

# Unit 4

## The Iliad, the Odyssey, and Other Greek Stories

### Activity Book



GRADE 6 Core Knowledge Language Arts®





## Unit 4

# The Iliad, the Odyssey, and Other Greek Stories

Activity Book

GRADE 6

Core Knowledge Language Arts®



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## **Unit 4**

### ***The Iliad, the Odyssey, and Other Greek Stories***

#### **Activity Book**

This Activity Book contains activity pages that accompany the lessons from the Unit 4 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.



## Letter to Family

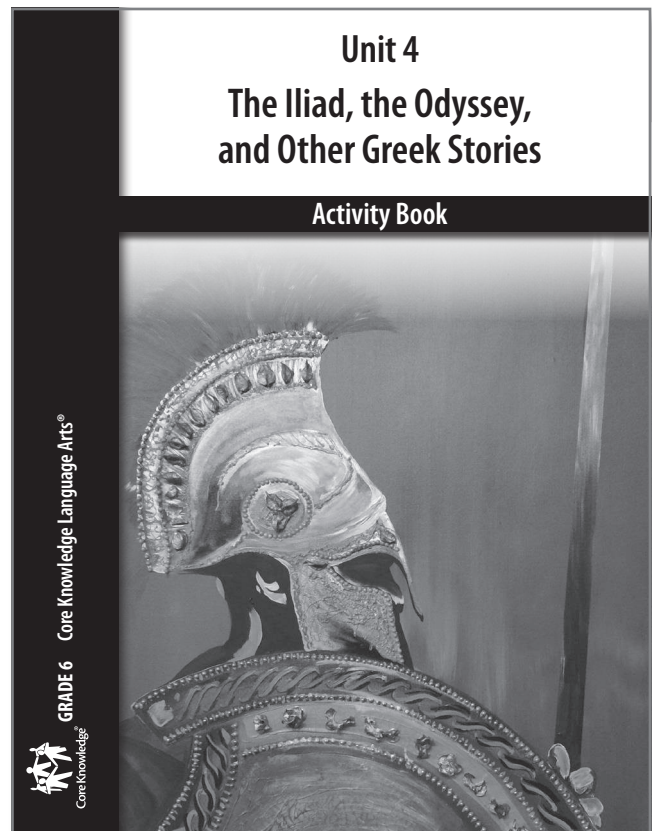
### Unit 4

Our class will begin a unit in language arts in which students will read two epics and four myths from ancient Greece. This unit examines ancient Greece through epic stories and myths about heroes facing enormous and frightening challenges and meeting those challenges with bravery, skill, and ingenuity. The epics, the *Iliad* and *Odyssey*, are two of the earliest and most influential stories in Western literature. They communicate the values and traditions of the ancient Greeks and their thoughts about love, fate, and tragedy.

Although the *Iliad* and *Odyssey* were originally composed and recited by the poet Homer, students will read versions of them that have been edited and written in modern English prose.

Stories from ancient Greece are vital for understanding the origins of Western literature and the foundations of some of our longest-lasting character types and dramatic themes. The stories composed by the Greeks inspired not only members of their own civilization, but also subsequent cultures, especially the Romans, and through them, our own contemporary culture. Students will recognize that modern heroic stories owe a lot to their origins in these Greek myths.

This unit will also give students the opportunity to encounter mythology in detail. Students will be immersed in a culture and worldview that challenges them and provokes reflection about what we value and how that compares to what people in another time and place valued. Students will use this experience and insight when composing a myth of their own.



Because these works were produced in another time and place, students will encounter themes that they may find challenging or unpleasant. The *Iliad*, especially, is a war story that deals with conflict, violence, death, and negative emotions throughout. The *Odyssey* and the other Greek myths were produced by a culture that did not highly value women's rights or agency. It is important to know that the unit does not endorse these behaviors or values and provides opportunities for teachers to call out and raise for discussion any attitudes or themes that contrast with our own modern sensibilities or that may prove troubling in other ways.

If you have any questions or concerns, please do not hesitate to contact me.

NAME: \_\_\_\_\_

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### Map of Ancient Greece, 500 BCE





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## Vocabulary for “Before the Iliad”

1. **prophecy, *n.*** a prediction (15)
2. **proclaim, *v.*** to announce officially or publicly (**proclaimed**) (16)
3. **plump, *adj.*** having a rounded, full shape (17)
4. **siege, *n.*** surrounding a city to try to force the inhabitants to surrender (33)



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### “How They Fought”

*Read “How They Fought” on pages 33–36 of The Iliad and the Odyssey. Then answer the questions that follow using complete sentences.*

- 1. What factors determined which side won a battle in ancient Greece?

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- 2. How did soldiers protect themselves in battle? Name and describe as many examples from the text as you can.

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3. How many people were needed to crew a chariot? What were their jobs?

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4. Why did Greek soldiers raid nearby towns?

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NAME: \_\_\_\_\_

2.1

ACTIVITY PAGE

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## Vocabulary for “The Wrath of Achilles”

1. **valiant**, *adj.* courageous (39)
2. **woe**, *n.* a heavy trouble or great sadness (**woes**) (39)
3. **plague**, *n.* a disease that spreads quickly and often kills those who catch it (40)



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### Grammar: Subjective, Objective, and Possessive Pronouns

*Circle the correct case of the underlined pronoun in each sentence fragment. Then write a complete sentence using the fragment. The first example has been done for you.*

1. my bike      subjective      objective      possessive

I rode my bike to baseball practice.

\_\_\_\_\_

2. your problem      subjective      objective      possessive

\_\_\_\_\_

3. they ate      subjective      objective      possessive

\_\_\_\_\_

4. she is      subjective      objective      possessive

\_\_\_\_\_

5. to me      subjective      objective      possessive

\_\_\_\_\_

6. by him      subjective      objective      possessive

\_\_\_\_\_

7. our mistake      subjective      objective      possessive

\_\_\_\_\_

8. help them      subjective      objective      possessive

\_\_\_\_\_



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### Myth Generator

To decide the type of myth you will be writing, circle one of the following options.

- Origin of Something
- Deed of a God or Hero
- Memory of a Historical Event
- Reward or Punishment for a Behavior

For your chosen option, complete the frames below to describe the specific detail your myth will be about.

- Origin of \_\_\_\_\_  
\_\_\_\_\_
- Memory of \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ (Deed) of \_\_\_\_\_ (God or Hero)
- Reward (or Punishment) for \_\_\_\_\_  
\_\_\_\_\_

Choose a cultural setting for your myth. You can circle one of the options or write your own on the lines provided.

- Africa
- Mediterranean or Middle East
- Australia or New Zealand
- China, Korea, Vietnam, or Japan
- Greece or Italy
- Mexico, Central America, or South America
- India
- Denmark, Sweden, or Norway
- North America, especially Native Americans
- Other: \_\_\_\_\_

*You should research your chosen cultural setting to find important details that you will use in your myth. Use the prompts provided, and write your details on the lines provided.*

- Important places: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Important gods: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Important heroes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Important historical events: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Beliefs regarding the relationship between the spirit world and the living world:  
\_\_\_\_\_  
\_\_\_\_\_
- Important cultural opposites, such as *good and evil*, *truth and lies*, or *day and night*:  
\_\_\_\_\_  
\_\_\_\_\_
- Other interesting information: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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## Vocabulary for “The Battle on the Plain” and “The Wounding of Hector and the Battle at the Ships”

1. **barrier, *n.*** a wall or obstacle (59)
2. **chariot, *n.*** a two-wheeled vehicle, drawn by a horse, used in battles and races in ancient times (59)
3. **rebellious, *adj.*** refusing to obey (71)



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### Greek and Latin Roots *magnus, phileo, poly, psyche*

*Each of these words contains a Greek or Latin root word. Write the Greek or Latin root word on the lines provided.*

1. bibliophile \_\_\_\_\_

2. monopoly \_\_\_\_\_

3. polymer \_\_\_\_\_

4. philosophy \_\_\_\_\_

5. magnificent \_\_\_\_\_

6. psychoanalysis \_\_\_\_\_

7. psychedelic \_\_\_\_\_

8. magnification \_\_\_\_\_

9. polyhedral \_\_\_\_\_

10. philanthropic \_\_\_\_\_



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## Mythological Biographies

*Your myth should feature at least one god and one human character. Follow the prompts to decide the main characteristics of each character. Write your answers on the lines provided.*

### Mythological God

Name: \_\_\_\_\_

Culture: \_\_\_\_\_

Realm or Domain of Influence: \_\_\_\_\_

Important Symbols: \_\_\_\_\_

Strengths or Talents: \_\_\_\_\_

Weaknesses or Flaws: \_\_\_\_\_

Relationships to Other Gods: \_\_\_\_\_

Favored Humans: \_\_\_\_\_

### Main Human Character

Name: \_\_\_\_\_

Culture: \_\_\_\_\_

Occupation or Job: \_\_\_\_\_

Strengths or Talents: \_\_\_\_\_



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### Summary and Central Idea of Plot

*After you have read each section, work with your partner to answer the questions. Use the answers to help you write a summary of each chapter in your own words.*

#### “How Patroclus Went into Battle”

What does Patroclus want from Achilles? Does Achilles agree?

