

### The Odyssey Unit Resources

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

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

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

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

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

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

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

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

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

### Concession Stems

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

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

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

**Connecting Device to Meaning**

**“Ithaka” by Constantine Cavafy**

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

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

Word	Part of Speech	Definition	Synonym

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

Positive	Negative

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

---



---



---



---



---



---



---

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

Allusion	Explanation of Allusion
Laestrygonians	
Cyclops	
Poseidon	
Ithaka	

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

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

---



---



---

**Tone Words <sup>1</sup>**

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

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

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

<sup>1</sup>Adapted from

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

**The Odyssey Book One Handout**

**The Features of an Epic**

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

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

**Activity One: Reading and Annotating the Invocation**

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

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

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



the recklessness of their own ways destroyed them all,

the blind fools, they devoured the cattle of the Sun

10 and the **Sungod** blotted out the day of their return.

Launch out on his story, Muse, daughter of Zeus,

start from where you will—sing for our time too.

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

By now,

all the survivors, all who avoided headlong death

15 were safe at home, escaped the wars and waves.

But one man alone ...

his heart set on his wife and his return—**Calypso**,

the **bewitching nymph**, the lustrous goddess, held him back,

deep in her arching caverns, craving him for a husband.

20 But then, when the wheeling seasons brought the year around,

that year spun out by the gods when he should reach his home,

Ithaca—though not even there would he be free of trials,

even among his loved ones—then every god took pity,

all except **Poseidon**. He raged on, **seething** against

25 the great Odysseus till he reached his native land.

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

What are some of the conflicts that Odysseus has faced?

What obstacles does Odysseus still face?



---

**Activity Two—Objective Summary:** In the space below, write an objective summary of what is happening in the passage. You might use the questions below to help you write your summary:

- **Who** is the text about?
- **Where** is this story taking place?
- **When** does the action begin?
- **What** seems to be the problem?
- **Why** is there a problem? Is there any background information?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**Activity Three: Determining Character Through Conflict**

Scholars call Books One through Four of *The Odyssey* “The Telemachy.” In these introductory books, although we learn a little about the background of the conflicts that Odysseus is experiencing as a wanderer as well, the focus is the problems that plague his wife Penelope and son Telemachus back home in Ithaca. As you re-read the selected passages, mark portions of the text that reveal the characterization of Telemachus, Athena, Penelope, and the suitors. When you finish a passage, complete the activities following each excerpt.

**Passage 1 from Book One: Pages 80-81, lines 96-146**

Concise summary for context:

---

---

---

---

What type of conflict does Telemachus deal with in this passage? Provide textual evidence for your answer.

---

---

---

---

How does he deal with that conflict? Provide textual evidence for your answer.

---

---

---

---

---

---

Assertions about characters based on the passage:

Telemachus is \_\_\_\_\_.

[CHARACTER TRAIT--ADJECTIVE]

Athena is \_\_\_\_\_.

[CHARACTER TRAIT--ADJECTIVE]

**Passage 2 from Book One: Pages 84-86, lines 240-319**

Concise summary for context:

---

---

---

---

What type of conflict occurs in this passage? Provide textual evidence for your answer.

---

---

---

---

How is the conflict dealt with? Provide textual evidence for your answer.

---

---

---

---

---

Assertions about characters based on the passage:

Telemachus is \_\_\_\_\_.

[CHARACTER TRAIT--ADJECTIVE]

Athena is \_\_\_\_\_.

[CHARACTER TRAIT--ADJECTIVE]

The suitors are \_\_\_\_\_.

[CHARACTER TRAIT--ADJECTIVE]

**Passage 3 from Book One: Pages 87-89, lines 367-419**

Concise summary for context:

---

---

---

---

What type of conflict occurs in this passage? Provide textual evidence for your answer.

---

---

---

---

How is the conflict dealt with? Provide textual evidence for your answer.

---

---

---

---

---

---

Assertions about characters based on the passage:

Telemachus is \_\_\_\_\_.

[CHARACTER TRAIT--ADJECTIVE]

Penelope is \_\_\_\_\_.

[CHARACTER TRAIT--ADJECTIVE]

**Passage 4 from Book One: Pages 89-90, lines 420-456**

Concise summary for context:

---

---

---

---

What type of conflict occurs in this passage? Provide textual evidence for your answer.

---

---

---

---

How is the conflict dealt with? Provide textual evidence for your answer.

---

---

Assertions about characters based on the passage:

Telemachus is \_\_\_\_\_.

[CHARACTER TRAIT--ADJECTIVE]

The suitors are \_\_\_\_\_.

