

No Longer Greek to Us

Grade Level: 6

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Length of Unit: 6 weeks (30 lessons)

I. ABSTRACT

This unit focuses on presenting the epic tale of Odysseus to both special needs students (inclusion and pullout) in 6th grade language arts, as well as student's ability grouped at the sixth grade level. Students will read and analyze the epic, identifying the values of integrity and responsibility. Students will also augment their awareness of literary concepts through a comprehensive reading and writing program.

II. OVERVIEW

A. Concepts to be covered:

1. Students will understand that literature reflects the values of a culture.
2. Students will learn what ideals inspire a people's sense of purpose, and how those ideas are reflected in their myths, legends, and beliefs.
3. Students will respond creatively to literature.
4. Students will learn debating techniques, recognize the values of integrity and responsibility, understand basic strategies for writing persuasive essays, learn the stories related to Troy and the travels of Odysseus.

B. Core Knowledge Content:

1. summarizing, paraphrasing, quoting accurately when taking notes
2. writing a standard business letter
3. participating civilly and productively in group discussions
4. The Odyssey
5. Epic

C. Skills:

1. note taking techniques
2. writing a business letter
3. writing a persuasive essay

III. BACKGROUND KNOWLEDGE

A. Three sources for teachers:

1. Mythology, Edith Hamilton. Little Brown and Company, 1942. ISBN: 0316341517
2. The Odyssey, Homer, Translated by E.V. Rieu. Penguin Publishing, 1992. ISBN: 0140445560
3. The Odyssey, (Video) Hallmark Home Entertainment, 1997. ISBN: 1574924494

B. For students:

1. Ancient Greece, Grade 2
2. Myths and Legends, Grades 3, 4, 5
3. News writing (headlines, inverted pyramid, captions)

IV. RESOURCES

- A. The Legend of Odysseus, Peter Connolly. Oxford University Press, 1986. ISBN: 0199171432

V. LESSONS

Lesson One: What do we know? What do we want to know?

- A. Objectives
1. Lesson Content: Introduction to The Odyssey
 2. Concept Objective: Students will understand that literature reflects the values of a culture.
 3. Skill Objectives:
 - a. Assessing prior knowledge
 - b. Identify "epic"
- B. Materials: KWL sheet, Odysseus book
- C. Background Notes: Students will identify their prior knowledge of the epic of Odysseus, and identify what they want to learn from the reading.
- D. Key Vocabulary: Epic - Composition that centers on a hero, and reveals their deeds.
- E. Procedures/Activities
1. Read book title
 2. Brainstorm possibilities for previous knowledge
 3. Record responses in K column of KWL worksheet
 4. Look at pictures in the book
 5. Brainstorm possibilities of desired learning from book
 6. Record responses in the W column of KWL worksheet
 7. Take notes on Homer and Epics
- F. Evaluation/Assessment: Teacher observation of student participation in class discussion

Lesson Two

- A. Objectives
1. Lesson Content: How to read, and create, maps and globes
 2. Concept Objective: Students will learn what ideals inspire a people's sense of purpose, and how those ideas are reflected in their myths, legends, and beliefs.
 3. Skill Objectives: Students will create maps distinguishing between Greeks and Trojans
- B. Materials: Map supplies: markers, noodles, saw dust, salt, glue
- C. Background Notes: Students will be introduced to the countries on pages 8 and 9 of the book. This can act as a model for their presentation.
- D. Key Vocabulary: Relief Map – a three dimensional map
- E. Procedures / Activities:
1. Journal writing
 2. Review notes from previous lesson
 3. Teacher lead notes and discussion regarding Greeks and Trojans.
 4. Introduce map assignment; show example
 5. Begin work on maps.
- F. Evaluation / Assessment: Teacher monitored discussion, and observation during construction.

Lesson Three

- A. Objectives
 - 1. Lesson Content: The Odyssey
 - 2. Concept Objective: Students will learn what ideals inspire a people's sense of purpose, and how those ideas are reflected in their myths, legends, and beliefs.
 - 3. Skill Objectives:
 - a. Participate civilly and productively in group discussions
 - b. Understanding of chapter 1, story 1.
 - c. Note taking techniques to employ throughout their reading. Students will employ these independently for chapter 1, story 2.
- B. Materials: Odysseus book
- C. Background Notes: Students are previously introduced to several study aids.
- D. Key Vocabulary: oath – a promise
- E. Procedures / Activities
 - 1. Journal writing
 - 2. Teacher introduces note-taking technique. (Appendix)
 - 3. Read aloud "The Oath", and take notes.
 - 4. Assign student independent reading of "The heroes assemble."
- F. Evaluation / Assessment: Teacher observation of students' note-taking.

