

“All men are created equal. Some
work harder in pre-season.”
–Emmitt Smith

Dear student,

Welcome to English 9 Honors! I hope you enjoy this class, just remember, it will be one of hard work as well as enlightenment. Emmitt Smith said that “all men are created equal,” but “some work harder in preseason.” Many of your peers have enrolled in this class because they want to succeed. As students, as athletes, as people, we do not get stronger –we cannot succeed– without practicing, without training. So, consider this summer your preseason –it’s time to practice, to train, to work.

While I *do* hope you have fun and enjoy your summer, you will need to start our class having completed the assignments contained in this packet. You will have to read Homer’s *Odyssey*, in its entirety (not the forwards, just the poem), answer questions, define terms, and be generally knowledgeable about the themes and cultures contained in the text. Be advised, this text is not easy, and will require quite a bit of your attention. I do not suggest taking this assignment lightly or procrastinating its completion. More than that, though, I hope this text will influence you; I hope it will light a fire and thirst within you, or add to those already present. I hope this text will help you develop the tools to succeed in whatever endeavors you are given or that you choose. In order for the *Odyssey* to influence you in a positive way, though, *you* will have to let it do so. Now for why.

Odysseus, our protagonist, is the quintessential human being; he is capable of great and glorious deeds, but he is also shifty and dishonorable at times. He possesses all of the qualities and pratfalls that we as humans possess, and as such, I would like you to practice some of his more positive skills because, to those of you who truly want to be successful, Odysseus may very well become the model to strive for. He is intelligent, resourceful, and always succeeds in whatever he *has* to do, not necessarily what he *wants* to do.

Many of your peers do what they want to do first, then accomplish what they have to. You cannot be one of them; you must complete what you *have* to do first before you do what you *want* to do. I hope that, over the course of this summer and the coming year, you will learn to meld the two so that what you *have* to do becomes what you *want* to do. How do we accomplish this? First, consider what you want at the end of your 9th grade year. What is it that you desire to accomplish in this class? If you seek to learn, to excel, to succeed, then you *have to want* that success, and let that success –that goal– determine your actions. Each skill we practice, each text we read, each test we complete, and each project we create serves a singular purpose: to make us better, more well-rounded people by making us adept students, experts of skills, and intrinsically motivated learners.

I am excited to meet, and learn, with you.

Best,
Mr. Zeltmann

General Assignments to be Completed for the *Odyssey*

- 1) **Be sure to read all directions on the handouts given.** If at any time you are unsure of the meaning of a word, look it up!
- 2) Complete sixty (60) study guide questions. All questions should be answered using full sentences and citing evidence from the text –include line numbers from where you find the evidence. Use multiple sentences where necessary. See page 11 for the expected structure.
 - a. Some questions are **highlighted** which denote questions that must be answered and can be included in the 60 total required questions.
- 3) Read and understand all literary terms enclosed in this packet and be able to find examples in the text of the terms (most will be used, but not all).
- 4) Create a vocabulary list with definitions for each Book of the *Odyssey* based on words you do not know or those that need to be understood for a larger purpose (literary device, theme, etc.). Names of characters are not valid words for this exercise. You must have at least five words per book. The total minimum is then 120 words. Feel free to keep a typed list.
 - a. Please include the Book and line numbers where the word is found.
- 5) Create at least two annotations per full page of text, on Post-It notes (which can then be inserted into the book), concerning the attached list of vocabulary / themes / characters / plot / literary devices or answers to study guide questions. See page 4 for notes on what to annotate. As you cannot write directly in the book, be sure to write down your thoughts or important information on the Post-Its for easier reference.

Note: As the *Odyssey* is an epic poem, you will need quite a few post-it notes. Should you wish to simply buy your own copy of the text, you can find it on Amazon (or at Barnes and Noble). The ISBN# is 0140268863. The translation we will be using is by Robert Fagles.

Name: _____
Annotation

English 9H
Mr. Zeltmann

BE ADVISED – YOU CANNOT WRITE IN THE BOOKS – USE POST-IT NOTES

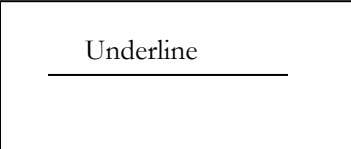



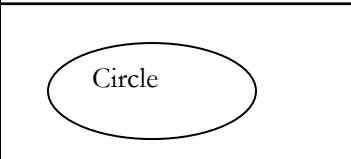



As an "active reader," you already know that when you read assignments, you should have questions in your mind. As you read, you should be looking for the answers to these questions. You should also have a pencil in hand so that you can "annotate" your text. As the word suggests, you "take notes" in your textbook.

