

### Unit Plan for *The Odyssey*

<b>1</b>	<b>Unit Title:</b> Homer's <i>The Odyssey</i>	<b>Lesson Sequence:</b> Beginning of 2 <sup>nd</sup> 6 Weeks
	<b>Subject/Topic Area:</b> English	<b>Grade Level:</b> 9 <sup>th</sup> Grade
	<b>Key Vocabulary/Phrases:</b> Plot, Character, Epic, Poetry, Prose, Conflict, Allusion, Alliteration, Consonance, Assonance, Allusion, Imagery, Metaphor, Simile, Onomatopoeia, Personification	<b>Unit Designer:</b> Bethann Rhinehalt
	<b>Time Frame:</b> 15 days	
<b>2</b>	<b>Unit Goal(s):</b> Students will read and understand <i>The Odyssey</i> and be able to apply poetry terms and devices to the epic poem. Students will be able to demonstrate the use of poetic devices and identify them in the poem. Students will be able to describe the elements of an epic poem and epic hero.	
<b>3</b>	<b>Content Standard:</b>  1.02 – Students will respond reflectively to a variety of expressive texts.  1.03 – Students will demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus.  5.01 – Students will read and analyze various literary works.  5.02 – Students will demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of genres.  6.01 – Students will demonstrate an understanding of conventional written and spoken expression.	
<b>4</b>	<b>Activities and Proven Teaching Methods:</b>  Students will use a variety of thinking maps in their study of <i>The Odyssey</i> . They will use ven diagrams to compare/contrast concepts, a flow map to understand the plot of the poem, and circle maps to help develop their understanding of the poetry vocabulary.	
<b>5</b>	<b>Assessment/Data Analysis:</b> Students will take a quiz at the beginning of the unit on the poetry terms. If the quizzes show that they do not understand the terms, then we will spend more time looking at examples and understating the literary elements. Students will take one quiz on the film “Jason and the Argonauts” that will discuss epic hero to show their understanding an epic hero. Again, if the quiz shows that students to not grasp the concept or epic or epic hero, then we will spend more time on the topic. Students will create a flow map of the epic while we are reading to show their understanding of the plot and incorporate elements of an epic. The will be completing their projects in class which will allow the teacher to clarify and guide the students through the plot. At the end of the unit, students will take a comprehensive test.	
<b>6</b>	<b>Re-teaching/Enrichment:</b> If students need additional help with the concepts in the unit, they may come after school to receive assistance at any time. To extend learning for students, additional requirements may be added onto their assignments in order to expand their thinking.	

## The Odyssey Unit Plan

	<ul style="list-style-type: none"> <li>Journal – Write about a time when someone told you not to do something, but you did it anyway.</li> <li>Grammar – N/Adj/Adv/V</li> <li>Odyssey Anticipation Guide</li> <li>Class Discussion using Guide</li> <li>View the end of “Helen of Troy” (parts about the Trojan War)</li> </ul>	<ul style="list-style-type: none"> <li>Journal – Traits of a Hero</li> <li>Epic/Epic Hero Notes</li> <li>Parts of Speech Sentence Strip Activity</li> </ul>	<ul style="list-style-type: none"> <li>Journal – Who is your hero?</li> <li>Grammar – S/V Agreement</li> <li>Watch “Jason and the Argonauts”</li> </ul>	<ul style="list-style-type: none"> <li>Journal – Predict what you think will happen to Jason.</li> <li>Grammar – S/V Agreement</li> <li>Watch “Jason and the Argonauts”</li> <li>Discussion on Epic Hero and the traits of a hero in relation to “Jason and the Argonauts”</li> </ul>	<ul style="list-style-type: none"> <li>Journal – Free Write</li> <li>Grammar – S/V Agreement</li> <li>Read the Intro to <i>The Odyssey</i></li> <li>Begin Poetry Vocabulary Activity</li> </ul>
	<ul style="list-style-type: none"> <li>Journal – What is an obstacle in your life that you have had to overcome? How did you overcome it?</li> <li>Grammar – S/V Agreement</li> <li>Student groups complete Poetry Vocabulary Activity</li> <li>Student groups present their words to the class.</li> </ul>	<ul style="list-style-type: none"> <li>Journal – What do you think will happen in <i>The Odyssey</i>?</li> <li>Grammar – S/V Agreement</li> <li>Begin reading <i>The Odyssey</i></li> <li>Students will create a flow map of the events in the poem and find examples of their terms in the poem.</li> </ul>	<ul style="list-style-type: none"> <li>Journal – What makes a good leader?</li> <li>Grammar</li> <li>Read <i>The Odyssey</i></li> <li>Work on flow maps</li> </ul>	<ul style="list-style-type: none"> <li>Journal – Draw your interpretation of a Cyclops.</li> <li>Grammar</li> <li>Read <i>The Odyssey</i></li> <li>Work on flow maps</li> </ul>	<ul style="list-style-type: none"> <li>Journal – Free Write</li> <li>Grammar</li> <li>Read <i>The Odyssey</i></li> <li>Work on flow maps</li> </ul>
	<ul style="list-style-type: none"> <li>Journal – If you could go on a journey, where would you go? What would be your purpose?</li> <li>Grammar</li> <li>Read <i>The Odyssey</i></li> <li>Finish flow maps.</li> </ul>	<ul style="list-style-type: none"> <li>Journal – How do you think the film will be different? The same?</li> <li>Grammar</li> <li>“The Odyssey” film</li> <li>Students create a venn diagram comparing the film of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Journal – Write three questions you have about <i>The Odyssey</i>.</li> <li>Grammar</li> <li>Finish watching “The Odyssey”</li> <li>Students complete their venn diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>Journal – Assign friends to <i>The Odyssey</i> movie parts. Explain why.</li> <li>Grammar</li> <li>Review for Test</li> <li><i>The Odyssey</i> Jeopardy</li> <li>Study guide</li> </ul>	<ul style="list-style-type: none"> <li>Journal – Free Write</li> <li>Grammar</li> <li>Unit Test</li> </ul>

