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.

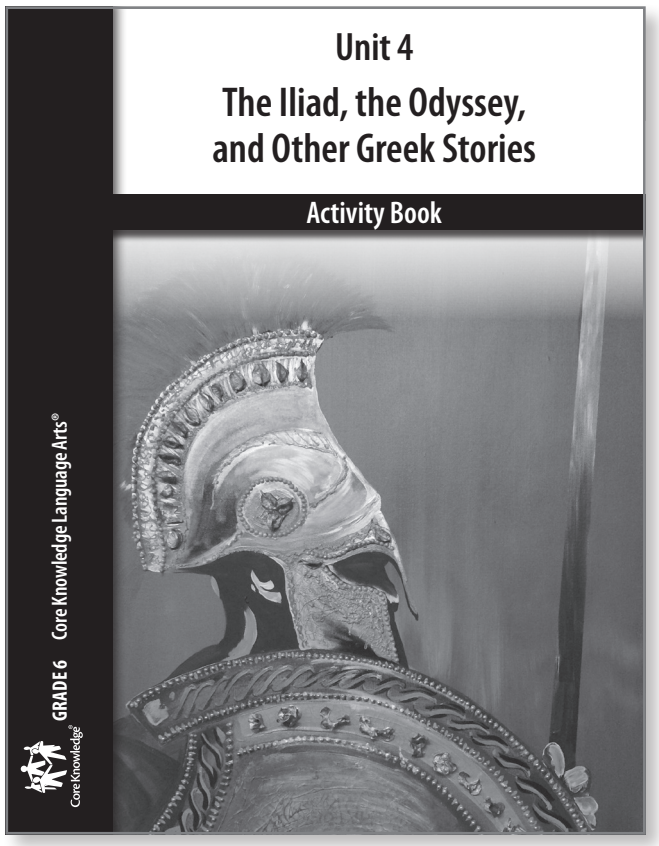
NAME: _____

DATE: _____

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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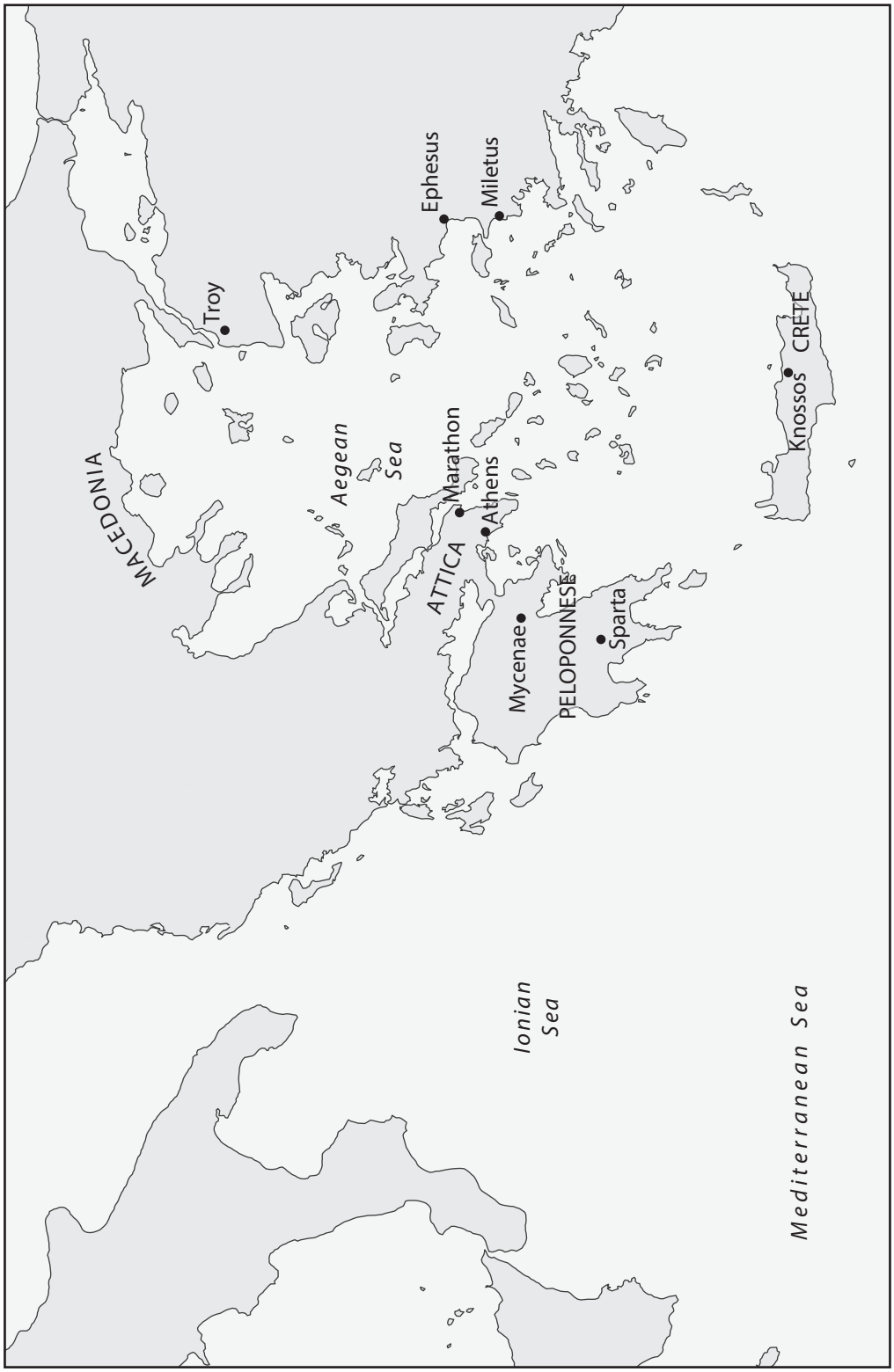
Map of Ancient Greece, 500 BCE



