

# There's No Place Like Home—Odysseus's Journey

**Grade Level or Special Area:** Sixth Grade Fiction and Drama

**Written by:** Lucinda Keller, Normandy Elementary, Littleton, CO

**Length of Unit:** Seven lessons, nine days (45 minutes per day)

## I. ABSTRACT

Go along with Odysseus as he encounters lotus eaters, a one-eyed monster, Circe (who has a proclivity for swine), a visit to the Underworld, a six-headed man-eating monster, a violent whirlpool, not to mention Calypso (a sea nymph), angry Poseidon, party-hearty suitors, and a wife who is unsure whether to believe what is in front of her. With this study of *The Odyssey*, students learn from each other with discussion of the epic poem in literacy groupings. Students share their interpretations as well as reactions of the story. The unit utilizes an adaptation, which makes *The Odyssey* accessible for young readers.

## II. OVERVIEW

### A. Concept Objectives

1. Apply thinking skills to reading, writing, speaking, listening, and viewing. (Colorado Model Content Standards: Reading and Writing 4)
2. Apply knowledge to people, places, and environments to understand the past and present. (Colorado Model Content Standards: Geography 6)
3. Understand how to read to locate, select, and make use of relevant information. (Colorado Model Content Standards: Reading and Writing 5)
4. Appreciate that religious and philosophical ideas have been powerful influences throughout history. (Colorado Model Content Standards: History 6)

### B. Content from the *Core Knowledge Sequence*

1. First Grade Language Arts: Fiction (p. 26)
  - a. Literary Terms
    - i. Characters, heroes, and heroines
2. Second Grade Language Arts: Fiction
  - a. Mythology of Ancient Greece (p. 45)
    - i. Gods of Ancient Greece
      - a) Zeus
      - b) Poseidon
      - c) Hermes
      - d) Athena
      - e) Hades
    - ii. Greek Myths (p. 46)
      - a) Demeter and Persephone
      - b) Pandora's Box
      - c) Theseus and the Minotaur
2. Second Grade Language Arts: Reading Comprehension and Response (p. 43)
  - a. Recall incidents, characters, facts, and details of stories and other texts
3. Third Grade Language Arts: Reading Comprehension and Response (p. 65)
  - a. Orally summarize main points from fiction readings
  - b. Ask and pose plausible answers to how, why, and what-if questions in interpreting texts.
4. Fourth Grade Language Arts: Fiction (p. 89)
  - a. Literary Terms
    - i. setting
    - ii. plot

5. Sixth Grade Language Arts: Fiction and Drama (p. 136)
  - a. Stories
    - i. *The Iliad* and *The Odyssey*
  - b. Classical Mythology
    - i. Narcissus and Echo
    - ii. Pygmalion and Galatea
  - c. Literary Terms
    - i. Epic
    - ii. Literal and figurative language
      - a) imagery
      - b) metaphor and simile
      - c) symbol
      - d) personification
6. Sixth Grade History and Geography: World History and Geography (p. 138)
  - a. Lasting Ideas from Ancient Civilizations
    - i. Ancient Greece
      - a) The “classical” ideal of human life and works: the ideal of the well-rounded individual and worth citizen

C. Skill Objectives

1. Identify gods and goddesses. (review from second grade)
2. Identify myths. (review from second and sixth grades)
3. Compare current way of life with the Greeks’ ideal of life.
4. Identify *The Iliad* and *The Odyssey* as epic poetry.
5. Identify figurative language utilized as a literary device.
6. Interpret *The Odyssey* and verbalize those interpretations.
7. Develop and list rules of literacy groups.
8. Identify various roles in literacy groups.
9. Locate information in the text to fulfill literacy group roles.
10. Fulfill various roles in literacy groups.
11. Summarize reading from *The Odyssey*.
12. Graphically represent Odysseus’s adventures for the day’s reading.
13. Orally interpret and perform a chapter from the reading.

### III. BACKGROUND KNOWLEDGE

A. For Teachers

1. *The Odyssey*, by Homer-Retold by Geraldine McCaughrean
2. *Cliff Notes: The Odyssey: Book Summary and Study Guide*, ([www.cliffnotes.com](http://www.cliffnotes.com))
3. *What Your Second Grader Needs to Know*, by Core Knowledge Publications

B. For Students

1. Grade 1: Language Arts: Literary Terms: Characters, heroes, and heroines, p. 26
2. Grade 2: Language Arts: Reading Comprehension and Response, p. 45
3. Grade 3: Language Arts: Reading Comprehension and Response, p. 65
4. Grade 3: Language Arts: Fiction: Mythology of Ancient Greece, pp. 45-46
5. Grade 4: Language Arts: Fiction: Literary Terms, p. 89
6. Grade 6: Language Arts: Fiction and Drama: Classical Mythology and Literary Terms, p. 136
7. Grade 6: History and Geography: World History and Geography: Ancient Greece, pp. 138-139

#### IV. RESOURCES

- A. *The Odyssey* by Homer-Retold by Geraldine McCaughrean (Lessons Two through Seven)

#### V. LESSONS

##### Lesson One: Homer and the Ancient Greeks (one 45 minute lesson)

##### A. Daily Objectives

1. Concept Objective(s)
  - a. Apply knowledge to people, places, and environments to understand the past and present.
  - b. Appreciate that religious and philosophical ideas have been powerful influences throughout history.
2. Lesson Content
  - a. Mythology of Ancient Greece
    - i. Gods of Ancient Greece
      - a) Zeus
      - b) Poseidon
      - c) Hermes
      - d) Athena
      - e) Hades
    - b. Greek Myths
      - i. Demeter and Persephone
      - ii. Pandora's Box
      - iii. Theseus and the Minotaur
    - c. Classical Mythology
      - i. Narcissus and Echo
      - ii. Pygmalion and Galatea
    - d. Ancient Greece
      - i. The "classical" ideal of human life and works: the ideal of the well-rounded individual and worthy citizen
    - e. Fiction and Drama
      - i. Stories
        - a) *The Iliad* and *The Odyssey*
    - f. Literary Terms
      - i. Epic
      - ii. Literal and figurative language
        - a) imagery
        - b) metaphor and simile
        - c) symbol
        - d) personification
  3. Skill Objective(s)
    - a. Identify gods and goddesses. (review from second grade)
    - b. Identify myths. (review from second grade)
    - c. Compare current way of life with the Greeks' ideal of life.
    - d. Identify *The Iliad* and *The Odyssey* as epic poetry.
    - e. Identify figurative language utilized as a literary device.

##### B. Materials

1. Appendix A—Greek Jeopardy (game board as overhead transparency)
2. Overhead projector
3. Chart paper and markers

C. *Key Vocabulary*

1. *Epic poem* is a long story written in poetic form that tells of great heroes and famous deeds.
2. *Figurative language* is a word or group of words that stand for more than their literal meaning, such as: similes, metaphors, and personification.
3. *Literal language* is a word or group of words that stand for the exact meaning of the word or words used.
4. *Imagery* is the use of words to create pictures in the reader's mind.
5. *Simile* is used to compare two things using "like" or "as."
6. *Metaphor* is the comparison of two things without the use of "like" or "as."
7. *Symbol* is an object used to represent something abstract.
8. *Personification* is giving non-human objects human qualities.

