**Motivation**

Prepare an Anticipation Guide (see General Resources, pp. 8–10) with the following statements:

- The best travel is one that is well planned and has no surprises.
- Good leaders are people who can think on their feet.
- Fear is an excellent motivator.
- It is important to be able to adapt to changes.

Give students a copy of the prepared Anticipation Guide and have students mark their responses in the Me column. Have students discuss the statements in pairs or groups and mark the Guides again in the Group column.

**Concept Connector**

Students will return to the Anticipation Guide after completing Part 1 of the Odyssey.

**Learning Modalities**

**Visual/Spatial Learners**

Encourage students to use the illustration on p. 950 to get a sense of the challenges facing Odysseus and his men as they try to sail home to Greece.

**About the Selection**

The Odyssey is a classic adventure story. It combines realistic elements of historical events with wildly imagined scenes of fantastic places and creatures. The epic also includes skillful characterizations. Odysseus, for example, represents the model epic hero: A leader of courage, daring and wit, he pursues his goal—to return home after many years of war—in the face of many setbacks. However, he is also overly curious, foolishly cocky, and clever to the point of being tricky.

**Critical Viewing**

**Answer:** The painting suggests that the adventures will involve seafaring and great danger. The dark colors of the painting create an ominous mood.

**Word Analysis**

Call students’ attention to the vocabulary word plundered in line 4. Explain that it came from the Germanic word plünderen-, meaning “to pillage” or “to rob of household goods,” and that the word came into wide usage during the Thirty Years’ War, around 1630. Explain that soldiers often took “spoils” or valuable possessions, from the cities they defeated. Troy, therefore, would have been plundered of its valuables by the victorious Greek army.

Tell students to look for other words that relate to wartime, such as stronghold, valor, stormed, enslaved, and muster.
PART 1

The Adventures of Odysseus

In the opening verses, Homer addresses the muse of epic poetry. He asks her help in telling the tale of Odysseus.

Sing in me, Muse, and through me tell the story of that man skilled in all ways of contending, the wanderer, harried for years on end, after he plundered the stronghold on the proud height of Troy.

He saw the townlands and learned the minds of many distant men, and weathered many bitter nights and days in his deep heart at sea, while he fought only to save his life, to bring his shipmates home. But not by will nor valor could he save them, for their own recklessness destroyed them all—children and fools, they killed and feasted on the cattle of Lord Helios, the Sun, and he who moves all day through heaven took from their eyes the dawn of their return. Of these adventures, Muse, daughter of Zeus, tell us in our time, lift the great song again.

Note: In translating the Odyssey, Fitzgerald spelled Greek names to suggest the sound of the original Greek. In these excerpts, more familiar spellings have been used. For example, Fitzgerald’s “Kirkê,” “Kyklops,” and “Seirènès” are spelled here as “Circe,” “Cyclops,” and “Sirens.”

1. Muse (myooz) any one of the nine goddesses of the arts, literature, and sciences; the spirit that is thought to inspire a poet or other artist.
2. Troy (troh) city in northwest Asia Minor; site of the Trojan War.
3. Helios (heh lih os) sun god.
4. Zeus (zooz) king of the gods.

Reading Check
What city did Odysseus and his men plunder?

Answer: Odysseus and his men plundered the city of Troy.

Support for Less Proficient Readers
Point out that this page describes events that will be recounted during the telling of the epic. Ask students to summarize the page, then tell what they can infer from it.

Enrichment for Advanced Readers
Point out to students that reading the legends, epics, myths, and folk literature of a culture will help them understand a culture. The Odyssey provides historical background as well as cultural insights. Discuss students’ responses at the end of each day’s reading.

Humanities

Ulysses Deriding Polyphemus, before 1830, by J.M.W. Turner

Turner began as a watercolor painter, influenced by the baroque landscape paintings of the seventeenth century. Ulysses Deriding Polyphemus was exhibited at the Royal Academy in 1829. Use this question for discussion:

• How does this painting help you understand the story?

Possible response: The painting shows the tension and energy in the Greeks’ escape from Cyclops’ Island.