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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?

_____

_____

_____

_____

_____

_____

_____

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

_____

_____

_____

_____

_____

_____

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

4. Why did Greek soldiers raid nearby towns?

NAME: _____

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2.1 ACTIVITY PAGE

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
- Memory of a Historical Event
- Deed of a God or Hero
- 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
- Australia or New Zealand
- Greece or Italy
- India
- North America, especially Native Americans
- Mediterranean or Middle East
- China, Korea, Vietnam, or Japan
- Mexico, Central America, or South America
- Denmark, Sweden, or Norway
- 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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3.1 ACTIVITY PAGE

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: _____

Weaknesses or Flaws: _____

Relationships to Main Mythological God: _____

Relationship to Other Humans: _____

Any Other Details:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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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 Hector is killed?

_____

What does a messenger tell Achilles?

_____

How is Achilles able to retrieve Hector's body?

_____

What does Achilles vow?

_____

Summarize "The Rousing of Achilles."

_____

_____

_____

_____

_____

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

_____

_____

_____

_____

_____

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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. _____

NAME: _____

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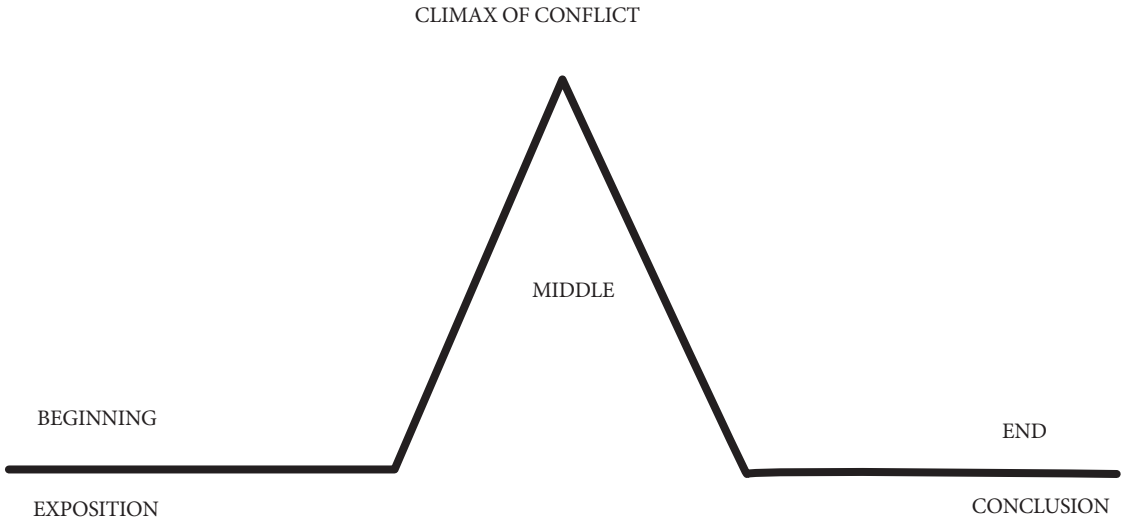
4.4 ACTIVITY PAGE