Lesson Four

- A. Objectives
 - 1. Lesson Content:
 - a. Writing and research
 - b. The Odyssey
 - 2. Concept Objective: Students will understand that literature reflects the values of a culture.
 - 3. Skill Objectives:
 - a. Students will create a character journal
 - b. Students will take two-column notes
- B. Material: Book, paper, section in notebook for characters
- C. Background: Students given information on integrity and responsibility previously taught
- D. Key Vocabulary: integrity, responsibility
- E. Procedure / Activities:
 - 1. Journal writing
 - 2. Review previous lesson
 - 3. Discuss reading assignment, complete teacher-made two column notes
 - 4. As a group, begin character journal.
 - 5. Students complete character journals at home. Provide list of characters included.
 - 6. Assign students to read "A narrow escape" and "The Quarrel"
- F. Evaluation / Assessment
 - 1. Assess two-column notes
 - 2. Assess journal entry

Lesson Five

- A. Objectives:

1. Lesson Content:
 - a. Writing and research
 - b. speaking and listening
 - c. The Odyssey
2. Concept Objective: Students will understand that literature reflects the values of a culture.
3. Skills:
 - a. Students will contribute to character journal
 - b. Students will create newspaper front page from chapter 1.
- B. Materials: Appendix, paper, markers, crayons, colored pencils, Matte board (optional)
- C. Background Notes: Students are introduced to newspaper presentation styles
- D. Key Vocabulary: caption – the written description of a picture, found under picture
- E. Procedures / Activities
 1. Journal writing
 2. Review previous lesson
 3. Discuss reading assignment; continue note-taking techniques.
 4. Explain newspaper assignment. Appendix
- F. Evaluation / Assessment:
 1. Assess newspaper assignment
 2. Check journals

Lesson Six

- A. Objectives:
 1. Content:
 - a. Public speaking
 - b. The Odyssey
 2. Concept Objective: Students will understand that literature reflects the values of a culture.
 3. Skills: Students will share finished newspaper with class as a review of chapter one.
- B. Materials: Completed front pages from each student
- C. Background: Students are asked to do several mini-presentations a quarter.
- D. Key Vocabulary: review from previous week
- E. Procedures / Activities:
 1. Journal writing
 2. Share newspapers as a review of previous week.
 3. Introduce vocabulary for week (appendix)
 4. Vocabulary activity (appendix)
 5. Remind students to begin work on this weeks newspaper assignment
 6. Assign students to read "The duel"
- F. Evaluation/Assessment: Vocabulary assignment

Lesson Seven

- A. Objectives:
 1. Content: Reading, "A battle with the gods" from The Odyssey
 2. Concept Objective: Appreciate the differences of opinions between gods.

3. Skills: Students will read aloud and participate in discussion.
- B. Materials: Book
- D. Key Vocabulary:
- E. Procedures/Activities:
 1. Journal writing
 2. Discuss reading assignment; continue note-taking techniques.
 3. Review character journals, making sure students have correct information
 4. Read aloud and discuss "A battle with the gods."
 5. Complete a worksheet on above reading
 6. Continue working on newspaper.
- F. Evaluation / Assessment:
 1. Character journals
 2. worksheet

Lesson Eight

- A. Objectives:
 1. Lesson Content: Reading, "Ajax and Hector", from The Odyssey
 2. Concept Objective: Students will learn what ideals inspire a people's sense of purpose, and how those ideals are reflected in their myths, legends, and beliefs.
 3. Skills: Note-taking, contribute to character journals
- B. Materials: Book, notebook
- D. Key Vocabulary: Ajax, Hector, Zeus
- E. Procedures / Activities:
 1. Journal writing
 2. In a large group, read and discuss, "Ajax and Hector"
 3. Take notes over reading
 4. Review vocabulary
 5. Assign independent reading, "Zeus intervenes"
 6. Continue working on newspaper.
- F. Evaluation / Assessment:
 1. notes
 2. Progress on newspaper

Lesson Nine

- A. Objectives:
 1. Lesson Content:
 - a. Debating and discussion techniques
 - b. The Odyssey
 2. Concept Objectives: Students will learn what ideals inspire a people's sense of purpose, and how those ideals are reflected in their myths, legends, and beliefs.
 3. Skills: Students will lead a discussion on "Zeus intervenes"
- B. Materials: Book
- D. Key Vocabulary: hierarchy, intervene
- E. Procedures/Activities:
 1. Journal Writing
 2. Student lead discussion and notes on independent reading.
 3. Read aloud and discuss "The battle for the ships".
 4. Independently complete two-column teacher made notes.

