

Unit 5: Chapter 9

Chapter Literary Focus

SKILL BUILDER

MYTHS AND EPICS Choose the word in parentheses that best completes each sentence. Draw a line under that word.

1. (Epics, Myths) are stories that almost always involve religious elements.
2. Long, narrative poems called (epics, myths) tell of the adventures of heroes who in some way embody the values of their civilizations.
3. A characteristic of (epics, myths) is a physically impressive hero of national or historical importance.
4. (Epics, Myths) are concerned with human beings and the spiritual realm.
5. One characteristic of (epics, myths) is an immense setting, such as heaven or hell.
6. (Epics, Myths) are long narratives told in elevated language, usually poetry.
7. A hero going in search of a precious ring would be an example of a/an (epic, myth).
8. (Epics, Myths) often explain the creation of the world, the change of seasons, and death.
9. One feature of (epics, myths) is a change in a person or thing from one form to another.

CHARACTERS Write T or F next to each statement to tell whether it is true or false.

- _____ 10. Mythic heroes are exceptional people who undertake difficult quests or journeys to achieve something of value to themselves or their people.
- _____ 11. The epic hero, who represents the values of the society, is at the center of every epic.
- _____ 12. Epic heroes face internal conflicts created by forces of nature or the gods.
- _____ 13. A foil is a strong character that stands beside the hero through his struggles.
- _____ 14. Myths are usually stories about the gods, who argue among themselves and cause problems for humans.

MYTHS AND EPICS Circle the letter of the best answer to the following item.

15. Which of the following is common in both epics and myths?
- A) Explanation of natural phenomena
 - B) Physically impressive heroes
 - C) Elements of the supernatural
 - D) Characters with notable characteristics

Activity 1: Identifying Cause and Effect

Read the passage below, and answer the following questions.

In the beginning of this world, there was no such thing as death. Everybody continued to live until there were so many people that the earth had no room for any more. The chiefs held a council to determine what to do.

From “Coyote and the Origin of Death”

1. What is the *cause* in the passage above?

2. What two *effects* resulted from that cause?

Activity 2: Summarizing

Match the explanation on the right with the “Somebody Wanted But So” strategy terms on the left. On the line provided, write the letter of the word or phrase that best explains each term.

- | | |
|-------------------|---|
| _____ 3. Somebody | A) the character’s main goal |
| _____ 4. Wanted | B) what is preventing the character from achieving the goal |
| _____ 5. But | C) the character’s name |
| _____ 6. So | D) the outcome of the character’s struggle |

Activity 3: Drawing Conclusions

Write the correct letter on each line to put the following steps in order.

7. _____, _____, _____, _____
- a. Draw conclusions about what the society values.
 - b. Finish reading.
 - c. Examine the traits of the hero.
 - d. Sift through the details in the narrative.

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Literary and Academic Vocabulary

SKILL BUILDER

Activity 1: Literary Vocabulary

Use the words from the word bank to complete the sentences below. Write your answers on the lines provided.

epics	foil	external conflicts
metamorphoses	myths	internal conflicts

1. A/An _____ is a story that is often religious and explains things such as why lightning occurs or the creation of the world.
2. A/An _____ is a long narrative poem found in many cultures that tells about the adventures of nationally or historically important hero.
3. Many myths feature marvelous transformations called _____.
4. A/An _____, by standing in contrast to the hero, dramatizes the hero's positive qualities.
5. An epic hero often experiences difficulties along the way; some of these are _____, caused by nature or the gods, others are _____, caused by their own fears or doubts.

