UNIT: *THE ODYSSEY*

ANCHOR TEXT

Excerpts from *The Odyssey*, Homer (Literary)

RELATED TEXTS

Literary Texts (Fiction)

- "**Half a Day**," Naguib Mahfouz
- "A Worn Path," Eudora Welty
- Excerpts from *Mythology*, Edith Hamilton
- "Ithaka," Constantine Cavafy (Poem)
- "An Ancient Gesture," Edna St. Vincent Millay (Poem)
- "Siren Song," Margaret Atwood (Poem)
- "Ulysses," Alfred, Lord Tennyson (Poem)
- Excerpt from Book Six of *The Iliad*, Homer (Epic Poem)

Informational Texts (Nonfiction)

- Excerpt from *No-Man's Lands: One Man's Odyssey Through* The Odyssey, Scott Huler
- "The Truth About Being a Hero," Karl Marlantes
- "Back from War, but Not Really Home," Caroline Alexander

Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)

- *Ulysses and the Sirens*, John William Waterhouse

UNIT FOCUS

This unit builds on student knowledge of the quest. Students come to understand how great literature reflects life, and how in any journey (be it physical or metaphysical) patience is important for gaining wisdom and experience along the way. Students explore common ideas and symbolism across texts, such as how people give value to their lives through achievement and failure and the costs of giving in to impulse, impiety, temptation, and recklessness. Students also explore the influence that *The Odyssey* has on modern life.

Text Use: Examine the symbolic meaning of texts, analyze character and theme development, write an argumentative essay, write and present personal narratives

Reading: RL.9-10.1, **RL.9-10.2**, **RL.9-10.3**, **RL.9-10.4**, **RL.9-10.5**, **RL.9-10.6**, **RL.9-10.7**, **RL.9-10.9**, **RL.9-10.10**, **RI.9-10.1**, **RI.9-10.2**, **RI.9-10.3**, **RI.9-10.6**, **RI.9-10.10**

Writing: W.9-10.1a-e, **W.9-10.2a-f**, **W.9-10.3a-e**, **W.9-10.4**, **W.9-10.5**, **W.9-10.6**, **W.9-10.9a**, **W.9-10.10**

Speaking and Listening: SL.9-10.1a-d, **SL.9-10.3**, **SL.9-10.4**, **SL.9-10.6**

Language: L.9-10.1a-b, **L.9-10.2a-c**, **L.9-10.3a**, **L.9-10.4a-d**, **L.9-10.5a-b**, **L.9-10.6**

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The Odyssey Unit Overview

Unit Focus

- **Topic**: Physical and mental journeys
- **Themes**: The role of symbolism in how people give value to their lives
- **Text Use**: Examine the symbolic meaning of texts, analyze character and theme development, write an argumentative essay, write and present personal narratives

Summative Unit Assessments

A culminating writing task:

- Examine the symbolic meaning of texts
- Analyze character and theme development
- Write an argumentative essay

A cold-read task:

- Read and understand complex texts
- Understand academic vocabulary
- Write in response to text

An extension task:

- Read and understand complex texts
- Understand academic vocabulary
- Write in response to text

Daily Tasks

Daily instruction helps students read and understand text and express that understanding.

- **Lesson 1:** "Half a Day" and "A Worn Path" (sample tasks)
- **Lesson 2:** "Ithaka" and Book One of *The Odyssey* (sample tasks)
- **Lesson 3:** Excerpt from Book Two and Books Five, Seven, and Eight of *The Odyssey* and "An Ancient Gesture" (sample tasks)
- **Lesson 4:** Books Nine through Twelve of *The Odyssey*, "Siren Song," and *Ulysses and the Sirens* (sample tasks)
- **Lesson 5:** Books Thirteen and Sixteen of *The Odyssey* (sample tasks)
- **Lesson 6:** Books Nineteen through Twenty-Four of *The Odyssey*, "Ithaka," and "Ulysses" (sample tasks/culminating writing task)
- **Lesson 7:** Excerpt from *No-Man's Lands: One Man's Odyssey through* The Odyssey, "The Truth About Being a Hero," and "Back from War, but Not Really Home" (extension task)
- **Lesson 8:** Excerpt from Book Six of *The Iliad* (cold-read task)

SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK[1]

Reread the last three stanzas from "Ithaka" by Constantine Cavafy:

> Keep Ithaka always in your mind.
> Arriving there is what you are destined for.
> But do not hurry the journey at all.
> Better if it last for years,
> so you are old by the time you reach the island,
> wealthy with all you have gained on the way,
> not expecting Ithaka to make you rich.
>
> Ithaka gave you the marvelous journey.
> Without her you would not have set out.
> She has nothing left to give you now.
>
> And if you find her poor, Ithaka won't have fooled you.
> Wise as you will have become, so full of experience,
> you will have understood by then what these Ithakas mean.

