

The Odyssey Itinerary

The itinerary has activities for each individual book of the *Odyssey* as well as pre- and post- reading activities to guide you independently through this sprawling epic.

Nota Bene: When citing lines and examples from the book, the first number is the book number, the second is the line number in the translation. If the first number is a roman numeral, that means it is referring to the *Iliad*, an arabic numeral is referring to the *Odyssey*. For example, if I wanted to refer you to Book 13, line 270 of the *Odyssey*, you would see in parentheses (13.270). Greek scholars don't use page numbers because the pages for a quote would be wildly different depending on the translation.

All links are found on this document--please let me know if you have questions about a task or if a link is not working properly. Feel free to open your [own copy of this document](#) in Google Drive that you can edit and highlight or delete tasks as you complete them--just a little tip to keep you organized. Enjoy!

All green highlighted tasks are OPTIONAL. They're just to get you thinking. You don't have to write about them, just thinking about them is helpful. **All of this is optional; therefore, use what you need, this is NOT an assignment you have to complete to read and get credit for the *Odyssey*.**

Pre-Reading--Before you read, here's some awesome resources to help guide you:

1. **ODY 1:** Journal topic before you get started: In what ways is life a journey? How has your life been a journey?
2. Listen to this [quick intro](#) to the *Odyssey* by Mr. Chilton.
3. **ODY 2:** Watch this [TED Talk documentary \(YouTube link\)](#). Take notes as you watch on new information you learn or what you found most interesting. When finished, watch the first **seven minutes** of [this documentary \(Youtube Link\)](#). We'll finish it later (don't want to give away too much of plot for now). Continue to take notes as you watch.
4. Start your [book review](#) for the *Odyssey* in your journal--start from the back and work your way forward this year on your book reviews. Copy down this important information:
 - a. Author: Homer
 - b. Nationality: Greek
 - c. Publication Date: End of 8th century BCE

5. Explore the resources and links on Chilton's [Odyssey webpage](#). Be familiar with what is available to you. No need to open, read, or watch everything--just peruse the website to see what resources I have available to you as you read.
6. Familiarize yourself with the copy of the [Odyssey](#) you have. Look over the table of contents, the maps that are included, the pronunciation guide, the genealogies, the suggestions for further reading, the book headings, where the epic actually starts after Bernard Knox's thorough introduction.
7. **Optional:** SPOILER ALERT: You're welcome to watch John Green's [Crash Course introduction](#) ([YouTube link](#)) to the *Odyssey*; however, it does cover the entire plot of the *Odyssey* so if you don't want to know, please don't watch until later. You're also welcome to watch the [Thug Notes video](#) summary and analysis ([YouTube link](#)) at your own discretion, but be warned: spoiler alert AND strong viewer discretion warning--inappropriate language and imagery throughout.
8. Listen to Chilton's [quick lecture](#) about the author of the *Odyssey*, Homer, and the infamous "Homeric Question."
9. Listen to Chilton's [intro lecture on the "proem,"](#) the first 10 lines of the *Odyssey* prior to reading it.
10. **Read:** from Book 1, the "proem," in three different translations on [this document](#).
11. Listen to those same 19 lines on [this video](#) (start 0:51 seconds into video) ([Youtube Link](#)) being read in the original Greek pronunciation. Listen for the rhythm and flow the original Greek "[dactylic hexameter](#)."
12. Listen to Chilton's [quick lecture](#) about the poetics and meter of the poem.
13. Read back over the [three translations](#)--this time paying close attention to the changes in [diction](#) and [syntax](#).
14. Have the "proem" out in front of you as you listen to this [lecture from Chilton](#) doing a close reading of the "proem," guiding you through it.
15. Read [Study Guide summary](#) sections: "Background" and "Death of Agamemnon" for important information that occurred prior to the start of the *Odyssey* before you begin the epic in earnest.