5. Review entire weeks readings for a quiz.
 6. Review vocabulary with students for a quiz.
 7. Continue working on newspaper.
- F. Evaluation/Assessment: Discussion and review

Lesson Ten

- A. Objectives:
1. Lesson Content:
 - a. summarizing
 - b. The Odyssey
 2. Concept Objective: Students will understand that literature reflects the values of a culture.
 3. Skills: Students will independently complete a vocabulary quiz and a quiz over the wee readings. Students will complete this week's edition of the newspaper.
- B. Materials
- C. Background notes
- D. Key Vocabulary: See Quiz
- E. Procedures/Activities:
1. Journal Writing.
 2. Vocabulary Quiz; Appendix
 3. Chapter 2 Comprehension Quiz; Appendix
 4. Complete newspaper assignment.
- F. Evaluation/Assessment: Comprehension Quiz

Lesson Eleven

- A. Objectives:
1. Lesson Content: Give a short speech to the class that is both well organized and supported
 2. Concept Objective: Students will understand that literature reflects the values of a culture.
 3. Skills: Students will share newspapers with class as a review of last week's chapter, learn and understand vocabulary for this week, and independently read at home
- B. Materials: Student-made newspapers
- D. Key Vocabulary: epic
- E. Procedures/Activities:
1. Journal Writing
 2. Share newspapers as a review of previous week.
 3. Introduce vocabulary for week. Refer to Appendix
 4. Vocabulary Activity. Refer to Appendix
 5. Begin taking notes on merits of debate.
- F. Evaluation/Assessment:
- a. newspapers
 - b. oral participation

Lesson Twelve

- A. Objectives:
1. Lesson Content: The Odyssey
 2. Concept Objective: Students will understand that literature reflects the values of a

- E. Procedures/Activities:
 1. Journal Writing
 2. In a large group read and discuss "A double disaster".
 3. Complete notes and character journal.
 4. Review vocabulary with students for a quiz.
 5. Continue working on newspaper.
- F. Evaluation/Assessment:
 1. notes
 2. Character journal

Lesson Fifteen

- A. Objectives:
 1. Lesson Content:
 - a. Research and oral presentation
 - b. The Odyssey
 2. Concept Objective: Students will understand that literature reflects the values of a culture.
 3. Skills:
 - a. Students will independently complete a vocabulary quiz.
 - b. Students will participate in an informal debate.
 - c. Students will work on this week's edition of the newspaper.
- B. Materials: Book, newspaper materials
- D. Key Vocabulary: See appendix
- E. Procedures/Activities:
 1. Journal writing.
 2. Vocabulary Quiz; Appendix
 3. Informal debate over Ajax treatment of Hector
 4. Work on newspaper assignment.
- F. Evaluation/Assessment:
 1. quiz
 2. Student participation in a debate

Lesson Sixteen

- A. Objectives
 1. Lesson Content: Learn strategies for writing a persuasive essay
 2. Concept Objective: Students will learn what ideals inspire a people's sense of purpose, and how those ideals are reflected in their myths, legends, and beliefs.
 3. Skill Objective: Students will write persuasively.
- B. Materials: Book, samples of headlines from various papers giving examples of different headline styles. (Ex. alliteration, action words, space saving techniques), poster board or matte board on which to place the final copy
- C. Background: Students are previously introduced to both the elements of persuasive essay writing and to the information present in a chapter of the novel. The focal points of the persuasive essay include; defined topic sentence, and supporting reasons, details or facts. These facts are to be further supported by quotations. The information in the chapter has been presented through in-class reading, or as homework the previous night. After focusing on the issues of integrity and responsibility in the chapter,

students are given the matte board and given the instruction to create a front page of a fictitious Greek newspaper that highlights the major events.