\_\_\_\_\_

What is Achilles’s warning to Patroclus? Does Patroclus heed the warning?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What does Apollo do?

\_\_\_\_\_

What happens to Patroclus?

\_\_\_\_\_

Summarize “How Patroclus Went into Battle.”

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## “The Rousing of Achilles”

What conflict occurs after Patroclus is killed?

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What does a messenger tell Achilles?

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How is Achilles able to retrieve Patroclus's body?

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What does Achilles vow?

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Summarize “The Rousing of Achilles.”

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Examine your summaries of both chapters. What central idea do you see?

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NAME: \_\_\_\_\_

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### Guided Summary: “The Making of the Arms”

*Complete the sentences to finish the summary for “The Making of the Arms.”*

Thetis visits \_\_\_\_\_.

Thetis wants \_\_\_\_\_.

Hephaestus makes \_\_\_\_\_.

Thetis \_\_\_\_\_.

Achilles tells \_\_\_\_\_.

Before they go to battle, the Greeks \_\_\_\_\_.

However, Achilles \_\_\_\_\_.

\_\_\_\_\_.

In Olympus, Zeus \_\_\_\_\_.

So Athena \_\_\_\_\_.

Then Hera speaks through Achilles’s horses to tell him \_\_\_\_\_.

\_\_\_\_\_.

Achilles tells Hera \_\_\_\_\_.

\_\_\_\_\_.



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### Practice Proper Pronoun Case: Subjective, Objective, Possessive

*Write an appropriate word in the right pronoun case to complete the sentences. Write the name of the case you used after the sentence.*

1. I need \_\_\_\_\_ to fetch me some water from the well. \_\_\_\_\_
2. This pencil is \_\_\_\_\_, but you may borrow it if you like. \_\_\_\_\_
3. I'd like to go to the park with \_\_\_\_\_ after class. \_\_\_\_\_
4. \_\_\_\_\_ never know what life will throw at you. \_\_\_\_\_
5. \_\_\_\_\_ said that? \_\_\_\_\_
6. To \_\_\_\_\_ am I speaking? \_\_\_\_\_
7. That tree is \_\_\_\_\_, but you may play on it. \_\_\_\_\_
8. The teacher gave \_\_\_\_\_ a B on my paper. \_\_\_\_\_

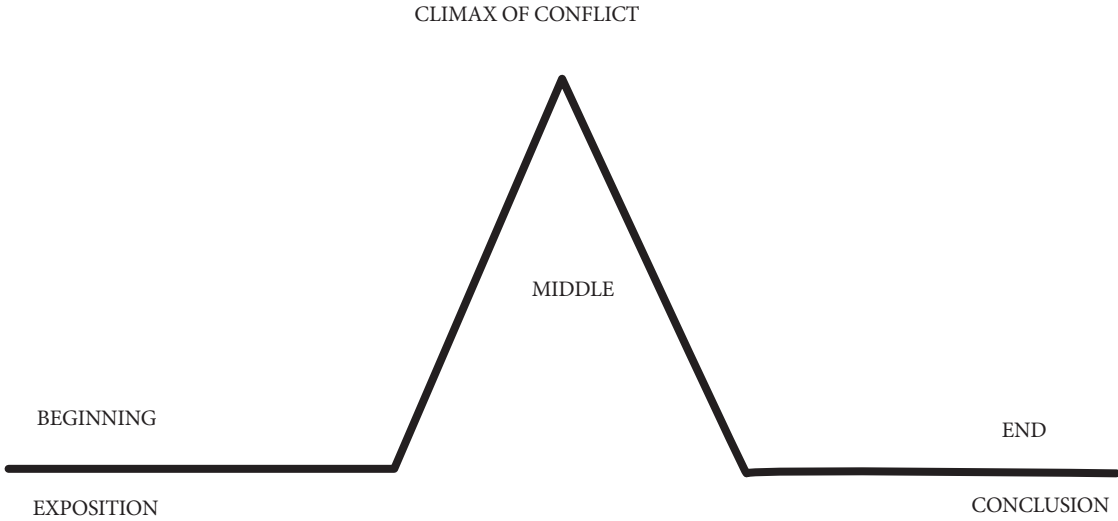


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### Plot Diagram

*Use this Plot Diagram to plan events in your myth. Remember that your myth should feature an introduction, a conflict leading to a crisis, and a conclusion.*



*Jot down your ideas for each part of your myth.*

Beginning/Exposition: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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## “How Achilles Avenged the Death of Patroclus” and “Priam’s Appeal to Achilles”

1. On page 88, why does Hector tell Achilles that it will be Zeus who decides the winner in their fight? How is this a warning to Achilles?

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2. What does it mean that Apollo “snatched [Hector] away”? How is Apollo helping Hector?

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3. On page 90, what are the main reasons Hector gives for choosing to fight against Achilles?

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4. What is Hector’s perspective about the war between the Greeks and the Trojans?

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5. What, in Zeus’s opinion, is “piteous” about Hector?

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6. How does Achilles know about the armor’s weak spot?

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7. Why is Achilles weeping when Thetis comes to him?

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8. Why does Achilles ask Priam how he dared to come to his tent? What is Achilles’s perspective on Priam?

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9. Why does Achilles carry Hector’s body to Priam’s wagon himself? What has changed in Achilles’s attitude?

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10. Why does Helen think that everyone hates and shuns her?

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NAME: \_\_\_\_\_

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**Review Greek and Latin Roots *magnus, phileo, poly, psyche***

*Draw a line to match each word with its definition, based on what you know about the meaning of its root.*

- |                |   |
|----------------|---|
| 1. psychology  | a. made to seem larger                          |
| 2. magnified   | b. having many sides                            |
| 3. philatelist | c. a person who loves to collect postage stamps |
| 4. polygonal   | d. the study of the mind                        |

*Write a complete sentence for each word that shows its correct definition.*

5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_



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### Write a Myth: Drafting Planner

*Use this page to begin drafting your myth. The exercise below will help you pick an opening for your myth.*

*Additionally, you should think about the perspective your narrator should adopt. Generally, myths tell about ancient events. The storyteller is often not a participant in the story. This means that, in your myth, you should use a third-person narrator who speaks using third-person pronouns such as he, she, and they.*

*Consider using one of the following openings in your myth:*

- Before \_\_\_\_\_ created the world ...
- Long, long ago ...
- In times past ...
- There was a time, long ago, when ...
- This is a story about a time when ...
- You may have heard the story of \_\_\_\_\_, but ...
- Gods, tell me the story of \_\_\_\_\_ !

Circle one of the options above, and then explain your choice: In what ways does this opening get readers interested in your myth?

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### Events in the *Odyssey*

*At the end of each session, your teacher will guide a discussion on the sequence of events in the story. Add new details after you have read them. Be aware that this chart is for the sequence of events as they happened, not as the story tells them.*

**BEFORE Odysseus's Journey:**

**DURING Odysseus's Journey:**

**AFTER Odysseus's Journey:**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Sentence Types: Statement, Command, Question, Exclamation

*Read each sentence, and write which type of sentence it is: statement, command, question, or exclamation.*

1. I don't want to go with you! \_\_\_\_\_
2. Would you like to come with me? \_\_\_\_\_
3. Where are we going? \_\_\_\_\_
4. Oh! I really want to go with you! \_\_\_\_\_
5. We can get there easily since it's not far away. \_\_\_\_\_
6. Go with your Uncle Samson. \_\_\_\_\_
7. Don't forget your pillow and toothbrush. \_\_\_\_\_
8. Did you ever see such a lovely garden? \_\_\_\_\_
9. We will be there in just a moment. \_\_\_\_\_
10. We will never get there in time! \_\_\_\_\_



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**Prefixes *pre-*, *fore-*, *post-*; Suffix *-ic***

*Read each sentence. Underline the word with the prefix pre-, fore-, or post- or the suffix -ic. Then write what you think is the meaning of the underlined word based on the prefix or suffix and its use in the sentence.*

1. In the United States, we use a mixture of metric and traditional measures.

\_\_\_\_\_

2. The letter was postdated to April 4.

\_\_\_\_\_

3. I tried to foretell when the rain would begin, but it didn't work.

\_\_\_\_\_

4. In the previous lesson, we discussed heroism.

\_\_\_\_\_

5. The studio offered a preview of the movie to some students.

\_\_\_\_\_

6. She had the foresight to bring an umbrella, and sure enough, it rained.

\_\_\_\_\_

7. Preliminary soccer matches will be played to determine which teams will play in next week's final tournament.

\_\_\_\_\_

8. The weather was too bad to continue, so the game was postponed.

\_\_\_\_\_



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DATE: \_\_\_\_\_

### “Odysseus and Calypso”

*As you and your partner read the chapters, answer the following questions.*

- 1. At the start of this chapter, Athena and Zeus have a conversation. What does this conversation help readers to understand?