D. *Procedures/Activities*

1. Ask students to share any myths or any thing they know about gods and goddesses. Ask what they know of Greek culture. Make a list on chart paper using the headings: Gods and Goddesses, Art and Architecture, Greek Way of Life, Myths, and Greek Ideas. Assist students from the Greek Jeopardy game, if necessary. Post the chart.
2. Talk about Gods and Goddesses:
  - a. Zeus-king of the gods
  - b. Poseidon-god of the sea
  - c. Hermes-messenger of the gods
  - d. Athena-goddess of wisdom
  - e. Hades-god of the underworld
3. Talk about Art and Architecture:  
Doric, Ionic, and Corinthian columns in architecture  
Comedic and tragic drama  
The Olympics  
Sculpture (Athena) and pottery  
Greek Way of Life:  
Athens (peaceful) and Sparta (tough)  
Only men were citizens  
Many wars (Persian and Peloponnesian)  
The agora (town square),  
Symposiums (drinking parties for men)  
Talk about Myths:
  - a. Demeter and Persephone (why we have winter)
  - b. Pandora's Box (all the ills of the world)
  - c. Theseus and the Minotaur (plan ahead)
  - d. Echo and Narcissus (beware vanity)
  - e. Pygmalion and Galatea (don't limit your options)
6. Talk about Greek Ideas:
  - a. Socrates (discover for yourself)
  - b. Aristotle (pursue the truth)
  - c. Democracy
  - d. Hippocrates (father of medicine)
  - e. Herodotus (father of history)
7. Tell students they will be learning about a story that has been around for more than 3000 years. Ask if anyone has heard of a blind poet who told his stories by word of mouth. State that in Ancient Greece, writing was not very common, so Homer would travel around telling people his epic poems, *The Iliad* and *The*

*Odyssey* as a form of entertainment. *The Iliad* is about the Trojan War; *The Odyssey* is about one of the heroes from the Trojan War, Odysseus, and his journey back home from the war.

8. Talk of the use of imagery, simile, metaphor, personification, and using symbols in literary works. Tell students these literary devices give the reader a richer story that can be pictured and understood on a deeper level. Tell students Homer used these literary devices in his epic poem.
  9. Divide the class into three teams. Display Appendix A on the overhead. Have students take turns answering questions from the categories listed. Mark each category as exhausted when the question from the category is asked. When a player from the team states a correct answer, he/she is awarded the dollar amount of the question for the team. If the player does not come up with the correct answer, the dollar amount is subtracted from the team. Play alternates between teams until all categories have been exhausted. Scores are totaled, and the winning team becomes Greek Experts. Throughout the unit, students may seek advice from a Greek Expert at any time.
- E. *Assessment/Evaluation*
1. Use Appendix A to review background knowledge of the Ancient Greeks with the Greek Jeopardy game.

**Lesson Two: Let's Get Together (two 45 minutes lessons)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Apply knowledge to people, places, and environments to understand the past and present.
  - b. Understand how to read to locate, select, and make use of relevant information.
  - c. Appreciate that religious and philosophical ideas have been powerful influences throughout history.
2. Lesson Content
  - a. Fiction and Drama
    - i. Stories
      - a) *The Iliad* and *The Odyssey*
  - b. Literary Terms
    - i. Epic
    - ii. Plot
    - iii. Setting
    - iv. Characters, heroes, and heroines
  - c. Reading Comprehension and Response
    - i. Orally summarize main points from fiction readings.
    - ii. Ask and pose plausible answers to how, why, and what-if questions in interpreting texts.
3. Skill Objective(s)
  - a. Interpret *The Odyssey* and verbalize those interpretations.
  - b. Develop and list rules of literacy groups.
  - c. Identify various roles in literacy groups.
  - d. Locate information in the text to fulfill literacy group roles.
  - e. Summarize reading from *The Odyssey*.

B. *Materials*

1. Homer's *The Odyssey*, retold by Geraldine McCaughrean (for each student)
2. Overhead projector

3. Transparencies of Appendices B, C, D, E and F—Literacy Group Role Sheets
  4. Copies of Appendices B, C, D, E, and F (for each student)
  5. Copies of Appendix G—Map of Odysseus’s Wanderings (for each student)
  6. Copies of Appendix H—List of Characters (for each student)
  7. Chart paper and markers
  8. Reflection Journal (for each student)
- C. *Key Vocabulary*
1. *Trojan War* is the 10 year long war between the Greeks and the Trojans; the Greeks won.
  2. *Epic poem* is a long story written in poetic form that tells of great heroes and famous deeds.
  3. *Prose* is the ordinary language people use in speaking or writing.
- D. *Procedures/Activities*
- \*\*Background knowledge for teachers\*\*** Literacy Grouping is a way for students to increase their depth of reading, understand the text at a higher level while utilizing their fellow classmates for assistance in this endeavor. Students will later be broken into groups, where they fulfill their individual roles within the literacy group for synthesis of the text. This lesson will model utilization of literacy groups.
1. **Day One:** Introduce background to *The Odyssey*: Tell students *The Odyssey* is the epic poem that follows Homer’s *Iliad*, which tells of the 10 year Trojan War. Odysseus did not want to go to war, but, as a Greek king, he was summoned by Agamemnon (a god) to fight. He reluctantly left his wife, Penelope, and his one-month-old son, Telemachus. After the war ended, Odysseus wanted nothing more than to return home to his three island kingdom, Ithaca. But, the fates had other plans. It took Odysseus another 10 years to return home to his beloved Penelope. The poem involves meddling gods and goddesses in this great hero’s journey home to his three island kingdom of Ithaca. The goddess, Athena, favors Odysseus for his intelligence and resourcefulness. On the other hand, Odysseus is plagued by Poseidon (an angry god) and he encounters many obstacles (both human and non-human). While at home in Ithaca, Penelope is besieged by suitors who want her to choose one of them to marry. Then the suitor can become king. At the same time, Telamachus, the heir apparent to the throne, poses an obstacle to the suitors. The original poem begins in the middle of the action, when Odysseus is held by Calypso; however, with the story retold by Ms. McCaughrean, we begin at the end of the Trojan War. It is written in prose rather than poetry.
  2. Hand out Appendix G—Map of Odysseus’s Wanderings, and Appendix H—List of Characters to each student. Tell them they will get to the story in a few minutes.
  3. Introduce Literacy Groups to students. Tell how students will learn from each other while they explore *The Odyssey* in depth. Talk about the different roles each student will be responsible for, and hand out a copy of Appendices B, C, D, E, and F to each student. Go over each role sheet and answer any questions:
    - a. Appendix B—Discussion Director (help the group discuss big ideas in the reading and sharing, making sure everyone in the group has a say)
    - b. Appendix C—Summarizer (prepares a brief summary of the day’s reading)
    - c. Appendix D—Time Liner (describes setting and action of the day’s reading)