- D. Vocabulary: Caption - the writing beneath a picture that describes the action
- E. Procedures/Activities:
 - 1. Journal writing
 - 2. Students are asked to include at least 2 articles, 2 pictures with captions, as well as a newspaper name.
 - 3. Matte board is distributed
 - 4. Teacher will assist as needed, providing guiding suggestions for topic sentences, layout management, and vocabulary.
- F. Evaluation / Assessment: Assignment will be graded on defined thesis, and established evidence and support.

Lesson Seventeen

- A. Objectives:
 - 1. Lesson Content:
 - a. Participating civilly and productively in group discussions
 - b. The Odyssey
 - 2. Concept Objective: Students will learn what ideals inspire a people's sense of purpose, and how those ideals are reflected in their myths, legends, and beliefs.
 - 3. Skills: Students will identify story line, motives, and foreshadowing
- B. Materials: Odyssey Book
- C. Background: In-class discussions involve student listening, reading-aloud, and participation. Students with reading apprehension are given advanced notice so as to prepare.
- D. Key Vocabulary: See appendix
- E. Procedures / Activities:
 - 1. Journal writing
 - 2. Section 2 of the third chapter is read on a paragraph-by-paragraph basis.
 - 3. Teacher will stop student to discuss key elements of plot, integrity and responsibility
- F. Evaluation / Assessment: Teacher will establish the level of comprehension by questioning students after they have read.

Lesson Eighteen

- A. Objectives:
 - 1. Lesson Content:
 - a. Give a short speech to the class
 - b. The Odyssey
 - 2. Concept Objective: Students will understand that literature reflects the values of a culture.
 - 3. Skills:
 - a. Speech organization
 - b. anticipation and answering counter-arguments
- B. Materials: Gavel, Podium(s), or speaking platforms, Odyssey book, list of argument do's and don'ts
- C. Background Notes: Students are given an introduction to several examples of faulty arguments. This will help them build more powerful reasoning skills. Students

are also given the topics to debate, thereby helping them to see multiple sides of an argument.

- D. Key Vocabulary: See appendix
- E. Procedures / Activities:
 - 1. Journal writing
 - 2. Introduce dilemma: after losing Achilles, the Greeks are faced with two options, Fight or flight.
 - 3. Divide class or groups in two, telling half that they must argue for a fight response, while the others must prove the validity of fleeing.
- F. Evaluation / Assessment: Assess arguments in debate

Lesson Nineteen

- A. Objectives:
 - 1. Lesson Content:
 - a. Research techniques
 - b. The Odyssey
 - 2. Concept Objective: Students will understand that literature reflects the values of a culture.
 - 3. Skills: Creating an action summary sheet (see appendix)
- B. Materials: Book, Action / Result Worksheet.
- C. Background Notes: Students has been introduced to the consequences of their actions and can observe this in the characters they are reading about.
- D. Key Vocabulary: See appendix
- E. Procedures / Activities:
 - 1. Journal writing
 - 2. Introduce the note-taking technique of character observation.
 - 3. Distribute the worksheet and guide students through an example.
 - 4. Example: Paris: Had to judge beauty contest: Chose winner for how she could help him: started a war after he ran off with Helen
- F. Evaluation / Assessment: Teacher discussion, and monitoring while students work on this on-going project.

Lesson Twenty

- A. Objectives:
 - 1. Lesson Content: The Odyssey
 - 2. Concept Objective: Students will respond creatively to literature.
 - 3. Skill Objective:
 - a. Students will review vocabulary, read aloud and discuss in class.
- B. Materials: Book, vocabulary list
- D. Key Vocabulary: See appendix
- E. Procedures/Activities:
 - 1. Journal Writing
 - 2. In a large group read and discuss "The return of the heroes" and "Penelope."
 - 3. Complete notes, character journal, and action / result sheet for new information. Discuss Penelope's responsibility while Odysseus is away.
 - 4. Continue working on newspaper.
- F. Evaluation/Assessment:
 - a. Character journals