What does it mean to "come home"? Consider Odysseus's journey home to Ithaca and the symbolism of "home." (**L.9-10.5a-b**) 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 which is more important to the development of Odysseus' character and a theme of the epic—the journey or the goal? (**RL.9-10.2**, **RL.9-10.3**) Be sure to cite textual evidence and use grade-appropriate words and standard English grammar. (**RL.9-10.1**, **W.9-10.1a-e**, **W.9-10.9a**, **W.9-10.10**, **L.9-10.2a-c**, **L.9-10.6**)

Teacher Note: *To strengthen their writing, students generate multiple drafts of their essays, responding to feedback from the teacher and peers to produce clear and coherent claims, evidence, and commentary that are appropriate to the task, purpose, and audience (**W.9-10.4**, **W.9-10.5**). Require students to use parallel structure (**L.9-10.1a**) and include various types of phrases and clauses (**L.9-10.1b**) in their writing. If time allows, students produce their final drafts using technology (typing essays in MLA format and uploading their essays to a class blog). (**W.9-10.6**, **L.9-10.3a**)*

[1] Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Physical and mental journeys • **Themes**: The role of symbolism in how people give value to their lives • **Text Use**: Examine the symbolic meaning of texts, analyze character and theme development, write an argumentative essay, write and present personal narratives	**This task assesses:** • Examining the symbolic meaning of texts • Analyzing character and theme development • Writing an argumentative essay	**Read and understand text:** • Lesson 1 (sample tasks included) • Lesson 2 (sample tasks included) • Lesson 4 (sample tasks included) **Express understanding of text:** • Lesson 6 (use this task)

COLD-READ TASK[2]

Independently read lines 369-529 of Book Six of *The Iliad* by Homer, in which Hector says goodbye to Andromache, and then **answer** a combination of multiple-choice and constructed-response questions[3] about the text, using evidence for all answers. Sample questions:

1. According to the excerpt, Andromache is described as *peerless* and Hector indicates that he has "striven ever to excel always in the *vanguard* of the battle." Based on these descriptions, what can be said about the two characters' position in society? (**RL.9-10.4**, **L.9-10.4a**, **L.9-10.6**)
2. What are Hector's internal motivations and conflicts? What specific lines most reveal these? (**RL.9-10.1**, **RL.9-10.3**)
3. Hector says, "None will send me to Hades before my time: though no man, noble or humble, once born can escape his fate." What does this reveal about Hector's attitude toward leaving Andromache to join the Trojan War? (**RL.9-10.1**, **RL.9-10.3**)
4. Select at least two themes from the following list that are developed in this excerpt:
    - Loyalty to family often conflicts with commitments to friends or oneself.
    - Belief in fate drives people to make radical choices.
    - Love requires us to make difficult choices between honor and pride in oneself.
    - Men are better suited than women for war.
    - Fathers and their sons should not be separated.
    - Romantic love can blind men to their true commitments.

    In a multi-paragraph response, explain how Hector's multiple, conflicting motivations in this scene develop a theme. Cite evidence from the excerpt to support your response. (**RL.9-10.1**, **RL.9-10.2**, **RL.9-10.3**, **RL.9-10.10**, **W.9-10.1a-e**, **W.9-10.9a**, **W.9-10.10**)
5. Compare and contrast the motivations of Hector and Odysseus. Consider how each character is driven to act based on familial obligations, pride, and the desire to build character through trials or battle. What is the significance of the similarities and differences? What do they convey about what Homer might be communicating about the human experience? (**RL.9-10.1**, **RL.9-10.2**, **RL.9-10.3**, **W.9-10.9a**, **W.9-10.10**)

[2] Cold-Read Task: Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments.

[3] Ensure that students have access to the complete texts as they are testing.

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• **Topic**: Physical and mental journeys • **Themes**: The role of symbolism in how people give value to their lives • **Text Use**: Examine the symbolic meaning of texts, analyze character and theme development, write an argumentative essay, write and present personal narratives	**This task focuses on:** • Reading and understanding complex texts • Understanding academic vocabulary • Writing in response to text	**Read and understand text:** • Lesson 1 (sample tasks included) • Lesson 2 (sample tasks included) • Lesson 4 (sample tasks included) **Express understanding of text:** • Lesson 8 (use this task)

EXTENSION TASK[4]

1. As preparation for a Socratic seminar[5], have students independently read three texts: an excerpt from *No-Man's Lands: One Man's Odyssey Through* The Odyssey by Scott Huler, "The Truth About Being a Hero" by Karl Marlantes, and "Back from War, but Not Really Home" by Caroline Alexander. (**RI.9-10.10**)
2. While students read the texts, have them complete the following:
    - Use a three-column graphic organizer to summarize each text: (column 1) Identify each claim or point made in the order it is made, (column 2) describe how each claim or point is developed and refined by particular phrases, sentences, paragraphs, or sections, and (column 3) identify the connections made between claims. (**RI.9-10.1**, **RI.9-10.3**, **RI.9-10.5**)
    - Reread the text and highlight or circle words and phrases that reveal the author's attitude toward the subject of the text. (**RI.9-10.4**)
    - Determine a central idea of the text. (**RI.9-10.2**)
    - Determine and explain the author's purpose based on the evaluation of the author's tone, claims, and evidence. (**RI.9-10.6**)
3. Conduct a Socratic seminar based on the following question: What about the human experience is revealed through the various depictions of the quest motif of the unit texts?[6] (**RL.9-10.1**, **RL.9-10.2**, **RI.9-10.1**, **RI.9-10.2**, **SL.9-10.1a-d**, **SL.9-10.4**, **SL.9-10.6**)
4. Have students write a multi-paragraph personal narrative essay modeled after the experiences and structure of a selected character or story from the unit: Tell the story of your own personal quest or a challenge you faced and how, like Odysseus with the Sirens, Penelope with the suitors, or Phoenix with the woods, you grew from the challenge to reach a desired goal. (**W.9-10.3a-e**, **W.9-10.4**, **W.9-10.10**) Develop a theme through the narrative that reflects the value you place on the journey or the goal.
5. Have students generate multiple drafts of their essays, responding to feedback from the teacher and peers to improve language use and sentence structure, narrative techniques, or theme development. (**W.9-10.4**, **W.9-10.5**, **L.9-10.1a-b**; **L.9-10.2a-c**; **L.9-10.6)** Depending on student writing ability, determine the necessary support during the writing process (e.g., providing an organizational frame, modeling, showing models of strong and weak student work and providing descriptive feedback, sharing work as students go, etc.).
6. Prompt students to publish their writing using technology. (**W.9-10.6**)