<b>LESSON PLAN</b>	<b>Odyssey Unit</b>	<b>Course: English 9</b>	<b>Teacher: B. Rhinehalt</b>	<b>Date: Day 1</b>
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**Objectives:** 5.02 Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of genres. 6.01 Demonstrate an understanding of conventional written and spoken expression.  
 Students will be introduced to themes within The Odyssey, learn about what happened before The Odyssey, and review parts of speech.

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

F&R = Focus and Review

TI = Teacher Input

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Name \_\_\_\_\_

*The Odyssey*  
Anticipation Guide

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

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

**Rating**

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

## Your Mythology IQ

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

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

- |                      |                                      |
|----------------------|--------------------------------------|
| _____ 1. Zeus        | A. god of war                        |
| _____ 2. Amphitrite  | B. supreme god of the Greeks         |
| _____ 3. Apollo      | C. goddess of the sea                |
| _____ 4. Poseidon    | D. god of archery, music, and poetry |
| _____ 5. Ares        | E. goddess of wisdom                 |
| _____ 6. Aphrodite   | F. lame god of metal-working         |
| _____ 7. Artemis     | G. god of sea and earthquakes        |
| _____ 8. Hermês      | H. goddess of hunting                |
| _____ 9. Athena      | I. goddess of love and beauty        |
| _____ 10. Hephaestus | J. messenger of the gods             |
| _____ 11. Helios     | K. queen of the kingdom of the dead  |
| _____ 12. Persephone | L. sun god                           |

### Scoring

- |                    |   |
|--------------------|---|
| <b>9-12</b>        | Wow! You're an expert.  |
| <b>6-9</b>         | Excellent, but a little shaky.                                      |
| <b>Less than 6</b> | You are about to make a number of new acquaintances in high places. |

*The Odyssey*  
Name:

Date:

## What Would You Do?

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

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

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

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

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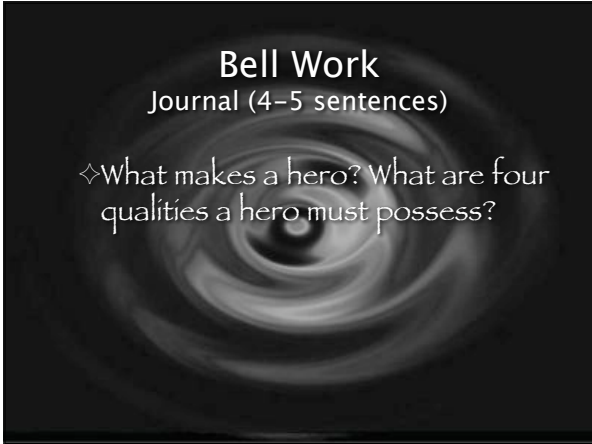
**Objectives:** 6.01 Students will demonstrate an understanding of conventional written and spoken expression.  
Students will discuss epic and epic hero and demonstrate knowledge of the parts of speech through an activity.