[CHARACTER TRAIT--ADJECTIVE]

**Character Traits<sup>1</sup>**

Able	Energetic	Loving	Rude
Accepting	Excited	Loyal	Sad
Adventurous	Expert	Manipulative	Sarcastic
Aggressive	Fair	Materialistic	Self-confident
Ambitious	Faithful	Mature	Self-conscious
Annoying	Fancy	Melancholy	Selfish
Arrogant	Fighter	Merry	Sensible
Articulate	Forgiving	Mischievous	Sensitive
Awkward	Free	Naïve	Serious
Boastful	Friendly	Nervous	Short
Bold	Friendly	Noisy	Shy
Bossy	Frustrated	Obnoxious	Silly
Brave	Fun-loving	Opinionated	Simple
Busy	Funny	Organized	Smart
Calm	Generous	Outgoing	Stable
Careful	Gentle	Passive	Strong
Careless	Giving	Patient	Stubborn
Cautious	Gracious	Patriotic	Studious
Cheerful	Grouchy	Personable	Successful
Clever	Handsome	Pitiful	Tantalizing
Clumsy	Hard-working	Plain	Tender
Compassionate	Helpful	Pleasant	Tense
Conceited	Honest	Pleasing	Thoughtful
Confident	Hopeful	Popular	Thrilling
Considerate	Humble	Prim	Timid
Cooperative	Humorous	Proper	Tireless
Courageous	Imaginative	Proud	Tolerant
Creative	Impulsive	Questioning	Tough
Curious	Independent	Quiet	Tricky
Daring	Intelligent	Radical	Trusting
Defiant	Inventive	Realistic	Understanding
Demanding	Jealous	Rebellious	Unhappy
Determined	Judgmental	Reflective	Unique
Devout	Keen	Relaxed	Unlucky
Disagreeable	Kind	Reliable	Vain
Disgruntled	Knowledgeable	Religious	Warm
Dreamy	Lazy	Reserved	Wild
Eager	Light-hearted	Respectful	Willing
Efficient	Likeable	Responsible	Wise
Embarrassed	Lively	Reverent	Witty

<sup>1</sup> List adapted from [http://www.lti.appstate.edu/reading\\_resources/Character\\_Trait\\_Descriptive\\_Adjectives.htm](http://www.lti.appstate.edu/reading_resources/Character_Trait_Descriptive_Adjectives.htm)



### Levels of Inquiry

In preparation for your class discussion, discuss in small groups the connections between the characters' responses to conflict and themes in the epic.

Arthur Costa<sup>1</sup> devised three levels of questions to think deeply about concepts. Prepare for whole -group discussion by practicing writing and answering level one (literal), level two (inferential), and level three (abstract) questions. Be sure that you choose a level one question that will lead to a thematic question.

LEVEL ONE QUESTIONS		LEVEL TWO QUESTIONS		LEVEL THREE QUESTIONS	
<ul style="list-style-type: none"> <li>Ask about literal facts from the text</li> <li>Are concrete</li> <li>Have answers that could be highlighted in the text</li> </ul>		<ul style="list-style-type: none"> <li>Are inferential</li> <li>Involve drawing conclusions from multiple parts of the text</li> </ul>		<ul style="list-style-type: none"> <li>Are abstract and do not mention the text itself</li> <li>Are universal and thematic</li> </ul>	
Level one questions might use verbs like...		Level two questions might use verbs like...		Level three questions might use verbs like...	
Define Describe Identify List Name Observe Recite	...or could ask Who What When Where Why How	Analyze Compare Contrast Group Infer Sequence Synthesize		Apply Evaluate Hypothesize Imagine Judge Predict Speculate	...or could ask <i>why</i> questions about the human condition
What is Telemachus doing when Mentos appears?		Why won't Telemachus correct the suitors?		When the odds are stacked against us, how do we sometimes react?	
When Mentos appears at the palace, Telemachus is passively "sitting among the suitors, heart obsessed with grief...daydreaming" about Odysseus coming home to run the intruders out (1.133, 138).		Because the suitors are constantly "swaggering" about, the reader can infer that Telemachus is intimidated by them (1.124).		Telemachus feels so defeated by the large number of intruders in his home that he has resolved that not only will they "bleed [his] household white," but they will also "grind [him] down as well" (1.292-293).	

<sup>1</sup> *Developing Minds: A Resource Book for Teaching Thinking*

**Characters and Motivations--Book Two**

As you read Book Two, record the major descriptions, actions, motivations, and key quotations of Telemachus.

Description of Episode	Character Traits	Actions and Motivations	Key Quotations that Reveal Character Traits

In the space below, explain how Telemachus has changed since Book One.

---



---



---



---

**Characters and Motivations--Book Five**

As you read Book Five, record the major descriptions, actions, motivations, and key quotations of Odysseus.

Description of Episode	Character Traits	Actions and Motivations	Key Quotations that Reveal Character Traits

In the space below, explain how Odysseus is a complex character.

---



---



---



---

**Characters and Motivations--Book Six**

As you read Book Six, record the major descriptions, actions, motivations, and key quotations of Odysseus.

Description of Episode	Character Traits	Actions and Motivations	Key Quotations that Reveal Character Traits

In the space below, explain how Odysseus is a complex character.

---



---



---



---

**Characters and Motivations--Book Eight**

As you read Book Eight, record the major descriptions, actions, motivations, and key quotations of Odysseus.

Description of Episode	Character Traits	Actions and Motivations	Key Quotations that Reveal Character Traits

In the space below, explain how Odysseus is a complex character.

---



---



---



---

**Summary Chart for “The Truth About Being a Hero” by Karl Marlantes**

In column one, write a brief summary of the article. In column two, identify each claim or point made in the order it is made. In column three, identify the central ideas or thematic topics addressed in the text; then, write a thematic statement for the piece.

Summary	Claims	Thematic Topics/ Thematic Statement

**Paired Poetry: Edna St. Vincent Millay's "An Ancient Gesture"**

After the two read-alouds, complete the remainder of the TP-CASTT organizer for "An Ancient Gesture."