Literary Analysis

The Epic Hero

• Remind students of other heroes they have encountered in their reading. Have the class discuss what makes characters appear especially “heroic.” Then ask students what qualities of Odysseus mark him as a hero.

Answer: Odysseus has a “deep heart” and he bravely fights to bring his shipmates home.

• Have students review the description of epic hero on p. 948. Discuss the phrase “skilled in all ways of contending” in line 2, which means, in essence, “versatile.” Ask students to explain how being skilled in many ways can be a heroic quality.

Reading Check

Answer: Odysseus and his men plundered the city of Troy.
**Literary Analysis**

**Epic Hero**

- Discuss with students how Odysseus’ speech on p. 953 serves to introduce him and to illustrate his character. Point out that gives details of his background and childhood in this opening speech.

- **Ask** students where his home was and why he holds it dear. **Possible response:** His home is Ithaca, which has a view of other islands. He says that it was rocky, but good for a boy’s training.

- **Ask** students to name qualities they associate with heroism. **Answer:** Students may say that bravery or determination is a heroic quality.

- **Ask** students the Literary Analysis question on page 953: For what quality does Odysseus say he is famous? **Possible response:** Odysseus is famous for his guile, or cunning, which makes him effective in both war and peace.

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**CHARACTERS**

Alcinous (al sin’ ö as)—king of the Phaeacians, to whom Odysseus tells his story

Odysseus (ō dis’ ö as)—king of Ithaca

Calypso (kə lip’ sō)—sea goddess who loved Odysseus

Circe (sir’ sē)—enchantress who helped Odysseus

Zeus (zōös)—king of the gods

Apollo (ə pā’’ ö)—god of music, poetry, prophecy, and medicine

Agamemnon (ag’ ə mem’ nən)—king and leader of Greek forces

Poseidon (pō sē’ dən)—god of sea, earthquakes, horses, and storms at sea

Athena (ə the’ nə)—goddess of wisdom, skills, and warfare

Polyphemus (pā’ fī’ məs)—the Cyclops who imprisoned Odysseus

Laertes (lä ur’ tēz)—Odysseus’ father

Cronus (krō’ nas)—Titan ruler of the universe; father of Zeus

Perimedes (per’ ə mē’ dēz)—member of Odysseus’ crew

Eurylochus (yü ril’ ə kos)—another member of the crew

Tiresias (ti rē’ sē as)—blind prophet who advised Odysseus

Persephone (pər sēf’ ə nē)—wife of Hades

Telemachus (ta lem’ ə kas)—Odysseus and Penelope’s son

Sirens (sī’ ranz)—creatures whose songs lure sailors to their deaths

Scylla (sil’ ə)—sea monster of gray rock

Charybdis (kə ri’ bīd’ as)—enormous and dangerous whirlpool

Lampetia (lam pè’ shə)—nymph

Hermes (hur’ mēz)—herald and messenger of the gods

Eumaeus (yü mō’ as)—old swineherd and friend of Odysseus

Antinous (an tin’ ə as)—leader among the suitors

Eurynome (yü rī’ nəmē)—housekeeper for Penelope

Penelope (pə nel’ ə pē)—Odysseus’ wife

Eumachus (yü mā’ kəs)—suitor

Amphinomus (am fin’ ə məs)—suitor

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**Words from Greek Mythology**

The names and actions of the characters listed may be more meaningful to students if they are familiar with examples that have entered English usage. Have students look up the words *odyssey* and *siren* and use these words in a sentence that shows their general meaning. Challenge students to find the derivation of other words from mythology, including *atlas*, *echo*, *mentor*, and *morphine*. 

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952 ■ Themes in Literature: Heroism
Sailing from Troy

Ten years after the Trojan War, Odysseus departs from the goddess Calypso’s island. He arrives in Phaeacia, ruled by Alcinous. Alcinous offers a ship to Odysseus and asks him to tell of his adventures.

“I am Laertes’ son, Odysseus. Men hold me formidable for guile in peace and war: this fame has gone abroad to the sky’s rim.