- d. Appendix E—Story Dissector (tells story elements, i.e., plot, character, conflict, theme, symbols, imagery, and metaphor)
  - e. Appendix F—Connector (finds connections between the reading and real-life experiences or other texts)
4. Explain to students that groups need rules. Have students give ideas for this and write them on chart paper (everyone listens and everyone speaks, everyone pays attention and stays focused, no side conversations, kind comments only, disagree politely, ask questions). Post the rules so that students can refer to them often.
  5. Tell students they will begin each lesson with reading. They may take notes on the role sheets while reading or after reading the day’s chapter. Each group will meet to discuss their notes. At the end of the discussion, students will use their Reflection Journals to record a summary and any important information discussed. Students may also do this at the end of the lesson when the whole group gets together and discusses the day’s reading. Students should keep in mind the following focus question throughout the reading: Do you think Odysseus is brave? Why? Do you think Odysseus is clever? How? Give examples. (These questions will be important for the culminating activity.)
  6. **Day Two:** Begin reading Chapter one from *The Odyssey* aloud while students follow along. Stop to fill out:
    - a. Appendix B—Discussion Director (Why are the men anxious to return home? Why did the men eat the fruit the lotus eaters offered? How did Odysseus discover what was happening to his men?)
    - b. Appendix C—Summarizer (After the war is over, Odysseus and his men want nothing more than to return home, they get caught in a storm and are blown to an island of lotus eaters, the men eat the fruit, not realizing it is making them forgetful, Odysseus sees his men lounging around and notices the fruit has powers, he forbids anyone to eat any more fruit and has to drag his men back to their ships, they again set sail for home)
    - c. Appendix D—Time Liner on the overhead transparency as the action unfolds (Odysseus and his army of 12 ships leave Troy for home, the men landed on an island of lotus eaters, Odysseus grabs his men and the ships leaves)
    - d. Appendix E—Story Dissector (Odysseus, Polites, and Eurylochus (characters), lotus eaters hold the men on their island and the men forget about their families on Ithaca (conflict), fruit representing something forbidden (symbol), visualizing the men eating the fruit without a care in the world, “memories melted and wits drowned in juice” (figurative language-metaphor)
    - e. Appendix F—Connector (give personal connections, such as: when I’m talking to my friends, I get forgetful and I lose track of time)
  7. Have students fill out their Reflection Journals keeping in mind the question of Odysseus’s bravery, his cleverness, and give examples. Students may also opt to illustrate today’s reading in the journal. Ask students to volunteer examples aloud.

E. *Assessment/Evaluation*

1. Ensure students understand how to fulfill the roles in the literacy groups and discuss them. Answer any questions at this time about literacy groups and/or the reading.

**Lesson Three: The Cyclops, The Bag of Winds, and The Cannibals (one 45 minute lesson)**

**A. Daily Objectives**

1. Concept Objective(s)
  - a. Apply thinking skills to reading, writing, speaking, listening, and viewing.
  - b. Apply knowledge to people, places, and environments to understand the past and present.
  - c. Understand how to read to locate, select, and make use of relevant information.
  - d. Appreciate that religious and philosophical ideas have been powerful influences throughout history.
2. Lesson Content
  - a. Fiction and Drama
    - i. Stories
      - a) *The Iliad* and *The Odyssey*
  - b. Literary Terms
    - i. Setting
    - ii. Characters
    - iii. Figurative language
      - a) imagery
      - b) metaphor and simile
      - c) symbol
  - c. Reading Comprehension and Response
    - i. Orally summarize main points from fiction readings.
    - ii. Ask and pose plausible answers to how, why, and what-if questions in interpreting texts.
    - iii. Recall incidents, characters, facts, and details of stories and other texts.
  - d. Mythology of Ancient Greece
    - i. Zeus
    - ii. Poseidon
    - iii. Athena
3. Skill Objective(s)
  - a. Interpret *The Odyssey* and verbalize those interpretations.
  - b. Fulfill various roles in literacy groups.
  - c. Locate information in the text to fulfill literacy group roles.
  - d. Summarize reading from *The Odyssey*.

**B. Materials**

1. Homer's *The Odyssey* retold by Geraldine McCauchrean (for each student)
2. Copies of Appendices B, C, D, E, and F (one for each student per group)
3. Copies of Appendix G—Map of Odysseus's Wanderings (for each student)
4. Copies of Appendix H—List of Characters (for each student)
5. Reflection Journal (for each student)
6. Appendix I—Rubric for Literacy Groups (one for each student; additional one to assess each student for the teacher's use)

**C. Key Vocabulary**

1. *Cyclops* is a giant man-beast with one eye that eats humans.
2. *Amphora* is an ancient Greek jar or vase with two handles.
3. *Cannibals* are people that eat other people.

D. *Procedures/Activities*

**\*\*Background knowledge for teachers\*\*** Before literacy groups meet, place students in groups of five. Appoint roles, giving the strongest leader of each group the Discussion Director role first. While reading through the text, students will change roles daily on a rotating basis.

1. Read Chapters Two and Three in *The Odyssey* aloud, with students taking turns. While reading, students complete their role sheets. Have students refer to Appendices G and H as necessary.
2. Before students break into groups of five to begin their literature discussion, hand out a copy of Appendix I—Rubric for Literacy Groups. Let students know this is how they will be graded in discussion. Discussion Director leads the discussion, ensuring all members of the group participate. While students are discussing the text, the teacher acts as a “fly on the wall,” listening to the groups. Limit comments to the group; this is a student-led activity. Using Appendix I—Rubric for Literacy Groups, make note of participants and groups. Ensure students are filling out their role sheets correctly. Examples are:
  - a. Discussion Director—Should Odysseus have stopped on the island of the Cyclops? What do you think about the way Odysseus escaped from Polyphemus’s cave? Should Odysseus have told his men what was in the bag of winds? Why didn’t the King of Aeolia help Odysseus a second time?
  - b. Summarizer—Odysseus and his men land on the island of cannibals where six men are devoured, Odysseus hatches a plan for escape by blinding Polyphemus, then calling himself No Man, he helps his men escape, then calls back to let Polyphemus know he is Odysseus, Odysseus is helped by the King of Aeolia, but his men are too curious and open the bag of winds, and when they are blown back to Aeolia, the king refuses to help them because he feels they are cursed by the gods, the ships wander to Laestrygonia where Odysseus loses all but one ship and most of his men
  - c. Time Liner—land of Cyclops, Odysseus harms Polyphemus, crew escapes, Odysseus tells Polyphemus who he is, Polyphemus has Poseidon curse Odysseus, bag of winds opened by men, Odysseus blown off course
  - d. Story Dissector—the King of Aeolia stands for all that is good before he turns on Odysseus (symbol), imagine the giants of Laestrygonia, “the giant was a brown tree” (metaphor)
  - e. Connector—Odysseus deceiving the Cyclops reminds me of the Trojan Horse in *The Iliad*.
3. Let students know they may complete their reflection journal if they finish discussion early, responding to the question about Odysseus’s bravery and cleverness in Chapters Two and Three.
4. Gather the whole group for the last 10 minutes. Go around the room and have each student share one comment or their reaction about today’s reading.