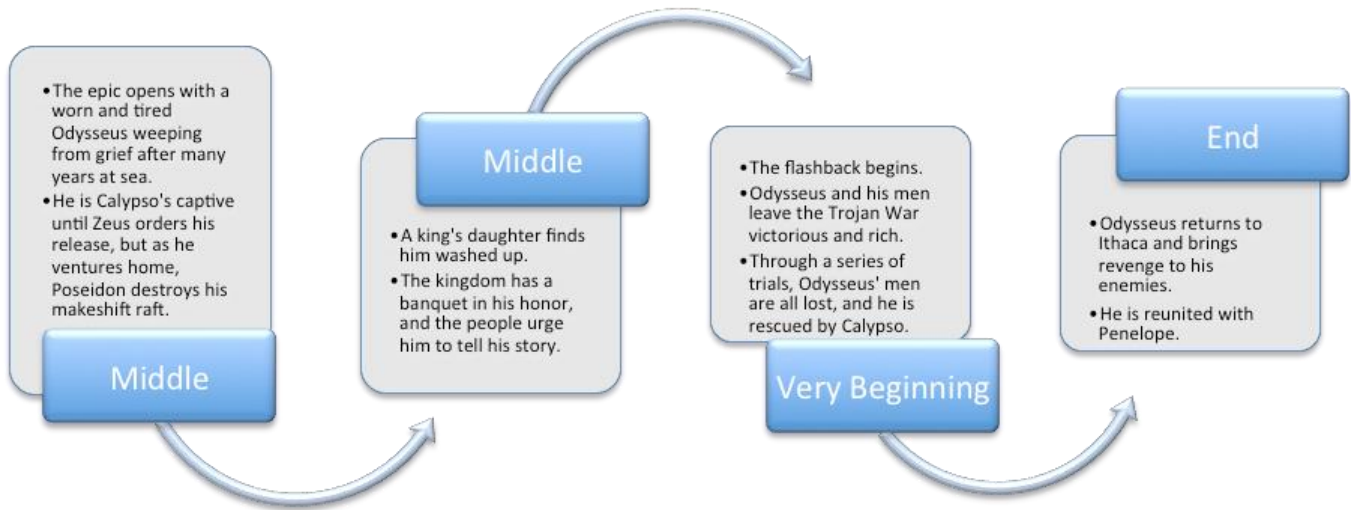
<b>T</b>	<p><b>Title:</b> Before reading the poem, make a prediction about what the poem is about based on the title.</p>
<b>P</b>	<p><b>Paraphrase:</b> Translate the poem into your own words. Look for complete thoughts and look up unfamiliar words.</p>
<b>C</b>	<p><b>Connotation:</b> What words or phrases stick out to you? Look for patterns and figurative language, imagery, and sound elements.</p>
<b>A</b>	<p><b>Attitude/Tone:</b> Notice the speaker's attitude toward the subject of the poem. This is the author's tone.</p>
<b>S</b>	<p><b>Shifts:</b> As you look for patterns, also look for contrasts or shifts/changes in poem. Look for changes in language, attitude, setting/imagery, mood, punctuation, other literary devices.</p>
<b>T</b>	<p><b>Title:</b> Examine the title again. What does it mean now that you've read the poem? Did the meaning of the title change?</p>
<b>T</b>	<p><b>Theme:</b> State what the poem is about (subject) and what the poet is trying to say about subject (theme).</p>

**Book Nine Handout**

The events in Books Nine through Twelve are flashbacks being told to the Phaeacians by Odysseus himself. The events of these books reveal how the trials Odysseus faces develop his character from the end of the Trojan War through his time with the Phaeacians.

**Activity 1: Text Structure**

One feature of the epic is beginning in the middle of the story (*in medias res*). Study the graphic below so that you will understand the text structure.



What is the effect of Homer's choice concerning how to structure a text and the events within it?

---



---



---



**Activity 2: Close Reading of Book Nine, “In the One-Eyed Giant’s Cave,” pp. 211-214**

Read the opening passage of Book Nine, which is reprinted for you below. Some lines have been removed, but the line numbers follow the original text. Follow the instructions below as you annotate:

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

<p>1 Odysseus, the great teller of tales, launched out on his story: “Alcinous, majesty, <u>shining among your island people,</u> what a fine thing it is to listen to such a <b>bard</b> ... as we have here--the man sings like a god....</p> <p>12 But now you’re set on <b>probing</b> the bitter pains I’ve borne so I’m to weep and grieve, it seems still more. Well then, what shall I go through first, 15 what shall I save for last? What pains--the gods have given me my share. Now let me begin by telling you my name... so you may know it well and I in times to come, if I can escape that fatal day, will be your host, 20 your sworn friend, though my home is far from here. I am Odysseus, <u>son of Laertes</u>, known to the world for every kind of craft--my fame has reached the skies.</p>	<p>What does the underlined portion tell you about Alcinous?</p> <p>What kind of connotation does the word <b>probing</b> have? Why does Odysseus tell his tale?</p> <p>What is the tone (the speaker’s attitude toward the subject)? (Hint--count how many lines Odysseus uses to introduce himself):</p> <p>Explain the underlined epithet. Who is it describing, and what does it suggest</p>
--	--