Unlike "highlighting an entire paragraph," which is a passive activity, the process of annotating text helps you to stay focused and involved with your text. You'll find that the process of taking notes as you read will help you to concentrate better. It will also help you to monitor and improve your comprehension. If you come across something that you don't understand or that you need to ask your instructor about, you'll be able to quickly make note of it, and then go on with your reading.

The following is a list of some techniques that you can use to annotate text:

- Underline important names, dates, places, and events
- Circle supporting details.
- Write key words and definitions in the margin.
- Star where important information can be found with literary terms definitions, key words in the margin.
- Write short summaries in the margin at the end of sub-units.
- Write the questions in the margin next to the section where the answer is found.
- Indicate steps in a process by using numbers in the margin.

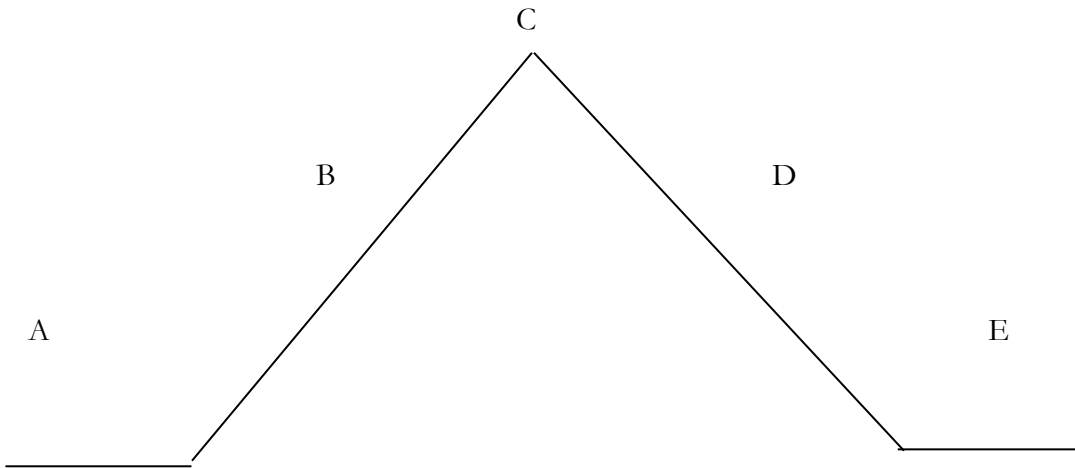
Annotation Key

SYMBOL		USE
 <p>Underline</p>		Important names, Dates, Places, Events
 <p>Highlight</p>		Main Ideas (not entire paragraphs)
 <p>Circle</p>		Supporting Details
 <p>Star</p>		Literary Terms, Symbols

Literary and Poetic Terms

Plot: The sequence of events in a story.

- A. Exposition/Introduction:** The beginning/introduction of the story.
- B. Rising Action:** Development of characters, plot, conflicts, and setting.
- C. Climax:** Turning point of the story, the “point of no return” or the emotional high point.
- D. Falling Action:** Events that lead to the resolution.
- E. Resolution/Denouement:** The solution of the story; the outcome or ending.



Conflict: The struggle between opposing forces; the problem to be solved.

- **Man vs. Man:** External struggle between two or more individuals.
- **Man vs. Himself:** Internal struggle concerning emotion or decision.
- **Man vs. Nature:** External struggle between an individual and an element of nature.
- **Man vs. Society:** External struggle between an individual and their culture, city, or government.

Point of View: The narration of the story.

- **1st Person:** The narrator is involved in the action of the story.
- **3rd Person Limited:** The narrator is *not* part of the story. The narrator reveals the thoughts of only the main character, and the reader does not know what is happening in the minds of other characters.
- **3rd Person Omniscient:** The narrator is *not* part of the story, but is able to know and describe what *all* of the characters are doing.

Characters:

- **Protagonist:** The main character in the story; usually the “good guy.”
- **Antagonist:** The opponent of the main character in the story; does not always have to be human.

Alliteration: The repetition of consonant sounds for rhythmic effect.

Ex. Sally sells sea shells by the sea shore.

Allusion: A reference to something outside of the text, particularly to a person, place, event, work of art, or work of literature.

Ex. A reference in *Of Mice and Men* to the Bible is a biblical allusion.

Characterization: the process by which an author describes a character. The character can be described directly by the author or indirectly through the actions, thoughts, and speech of the character.

Dialogue: conversation used in the text.

Dialect: A regional type of speech.

Flashback: A technique which interrupts the main action of the story to present an incident which occurred at an earlier time.