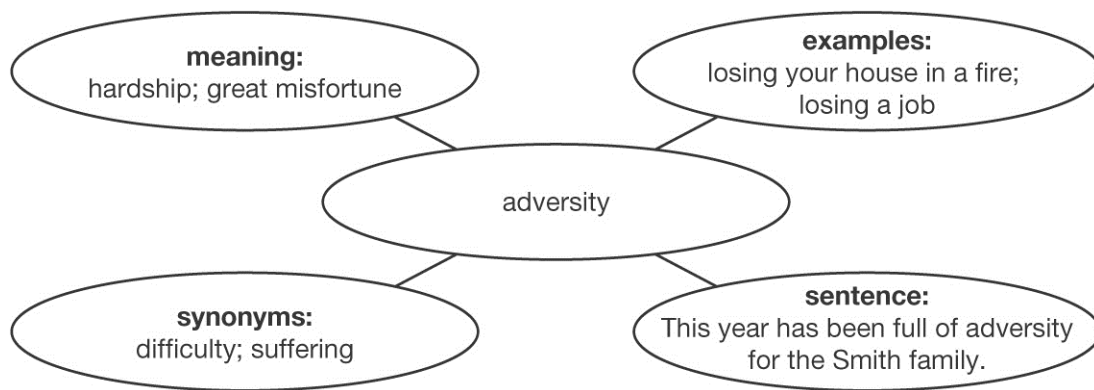
Activity 2: Academic Vocabulary

Match the definition on the right with the vocabulary word on the left. On the line provided, write the letter of the word or phrase that best defines each vocabulary word.

- | | |
|--------------------|--|
| _____ 6. express | A) showed |
| _____ 7. destiny | B) having the same feelings as someone else, one for the other |
| _____ 8. portrayed | C) unavoidable future; fate |
| _____ 9. mutual | D) put into words; show feeling or emotion |

from the Odyssey, Part One Homer**Activity 1: Semantic Mapping**

Creating a semantic map can help you represent different types of word knowledge in graphic form. Based on the example, create a semantic map for each of these vocabulary words from the *Odyssey, Part One*, on your own paper: *formidable, profusion, adversary, tumult*.

Example**Activity 2: Exploring Deeper Meanings**

Choose the statement that provides an accurate example of the meaning of each vocabulary word.

1. formidable
 - A) We feared competing against Lisa at the swim meet because she was known to be an amazing diver.
 - B) Christopher plays piano well and should improve with more lessons.
2. profusion
 - A) Although we chopped a great deal of firewood, it barely lasted us the winter.
 - B) A large group of ants attacked the open picnic basket.
3. adversary
 - A) The knight was a worthy opponent for the attacking enemies.
 - B) The other team played better than we did in our friendly game of softball.
4. tumult
 - A) When the fire alarm sounded, people started running around in confusion.
 - B) The train sounds very loud and jarring as it passes by my house.

Unit 5: Chapter 9, Vocabulary Development *continued*

Activity 3: Changing Contexts

Each vocabulary word from the *Odyssey*, Part One, is used at least once in the following sentences. Fill in each word where it best fits the context. A word may be used more than once.

Example The woman from the war-torn country overcame adversity to win the Olympic medal.

adversity formidable profusion adversary tumult

5. The karate instructor paired each student with an equally matched _____.
6. Sharon is a/an _____ pitcher, and I hope she is on our baseball team next year.
7. A/An _____ of butterflies invaded the garden.
8. The destruction from the earthquake created great _____ for the town, but the citizens pulled together to rebuild it.
9. We watched the _____ in the street below us as the bulls thundered through town.
10. The zoo had a/an _____ of penguins in the new exhibit.

