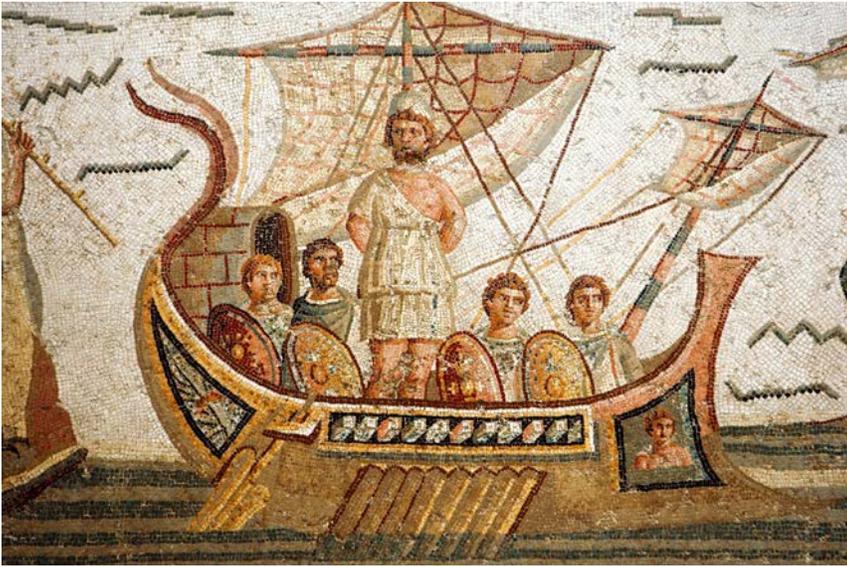


Unit 3: The Odyssey



Odysseus and the Sirens, a mosaic scene from the *Odyssey* in the Bardo Museum in Tunis, Tunisia

T1W09-T1W10
12 Periods

Overview

This unit is designed to introduce scholars to Homer's epic poem *The Odyssey*, a text they are sure to return to for deeper study in high school and college. The text follows the story of the epic hero Odysseus's ten-year return from Troy to Ithaca. The story also explores Odysseus's son, Telemachus's, attempt to find his father and to save his mother from vile suitors who seek her hand in order to obtain control of Odysseus's land. During this unit, scholars will continue to examine the relationships between parents and their children by analyzing the dynamics between Telemachus and Odysseus and

Telemachus and Penelope.

Through careful analysis and close reading, scholars will examine the epic hero and the epic journey, a theme they will pick up during the next unit, *The Kidnapped Prince: The Life of Olaudah Equiano*. Finally, this unit provides scholars context for their study of the *Iliad* in 6th grade.

Scholars will continue to develop their skills, learning to quote accurately from a text in order to explain what is being said explicitly; to draw text-supported inferences; to determine theme; to summarize; to compare and contrast characters, settings, or events of a text; to explain how certain parts of a text fit into the overall structure of the text as a whole and serve to advance the theme or plot; and to analyze how an author uses specific words and phrases to create a particular point of view. Additionally, as the anchor text for this unit is a graphic novel, scholars will analyze how visual elements contribute to the meaning and tone of a text.

Summative (Common) Assessments

1718 T1W10 Humanities GR05 English *The Odyssey* UT (dictée)

Formative Assessments

Exit Tickets (optional): Lessons 1, 2, 3, 4, 5, 6, 7 and 8
Discussion

Writing Assessments

Formative: Why is the story of the Phoenix an appropriate metaphor within the context of *The Odyssey*?

Summative (Common): Choose one topic from a list of options related to *The Odyssey*.