<p>Sunny Ithaca is my home....</p> <p>30 Mine is a rugged land but good for raising sons— and I myself, I know no sight on earth than a man’s own native country.</p> <p>True enough, <b>Calypso</b> <u>the lustrous goddess</u> tried to hold me back, deep in her arching caverns, craving me for a husband.</p> <p>So did <b>Circe</b>, holding me just as warmly in her halls, <u>the bewitching queen of Aeaea</u> <b>keen</b> to have me too.</p> <p>But they never won the heart inside me, never. So nothing is as sweet as a man's own country, his own parents, even though he's settled down</p> <p>40 in some luxurious house, off in a foreign land and far from those who bore him.</p> <p>No more. Come, let me tell you about the voyage <b>fraught</b> with hardship <b>Zeus</b> inflicted on me, homeward bound from Troy . . .</p> <p>The wind drove me out of <b>Ilium</b> on to Ismarus, <u>the Cicones' stronghold</u>. There I sacked the city, killed the men, but as for the wives and <b>plunder</b>, <u>that rich haul</u> we dragged away from the place— we shared it round so no one, not on my account, would go deprived of his fair share of spoils.</p> <p>50 Then I urged them to cut and run, set sail,</p>	<p>about him?</p> <p>What are some of the conflicts that Odysseus has faced?</p> <p>What does Odysseus claim about his experiences with Calypso and Circe?</p> <p>Whom does Odysseus blame for his troubles?</p> <p>For the rest of the portion on this page, write a summary of events below:</p>
---	--

but would they listen? Not those **mutinous** fools;  
there was too much wine to **swill**, too many sheep to slaughter  
down along the beach, and shambling longhorn cattle.

And all the while the Cicones sought out other Cicones,  
55 called for help from their neighbors living inland:

a larger force, and stronger soldiers too,  
skilled hands at fighting men from chariots,  
skilled, when a crisis broke, to fight on foot.

Out of the morning mist they came against us—  
60 packed as the leaves and spears that flower forth in spring—  
and Zeus presented us with disaster, me and my comrades  
doomed to suffer blow on mortal blow.

Lining up, both armies battled it out against our swift ships,  
both raked each other with hurtling bronze lances.

Long as morning rose and the blessed day grew stronger  
65 we stood and fought them off, massed as they were, but then,  
when the sun wheeled past the hour for unyoking oxen,  
the Cicones broke our lines and beat us down at last.

Out of each ship, six men-at-arms were killed;  
the rest of us rowed away from certain doom.

70 From there we sailed on, glad to escape our death  
yet sick at heart for the dear companions we had lost.

Highlight patterns of violent diction.  
What was the consequence of the  
men's choices?

Describe the battle between  
Odysseus's men and the Cicones.

But I would not let our rolling ships set sail until the crews  
had raised the triple cry, saluting each poor comrade  
cut down by the fierce Cicones on that plain.

75 Now Zeus who masses the stormclouds hit the fleet  
with the North Wind—a howling, demonic gale, shrouding over  
in thunderheads the earth and sea at once—  
and night swept down from the sky and the ships went plunging...,  
our sails slashed to rags by the hurricane's blast!

80 We struck them—cringing at death we rowed our ships  
to the nearest shoreline, pulled with all our power.  
There, for two nights, two days, we lay by, no letup,  
eating our hearts out, bent with pain and bone-tired.

For lines 66-end, highlight the patterns of negative diction. Write notes about mood in the margin.

### Activity 3: Style and Language of Book Nine

Part of what makes *The Odyssey* so compelling is the syntax or sentence structure of the epic. In the Robert Fagles' edition, the various phrases used add variety and interest to the story. Review the different kinds of phrases below. Then, go back through the passage and analyze the underlined phrases. For each phrase, label what kind it is, and write the effect of the phrase in the right margin.

Phrase Type	Definition	Examples
<b>participle</b>	a verb form with an "ed" or "ing" added to it that functions like an adjective	<b>Crying</b> , Penelope weaved the shroud.  Penelope surveyed the <b>forgotten</b> banquet hall.  The suitors, <b>insulted</b> , stormed from the assembly place.
<b>participial phrase</b>	a participle plus other modifiers	<b>Cursing his luck</b> , Odysseus tried to command his men.  <b>Defeated by the enemy</b> , the troops took to their oars.
<b>appositive</b>	a word that renames a noun or pronoun	Odysseus's son <b>Telemachus</b> had grown up without a father.
<b>appositive phrase</b>	words that rename a noun or pronoun	Odysseus, <b>the master tactician</b> , schemed a plan.

**Characters and Motivations--Book Nine**

As you read Book Nine, record the major descriptions, actions, motivations, and key quotations of Odysseus.

Description of Episode	Character Traits	Actions and Motivations	Key Quotations that Reveal Character Traits
The Cicones			
The Lotus-eaters			
The Cyclops			

In the space below, explain what Odysseus was like at the beginning of his journey home from Troy.

---



---



---



---

**Characters and Motivations--Book Ten**

As you read Book Ten, record the major descriptions, actions, motivations, and key quotations of Odysseus.

Description of Episode	Character Traits	Actions and Motivations	Key Quotations that Reveal Character Traits
Aeolian Island			
The Laestrygonians			
Circe			

In the space below, explain how Odysseus is a complex character.