[4] Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

[5] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

[6] For example, students might examine how the situations that occur on Phoenix's walk through the woods in "A Worn Path" symbolize the struggles, achievements, and failures that occur in human life and how Phoenix's reactions to those situations set an example for how to maintain focus on a goal despite setbacks. Likewise, students might explore how the depiction of Penelope's life as she awaits Odysseus's return in "An Ancient Gesture" inspires patience and loyalty despite temptation and grief, or how Odysseus's trials affect his character in *The Odyssey*.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	**What shows students have learned it?**	**Which tasks help students learn it?**
• **Topic**: Physical and mental journeys • **Themes**: The role of symbolism in how people give value to their lives • **Text Use**: Examine the symbolic meaning of texts, analyze character and theme development, write an argumentative essay, write and present personal narratives	**This task focuses on:** • Analyzing narrative writing • Writing and presenting personal narratives	**Read and understand text:** • Lesson 1 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 4 (sample tasks included) • Lesson 5 (sample tasks included) **Express understanding of text:** • Lesson 7 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click here[7] to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

[7] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
LESSON 1:[8] "Half a Day," Naguib Mahfouz "A Worn Path," Eudora Welty	**TEXT DESCRIPTION:** These two short stories tell the story of a life's journey through allegory. "Half a Day" by Naguib Mahfouz is shorter but more complex than "A Worn Path" by Eudora Welty because the symbolism is less apparent and the structure of the text rapidly progresses through the life of the protagonist. **TEXT FOCUS:** Present "A Worn Path" first to allow students to develop their ability to read allegory before presenting "Half a Day" to build their independent reading and analysis skills. **MODEL TASKS** **LESSON OVERVIEW:** Students first engage with "A Worn Path" to explore the allegory collaboratively, then read and analyze "Half a Day" using the same strategies to provide them with a framework for analyzing the more complex text. **READ AND UNDERSTAND THE TEXT:** • Read "A Worn Path" aloud to students or have them read it independently or in pairs, as appropriate. • Have students independently create a timeline or map that summarizes Phoenix's journey. (**RL.9-10.2**) For each event on the timeline or map, list: (1) the action taken and resulting effect that leads to the conclusion of the story, (2) significant characters or objects, and (3) the setting. • Conduct a class discussion in which students use their timelines or maps to consider the following questions: Within the sequence of events, when does the action begin to create a problem or conflict? When does the problem become most urgent?[9] When is the conflict resolved? (**RL.9-10.2**) • Divide students into pairs. Have students reread "**A Worn Path**." As they reread, have students note words/phrases, images, ideas, objects, or events that repeat throughout the story. While they may not repeat in exactly the same way, ask students to consider the pattern and the significance of the patterns. (**L.9-10.5a-b)** • Review the concepts of *symbol* and *motif*. (**L.9-10.4c**, **L.9-10.6**) In pairs, have students discuss the following questions: o What words/phrases, images, ideas, objects, or events repeat or are emphasized throughout the story? o What could these symbolize?

[8] **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.
[9] This happens immediately prior to the resolution of the conflict.

TEXT SEQUENCE	TEXT USE
	○ Can you categorize any of the symbols into recurring motifs? ○ How do those motifs develop meaning or a theme in the text? • Conduct a class discussion in which students consider how examining the symbolism in the text changes the meaning of the text (i.e., reveals the layers of meaning; develops allegorical meaning). ***Note:*** *Make sure students are identifying symbols and understanding their significance related to a theme of the text, not just listing every object and making up a meaning unrelated to the larger purpose of the text.* Prompt students to use accountable talk[10] throughout the discussion and cite evidence from the text to support their ideas. Possible discussion questions include:[11] ○ What are some of the symbols and motifs you examined with your partner? ○ What is this story about on a literal level? How is Phoenix's trip into the city representative of journeys in the wider human experience? (**RL.9-10.1**, **RL.9-10.2**) ○ Consider Phoenix's name. What is the significance of her name to a theme of the story? (**RL.9-10.1**, **RL.9-10.2**, **L.9-10.5b**) ○ What motivates Phoenix's journey into the paved city? How does this motivation give her journey meaning? (**RL.9-10.1**, **RL.9-10.2**, **RL.9-10.3**) ○ How do Phoenix's reactions to the trials on her journey reveal a central idea or theme of the story? (**RL.9-10.1**, **RL.9-10.2**, **RL.9-10.3**) ○ Consider the title of the story. What does the description of the path as "worn" convey about Phoenix's journey, both literally and allegorically? (**RL.9-10.1**, **RL.9-10.2**, **RL.9-10.4**, **L.9-10.4a**, **L.9-10.5b**) • Conclude the discussion by asking students to answer the following question in writing: How does Welty use symbols to develop a theme in "A Worn Path"? (**RL.9-10.1**, **RL.9-10.2**, **RL.9-10.3**, **W.9-10.9a**, **W.9-10.10**, **L.9-10.5a-b**, **L.9-10.6**) • Read "**Half a Day**" aloud to students. In pairs or small groups, have students create a timeline that summarizes the narrator's journey and what this story is about. (**RL.9-10.2**) For each event on the timeline, list: (1) the action taken and resulting effect that leads to the conclusion of the story, (2) significant characters or objects, and (3) the setting.