Interdisciplinary Components:

Gallery Lesson: "Ulysses and the Sirens" Roman Mosaic
Poetry: "An Ancient Gesture" by St. Vincent Millay

Unit at a Glance

Lesson	Objective	Standard	Focus Question	Text	Assessment
1-2	-Determine the purpose and significance of the invocation in Greek epic poems, specifically as it pertains to <i>The Odyssey</i> . -Evaluate the role of the gods in <i>The Odyssey</i> .	RL.5.5	What information does the invocation provide to the audience?	"Invocation to the Muse" <i>The Odyssey</i> (p.1-4)	Exit Ticket: To whom is the invocation made and why?
3	- Identify characteristics of the epic hero and how Odysseus fits the archetype of the epic hero.	RL.5.2 RL.5.7	What are the key traits of an epic hero?		Exit Ticket: What makes Odysseus an epic hero?
4	- Describe Telemachus's character and behavior dealing with his mother's suitors and debate whether Telemachus is an epic hero.	RL.5.2	What are the key traits of an epic hero?		Exit Ticket: What makes Telemachus an epic hero?
5	-Evaluate the theme of the importance of hospitality and how it is portrayed through Telemachus/Penelope's actions, and the suitors' actions.	RL.5.2	How are cultural mores revealed in the text?	"The Value of Hospitality"	Exit Ticket: Why is hospitality important to the Greeks?
6	- Analyze how Odysseus demonstrates traits and flaws of the epic hero in his dealing with Cyclops.	RL.5.1	How can we determine a character's traits?		Exit Ticket: What does Odysseus's encounter with the Cyclops reveal about his character traits?
7	- Compare and contrast Odysseus and Telemachus to determine whether Telemachus is an epic hero like Odysseus. -Discuss the theme of family dynamics in <i>The Odyssey</i> .	RL.5.2	How is a key theme developed in the text?		Exit Ticket: How is the theme of family dynamics revealed in this selection?

8	-Read and discuss the remaining chapters of <i>The Odyssey</i>		What can we learn about a text through collaborative reading and discussion?		Exit Ticket: What is the moral of <i>The Odyssey</i> ?
9-10	Poetry and Gallery Lessons				
11-12	1718 T1W10 Humanities GR05 English <i>The Odyssey</i> UT (Dictee)				

Transferable Questions by Standard

These questions can be used in nearly every class to address the common core standards. They can be used as is or they can be used as question stems and adapted to be text-specific.

RL.5.1	<ul style="list-style-type: none"> • What happens in the folktale? • What is the setting of the folktale? • What are the main events in the folktale? • What specific details are most important? • What is the main idea of the folktale? • What inferences can I make about the main idea and which details led me to make those inferences?
RL.5.2	<ul style="list-style-type: none"> • What is the genre of this text? • What message, lesson, or moral do characters learn by the end of the folktale? • What details allow me to understand that message, lesson, or moral? • What is the theme of this folktale? • What key ideas does the author develop throughout the story? • What details from the beginning, middle, and end would be included in a summary of this story?
RL.5.3	<ul style="list-style-type: none"> • What is the main character's most important character trait? • How do the other characters respond to the main character? • Does the main character change over the course of the story? Why and how? • How does the setting play a role in the story or in the characters' actions? • What are the important events that lead to the resolution? • Where and when is there the most tension? • How are the characters similar/different? • Which details reveal how the characters are changing?
RL.5.4	<ul style="list-style-type: none"> • Which words or phrases seem the most important? • Which words or phrases help me to understand the characters' literal actions? • Which words or phrases get me to "read between the lines" and infer meaning? • Which words set the tone of this chapter/section of text/folktale? • Which words help to figure out the meaning of words I do not know?
RL.5.5	<ul style="list-style-type: none"> • What type of text is this? • How does the author build the story in each chapter to help me understand the theme/message/plot of the text? • How do events that occur in the beginning of the story set up events later in the story? • How do events in the text build on each other? • How do certain portions of the text set up the theme or message of the story?
RL.5.6	<ul style="list-style-type: none"> • Who is telling the story or speaking and why? • How does the narrator's or speaker's point of view affect the description of events in the text? • What effect do specific words or phrases in this text have on me? Why?