Foreshadowing: Hints or clues given by the author to the reader of future events in the story.

Hyperbole: An over-exaggeration or emphasis.

Ex. “I’m so hungry I could eat a horse!”

Imagery: Words or phrases that appeal to any sense or combination of senses.

Ex. The patter of rain on the concrete.

Irony: See below.

Verbal Irony: The speaker intends to be understood as meaning something that contrasts with the literal meaning of what he/she says.

- Ex. A mother comes into the TV room and discovers her 11 year-old watching South Park instead of doing his homework. She says, “Don’t let me tempt you from your duties, but when you’re finished with your serious studies there, maybe we could take some time out for recreation and do a little math.”

Situational Irony: When the opposite happens of what the reader expects.

- Ex. In *The Crucible*, Abigail Williams wants to get rid of John Proctor's wife Elizabeth, so she can be with him. Abigail's actions, however, lead to John's death, not Elizabeth's.

Dramatic Irony: When the reader knows more than the characters.

- Ex. Romeo believes Juliet is dead when in fact, she is quite alive.

Metaphor: A comparison which does not use "like" or "as" but rather states that one thing *is* the other; metaphors use the verb "to be."

Mood: The atmosphere of the story.

Motif: A reoccurring element, object, or idea that has significance in the story.

Paradox: A contradictory statement that may be true and false at the same time.

Ex. "I always lie."

Parody: a literary or artistic work that imitates the characteristic style of an author or a work for comic effect or ridicule.

Personification: Human qualities/characteristics given to animals, ideas, or objects.

Prose: the name given to the writing of compositions and stories.

Repetition: The repeating of words, phrases, lines, or stanzas.

Simile: A comparison which uses "like" or "as."

Symbol: A representation of an idea or concept. Remember that, in symbolism, something you hold in your hand (an object) represents something you can't see or hold in your hand (an idea).

Setting: The time, place, culture, and social issues of where the story takes place.

Theme: A main idea of the story; a moral, or message that the author seeks to discuss with readers.

Tone: The attitude of the subject of the story.

Name: _____
Odyssey

English 9H
Mr. Z

Directions: The following is a list of ideas and themes to look for in Homer's *Odyssey*. Make sure to annotate any of these whenever you see them occur in the work.

- 1) **Characterization** of Odysseus
 - a. Who/what is he?
 - b. What do readers learn about him?
 - c. How is he described?
 - d. What traits does he possess?

- 2) Qualities of a “**hero**”
 - a. What qualities make a hero?
 - b. What is an “epic hero”?

- 3) **Customs** of different peoples
 - a. How does the *Odyssey* preserve the cultures of different peoples?

- 4) Forms of **government**
 - a. What are the governments seen in the *Odyssey*, and how do they operate?
(compare/contrast)

- 5) Weapons and ways of “**contending**” (competing)
 - a. Why are descriptions of weapons employed?
 - b. What are the effects of focusing on competition?

- 6) The roles and place of **women**
 - a. What roles do women in Ancient Greek society fill?
 - b. What is the dominant idea of women presented in the *Odyssey*?

- 7) Anger and **feuds**
 - a. How do anger and feuds help to develop the story of the *Odyssey*?
 - b. What dominant impression are you left with, considering the focus on feuds in Greek society?

- 8) **Monsters**
 - a. What monsters does Odysseus encounter?
 - b. How do these monsters contribute to the evolution of the story?

- 9) **Supernatural** beings/influences
 - a. What supernatural beings are encountered by Odysseus?
 - b. How do these beings contribute to the evolution of the story?

10) Villains/antagonists

- a. What villains/antagonists (humans, gods/natural phenomena) must Odysseus and Telemachus contend with?
- b. How do these antagonists contribute to the evolution of the story?

11) Attitudes toward the Gods and religion

- a. What attitudes towards the Olympian gods are preserved in the *Odyssey*?
- b. What religious customs are preserved in the *Odyssey*?

12) Attitudes towards life and death

- a. What is Odysseus' attitude towards life and death in the *Odyssey*?
- b. What dominant impressions are you given about the Greeks' attitudes towards life and death in the *Odyssey*?

Name: _____
Lit Terms

English 9H
Mr. Z

Directions: In addition to the literary terms/devices provided, please define each of the following terms, and make sure you understand the definitions. You should be able to locate/explain each of these words/phrases as it pertains to the *Odyssey*.