F&R	TI	GP	IP	C	Activities	Materials and Supplies	Time
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Bell Work - Journal (4-5 sentences) What makes a hero? What are four qualities a hero must possess?= 	Activinspire Notebooks	10
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teacher will give presentation on epic hero and epic while students take notes. Class will discuss examples of heros throughout the presentation.	Activinspire Notebooks	35
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students wil review parts of speech using activinspire interactive presentation.	Activinspire	15
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Students will work in pairs to complete the parts of speech activity. Each pair will be given a group of words that have been cut out from a sentence strip. The goup will have to put the sentence in the correct order and lable each part of speech on their own paper. The 3 groups that finish first will then put their sentences on the board. One person from each group will read their sentence and explain the parts of speech that the labeled. The class will then check the groups answers.	Sentence Strips	25
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Teacher will review main idea presented in lesson. Questions: What kinds of characteristics to heros have? Give an example of someone who is a hero to you and how they fit what we discussed today.	Oral Review	5





## EPIC AND EPIC HEROES



## Bell Work

Journal (4-5 sentences)

◇What makes a hero? What are four qualities a hero must possess?



## WHAT IS AN EPIC?

- ◇A long story in poem form.
- ◇An epic has a hero.
- ◇The epic is the story of the hero's travels and his fights with monsters.



## EPIC CONTINUED...

- ◇Epics were originally sung, often to a harp.
- ◇Epics contain information about the culture that created them: religion, dress, homes, weapons and war, roles of men and women, values and moral standards.
- ◇Epics contain clues to what the people who created them feared or did not understand: natural disasters, death, heavens, storms etc.

## WHAT DO THEY ALL HAVE IN COMMON?

A collage of images featuring various epic heroes: a cowboy, a man in a white tunic, a woman in a red dress, a man in a blue tunic, a man in a red tunic, a man in a white tunic, a man in a blue tunic, a man in a red tunic, a man in a white tunic, and a man in a blue tunic.

## TRAITS OF AN EPIC HERO

◇ Has "larger than life" qualities, possibly supernatural powers.

Two images: Superman flying over a city and the Justice League team standing together.

## TRAITS OF AN EPIC HERO

◇ Is a natural leader of men.

A black and white image of a man with long hair, wearing a tunic and holding a shield and spear, looking like a warrior leader.

## TRAITS OF AN EPIC HERO

◇ Is appealing to the opposite sex but rarely has an extended relationship.

A black and white image of Batman in his suit, looking intense.

## TRAITS OF AN EPIC HERO

- ◇ Defeats monsters (bad guys) and/or fights gods



## TRAITS OF AN EPIC HERO

- ◇ Has "good" on his or her side.
- ◇ (Ares the God of War rode along side the Trojans aiding them in war.)



## TRAITS OF AN EPIC HERO

- ◇ Often stands alone in battle.
- ◇ Beowulf fights big battles alone.



## TRAITS OF AN EPIC HERO

- ◇ Is smarter than everyone else, generally a problem solver.
- ◇ Odysseus tricks the Trojan's by hiding inside a "gift horse", and surprising them.



## TRAITS OF AN EPIC HERO



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

## TRAITS OF AN EPIC HERO

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



## TRAITS OF AN EPIC HERO

❖ A Skilled Fighter





**Parts of Speech**

**Review**

Names general items		pronoun
used to exclaim, protest, or command		
takes the place of a noun		adverb
modifies an adjective or verb		common noun adjective
shows a relation between a noun and another word		interjections
names specific things		preposition
word that joins two sentences		proper noun conjunction
most show action, some show being		verb
words that express a quality of a thing		

dark they rapidly Wow! bus Suzy Wilmington she  
irritating within battered between but at chase desk  
school he Heinz Field quickly beautiful beneath walk gigantic  
girl above yellow under until after to and  
Hey! rapidly through slowly it weird throw

## Where do the words belong?

pronoun

common  
noun

preposition

verb

proper  
noun

interjection

adverb

adjective

## Make a Sentence!

the black The cat  
looked out window.