---



---



---



---

## Book Ten Syntax Handout

### Activity 1--Reviewing Phrases

Part of what makes *The Odyssey* so compelling is the syntax or sentence structure of the epic. In the Robert Fagles' edition, the various phrases used add variety and interest to the story. Review the different kinds of phrases below.

Phrase Type	Definition	Examples
<b>participle</b>	a verb form with an “ed” or “ing” added to it that functions like an adjective	<b>Crying</b> , Penelope weaved the shroud.  Penelope surveyed the <b>forgotten</b> banquet hall.  The suitors, <b>shaken</b> , stormed from the assembly place.
<b>participial phrase</b>	a participle plus other modifiers	<b>Cursing his luck</b> , Odysseus tried to command his men.  <b>Defeated by the enemy</b> , the troops took to their oars.
<b>appositive</b>	a word that renames a noun or pronoun	Odysseus’s son <b>Telemachus</b> had grown up without a father.
<b>appositive phrase</b>	words that rename a noun or pronoun	Odysseus, <b>the master tactician</b> , schemed a plan.
<b>absolute phrase</b>	a group of words that modifies an independent clause; (sometimes a possessive pronoun plus) a noun and a participle	<b>Her voice swelling</b> , Circe sang strange songs.  <b>Hands shaking</b> , Telemachus raised his bow.
<b>prepositional phrase</b>	a phrase containing a preposition and functioning as an adjective or adverb.	Circe told Odysseus that he must travel <b>to the land of the dead</b> .  The men worried that they would be turned <b>into pigs or wolves or lions</b> .



### Book Eleven Handout

Book Eleven of *The Odyssey* marks a pivotal time for Odysseus as he has to travel to the underworld to learn how to manage the remainder of his journey home. In this section of the epic, Odysseus fulfills the archetype of crossing the threshold (moving from the physical world in which he is familiar and comfortable into an unknown world of mystery and vulnerability). Many of the conversations that he has in this realm change him as a character. As you read excerpts of Book Eleven, use the guide below to help you keep track of the lessons that he learns.

#### **Passage 1: The Sacrifice, lines 1-88, pp. 250-252**

List the steps that Odysseus takes in gaining entrance to the underworld:

Who is the first ghost Odysseus encounters? What is his request?

#### **Passage 2: Tiresias, lines 89-232, pp. 252-256**

The second ghost whom Odysseus encounters is \_\_\_\_\_.

What does he learn about this ghost?

What warnings does Tiresias give Odysseus?

What questions does Anticleia ask of Odysseus?

How did Anticleia die?

In the middle of Book Eleven, there is a break in the narrative. (Remember that Odysseus is telling his story at the feast.) The hosting king, Alcinous, wants to know if Odysseus saw anyone else in the Land of the Dead. Each person whom Odysseus describes in his answer to King Alcinous offered him some kind of advice or warning while he was in the underworld.

As you read the following excerpts, use the graphic organizer below to keep track of the advice that Odysseus gathers from his journey to the underworld. You will need to look up the characters' background in a handbook of mythological terms, the glossary at the back of your text, or the Internet to understand the passages fully.

<b>Character/ Passage</b>	<b>Character Background</b>	<b>Character's Advice/ Lessons Learned</b>
Agamemnon          pp. 262-263 lines 436-504		
Achilles          pp. 265-266 lines 541-573		
Ajax          pp. 267-269 lines 613-649		

**Characters and Motivations--Book Twelve**

As you read Book Twelve, record the major descriptions, actions, motivations, and key quotations of Odysseus.

Description of Episode	Character Traits	Actions and Motivations	Key Quotations that Reveal Character Traits
The Sirens			
Scylla and Charybdis			
The Cattle of the Sun			

In the space below, explain how Odysseus is a complex character.

---



---



---



---

**Contrasting Points of View**

**Activity 1: Warm Up--Examining a Visual Text**

Using the OPTIC<sup>1</sup> strategy below, examine the details of the John William Waterhouse's *Ulysses and the Sirens* (1891).

<b>O</b>	<p><b>O</b> is for <b>Overview</b>. Describe the main subject of the painting.</p>
<b>P</b>	<p><b>P</b> is for <b>Parts</b>. What parts, elements or details of the painting seem important?</p>
<b>T</b>	<p><b>T</b> is for <b>Title</b>. What information does the title add to the painting?</p>
<b>I</b>	<p><b>I</b> is for <b>Interrelationships</b>. What connections or relationships can be made between the words in the title and the individual parts of the painting?</p>
<b>C</b>	<p><b>C</b> is for <b>Conclusion</b>. What conclusion(s) can be drawn about the meaning of the painting as a whole? Summarize the message in one or two sentences.</p>

<sup>1</sup> Adapted from Pauk, W. (2000). *How to study in college* (7th ed.). Houghton Mifflin Company: Boston.