Desired Results
<p>Focal Standards: RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize a text. RL.5.3 Compare or contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. RL.5.7 Analyze how visual elements contribute to meaning, tone, or beauty of a text.</p>
<p>Essential Questions</p> <ol style="list-style-type: none"> 1. Why do some stories get told and retold? 2. What makes a hero? 3. What role do gods play in the fate of mortals? 4. In what ways do children need their parents? 5. How do we decide to trust others/how do we gain the trust of others? 6. What are the traits of the epic hero? 7. How do the gods affect the action in <i>The Odyssey</i>? 8. Does Telemachus need Odysseus? 9. Do Odysseus and Penelope trust each other?
<p>Objectives: <i>Scholars will be able to...</i></p> <ol style="list-style-type: none"> 1. Identify characteristics of the epic hero. 2. Define key vocabulary associated with the text and genre. 3. Analyze how Hinds uses visual elements of the text to convey meaning and tone. 4. Evaluate the role of the gods in <i>The Odyssey</i>. 5. Analyze Athena's role in <i>The Odyssey</i>. 6. Describe Odysseus's character and evaluate his behavior in his interactions with Cyclops. 7. Analyze how Odysseus demonstrates traits of the epic hero in his dealing with Cyclops. 8. Evaluate Telemachus's characteristics and behavior. 9. Analyze Telemachus's interactions with his mother's suitors. 10. Identify Telemachus's allies and enemies. 11. Evaluate the people of Ithaca's response (or lack thereof) to the suitors' presence on the island. 12. Debate whether Telemachus is an epic hero like Odysseus. 13. Compare and contrast Odysseus and Telemachus. 14. Discuss the theme of family dynamics in <i>The Odyssey</i>. 15. Evaluate Telemachus's interactions with his mothers' suitors. 16. Evaluate Odysseus and Telemachus's reunion. 17. Evaluate Penelope's characteristics and behavior. 18. Debate whether Odysseus has overcome his pride. 19. Memorize and recite the first 10 lines of Fagle's translation of <i>The Odyssey</i>.

Knowledge:

Scholars will know/understand...

1. *The Odyssey* is the story of Odysseus trying to get home to Ithaca after the Trojan War, where his wife Penelope and son Telemachus wait for him.
2. While on his journey, the gods intervene in different ways, sometimes helping and sometimes hurting his progress.
3. *The Odyssey* was originally passed down through an oral tradition.
4. Scholars believe *The Odyssey* was composed by Homer, though little is known about him.
5. An archetype is a universally understood symbol or character that is often copied, patterned, or imitated. Archetypes are often used in myths and storytelling across different cultures.
6. Key traits of the epic hero:
 - The epic hero is a man of action and intelligence.
 - The epic hero goes on a journey.
 - The epic hero has a flaw he must overcome.
 - The epic hero interacts with gods.
7. Recognize how Hinds uses art to contribute to the meaning of the text. For example, he uses color to differentiate between gods and mortals.
8. Most epic poems begin with an invocation to the Muse, in which the poet calls on the muses for inspiration.
9. The gods are intimately involved in the lives of the mortals.
10. The suitors want to marry Penelope because they want to control Ithaca.
11. Telemachus wants to get to know his father.
12. Telemachus feels responsible for his mother and wants to protect her from the suitors.
13. The flaw Odysseus needs to overcome is hubris.
14. The Cyclops is the son of Poseidon.
15. Penelope is very loyal to her husband and son. For example, she refuses to remarry and tricks the suitors by weaving a shroud every day and unraveling it at night to delay having to remarry.
16. Odysseus is extremely clever and he demonstrates his intelligence when he tricks the Cyclops and then tricks the suitors.
17. Odysseus must overcome his hubris in order to defeat the suitors.
18. Odysseus is protected by Athena.

Assessment Evidence**Performance Tasks:**

Humanities GR05 English The Odyssey UT (dictée)

Other Evidence:**Notes:**

Students will take daily notes on concepts and vocabulary and respond to in-class writing prompts in their Humanities Reading Journal as per class/school norm.

Discussion:

Students are expected to participate daily in class discussions. They are required to ask questions and to answer questions by both the instructor and peers. Teacher will check participation as per class/school norm.