[10] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[11] Additional questions for prompting during pair work or class discussion: http://mrgunnar.net/files/Worn%20Path%20Discussion.pdf

TEXT SEQUENCE	TEXT USE
	• Direct students to reread "Half a Day" in pairs. While rereading, have students: o Define words in context (e.g., *unmarred, cast, pitiable, contentment, misgivings, presumed, exertion, throngs, bade, avail, hordes, hastened*). (**L.9-10.4a**) Reread the sentences, and explain the meaning of the word and how the word is being used in the sentence (i.e., determine the part of speech based on its affix or placement in the sentence). (**L.9-10.4a,b,d**; **L.9-10.6**) Verify the meaning and part of speech of the words using a dictionary. (**L.9-10.4c**) Record the connections, part of speech, and various associations of the word on a semantic map.[12] o Consider the word choice used to describe different ideas and events. Examine the connotations of words across the text. (**L.9-10.5b**) Determine any patterns or shifts. o Note possible symbols and motifs through annotations on the text. For each annotation, consider the significance and meaning. • Have each pair partner with another pair to form a group of four. Have them share their annotations and notes to refine their thinking, and then answer the following questions, locating evidence to support their ideas. (**SL.9-10.1a-d**) Lastly, conduct a class discussion in which students examine the allegorical meaning and discuss the different layers of meaning in the story. Discussion questions: o What is this story about on a literal level? How is the narrator's experience representative of the wider human experience? (**RL.9-10.1**, **RL.9-10.2**) o How do the language and structure of the story[13] create surprise for the reader? (**RL.9-10.1**, **RL.9-10.2**, **RL.9-10.4**, **RL.9-10.5**, **L.9-10.5b**) Upon rereading the story, how do these elements provide clues to the surprising ending? o What does the story structure suggest about human experience? (**RL.9-10.1**, **RL.9-10.2**, **RL.9-10.5**, **RL.9-10.6**) o Consider the title of the story. Why does the author suggest that the events of the story occur in "half a day" despite the final quotation of the story? (**RL.9-10.1**, **RL.9-10.2**, **RL.9-10.3**, **RL.9-10.5**)

[12] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

[13] For example: general descriptions of events, shift in tone based on word choice (i.e., repetition of *love* to repetition of *shrieking*), and rapid progressions through time

TEXT SEQUENCE	TEXT USE
	EXPRESS UNDERSTANDING: • Engage students in a Socratic seminar[14] that explores how the experiences of Phoenix and the narrator of "Half a Day" symbolize human experience in general. Prompt students to prepare for the discussion by providing them with an evidence chart. An evidence chart has three columns: (column 1) Evidence: Quote or paraphrase, (column 2) Page number, and (column 3) Elaboration/Explanation of how this evidence supports ideas or argument. Students should select quotations from the stories that reveal the symbolic meaning of the experiences and record notes that explain/interpret the quotations and their significance to a theme of the text. (**RL.9-10.1**, **RL.9-10.2**, **SL.9-10.1a**) Discussion questions: o Throughout her journey, Phoenix talks to herself. What do the patterns in her language (word choice, descriptions) reveal about her character and her life? (**RL.9-10.1**, **RL.9-10.3**, **RL.9-10.4**, **L.9-10.5b**) o When the narrator of "Half a Day" goes to school for the first time, he shares that "…the time for changing one's mind was over and gone and there was no question of ever returning to the paradise of home. Nothing lay ahead of us but exertion, struggle, and perseverance. Those who were able took advantage of the opportunities for success and happiness that presented themselves amid worries." What is the narrator suggesting about the experience of starting school? o Do you agree that there is "no question of ever returning to the paradise of home"? Why? Divide students into an inner circle and an outer circle. Have the inner circle discuss their answers to the questions for eight minutes using accountable talk[15] and providing evidence for their ideas. (**SL.9-10.1a-b**, **SL.9-10.4**) While the inner circle discusses, ask students in the outer circle to evaluate the point of view, reasoning, and use of evidence of a particular student in the inner circle. (**SL.9-10.3**) Have students in the outer circle record their thoughts using a platform like TodaysMeet.[16] (**W.9-10.6**) After the eight-minute discussion, swap the inner and outer circles and repeat the process. Following the discussion, have the class review the recorded thoughts and indicate how their thoughts were justified or qualified based on the reasoning or evidence of others in the discussion. Have students explain how they could improve future discussions (e.g., incorporating others into the discussion, asking more questions, making more connections between ideas). (**SL.9-10.1c-d**, **SL.9-10.6**)

[14] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[15] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[16] https://todaysmeet.com/