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- 2. How does Calypso’s treatment of Hermes compare to Telemachus’s treatment of Mentos earlier in the story? What does this tell you about how ancient Greeks expected people to be treated?

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- 3. What is Calypso’s motivation to keep Odysseus hostage?

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- 4. In what ways does Calypso demonstrate her love for Odysseus? Name as many examples as you can.

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5. Why does Odysseus decline Calypso's offer of love and immortality? What does this tell you about Odysseus's main motivation in the story?

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6. Why doesn't Odysseus immediately trust Calypso?

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### Practice Sentence Types

Read each topic. Then write two sentences for each topic. The type of sentence you should write is in parentheses. The first example has been done for you.

1. a trip with a friend to the mall

(statement) *I went with my friend to the mall.* \_\_\_\_\_

(question) *Are you coming to the mall with me?* \_\_\_\_\_

2. a glass of water

(command) \_\_\_\_\_

(question) \_\_\_\_\_

3. a flat tire

(statement) \_\_\_\_\_

(question) \_\_\_\_\_

4. a misunderstanding

(question) \_\_\_\_\_

(statement) \_\_\_\_\_

*Complete each sentence stem for the sentence type in parentheses. Make sure to use the correct end punctuation (period, question mark, or exclamation mark).*

5. (question) Who \_\_\_\_\_

\_\_\_\_\_

6. (command) Please \_\_\_\_\_

\_\_\_\_\_

7. (exclamation) Look out, \_\_\_\_\_

\_\_\_\_\_

8. (statement) Yesterday \_\_\_\_\_

\_\_\_\_\_

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### Descriptive Dialogue Word Bank

*You can refer to these word banks for inspiration when drafting your dialogue. Sensory descriptions and interesting word choices will engage your reader and make your myth more entertaining. Once you have read through the word banks, use them to rewrite a sentence from your draft.*

- Write a line of dialogue from your draft here: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Now add an alternative to “said” or another verb, or add an adverb from the lists below: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Verbs to Use as Alternatives to “Said”		Descriptive Adverbs	
admitted	mocked	angrily	kindly
begged	nagged	bravely	lazily
chattered	ordered	cheerfully	merrily
demanded	pleaded	devotedly	nervously
echoed	questioned	eagerly	obnoxiously
finished	raged	faithfully	politely
gloated	scolded	gracefully	rudely
howled	threatened	hopelessly	selfishly
inquired	vowed	irritably	victoriously
joked	whispered	jealously	warmly
lied	yawned		



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## Spelling Words

*The following is a list of spelling words. These words are content words related to The Odyssey, Iliad, and other Greek stories and/or words related to a morphology skill: identifying root words, prefixes, and suffixes derived from Latin and Greek.*

*During Lesson 14, you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following:*

- *spell the words out loud*
- *write sentences using the words*
- *copy the words onto paper*
- *write the words in alphabetical order*

*When you practice spelling and writing the words, remember to pronounce and spell each word one syllable at a time.*

1. heroic	7. fulfill
2. athlete	8. forewarned
3. philosophy	9. embarrassed
4. magnify	10. prelude
5. postponed	11. characteristic
6. conscious	12. marriage

*The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment, but it may be helpful to have them as a reference as you practice spelling the words.*

<b>Spelling word</b>	<b>Definition</b>
<b>heroic</b>	in the manner of a hero
<b>athlete</b>	one who competes in athletic pursuits
<b>philosophy</b>	the study of knowledge
<b>magnify</b>	to make something bigger or appear bigger
<b>postponed</b>	put back for another day; delayed
<b>conscious</b>	aware or awake
<b>fulfill</b>	to complete; to achieve
<b>forewarned</b>	to be told of something ahead of time
<b>embarrassed</b>	ashamed; showing embarrassment
<b>prelude</b>	before something
<b>characteristic</b>	typical of something
<b>marriage</b>	a union of two things, especially romantic partners

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### Odyssey Through Transitions

*This chart contains several transition words and phrases that you can use when writing your own myth. After you have read through the words, use them to complete the following paragraph about the Odyssey.*

\_\_\_\_\_ the Trojan War, Odysseus set sail for home. \_\_\_\_\_ his journey, he had to overcome many obstacles. \_\_\_\_\_ he had offended Poseidon, Odysseus and his crew were punished with a difficult journey. \_\_\_\_\_ ten years at sea, Odysseus arrived on the shores of Ithaca.

<b>Chronological (Time) Transitions</b>	<b>Cause and Effect (Sequence of Events) Transitions</b>
after at the same time during earlier finally first, second, third ... following immediately later next soon then when while	as a result because consequently since therefore thus



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### “Circe the Enchantress”

*Answer the questions as you read the chapter.*

1. How does Aeolus help Odysseus?

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2. How does Odysseus’s crew fail him?

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3. Why won’t Aeolus help Odysseus a second time?

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4. According to Odysseus, how has Circe behaved badly?

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5. How does Odysseus overcome Circe and her magic?

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6. How is “cleverness and trickery” a theme in this chapter, as well as other parts of Odysseus’s story?

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## “Of the Sirens and Other Wonders”

*Answer the questions as you read the chapter.*

1. What special power do the Sirens have, and why is it dangerous?

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2. Why does Circe offer Odysseus a way to hear the Sirens' song?

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3. How does Odysseus's crew help him with the Sirens?

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4. What are Scylla and Charybdis?

---

5. What does Odysseus's crew do to anger the Sun?

---

6. How does Aeolus's refusal to help Odysseus a second time support the theme that Odysseus is cursed by the gods?

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### Practice Spelling Words

*Work with a partner to write the correct word to complete each sentence. Words will not be used more than once; some words will not be used.*

heroic	postponed	embarrassed
athlete	conscious	prelude
philosophy	fulfill	characteristic
magnify	forewarned	marriage

1. When I learned what my father had done in the emergency, I thought he was \_\_\_\_\_.
2. The parade was \_\_\_\_\_ until we could find a new venue.
3. Known throughout the school as a comedian, Danny demonstrated his \_\_\_\_\_ as host of the soccer team's fundraiser.
4. I'm considered a skilled \_\_\_\_\_ because I've won many prizes for my running.
5. I am \_\_\_\_\_ of how much more I need to practice in order to become a better player.

6. Our team's \_\_\_\_\_ is to attack whenever we have the ball.
7. When you \_\_\_\_\_ the crystals, you can see their structure.
8. I would be \_\_\_\_\_ to be caught in the rain without an umbrella!

*Write sentences using spelling words of your choice that were not used in the first eight sentences. Be sure to use correct capitalization and punctuation.*

9. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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### Practice Prefixes *pre-*, *fore-*, *post-*, Suffix *-ic*

*Follow the prompts to rewrite the word with the proper prefix or suffix.*

1. *view*, add prefix *pre-* \_\_\_\_\_
2. *gone*, add prefix *fore-* \_\_\_\_\_
3. *acid*, add suffix *-ic* \_\_\_\_\_
4. *hygiene*, add suffix *-ic* \_\_\_\_\_
5. *game*, add prefix *pre-* \_\_\_\_\_
6. *game*, add prefix *post-* \_\_\_\_\_

*Answer these questions.*

7. If something happened previously, when did it happen?  
\_\_\_\_\_
8. If someone has foreknowledge, when did they get that knowledge?  
\_\_\_\_\_
9. What does the suffix *-ic* on the end of the word “artistic” indicate?  
\_\_\_\_\_
10. Judging by the prefixes, which of these events happened first: the pregame event or the postgame event?  
\_\_\_\_\_

Complete each sentence by creating a new word using the correct prefix or suffix and the root word in parentheses.

pre-

fore-

post-

-ic

11. The Greeks thought that the deeds of warriors were \_\_\_\_\_ (hero).
12. These lemons are tasty but also very \_\_\_\_\_ (acid).
13. The author explained his reasoning in a \_\_\_\_\_ at the end of the book. (script)
14. It's difficult to \_\_\_\_\_ what will happen next! (dict)
15. The conclusion of the fight was \_\_\_\_\_. (gone)
16. The \_\_\_\_\_ events warn of things to come. (ceding)

NAME: \_\_\_\_\_

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## Spelling Assessment

*Write the spelling words as your teacher calls them out.*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Myth Rubric

	Exemplary	Strong	Developing	Beginning
<b>Setting and Characters</b>	Character's motivations are clear and described with appropriate detail.	Character's motivations are clear and adequately described.	Character's may be mentioned but are minimally or poorly described.	Character's motivations are not stated or unclear.
	Supernatural or historical elements are effectively introduced.	Supernatural or historical elements are partially introduced.	Supernatural or historical elements are not introduced clearly or thoroughly.	Supernatural or historical elements are not included.
	Dialogue is used frequently and effectively.	Dialogue is mostly used effectively.	Some dialogue is used effectively.	Dialogue is not used very often or at all.
<b>Plot Events and Conflict</b>	All events follow in a logical sequence.	Most events follow in a logical sequence	Some events follow in a logical sequence	There are few events follow in a logical sequence
	Actions and consequences explore an ethical or historical conflict.	Actions and consequences mostly discuss an ethical or historical conflict.	Some actions and consequences touch on an ethical or historical conflict.	Actions and consequences do not explore an ethical or historical conflict.
	Conflicts between characters are clearly explored.	Most conflicts between characters are clear.	Some conflicts between characters are clear.	There are few clear conflicts between characters.