Homework:

Students will have nightly homework of readings and responses. Homework will be collected and assessed as per class/school norm.

	<p>Exit Tickets: Students will complete daily exit tickets as needed at the end of class to demonstrate their understanding of the day's focus question or standard.</p>
Learning Plan	
Lesson 1-2	
<p>Objectives:</p> <ul style="list-style-type: none"> Determine the purpose and significance of the invocation in Greek epic poems, specifically as it pertains to <i>The Odyssey</i>. Evaluate the role of the gods in <i>The Odyssey</i>. <p>CCLS: RL.5.5. Explain how a series of chapters, scenes, stanzas, or paragraphs fits into the overall structure of a text and contributes to the development of theme, setting, or plot.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> Humanities GR05 English The Odyssey UT (dictée)
<p>Text: <i>The Odyssey</i>, a graphic novel by Gareth Hinds based on Homer's epic poem, Invocation, p 1-4</p> <p>Resources: Ian McKellan's recitation of the poem, http://youtu.be/2liP74_5Mnc?t=1m2s</p> <p>Key Takeaways:</p> <ul style="list-style-type: none"> Epic poems begin with an invocation of the Muse, a guiding source of inspiration and also one of Zeus's daughters. In the invocation, the bard calls on the Muse to help him tell this story as it deserves to be told. The invocation is also similar to the introduction in that it is intended to hook the reader and provide a roadmap to the action that is about to happen in the story. <p>Questions:</p> <ul style="list-style-type: none"> What evidence supports the idea that the gods were very involved in the lives of the mortals? What evidence supports the idea that Athena and Odysseus have a special relationship? How does the invocation help to develop the plot of this story? From whose point of view is this story told and how do you know? Which words does the narrator use to guide the reader's feelings about Telemachus and the suitors? What do you notice about Hinds' depiction of the gods? How does Hinds' depiction of life on Olympus compare to his depiction of life in Ithaca (note the colors)? <p>Learning Activities:</p> <ul style="list-style-type: none"> TW explain that <i>The Odyssey</i> is an epic poem—it was originally recited aloud (oral tradition) from memory. The rhythm and pacing of a poem helped the singer/bard remember and recite the poem (just like we can easily remember our favorite songs). TW explain that the beginning of this poem is called the invocation. It has special, necessary rhyme, rhythm, and poetic qualities. It is the part of the poem where the singer/bard is asking one of the goddesses to help him tell the story the best way possible. The goddess that is called to help is one of the Muses (one of the daughters of Zeus; these daughters were in charge of specific arts, just like Demeter was in charge of the harvest). 	

- TW lead a mini-lesson on the purpose of the invocation and what it reveals about life in ancient Greece
 - Determine the role of the invocation. What information is it meant to provide and to whom?
 - What does the presence and prominence of place of the invocation reveal about Greek beliefs?
- TW explain that scholars will memorize the opening lines from Robert Fagles's translation of the invocation of the Muse. This will be graded as their final unit test, and recitations will begin in T1W10.
- SW listen to Ian McKellan's recitation of the Fagles's invocation three times, then scholars will recite the invocation along with McKellan three times: http://youtu.be/2liP74_5Mnc?t=1m2s
- TW hand out copies of the translation for scholars to take home and practice:

Sing to me of the man, Muse, the man of twists and turns
driven time and again off course, once he had plundered
the hallowed heights of Troy.

Many cities of men he saw and learned their minds,
many pains he suffered, heartsick on the open sea,
fighting to save his life and bring his comrades home.
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
and the Sungod blotted out the day of their return. . . .

- Ask scholars to annotate the invocation in small group and write an objective summary.

Closing:

- Review key takeaways and return to essential questions.

Exit Ticket: To whom is the invocation made and why?

Suggested Homework:

- Practice dictée.

Lesson 3

Objectives:

- Identify characteristics of the epic hero and how Odysseus fits the archetype of the epic hero.