Book 1:

Before:

- **ODY 4** Assignment: Before you read any of the *Odyssey*, I want you to reflect on an important quote from Zeus in Book 1. He says, “Ah how shameless—the way these mortals blame the gods. / From us alone, they say, come all their miseries, yes, / but they themselves, with their own reckless ways, / compound their pains beyond their proper share.” (1.37-40). Without reading Odysseus’ story, I would like you to journal about the truth or falsity of this divine claim in your own experience or opinion. This will be an important theme of the epic and I want your unfiltered and unbiased opinion before reading (5).
- Listen to Chilton’s [short lecture on the gods](#) before beginning because you’ll meet the gods within the first few pages and I want you to have a good idea of how foreign their concept of the divine is from our own modern viewpoints.
 - Important thing to remember, not in the above lecture, from *The Wrath of Athena*: “The world under the influence of “moira,” or fate, in fact, is not so much like a piece of clockwork as it is like a game of celestial snakes and ladders. Most moves are free; but should one alight at the foot of one’s own particular ladder, or at the head of one’s own personal snake, the next move is determined” (Clay 155).
- Listen to Chilton’s [intro lecture](#) to this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Read book or Listen to [Audiobook](#) ([Youtube](#))

After:

- **ODY 5** Assignment: In what ways was the narrative influenced by the gods and how was it influenced by individual actions? You could make a case both ways although it may seem obviously one-sided. For an extra challenge, argue against what you think is obvious (5).
- Listen to Chilton’s [post lecture](#) on this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Book 2:

Before:

- **ODY 6** Assignment: Pretend you’re Telemachus and you’ve called a meeting to address the Suitors. Write the beginning of your speech and your list of grievances (5).
- Listen to Chilton’s [intro lecture](#) to this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Read book or Listen to [Audiobook](#) ([Youtube](#))

After:

- **ODY 7** Assignment: Write a diary entry from Penelope's perspective during the events of Book 2. What might be going on in her mind? What conflicts is she wrestling with? (5)
- Listen to Chilton's [post lecture](#) on this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Book 3:

Before:

- **ODY 8** Assignment: Why does Athena send Telemachus on this journey? What's the point in learning from others about rumors of his whereabouts? (3)
- Listen to Chilton's [intro lecture](#) to this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Read book or Listen to [Audiobook](#) ([Youtube](#))

After:

- **ODY 9** Assignment: What did Telemachus learn from Nestor? How is Nestor similar/contrasted with his own father? (3)
- Listen to Chilton's [post lecture](#) on this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Book 4:

Before:

- **ODY 10** Assignment: As you read, take notes of what Telemachus learns as he journeys to Sparta. What new growth is achieved? What does he take away from this visit? (3)
- Listen to Chilton's [intro lecture](#) to this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Read book or Listen to [Audiobook](#) ([Youtube](#))

After:

- **ODY 11** Assignment: How is Odysseus and Penelope's relationship contrasted with Menelaus and Helen? With Agamemnon and Clytemnestra? What is the purpose of Telemachus seeing / hearing about these couples? (5)
- Listen to Chilton's [post lecture](#) on this book

- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Book 5:

Before:

- **ODY 12** Assignment: We're four books in and haven't even met Odysseus yet. What's the effect of delaying? How does this focus our attention elsewhere? By having the first four books (known by scholars as the "*Telemachy*") about the journey of Telemachus, what insights do we have into Odysseus and his son? (5)
- Listen to Chilton's [intro lecture](#) to this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Read book or Listen to [Audiobook](#) ([Youtube](#))

After:

- **ODY 13** Assignment: Who is Calypso symbolically? What does her name mean? What might she represent for Odysseus' journey? How will Penelope react when she hears about this multi-year portion of Odysseus' journey? (5)
- Listen to Chilton's [post lecture](#) on this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Book 6:

Before:

- **ODY 14** Assignment: As you read, I want you to take notes on how Odysseus is treated as a guest on Scheria. Begin to deduce how guests are treated in Ancient Greek culture (compare to how Telemachus was treated as he traveled). (5)
- Listen to Chilton's [intro lecture](#) to this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Read book or Listen to [Audiobook](#) ([Youtube](#))

After:

- **ODY 15** Assignment: Why are both Odysseus and Nausicaa both so cautious around each other? What do they both have to lose? How are they cautious and calculating in their decorum towards each other? (5)
- Listen to Chilton's [post lecture](#) on this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Book 7:

Before:

- **ODY 16** Assignment: In this book, you're going to meet the King and Queen of Scheria. They are named Alcinous and Arete. What do their names mean in Greek? What does Scheria mean? Research prior to reading and define in your journal. (2)
- Listen to Chilton's [intro lecture](#) to this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Read book or Listen to [Audiobook](#) ([Youtube](#))