My home is on the peaked sea-mark of Ithaca under Mount Neion’s wind-blown robe of leaves, in sight of other islands—Dulichium, Same, wooded Zacynthus—Ithaca being most lofty in that coastal sea, and northwest, while the rest lie east and south. A rocky isle, but good for a boy’s training; I shall not see on earth a place more dear, though I have been detained long by Calypso, loveliest among goddesses, who held me in her smooth caves, to be her heart’s delight, as Circe of Aeaea, the enchantress, desired me, and detained me in her hall. But in my heart I never gave consent. Where shall a man find sweetness to surpass his own home and his parents? In far lands he shall not, though he find a house of gold.

What of my sailing, then, from Troy?

What of those years of rough adventure, weathered under Zeus?

The wind that carried west from Ilium brought me to Ismarus, on the far shore, a strongpoint on the coast of Cicones. I stormed that place and killed the men who fought. Plunder we took, and we enslaved the women, to make division, equal shares to all—but on the spot I told them: ‘Back, and quickly! Out to sea again!’ My men were mutinous.

from the Odyssey, Part I
40 Reading Skill
Historical and Cultural Context

Ask students what mistakes Odysseus and his men made on Ismarus.
Possible response: Odysseus’ men were greedy and mutinous, drinking wine and feasting on sheep and cattle, but paying little attention to people who went inland. The crew’s behavior exposed them to the Cicone army.

Ask students what the empty benches in line 63 reveal about the outcome of the battle, as well as the type of ship Odysseus sailed in.
Possible response: The “empty benches” show the number of men killed in battle. The benches also show how the sailors sat on the boat, possibly to row with oars.
Ask students the Reading Skill question: What beliefs and values are reflected in lines 65–69?
Possible response: The sailors’ grief indicates how close they are to one another and how much they honor the men with whom they fight.

Literary Analysis
Epic Hero and Flashback

Remind students that Odysseus is explaining to his listener why it has taken him so long to return home.
Ask students to mark the words that show the passage of time in the first 10 lines of The Lotus Eaters.
Answer: The words now, two long days and nights, until, and then show the passage of time.
Ask students the Literary Analysis question: What words in line 82 remind you that this part is a flashback?
Possible response: The phrase that time indicates that Odysseus is retelling one of the many incidents that happened on his journey.

The Lotus-Eaters

Now Zeus the lord of cloud roused in the north
a storm against the ships, and driving veils
of squall moved down like night on land and sea.
The bows went plunging at the gust; sails
cracked and lashed out strips in the big wind.

We saw death in that fury, dropped the yards,
unshipped the oars, and pulled for the nearest lee:
then two long days and nights we lay offshore
worn out and sick at heart, tasting our grief,
until a third Dawn came with ringlets shining.

Then we put up our masts, hauled sail, and rested,
letting the steersmen and the breeze take over.

I might have made it safely home, that time,
but as I came round Malea the current
took me out to sea, and from the north
a fresh gale drove me on, past Cythera.

Reading Skill
Historical and Cultural Context
What beliefs and values are reflected in lines 65–69?

14. lee (lè) n. area sheltered from the wind.

Literary Analysis
Epic Hero and Flashback
What words in line 82 remind you that this part is a flashback?

Vocabulary Development

Expressive Vocabulary
Ask students to think about Odysseus’ travels with his men. Were they more terrified by their battles with the seas, or by their encounters with monsters? Did they ever lose hope of returning home? Which of their delays are avoidable, and which are unavoidable? As students discuss the Greeks’ voyage home, encourage them to use the expressive vocabulary presented earlier. You might encourage them with sentence starters like these:

1. The Greeks’ encounter with the Cicones could have been avoided if . . .
2. The sailors interact with people who forget their memories when . . .
3. Odysseus takes the time to highlight his men’s grief at the death of their comrades after . . .
4. Odysseus cannot eliminate his men’s errors when . . .
Nine days I drifted on the teeming sea before dangerous high winds. Upon the tenth we came to the coastline of the Lotus-Eaters, who live upon that flower. We landed there to take on water. All ships’ companies mustered alongside for the mid-day meal. Then I sent out two picked men and a runner to learn what race of men that land sustained. They fell in, soon enough, with Lotus-Eaters, who showed no will to do us harm, only offering the sweet Lotus to our friends—but those who ate this honeyed plant, the Lotus, never cared to report, nor to return: they longed to stay forever, browsing on that native bloom, forgetful of their homeland. I drove them, all three wailing, to the ships, tied them down under their rowing benches, and called the rest: ‘All hands aboard; come, clear the beach and no one taste the Lotus, or you lose your hope of home.’ Filling in to their places by the rowlocks my oarsmen dipped their long oars in the surf, and we moved out again on our sea faring.

Literary Analysis

Epic Hero Which characteristics of an epic hero does Odysseus show in this episode?

12 Literary Analysis

• Read aloud lines 101–105, describing Odysseus’ treatment of his men.

• Ask students the Literary Analysis question: Which characteristics of an epic hero does Odysseus show in this episode?

Possible response: Odysseus displays wisdom when he sends out a scouting party, rather than putting all of his men at risk. When Odysseus realizes the danger of the Lotus, he acts decisively, ordering his ships to sail immediately. He also shows leadership in explaining to his men why they must leave.

Thinking About the Selection


2. (a) Recall: While on Ismarus, in what ways do Odysseus’ men disobey orders? (b) Analyze Cause and Effect: What is the result of this disobedience? (c) Speculate: What lesson might Odysseus take away from this experience?

3. (a) Recall: What happens to the men who eat the Lotus? (b) Infer: What does this episode suggest about the main problem that Odysseus has with his men? (c) Evaluate: Do you think Odysseus responds appropriately to the three men who long to stay with the Lotus-Eaters? Why or why not?

4. (a) Recall: Note two points at which Odysseus mentions a desire to return home. (b) Infer: What significant role might his longing for home play in Odysseus’ epic journey?

1. Possible response: Students might say that they are impressed with Odysseus. They might admire the determination that he maintained over his long voyage home and the values that motivate him to return.

2. (a) The Greeks mutinied, drank wine, and refused to come back to the ship. (b) As a result of their disobedience, they are attacked by the Cicones and many Greeks are killed. (c) Odysseus might learn that he needs to exercise discipline over his men.

3. (a) The men who eat the Lotus are lulled into a state of calm forgetfulness and no longer want to return home. (b) Odysseus apparently has trouble instilling a sense of self-control and discipline into his men. (c) Possible response: Odysseus has no choice but to force the men back on the ship; their skills are needed on board to help everyone get home safely.

4. (a) He mentions a desire to return home as he describes being held by Circe (line 35) and when he describes his escape from the Lotus-Eaters (line 105). (b) Possible response: His longing for home might give Odysseus extra strength or drive to escape from difficulties.
The Cyclops

In the next land we found were Cyclopes,\(^{15}\) giants, louts, without a law to bless them.

In ignorance leaving the fruitage of the earth in mystery
to the immortal gods, they neither plow
nor sow by hand, nor till the ground, though grain—
wild wheat and barley—grows untended, and
wine-grapes, in clusters, ripen in heaven’s rains.
Cyclopes have no musters and no meeting,
no consultation or old tribal ways,
but each one dwells in his own mountain cave
dealing out rough justice to wife and child,
indifferent to what the others do. . .

As we rowed on, and nearer to the mainland,
at one end of the bay, we saw a cavern
yawning above the water, screened with laurel,
and many rams and goats about the place
inside a sheepfold—made from slabs of stone
towering among earthfast between tall trunks of pine and rugged
earthfast between tall trunks of pine and rugged
towering oak trees.

A prodigious\(^{16}\) man
slept in this cave alone, and took his flocks
to graze afield—remote from all companions,
knowing none but savage ways, a brute
so huge, he seemed no man at all of those
who eat good wheaten bread; but he seemed rather
a shaggy mountain reared in solitude.