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: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Middle/Climax: _____

End/Conclusion: _____

NAME: _____

DATE: _____

"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?

_____

_____

_____

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

_____

_____

_____

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

_____

_____

_____

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

_____

_____

_____

_____

5. What, in Zeus's opinion, is "piteous" about Hector?

_____

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

_____

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

_____

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

_____

_____

_____

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

_____

_____

_____

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

_____

_____

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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?

_____

_____

_____

_____

_____

_____

_____

_____

Draft the beginning of your myth here:

NAME: _____

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6.1 ACTIVITY PAGE

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! _____

NAME: _____

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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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"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?

_____

_____

_____

_____

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

_____

_____

_____

_____

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

_____

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

_____

_____

_____

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?

_____

_____

_____

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.

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

Chronological (Time) Transitions	Cause and Effect (Sequence of Events) Transitions
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?

_____

_____

2. How does Odysseus's crew fail him?

_____

_____

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

_____

_____

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

_____

_____

5. How does Odysseus overcome Circe and her magic?

_____

_____

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

_____

_____

"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?

_____

_____

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

_____

_____

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

_____

_____

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)

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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. _____

_____

_____

_____

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Myth Rubric

	Exemplary	Strong	Developing	Beginning
Setting and Characters	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.
Plot Events and Conflict	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.

	Exemplary	Strong	Developing	Beginning
Language	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: _____

DATE: _____

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.

Ways in Which Your Myth Meets the Requirements of the Assignment	Ways in Which You Can Better Meet the Requirements of the Assignment

NAME: _____

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**)

NAME: _____

DATE: _____

11.2 LABEL

"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?

_____

_____

_____

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

_____

_____

_____

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

_____

_____

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

_____

_____

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?

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

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

8. Why doesn't Odysseus celebrate his victory?

NAME: _____

DATE: _____

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

Circle the correct word in parentheses to complete each sentence.