TEXT SEQUENCE	TEXT USE
LESSON 2: "Ithaka," Constantine Cavafy Book One of *The Odyssey*, Homer	**TEXT DESCRIPTION:** "Ithaka" by Constantine Cavafy explores Ithaca as a symbol for a highly desired object that drives behavior and action. Book One of *The Odyssey* introduces the major characters and conflicts of the epic. **TEXT FOCUS:** "Ithaka" gives focus and purpose to the reading of *The Odyssey*. Students should closely read the invocation to the muse at the opening of Book One. Without a study of the poem and invocation, students may disengage from their reading of the epic because of the complexity of the text's structure and its numerous characters. Orienting students to the major characters and conflicts will help them to maintain understanding as they read. Students should be guided into the understanding that Ithaca as it is described in Book One is not in an honorable state because of Odysseus's prolonged absence, and that Odysseus will feel disrespected and dishonored by the suitors' treatment of his wife, son, home, and property. **MODEL TASKS** **LESSON OVERVIEW:** Students read "Ithaka" to get a general understanding of the poem. Then they examine the invocation to the muse that opens the epic poem and understand how text structures (like prologues or invocations) provide the reader with an overview of the conflicts and major characters of a text. Students read Book One and begin analyzing Odysseus as an epic hero so that they can determine motivations and identify emerging themes. After reading Book One, students read "Ithaka" for the first time in the unit—they will return to the poem at the end of the unit—to understand Ithaca as the quest object in Odysseus' journey in the epic. **READ AND UNDERSTAND THE TEXT:** • Read "Ithaka" aloud one time to students and ask them to underline unknown words and phrases (e.g., *Ithaka, Laistrygonians, Cyclops, Poseidon).* Direct students to use context clues or other resources to determine meaning. (**L.9-10.4a, c-d**; **L.9-10.6**) Provide students with copies of Edith Hamilton's *Mythology* as a resource for understanding allusions to Greek gods and goddesses. (**RL.9-10.10**) • Have students paraphrase the poem.[17] (**RL.9-10.2**) Underneath the summary, have students write their initial interpretations of the poem. (**W.9-10.10**) They will come back to this at the end of the unit. • Read the invocation to the muse (the first 12 lines) aloud to students and ask them to underline unknown words and unclear phrases (e.g., *plundered*, *hallowed, the Sun God, Muse*). Direct students to use context clues or other resources to determine meaning. (**L.9-10.4a, c-d**) Provide them with copies of Hamilton's *Mythology* as a resource for understanding allusions to Greek gods and goddesses. (**RL.9-10.10**)

[17] For extension of the summary writing activity, direct students to imitate the structure of the sentences in either the invocation or "Ithaka" in their own writing or in a revision exercise. (**L.9-10.1a-b**, **L.9-10.2a-c**, **W.9-10.5**)

TEXT SEQUENCE	TEXT USE
	• Direct students to identify the independent and dependent clauses and phrases of the sentences in the invocation and rewrite the sentences in traditional subject-verb-object constructions. ***(Note:** Use prepared sentence strips for this activity if students need additional scaffolding.)* (**L.9-10.1b**) Working independently or in pairs, have students apply their understanding of phrases and clauses to interpret the invocation and determine the major conflicts as they are revealed by the phrases and clauses. (**RL.9-10.1**, **RL.9-10.2**, **RL.9-10.4**) • After closely reading the invocation, have students write a brief (three to five sentences) **summary**[18] of the conflicts of *The Odyssey* revealed in the invocation. (**RL.9-10.2**, **W.9-10.10**) • Read Book One aloud to students. While reading *The Odyssey*, have students maintain a record of their observations, questions, and inferences in a reading journal. For Book One, have students' first entry be a brief **summary**[19] of the events of Book One. (**RL.9-10.2**) • Have students create a series of **literal and interpretive questions**[20] for their peers that focus on the major characters and events of Book One. Specifically students should focus on Odysseus's relationships with the gods, goddesses, and characters in Book One. They should describe (1) if Odysseus is friends or enemies with each and (2) how conflicts with any enemies challenge Odysseus. (**RL.9-10.3**) • Divide students into small groups to discuss their questions and monitor the discussions to ensure students understand the characters and events of Book One. (**SL.9-10.1a-d**) If all students are struggling, conduct a whole-class discussion to reread the epic and clarify any misunderstandings. (**RL.9-10.1**, **RL.9-10.2**, **RL.9-10.3**) **EXPRESS UNDERSTANDING:** • Post and read aloud the following quote from Aristotle, about *The Odyssey* in *Poetics*: "...The story of the Odyssey can be stated briefly. A certain man is absent from home for many years; he is jealously watched by Poseidon, and left desolate. Meanwhile his home is in a wretched plight—suitors are wasting his substance and plotting against his son. At length, tempest-tost, he himself arrives; he makes certain persons acquainted with him; he attacks the suitors with his own hand, and is himself preserved while he destroys them. This is the essence

[18] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[19] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[20] Resources for question writing: http://www.cambridge.k12.mn.us/~tlowman/AP%20Documents/Levels%20of%20Questions.doc, https://www.teachingchannel.org/videos/developing-better-questions, and http://hepg.org/hel/article/507#home