We beached there, and I told the crew
125
to stand by and keep watch over the ship:
as for myself I took my twelve best fighters
and went ahead. I had a goatskin full
of that sweet liquor that Euanthes’ son,
Maron, had given me. He kept Apollo’s\(^{17}\)
holy grove at Ismarus; for kindness
we showed him there, and showed his wife and child,
he gave me seven shining golden talents\(^{18}\)
perfectly formed, a solid silver winebowl,
and then this liquor—twelve two-handled jars
of brandy, pure and fiery. Not a slave
in Maron’s household knew this drink; only
he, his wife and the storeroom mistress knew:

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\(^{15}\) Cyclopes (s’ klā’ páks) n. plural form of Cyclops (s’ klāp’s), race of giants with one eye in the middle of the forehead.

\(^{16}\) prodigious (prô dij’ ōs) adj. enormous.

\(^{17}\) Apollo (a pāl’ ō) god of music, poetry, prophecy, and medicine.

\(^{18}\) talents units of money in ancient Greece.
and they would put one cupful—ruby-colored, honey-smooth—in twenty more of water, but still the sweet scent hovered like a fume over the winebowl. No man turned away when cups of this came round.

A wineskin full I brought along, and victuals in a bag, for in my bones I knew some towering brute would be upon us soon—all outward power, a wild man, ignorant of civility.

We climbed, then, briskly to the cave. But Cyclops had gone afield, to pasture his fat sheep, so we looked round at everything inside: a drying rack that sagged with cheeses, pens crowded with lambs and kids, each in its class: firstlings apart from middlings, and the ‘dewdrops,’ or newborn lambkins, penned apart from both. And vessels full of whey were brimming there—bowls of earthenware and pails for milking. My men came pressing round me, pleading:

19. victuals (vilt’ a’l) n. food or other provisions.
20. kids young goats.
21. whey (hwà) n. thin, watery part of milk separated from the thicker curds.

We climbed, then, briskly to the cave. But Cyclops had gone afield, to pasture his fat sheep, so we looked round at everything inside: a drying rack that sagged with cheeses, pens crowded with lambs and kids, each in its class: firstlings apart from middlings, and the ‘dewdrops,’ or newborn lambkins, penned apart from both. And vessels full of whey were brimming there—bowls of earthenware and pails for milking. My men came pressing round me, pleading:

19. victuals (vilt’ a’l) n. food or other provisions.
20. kids young goats.
21. whey (hwà) n. thin, watery part of milk separated from the thicker curds.

Where is Cyclops when Odysseus and his men enter the cave?

Support for Less Proficient Readers
Point out that this page describes the food that the Greeks find in the Cyclops cave. Ask a volunteer to read lines 159–165. List the food on the board. Then ask students to draw the scene in the Cyclops’ cave.

Support for English Language Learners
Reread lines 158–165. Point out the terms that describe the animals, such as firstlings, middlings, and dewdrops. Ask students why those animals would have to be separated. Finally, have students find other words to describe animal offspring such as nestling, fawn, duckling, eaglet, cub, gosling, joey, piglet, and cygnet. Have students identify the parent of each of these offspring.

Critical Viewing
Answer: The calm dignity of this image of Apollo contrasts with the seductiveness of Calypso and the stormy wrath of Zeus, gods who have been mentioned earlier.

Reading Check
Answer: The Cyclops is in the field taking care of his sheep.


**Literary Analysis**

**Epic Hero**

- Point out that in this passage, Odysseus reveals one of the qualities that get him into trouble: he doesn’t listen to his men.

- Ask students if they think that Odysseus should stay and get more information, or that he should leave and avoid trouble.  
  **Possible response:** Students may say that they think Odysseus should leave now unless he is sure he can find an escape route.

- Ask students the Literary Analysis question: What character flaw does Odysseus reveal by refusing to leave the cave?  
  **Possible response:** Odysseus’ curiosity leads him to disregard good advice. He knows it would be wise to seize the food and leave, but he is too curious to see the “cave man.”