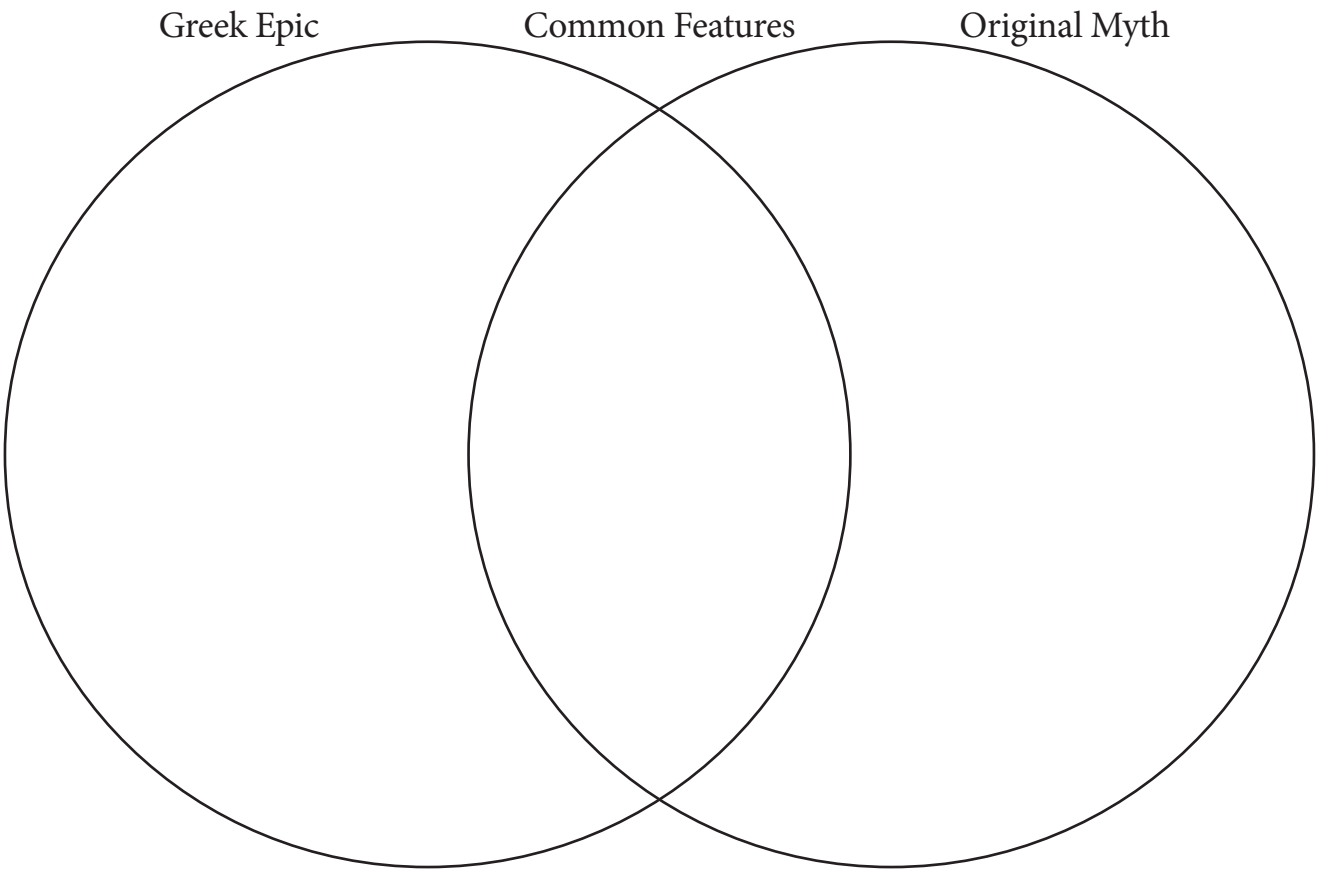
1. I saw the mouse sitting right (they're their there) on the stair.
2. (Who Whom) is knocking on my door?
3. Hey, (who whom) ate all the cookies?
4. We took Dad's car, and our grandparents followed us (they're their there).
5. The students took out (they're their there) pencils for the test.
6. After 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: _____

DATE: _____

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.*



After filling in the diagram, answer this question:

What are the strengths and weaknesses of each myth?

NAME: _____

DATE: _____

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: _____

DATE: _____

"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?

_____

_____

_____

Summary:

NAME: _____

DATE: _____

"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?

_____

_____

_____

Summary:

NAME: _____

DATE: _____

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: _____

DATE: _____

Myth Editing Checklist

	After reviewing for each type of edit, place a check mark here.
Vocabulary	
• I have used descriptive sensory language correctly, including alternative verbs to "said" *(spoke, spat, coughed, laughed, alleged, argued, etc.)*. • I have used transition words and phrases correctly *(but, then, so, therefore, next, subsequently, afterwards, following)*. • I have provided my readers with context clues to help them understand the meanings of potentially unfamiliar language.	
Format	
• I have inserted paragraph breaks whenever there is a change in scene, time, idea, or speaker. • I have titled my writing. • I have including the proper heading, including my name, my teacher's name, the class title, and the date.	