CCLS:

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Assessment:

- Humanities GR05
English The Odyssey
UT (dictee)

Text: *The Odyssey*, a graphic novel by Gareth Hinds based on Homer's epic poem

Resources:

<http://www.classics.upenn.edu/myth/content/homer/multimap.html>.
<http://youtu.be/7J0KzoJSAY?t=3m20s>

Key Takeaways:

- An archetype is a universally understood symbol or character that is often copied, patterned, or imitated. Archetypes are often used in myths and storytelling across different cultures.
- The epic hero is an archetype who appears in *The Odyssey*.
- Odysseus is very loyal, but he is also vain. He has a special relationship with Athena, who protects him. His destiny is to be made immortal through the stories told about him.

Learning Activities:

- TW explain: Odysseus is understood to be an archetype for the epic hero.
- TW introduce the new unit explaining: We're going to meet our hero Odysseus and think about some of the key themes and ideas of the story.
- TW explain: Just like the myths the Greeks studied, *The Odyssey* is a part of an oral tradition from centuries past. This story details the journey of a Greek king, Odysseus, as he returns home from the Trojan War. The journey is interesting and exciting because of the many adventures and trials Odysseus encounters. As we read this story, *we will see how Odysseus is an example of a specific kind of hero—the epic hero.*
- TW explain the characteristics of the epic hero. SW keep track of Odysseus and Telemachus throughout the book and record instances where they display traits of the epic hero.

Graphic organizer example:

	Odysseus	Telemachus
Action and intelligence		
Goes on a journey		
Overcomes a flaw		
Interacts with the gods		

- Epic hero:
 - The epic hero is a man of action and intelligence.
 - The epic hero goes on a journey.
 - The epic hero has a flaw he must overcome.
 - The epic hero interacts with gods.
- TW post map of Odysseus's journey to show where in the world this story occurs and the path that he takes. Invite students to predict what adventures and challenges he will encounter along the way (map attached at the end of this document; interactive map found here: <http://www.classics.upenn.edu/myth/content/homer/multimap.html>).
- SW identify his character traits after watching a clip from the film version of *The Odyssey* and answer corresponding questions: <http://youtu.be/7J0KzoJSAY?t=3m20s> (stop at 12:55)
 1. Who is born at the start of the movie?
 2. How does Odysseus feel when Telemachus is born? How do you know?
 3. How is the world changing?
 4. Who comes for Odysseus?

5. What journey does Odysseus begin? Where is he going?
6. Which god does Odysseus pray to for protection?
7. How is Telemachus already like his father?
8. What does Odysseus's mother insist he must leave behind?
9. Does Odysseus have a special relationship with the gods? Which one?
10. What does Athena want?
11. What is Odysseus's destiny?
12. What is Odysseus's true character?
13. What character traits does Odysseus display?

Closing:

- Review key takeaways and return to essential questions.

Exit Ticket: What makes Odysseus an epic hero?

Suggested Homework:

- Read pages 6-13 and answer the following questions:
 1. How does Telemachus treat guests?
 2. What is Telemachus's opinion of the suitors?
 3. Who visits Telemachus and what does he tell Telemachus?

Lesson 4**Objectives:**

- Describe Telemachus's character and behavior dealing with his mother's suitors and debate whether Telemachus is an epic hero.

CCLS:

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Assessment:

- Humanities GR05
English The Odyssey
UT (dictée)

Text: *The Odyssey*, a graphic novel by Gareth Hinds based on Homer's epic poem, book 1, p 6-13

Resources:

- https://www.youtube.com/watch?v=2liP74_5Mnc&feature=youtu.be&t=1m2s

Key Takeaways:

- Telemachus is distraught at the suitors' constant presence in his home. He has been waiting for his father, Odysseus, to return for nearly 20 years, and he is just starting to give up hope that Odysseus will ever come back.
- We see that Telemachus is a gracious host when he welcomes Mentos into his home.
- Mentos, an old friend of Odysseus, visits Ithaca and encourages Telemachus to go abroad in search of news for his father. He tells Telemachus to wait another year for Odysseus to return home. Mentos then disappears. He had been sent to Telemachus by Athena!