E. *Assessment/Evaluation*

1. Literacy group role sheets filled out. Student comments about today’s reading.

## Lesson Four: Circe and the Land of the Dead (one 45 minute lesson)

### A. Daily Objectives

1. Concept Objective(s)
  - a. Apply thinking skills to reading, writing, speaking, listening, and viewing.
  - b. Apply knowledge to people, places, and environments to understand the past and present.
  - c. Understand how to read to locate, select, and make use of relevant information.
  - d. Appreciate that religious and philosophical ideas have been powerful influences throughout history.
2. Lesson Content
  - a. Fiction and Drama
    - i. Stories
      - a) *The Odyssey*
  - b. Literary Terms
    - i. Setting
    - ii. Characters
    - iii. Figurative language
      - a) imagery
      - b) metaphor and simile
      - c) symbol
  - c. Reading Comprehension and Response
    - i. Orally summarize main points from fiction readings.
    - ii. Ask and pose plausible answers to how, why, and what-if questions in interpreting texts.
    - iii. Recall incidents, characters, facts, and details of stories and other texts.
  - d. Mythology of Ancient Greece
    - i. Zeus
    - ii. Poseidon
    - iii. Athena
    - iv. Hades
3. Skill Objective(s)
  - a. Interpret *The Odyssey* and verbalize those interpretations.
  - b. Fulfill various roles in literacy groups.
  - c. Locate information in the text to fulfill literacy group roles.
  - d. Summarize reading from *The Odyssey*.
  - e. Graphically represent Odysseus's adventure for the day's reading.

### B. Materials

1. Homer's *The Odyssey* retold by Geraldine McCauchrean (for each student)
2. Copies of Appendices B, C, D, E, and F (one for each student per group)
3. Copies of Appendix G—Map of Odysseus's Wanderings (for each student)
4. Copies of Appendix H—List of Characters (for each student)
5. Reflection Journal (for each student)
6. Appendix I—Rubric for Literacy Groups (one to assess each student by the teacher)

### C. Key Vocabulary

1. *Scylla* is the six-headed monster Odysseus will have to escape to return to Ithaca.
2. *Charybdis* is a hurricane-like whirlpool that likewise poses a threat to Odysseus.
3. *Pelicate Palace* is the home of Odysseus in Ithaca.

D. *Procedures/Activities*

1. Hand out role sheets to students, making sure they do not have the same role sheets as before. Remind students to refer to Appendix G and H as needed.
2. Students partner read Chapters Four and Five from *The Odyssey*. While reading (or after), they fill in their role sheets.
3. Have students break into Literacy groups. Discussion Director begins the discussion. While students discuss the reading, the teacher observes student ideas and participation, using Appendix I—Rubric for Literacy Groups. Ensure students are filling out their role sheets correctly. Examples are:
  - a. Discussion Director—Why do you think Circe wanted to change all men into pigs? Why does Odysseus agree to stay for a month with her? Even though Odysseus does not want to visit the underworld, why does he? Should Odysseus’s mother have told him about the suitors at Pelicata Palace?
  - b. Summarizer—Men landed on Circe’s island where they are turned into pigs, Odysseus knew the antidote and was not turned into swine, he agreed to stay for a month to learn the way home-but he stayed for a year, Odysseus and his men went to the Underworld in order to get directions home, he saw his mother who died waiting for him to return, he agreed to go back to the island of Circe so he can bury Elpenor, Teiresias told Odysseus about the Sirens, Scylla, Charybdis, and the cattle of the Sun god
  - c. Time Liner—Men land on Circe’s island and are changed into pigs, Circe tells Odysseus to visit Land of the Dead to find his way home, Tieresias tells of Scylla, Charybdis, and Island of the Sun
  - d. Story Dissector—Odysseus’s conflict to stay with Circe to find his way home, his conflict in visiting Hell, powerful gods who control all of human actions (theme), “constellations were strange beasts prowling an unfamiliar sky” (metaphor), “cloaked my heartbeat with wisdom” (metaphor)
  - e. Connector—Not wanting to do something and being brave and doing it anyway (like Odysseus going to the Underworld), having someone mad at me for a long time (as Poseidon is angry with Odysseus)
4. Gather students in the whole group. Ask Greek experts to answer any questions form the class. Then, have all Discussion Directors take turns telling what their group spoke about. Students should be writing their entry for the day in their Reflection Journal. Ask students to chose one part of the adventure from today, and illustrate it in their journal.

E. *Assessment/Evaluation*

1. Literacy group role sheets filled out. Illustrations dealing with one aspect of the reading for the day.

**Lesson Five: Nature’s Wrath, Monsters, and Moos (one 45 minute lesson)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Apply thinking skills to reading, writing, speaking, listening, and viewing.
  - b. Apply knowledge to people, places, and environments to understand the past and present.
  - c. Understand how to read to locate, select, and make use of relevant information.

- d. Appreciate that religious and philosophical ideas have been powerful influences throughout history.
2. Lesson Content
- a. Fiction and Drama
    - i. Stories
      - a) *The Odyssey*
  - b. Literary Terms
    - i. Setting
    - ii. Characters
    - iii. Figurative language
      - a) imagery
      - b) metaphor and simile
      - c) symbol
  - c. Reading Comprehension and Response
    - i. Orally summarize main points from fiction readings.
    - ii. Ask and pose plausible answers to how, why, and what-if questions in interpreting texts.
    - iii. Recall incidents, characters, facts, and details of stories and other texts.
  - d. Mythology of Ancient Greece
    - i. Zeus
    - ii. Poseidon
    - iii. Athena
3. Skill Objective(s)
- a. Interpret *The Odyssey* and verbalize those interpretations.
  - b. Fulfill various roles in literacy groups.
  - c. Locate information in the text to fulfill literacy group roles.
  - d. Summarize reading from *The Odyssey*.
  - e. Graphically represent Odysseus's adventure for the day's reading.
- B. *Materials*
- 1. Homer's *The Odyssey* retold by Geraldine McCauchrean (for each student)
  - 2. Copies of Appendices B, C, D, E, and F (one for each student per group)
  - 3. Copies of Appendix G—Map of Odysseus's Wanderings (for each student)
  - 4. Copies of Appendix H—List of Characters (for each student)
  - 5. Reflection Journal (for each student)
  - 6. Appendix I—Rubric for Literacy Groups (one to assess each student by the teacher)
- C. *Key Vocabulary*
- 1. *Pallas Athene* is another name for the goddess of wisdom, Athena.
- D. *Procedures/Activities*
- 1. Hand out role sheets to students, making sure they do not have the same role sheets as before. Remind students to refer to Appendix G and H as needed.
  - 2. Students read silently Chapters Six and Seven from *The Odyssey*. While reading (or after), they fill in their role sheets.
  - 3. Have students break into Literacy groups. Discussion Director begins the discussion. While students discuss the reading, the teacher observes student ideas and participation, using Appendix I—Rubric for Literacy Groups. Ensure students are filling out their role sheets correctly. Examples are:
    - a. Discussion Director—Why does Odysseus ask Polites to tie him up to the mast? Why doesn't he use beeswax in his ears like his crew? Why

didn't Odysseus tell his men about Charybdis and Scylla? Does he lose the respect of his men because of this?