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Selection Reading Focus

GRAPHIC ORGANIZER

from the Odyssey, Part One Homer

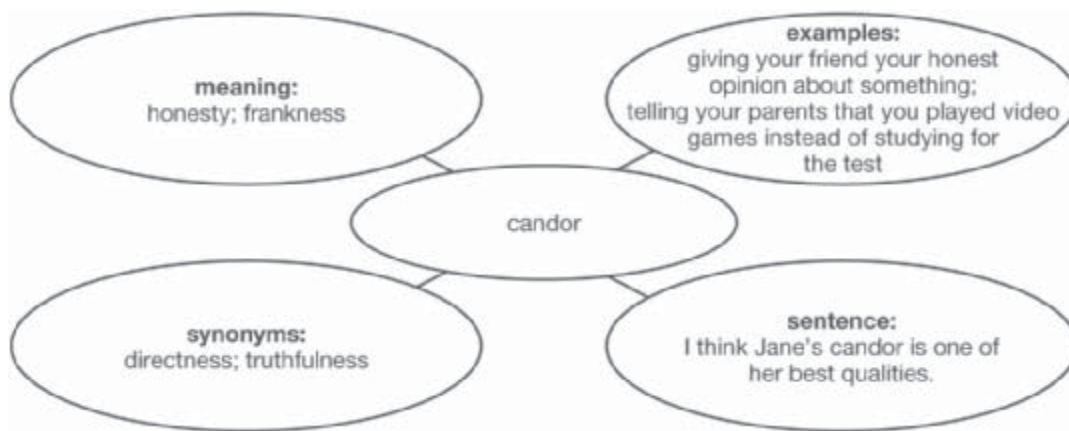
MONITORING YOUR COMPREHENSION If you are reading a complex passage, try paraphrasing. To be sure you are following the sequence of events in the plot, summarize, or briefly note, each event in the order it occurred. Be sure you note the series of causes and effects that move the action along. Ask and answer the questions in the chart to check your understanding of Part One of the *Odyssey*. Use a separate piece of paper if you need more space.

Questions to Ask	My Responses
Who are the main characters?	
What has happened so far?	
Where and when are the events taking place?	
Why did the events happen?	
How does the hero resolve each conflict?	

AFTER YOU READ Use the chart of questions you answered to help you sum up the conflict Odysseus faced in each of these adventures: Calypso, Lotus Eaters, Cyclops, and Sirens and Scylla and Charybdis.

from the Odyssey, Part Two Homer**Activity 1: Semantic Mapping**

Creating a semantic map can help you represent different types of word knowledge in graphic form. Based on the example, create a semantic map for each of these vocabulary words from the *Odyssey, Part Two*, on your own paper: *disdainful, glowered, lavished, aloof*.

Example**Activity 2: Exploring Deeper Meanings**

Choose the statement that provides an accurate example of the meaning of each vocabulary word.

1. disdainful
 - A) The servant looked at the princess with an unfriendly glance.
 - B) The princess looked at the servant with a sneer.
2. glowered
 - A) Harry stared angrily at Jake when he found out Jake broke his video game console.
 - B) Hailey stared at the audience in fear before taking the stage for her dance competition.
3. lavished
 - A) Each child may pick only one prize from the basket.
 - B) The new mother gave all of her attention to her cooing newborn baby.
4. aloof
 - A) Because Shelia is detached and distant, people often think she is unfriendly.
 - B) Steven has wanted to join us for dinner, but has been too busy with work.

Unit 5: Chapter 9, Vocabulary Development *continued*

Activity 3: Changing Contexts

Each vocabulary word from the *Odyssey*, Part Two, is used at least once in the following sentences. Fill in each word where it best fits the context.

Example I appreciate your **candor** in telling me how much you dislike my new outfit, but I happen to like stripes and checks together.

candor disdainful glowered lavished aloof

5. The group of girls standing off to themselves seems _____ to me.
6. The look my opponent gave me was _____ when we found out who won the Class President election.
7. My mother _____ at me for tracking mud onto her new rug.
8. We _____ attention on the Labrador puppy, giving it long walks and extra pats.
9. Mike's _____ can sometimes get him into trouble; not everyone appreciates hearing the truth.
10. That famous actor is _____ and unfriendly.

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Selection Reading Focus

GRAPHIC ORGANIZER

from the Odyssey, Part Two Homer

MONITORING YOUR COMPREHENSION Continue to read this epic, paraphrasing, summarizing, and noting cause and effect as necessary. Ask and answer questions such as those in the chart below to check your understanding of the selections from Part Two of the *Odyssey*. Use another piece of paper if you need more space for your answers.

Questions to Ask	My Responses
Who are the main characters?	
What has happened so far?	
Where and when are the events taking place?	
Why did the events happen?	
How does the hero resolve the conflict?	

AFTER YOU READ Use the completed chart to help you summarize the various conflicts and resolutions in each of the following episodes: **The Meeting of Father and Son, The Beggar and the Faithful Dog, The Test of the Great Bow, Death at the Palace, and Odysseus and Penelope.** Use a separate sheet of paper if you need more space.