Questions:

- What evidence supports the idea that Telemachus may be an epic hero?
- What evidence supports the idea that Odysseus has a special relationship with the gods?

- What evidence supports the idea that hospitality was valued by the Greeks?
- Which details convey the theme of family dynamics between parents and children?
- What words and phrases convey the narrator's point of view about the suitors?

Learning Activities:

- Listen to the invocation of the Muse one time.
- Practice reciting the invocation to the Muse three times.
- SW read and discuss the assigned text.
- Evaluate Telemachus as an epic hero based on information already presented in the text.
 - Complete a compare and contrast or epic hero chart.

Closing:

- Review key takeaways and return to essential questions.

Exit Ticket: What makes Telemachus an epic hero?

Suggested Homework:

- Read pages 14-21.
 1. Who called the assembly in Ithaca?
 2. How has Penelope tricked the suitors?
 3. What omen does Zeus send?
 4. What does Telemachus request?
 5. Who will help Telemachus on his journey?
- Practice dictée.

Lesson 5**Objectives:**

- Evaluate the theme of the importance of hospitality and how it is portrayed through Telemachus/Penelope's actions, and suitors' actions.

CCLS:

RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Assessment:

- Humanities GR05
English The Odyssey
UT (dictee)

Text: *The Odyssey*, a graphic novel by Gareth Hinds based on Homer's epic poem, book 2, p 14-21

Resources:

<https://minerva.union.edu/wareht/gkcultur/guide/8/web1.html>

Key Takeaways:

- Telemachus calls an assembly, the first since Odysseus has been gone, and stands up as a leader in Ithaca. He accuses the suitors of taking advantage of his mother's hospitality and of overstaying their welcome. He also accuses the people of Ithaca of turning their backs on his family and forgetting Odysseus. Zeus sends an omen in the form of birds of prey, which attack Antinoos, one of the lead suitors. The Ithacans agree to give Telemachus a ship so he can sail to King Menelaus and King Nestor in search of news about his father.
- Penelope has tricked the suitors by telling them she would pick a suitor as soon as she finished weaving a shroud for her father-in-law. Every night, she would undo her progress from the day so that she would have to start over the next day.

Targeted Questions:

- What attitude does Telemachus display towards the suitors?
- What attitude do the suitors display towards Telemachus and Penelope?

- How does book 2 serve to advance the plot?
- How does the author use visual elements to contribute to the meaning of the text (focus on the images with the eagles, p. 16-17)?

Learning Activities:

- In pairs or small groups, SW read and annotate “The Value of Hospitality” in the course reader. Discuss what this indicates about the character’s actions to date.
- Evaluate Telemachus’s interactions with his mother’s suitors.

The Importance of Hospitality	How This is Revealed in the Text

Closing:

- Review key takeaways and return to essential questions.

Exit Ticket: Why is hospitality important to the Greeks?

Suggested Homework:

- Read pages 93-110.
 1. Whose journey do we skip to in this chapter?
 2. What do Odysseus and his men find on the island?
 3. What does the Cyclops do to Odysseus’s men?
 4. What does Odysseus tell the Cyclops his name is?
 5. How does Odysseus trick the Cyclops?
 6. How does Odysseus’s pride get the better of him?
 7. How does Odysseus offend Poseidon?

Practice dictée.

Lesson 6**Objectives:**

- Analyze how Odysseus demonstrates traits and flaws of the epic hero in his dealing with Cyclops.

CCLS:

RL5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Assessment:

- Humanities GR05
English The Odyssey
UT (dictee)

Text: *The Odyssey*, a graphic novel by Gareth Hinds based on Homer's epic poem, book 9, p 93-110

Key Takeaways:

- Odysseus shows he is a man of action and intelligence when he tricks the Cyclops and escapes with his men.
- Odysseus's flaw—pride—gets the better of him. He wants the Cyclops to know that Odysseus has bested him, and he brags to the Cyclops after he has wounded him. Odysseus's actions offend Poseidon, who is the Cyclops's father.