**Literary Analysis**

**Epic Hero**

- Have students read aloud lines 204–215. Discuss what verbal inflection they might use in the phrases “We served under Agamemnon,” “the whole world knows,” and “have a care.”  
  **Ask** students what earlier events would give Odysseus reason to be proud of his men and his own behavior.  
  **Possible response:** The Greeks have defeated the Trojans at war; Odysseus and his men have sailed through many storms and have escaped the Cicones and the Lotus-Eaters.

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**Vocabulary Development**

**Think-Aloud: Context**

Direct students’ attention to the word *rogues* on this page, line 199. Using a think-aloud process, model how to use context to infer the meaning of an unknown word. Say to students:

I’m going to think aloud to show you how I would figure out the meaning of rogue from its context.

In this sentence, rogue is used by the Cyclops to describe people who “ravage other folk by sea.” We know that earlier in the passage the Greeks have stolen into the Cyclops’ cave, and, from his point of view, they could be robbers. The word ravage, or ruin, is a clue that a rogue is a person who does no good. Since the Greeks have broken into the Cyclops’ cave, I think rogue refers to some kind of a scoundrel.
We are from Troy, Achaean, blown off course
by shifting gales on the Great South Sea;
homeward bound, but taking routes and ways
uncommon; so the will of Zeus would have it.

We served under Agamemnon, son of Atreus—
the whole world knows what city
he laid waste, what armies he destroyed.
It was our luck to come here; here we stand,
beholden for your help, or any gifts
you give—as custom is to honor strangers.
We would entreat you, great Sir, have a care
for the gods’ courtesy; Zeus will avenge
the unoffending guest.’

He answered this from his brute chest, unmoved:

“You are a ninny,
or else you come from the other end of nowhere,
telling me, mind the gods! We Cyclopes
care not a whistle for your thundering Zeus
or all the gods in bliss; we have more force by far.
I would not let you go for fear of Zeus—you
or your friends—unless I had a whim25 to.
Tell me, where was it, now, you left your ship—
around the point, or down the shore, I wonder?’

He thought he’d find out, but I saw through this,
and answered with a ready lie:

‘My ship?
Poseidon Lord, who sets the earth a-tremble,
broke it up on the rocks at your land’s end.
A wind from seaward served him, drove us there.
We are survivors, these good men and I.’

Neither reply nor pity came from him,
but in one stride he clutched at my companions
and caught two in his hands like squirming puppies
to beat their brains out, spattering the floor.
Then he dismembered them and made his meal,
gaping and crunching like a mountain lion—
everything: innards, flesh, and marrow bones.
We cried aloud, lifting our hands to Zeus,
powerless, looking on at this, appalled:

24. Agamemnon (ag’ ā mem’ nōn) king who led the Greek army during the Trojan War.

Reading Skill
Historical and Cultural Context

What ancient Greek beliefs regarding the gods, military might, and respect for strangers does Odysseus express in his words to the Cyclops?

Possible response: Odysseus’ answer shows that the Greek custom of hospitality is well established. The rules of hospitality are part of the Greeks’ religious beliefs and are thought to be enforced by the gods.

Literary Analysis

Epic Hero

In what way does Odysseus’ response show that he is “formidable for guile”?

Possible response: Odysseus is quick thinking. He immediately sees the Cyclops’ reason for asking about his ship and is able to formulate a plausible answer quickly.

Ask students the Literary Analysis question: In what way does Odysseus’ response show that he is “formidable for guile”?

Possible response: Odysseus is clever enough to see through his opponent’s trickery and to outwit him in return.

Answer: Odysseus says that his ship has broken up on the rocks. He lies because he thinks that Cyclops may want to destroy the Greek ship.
• Point out that Odysseus is prepared to kill Cyclops by stabbing him in the liver. Ask students what factors complicate the Greeks’ attempts at escaping.

Possible response: The Cyclops has sealed the entrance to the cave with a huge stone, too big for humans to move. The Cyclops continues to eat Odysseus’ men as long as they are trapped in the cave.

• Then ask the Literary Analysis question: How do lines 244–250 show Odysseus’ ability to think ahead?

