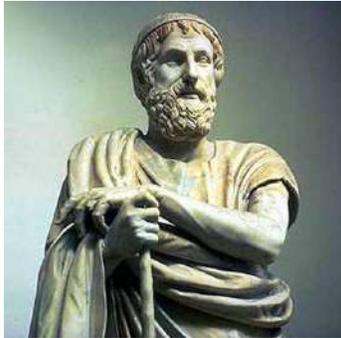


The Odyssey: Part One Active Reading Packet



Student Name: _____

Class Period: _____

Greene 2014-2015

Standards:

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots) and manipulate time (e.g., pacing, flashbacks) create such effects as mystery tension, or surprise.

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Note-Taking and Summarizing Chart (Directions/Model)

Directions: As you read each book of the Odyssey, use words and short phrases to summarize the action in each of the categories below. Completing this activity will help you understand and appreciate what you are reading, follow the action, and relate to the epic, its events and its characters.

<i>The Odyssey</i>		
Title: Assign each episode an original title after you have completed the reading.	Setting: Describe the time and place of each episode.	Characters: Write the names of the major characters involved in each episode.
Plot (Important Events): Write the main events in chronological order for each episode. Any event that is significant to the poem should be included.		
<u>Discussion Questions</u>		
Answer the discussion questions on either the chart or lined paper. Make sure to use complete sentences.		
Examples of Literary Term: Write an example of one of the following literary terms: personification, simile, metaphor, imagery, characterization, foreshadowing, or alliteration.		
Relevant Themes: List any themes that are portrayed in this episode. How are they shown?		
Thoughts/ Illustration: Record your thought or illustrate a summary of the book using a simple but detailed drawing (i.e., one that you will be able to refer to later and understand how it relates to your knowledge of the <i>Odyssey</i>).		

Greene 2014-2015

Standards:

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots) and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Note-Taking and Summarizing Chart

Directions: As you read each episode of the Odyssey, use words and short phrases to summarize the action in each of the categories below. Completing this activity will help you understand and appreciate what you are reading, follow the action, and relate to the epic, its events and its characters.

<i>The Odyssey</i>		
Title: <i>Calypso</i>	Setting:	Characters:
Plot (Important Events):		
Discussion Questions <u>(on separate paper in complete sentences)</u>: 1) What do you see, hear, feel, and smell in this famous description of Calypso’s home? (Recognition of Text Organization) 2) If Zeus had not ordered Calypso to release Odysseus, what most likely would have happened? (Strategies) 3) The statement “Can I be less desirable than she is? Less interesting? Less beautiful? Can mortals compare with goddesses in grace and form? (Tentative Meaning)		
Example of Literary Term:		
Relevant Themes:		
Thoughts/ Illustration:		

Greene 2014-2015

Standards:

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots) and manipulate time (e.g., pacing, flashbacks) create such effects as mystery tension, or surprise.

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Summary: I Am Laertes' Son

Odysseus, at the king's feast, replies to the king, who has asked the stranger to identify himself. Odysseus begins by telling where he is from. He describes how he was detained by Calypso and Circe and tells of the many years he has traveled from Troy, trying to find his way home. He tells of the Cicones and of a storm raised by Zeus, which had his men drifting for nine days.

Summary: The Lotus Eaters

After losing many shipmates fighting against the Cicones on Ismaros and being driven off course by a fierce storm, Odysseus and his crew arrive in the country of The Lotus Eaters. There the crew is seduced by the plant eaters, who try to make them eat the lotus and forget their homeland. Odysseus has to tie the men to the benches in the boats to get them away from the lotus land.

Greene 2014-2015

Standards:

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots) and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Note-Taking and Summarizing Chart

Directions: As you read each episode of the Odyssey, use words and short phrases to summarize the action in each of the categories below. Completing this activity will help you understand and appreciate what you are reading, follow the action, and relate to the epic, its events and its characters.

<i>The Odyssey</i>		
Title: <i>Cyclops</i>	Setting:	Characters:
Plot (Important Events):		
Discussion Question (on separate paper in complete sentences)s:		
1) How does this episode open? (Recognition of Text Organization)		
2) How does Odysseus trick the Cyclops in this episode? (Strategies)		
3) When Odysseus tells the Cyclops his name at the end of this episode, what does this tell you about his character? (Tentative Meaning)		
Example of Literary Term:		
Relevant Themes:		
Thoughts/ Illustration:		

Greene 2014-2015

Standards:

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots) and manipulate time (e.g., pacing, flashbacks) create such effects as mystery tension, or surprise.

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Note-Taking and Summarizing Chart

Directions: As you read each episode of the Odyssey, use words and short phrases to summarize the action in each of the categories below. Completing this activity will help you understand and appreciate what you are reading, follow the action, and relate to the epic, its events and its characters.

<i>The Odyssey</i>		
Title: <i>Circe</i>	Setting:	Characters:
Plot (Important Events):		
Discussion Questions (on separate paper in complete sentences): 1) What does the sailor's opening of the bulls-hide bag suggest about their relationship with Odysseus? (Interpreting) 2) At what other point in the epic have some of Odysseus' men eaten something that made them lose their desire for home? (Recognition of Text Organization)		
Example of Literary Term:		
Relevant Themes:		
Thoughts/ Illustration:		

Greene 2014-2015

Standards:

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots) and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Summary: Land of the Dead

In the underworld, Odysseus is addressed by the seer Teiresias, who warns him not to raid the cattle of Helios, the Sun god. Teiresias tells Odysseus that when he finally arrives home, he will find his household in disarray. Teiresias instructs Odysseus that after slaying his wife's suitors, he must make sacrifices to Poseidon.

Greene 2014-2015

Standards:

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots) and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Note-Taking and Summarizing Chart

Directions: As you read each episode of the *Odyssey*, use words and short phrases to summarize the action in each of the categories below. Completing this activity will help you understand and appreciate what you are reading, follow the action, and relate to the epic, its events and its characters.

<i>The Odyssey</i>		
Title: <i>The Sirens: Scylla & Charybdis</i>	Setting:	Characters:
Plot (Important Events):		
Discussion Questions (on separate paper in complete sentences):		
1) From what you know of Odysseus, do you think he will take the risk of listening to the Siren's song? (Recognition of Text Organization)		
2) Why does Odysseus put wax in his men's ears? (Drawing Conclusions)		
3) "So all rowed on, until the Sirens dropped under the sea rim, and their singing dwindled away" (919). What is the meaning of this quote? (Tentative Meaning)		
Example of Literary Term:		
Relevant Themes:		
Thoughts/ Illustration:		

Greene 2014-2015

Standards:

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots) and manipulate time (e.g., pacing, flashbacks) create such effects as mystery tension, or surprise.

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Summary: Cattle of the Sun God

Odysseus warns his men not to touch the Sun God's cattle. Storms rage for a month and their food supply is exhausted. One shipmate, Eurylochus, convinces the others that eating the cattle is preferable to starvation. Odysseus wakes up to discover that his men have feasted on the cattle. He curses the gods for letting him sleep during the feast so that he could not restrain his men.

Greene 2014-2015

Standards:

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots) and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.