Factual/Right-There Questions

- Whose journey are we reading about, Telemachus's or Odysseus's?
- What do the men find on the island?
- What does the Cyclops do to Odysseus's men?
- What is the Cyclops's name?
- What is the Cyclops's relationship to Poseidon?

Inferential/Deeper-Thinking Questions

- Which character traits of the epic hero do we observe in Odysseus?
- How does Odysseus's tragic flaw get the best of him?
- Based on what we know from the first part of the text, how has Odysseus's tragic flaw affected the plot?

Targeted Questions

- What evidence supports the idea that Odysseus is a man of action?
- What is Odysseus's flaw? How do we know?
- How are Odysseus and Telemachus similar and different?
- What do Odysseus's responses to the Cyclops tell the reader about him?
- How does this chapter drive the plot?
- How does this chapter serve to convey some of the themes of the text?

Learning Activities:

- Read and discuss the text.
- Complete a character traits chart of Odysseus based on his actions in this text and through secondary information and stories provided by other characters.

Name: _____

Character Traits

Title: _____

Character:		
Trait:	Trait:	Trait:
Evidence:	Evidence:	Evidence:

Closing

- Review key takeaways and return to essential questions.
- Exit Ticket:** What does Odysseus's encounter with the cyclops reveal about his character traits?

Suggested Homework:

- Read pages 164-173.
 1. Who returns from a journey at the start of the chapter?
 2. How does Telemachus respond when he learns the beggar is his father in disguise?
 3. How does Athena help Odysseus?
 4. What are Telemachus's concerns?
 5. According to Odysseus, which gods are on their side?
 6. What do the suitors plan to do with Telemachus?
 7. What does Telemachus tell his mother?
- Practice dictée.

Objectives:

- Compare and contrast Odysseus and Telemachus to determine whether Telemachus is an epic hero like Odysseus.
- Discuss the theme of family dynamics in *The Odyssey*.

CCLS:

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Assessment:

- Humanities GR05 English The Odyssey UT (dictée)

Text: *The Odyssey*, a graphic novel by Gareth Hinds based on Homer's epic poem, book 16, p 164-173

Essential Questions:

- Why do some stories get told and retold?
- What makes a hero?
- In what ways do children need their parents?
- How do we decide to trust others / how do we gain the trust of others?

Key Takeaways:

- Odysseus and Telemachus reunite after many years apart. Together, they make a plan to attack the suitors. Telemachus worries they are outnumbered, but Odysseus reassures his son that the gods are on their side. Meanwhile, the suitors plan to kill Telemachus.
- Odysseus is an epic hero and Telemachus is not, because Telemachus does not have a special relationship with the gods like Odysseus. Also, we don't see that he has a discernable flaw to overcome, like Odysseus. However, he is a man of action and intelligence and he does go on a journey.

Factual/Right-There Questions

- Who returns home from a journey?
- Who is the beggar?
- What did Telemachus do on his journey?
- According to Odysseus, who is on their side?
- What instructions does Odysseus give his son?
- What plan do the suitors have for Telemachus?
- What news does Telemachus bring to his mother?
- What does Penelope's servant predict?

Inferential/Deeper-Thinking Questions

- How does Telemachus respond when he discovers the beggar is his father?
- How does Odysseus's special relationship with the gods manifest itself?
- Why does Odysseus tell Telemachus to keep news of his return a secret even from his mother?
- Why do the suitors want to kill Telemachus?
- Why does Hinds draw Penelope in the last panel of the chapter?

RL.5.3 Targeted Questions:

- How are Odysseus and Telemachus similar and different?
- Which of the two demonstrates the traits of an epic hero, or are they both epic heroes?

- What does Telemachus's response to learning his father has returned reveal about him? How do the visual elements contribute to the meaning of the text? (Pay particular attention to the depiction of Penelope.)