	<b>Exemplary</b>	<b>Strong</b>	<b>Developing</b>	<b>Beginning</b>
<b>Language</b>	Descriptive sensory language is used effectively and frequently.	Descriptive sensory language is mostly used effectively.	Some descriptive sensory language is used.	Little descriptive sensory language is used.
	All transition words and phrases are used appropriately.	Transition words and phrases are mostly used appropriately.	Transition words and phrases are sometimes used appropriately.	Myth has few or no transition words and phrases.

*You may correct capitalization, punctuation, and grammar errors while you are revising. However, if you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.*

NAME: \_\_\_\_\_

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## Peer Review Checklist for an Original Myth

**Directions:** Complete this checklist as you read the draft of the myth written by a classmate.

Y = yes      N = no      SW = somewhat

Author's Name: \_\_\_\_\_ Reviewer's Name: \_\_\_\_\_

\_\_\_\_\_ The myth contains narrative elements, including a clearly described setting, fully developed characters, a logical series of plot events, an interesting conflict, and a satisfying conclusion.

\_\_\_\_\_ The myth contains at least one god and one mortal/human character, a moral problem or an important aspect of culture, and a description of famous deeds and events.

\_\_\_\_\_ The myth contains character dialogue.

\_\_\_\_\_ The myth contains precise, descriptive language that appeals to the five senses.

\_\_\_\_\_ The myth contains appropriate transitions that show relationships among ideas.

<b>Ways in Which Your Myth Meets the Requirements of the Assignment</b>	<b>Ways in Which You Can Better Meet the Requirements of the Assignment</b>

NAME: \_\_\_\_\_

**11.1**

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Vocabulary for “The Trial of the Bow and the Revenge of Odysseus”

1. **pester**, *v.* to annoy, irritate, bother (**pestering**) (244)
2. **bowstring**, *n.* the string of a bow (246)
3. **triumph**, *v.* to celebrate a victory (256)



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### “The Trial of the Bow and the Revenge of Odysseus”

*Answer each question thoughtfully, citing evidence from the text and page number(s) where you found evidence for each question. Answer in complete sentences.*

1. On page 243, Odysseus asks Zeus for a sign that the chief god will support him. Why does Odysseus ask for this sign?

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2. How does Eumaeus feel about Odysseus? What clues in the text tell you this?

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3. What clue in the text tells you that the suitors are unlikely to be able to handle Odysseus’s bow?

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4. What does Antinous say that supports the theme that people are subject to the will of the gods?

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5. What do you think Penelope hopes to achieve by offering to marry whichever suitor can shoot an arrow through twelve axes using Odysseus's bow?

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6. How is Odysseus described handling his bow? What does this description tell you about his skill with the bow?

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7. How is the conflict finally resolved? What theme does this support.

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8. Why doesn't Odysseus celebrate his victory?

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NAME: \_\_\_\_\_

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**Frequently Confused Words: *who/whom; there/their/they're***

*Circle the correct word in parentheses to complete each sentence.*

1. I saw the mouse sitting right (they're their there) on the stair.
2. (Who Whom) is knocking on my door?
3. Hey, (who whom) ate all the cookies?
4. We took Dad's car, and our grandparents followed us (they're their there).
5. The students took out (they're their there) pencils for the test.
6. After the drama club meets, (they're their there) all going to rehearsal.
7. (Who Whom) will you be playing against in the soccer match?
8. The band will play (they're their there) most popular song.
9. These gifts are to be given to (who whom)?
10. (They're Their There) meeting us after school.

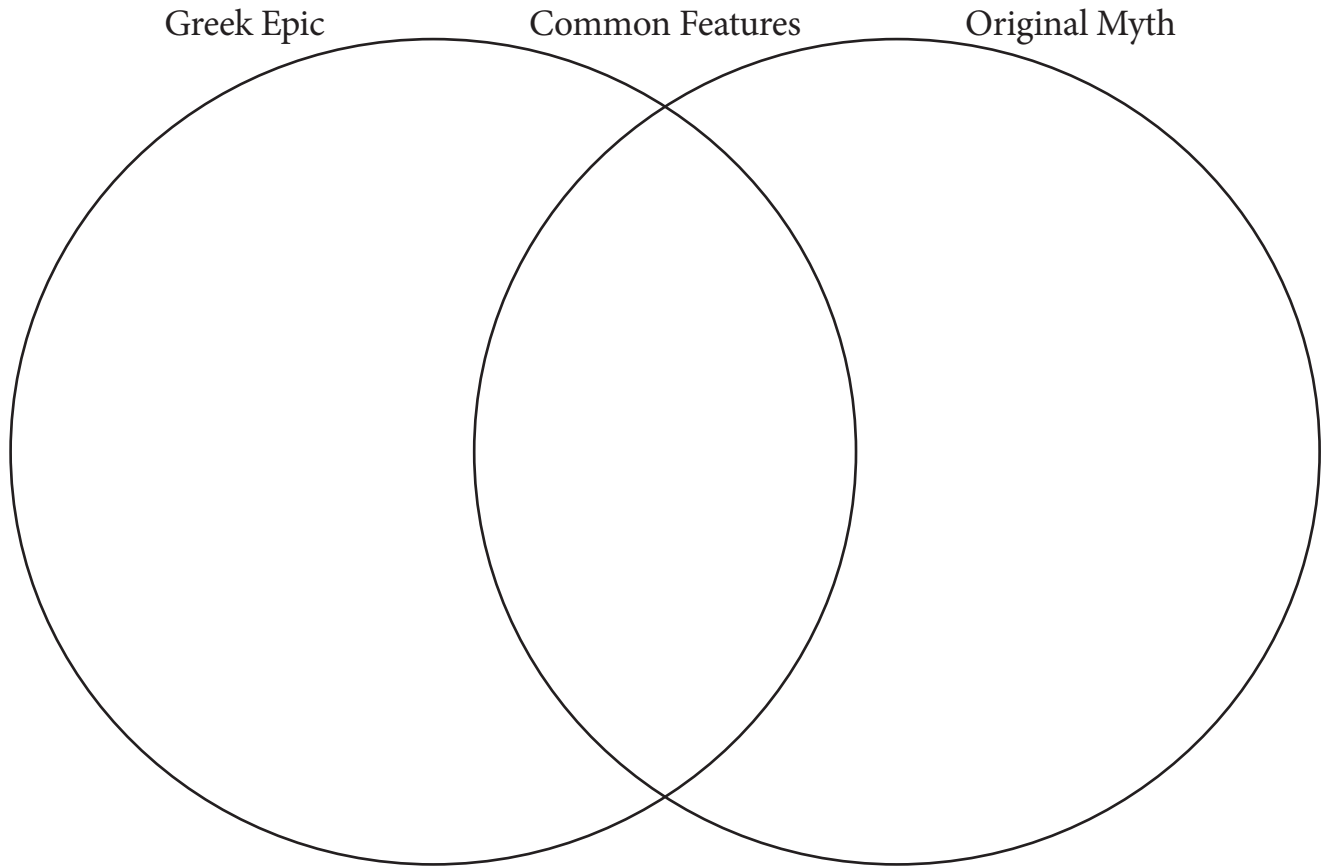


NAME: \_\_\_\_\_

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### Myth Comparison Venn Diagram

*Fill in the Venn diagram to compare elements of the Greek epics you have read with your own original myth. In the left circle, write elements of the Iliad and Odyssey. In the right circle, write elements of your own myth. Where the circles overlap, write common features.*





NAME: \_\_\_\_\_

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## Vocabulary for “Apollo and Daphne” and “Echo and Narcissus”

