timeline and Motif Tracker**

Create a timeline of what you consider to be the most significant events in the story. For each event, note the characters involved, the cause of the event, the result that led to the next event, and whether the event had a positive or negative outcome. Additionally, choose a motif or pattern of language for each event.

<u>Event 1 Description</u>	<u>Event 2 Description</u>	<u>Event 3 Description</u>	<u>Event 4 Description</u>
<u>Cause/Outcome</u>	<u>Cause/Outcome</u>	<u>Cause/Outcome</u>	<u>Cause/Outcome</u>
<u>Motif</u>	<u>Motif</u>	<u>Motif</u>	<u>Motif</u>
<u>Interpretive Commentary</u>	<u>Interpretive Commentary</u>	<u>Interpretive Commentary</u>	<u>Interpretive Commentary</u>

### “Half a Day” Timeline and Motif Tracker

Create a timeline of what you consider to be the most significant events the story. For each event, note the characters involved, the cause of the event, the result that led to the next event, and whether the event had a positive or negative outcome. Additionally, choose a motif or pattern of language for each event.

<u>Event 1 Description</u>	<u>Event 2 Description</u>	<u>Event 3 Description</u>	<u>Event 4 Description</u>
<u>Cause/Outcome</u>	<u>Cause/Outcome</u>	<u>Cause/Outcome</u>	<u>Cause/Outcome</u>
<u>Motif</u>	<u>Motif</u>	<u>Motif</u>	<u>Motif</u>
<u>Interpretive Commentary</u>	<u>Interpretive Commentary</u>	<u>Interpretive Commentary</u>	<u>Interpretive Commentary</u>

## Conversation Stems for Class Discussion<sup>1</sup>

As you engage in class discussion, it is important to consider the other side, expressing understanding for those who have a different point of view. To do this, you can insert a **concession** in your comments. You can also use the templates in the chart to help frame your answers.

### Concession Stems

- Although I grant that \_\_, I still maintain that \_\_.
- While it is true that \_\_, it does not necessarily follow that \_\_.
- On one hand I agree with X that \_\_. But on the other hand, I insist that \_\_.
- It cannot be denied that \_\_; however, I believe\_\_.
- Certainly..., but \_\_.
- It goes without saying...
- Perhaps..., yet\_\_.

TO DISAGREE	TO AGREE--WITH A DIFFERENCE	TO QUALIFY
<ul style="list-style-type: none"> <li>● I think <b>X</b> is mistaken because she overlooks _____.</li> <li>● <b>X's</b> claim that _____ rests upon the questionable assumption that _____.</li> <li>● I disagree with <b>X's</b> view that _____ because in the text, _____.</li> <li>● <b>X</b> contradicts herself. On the one hand, she argues _____ . But on the other hand, she also says _____.</li> <li>● By focusing on _____, <b>X</b> overlooks the deeper problem of _____.</li> </ul>	<ul style="list-style-type: none"> <li>● I agree that _____ because my experience _____ confirms it.</li> <li>● X is surely right about _____ because, as she may not be aware, recent studies have shown that _____.</li> <li>● X's theory of _____ is extremely useful because it sheds insight on the difficult problem of _____.</li> <li>● I agree that _____, a point that needs emphasizing since so many people believe _____.</li> <li>● Those unfamiliar with this school of thought may be interested to know that it basically boils down to _____.</li> </ul>	<ul style="list-style-type: none"> <li>● Although I agree with X up to a point, I cannot accept his overall conclusion that _____.</li> <li>● Although I disagree with much that X says, I fully endorse his final conclusion that _____.</li> <li>● Though I concede that _____, I still insist that _____.</li> <li>● X is right that _____, but I do not agree when she claims that _____.</li> <li>● I am of two minds about X's claim that _____. On the one hand I agree that _____. On the other hand, I'm not sure if _____.</li> </ul>

<sup>1</sup> *They Say, I Say* by Gerald Graff

**Connecting Device to Meaning**  
**“Ithaka” by Constantine Cavafy**

Using the annotation guide below, record your insights and observations to the poem “Ithaka,” a poem by Constantine Cavafy based on the ancient epic *The Odyssey* by Homer.

**Activity 1—Vocabulary:** List all words unknown to you, and then define them with more accessible synonyms. Next, go back through the poem and read the text with the synonyms in place to deepen your comprehension. (Save the mythological terms for the fourth activity.)

Word	Part of Speech	Definition	Synonym

**Activity 2—Connotative Diction:** Determine the meanings of words or phrases with figurative or connotative meanings used in the text. Do the words bring to mind positive or negative feelings? What more specific emotions do the words suggest?

Positive	Negative

**Activity Three—Objective Summary:** Write an objective summary of the poem.

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**Activity Four—Literary Devices:** Identify the allusions in the poem. Using an online resource or mythology collection, write an explanation of these allusions in the right hand margin.

Allusion	Explanation of Allusion
Laestrygonians	
Cyclops	
Poseidon	
Ithaka	

**Activity Five—Point of View:** What types of pronouns do you see? What is the point of view that the author employs? Using the tone resource, determine what the speaker’s attitude toward the subject seems to be.

**Activity Six—Symbolism:** What does the city of Ithaka seem to symbolize in this poem?

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## Tone Words <sup>1</sup>

Tone is the speaker’s attitude toward the subject of a text and is revealed through the author’s word choice, organization, choice of detail, and sentence structure. The tone of a text impacts meaning. Your understanding of the text, how you feel about the text, and how the text impacts you are all related to the tone.