After:

- **ODY 17** Assignment: How does Alcinous and Arete names perfectly predict their character, their relationship, and their treatment of Odysseus? (5)
- Listen to Chilton's [post lecture](#) on this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Book 8:

Before:

- **ODY 18** Assignment: As you read this important book, note how the bard Demodocus is described. What adjectives are given for him? What's his social status? How important is he? Where does he receive his inspiration? (5)
- Listen to Chilton's [intro lecture](#) to this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Read book or Listen to [Audiobook](#) ([Youtube](#))

After:

- **ODY 19** Assignment: Choose **one** question to answer: 1) Why show Odysseus victorious over the challengers in the games? (cultural norms of respect? Foreshadowing the suitors? Impress audience by reestablishing Odysseus' prowess?) 2) How does the story of Hephaestus and Aphrodite compare/contrast to other marital relationships we've met so far? Why the obsession with fidelity/infidelity in the epic? 3) What is the significance of Odysseus' fame in battle coming from the story of the Trojan horse? What does it reinforce about his character? (5)
- Listen to Chilton's [post lecture](#) on this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Book 9:

Before:

- **ODY 20** Assignment: For books 9-12, you'll encounter the most famous portions of Odysseus' journey. I'd like you to take a full page of your journal and turn it sideways and draw a map of the places he visits. As you read, write down the various places and "people" and creatures he meets in his journey. There's no number of sentences, just make sure all portions of the journey are represented. Leave room to write in the margin around each event (see After assignment)
- Listen to Chilton's [intro lecture](#) to this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Read book or Listen to [Audiobook](#) ([Youtube](#))

After:

- **ODY 21** Assignment: Choose one of the locations that Odysseus visits during this book and analyze its symbolic significance. Write around the object on the map the answers to these questions: What is so important about this event? What insights does it give into Odysseus' character? His world? (3)
- Listen to Chilton's somewhat rambling, incoherent [post lecture](#) on this book. It's difficult to say everything you need to understand...it would be easier to see it written...I'd recommend you listen to it like normal but then complete the next bullet point too if you need it.
- If the above lecture doesn't make sense and you'd like to see what I'm saying written out in an easier format, look at this description of the Greek wordplay involved in this incident [here](#).
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Book 10:

Before:

- **ODY 22** Assignment: Continue "before" assignment from Book 9. Add all new places and people and creatures Odysseus meets on his journey and identifying labels/features of what you draw.
- Listen to Chilton's [intro lecture](#) to this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Read book or Listen to [Audiobook](#) ([Youtube](#))

After:

- **ODY 23** Assignment: Choose one of the locations that Odysseus visits during

this book and analyze its symbolic significance. Write around the object on the map the answers to these questions: What is so important about this event? What insights does it give into Odysseus' character? His world? (3)

- Listen to Chilton's [post lecture](#) on this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)
- Watch this [TED talk documentary](#) ([Youtube link](#)) on the real science behind Circe's magic. **ODY 24**: Respond in your journals to this video by answering this question: What do you think about the claims that this is possible? What difference does it make in your opinion? For good or bad? (3)

Book 11:

Before:

- **ODY 25** Assignment: Research the term "*katabasis*". What is its definition? What are other examples of characters visiting hellish underworlds? What is the purpose of such journeys in literature? (5)
- Continue "before" assignment from Book 9. Add all new places and people and creatures Odysseus meets on his journey and identifying labels/features of what you draw.
- Listen to Chilton's [intro lecture](#) to this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Read book or Listen to [Audiobook](#) ([Youtube](#))

After:

- **ODY 26** Assignment: Choose one of the locations that Odysseus visits during this book and analyze its symbolic significance. Write on the map. What does Odysseus learn while in Hades? I would argue this is the single most important book of the *Odyssey*--placed directly in its middle. Why is this such a pivotal moment for Odysseus? (3)
- Listen to Chilton's [post lecture](#) on this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Book 12:

Before:

- **ODY 27** Assignment: Continue "before" assignment from Book 9. Add all new places and people and creatures Odysseus meets on his journey and identifying labels/features of what you draw.
- Listen to Chilton's [intro lecture](#) to this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Read book or Listen to [Audiobook](#) ([Youtube](#))

After:

- **ODY 28** Assignment: Choose one of the locations that Odysseus visits during this book and analyze its symbolic significance. Write around the object on the map the answers to these questions: What is so important about this event? What insights does it give into Odysseus' character? His world? (3)
- Listen to Chilton's [post lecture](#) on this book
- Now that you're officially done with all of Odysseus' famous adventures, I'd like you to research your favorite adventure (The Sirens for example or the meeting with Achilles in Hades) as it is depicted in artwork over the years. On [Google Images](#), I'd recommend you do an Advanced Search within the .edu domain for "The Odyssey Artwork Artist depiction of _____". (click on this [recommended link](#) to simply add your specific keywords to the search bar results). The journal assignment is below.
- **ODY 29**: Once you've found your images, I'd like you to select 2+ works and write a comparison/contrast about how multiple images compare to each other and the details in the text. You must identify the artist in your writing (5)
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Book 13:

Before:

- **ODY 30** Assignment: For most who have not read the *Odyssey*, what we have already read is the climax of the book and yet we're exactly halfway through the epic. What do you predict will happen for the remainder? What logical predictions can be made based on the text? What loose ends need to be tied up? What conflicts need to be resolved? (5)
- Listen to Chilton's [intro lecture](#) to this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Read book or Listen to [Audiobook](#) ([Youtube](#))

After:

- **ODY 31** Assignment: Why are Odysseus and Athena both so cunning in deceiving each other? What is the purpose to conceal each other's identity and hide the truth from each other? (3)
- Listen to Chilton's [post lecture](#) on this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Book 14:

Before:

- **ODY 32** Assignment: Imagine you're Odysseus: describe in your journal how

you would solve this complicated situation now that you've arrived on Ithaca. What's your plan and why would you do it that way? (5)

- Listen to Chilton's [intro lecture](#) to this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Read book or Listen to [Audiobook](#) ([Youtube](#))

After:

- **ODY 33** Assignment: What was Eumaeus' reaction to Odysseus' tales? What details did he leave out? (3)
- Listen to Chilton's [post lecture](#) on this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Book 15:

Before:

- **ODY 34** Assignment: We are going to finally meet back up with Telemachus after leaving him in Book 4. What is the purpose of structuring the narrative this way? What's the effect of the narrative confluence here? (3)
- Listen to Chilton's [intro lecture](#) to this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Read book or Listen to [Audiobook](#) ([Youtube](#))

After:

- **ODY 35** Assignment: Comment on the two incidents of bird omens/prophecies in this chapter alone. What is their significance? What will occur based on these omens? (3)
- Listen to Chilton's [post lecture](#) on this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Book 16:

Before:

- **ODY 36** Assignment: Research the word "*anagnorisis*." What does it mean? As you read, look for ways in which Homer builds suspense in anticipation of the first *anagnorisis* of Odysseus' return. (1)
- Listen to Chilton's [intro lecture](#) to this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Read book or Listen to [Audiobook](#) ([Youtube](#))

After:

- **ODY 37** Assignment: It's the night after Telemachus and Odysseus have reunited. Choose one of the characters and describe to your diary what you were feeling that night after being reunited. What was going through your mind? What realizations did you have? Use short quotes from the text to focus your recollections and reflect on. (5)
- Listen to Chilton's [post lecture](#) on this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Book 17:

Before:

- **ODY 38** Assignment: What are the possible pitfalls that will occur when Odysseus returns to his home? What is he probably nervous/concerned about? (3)
- Listen to Chilton's [intro lecture](#) to this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Read book or Listen to [Audiobook](#) ([Youtube](#))

After:

- **ODY 39** Assignment: How is the expected Greek norms for hospitality reversed when Odysseus arrives disguised as a beggar in his own home after twenty years missing? How is Homer eliciting "*pathos*"? (5)
- Listen to Chilton's [post lecture](#) on this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)
- Remember to complete your research task after reading and continue planning on essay and project after you read ([Project Link](#))

Book 18:

Before:

- **ODY 40** Assignment: Why does Odysseus delay in not exacting his revenge? Why so methodical? So reserved and calculating? What insights are thus given into his mind and character? (3)
- Listen to Chilton's [intro lecture](#) to this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Read book or Listen to [Audiobook](#) ([Youtube](#))

After:

- **ODY 41** Assignment: When Odysseus scuffles with Antinous (should look up the meaning of his name) and Irus what view of Odysseus does it give us? How does it contribute to our specific view of his heroism? (3)
- Listen to Chilton's [post lecture](#) on this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Book 19:**Before:**

- **ODY 42** Assignment: Penelope and Odysseus are finally going to meet. Predict how you think it will go. What would you do in either character's situation? (3)
- Listen to Chilton's [intro lecture](#) to this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Read book or Listen to [Audiobook](#) ([Youtube](#))

After:

- **ODY 43** Assignment: Why the long interlude story about Odysseus' scar? What new insights does it give us into his character? This question and story is extremely subtle, but also very important. Ideally, you'd answer before listening to my podcast but if you need some help completing, you can listen to it prior to writing your response. (5)
- Listen to Chilton's [post lecture](#) on this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Book 20:**Before:**

- **ODY 44** Assignment: What's the purpose of Penelope's contest for the suitors? Many scholars have argued that she knows who the beggar is from the very moment he appeared (she is "homophrosyne" with her husband, remember). Does she know? Argue your perspective with evidence from the text to support your conclusion. (5)
- Listen to Chilton's [intro lecture](#) to this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Read book or Listen to [Audiobook](#) ([Youtube](#))

After:

- **ODY 45** Assignment: The conflict is rising, the levee is about to burst. Make a

list of at least five things that occurred in this book alone that are leading to an inevitable showdown with the suitors. (5)

- Listen to Chilton's [post lecture](#) on this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Book 21:

Before:

- **ODY 46** Assignment: As you read, compare this contest to other contests that have occurred in the epic so far. How does Odysseus act compared to what you expected? How does he show his own unique form of heroism? (3)
- Listen to Chilton's [intro lecture](#) to this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Read book or Listen to [Audiobook](#) ([Youtube](#))

After:

- **ODY 47** Assignment: Listen to Mr. Chilton's lecture first and then react to it with notes and responses (5).
- Listen to Chilton's [post lecture](#) on this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Book 22:

Before:

- **ODY 48** Assignment: Listen at least three reasons why the suitors have earned everything they are about to get. What have they done to make themselves guilty for their crimes? (3)
- Listen to Chilton's [intro lecture](#) to this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Read book or Listen to [Audiobook](#) ([Youtube](#))

After:

- **ODY 49** Assignment: Is it justified? Did Odysseus take it too far? Where specifically did he overstep the boundaries, if at all? Is this a fair fight? (5)
- Listen to Chilton's [post lecture](#) on this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Book 23:

Before:

- **ODY 50** Assignment: As you read, look carefully at the way that Penelope deals with the news of the slaughter of the suitors, her serving maids, and then her actual reunion with Odysseus. Why is she so slow to believe? Why does she test him? How does she demonstrate her “like-mindedness” with Odysseus (Greek: *homophrosyne*)? (3)
- Listen to Chilton’s [intro lecture](#) to this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Read book or Listen to [Audiobook](#) ([Youtube](#))

After:

- **ODY 51** Assignment: What is left out of Odysseus’ story to Penelope? Why does he leave certain key details out? What purpose does that serve? (3)
- Listen to Chilton’s [post lecture](#) on this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Book 24:

Before:

- **ODY 52** Assignment: Some ancient authorities and modern scholars believe that the original ending of the *Odyssey* is 23.296, directly after the reunion of Odysseus and Penelope. After you’ve read all of the book, comment on why that might be a better ending or not. What purpose does the ending that’s given serve? Look up the term “*deus ex machina*”--this is a famous example of such an ending. (3)
- Listen to Chilton’s [intro lecture](#) to this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

Read book or Listen to [Audiobook](#) ([Youtube](#))

After:

- **ODY 53** Assignment: Answer **one** of the following: 1) What is the significance of meeting Agamemnon in Hades again and hearing about Achilles’ funeral? What symbolic significance does this final story demonstrate? 2) What is the symbolic significance of Odysseus’ meeting with his father Laertes? Why does he at first lie to him? Why does he eventually tell the truth?(5)
- Listen to Chilton’s [post lecture](#) on this book
- Consult summary websites if desired: A) [Simple](#) B) [Paragraph](#) C) [Poem style](#) D) [Sparknotes](#)

- You made it. Click on this [link](#) and celebrate.