1. **elated**, *adj.* very happy, overjoyed (40)
2. **forthwith**, *adv.* from that point on, immediately (40)
3. **abhor**, *v.* to hate, reject, be disgusted by (**abhorred**) (40)
4. **consent**, *v.* to agree, allow (**consented**) (41)
5. **entreaty**, *n.* a humble or polite request (**entreaties**) (41)
6. **malady**, *n.* an illness, disease (41)
7. **feeble**, *adj.* weak (**feebler**) (41)
8. **forfeit**, *v.* to give up, lose (43)
9. **hasten**, *v.* to go quickly (**hastened**) (43)
10. **the Stygian river**, *n.* the river Styx, which carries away the souls of the dead (44)



NAME: \_\_\_\_\_

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### “Apollo and Daphne”

*Use these prompts to determine the central idea of the myth. Then, write a summary of the myth on the lines provided.*

1. Who are the main characters in this myth?

\_\_\_\_\_

2. What conflict arises between the characters?

\_\_\_\_\_  
\_\_\_\_\_

3. What are the consequences of this conflict?

\_\_\_\_\_  
\_\_\_\_\_

4. How does the myth resolve?

\_\_\_\_\_  
\_\_\_\_\_

5. What is a theme in this myth?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



NAME: \_\_\_\_\_

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### “Echo and Narcissus”

*Use these prompts to determine the central idea of the myth. Then, write a summary of the myth on the lines provided.*

1. Who are the main characters in this myth?

\_\_\_\_\_

2. What problem affects Narcissus?

\_\_\_\_\_  
\_\_\_\_\_

3. Whom does Narcissus fall in love with?

\_\_\_\_\_  
\_\_\_\_\_

4. How does the myth resolve?

\_\_\_\_\_  
\_\_\_\_\_

5. What is a theme in this myth?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



NAME: \_\_\_\_\_

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**Practice Frequently Confused Words:**  
*who/whom; there/their/they're*

*For each sentence, select the correct word to fill in the blank.*

who	whom	there	their	they're
-----	------	-------	-------	---------

1. Where are they? They're over \_\_\_\_\_.
2. \_\_\_\_\_ car is bright red.
3. To \_\_\_\_\_ did he give the prize?
4. \_\_\_\_\_ won the tournament?
5. \_\_\_\_\_ planning a field trip to see the Greek exhibit at the museum.
6. This is the house of Odysseus, with \_\_\_\_\_ I have a disagreement.
7. \_\_\_\_\_ strength was not the equal of Odysseus's.
8. My trophies are \_\_\_\_\_ on the shelf.
9. I like those chocolates; \_\_\_\_\_ my favorites.
10. The runner \_\_\_\_\_ has the fastest time will move on to the next round.



NAME: \_\_\_\_\_

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### Myth Editing Checklist

	After reviewing for each type of edit, place a check mark here.
<b>Vocabulary</b>	
<ul style="list-style-type: none"><li>• I have used descriptive sensory language correctly, including alternative verbs to “said” (<i>spoke, spat, coughed, laughed, alleged, argued, etc.</i>).</li><li>• I have used transition words and phrases correctly (<i>but, then, so, therefore, next, subsequently, afterwards, following</i>).</li><li>• I have provided my readers with context clues to help them understand the meanings of potentially unfamiliar language.</li></ul>	
<b>Format</b>	
<ul style="list-style-type: none"><li>• I have inserted paragraph breaks whenever there is a change in scene, time, idea, or speaker.</li><li>• I have titled my writing.</li><li>• I have including the proper heading, including my name, my teacher’s name, the class title, and the date.</li></ul>	

	After reviewing for each type of edit, place a check mark here.
<b>Grammar</b>	
<ul style="list-style-type: none"> <li>• I have used proper pronoun case (subjective, objective, possessive).</li> <li>• I have used frequently confused words correctly (<i>who/whom; there/their/they're</i>).</li> </ul>	
<b>Spelling</b>	
<ul style="list-style-type: none"> <li>• I have correctly spelled any words with the roots <i>magnus</i>, <i>phileo</i>, <i>poly</i>, and <i>psyche</i>.</li> <li>• I have correctly spelled any words with the prefixes <i>pre-</i>, <i>fore-</i>, and <i>post-</i>.</li> <li>• I have correctly spelled any words with the suffix <i>-ic</i>.</li> </ul>	
<b>Punctuation</b>	
<ul style="list-style-type: none"> <li>• I have employed end marks (periods, question marks, exclamation points), commas, and quotation marks to the best of my ability.</li> </ul>	

NAME: \_\_\_\_\_

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## Vocabulary for “Orpheus and Eurydice” and “Pygmalion and Galatea”

1. **fierceness, *n.*** the quality of being fierce or frightening (46)
2. **entranced, *adj.*** filled with delight, obsessed (46)
3. **lay, *n.*** a song or tune (46)
4. **nuptials, *n.*** a wedding (46)
5. **coincidence, *n.*** the occurrence of events happening at the same time (46)
6. **prognostic, *n.*** a prediction (**prognostics**) (46)
7. **deity, *n.*** a god (**deities**) (46)
8. **abode, *n.*** a home, house (**abodes**) (47)
9. **beseech, *v.*** to ask for (**besought**) (48)
10. **counterfeit, *n.*** a fake (49)
11. **raiment, *n.*** clothes (49)
12. **solemnity, *n.*** a ritual or ceremony (**solemnities**) (49)

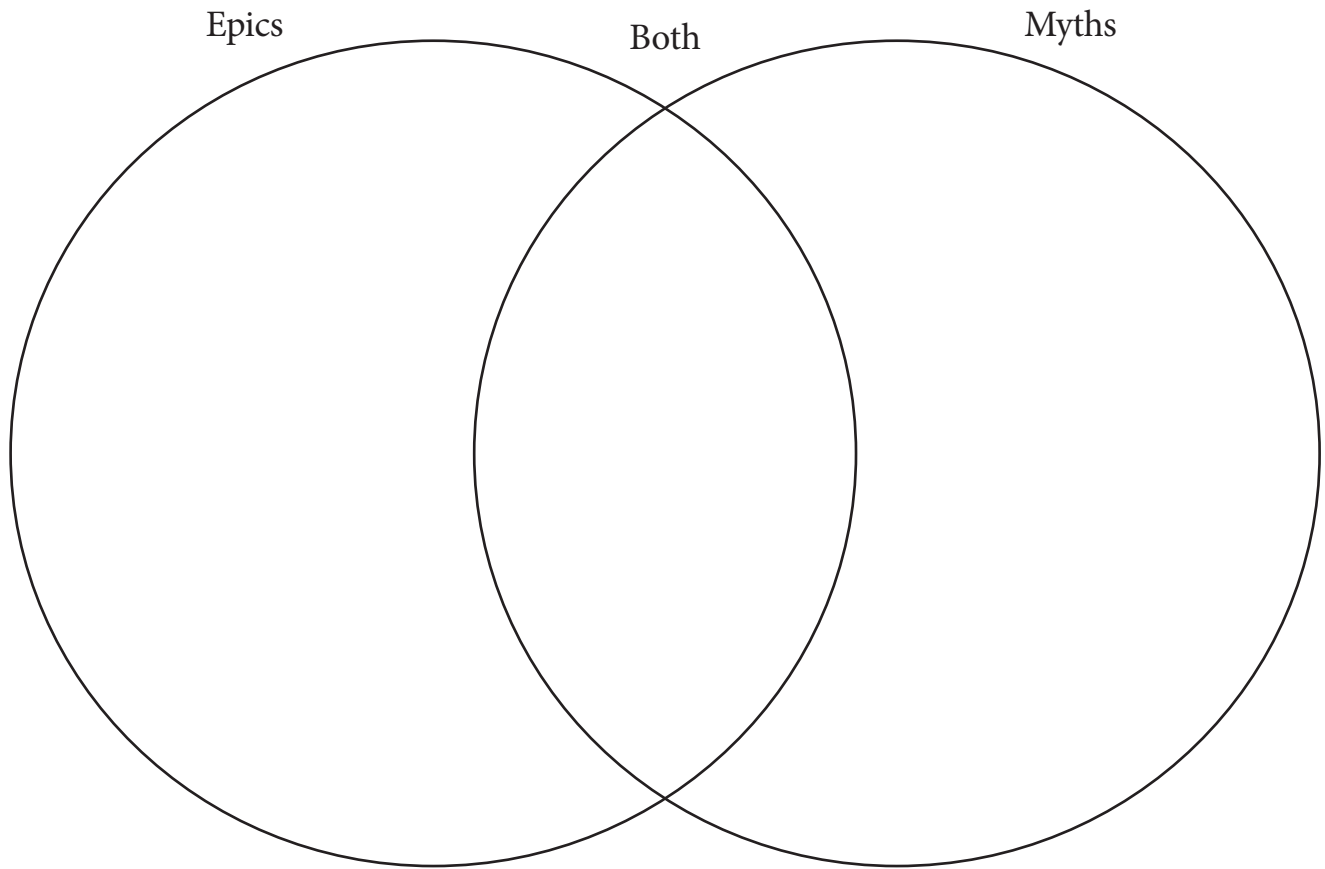


NAME: \_\_\_\_\_

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### Comparing Myths and Epics

Use this Venn diagram to compare the myths and epics you have read in this unit. In the left circle, write features of epics like the *Odyssey* and *Iliad*. In the right circle, write features of myths like *Orpheus* and *Eurydice*. In the center, write features common to both.





