



 Prestwick House

Activity Pack

THE ODYSSEY

BY HOMER



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ISBN 978-1-58049-697-1

Item No. 201120

Written by Amber Reed

Name: _____

Date: _____

Pre-reading**Setting**
History**Objective:** Researching the historical setting of *The Odyssey***Activity**

The main events of *The Odyssey* take place in Ithaca, an island off the coast of Greece, sometime during the eighth century B.C.

Divide the class into small groups. Using the library, the Internet, or both, research the history of the setting, and use this research to complete the **Setting Chart** on the next page. Focus on the time period in which *The Odyssey* is set.

The **Setting Chart** has been started for you.

Name: _____

Date: _____

Chapter I**Characterization****Objective:** Using citation to support character traits**Activity**

Disguised as Mentos, Athene visits Telemachus to advise him about Odysseus. Odysseus has been gone for almost twenty years, but Telemachus still has hope that his father will return and punish the crude suitors. With Athene's guidance, Telemachus decides to search for news of his father's whereabouts.

Telemachus' character is revealed through his thoughts and actions. On the next page are several traits that Telemachus possesses. Provide a quote from the text to support each trait. When the list is complete, give two additional traits, along with supportive evidence for each trait.

An example is provided.

Name: _____

Date: _____

Chapter IV**Drawing****Objective:** Designing and drawing a mythological figure**Activity**

Menelaus must capture Proteus of Egypt, the old man of the sea, in order to continue his journey home. Proteus tries to escape capture by transforming himself “into a lion with a great mane; then all of a sudden he became a dragon, a leopard, a wild boar; the next moment he was running water, and then again directly he was a tree...” (Pg. 44)

Design a unique mythological figure that Menelaus must confront. The creature’s form may portray a human, an animal, or a combination of both. Draw your creation on a separate sheet of paper. If you are not artistic, use a computer or create a collage using clippings from magazines and the newspaper.

Write a brief description of the mythological figure in the space that follows, including its name and any special abilities that it possesses.

Name: _____

Date: _____

Chapters IV-VII

Simile

Objective: Recognizing and modifying simile

Activity

Homer's frequent use of simile gives *The Odyssey* a unique style.

Divide the class into groups. As a group, identify eight instances of simile in Chapters IV through VII. List them on the **Simile Chart** and then interpret them. Be sure to include the page number for each quote.

Next, complete the **Simile Revision Chart** by choosing three passages out of those you found and creating an alternate simile for each. The new simile should relay the same message as the original.

An example of each section is provided for you.

Name: _____

Date: _____

Chapter X

Newspaper

Objective: Composing a classroom newspaper

Activity

Imagine that the class is now the staff for the *Grecian Post*, a quarterly newspaper that covers events from the Greek islands. The deadline is approaching for the next edition, which will deal exclusively with Odysseus' adventures in Chapter X.

- **Journalism Department:** Produce at least three brief articles about any of the events that occur in Chapter X. The articles should answer the fundamental questions of a reporter: who, what, when, where, how, and why? Feel free to use your imagination to provide any answers that the book does not. Also, be sure to include headlines. The final, edited articles should be typed in a column-like style to give the appearance of a real newspaper.
- **Classified Department:** Consider the various items and services that the characters in Chapter X—both mortal and immortal—have to offer. Brainstorm as a group and compile a list of items. Each student should choose two items and create a classified ad. Alphabetize the ads by product, and type the classified section for the finished newspaper.
- **Advertisement Department:** Consider what items the characters may need, such as water, clothes, or fishing equipment. Gather advertisements for these items from newspapers, or create your own advertisements. Compile the ads into a collage to create an advertisement insert for the paper.
- **Entertainment Department:** Use the style of a newspaper advice columnist to create a “Dear Athene” section for the newspaper. Each student should write a letter in which a character seeks advice from the goddess. After the questions are written, switch papers with another student in the group, who should write the response. Type the final product for submission.
- **Obituary Department:** Create obituaries for the characters that die in Chapter X. The book offers no personal information about the characters, so use your imagination to write the articles. Base character details on places and events in *The Odyssey*. Type the final products in columnar style for submission.

Name: _____

Date: _____

Chapter XIV

Creative Writing
Myth

Objective: Creating a myth

Activity

Using the **Mythological Elements Chart**, circle the element in each column that corresponds to the last four digits of your phone number. For example, if the phone number ends with 8926, the elements are a king, the North Pole, an ivory box, and separation of social classes. Complete the **Selected Elements Chart**.

Next, incorporate the elements to write an original myth. In five minutes, write a page-long introduction to the story. Be sure to write in third person and to give the story a title. When you have finished writing, pass the papers to the left. Include the **Selected Elements Chart** so that the next student understands the criteria for that particular myth. Each student then writes a page-long body for the next myth. After another few minutes of writing, pass the stories to the left, and write a page-long conclusion.

When this activity is complete, each student will have had a chance to write the beginning, middle, and end of a myth.

Name: _____

Date: _____

Chapter XVI**Emotions**

Objective: Analyzing the text to locate quotes that express emotions

Activity

Odysseus and Telemachus experience a range of emotions when they are reunited and as they plan vengeance on the suitors.

The **Emotions Chart** contains feelings that are experienced by a character at least once in Chapter XVI. Locate and quote from the text an example of each emotion, and include the page number of the quote.

An example is provided.

Name: _____

Date: _____

Chapter XXI

Speech Writing

Objective: Writing and presenting a speech

Activity

Penelope delivers Odysseus' bow to the suitors so that they may compete. The suitors are unable to draw the bow, but they are shocked when Odysseus easily fires the weapon and hits the mark. At this point, Odysseus is ready to reveal his identity.

Choose one of the following options and write a speech that is one to two pages in length:

- Write an insightful speech for Penelope to present to the suitors when she relinquishes the bow. In the speech, express Penelope's opinion about the suitors' past behavior, including the attempt to murder her son. Also, express her outlook on the contest and how she feels about being the prize. If possible, give evidence to support any accusations that Penelope makes. Remember, Penelope is a bold woman who openly speaks her mind.
- Write an informative speech for Odysseus to present to the suitors after he wins the contest. In the speech, have Odysseus reveal his identity and briefly explain his whereabouts for the last ten years. Also, state his intention, which is to kill the suitors, and his reasons why. If possible, give evidence to support any accusations that Odysseus makes. When writing the speech, keep in mind that Odysseus is enraged, and he feels justified in his mission.

The speeches will be presented before the class when they are complete.

Name: _____

Date: _____

Chapters XV-XXIV

Motif

Objective: Identifying motifs that contribute to theme

Activity

Several motifs become more apparent once Odysseus returns to his native land.

In order to identify a motif, various factors must be considered. For example, give attention to the actions, dialogue, and incidents that take place in *The Odyssey*. A motif is usually easier to identify after the book has been completed because the reader may then draw connections or identify repetitious events.

Three motifs from *The Odyssey* are listed in the **Motif Chart**. Become familiar with these motifs by reading the examples that are supplied. As you read, look for and list any behavior, dialogue, or event that represents a motif. You may find an answer that relates to the motif but does not fit the examples given.

Write a brief description of each event in the column provided, and record the chapter in the middle column. Locate at least five events for each motif, but feel free to list more than five events.

One example of each motif is provided.