- b. Class discussion

Lesson Twenty-One

- A. Objectives:
 - 1. Lesson Content: The Odyssey
 - 2. Concept Objective: Students will respond creatively to literature.
 - 3. Skills: Reading aloud, discussion
- B. Materials: Book, Character Journals, Action / Result Sheet
- C. Background Notes: The project that will be due in two weeks is a take-home assignment that will be given very little time in-class. Students will produce a three-dimensional project that represents some aspect of the story. See appendix for the assignment conditions. ("Making Mythology Models")
- D. Key Vocabulary: See appendix
- E. Procedures / Activities:
 - 1. Journal writing
 - 2. Students will read Chapter 4 stories 3-5 aloud in turns.
 - 3. Students will add further entries to their character journals, and action / result sheet
 - 4. Teacher will introduce project that is due in two weeks (see background, and appendix)
- F. Evaluation / Assessment
 - 1. Class discussion
 - 2. Journals

Lesson Twenty-Two

- A. Objectives:
 - 1. Lesson Content: Students will write with particular focus on integrating quotations from sources
 - 2. Concept Objective: Students will understand that literature reflects the values of a culture.
 - 3. Skill Objective: Construction of a newspaper article that has special emphasis on quotations.
- B. Materials: Book, Newspaper samples of quotations
- C. Background Notes: By now students are familiar with newspaper writing, but this assignment adds a twist by having students search for quotes.
- D. Key Vocabulary: See appendix
- E. Procedures / Activities:
 - 1. Journal writing
 - 2. Review of story up to end of chapter 4
 - 3. Introduction to the power of quotations to make an argument
 - 4. Students asked to complete one article in class, while teacher monitors
- F. Evaluation / Assessment:
 - 1. journals
 - 2. articles

Lesson Twenty-Three

- A. Objectives:
 - 1. Lesson Content: The Odyssey

2. Concept Objective: Students will respond creatively to literature.
3. Skills:
 - a. Understand the role of integrity and responsibility facing Odysseus on his return trip home
 - b. Reading aloud
 - c. Participate in class discussion
- B. Materials: Book, Character Journals, Action / Result Sheet
- D. Key Vocabulary: See appendix
- E. Procedures / Activities:
 1. Journal writing
 2. Students will read Chapter 5 stories 1-2 aloud in turns.
 3. Students will add further entries to their character journals, and action / result sheet
 4. Time given in class to work on projects
- F. Evaluation / Assessment
 1. Journals
 2. Projects

Lesson Twenty-Four

- A. Objectives:
 1. Lesson Content: Classical Mythology, The Odyssey
 2. Concept Objective: Students will understand that literature reflects the values of a culture
 3. Skill Objective: Completion of a crossword
- B. Materials: Crossword sheet, book
- D. Key Vocabulary: See appendix
- E. Procedures / Activities:
 1. Journal writing
 2. Review previous reading through chapter 4.
 3. Distribute crossword
 4. Allow time to work on three-dimensional project
- F. Evaluation / Assessment: Evaluate student progress

Lesson Twenty-Five

- A. Objectives:
 1. Lesson Content: The Odyssey
 2. Concept Objective: Students will respond creatively to literature.
 3. Skill Objectives: Reading aloud, class discussion
- B. Materials: Book, Character Journals, Action / Result Sheet
- D. Key Vocabulary: See appendix
- E. Procedures / Activities:
 1. Journal writing
 2. Students will read Chapter 5 stories 3 & 4 aloud in turns.
 3. Students will add further entries to their character journals, and action / result sheet. Prompt question: Do you think Odysseus' actions are justified?
 4. Time given in class to work on projects
- F. Evaluation / Assessment
 1. Journals

2. Class discussion

Lesson Twenty-Six

- A. Objectives
 1. Lesson Content:
 - a. The Odyssey
 - b. Literary elements
 2. Concept Objective: Students will respond creatively to literature.
 3. Skill Objectives: Writing questions for a Jeopardy-style quiz show
- B. Materials: Book, Character Journals, Action / Result sheets, notes from previous chapters
- D. Key Vocabulary: See appendix
- E. Procedures / Activities:
 1. Journal writing
 2. Introduction to the rules and format of the game show Jeopardy.
 3. Jeopardy guidelines are distributed
 4. Categories will include: setting, Trojans, Greeks, values, return trip, homecoming
 5. Students are asked to produce at least three questions for each category, by the next class period
- F. Evaluation / Assessment: Jeopardy questions