**Label the parts of speech.**

**The black cat looked out the window.**

**common noun    preposition    adjective    conjunction    interjection**  
**proper noun    adverb    pronoun    verb**

Parts of Speech – Sentence Strip Activity  
Sentences for Strips

The dangerous convict, young and quick, narrowly escaped through the window.

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

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

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

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

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

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

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

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

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

**Objectives:** 1.03 Students will demonstrate the ability to read, listen, and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus.6.01 Students will demonstrate an understanding of conventional written and spoken expression.

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

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

F&R = Focus and Review

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Day 1  
What is subject verb agreement?

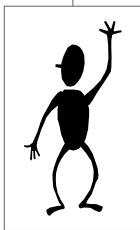
## Subjects and Verbs Must Agree



- A singular subject needs a singular verb.
- A plural subject needs a plural verb.

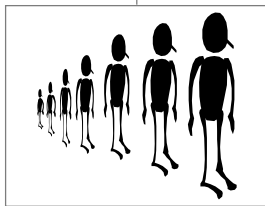
## Singular vs. Plural

Singular



*The person waits.*

Plural



*The people wait.*

## Example Sentence

verb  
A good student knows the value of communication skills.  
subject



## Subject-Verb Agreement

No "s" ending on a noun often indicates that it is singular.

An "s" ending on a verb usually indicates that it is singular.

*student knows*

subject = verb

## Example Sentence

verb  
|  
*Good students knows the value of communication skills.*  
|  
subject



## Subject-Verb Disagreement

An "s" ending on a noun often indicates that it is plural.

An "s" ending on a verb usually indicates that it is singular.

*students knows*

subject  $\neq$  verb

## Choose the Correct Verb

1. Max (eat / eats) candy.
2. Bill and John (wash / washes ) their cars.
3. Justin and Patrick ( go / goes ) to every game.
4. Jasmine and Niki (bring / brings ) magazines to read while they are waiting to do laundry.
5. Every day one of the football players (fall / falls) down.

**LESSON PLAN**      **The Course: English 9**      **Teacher: B. Rhinehalt**      **Date: Day 4**  
**Odyssey**

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

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

F&R	TI	GP	IP	C	Activities	Materials and Supplies	Time
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Bell Work - Journal (4-5 sentences) Predict what you think will happen to Jason.	Activinspire Notebooks	10
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teacher will review epic hero and the traits of an epic.	Oral Review	5
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students will share a few examples from their papers yesterday in which they took notes on the epic hero traits that Jason portrays.	Notebooks	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Students will view the film Jason and the Argonauts. Students will continue to take notes on the epic hero quailites/examples in the film.	Video/TV Notebooks	55
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Teacher will ask students for examples of how Jason is a hero based on their notes and from what they have seen in the film.	Oral Review	5

F&R = Focus and Review      TI = Teacher Input      GP = Guided Practice      IP = Independent Practice      C = Closure

**Objectives:** 1.03 Students will demonstrate the ability to read, listen, and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus. 5.01 Students will read and analyze various literary works. 6.01 Students will demonstrate an understanding of conventional written and spoken expression.

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

F&R	TI	GP	IP	C	Activities	Materials and Supplies	Time
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Bell Work - Journal (4-5 sentences) Free Write Grammar - Sentence Corrections	Activinspire Notebooks	10
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teacher will lead discussion between poetry and prose. During discussion, the class will create a venn diagram comparing and contrasting poetry and prose.	Activinspire	10
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students will be divided into groups to create a circle map of their two assigned vocabulary words. Each group will create a large poster of their words in order to present to the class the following day.	Activinspire Paper Markers	45
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Students will begin to read the introduction to The Odyssey on pg. 643.	Textbooks	20
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Teacher will review and summarize the introduction to The Odyssey and inform the class where they will begin the following day.	Oral Review	5

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# Bell Work

~Journal (4-5 sentences)

Free Write



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

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



## Today we are going to:

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



# Poetry Terms

Vocab Quiz Tuesday!!