**Activity 2:** Generate a list of thematic topics/abstract nouns based on the painting.

**Activity 3:** Using the notes that you took in Activity 1, complete the following sentence frames.

The sirens can be described as \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_,  
[ADJECTIVE] [ADJECTIVE]

\_\_\_\_\_. While the crewmen are \_\_\_\_\_,  
[ADJECTIVE] [DESCRIBE THE CREW'S ACTIONS]

Odysseus is \_\_\_\_\_. This painting communicates the

idea that \_\_\_\_\_.  
[INSERT THEMATIC STATEMENT]

#### **Activity 4: Analyzing the Prompt**

In Books Nine through Twelve of *The Odyssey*, Odysseus, the King of Ithaca, recounts his adventures and trials as he and his men attempt to return home after the Trojan War. As his tale unfolds, readers can trace his development as a character. In a well-supported response, compare Odysseus's version of events in the traditional epic to Margaret Atwood's modern adaptation of Odysseus's character in her poem "Siren Song." In your comparison, consider how each writer depicts Odysseus's character.

1. What is the topic of your essay?
2. What task is the prompt asking you to complete?
3. What elements will you need to consider as you read the texts?

4. What were some of the traditional gender roles of the ancient Greeks and Romans? Complete the graphic organizer below.

MEN	WOMEN

5. How would a poem written by a feminist poet in the twentieth century shed new light on the character of Odysseus?

**Activity 5: Close Reading--Considering Different Points of View**

Read the excerpts from *The Odyssey* below. Follow the instructions below as you annotate:

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

**Excerpt 1: Circe's Instructions, pp. 272-273, lines 36-60**

*After his sojourn to the Land of the Dead, Odysseus returns to Circe, who gives him advice on how to manage his journey home. Consider her explicit instructions to Odysseus.*

<p>But Circe ... sat me down and ... probed me for details.</p> <p>I told her the whole story, start to finish,</p> <p>40 then the queenly goddess laid my course:</p> <p>'Your descent to the dead is over, true,</p> <p>but listen closely to what I tell you now</p> <p>and god himself will bring it back to mind.</p> <p>First you will raise the island of the Sirens,</p> <p>those creatures who <b>spellbind</b> any man alive,</p> <p>whoever comes their way. Whoever draws too close,</p> <p>off guard, and catches the Sirens' voices in the air—</p> <p>no sailing home for him, no wife rising to meet him,</p> <p>no happy children beaming up at their father's face.</p> <p>50 The high, thrilling song of the Sirens will <b>transfix</b> him,</p> <p><b>lolling</b> there in their meadow, round them heaps of corpses,</p> <p>rotting away, rags of skin shriveling on their bones ...</p> <p>Race straight past that coast! Soften some beeswax</p> <p>and stop your shipmates' ears so none can hear,</p> <p>none of the crew, but if you are bent on hearing,</p> <p>have them tie you hand and foot in the swift ship,</p> <p>erect at the mast-block, lashed by ropes to the mast</p> <p>so you can hear the Sirens' song to your heart's content.</p>	<p>What is Odysseus's next obstacle?</p> <p>Highlight diction that characterizes the Sirens throughout the passage. What is the effect?</p> <p>Underline all of the imperative sentences. What is the effect?</p> <p>Does Odysseus have to listen to the Sirens' song? Explain.</p>
---	---

<p>But if you plead, commanding your men to set you free,</p> <p>60 then they must <b>lash</b> you faster, rope on rope.</p>	
--	--

**Excerpt 2: Odysseus’s Version, pp.276-277, lines 158-217**

Read the excerpt in which Odysseus tells his spellbound audience about his encounter with the Sirens. Consider how his version differs from Circe’s instructions.

<p>They swung aboard at once, they sat to the oars in ranks and in rhythm churned the water white with stroke on stroke.</p> <p>160 And Circe the nymph with glossy braids, the awesome one who speaks with human voice, sent us a hardy shipmate, yes, a fresh following wind ruffling up in our wake, bellying out our sail to drive our blue <b>prow</b> on as we, securing the running gear from stem to stern, sat back while the wind and helmsman kept her true on course.</p> <p>At last, and sore at heart, I told my shipmates, ‘Friends ... it’s wrong for only one or two to know the revelations that lovely Circe made to me alone. I’ll tell you all,</p> <p>170 so we can die with our eyes wide open now or escape our fate and certain death together.</p>	<p>Identify the two epithets in the first paragraph.</p> <p>What kind of mood is set in this first paragraph?</p> <p>How is Odysseus’s version the same as Circe’s instructions? Different?</p>
--	---



First, she warns, we must steer clear of the Sirens,  
 their enchanting song, their meadow starred with flowers.  
 I alone was to hear their voices, so she said,  
 but you must bind me with tight chafing ropes  
 so I cannot move a muscle, bound to the spot,  
 erect at the mast-block, lashed by ropes to the mast.  
 And if I plead, commanding you to set me free,  
 then lash me faster, rope on pressing rope.'

180 So I informed my shipmates point by point,  
 all the while our trim ship was speeding toward  
 the Sirens' island, driven on by the brisk wind.

But then—the wind fell in an instant,  
 all glazed to a dead calm ...  
 a mysterious power hushed the **heaving** swells.

The oarsmen leapt to their feet, struck the sail  
 stowed it deep in the hold and sat to the oarlocks,  
**thrashing** with polished oars, frothing the water white.

Now with a sharp sword I sliced an **ample** wheel of beeswax  
 190 down into pieces, kneaded them in my two strong hands  
 and the wax soon grew soft, worked by my strength  
 and **Helios'** burning rays, the sun at high noon,  
 and I stopped the ears of my comrades one by one.