Post-reading:

After:

- Finish [this documentary](#) ([Youtube Link](#)) that we began earlier in the pre-reading activities. Start at the 7:00 minute mark.
 - **ODY 54:** As you watch take notes in your journal of what insights the documentary gives you that you didn't understand as you read the story on your own (10)
- Complete your project, present on it during the Big Question day with the rest of the class.
- Make sure the (optional but strongly recommended) [research graphic organizer](#) is complete and ready to be used during the in-class essay writing assignment.
- **ODY 55:** Complete the [Socratic Seminar assignment](#) in your journal and get ready for the Socratic Seminar on the same day as the rest of the class.

Extra Credit Ideas: All of the following are separate extra credit assignments of varying length and difficulty. You may complete as many of them as you'd like. Successful completion of each is worth an extra 5 points on a chosen test or essay. Enjoy!

- Read either/both of the following poems about the *Odyssey* and write a reflection on how these poems help explain, expand, illustrate, deepen your understanding of the epic. Write 5+ sentences of sophisticated analysis on each poem for 5 points a piece.
 - [Ulysses by Alfred, Lord Tennyson](#) (quoted during dramatic courtroom scene in the James Bond film, *Skyfall*)
 - [Ithaca by C.P. Cavafy](#)
- Read any of the following critical essays interpreting the *Odyssey*. Write out their thesis statement and a basic outline of their argument with short quotes as evidence. Write a reflective response to their argument in your own words (10 sentences total of thesis, outline, response). Separate extra credit for each essay you read and complete. Options include:
 - "[Odysseus' Scar](#)" from *Mimesis* by Erich Auerbach
 - "[The Power of the Word](#)" from *Archery at the Dark of the Moon* by Norman Austin, as found in Harold Bloom's *Modern Critical Interpretations: Homer's Odyssey*.
 - "[Homer's Odyssey](#)" from *Great Books* by David Denby.
 - "[Reading Homer's Iliad](#)" from *Reclaiming the Canon* by Herman Sinaiko. (yes, ostensibly it's about the *Iliad*, but it's really about Homer's artform and his imagery patterns, very enlightening).
- Read Alexander Pope's famous [preface](#) to the *Iliad*. Reflect on 5+ quotes from the essay and assess how they also relate to the *Odyssey* (minimum 10 sentences).

- Read Bernard Knox's introduction to the *Odyssey* at the beginning of your copy of the book. Take a bulleted list of new information that you learned as well as insights he provides. If the notes come from multiple sections of the intro (not just the first 5 pages...) and you have a minimum of 20 different in-depth notes, I'll give you up to 10 points because of the length of the introduction.
- Listen to [this podcast](#) from the wonderful BBC radio show *In Our Time* where leading scholars from Oxford and Cambridge discuss the intricacies of the epic. As you listen, take copious in-depth notes of new information that you learn as well as insights they provide, hopefully even opinions that you disagree with (10 sentence minimum).
- Watch the full-length, feature [film version](#) of the *Odyssey* ([YouTube link](#)). As you watch, construct a double bubble map comparing and contrasting the two versions with a minimum of 10 bubbles with complete sentences.
- Watch the modern adaptation of the *Odyssey: O Brother Where Art Thou*, starring George Clooney and John Goodman. This movie is hilarious! One of the best soundtracks ever! Because of copyright laws, I can't provide a free copy to you, but you can find it for cheap on YouTube, Amazon Prime, and currently playing on Hulu. As you watch construct a bulleted list of all the ways the movie loosely portrays the characters and plot of the *Odyssey* (10 sentence minimum).
- Analyze a chosen movie or TV series that you strongly believe is heavily influenced by the *Odyssey* and its plotline and narration technique. Write out a report detailing how it follows the *Odyssey* and prove your case (10 sentence minimum).
- Create a custom Google Map detailing Odysseus' travels and what he encountered on this journey. The more work is put into it (links, historical pictures and videos, etc.) the more extra credit is possible--I'll make a judgment call when I see it.
- If you really enjoyed the *Odyssey*, you might love to read Homer's other epic, the *Iliad*, or other famous epics, such as Virgil's *Aeneid*, Dante's *Inferno*, or Milton's *Paradise Lost*. Let me know and if you read those for your independent reading project, we can work out some form of extra credit if you do a comparison of sorts between the two works.