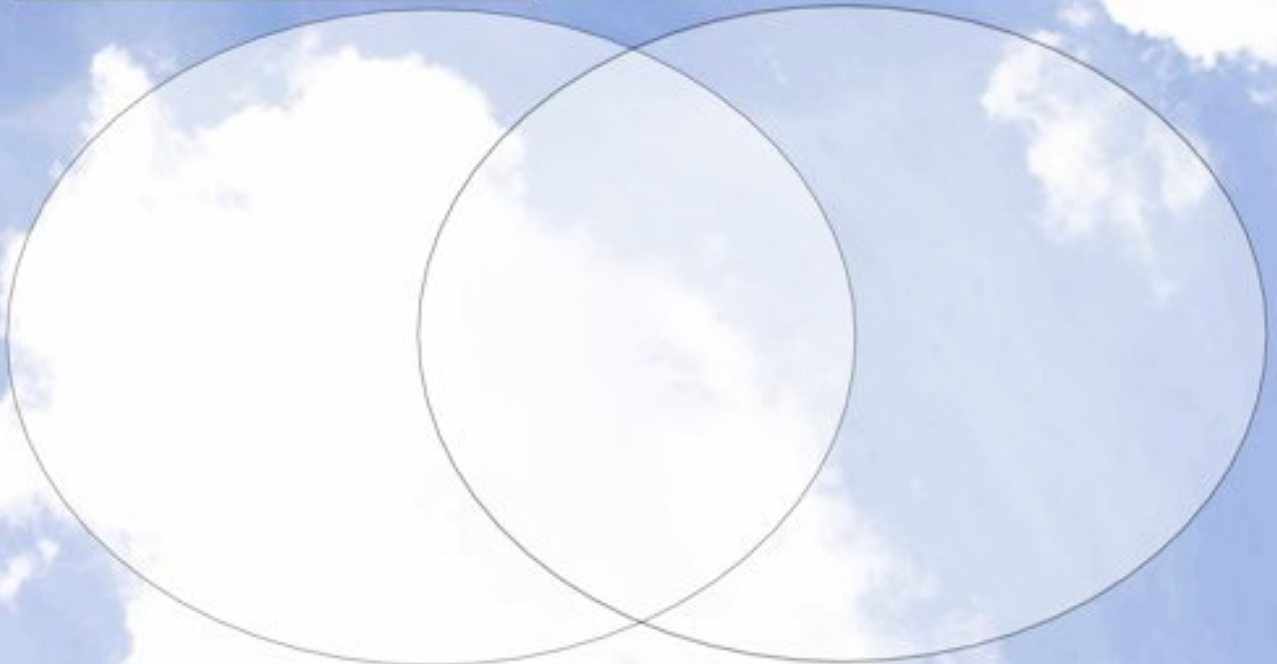
# Poetry

**rhythmic, compressed language that uses figures of speech and imagery to appeal to the reader's imagination and emotions.**

## Poetry vs. Prose

Poetry

Prose





# Epic

**along narrative (story) poem that tells the deeds of a great hero who embodies the values of a particular society. Epics were usually based on oral traditions that had been passed down by story-tellers for generations.**