What patterns of diction do you notice in this excerpt? What is the effect?

What kind of mood is set in this paragraph?

Mark the diction that Odysseus uses to describe his actions. What is the effect?

They bound me hand and foot in the tight ship—  
lashed by ropes to the mast—  
and rowed and churned the whitecaps stroke on stroke.

We were just offshore as far as a man’s shout can carry,  
**scudding** close, when the Sirens sensed at once a ship  
was racing past and burst into their high, thrilling song:

200 ‘Come closer, famous Odysseus—Achaea’s pride and glory—  
moor your ship on our coast so you can hear our song!  
Never has any sailor passed our shores in his black craft  
until he has heard the honeyed voices pouring from our lips,  
and once he hears to his heart’s content sails on, a wiser man.

We know all the pains that Achaeans ... once endured  
on the spreading plain of Troy when the gods willed it so—  
all that comes to pass on the fertile earth, we know it all!’

So they sent their **ravishing** voices out across the air  
and the heart inside me throbbed to listen longer.

210 I signaled the crew with frowns to set me free—  
they flung themselves at the oars and rowed on harder,  
Perimedes and Eurylochus springing up at once  
to bind me faster with rope on chafing rope.  
But once we’d left the Sirens fading in our wake,  
once we could hear their song no more, their urgent call—

Annotate the Sirens’ song  
carefully for diction and tone.

What is your impression of  
Odysseus in this episode?

What is Odysseus’s tone in this

my steadfast crew was quick to remove the wax I'd used  
to seal their ears and loosed the bonds that lashed me.

excerpt?

**Activity 6: Reading a Modern Versions--“Siren Song” by Margaret Atwood**

Using the TP-CASTT strategy below, analyze the poem “Siren Song” by Margaret Atwood.

	Description	Notes
<b><u>T</u>itle</b>	Consider the title and make a prediction about what the poem is about.	
<b><u>P</u>araphrase</b>	Put the poem into your own words. Make sure you tell what is happening at the beginning, middle, and end. Tell what is really happening, not what the poet is figuratively saying.	
<b><u>C</u>onnotation</b>	Look at the poem beyond the actual events. Look for figurative language, imagery, etc.	
<b><u>A</u>ttitude (Tone)</b>	What is the speaker’s tone? Is there more than one attitude or tone in different parts of the poem?	
<b><u>S</u>hifts</b>	Are there any changes in the speaker or attitude? Look for key words, time change, punctuation.	
<b><u>T</u>itle again</b>	Look at the title again. Why is the title important to the poem?	
<b><u>T</u>heme</b>	What is the theme about? What is the poet saying about the subject? What message is the poet trying to send?	

---

**Characters and Motivations--Book Thirteen**

As you read Book Thirteen, record the major descriptions, actions, motivations, and key quotations of Odysseus.

Description of Episode	Character Traits	Actions and Motivations	Key Quotations that Reveal Character Traits

In the space below, explain how Odysseus is a complex character.

---

---

---

**3-2-1 Summarizer for Independent Reading**

As you complete your reading for homework, record notes on the graphic organizer below.

Chapter Number: \_\_\_\_\_ Chapter Title: \_\_\_\_\_

<p><b>3</b></p> <p>...actions that Odysseus takes that advance the plot.</p>	
<p><b>2</b></p> <p>...things that I found interesting.</p>	
<p><b>1</b></p> <p>..question that I still have.</p>	

**Epic Similes--Book Sixteen**

*Epic similes* or *Homeric similes* are more involved and more ornate than the typical simile, often lasting last several lines. In the graphic organizer below, identify epic similes from Book Sixteen. In the first column, copy and cite the epic simile. In the second column, identify what two things are being compared. Finally, in the last column, write commentary about the effect of the comparison.

Epic Simile	What two things are being compared?	What is the effect of the comparison?
<p>“Mountain wolves and lions were roaming round the grounds--she’d bewitched them herself, she gave them magic drugs. But they wouldn’t attack my men; they just came pawing up around them, fawning, swishing their long tails--eager as hounds that fawn around their master, coming home from a feast, who always brings back scraps to calm them down” (10.231-237).</p>	<p>The <u>men who have been transformed into animals</u> is/are compared to <u>obedient dogs</u>.</p>	
	<p>_____ is/are compared to _____</p>	
	<p>_____ is/are compared to _____</p>	

---

**Characters and Motivations--Book Sixteen**

As you read Book Sixteen, record the major descriptions, actions, motivations, and key quotations of Odysseus.

Description of Episode	Character Traits	Actions and Motivations	Key Quotations that Reveal Character Traits

In the space below, explain how Odysseus has changed.

---

---

---

---



**“Portents Gather” : Book Twenty Guide**

Define *portent* below:

Why do the maids infuriate Odysseus?

How does Odysseus react to the maids’ behavior?

Describe Odysseus’s prayer to Athena.

What sign does Zeus send?

Describe Telemachus on page 414. How has he changed over the course of the epic?

Describe the suitors’ bizarre behavior at the end of the book.

Complete the chart below to keep track of some of the minor characters in Book Twenty. For each character, describe if he/she is an ally (friend) or enemy of Odysseus. Then in the right column, describe the character and his/her behavior.