Lesson Twenty-Seven

- A. Objectives:
 1. Lesson Content: Classical Mythology
 2. Concept Objective: Students will respond creatively to literature.
 3. Skill Objectives: Responding to quiz questions related to story
- B. Material: Book
- C. Background Notes: Usually competed in teams (rows, gender, etc.). When it is your team's turn, you may not look up the answers, but other teams may. Teams receive 2 points for answering questions on first asking, and only one point when it gets passed on after a miss.
- D. Key Vocabulary: See appendix
- E. Procedures / Activities:
 1. Journal writing
 2. Teacher reviews rules for participation and conduct
 3. Asking in sequential order, teacher asks questions.
- F. Evaluation / Assessment: Student participation in game

Lesson Twenty-eight

- A. Objectives
 1. Lesson Content: Give a short speech to the class that is well organized and supported
 2. Concept Objective: Students will respond creatively to literature
 3. Skill Objectives: giving presentations to the class of their three-dimensional projects
- B. Materials: Project (most of the construction was to take place outside of class)
- D. Key Vocabulary: none
- E. Procedures / Activities:

1. Journal Writing
 2. Teacher draws names out of a hat to determine the order of presentations.
 3. Students share their projects with the class for five minutes, and are graded on both presentation and the project
- F. Evaluation / Assessment
1. Projects
 2. Presentation

VI. CULMINATING ACTIVITY

Students will demonstrate understanding of concepts and content learned by taking a final test on The Legend of Odysseus.

VII. HANDOUTS/WORKSHEETS

See attached appendices

VIII. BIBLIOGRAPHY

None submitted

Appendix A: No Longer Greek to Us

Discussion Tactics or How not to win an argument

During discussions, debates, and even arguments, differing opinions help stimulate thought. Through these methods of conversation one becomes familiar with the thinking of others, therefore broadening one's horizons. Arguments, however can be very tricky. The element that keeps conversations productive is the use of logic. Logic is a defense against trickery, and attempts to rid a discussion of elements that make certain assumptions or use faulty thought processes.

The following are five examples of logic problems that are detrimental to arguments.

1. Faulty analogy

A king argues to his people that he is the head of his country. He compares himself to the head on an animal's body. If the head is removed, the body and all of its organs will cease to function. Therefore if the king is removed the country will cease to function also.

2. All or nothing mistake

After a judge declares, "Surely the winning of this prize is as valuable than money," Peter replies, "You mean money doesn't matter?" Turning the discussion into a prize versus money debate.

3. Humor

Humor is often used as a diversion from the true aims of discussion. Including humor in a discussion is often very appropriate, provided it does not distract from the initial argument, or reduce the debate to an insult contest or a stand-up comedy routine.

4. Ad hominem - Personal attacks

"Clearly Sebastian is in no state of mind to win this election because of his alleged encounters with the state mental institute." Statements that are made only to injure the reputation of an opponent provide no benefit to the argument, and are only used to distract the attention of the audience away from the heart of the discussion.

5. Hasty Generalization

Peter is eating Jane's Frozen Peas when he cracks a tooth on a piece of gravel. He tells all who will listen never to buy any Jane's product. It is only through careful thought that a well-constructed point of view can be created.

Appendix B: No Longer Greek to Us

Quizy-Poo

Or, What I learned from my reading last night.

1. Name one piece of archeological evidence that tells us the story of the Trojan War might not be make believe.
2. What are cyclopean walls?
3. What side was Achilles on initially?
4. What happened when Paris tried to run from battle?
5. Which side did Zeus support in the war?

Great Battles

And Petty Problems

1. The Greeks and Trojans decided to settle their fighting by having one hand-to-hand fight settle the score. Who fought and what was the outcome?
2. How did the gods become involved in the fighting, and what was Zeus' final declaration on deities in war?
3. Name 4 things that you know about Aphrodite.
4. For the following figures, name the side they fought on, and one thing to describe them.
Ajax -
Hector -
Athena –

Appendix C: No Longer Greek to Us

Making Mythology Models

As a final project for our study of Greek mythology, a project will be assigned to the entire class. Each of you will be responsible for producing a 3-D model outside of class. Projects will be due on Friday December 10, as stated in your second quarter due-date sheet. On the tenth you will make a brief (2 - 5 minute) presentation that explains why you have chosen your subject, the materials you used, and how this relates to mythology.