**In your groups, you will create a circle map for your words.**

**Group Zeus**

**Group Poseidon**

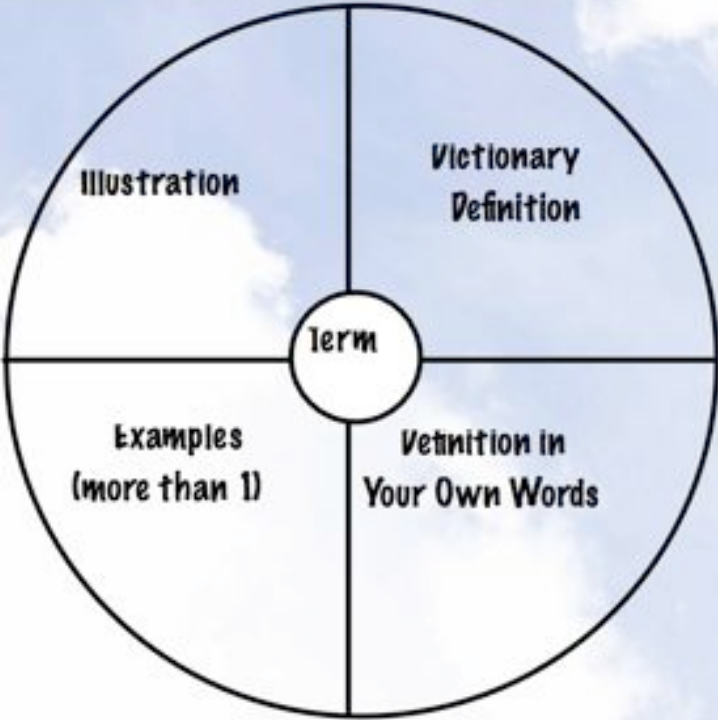
**Group Hermes**

**Group Athena**

**Group Helios**

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### Circle Map Layout





## Here are your terms!

### Group Zeus

Alliteration  
Metaphor

### Group Poseidon

Onomatopoeia  
Allusion

### Group Hermes

Assonance  
Simile

### Group Athena

Imagery  
Symbol

### Group Helios

Consonance  
Personification

**Great job!!**

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

**Now....please open your books to**

**pg. 643**

**\*\*Please Write On Your Own Paper\*\***

Use the following words to identify each example. They may be used more than once or not at all.

Alliteration

Onomatopoeia

Metaphor

Consonance

Assonance

Imagery

Simile

Personification

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

**\*\*\*Please Use Your Own Paper\*\*\***

**Reading Quiz 1**

1. Why is Poseidon angry with Odysseus? Explain.
2. Why does the goddess Athena want Zeus to send Hermes to Calypso?
3. What problems has Odysseus' absence caused his wife and son?
4. Why does Telemachus go on a voyage?
5. **Think About It:** Zeus mentioned that Agamémnon had been murdered by Aigísthos. Why do you suppose Agamémnon was killed?

*The Odyssey*  
Final Test

**Multiple Choice** (2 points each)

1. Which of the following statements best identifies the Odysseus we meet in the epic?
  - A. He is the captain of a ruthless pirate fleet.
  - B. He is an outcast leader and hates all human beings.
  - C. He is the leader of a home-ward bound fleet
  - D. He is the luckless son of Poseidon and a nymph.
2. "Helios, lord of high noon", is an example of a
  - A. Homeric simile
  - B. Symbol
  - C. Epithet
  - D. Greek
3. The incidents and story of the Odyssey are based on
  - A. Now-lost records
  - B. Ancient history books
  - C. Myth and oral tradition
  - D. Homer's Life
4. Anyone who eats the Lotus will
  - A. Turn into swine
  - B. Lose their hope for home
  - C. Get really sick
  - D. Become a God
5. Odysseus wants to kill Polyphemus right away but doesn't because
  - A. He is a God and can not be killed
  - B. Odysseus is afraid
  - C. Polyphemus is protected by magic
  - D. With him dead no one can move the large boulder
6. The Sirens could possibly represent
  - A. Knowledge
  - B. Ignorance
  - C. Heroism
  - D. Beauty
7. To delay the Suitors for three years Penelope
  - A. Hides away
  - B. Weaves and unweaves a loom
  - C. Pretends to be sick
  - D. Grieves for her self
8. When Sylla attacked and ate Odysseus' men they
  - A. Laughed at the monster
  - B. Cut off her heads
  - C. Called out Odysseus' name
  - D. Set her on fire

9. Odysseus' ship is destroyed by
  - A. Poseidon
  - B. A bad storm
  - C. Scylla
  - D. Zeus
10. Who is the God or Goddess that helps Odysseus the most?
  - A. Zeus
  - B. Poseidon
  - C. Aphrodite
  - D. Athena
11. When Odysseus finds himself in great danger, he usually gets out of it by
  - A. Striking out frantically
  - B. Resourceful planning
  - C. Praying to the Gods
  - D. Relying on his bravest men
12. Circe's final warning to Odysseus (which is ignored by his men) is not to
  - A. Go near Scylla and Charybdis
  - B. Go ashore again
  - C. Offend the Sirens
  - D. Harm the sun god's cattle
13. Odysseus reveals his identity to his son
  - A. In the presence of his two faithful servants
  - B. When they are alone
  - C. Against his better judgements
  - D. Although Athena warned him not to
14. Odysseus does not reveal himself at first when he returns for what reason?
  - A. He wishes to test his wife
  - B. He wants to make careful plans
  - C. He does not want to be humiliated
  - D. He wants Penelope to see through his disguise
15. When his wife first meets him, as a beggar, she receives him with
  - A. Reluctance and haste
  - B. The hospitality due a stranger
  - C. Tales of her ancestors
  - D. Suspicion and trust
16. The Suitors are
  - A. Nice men who are looking for shelter
  - B. Sea nymphs
  - C. Trying to obtain Odysseus' kingdom
  - D. Fierce warriors

**Identifying Characters** (2 points each)

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

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

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

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

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

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