	After reviewing for each type of edit, place a check mark here.
Grammar	
• I have used proper pronoun case (subjective, objective, possessive). • I have used frequently confused words correctly *(who/whom; there/their/they're)*.	
Spelling	
• I have correctly spelled any words with the roots *magnus, phileo, poly,* and *psyche*. • I have correctly spelled any words with the prefixes *pre–, fore–,* and *post–*. • I have correctly spelled any words with the suffix *–ic*.	
Punctuation	
• I have employed end marks (periods, question marks, exclamation points), commas, and quotation marks to the best of my ability.	

NAME: _____

DATE: _____

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)**

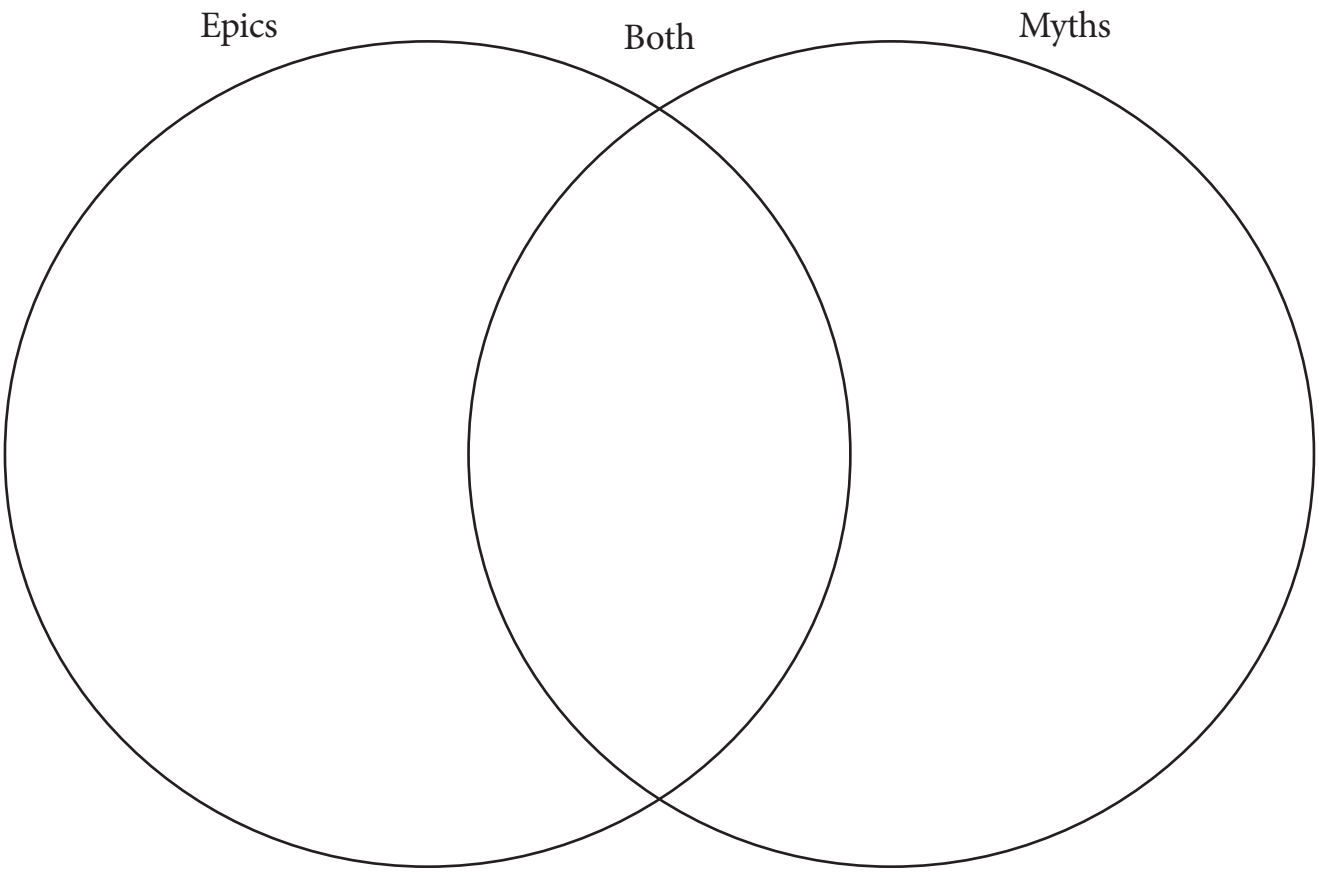
NAME: _____

DATE: _____

13.2 ACTIVITY PAGE

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

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.