TEXT SEQUENCE	TEXT USE
	of the plot; the rest is episode." Then, engage students in a whole-class discussion. (**RL.9-10.1**, **RL.9-10.2**, **RL.9-10.6**, **RI.9-10.1**, **RI.9-10.2**, **SL.9-10.1**, **SL.9-10.4**) Discussion questions: o What claims about *The Odyssey* does Aristotle make? o Direct students to examine the length of *The Odyssey* by looking at their texts or the teacher copy. If *The Odyssey* is 24 books long, then why does Aristotle say that "the story of the Odyssey can be stated briefly"? What does he mean? o Consider the events of Book One. How did you react to Odysseus's situation, Telemachus's situation, and Penelope's situation?[21] Why might you want to see them resolved in the "episodes" that Aristotle references? o Consider the information provided in the invocation, "Ithaka," and the quote from Aristotle. In each text, the story of *The Odyssey* is captured in brief. In fact, we know how the story ends. So why do we read it? Similarly, why do we listen to stories retold by friends and family even though we know how they end? What does the experience of hearing or reading a story in full do for us?
LESSON 3: Excerpt from Book Two and Books Five, Seven, and Eight of ***The Odyssey***, Homer "**An Ancient Gesture**," Edna St. Vincent Millay	**TEXT DESCRIPTION:** Books Five, Seven, and Eight tell the story of Odysseus's escape from Ogygia and Calypso after Athena intervenes on his behalf. Odysseus moves through a range of intense emotions (grief, fear, pride, anger, etc.) as he leaves Calypso and makes his way home. His time with the Phaeacians in Books Seven and Eight reveal his cunning and Athena's commitment to his return. "An Ancient Gesture" by Edna St. Vincent Millay provides a contemporary view of Penelope's grief. **TEXT FOCUS:** These texts develop Odysseus's character through a series of emotional and physical conflicts. "An Ancient Gesture" complements the two scenes in Books Five and Eight in which Odysseus is overwhelmed by grief for Ithaca and his family. Students can analyze how Odysseus develops as he interacts with Athena and the Phaeacian people. **MODEL TASKS** **LESSON OVERVIEW:** Students read and analyze a series of interactions in which Odysseus's character becomes increasingly complex. The interactions with other characters reveal and develop multiple themes that students trace.

[21] For example, anger at the suitors' disrespect, pity for Penelope's grief, or fear for Odysseus because of Poseidon's wrath

TEXT SEQUENCE	TEXT USE
	READ AND UNDERSTAND THE TEXT: • Have students read Books Five, Seven, and Eight in pairs or with teacher assistance as appropriate. As they read *The Odyssey*, have students maintain a reading journal and make observations and inferences about Odysseus's developing character and themes. For Books Five, Seven, and Eight, have students write an objective summary of the events, including identifying instances in which Odysseus uses his intelligence to overcome obstacles. (**RL.9-10.2**, **W.9-10.10**) • Have students create a series of literal and interpretive questions[22] for their peers that focus on the major characters and events of Books Five, Seven, and Eight. Direct students to focus on Odysseus's relationships with Athena and the Phaeacians and the narrative structure of the epic. (**RL.9-10.3**, **RL.9-10.5**) • Prompt students to discuss their questions in the same small groups from Lesson 2 and monitor the discussions to ensure students understand the characters and events. (**SL.9-10.1a-d**) If a majority of the students are struggling to understand particular sections of the books, conduct a whole-class discussion to reread specific portions of the epic and clarify any misunderstandings. (**RL.9-10.1**, **RL.9-10.2**, **RL.9-10.3**) • Have students independently read "An Ancient Gesture" after reading Books Five, Seven, and Eight. (**RL.9-10.10**) Have students paraphrase and analyze the poem using **TP-CASTT**[23] to determine the themes. (**RL.9-10.2**, **RL.9-10.4**, **L.9-10.5a-b**) To support students' interpretation of the poem, prompt students to read the scene in Book Two in which Antinous explains how Penelope tricked the suitors. Then ask students compare the depiction of Penelope's grief in the poem to Odysseus's emotions in *The Odyssey*. Have them record their comparisons in their reading logs. (**RL.9-10.1**, **RL.9-10.2**, **RL.9-10.3**, **RL.9-10.6**) **EXPRESS UNDERSTANDING:** • Have students discuss the following question in small groups: How are the expressions of emotions different in these two texts? • Then, ask students to write an extended response essay about the following question: How do the depictions of grief in *The Odyssey* and "An Ancient Gesture" develop a universal theme? How does Millay use the story of Penelope and Odysseus to convey a modern theme? (**W.9-10.1a-e**, **W.9-10.4**, **W.9-10.10**, **RL.9-10.1**, **RL.9-10.2**,

[22] Resources for question writing: http://www.cambridge.k12.mn.us/~tlowman/AP%20Documents/Levels%20of%20Questions.doc, https://www.teachingchannel.org/videos/developing-better-questions, and http://hepg.org/hel/article/507#home