- b. Summarizer—Circe warns about Siren Singers, Odysseus is tied to the mast, begs to be released but is not, men with plugged ears smell stench and see vultures, Odysseus does not tell of Charybdis and Scylla, this makes his men mad, they land on Island of the Sun and are trapped there by the rain, run out of food, kill and cook a cow while Odysseus sleeps, Odysseus gets men out of there, terrible storms at sea, all drown, ship is wrecked, Odysseus only survivor, Athena answered his prayers for he found a raft
  - c. Time Liner—Survive Sirens singing with beeswax in ears, land on the Island of the Sun, men cook cow (even though were told not to do it), ships destroyed and men die, Odysseus is only survivor, Athena answers Odysseus's prayers
  - d. Story Dissector—good v. evil (theme), temptation v. common sense (theme), Charybdis-violence, angered gods (symbol), “chirruping like birdsong”, “ground together their granite faces like cymbals clashing” (similes)
  - e. Connector—Scylla like Polyphemus (both ate people), Scylla like Fluffy from Harry Potter (both had more than one head), washing ashore on the Island of the Sun like Robinson Carouse
4. Gather students in the whole group. Ask for volunteers to come to the board and draw something from today's reading. Have students guess their illustrations. Students should also be writing their entry for the day in their Reflection Journal, keeping in mind the focus question of Odysseus's bravery and cleverness, including examples.

E. *Assessment/Evaluation*

1. Literacy group role sheets filled out. Reflection Journal current.

**Lesson Six: Calypso's Offer, Poseidon's Anger Re-visited, and Penelope's Ruse (two 45 minute lessons)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Apply thinking skills to reading, writing, speaking, listening, and viewing.
  - b. Apply knowledge to people, places, and environments to understand the past and present.
  - c. Understand how to read to locate, select, and make use of relevant information.
  - d. Appreciate that religious and philosophical ideas have been powerful influences throughout history.
2. Lesson Content
  - a. Fiction and Drama
    - i. Stories
      - a) *The Odyssey*
  - b. Literary Terms
    - i. Setting
    - ii. Characters
    - iii. Literal and Figurative language
      - a) imagery
      - b) metaphor and simile

- c) symbol
    - c. Reading Comprehension and Response
      - i. Orally summarize main points from fiction readings.
      - ii. Ask and pose plausible answers to how, why, and what-if questions in interpreting texts.
      - iii. Recall incidents, characters, facts, and details of stories and other texts.
    - d. Mythology of Ancient Greece
      - i. Zeus
      - ii. Poseidon
      - iii. Athena
  - 3. Skill Objective(s)
    - a. Interpret *The Odyssey* and verbalize those interpretations.
    - b. Fulfill various roles in literacy groups.
    - c. Locate information in the text to fulfill literacy group roles.
    - d. Summarize reading from *The Odyssey*.
    - e. Orally interpret and perform a chapter from the reading.
- B. *Materials*
1. Homer's *The Odyssey* retold by Geraldine McCaughrean (for each student)
  2. Copies of Appendices B, C, D, E, and F (one for each student per group)
  3. Copies of Appendix G—Map of Odysseus's Wanderings (for each student)
  4. Copies of Appendix H—List of Characters (for each student)
  5. Reflection Journal (for each student)
  6. Appendix I—Rubric for Literacy Groups (one to assess each student by the teacher)
- C. *Key Vocabulary*
1. *Stupor* is a state of mental dullness, usually from too much to drink.
  2. *Commemorated* is to have something serve as a permanent memorial.
- D. *Procedures/Activities*
1. **Day One:** Hand out role sheets to students, making sure they do not have the same role sheets as before. Remind students to refer to Appendix G and H as needed.
  2. Read orally, with students taking turns, Chapters Eight and Nine from *The Odyssey*. While reading (or after), students fill in their role sheets.
  3. Have students break into Literacy groups. Discussion Director begins the discussion. While students discuss the reading, the teacher observes student ideas and participation, using Appendix I—Rubric for Literacy Groups. Ensure students are filling out their role sheets correctly. Examples are:
    - a. Discussion Director—Why is Calypso so intent on calling Odysseus her husband? Why is Odysseus still focused on returning to Penelope, even refusing immortality? How long do you think Penelope will get away with unraveling her weaving?
    - b. Summarizer—Odysseus lands on Island of Calypso, she falls in love with him, he stays devoted to Penelope, Odysseus refuses to become immortal, Athena pleads with Zeus to let Odysseus go and he finally agrees, Poseidon is angry and stirs up the seas, Odysseus is entertained for a mermaid but he remains safe, meanwhile, Penelope tries to trick the suitors with her weaving
    - c. Time Liner—Odysseus lands on Calypso's island and keeps him for years, Penelope tries to trick suitors with her weaving, back on island-Calypso offers to make Odysseus immortal, Odysseus stays loyal to

Penelope, Athena pleads with Zeus to let Odysseus leave and return home, Odysseus builds a raft and lands on Island of Scheria (near Ithaca), king Alicinous helps Odysseus, Poseidon is so angry, he turns a ship and its men to stone

- d. Story Dissector—Penelope’s suitors, Scheria (theme of hospitality), “trees would not allow themselves to be made into a ship” (personification), “drive bullies into the Underworld like sheep into the slaughterhouse” (simile), “storm waves were dashing themselves into glittering clouds of spray” (metaphor), “their hearts turned to stone” (literal language)
  - e. Connector—Penelope’s cleverness in weaving compared with Odysseus’s cleverness, wanting something so badly that you think of nothing else just as Odysseus only thinks of his wife—even with the offer of immortality
4. Gather the whole group. Ask for any questions of clarification in their reading. Let the Greek Experts answer questions. Ensure students are completing their Reflection Journals.
  5. **Day Two:** Tell students they are to choose a chapter from the reading in order to perform a short, five minute play. They will do this in their Literacy groups. Students will decide which characters and what action will best capture the summary of the chapter chosen; i.e., the content. The teacher notes chapters chosen so that no group tells the story of the same chapter.
  6. Students perform their chapter summary plays. They do not announce which chapter they are performing; that is for the audience to guess. Plays must contain key points of the chapter performed and be clearly understood. Use summaries of previous lessons act as guides for content.
- E. *Assessment/Evaluation*
1. Literacy group role sheets filled out. Reflection Journal current.
  2. Student mini-plays display summary of chapter.