Possible options:

1. Depict a scene from the Odyssey. Please keep gory scenes to an absolute minimum.
2. Create an object from the Odyssey. The Trojan horse, Odysseus' ship (no models) , or Polyphemus' cave are all good options.
3. Create a model city.
4. Create a scene from one of our short story myths. Perseus, Echo, Narcissus, Apollo and Daphne, will all provide great subjects for dioramas.
5. Forms: diorama, mobile, map, battle scene, sculpture, or any other form that is three dimensional.
6. If you would like to make special adaptations to this assignment, please talk with Mr. Willsea first.

Appendix D: No Longer Greek to Us

Name _____

**Travels, Troubles, & Tiffs
or, the Epic Story of Odysseus summed up in
one page.**

1. Our saga begins with a story about Odysseus fighting a boar. Why is that important? (2pts.)
2. How was the Trojan war started? (3 pts.)
3. Name at least three times that the Gods became involved in the lives of man, and why they intervened. (6 pts.)
4. Name two fighters of the Trojan War. Describe the side they fought for and one characteristic about each. The characteristics must be different about each one. (4 pts.)
5. Odysseus faced many roadblocks on his journey home. Name two of these obstacles and how he got away. (4 pts.)

6. Name two things that Telemachus did to show that he was no longer a boy. (2pts.)
7. There were many men who wanted to marry Penelope. Do you think they had a good argument why she should marry one of them? Explain why or why not. (2 pts.)

8. What was the test that only Odysseus could do, that none of the suitors could? (1 point.)

9. When the story was over, ROUGHLY how old was Telemachus, and how many days had his father seen him? (2 pts.)

Appendix E: No Longer Greek to Us

Please keep this sheet in your notebook. It will help you study and remember the names, problems, actions and what came of these actions, for each of the characters in Greek mythology

Name	Problem	Action	Result
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Possible Journal Topics The Tales of Odysseus

What is an epic? Who is Homer?

If you make a promise, how long are you required to keep it?

Is a person of the opposite sex worth fighting over? Explain.

If you were sent to talk to the Trojan council, how would you convince them to settle matter peacefully?

How do you think Zeus will avenge Achilles?

Several times, the Greek Gods and Goddesses intervene in the fighting. Do you think this is appropriate? Explain.

Why do you think the Greeks and the Trojans can not reach a truce?

If your friend was murdered, what would you do to avenge his death? Why?

Do you think Achilles was justified in his treatment of Hector's body?

Now that the Greeks have lost Achilles and Ajax, what do you think they will do next?

Why do you think the Trojans did not listen to the prophet and Cassandra when they warned them about the horse?

Odysseus has been gone for many years. Do you think his wife Penelope should remarry? Explain.

Do you think Odysseus and his men treated the Cyclops fairly?

How do you feel about the treatment of the beggar by the suitors?

How do you think Odysseus will convince Penelope that he has returned and is not an impostor?

Penelope must chose a husband. How do you think she should chose a husband?

The following phrases can also be incorporated into journal writings.

All for one and one for all.

All's well that ends well.

Don't cut off your nose to spite your face.

A friend in need is a friend indeed.

He who laughs last laughs best.

The leopard doesn't change his spots.

It's never over till it's over.

Possible Vocabulary Words The Legend of Odysseus

Chapter 1

oath
passion
superb
vain
eloped
betrothal
suitsors
isolated
vow
strait
treacherous
expedition
muster
exploits
barbarian
armada
pursue
persuade
hovels
compelled
casualties
plague
comrades
eloquence
vengeance
neutral
snipe
solemn
lash

Chapter 2

duel
crimson
allies
pathetic
sullen
truce
battlements
deflect
fray
bellow
barbed
conceal
strewn
massive
despise
stifle
feeble
compensation
pyre
rampart
intervenes

arrogance
predicament
hull

Chapter 3

squire
scornful
dismember
despair
feud
appease
carnage
frenzy
remnants
turmoil
desperate
mutilate
vengeance
smolder
mystified
prophet

Chapter 4

violation
placate
marooned
massacre
bereaved
rebuff
courtship
haggard
cowered
diluted
clamor
avenge
moored
perished
perpetual
allure
mutiny
vortex

Chapter 5

pondering
occurrence
inquire
insolent
impending
rival
tunic
fate
resignation
reckoning

disloyal
fumigated

Possible vocabulary activities:

Cross word puzzles
Word Search

Both may be created by using
the following web site:

<http://puzzlemaker.school.discovery.com>