[23] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	RL.9-10.9)
LESSON 4: Books Nine through Twelve of ***The Odyssey***, Homer "Siren Song," Margaret Atwood ***Ulysses and the Sirens***, John William Waterhouse	**TEXT DESCRIPTION:** The events of Books Nine through Twelve are the most widely anthologized for students as they recount Odysseus's trials on his journey home to Ithaca, including an explanation of how he ended up on Ogygia, living with Calypso with no hope of return. The poem "Siren Song" by Margaret Atwood and the painting *Ulysses and the Sirens* by John William Waterhouse present the Sirens episode from different perspectives and allow students to consider how classical literature inspires contemporary authors and artists. **TEXT FOCUS:** The events of 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. They also develop several themes of the text, including the effects of giving in to impiety, pride, impulse, and recklessness. The Sirens episode, poem, and painting can serve as a mid-unit practice for the Cold-Read Task. **MODEL TASKS** **LESSON OVERVIEW:** Students trace Odysseus's character development from a proud war veteran to a broken, grieving husband and father. They connect the trials of Odysseus's journey to the major themes of the epic. Students read and analyze the themes and central ideas of the Sirens episode, the poem, and the painting. **READ AND UNDERSTAND THE TEXT:** • Students read Books Nine through Twelve in pairs. (**RL.9-10.10**) • While reading, have students maintain a three-column character analysis chart in their reading journal: o Column 1: summarize each major episode, focusing on how Odysseus reacts to other characters and conflicts. (**RL.9-10.2**, **RL.9-10.3**) o Column 2: analyze how Odysseus's reactions to other characters and the events develop his character and reveal his conflicting motivations. (**RL.9-10.1**, **RL.9-10.3**) o Column 3: determine themes or central ideas conveyed in each episode. To support this determination, describe both the significance of how Odysseus's character develops the themes and the significance of Odysseus telling these episodes in flashback. (**RL.9-10.1**, **RL.9-10.2**, **RL.9-10.3**, **RL.9-10.5**)

TEXT SEQUENCE	TEXT USE
	• Conduct a student-facilitated fishbowl discussion[24] in which students explore the following, using notes from their character analysis journals to prepare for the discussion and support their positions: o What is the significance of each trial in shaping Odysseus's character? (**RL.9-10.1**, **RL.9-10.3**) o How does each trial teach Odysseus to value his home and family? (**RL.9-10.1**, **RL.9-10.3**) o How does each trial represent universal human experience? (**RL.9-10.1**, **RL.9-10.2**, **L.9-10.5a**) • Working in pairs, have students read "Siren Song" and analyze it using TP-CASTT [25] to determine themes of the poem. (**RL.9-10.1**, **RL.9-10.2**, **RL.9-10.4**, **L.9-10.5a-b**) Have each pair partner with another pair to form a group of four. Have each pair present their TP-CASTT[26] analysis, offer feedback to the other pair, locate additional evidence, and refine their thinking. (**SL.9-10.1a-d**, **SL.9-10.4**, **SL.9-10.6**) As a small group, discuss: o How does Atwood use events and ideas of *The Odyssey* in "Siren Song"? (**RL.9-10.9**) o How does the order of events in the poem develop surprise for the reader? (**RL.9-10.5**) • Have students use the OPTIC strategy[27] for visual texts to analyze *Ulysses and the Sirens*. Focus students on determining how the painting treats the details of Odysseus's trial with the Sirens and develops a theme. (**RL.9-10.1**, **RL.9-10.2**, **RL.9-10.7**) **EXPRESS UNDERSTANDING:** • Have students write an essay based on the following prompt: Compare the depictions of the Sirens in the epic, the poem, and the painting, and explain how each develops a central idea about temptation. (**RL.9-10.1**, **RL.9-10.2**, **RL.9-10.7**, **W.9-10.2a-f**, **W.9-10.4**, **W.9-10.9a**, **W.9-10.10**)
LESSON 5: Books Thirteen and Sixteen of ***The Odyssey***, Homer	**TEXT DESCRIPTION:** Books Thirteen and Sixteen tell the story of Odysseus's return home and reunion with his son. **TEXT FOCUS:** These books provide students with the opportunity to analyze Odysseus's character as he exercises restraint and caution with his son while plotting revenge on the suitors. Students should connect Odysseus's growth to the trials he faced.

[24] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[25] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[26] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class
[27] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
	MODEL TASKS **LESSON OVERVIEW:** In this lesson, students independently read two books of the epic and craft literal and interpretive questions that elicit evidence of understanding of how the events develop a theme. At the end of the lesson, students explore the connection between the themes of *The Odyssey* and the wider human experience in preparation for the Culminating Writing Task and the Extension Task. **READ AND UNDERSTAND THE TEXT:** • Have students read Books Thirteen and Sixteen independently. (**RL.9-10.10**) While reading, have students maintain a reading journal and make observations and inferences about Odysseus's developing character and themes. For Books Thirteen and Sixteen, have students write an objective summary of the events. (**RL.9-10.2**, **W.9-10.10** • Have students create a series of literal and interpretive questions[28] for their peers that focus on the major characters and events of Books Thirteen and Sixteen. Direct students to focus on Odysseus's relationships with Telemachus and Eumaeus and how Telemachus changes from Book One to Books Thirteen and Sixteen. (**RL.9-10.1**, **RL.9-10.2**, **RL.9-10.3**) • Prompt students to discuss their questions in the same small groups from Lesson 2 and monitor the discussions to ensure students understand the characters and events. (**SL.9-10.1a-d**) If a majority of the students are struggling to understand particular sections of the books, conduct a whole-class discussion to reread specific portions of the epic and clarify any misunderstandings. (**RL.9-10.1**, **RL.9-10.2**, **RL.9-10.3**) **EXPRESS UNDERSTANDING:** • Conduct a Socratic seminar[29] in which students discuss the following: o How do temptations and trials develop a person's character? Ensure students draw from the events of *The Odyssey*, current events, and their own experiences to support their thinking. (**SL.9-10.1a-d**, **SL.9-10.3**, **SL.9-10.4**, **SL.9-10.6**)