**Lesson Seven: Welcome Home! (one 45 minute lesson)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Apply thinking skills to reading, writing, speaking, listening, and viewing.
    - b. Apply knowledge to people, places, and environments to understand the past and present.
    - c. Understand how to read to locate, select, and make use of relevant information.
    - d. Appreciate that religious and philosophical ideas have been powerful influences throughout history.
  2. Lesson Content
    - a. Fiction and Drama
      - i. Stories
        - a) *The Odyssey*
    - b. Literary Terms
      - i. Setting
      - ii. Characters
      - iii. Figurative language
        - a) imagery
        - b) metaphor and simile

- c) symbol
    - c. Reading Comprehension and Response
      - i. Orally summarize main points from fiction readings.
      - ii. Ask and pose plausible answers to how, why, and what-if questions in interpreting texts.
      - iii. Recall incidents, characters, facts, and details of stories and other texts.
    - d. Mythology of Ancient Greece
      - i. Zeus
      - ii. Poseidon
      - iii. Athena
  - 3. Skill Objective(s)
    - a. Interpret *The Odyssey* and verbalize those interpretations.
    - b. Fulfill various roles in literacy groups.
    - c. Locate information in the text to fulfill literacy group roles.
    - d. Summarize reading from *The Odyssey*.
- B. *Materials*
1. Homer's *The Odyssey* retold by Geraldine McCaughrean (for each student)
  2. Copies of Appendices B, C, D, E, and F (one for each student per group)
  3. Copies of Appendix G—Map of Odysseus's Wanderings (for each student)
  4. Copies of Appendix H—List of Characters (for each student)
  5. Reflection Journal (for each student)
  6. Appendix I—Rubric for Literacy Groups (one to assess each student by the teacher)
- C. *Key Vocabulary*
1. *Cunning* is to be clever.
  2. *Ruse* is a trick.
  3. *Sacrifice* is an offering to a god.
  4. *Argos* is Odysseus's faithful dog who waited for his return.
- D. *Procedures/Activities*
1. Hand out role sheets to students, making sure they do not have the last role sheet they have not completed yet. Remind students to refer to Appendix G and H as needed.
  2. Students partner read Chapter Ten from *The Odyssey*. While reading (or after), students fill in their role sheets.
  3. Have students break into Literacy groups. Discussion Director begins the discussion. While students discuss the reading, the teacher observes student ideas and participation, using Appendix I—Rubric for Literacy Groups. Ensure students are filling out their role sheets correctly. Examples are:
    - a. Discussion Director—Why did Odysseus disguise himself as a beggar when returning to Pelicata Palace? Why does Penelope give the beggar her meal? Why does Telemachus encourage his mother to give the suitors a challenge? Why does Penelope not believe that the beggar is Odysseus? Why do you think she tests him?
    - b. Summarizer—Penelope's ruse is discovered and she is forced to pick a suitor, Odysseus introduces himself to his son, Odysseus visits his home as a beggar, they treat him poorly, Telemachus tells Penelope to have a contest for the suitors, no one can string Odysseus's bow, Telemachus lets the beggar try, Odysseus is successful, fights ensue and the suitors are killed, Penelope does not believe Odysseus has returned, she tests

- him and he passes the test, Ithaca celebrates, Odysseus makes a sacrifice to Poseidon
- c. Time Liner—Odysseus meets his son, Odysseus goes to the palace, he is part of the challenge for Penelope’s hand, Odysseus and Telemachus kill the suitors, Penelope and Odysseus are reunited
  - d. Story Dissector—Odysseus’s bow is symbol for strength and power, “men are ants I found in the larder, rats I found in the cellar” (metaphor), comparing Penelope to a prize for the suitor (metaphor)“as cunning as that dead husband of yours” (simile)
  - e. Connector—when Odysseus tells Telemachus “I am your father,” it is similar to Star Wars and Darth Vader telling Luke Skywalker that he was Luke’s father, Argos greeting Odysseus is like your dog greeting you after you come back from vacation
4. Gather the whole group. Ask for any questions of clarification in the reading. Ask what students thought of the poem. Which section did they like best? Was it a good adventure? Ensure students are completing their Reflection Journals regarding Odysseus’s bravery and cleverness.
- E. *Assessment/Evaluation*
1. Literacy group role sheets filled out. Reflection Journal completed. Critique of epic.

## VI. CULMINATING ACTIVITY

- A. Students write a minimum three page paper answering the following questions: Do you feel Odysseus was a brave man? Was he a clever man? Be sure to use examples from the epic poem to support reasoning in the persuasive essay. The Reflection Journal can be utilized for reference. Each student receives a copy of Appendix J—Rubric for Culminating Activity. The teacher uses the rubric from Appendix J to assess the paper.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Greek Jeopardy Game (three pages)
- B. Appendix B: Literacy Groups Role Sheet—Discussion Director
- C. Appendix C: Literacy Groups Role Sheet—Summarizer
- D. Appendix D: Literacy Groups Role Sheet—Time Liner
- E. Appendix E: Literacy Groups Role Sheet—Story Dissector
- F. Appendix F: Literacy Groups Role Sheet—Connector
- G. Appendix G: Map of Odysseus’s Wanderings
- H. Appendix H: List of Characters
- I. Appendix I: Rubric for Literacy Groups
- J. Appendix J: Rubric for Culminating Activity

## VIII. BIBLIOGRAPHY

- A. Colum, Padraic. *The Children’s Homer: The Adventures of Odysseus and The Tale of Troy*. New York, NY: Aladdin Paperbacks, 1946. 0-02-042520-1.
- B. Core Knowledge Foundation. *Core Knowledge Sequence: Content Guidelines for Grades K-8*. Charlottesville, VA: Core Knowledge Foundation, 1999. 1-890517-20-8.
- C. Day, Jeni Pollack, Spiegel, Dixie Lee, McLellan, Janet, Brown, Valerie B. *Moving Forward with Literature Circles*. New York, NY: Scholastic, Inc., 2002. 0-439-17668-9.
- D. Hirsch, E.D., Jr. *What Your Fifth Grader Needs to Know: Fundamentals of a Good Fifth Grade Education*. New York: Doubleday, 1993. 0-385-31464-7.
- E. Hirsch, E.D., Jr. *What Your Second Grader Needs to Know: Fundamentals of a Good Second Grade Education*. New York: Doubleday, 1993.

- F. Hirsch, E.D., Jr. *What Your Sixth Grader Needs to Know: Fundamentals of a Good Sixth Grade Education*. New York: Doubleday, 1993. 0-385-41120-0.
- G. Homer-Retold by McCaughrean, Geraldine. *The Odyssey*. New York, NY: Penguin Group, 1993. 0-140-38309-3.
- H. Homer, *The Iliad and The Odyssey*. Retrieved December 24, 2004, from <http://www.crystalinks.com/homer.html>
- I. Pearson Education, Inc. *Pearson Learning Core Knowledge History and Geography: Level Six*. New Jersey: Pearson Learning Group, 2002. 0-7690-5-27-1.
- J. *The Odyssey: Book Summary and Study Guide*. Retrieved June 20, 2005, from <http://www.cliffnotes.com>

## Greek Jeopardy Game

<b>Gods and Goddesses</b>	<b>Art and Architecture</b>	<b>Myths</b>	<b>The Greek Way of Life</b>	<b>The Heritage of Greece</b>
\$200	\$200	\$200	\$200	\$200
\$400	\$400	\$400	\$400	\$400
\$600	\$600	\$600	\$600	\$600
\$800	\$800	\$800	\$800	\$800
\$1000	\$1000	\$1000	\$1000	\$1000

## Greek Jeopardy Game (Questions and Answers)

### Gods and Goddesses:

- \$200: Who is the king of the gods? (Zeus)
- \$400: This god is known as the god of the sea. (Poseidon)
- \$600: This god spends his time ruling the underworld. (Hades)
- \$800: This god has wings on his feet to help him deliver messages. (Hermes)
- \$1000: Odysseus is this goddess's favorite mortal; she stands for wisdom. (Athena)