Bildungsroman:

Epithet:

In medias res:

Epic Poem:

Epic simile:

Notes on the Text:

The text you have received is Robert Fagles' translation of Homer's epic poem, the *Odyssey*. This text is one of the best translations on the market today, and is extremely helpful to its readers. You will notice, first, how thick this book is. In truth, Homer's epic, the *Odyssey* contains over 12,000 lines of poetry. However, these lines of poetry that comprise the story are made more understandable by a few things contained within the covers.

First, there are maps of the Grecian world on pages 68-73. Second, there are genealogies (family trees) on pages 497-500. Third, there are notes on the text to help readers understand plot and character, as well as the purpose of some stories told in the poem, on pages 503-520. Then, lastly, there is a character list, with details about the character for easy reference, on pages 521-541.

Be sure to use these tools to aid you in your understanding of Homer's work.

Notes on the Study Guide Questions:

Several "questions" are statements followed by ideas or line numbers.

Ex. Explain the epithets used to characterize Odysseus in the first lines of the *Odyssey*.

This "question" can be broken down into several parts:

- 1) **The task:** "Explain", which means to make clear, or make known in detail.
- 2) **The knowledge:** "the epithets used to characterize Odysseus..." where you need to know what "epithets" and "characterization" are.
- 3) **The Place:** "...in the first lines of the *Odyssey*." Which is the place in the text where you can find your answer.

Now, in order to answer this question effectively, you must

- use the question as a "root" of the answer to make a claim
- cite evidence from the text
- explain in your own words what the evidence shows (explanations or analysis of quoted evidence should be at least twice as long as the citation).

A model answer should look something like this:

Ex. In the first lines of the *Odyssey*, the epithet that the narrator uses to characterize Odysseus is "the man of twists and turns" (1). Calling Odysseus the "man of twists and turns" characterizes Odysseus as a man who is constantly dealing with complicated circumstances, such as being blown off course and losing all of his friends when they killed and ate the cattle of the Sun. Odysseus' trials show that he is constantly twisting to or turning away from adventure or danger in an effort to get home, even when his ship is blown off of its course, or his men are all killed.

*The "ll" in (ll. 6-9) is the proper way to cite multiple lines of poetry; "ll"=lines

Name: _____
Odyssey

English 9H
Mr. Z

Directions: Answer the following questions based on your reading and annotations of the *Odyssey*. Make sure all questions are detailed and in complete sentences. Be sure to use quotes where possible, and include line numbers.

Book 1:

- 1) Explain the epithets used to characterize Odysseus in the first lines of the *Odyssey*.

- 2) Explain the cause of the conflict between Poseidon and Odysseus.

- 3) Where is Odysseus, and who is he with?

- 4) Describe the type of government of Ithaca and how well it is functioning.

- 5) What are the customs/laws/practices of the guest/host relationship?

- 6) Describe the place of women in Greek society, thus far.

7) What deity is most concerned with the house of Odysseus?

Book 2:

1) Describe the conflict between Telemachus and the suitors.

2) Which character seems to be the leader of the suitors?

3) Explain how Penelope is characterized in this book.

4) How long has Odysseus been away?

5) What is Telemachus' plan?

Name: _____
Odyssey

English 9H
Mr. Z

Directions: Answer the following questions based on your reading and annotations of the *Odyssey*. Make sure all questions are detailed and in complete sentences. Be sure to use quotes where possible, and include line numbers.

Book 3:

- 1) Compare and contrast the reception Telemachus receives at Nestor's house with the treatment Athena received (as Mentos) at Odysseus' house in Book 1.
- 2) What customs and practices of society do you notice in Book 3?
- 3) What information does Telemachus find out about the men who fought at Troy?
- 4) What more information do readers receive about Orestes?
- 5) Compare the practices of government in Pylos (Nestor's home) with those of Ithaca (Odysseus' home).

Book 4:

- 1) What is Menelaus doing when Telemachus arrives in Sparta?

- 2) What did Menelaus have to do in order to get home?

- 3) What news does Menelaus find out about Odysseus?

- 4) What information does Menelaus receive about his death?

- 5) How is Penelope characterized in Book 4?

Name: _____
Odyssey

English 9H
Mr. Z

Directions: Answer the following questions based on your reading and annotations of the *Odyssey*. Make sure all questions are detailed and in complete sentences. Be sure to use quotes where possible, and include line numbers.

Book 5:

1) According to Athena, what do the suitors plan for Telemachus?

2) Explain the characterization of Odysseus in this book.

3) Explain what lines 266-287 tell readers about Odysseus.

4) Explain the simile in lines 476-478.

5) Explain the epithet used in line 538.

- 5) Explain the characterization of Odysseus in line 210.