## Unit Assessment—*The Iliad, the Odyssey, and Other Greek Stories*

Today you will read two selections. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

### “Husband and Wife Together”

1. But for Penelope, joyful surprise again turned to doubt. “Dear nurse,” she said, “it cannot be. Some god has taken the shape of a man to punish the suitors for the wrong they have done. Odysseus will never return home, but is lying dead in some far-off land.”
2. “Truly, you are slow to believe,” said Eurycleia. “But I can give you proof, which I saw with my own eyes—the scar of the wound that a wild boar gave him when he was but a lad. I saw it when I washed his feet, and I wanted to tell you about it, but he put his hand on my mouth and would not let me speak, for so he thought it best. On my life, it is Odysseus in the hall below.”
3. She took Penelope by the hand and led her from the upper chamber into the hall. Odysseus was standing by a tall pillar. He waited for his wife to come and speak to him. But Penelope stood still and gazed upon him, and made no step towards him. One moment she seemed to know him, and the next moment not, for he was still in his beggar’s rags.
4. Then Telemachus said, “Mother, is your heart so hard? Here is my father. Will you not go to him or speak with him?”
5. Penelope said, “My mind is amazed and I have no strength to speak, nor even to look on him face to face. If this is indeed Odysseus who has come home, a place must be prepared for him, and in time we will come to understand one another better.”
6. Then Odysseus said to Telemachus, “Go now and wash off the stains of battle. I will stay and speak with your mother.”

7. Then to Penelope he said, “Strange lady, is your heart indeed so hard? No other woman in the world, I think, would remain so distant from her husband who, after so much toil and so many trials, has come back after twenty years to his own home. Is there no place for me here? Must I sleep again here in the hall, on the stranger’s bed?”

## Questions

*The following question has two parts. Answer Part A, and then answer Part B.*

1. **Part A:** In paragraph 7, what is Odysseus’s chief concern?

- A. that his wife will not accept him
- B. that he will be unable to find a bed
- C. that his wife is acting in an unusual way
- D. that he will have to keep searching for a home

**Part B:** How does Odysseus communicate his concern to Penelope?

- A. through name-calling
- B. by posing multiple questions
- C. by reminding her of their love
- D. by comparing her to other women

2. What are the “stains of battle” that Odysseus tells Telemachus to wash off?

- A. food and drink stains
- B. blood and sweat
- C. dirt and oil
- D. soot and smoke stains

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3. In your own words, explain why Penelope is mistrustful that the beggar in her home is really her husband. Write in complete sentences, with proper spelling and punctuation, and include evidence from the text.

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4. Odysseus and Telemachus both remark that Penelope’s heart has become hard. What does this phrase mean?
- A. that Penelope has become old and unwell
  - B. that Penelope has become violent and cruel
  - C. that Penelope has become cold and unsympathetic
  - D. that Penelope has become less happy and fun

*The following question has two parts. Answer Part A, and then answer Part B.*

5. **Part A:** Read the text in the box below. How does Penelope feel about the news of Odysseus’s return? Include evidence from the paragraph that supports your answer.

My mind is amazed and I have no strength to speak, nor even to look on him face to face. If this is indeed Odysseus who has come home, a place must be prepared for him, and in time we will come to understand one another better.

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**Part B:** What later event does this paragraph help to explain?

- A. Odysseus's return home to Ithaca
  - B. Telemachus's interaction with his father
  - C. Penelope's strange reaction to Odysseus
  - D. Eurycleia's frustration with Odysseus
6. How does this passage continue the themes of the *Odyssey*? Select one option.
- A. Odysseus has been abandoned by the gods.
  - B. Strangers have treated their hosts badly.
  - C. Odysseus will be stranded again because he is cursed.
  - D. Odysseus must use his wits to overcome an obstacle.

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## “Cupid and Psyche”

1. Psyche meanwhile wandered day and night, without food or repose, in search of her husband. Casting her eyes on a lofty mountain having on its brow a magnificent temple, she sighed and said to herself, “Perhaps my love, my lord, inhabits there,” and directed her steps there.
2. She had no sooner entered than she saw heaps of corn, some in loose ears and some in sheaves, with mingled ears of barley. Scattered about lay sickles and rakes, and all the instruments of harvest without order, as if thrown carelessly out of the weary reapers’ hands in the sultry hours of the day.
3. This confusion the pious Psyche put an end to, by separating and sorting everything to its proper place and kind, believing that she ought to neglect none of the gods, but endeavor by her piety to engage them all in her behalf. The holy Ceres, whose temple it was, finding her so religiously employed, thus spoke to her: “O Psyche, truly worthy of our pity, though I cannot shield you from the frowns of Venus, yet I can teach you how best to allay her displeasure. Go, then, and voluntarily surrender yourself to your lady and sovereign, and try by modesty and submission to win her forgiveness, and perhaps her favor will restore you the husband you have lost.”
4. Psyche obeyed the commands of Ceres and took her way to the temple of Venus, endeavoring to fortify her mind and ruminating on what she should say and how best propitiate the angry goddess, feeling that the issue was doubtful and perhaps fatal.

## Questions

The following question has two parts. Answer part A, and then part B.

7. **Part A:** What is Psyche’s motivation to “wander day and night” as described in paragraph 1?

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**Part B:** What text evidence supports your answer in Part A?

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8. In paragraph 3, Psyche is told the following:

Go, then, and voluntarily surrender yourself to your lady and sovereign, and try by modesty and submission to win her forgiveness, and perhaps her favor will restore you the husband you have lost.

What does it mean for Psyche to “voluntarily surrender” herself?

- A. She must choose to give in to the goddess.
- B. She must continue to oppose the goddess.
- C. She must come up with an offering for the goddess.
- D. She must reject the goddess’s power.

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9. In paragraphs 2 and 3, Psyche reacts to a “confusion” that she discovers. What is the confusion, and how does she respond to it? Write complete sentences with proper punctuation and spelling.

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10. In your own words, summarize the cause of Psyche’s problems and how she is offered a way to solve them.

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11. Which of these options is a theme of this passage?
- A. Those punished by the gods should seek forgiveness.
  - B. The punishments of the gods do not matter.
  - C. The gods prefer tidiness over messiness.
  - D. The gods often separate husbands and wives.

<p><i>Reading Comprehension Score: _____ of 11 points.</i></p>
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What kinds of activities did you like best?

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What kind of activities did you like least?

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What could your teacher have done differently in teaching the unit to improve your experience with this unit?

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NAME: \_\_\_\_\_

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### Grammar

*After each sentence, write whether it is a statement, command, question, or exclamation.*

1. When will we be able to go home? \_\_\_\_\_
2. We will never be able to leave this place. \_\_\_\_\_
3. We will never be able to leave this place! \_\_\_\_\_
4. Never leave this place. \_\_\_\_\_
5. I asked him whether we would be able to leave. \_\_\_\_\_
6. I can't wait to leave this place! \_\_\_\_\_

*Write a complete sentence for the sentence type indicated.*

7. Exclamation: \_\_\_\_\_  
\_\_\_\_\_
8. Question: \_\_\_\_\_  
\_\_\_\_\_
9. Command: \_\_\_\_\_  
\_\_\_\_\_
10. Statement: \_\_\_\_\_  
\_\_\_\_\_

*Write the word from the correct pronoun case from the options provided to complete the sentence.*

11. It was late, but I needed to give Jeff \_\_\_\_\_ (he/him/his) cup back.
12. We asked \_\_\_\_\_ (they/them/theirs) to help with the volunteer project.
13. Those warriors, \_\_\_\_\_ (who/whom/whose) trust I rely upon, are my friends.
14. Those warriors, \_\_\_\_\_ (who/whom/whose) I trust, are my friends.

*Answer these questions by circling the correct option.*

15. What word would you use to tell someone the location of a thing?
  - A. there
  - B. their
  - C. they're
16. What word would you use to tell someone something belongs to someone else?
  - A. there
  - B. their
  - C. they're

<i>Grammar Score: _____ of 16 points.</i>
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## Morphology

Read each sentence. Use the sentence context and what you know about Greek and Latin roots, prefixes, and suffixes to write the meaning of the underlined word.

1. The actions of the Greeks at Troy were considered heroic by many.

*Heroic* means \_\_\_\_\_

2. Do you remember what happened in the previous chapter?

*Previous* means \_\_\_\_\_

3. Everyone said that the fireworks display was magnificent.

*Magnificent* means \_\_\_\_\_

4. Video game graphics are made up of many tiny pixels that make polygonal shapes.

*Polygonal* means \_\_\_\_\_

5. The philanthropist saved the library with a large donation.

A *philanthropist* is \_\_\_\_\_

6. The psychiatrist will see the next patient now.

A *psychiatrist* is a doctor who \_\_\_\_\_

Add the correct prefix or suffix to the root word to change its meaning.