### Art and Architecture:

- \$200: The Greeks are famous for these urns and bowls; they are a form of what? (pottery)
- \$400: The Greeks first held this festival as a way to honor Zeus. (Olympics)
- \$600: Name two types of drama attributed to the Greeks. (comedy and tragedy)
- \$800: Name two of the three types of columns the Greeks commonly used in their architecture. (Doric, Ionic, or Corinthian)
- \$1000: This sculpture of a goddess was housed in the Parthenon before it was destroyed. (Athena)

### Myths:

- \$200: This myth explains the season of winter. (Demeter and Persephone)
- \$400: If this person had stanchued her curiosity, the world would be a better place. (Pandora)
- \$600: In this myth, the hero is wise enough to use a string to find his way out of the labyrinth. (Theseus and the Minotaur)
- \$800: This myth tells how a beautiful flower was "born". (Echo and Narcissus)
- \$1000: This person thought there was no perfect woman for him, so he created one. (Pygmalion)

### The Greek Way of Life:

- \$200: Only certain types of people were considered citizens of Athens. Which type? (men who had two Athenian parents, were not a slave, and over 18—any of these answers will do)
- \$400: Two city-states had very different life styles; name the two. (Athens and Sparta)
- \$600: Name two of the most important wars of Ancient Greece. (Persian and Peloponnesian)
- \$800: These were drinking parties for men where they practiced rhetoric. (symposiums)
- \$1000: What was the town square called? (the agora)

## Greek Jeopardy Game (questions and answers)

### The Heritage of Greece:

- \$200: What was the form of government in Greece that is popular today? (democracy)
- \$400: If you were to become a doctor, you take an oath due to this person. (Hippocrates)
- \$600: This philosopher developed a method of question and answer that led a person to discover the answer for him/herself. (Socrates)
- \$800: This philosopher felt the pursuit of the truth to be the most important. (Aristotle)
- \$1000: This citizen of Greece gave us an account of history by being the first to write it down. (Herodotus)

### **\*\*As a Final Jeopardy question...\*\***

#### **The category is: Famous Citizens of Greece**

The question is: Who used fees paid by other city-states in order to beautify his city of Athens?  
He was a patron of the arts and was the most influential man of his time.  
(Pericles)

Appendix B

**Literacy Groups Role Sheet—Discussion Director**

Name \_\_\_\_\_

Group members \_\_\_\_\_

Today's reading \_\_\_\_\_

As **Discussion Director**, your job is to develop a list of questions that your group might want to discuss about this part of the book. Help your group members talk over the big ideas in the reading as well as share their reactions. Your secondary duty is to make sure everyone in your group participates in the discussion. All members should be following the group rules set forth previously.

Possible discussion questions or topics for today:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

Appendix C

## Literacy Groups Role Sheet--Summarizer

Name \_\_\_\_\_

Group members \_\_\_\_\_

Today's reading \_\_\_\_\_

As **Summarizer**, your job is to prepare a brief summary of today's reading. Give a quick one or two minute statement that conveys the key points, the main highlights, the overall essence of today's reading. You are to take special note of the plot of the story so that all the group members understand the events that have taken place within the reading.

Summary: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Key points:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Appendix D

**Literacy Group Role Sheet—Tine Liner**

Name \_\_\_\_\_

Group members \_\_\_\_\_

Today's reading \_\_\_\_\_

As **Time Liner**, your job is to develop a time line that chronicles the important events in today's reading. Some examples may include: introduction of a new character, a battle, a natural disaster, a character's accomplishments, or anything else you deem noteworthy. List on your time line only the most important events. Make sure to list them in the order they happen.

What happened in the reading today:

1st \_\_\_\_\_

\_\_\_\_\_

2nd \_\_\_\_\_

\_\_\_\_\_

3rd \_\_\_\_\_

\_\_\_\_\_

4th \_\_\_\_\_

\_\_\_\_\_

5th \_\_\_\_\_

\_\_\_\_\_

6th \_\_\_\_\_

\_\_\_\_\_

Appendix E

**Literacy Group Role Sheet—Story Dissector**

Name \_\_\_\_\_

Group members \_\_\_\_\_

Today's reading \_\_\_\_\_

As **Story Dissector**, your job is to tear apart your reading in order to find the literary elements the author has used in telling the story. Look for examples of: theme, imagery, similes and metaphors. Please list the page numbers where you found your examples in order to locate them. Your job also is to tell your group members about the setting, characters, conflict, and theme in the reading.

Literacy example:

Page: \_\_\_\_\_ Example: \_\_\_\_\_  
\_\_\_\_\_

Page: \_\_\_\_\_ Example: \_\_\_\_\_  
\_\_\_\_\_

Page: \_\_\_\_\_ Example: \_\_\_\_\_  
\_\_\_\_\_

Page: \_\_\_\_\_ Example: \_\_\_\_\_  
\_\_\_\_\_

Setting: \_\_\_\_\_

Characters: \_\_\_\_\_

Theme: \_\_\_\_\_

Conflict: \_\_\_\_\_

Appendix F

**Literacy Group Role Sheet—Connector**

Name \_\_\_\_\_

Group members \_\_\_\_\_

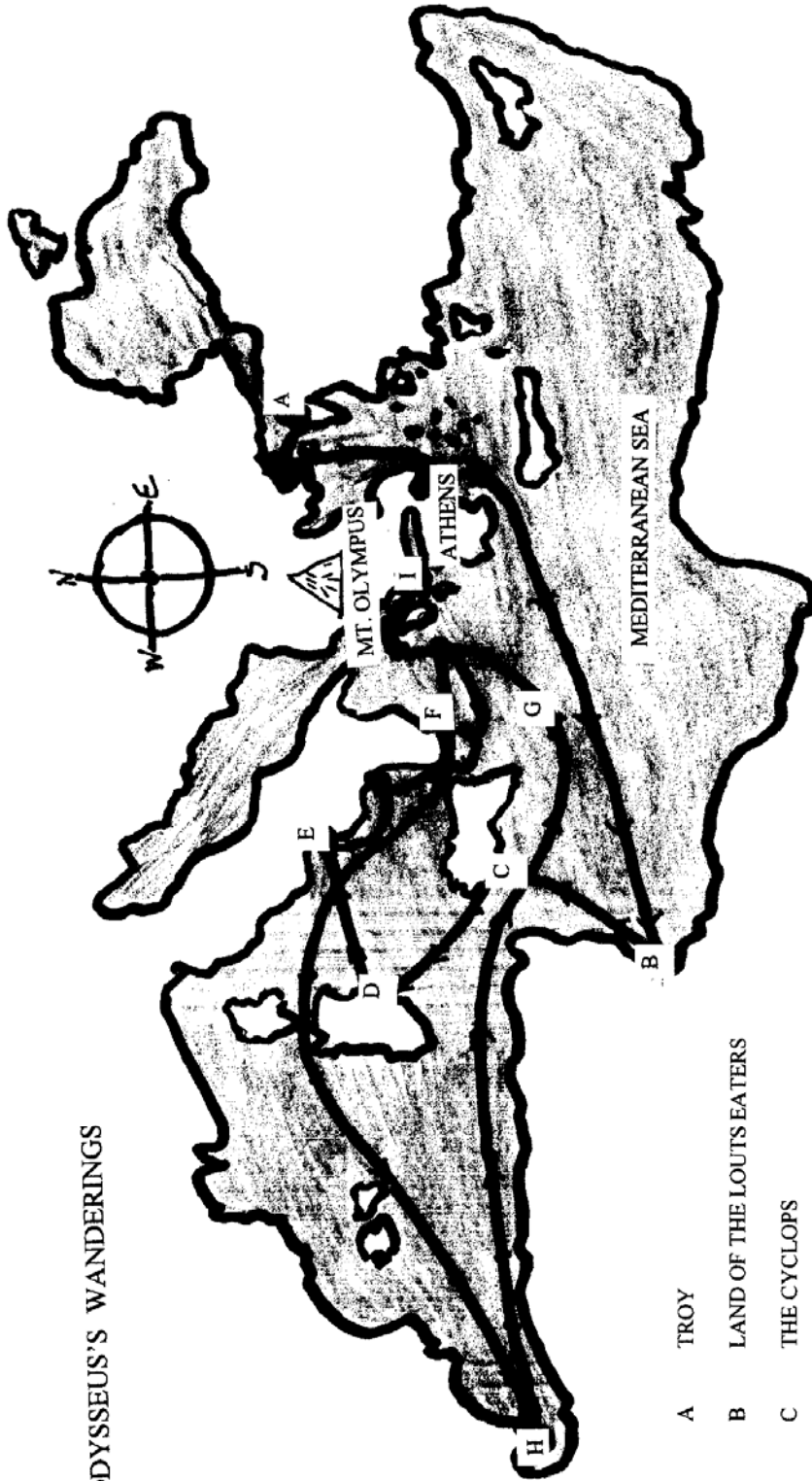
Today's reading \_\_\_\_\_

As **Connector**, your job is to find connections between the reading for the day and the outside world. You may connect the reading to your own life, to events at school or the community, to similar events at other times and places, to other people or problems that you are reminded of, or to other stories you have previously read. Be sure to list the example from the story as well as your connection and its source.

Some connections I found between the reading and other people, places, or events are:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

## Appendix G Map of Odysseus's Wanderings



- A TROY
- B LAND OF THE LOUPTS EATERS
- C THE CYCLOPS
- D LAESTRYGONIA
- E CIRCE'S PALACE
- F CHARYBDIS
- G SCYLLA
- H CALYPSO'S CAVE
- I ITHACA

## Appendix H

### List of Characters

<b>Odysseus</b>	The central figure in the epic; Odysseus uses courage, trickery, and cunning in order to return to Ithaca.
<b>Penelope</b>	Wife of Odysseus and mother of their son, Telemachus; she uses her shrewdness in order to fend off the suitors.
<b>Telemachus</b>	Son of Odysseus; he struggles with himself due to the fact he cannot eject the suitors from his own palace.
<b>Polites</b>	Odysseus's faithful friend who accompanies him on the journey home to Ithaca.
<b>Aeolus</b>	Master of the winds; he is helpful to Odysseus at first, then changes his mind.
<b>Tiresias</b>	The blind seer of Thebes; he offers Odysseus advice for his journey in the Land of the Dead.
<b>Polyphemus</b>	The Cyclops that traps Odysseus and his scouting party.
<b>Calypso</b>	A goddess-nymph
<b>Circe</b>	A goddess-enchantress
<b>Zeus</b>	King of the gods.
<b>Athena</b>	Goddess of wisdom.
<b>Poseidon</b>	God of the seas.
<b>Helios</b>	Sun god.

## Appendix I

# Rubric for Literacy Groups

Student Name: \_\_\_\_\_

CATEGORY	10-9	8-7	6	5
<b>Thinks about Odysseus</b>	Student describes how Odysseus might have felt at some point in the story, and points out some pictures or words to support his/her interpretation without being asked.	Student describes how Odysseus might have felt at some point in the story, and provides some support for his/her interpretation when asked.	Student describes how Odysseus might have felt at some point in the story, but does NOT provide good support for the interpretation, even when asked.	Student cannot describe how Odysseus might have felt at a certain point in the story.
<b>Comprehension</b>	Student seems to understand entire story and gives comments or answers to three questions related to the story.	Student seems to understand most of the story and gives comments or answers to two questions related to the story.	Student understands some parts of the story and gives comments or answers to one question related to the story.	Student has trouble understanding or remembering most parts of the story.
<b>Participates Willingly</b>	Student routinely volunteers answers to questions and willingly tries to answer questions s/he is asked.	Student volunteers once or twice and willingly tries to all questions s/he is asked.	Student does not volunteer answers, but willing tries to answer questions s/he is asked.	Student does not willingly participate.
<b>Focus on Task</b>	Student consistently stays focused on the task and what needs to be done—is self-directed.	Student focuses on the task and what needs to be done most of the time. Other group members can count on him/her.	Student focuses on the task and what needs to be done some of the time. Other group members need to remind him/her to stay on task.	Student rarely monitors the effectiveness of the group and does not work to make it more effective.
<b>Attitude/Working with Others</b>	Student never is publicly critical of others. Always displays a positive attitude. Always listens and is respectful of others' ideas.	Student rarely is publicly critical of others. Often has a positive attitude. Usually listens and is respectful of others' ideas.	Student occasionally is publicly critical of others. Usually has a positive attitude. Sometimes listens and shows minimal respect of others' ideas.	Student is often publicly critical of others. Displays a negative attitude. Is not a contributing member of the group or shows little respect for others' ideas.

**Appendix J**

## Persuasive Essay: Odysseus's Character Rubric

Student Name: \_\_\_\_\_

<b>CATEGORY</b>	<b>10 Above Standards</b>	<b>9-8 Meets Standards</b>	<b>7-6 Approaching Standards</b>	<b>5 Below Standards</b>	<b>Score</b>
<b>Focus or Thesis Statement</b>	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
<b>Support for Position</b>	Includes three or more pieces of evidence that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least one counter-argument.	Includes three or more pieces of evidence that support the position statement.	Includes two pieces of evidence that support the position statement.	Includes one or fewer pieces of evidence.	
<b>Evidence and Examples</b>	All of the evidence and examples are specific and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
<b>Closing paragraph</b>	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	
<b>Sentence Structure</b>	All sentences are well constructed with varied structure.	Most sentences are well constructed and there is some varied sentence structure in the essay.	Most sentences are well constructed, but there is no variation in structure.	Most sentences are not well constructed or varied.	
<b>Grammar and Spelling</b>	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes few errors in grammar or spelling that distract the reader from the content.	Author makes several errors in grammar or spelling that distract the reader from the content.	Author makes many errors in grammar or spelling that distract the reader from the content.	
<b>Capitalization and Punctuation</b>	Author makes no errors in capitalization or punctuation, so that the essay is exceptionally easy to read.	Author makes few errors in capitalization or punctuation, but the essay is still easy to read.	Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Author makes many errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	