Book 8:

- 1) Explain how Odysseus is characterized in line 3.
- 2) Who is Demodocus, and how is he “gifted”?
- 3) What events are alluded to by Demodocus, in lines 84-98?
- 4) What events does the King of Phaeacia hold in honor of Odysseus?
- 5) What is the the story of Aphrodite and Ares?
- 6) What is special about the Phaeacian ships?

Name: _____
Odyssey

English 9H
Mr. Z

Directions: Answer the following questions based on your reading and annotations of the *Odyssey*. Make sure all questions are detailed and in complete sentences. Be sure to use quotes where possible, and include line numbers.

Book 9:

- 1) Explain the literal meaning of lines 271-275.

- 2) Explain the immediate dilemma for Odysseus in lines 271-275.

- 3) What name does Odysseus give the Cyclops?

- 4) What rule does Polyphemus break?

- 5) How does Odysseus overcome Polyphemus?

- 6) Explain lines 454-455.

7) Explain Odysseus' mistake in lines 556-562.

8) What tragic flaw does Odysseus' possess that causes him to make a mistake in 556-562?

7) What god helps Odysseus defeat her?

8) Where must Odysseus journey next?

9) Who must Odysseus speak to in order to return home?

Book 11:

1) What three men (major figures in Greek history/mythology) does Odysseus encounter, and what are their messages?

2) What does Odysseus learn from Anticleia?

8) How does Odysseus end up on Calypso's island?

Book 14:

- 1) Explain the characterization of Eumaeus, the swineherd, in lines 44-53.

- 2) Explain how Eumaeus is characterized in lines 63-70.

- 3) Why doesn't Odysseus tell Eumaeus who he really is?

- 4) What is shown about Odysseus in lines 228-405?

Book 15:

- 1) What new information does Telemachus gain in lines 19-21?

- 2) Why does the author make sure to include the backstory of Eumaeus?

Name: _____
Odyssey

English 9H
Mr. Z

Directions: Answer the following questions based on your reading and annotations of the *Odyssey*. Make sure all questions are detailed and in complete sentences. Be sure to use quotes where possible, and include line numbers.

Book 16:

- 1) How does Eumaeus act toward the young prince, Telemachus?

- 2) How does Telemachus show hospitality to strangers?

- 3) Give one example of foreshadowing.

- 4) Explain Telemachus' skepticism when Odysseus reveals himself.

- 5) Why does Odysseus ask Telemachus to tell him who the loyal servants are?

- 6) Explain Odysseus' plan to take the house back from the suitors.

- 7) What do readers learn about Antinous' father?

- 8) Explain the suitors' point of view towards Telemachus.

- 9) Which of the suitors is most annoying or aggressive?

Book 17:

- 1) Explain the change in Telemachus as he speaks to Penelope from lines 45-58.

- 2) Explain the meaning of the epic simile in lines 135-140.

- 3) The word "reserved" in line 177 most nearly means:

- 4) Who, besides the suitors, dishonors Odysseus?

- 5) Explain Odysseus' treatment as he reaches his own house.

Book 18:

- 1) How does Odysseus gain permission to feast with the suitors?
- 2) Explain the characterization of Penelope in lines 308-341.
- 3) What characters insult Odysseus during the feast, and who are they?
- 4) Explain the epithet in line 414.
- 5) How does Eurymachus attempt to physically injure Odysseus?

Book 19:

1) Explain how Penelope deceives the suitors for three years as they attempt to marry her.

2) What news does Odysseus give to Penelope, as she cries for her lost husband, in lines 344-348?

3) Why doesn't Odysseus accept a comfortable bed in lines 384-391?

4) What does the name "Odysseus" actually mean?

5) How does Eurycleia recognize Odysseus?

6) How will Penelope test the suitors?

Name: _____
Odyssey

English 9H
Mr. Z

Directions: Answer the following questions based on your reading and annotations of the *Odyssey*. Make sure all questions are detailed and in complete sentences. Be sure to use quotes where possible, and include line numbers.

Book 20:

- 1) Explain lines 20-24.

Book 21:

- 1) What two servants help Odysseus in his plan to slaughter the suitors?
- 2) How does Odysseus unveil himself to the suitors?

Book 22:

- 1) Which suitor begs for his life?
- 2) Cite and explain one epic simile from this book.

- 3) Cite and explain an epithet from this book.

- 4) Explain one way in which Athena aids Odysseus in the battle.

- 5) What happens to the female servants that sided with the suitors?

Book 23:

- 1) Explain how Penelope tests Odysseus.

- 2) Explain how Odysseus passes Penelope's test.

Book 24:

- 1) Explain the effect that the slaughter of the suitors has on the government of Ithaca.