Character	Ally or Enemy?	Character Description Character Behavior
Eurycleia		
Melantho		
Melanthius		
Philoetius		
Eumaeus		
Antinous		
Csteppius		

**“Odysseus Strings His Bow”: Book Twenty-One Guide**

Describe the test of the bow.

Describe Antinous’s behavior.

What is the cowherd’s name, and how does he prove his loyalty to Odysseus?

How do the suitors act when Odysseus (the beggar) steps up to try his turn?

Telemachus wants to take a try, but his father tells him not to. Why won’t Odysseus give him a try?

Read over the description of Telemachus at the very end of the book. How has he changed?

### **“Slaughter in the Hall”: Book Twenty-Two Guide**

Describe Antinous’s fate and the suitors’ subsequent reactions.

Describe Melanthius’s actions. What kind of character is he?

How does Athena assist Odysseus and Telemachus in battle?

What is the fate of the priest?

What is the fate of the bard?

Describe the conclusion of the battle.

**“The Great Rooted Bed”: Book Twenty-Three Guide**

How does Penelope first react to Euryycleia’s news?

How does Penelope test Odysseus?

Copy the epic simile that describes Odysseus’s reaction as he and his wife reunite.

What information does Odysseus reveal about his journeys?

## Culminating Writing Task

### Activity 1: Analyzing the Prompt

Which is more important to the development of Odysseus’s character and a theme of the epic—the **journey** or the **goal**?

To answer this question:

- Reread the last three stanzas from “Ithaka” by Constantine Cavafy beginning with, “Keep Ithaka always in your mind” and ending with, “you will have understood by then what these Ithakas mean.”
- Consider what it means to “come home.” Review Odysseus’s journey home to Ithaca and the symbolism of “coming home.” While he returned home in the literal sense, did he return to the same place as he left?

Write an argumentative essay in which you determine whether the journey or the goal was more important to the development of Odysseus’s character and a theme of the epic. Use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence to support both your claim and counterclaims, pointing out the strengths and limitations of both.

1. What kind of prompt is this?
2. Which do you think is more important to the development of Odysseus’s character?
  - the journey
  - the goal
3. Write down a few notes justifying your answer for number 2.
4. Generate a list of thematic topics/abstract nouns that correlate to *The Odyssey*.

---

**Activity 2: Writing an Introduction Paragraph and Thesis Statement**

Follow the steps that your teacher walks you through in order to draft your introduction paragraph below.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Use the template below to write a working thesis statement. This statement can be the last sentence of your introduction paragraph.

While some might argue that \_\_\_\_\_  
[acknowledge opposing side]

I maintain that \_\_\_\_\_  
[assert your opinion]

because, throughout \_\_\_\_\_, it is clear through Odysseus’s actions that  
[title of work]

---

[create a thematic statement using one of the abstract nouns from Activity 1]

---

### Activity 3: Topic Sentences for Body Paragraphs

*The topic sentences should be precise claims. Use the templates below to help you organize your ideas.*

#### Topic Sentence #1

In the beginning of the epic, Odysseus is a \_\_\_\_\_ and/yet/but \_\_\_\_\_  
[character trait--adjectives]  
motivated by \_\_\_\_\_ and \_\_\_\_\_.  
[abstract nouns]

#### Topic Sentence #2

As the epic continues and the conflicts become more complicated, Odysseus's actions \_\_\_\_\_  
[rhetorically accurate  
verb]  
that \_\_\_\_\_.  
[thematic idea]

#### Topic Sentence #3

In the end, it is apparent that the \_\_\_\_\_ ultimately causes Odysseus to evolve into a  
[choose: journey or goal]  
\_\_\_\_\_ character.  
[character trait--adjective]



**Activity 4: Choosing Evidence**

For this essay, you must choose evidence from throughout the epic. Use your character motivation handouts from the unit to complete the graphic organizer below to help you outline the order in which you will present your evidence. Remember to cite your evidence using MLA format.

<b>EVIDENCE + CITATION</b>	<b>HOW DOES THIS EVIDENCE SUPPORT YOUR CLAIMS?</b>

---

### Activity 5: Writing a Conclusion Paragraph

*Follow the steps that your teacher walks you through in order to draft your conclusion paragraph below.*

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

### Activity 6: Style Revision

*To add variety and interest to your essay, apply the stylistic suggestions below.*

- Scan your essay for the name *Odysseus*. Replace his name three times with epithets.
- Scan your essay for the following verbs, and then replace them with action verbs:
  - is
  - are
  - was
- Add two of each kind of phrase below throughout the body of your essay:
  - absolute phrase
  - appositive phrase
  - participial phrase

---

**Summary Chart for “The Truth About Being a Hero” by Karl Marlantes**

In column one, write a brief summary of the article. In column two, identify each claim or point made in the order it is made. In column three, identify the central ideas or thematic topics addressed in the text; then, write a thematic statement for the piece.

Summary	Claims	Thematic Topics/ Thematic Statement

---

**Summary Chart for “Back From War, but Not Really Home” by Caroline Alexander**

In column one, write a brief summary of the article. In column two, identify each claim or point made in the order it is made. In column three, identify the central ideas or thematic topics addressed in the text; then, write a thematic

Summary	Claims	Thematic Topics/ Thematic Statement