7. Add a prefix to the word *view* to make a word meaning “view before.” (pre-, post-):

\_\_\_\_\_

8. Add a prefix to the word *mortem* to make a word meaning “after death.” (post-, fore-)

\_\_\_\_\_

9. Add a prefix to the word *date* to make a word meaning “at an earlier date.” (fore-, pre-)

\_\_\_\_\_

10. Add a prefix to the word *warn* to make a word meaning “warn ahead of time.”  
(fore-, post-)

\_\_\_\_\_

<i>Morphology Score: _____ of 10 points.</i>
<i>Total Score for Unit Assessment: _____ of 41 points.</i>

NAME: \_\_\_\_\_

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### Mid-Unit Comprehension Check—*The Iliad*

1. Contrast the reasons the Greeks had for fighting with the reasons the Trojans had for fighting.

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*Each of the following questions describes a particular character from the Iliad. Circle the option that fits the description.*

2. an arrogant ruler, in charge of the Greeks at Troy

Achilles                  Odysseus                  Ajax                  Agamemnon

3. an elderly ruler who cared for his son

Paris                  Agamemnon                  Achilles                  Priam

4. the goddess of wisdom and warfare, patron of Achilles

Athena                  Aphrodite                  Hera                  Thetis

5. the strongest warrior at Troy, destined to die there

Hector                  Paris                  Achilles                  Odysseus

6. the warrior most loved by the people of Troy

Paris                  Hector                  Achilles                  Helen

7. Using your own words, summarize the sequence of events that led to Achilles refusing to fight.

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8. Which of these statements correctly summarizes why the Greeks and Trojans fought a long siege?

- A. The Trojans were safe behind their walls but not on the plains.
- B. The Greeks were safe at their ships but not on the plains.
- C. The Greeks had technology that the Trojans did not.
- D. The Trojans had the backing of the gods, but the Greeks did not.

9. Which of these gods are supporters of the Trojans? Pick two.

- A. Athena
- B. Aphrodite
- C. Poseidon
- D. Apollo
- E. Zeus
- F. Hephaestus

10. In your own words, describe how Zeus uses his “scales of fate” and what they symbolize.

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NAME: \_\_\_\_\_

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11. What is Hector’s main motivation for fighting Achilles?

- A. Hector thinks he is stronger than Achilles.
- B. Hector cannot forgive Achilles for letting Patroclus fight him.
- C. Hector wants to impress his father, Priam.
- D. Hector feels it is his duty to his people to fight.

12. Patroclus was not as skilled a warrior as Achilles, but he fought Hector anyway. What was his motivation to do so?

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13. What is Achilles’s reaction to the death of Patroclus? How does his reaction change over time? Cite examples from the text.

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14. How does Priam impress Achilles at the end of the story?

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15. Which of these options are central themes of the *Iliad*? Pick two options.

- A. Nobody is in control of battles.
- B. The gods must be respected.
- C. Fate can be struggled with but not changed.
- D. Kings are always wise rulers.
- E. War is filled with happiness.

*Mid-Unit Comprehension Check Score: \_\_\_\_\_ of 15 points.*

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## End-of-Unit Comprehension Check—*The Odyssey and Other Greek Stories*

1. What is the nature of Odysseus’s curse? How did he come to be cursed?

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*Each of the following questions describes a particular character from the Iliad. Circle the option that fits the description.*

2. the god of the ocean who cursed Odysseus

Poseidon          Zeus          Polyphemus          Calypso

3. the god most favorable to Odysseus

Poseidon          Zeus          Hermes          Athena

4. the king of the Phaeacians

Antinous          Alcinous          Nausicaa          Hermes

5. the son of Odysseus

Polyphemus          Telemachus          Antinous          Penelope

6. What is Odysseus's attitude toward the gods and their gifts? How does this contrast with the attitudes of his fellow Greeks? Cite examples from the text to support your claims.

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7. How do the suitors break the rules of Greek society? Pick two options.

- A. They are eating food that is not theirs.
- B. They want Penelope to remarry.
- C. They fight to defend themselves.
- D. They are rude to Penelope's guests.
- E. They fail to recognize Odysseus.

8. What is Odysseus's primary motivation throughout the story?

- A. to win fame and glory
- B. to be remembered after death
- C. to get home to his family
- D. to prove his cleverness

9. Using your own words, summarize why Cupid cursed Apollo with a love for Daphne and what happened as a result of this curse.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

10. Why didn't Daphne want Apollo's love?
- A. He was too rude and insistent.
  - B. She didn't find him attractive.
  - C. She was cursed to be repulsed by him.
  - D. She was already married.

11. Why can't Narcissus understand that Echo loves him?

\_\_\_\_\_

12. Whom or what is Narcissus cursed to be in love with?

\_\_\_\_\_

13. In your own words, summarize Orpheus's arguments to Pluto about why Eurydice should be allowed to return to the land of the living.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

14. What does Pygmalion wish for, and what does he get?

\_\_\_\_\_

\_\_\_\_\_

15. Which of these statements are accurate descriptions of themes in the myths about love? Pick two.

- A. Love often leads to suffering or hardship.
- B. Love is always enjoyable and beautiful.
- C. Love stories always have happy endings.
- D. Love is something humans should avoid.
- E. Love is a something the gods can feel.

*End-of-Unit Comprehension Check Score: \_\_\_\_\_ of 15 points.*

NAME: \_\_\_\_\_

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### Grammar: Proper Pronoun Case

Choose one of the pronouns parentheses to complete each sentence.

1. Will you read aloud this myth with \_\_\_\_\_?  
(we / us)
2. The soldiers put on \_\_\_\_\_ armor.  
(they / them / their)
3. Odysseus's men accompanied \_\_\_\_\_ on \_\_\_\_\_ journey.  
(he / him) (him / his)
4. \_\_\_\_\_ is the goddess of wisdom?  
(Who / Whom)
5. Hera put on \_\_\_\_\_ favorite disguise.  
(she / her)
6. Charybdis caught Odysseus's ship in \_\_\_\_\_ deadly whirlpool.  
(it / its)
7. The *Odyssey* is \_\_\_\_\_ favorite epic tale. What's \_\_\_\_\_?  
(I / me / my) (you / your / yours)

Write a complete sentence that correctly uses the pronoun in parentheses.

8. (we) \_\_\_\_\_  
\_\_\_\_\_

9. (them) \_\_\_\_\_  
\_\_\_\_\_

10. (they) \_\_\_\_\_  
\_\_\_\_\_

11. (our) \_\_\_\_\_  
\_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Grammar: Sentence Types

*Read each sentence and circle the correct sentence type.*

1. What is that loud noise?

(statement      command      question      exclamation)

2. I hear a loud noise.

(statement      command      question      exclamation)

3. Stop making that loud noise.

(statement      command      question      exclamation)

4. That's a loud noise!

(statement      command      question      exclamation)

*Rewrite each sentence as the type of sentence in parentheses.*

5. Hand me that remote control. (Rewrite as question.)

\_\_\_\_\_

6. That's my favorite movie! (Rewrite as statement.)

\_\_\_\_\_

7. Will you help me move this shelf? (Rewrite as command.)

\_\_\_\_\_

8. We're having a surprise party. (Rewrite as exclamation.)

\_\_\_\_\_

*Complete each sentence as the sentence type indicated.*

9. (exclamation) Wow, \_\_\_\_\_

\_\_\_\_\_

10. (statement) Yesterday \_\_\_\_\_

\_\_\_\_\_

11. (question) Who \_\_\_\_\_

\_\_\_\_\_

12. (command) Please \_\_\_\_\_

\_\_\_\_\_

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## Grammar: Frequently Confused Words

*Complete each sentence with the correct frequently confused word.*

1. My brother, \_\_\_\_\_ I admire, is going to college next year.  
(who / whom)
2. Place the basket over \_\_\_\_\_.  
(there / their / they're)
3. We're throwing a going-away party for my neighbors because \_\_\_\_\_  
moving. (there / their / they're)
4. Do you know \_\_\_\_\_ came in first place?  
(who / whom)
5. The coach reminded all the players on the ice hockey team to pack \_\_\_\_\_  
skates. (there / their / they're)

*Write a sentence using the word in parentheses.*

6. (who) \_\_\_\_\_  
\_\_\_\_\_

7. (whom) \_\_\_\_\_  
\_\_\_\_\_

8. (there) \_\_\_\_\_  
\_\_\_\_\_

9. (their) \_\_\_\_\_  
\_\_\_\_\_

10. (they're) \_\_\_\_\_  
\_\_\_\_\_



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## Morphology: Greek and Latin Roots

Write the correct word to complete each sentence.

philanthropy	magnificent
polygon	psychological

1. We have learned much about the human mind from \_\_\_\_\_ research.
2. Many charities have to rely on \_\_\_\_\_ for funding.
3. A \_\_\_\_\_ is a shape with many sides.
4. The beautiful building was vast and \_\_\_\_\_.