Learning Activities:

- TW explain that we are jumping ahead. In book 16, Odysseus has returned to Ithaca, but he is hiding his identity. Telemachus returns from his travels in search of his father. Menelaus told him that sailors had brought news that his father was still alive, but held captive by the witch, Calypso.
- Complete "The Odyssey of Homer: Father and Son Reunite" in the course reader to analyze Odysseus and Telemachus's reunion and to compare and contrast the Fagles and Hinds versions of *The Odyssey*.
- Group students and assign each group a portion of text to read and prepare for the final lesson.

Closing:

- Review key takeaways and return to essential questions.

Exit Ticket: How is the theme of family dynamics revealed in this selection?

Suggested Homework:

1. Read and summarize assigned text.
- Practice dictée.

Lesson 8

Objectives:

- Read and discuss the remaining chapters of *The Odyssey*.

CCLS:

RL5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Assessment:

- Humanities GR05
English The Odyssey
UT (dictee)

Text: *The Odyssey*, a graphic novel by Gareth Hinds based on Homer's epic poem, book 17-23

Essential Questions:

- Why do some stories get told and retold?
- What makes a hero?
- What role do gods play in the fate of mortals?
- In what ways do children need their parents?
- How do we decide to trust others / how do we gain the trust of others?

Learning Activities: Jigsaw

- In their assigned groups, SW read and discuss the text:
 - Collectively create and write the key takeaways for their assigned section (TW use the provided key takeaways as a guide and to give scholars support)
 - Complete the instructions for assigned section.
 - Share with whole group.

Group	Page Numbers	Key Takeaways	Instructions
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1	book 17, p 174-182	Odysseus, disguised, again, as a beggar, returns to his palace. The suitors attack the beggar and behave dishonorably. Telemachus, by contrast, is a kind and gracious host, even before he knows the man is his father in disguise. For his part, when the suitors abuse him, Odysseus keeps his cool and takes the suitors' abuse. His actions demonstrate that he has overcome his flaw of pride.	Compare and contrast Telemachus's behavior towards the beggar and the suitors' behavior towards the beggar.
2	book 19, p 189-196	Odysseus meets Penelope but he does not reveal his true identity to her. He does, however, bring her news that her husband is still alive, and that he is on his way home. Penelope does not believe him. She shares a dream she has had with him. In the dream, an eagle swoops into her house and kills all the fat geese. The eagle says that he is Odysseus and the geese are the suitors. The beggar says the meaning of the dream is clear, but Penelope is not certain. Odysseus's old nurse recognizes him but not does reveal his identity. In this chapter we learn about Penelope's character traits. She is extremely loyal, and she is also clever.	Evaluate Penelope's character traits.
	book 20-21, p. 197-211	Odysseus and Telemachus prepare to defeat the suitors. Meanwhile, Penelope takes matters into her own hands. She poses a challenge to the suitors, telling them that she will marry the man who can string Odysseus's great bow and shoot 13 ax-heads in a row. She knows full well that no one except Odysseus will be able to do this. Yet again, we see another example of Penelope's bravery and intelligence.	What are the major plot events in this section?
4	book 22-23, p. 212-234	Odysseus reveals himself to the suitors. He and Telemachus slaughter them, and their loyal servants join them in the fight. The slaughter is extremely violent but it is justified because the suitors have taken advantage of their position as guests for years. Odysseus reveals himself to Penelope, and she tests him to make sure he truly is her husband. When Odysseus passes her tests she is overcome with joy at his return. Penelope's actions demonstrate her loyalty.	Are Odysseus and Telemachus justified in their actions?

- TW lead a whole class jigsaw and discussion

Closing:

- Review key takeaways and return to essential questions.

Exit Ticket: What is the moral of *The Odyssey*?

Suggested Homework:

Prepare for the dictee.

Lesson 9

Gallery Lesson – "Ulysses and the Sirens" Roman Mosaic

Lesson 10
"An Ancient Gesture" by Vincent Millay
Lesson 11
1718 T1W10 Humanities GR05 English UT <i>The Odyssey</i> v01 (Dictee)
Lesson 12
1718 T1W10 Humanities GR05 English UT <i>The Odyssey</i> v01 (Dictee)