_____

_____

_____

_____

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.

_____

_____

_____

_____

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.

"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?

_____

_____

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

_____

_____

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.

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.

_____

_____

_____

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

_____

_____

_____

_____

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.

Reading Comprehension Score: _____ of 11 points.

Writing Prompt: Both "Husband and Wife Together" and "Cupid and Psyche" center around the central idea of a husband and wife who have been separated. Write a short answer that compares the way this central idea is expressed in the two texts. Discuss how they are similar and how they are different. Provide at least two examples from each text to support your ideas. Include the use of transitional words for comparison in your answer.

Writing Prompt Score: _____ of 4 points.

NAME (OPTIONAL): _____

DATE: _____

Unit Feedback Survey
Unit 4: *The Iliad, the Odyssey, and Other Greek Stories*

Please use a scale of 1–5, with 1 being "Not at All," 3 being "OK," and 5 being "Very Much." Circle the number that best describes your opinion. Then answer the remaining questions.

How much did you like reading the selections in *The Iliad, the Odyssey, and Other Greek Stories*?

1 2 3 4 5

What, if anything, did you like about the selections that you read?

_____

_____

What, if anything, did you not like about the selections that you read?

_____

_____

Were you able to read and understand these selections on your own, or did you have difficulty?

_____

Would you recommend these stories to your friends or other students? YES NO

In your opinion, how well did your teacher teach this unit?

1 2 3 4 5

What kinds of activities did you like best?

What kind of activities did you like least?

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

NAME: _____

DATE: _____

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

Grammar Score: _____ of 16 points.

NAME: _____

DATE: _____

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–)

_____

Morphology Score: _____ of 10 points.
Total Score for Unit Assessment: _____ of 41 points.

NAME: _____

DATE: _____

Mid-Unit Comprehension Check—*The Iliad*

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

_____

_____

_____

_____

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.

_____

_____

_____

_____

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.

_____

_____

_____

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?

_____

_____

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

_____

_____

_____

_____

_____

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

_____

_____

_____

_____

_____

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?

_____

_____

_____

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.

_____

_____

_____

_____

_____

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.

_____

_____

_____

_____

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: _____

DATE: _____

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 _____

_____

NAME: _____

DATE: _____

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) _____

    _____

NAME: _____

DATE: _____

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: _____

DATE: _____

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: _____

DATE: _____

"After the Iliad"

Answer the following questions using complete sentences.

1. Why did Achilles fight Penthesilea?

_____

_____

_____

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

_____

_____

_____

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

_____

_____

_____

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

_____

5. Why is the Trojan War considered a great tragedy? Cite examples from the text to support your answer.

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?