The following are sample tone words, which can be used to describe the tone of a text.

Positive Tone	Neutral Tone	Negative Tone
<ul style="list-style-type: none"> <li>• Eager, zealous</li> <li>• Imaginative, fanciful, whimsical</li> <li>• Humorous, playful, comical</li> <li>• Respectful, admiring, approving</li> <li>• Sincere</li> <li>• Powerful, confident</li> <li>• Complimentary, proud</li> <li>• Calm, tranquil, peaceful</li> <li>• Sentimental, nostalgic, wistful</li> <li>• Excited, exuberant, exhilarated</li> <li>• Happy, joyful, giddy, contented</li> </ul>	<ul style="list-style-type: none"> <li>• Conversational, informal</li> <li>• Matter-of-fact</li> <li>• Reflective</li> <li>• Impartial, objective, indifferent</li> <li>• Scholarly, instructive</li> <li>• Practical, pragmatic</li> <li>• Subdued, restrained, low-key</li> <li>• Serious, formal, solemn</li> <li>• Uncertain</li> <li>• Straightforward, direct, candid</li> </ul>	<ul style="list-style-type: none"> <li>• Accusatory, pointed</li> <li>• Cynical, bitter, biting, sharp</li> <li>• Satirical, critical</li> <li>• Condescending, arrogant, haughty</li> <li>• Contemptuous, scornful</li> <li>• Sarcastic, ironic, mocking, wry</li> <li>• Silly, childish</li> <li>• Sad, depressed, melancholy</li> <li>• Angry, indignant, harsh</li> <li>• Fearful, panicked, anxious</li> <li>• Demanding, insistent, urgent</li> <li>• Skeptical, dubious, questioning</li> <li>• Pretentious, pompous</li> </ul>

<sup>1</sup>Adapted from

[http://www.mhasd.k12.wi.us/cms/lib04/WI01001388/Centricity/Domain/123/Huge\\_list\\_of\\_tone\\_words\\_with\\_definitions.pdf](http://www.mhasd.k12.wi.us/cms/lib04/WI01001388/Centricity/Domain/123/Huge_list_of_tone_words_with_definitions.pdf)

## The Odyssey Book One Handout

### The Features of an Epic

An **epic** is a long, book-length poem that tells a story about a hero. The ancient poet Homer wrote both *The Iliad* (the story of the Greeks defeating their enemies during the ten-year Trojan War) and *The Odyssey* (the story of the Greek king Odysseus' tumultuous ten-year journey home to Ithaca). The following characteristics are just some distinctive elements of the epic genre:

1. Beginning *in medias res* or "in the middle of things."
2. An *invocation* or prayer to the gods for inspiration at the beginning of the poem.
3. *Epic similes* or *Homeric similes*, which are more involved, more ornate than the typical simile, often lasting last several lines.
4. *Epithets* or phrases that rename characters: for example, Athena is called "the clear-eyed goddess," Odysseus "the master tactician," and Hermes "the giant killer." These epithets sometimes function as appositive phrases.

### Activity One: Reading and Annotating the Invocation

Read the invocation and the first few lines of Book One of *The Odyssey* below. Follow the instructions below as you annotate:

1. For your first reading, define the terms that have been bolded for you. Write a synonym or definition directly above the boxed word.
2. For your second reading, use a handbook of mythological terms, the glossary at the back of your text, or the Internet to look up background information for the shaded terms. Write the explanation directly above the term.
3. Finally, use the questions on the right side of the text to guide you as you record your insights and impressions about the text.

<p>1 Sing to me of the man, Muse, <u>the man of twists and turns</u> ... driven time and again off course, once he had plundered the <b>hallowed</b> heights of Troy.</p> <p>Many cities of men he saw and learned their minds, 5 many pains he suffered, heartsick on the open sea, fighting to save his life and bring his <b>comrades</b> home.</p>	<p>Explain the underlined epithet. Who is it describing, and what does it suggest about him?</p> <p>Throughout the passage, highlight for patterns of diction. Write the effect in the margin beside the text.</p>
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But he could not save them from disaster, hard as he **strove**—  
the recklessness of their own ways destroyed them all,  
the blind fools, they devoured the cattle of the Sun  
10 and the **Sungod** blotted out the day of their return.

Launch out on his story, Muse, daughter of Zeus,  
start from where you will—sing for our time too.

**BEGINNING OF BOOK ONE, “Athena Inspires the Prince”**

By now,  
all the survivors, all who avoided headlong death  
15 were safe at home, escaped the wars and waves.  
But one man alone ...  
his heart set on his wife and his return—**Calypso**,  
the **bewitching nymph**, the lustrous goddess, held him back,  
deep in her arching caverns, craving him for a husband.

20 But then, when the wheeling seasons brought the year around,  
that year spun out by the gods when he should reach his home,  
Ithaca—though not even there would he be free of trials,  
even among his loved ones—then every god took pity,  
all except **Poseidon**. He raged on, **seething** against  
25 the great Odysseus till he reached his native land.

Read the underlined portion. What is the tone (the speaker’s attitude toward the subject)?

What are some of the conflicts that Odysseus has faced?

What obstacles does Odysseus still face?