Read each sentence. Choose one of the words in parentheses to complete each sentence in a way that shows the meaning of the underlined word.

5. A psychosomatic illness is an illness that is caused by the (mind / disease) \_\_\_\_\_.
6. The name Polyphemus means (many songs / loud songs) \_\_\_\_\_ in Greek.
7. Ancient Greek philosophers were (interested / not interested) \_\_\_\_\_ in the study of ideas and meaning.
8. If a building project has great magnitude, you will need (many / few) \_\_\_\_\_ workers to complete it.



NAME: \_\_\_\_\_

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**Morphology: Prefixes *pre-*, *fore-*, *post-*, Suffix *-ic***

*Write the correct word to complete each sentence.*

heroic	forecast	foreknowledge
preview	foretell	

1. Those with \_\_\_\_\_ can predict future events.
2. It will require a \_\_\_\_\_ effort, but I think we can win the game.
3. I'm not excited for the movie; the \_\_\_\_\_ I saw didn't look very good.
4. I like to know what the weather will be like tomorrow, so I check the \_\_\_\_\_.
5. My brother thinks he can \_\_\_\_\_ his grade in algebra based on his teacher's mood.

*Choose two words from the box and write a new sentence for each.*

6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_



NAME: \_\_\_\_\_

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### “After the Iliad”

*Answer the following questions using complete sentences.*

1. Why did Achilles fight Penthesilea?

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2. Why does the text have different versions of how Achilles died?

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3. Describe how Odysseus, with Athena’s help, brought the Trojan War to an end.

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4. What admirable character trait of King Priam led to his city’s doom?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### “Father and Son”

*Answer the following questions using complete sentences.*

1. Why does Odysseus pause before greeting Laertes? What is his impression of his father’s appearance?

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2. How does Odysseus demonstrate to Laertes that he really is his son?

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3. How does the mood shift from Odysseus and Laertes’s reunion to the episode that follows?

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4. Why do the people of Ithaca accept Odysseus as their ruler? Cite evidence from the text.

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## Student Resources

In this section, you will find:

- SR.1—Glossary for *The Iliad, the Odyssey, and Other Greek Stories*
- SR.2—The Writing Process
- SR.3—Proofreading Symbols
- SR.4—Individual Code Chart



## Glossary for *The Iliad, the Odyssey, and Other Greek Stories*

### A

**abhor**, *v.* to hate, reject, be disgusted by (**abhorred**)

**abode**, *n.* a home, house (**abodes**)

### B

**barrier**, *n.* a wall or obstacle

**besech**, *v.* to ask (**besought**)

**bowstring**, *n.* the string of a bow

### C

**chariot**, *n.* a two-wheeled vehicle, drawn by a horse, used in battles and races in ancient times

**coincidence**, *n.* the occurrence of events happening at the same time

**consent**, *v.* to agree, allow (**consented**)

**counterfeit**, *n.* a fake

### D

**deity**, *n.* a god (**deities**)

### E

**elated**, *adj.* very happy, overjoyed

**entranced**, *adj.* filled with delight, obsessed

**entreaty**, *n.* a humble or polite request (**entreaties**)

### F

**feeble**, *adj.* weak (**feebler**)

**fierceness**, *n.* the quality of being fierce or frightening

**forfeit**, *v.* to give up, lose

**forthwith**, *adv.* from that point on, immediately

### H

**hasten**, *v.* to go quickly (**hastened**)

### L

**lay**, *n.* a song or tune

### M

**malady**, *n.* an illness, disease

### N

**nuptials**, *n.* a wedding

### O

**ointment**, *n.* oily substance used to heal wounds

### P

**pester**, *v.* to annoy, irritate, bother (**pestering**)

**plague**, *n.* a disease that spreads quickly and often kills those who catch it

**plump**, *adj.* having a rounded, full shape

**proclaim**, *v.* to announce officially or publicly (**proclaimed**)

**prognostic, n.** a prediction (**prognostics**)

**prophecy, n.** a prediction

## R

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**raiment, n.** clothes

## S

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**siege, n.** surrounding a city to try to force the inhabitants to surrender

**solemnity, n.** a ritual or ceremony (**solemnities**)

**Stygian river, the, n.** the river Styx, which carries away the souls of the dead

## T

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**triumph, v.** to celebrate a victory

## V

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**valiant, adj.** courageous

## W

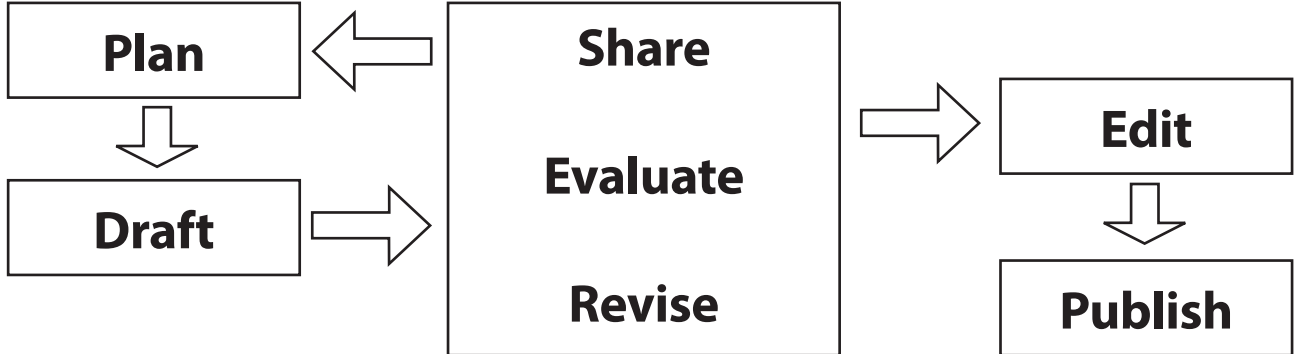
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**woe, n.** a heavy trouble or great sadness (**woes**)

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**The Writing Process**





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## Proofreading Symbols

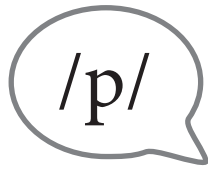
∧	Insert
⊙	Insert period
∧,	Insert comma
∨	Insert apostrophe
#	Insert space
¶	New paragraph
no ¶	No new paragraph
○	Close up the space
<u>b</u> cap	Capitalize
B lc	Make lowercase (small letter)
e	Delete
rwd.	Reword
←	Move according to arrow direction
∩∪tr	Transpose
[	Move to the left
]	Move to the right
∧	Add a letter



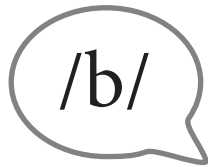
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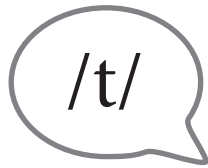
### Individual Code Chart



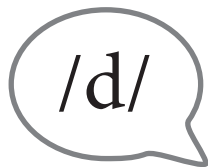
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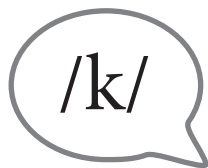
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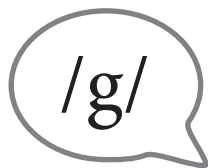
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gift	egg	guess	ghost



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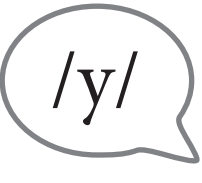
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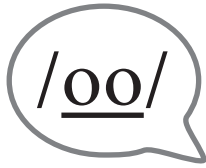
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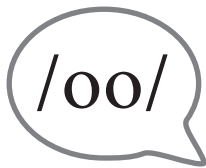
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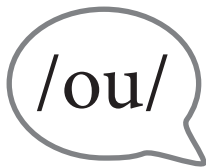
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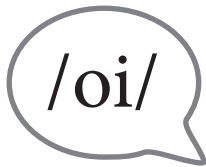
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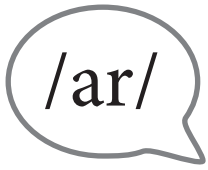
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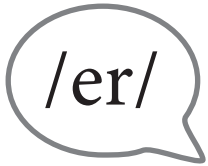
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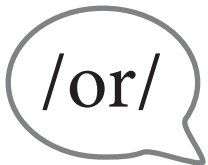


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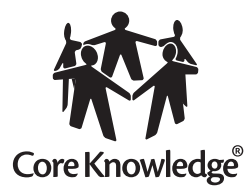


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Unit 4

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