_____

_____

_____

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

_____

_____

_____

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

_____

_____

_____

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

_____

_____

_____

5. Does the *Odyssey* have a happy ending? How does it compare to the ending of the *Iliad*? Explain your answer.

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

NAME: _____

DATE: _____

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

beseech, *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

raiment, *n.* clothes

S

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

triumph, *v.* to celebrate a victory

V

valiant, *adj*. courageous

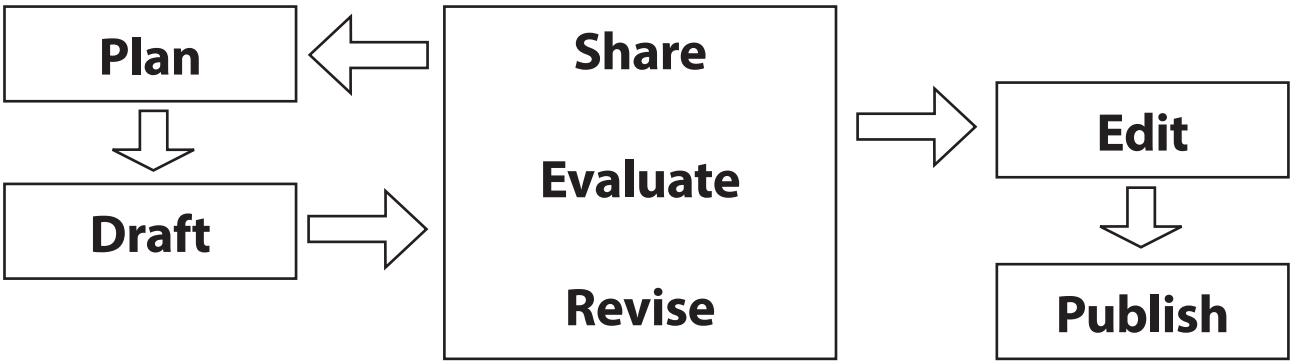
W

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

NAME: _____

DATE: _____

The Writing Process



NAME: _____

DATE: _____

Proofreading Symbols

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

NAME: _____

DATE: _____

Individual Code Chart

/p/	p	pp			
	pot	napping			
/b/	b	bb			
	bat	rubbing			
/t/	t	tt	ed		
	top	sitting	asked		
/d/	d	ed	dd		
	dot	filled	add		
/k/	c	k	ck	ch	cc
	cat	kid	black	school	hiccup
/g/	g	gg	gu	gh	
	gift	egg	guess	ghost	
/ch/	ch	tch			
	chin	itch			

/j/	g	j	ge	dge	dg
	gem	jump	fringe	judge	judging
/f/	f	ff	ph	gh	
	fit	stuff	phone	tough	
/v/	v	ve			
	vet	twelve			
/s/	s	c	ss	ce	se
	sun	cent	dress	prince	rinse
	st	sc			
	whistle	scent			
/z/	s	z	se	zz	ze
	dogs	zip	pause	buzz	bronze
/th/	th				
	thin				

NAME: _____

DATE: _____

/th/	th			
	them			
/m/	m	mm	mb	
	mad	swimming	thumb	
/n/	n	nn	kn	gn
	nut	running	knock	sign
/ng/	ng	n		
	sing	pink		
/r/	r	rr	wr	
	red	ferret	wrist	
/l/	l	ll		
	lip	bell		
/h/	h			
	hot			

/w/	w wet	wh when
/y/	y yes	
/x/	x tax	
/sh/	sh shop	ch chef
/qu/	qu quit	

NAME: _____

DATE: _____

/a/	a				
	hat				
/i/	i	y			
	it	myth			
/e/	e	ea			
	pet	head			
/u/	u	o	o_e	ou	
	but	son	come	touch	
/o/	o	a			
	hop	lava			
/ə/	a	e			
	about	debate			
/ə/ + /l/	al	le	el	ul	il
	animal	apple	travel	awful	pencil

/ae/	a	a_e	ai	ay	ey
	paper	cake	wait	day	hey
	eigh	ea			
	weight	great			
/ee/	y	e	i	ea	ee
	funny	me	ski	beach	bee
	ie	ey	e_e		
	cookie	key	Pete		
/ie/	i	i_e	y	ie	igh
	biting	bite	try	tie	night
/oe/	o	o_e	ow	oa	oe
	open	home	snow	boat	toe
/ue/	u	u_e	ue		
	unit	cute	cue		

NAME: _____

DATE: _____

SR.4 CONTINUED

RESOURCE

/oo/

oo	u	u_e	ew	ue
soon	student	tune	new	blue

ou	ui	o	o_e
soup	fruit	do	move

/oo/

oo	u
look	push

/ou/

ou	ow
shout	now

/oi/

oi	oy
oil	toy

/aw/

au	aw	al	ough	augh
Paul	paw	wall	bought	caught

/ar/

ar
car

/er/

er	or	ur	ar	ir
her	work	hurt	dollar	bird

ear
earth

/or/

or	ore	ar	our	oar
for	more	war	four	roar

oor
door

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