[28] Resources for question writing: http://www.cambridge.k12.mn.us/~tlowman/AP%20Documents/Levels%20of%20Questions.doc, https://www.teachingchannel.org/videos/developing-better-questions, and http://hepg.org/hel/article/507#home

[29] http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class

TEXT SEQUENCE	TEXT USE
LESSON 6: Books Nineteen through Twenty-Four of ***The Odyssey***, Homer "Ithaka," Constantine Cavafy "Ulysses," Alfred, Lord Tennyson	**TEXT DESCRIPTION:** In the final books of *The Odyssey*, Odysseus reclaims his status as king of Ithaca and avenges his family's honor by slaying the suitors. The poem presents the aftereffects of returning home after experiencing great trials and fame, prompting the reader to consider how one gives value to his or her life once the trials and glory have ended. **TEXT FOCUS:** Students generally enjoy reading about how Odysseus and Telemachus avenge their honor. The poems will challenge them to consider what happens to a person once the glory of success and fame end through the point of view of Odysseus once he has achieved his ultimate goal, returning to Ithaca. **MODEL TASKS** **LESSON OVERVIEW:** Students complete their reading of *The Odyssey* and determine the major themes of the epic, citing evidence from throughout the text to support their analysis. Then students read and analyze two poems to consider the universal nature of the themes of the work in preparation for the Extension Task. **READ AND UNDERSTAND THE TEXT:** • Have students read Books Nineteen through Twenty-Four independently. (**RL.9-10.10**) As they read, have students maintain a reading journal and make observations and inferences about Odysseus's developing character and themes. For Books Thirteen and Sixteen, have students write an objective summary of the events. (**RL.9-10.2**, **W.9-10.10**) • Then have students create a series of literal and interpretive questions[30] for their peers that focus on the major characters and events of Books Nineteen through Twenty-Four. Prompt students to discuss their questions in the same small groups from Lesson 2 and monitor the discussions to ensure students understand the characters and events. (**SL.9-10.1a-d**) If a majority of the students are struggling to understand particular sections of the books, conduct a whole-class discussion to reread specific portions of the epic and clarify any misunderstandings. (**RL.9-10.1**, **RL.9-10.2**, **RL.9-10.3**) • Ask students to reread "Ithaka" independently and revise the paraphrase they wrote in Lesson 2 and refine their interpretation of the poem's meaning and themes, drawing on evidence from the poem and *The Odyssey*. (**RL.9-10.1**, **RL.9-10.2**, **RL.9-10.10**, **W.9-10.9a**, **W.9-10.10**) Working in pairs, have students interpret the following lines from "Ithaka," focusing on the symbolism of Ithaka, the voyage/journey, rich and poor, and thought/wisdom/understanding.

[30] Resources for question writing: http://www.cambridge.k12.mn.us/~tlowman/AP%20Documents/Levels%20of%20Questions.doc, https://www.teachingchannel.org/videos/developing-better-questions, and http://hepg.org/hel/article/507#home

TEXT SEQUENCE	TEXT USE
	○ Lines 1-3: "As you set out for Ithaka/hope the voyage is a long one,/full of adventure, full of discovery." ○ Lines 11-13: "—you won't encounter them/unless you bring them along inside your soul,/unless your soul sets them up in front of you." ○ Lines 25-26: "Keep Ithaka always in your mind./Arriving there is what you are destined for." ○ Lines 29-31: "so you are old by the time you reach the island,/wealthy with all you have gained on the way,/not expecting Ithaka to make you rich." ○ Lines 32-34: "Ithaka gave you the marvelous journey./Without her you would not have set out./She has nothing left to give you now." ○ Lines 35-37: "And if you find her poor, Ithaka won't have fooled you./Wise as you will have become, so full of experience,/you will have understood by then what these Ithakas mean." • Read aloud "Ulysses" at least twice. Then have students work in pairs to write a paraphrase. (**RL.9-10.2**) • Conduct a class discussion in which students explore the following questions: ○ What are the effects of reaching a goal as Odysseus does in Books Nineteen through Twenty-Four? ○ How is the value of achieving a goal closely connected to the difficulty encountered when trying to achieve it? (**RL.9-10.1**; **RL.9-10.2**; **SL.9-10.1a, c-d**; **SL.9-10.4**; **SL.9-10.6**) **SAMPLE SUMMATIVE TASK:** Culminating Writing Task
LESSON 7: Excerpt from *No-Man's Lands: One Man's Odyssey Through* The Odyssey, Scott Huler "The Truth About Being a Hero," Karl Marlantes "Back from War, but Not Really Home," Caroline Alexander	**TEXT DESCRIPTION**: Students read the stories of war veterans—"The Truth About Being a Hero" by Karl Marlantes and "Back from War, but Not Really Home" by Caroline Alexander —and explore what it means to come home again after experiencing intense danger, violence, and sacrifice, connecting the themes of *The Odyssey* to the information and events in the articles. **MODEL TASK** **SAMPLE SUMMATIVE TASK:** Extension Task

TEXT SEQUENCE	TEXT USE
LESSON 8: Excerpt from Book Six of *The Iliad*, Homer	**TEXT DESCRIPTION:** In this excerpt from *The Iliad*, Hector must choose between his loyalty to his people and his loyalty to his family as he says goodbye to his wife and son. The themes of sacrifice and giving value to one's life are accessible, and the text is sufficiently complex to assess students' developing reading skills. **MODEL TASK** **SAMPLE SUMMATIVE TASK**: Cold-Read Task