Possible response: Odysseus realizes that, although he could successfully kill the Cyclops, he would doom himself to imprisonment in the cave. He knows his escape must involve the Cyclops removing the stone blocking the entry to the cave.

Critical Viewing

Answer: Athena’s posture in this statue indicates action. Her arm is drawn back as if she is about to hurl a spear. She is wearing a helmet, which indicates that she is ready for battle. Overall, this statue indicates Athena’s warlike powers and her skill in battle.

Vocabulary Builder

27. brace (bràs) n. pair.
28. cap a quiver (kwiv’ ar) close a case holding arrows.
29. din (din) n. loud, continuous noise; uproar.
30. Athena (a thè’ na) goddess of wisdom, skills, and warfare.
31. felled green and left to season chopped down and exposed to the weather to age the wood.
32. lugger (lug’ ar) n. small sailing vessel.

Critical Viewing

What traits does this statue of Athena illustrate?

Interpret

Multiple Meanings

Draw students’ attention to the use of the word dispatched in line 256. Ask students whether they have encountered this word in other contexts and ask them to give examples of other usages. Then have students look up the word to see its alternative meanings. Ask students write sentences showing dispatch used to indicate the following definitions: “to send a message”; “to finish quickly”; “to kill”; and “to ask to leave.”
Literary Analysis
Epic Hero
What heroic qualities does Odysseus reveal as he plots against the Cyclops?

Possible response: Students may say they did not see Odysseus’ intention until he declares that he will “grind that spike” into the Cyclops’ eye.

• Ask students the Literary Analysis question: What plan do you think Odysseus has in mind by offering the Cyclops wine?

Possible responses: Odysseus hopes to slow the Cyclops’ reaction time or perhaps put him to sleep.

• Point out how Odysseus combines the bravery and strength of an epic hero with intelligence and cunning.

Have students give examples of more one-dimensional heroes and compare them with the depth of Odysseus’ character.

Reading Check

Answer: Odysseus plans to blind the Cyclops by ramming the stake into the creature’s eye.

Strategy for Less Proficient Readers
To give students a context for the Odyssey and to model how to make and verify predictions about the fate of Odysseus and his men, show them Reading Skill Graphic Organizer B (p. 200 in Graphic Organizer Transparencies). The completed graphic organizer will give students insight into the process of predicting. They can use it as a model for making and verifying their own predictions about the story as they read.

Enrichment for Advanced Readers
Advanced readers may be interested in finding more information about mythical monsters. Assign students to do research about the portrayal of monsters in different cultures. Ask them to do a multicultural literature search for examples of giants, one-eyed monsters, trolls, and other kinds of monsters. Discuss their findings, comparing their examples with the original Cyclops of Homer’s Odyssey.

from the Odyssey, Part I  n 961
Reading Skill
Historical and Cultural Context
• Have students review the text to find instances in which Odysseus evokes the gods. Remind them that Zeus was thought to “avenge” guests who were treated improperly.

Ask students what impact Odysseus’ reference to “the gods” might have on his audience.
Possible response: The audience might see that, in contrast to the godless Cyclops, Odysseus was a god-fearing hero.

Ask students the Reading Skill question: What cultural values are represented in Odysseus’ reference to “the gods” in line 323?
Possible response: Odysseus’ response shows that he is a man who respects the authority of the gods. The reference to “the gods” shows that he asks for help from a greater power in his time of need.

Themes in Literature: Heroism

In a smithy
one sees a white-hot axehead or an adze
plunged and wrung in a cold tub, screeching steam—
the way they make soft iron hale and hard—:
just so that eyeball hissed around the spike.

The Cyclops bellowed and the rock roared round him,
and we fell back in fear. Clawing his face
he tugged the bloody spike out of his eye,
threw it away, and his wild hands went groping;
then he set up a howl for Cyclopes
who lived in caves on windy peaks nearby.
Some heard him; and they came by divers35 ways
to clump around outside and call:
What ails you,
Polyphemus?36 Why do you cry so sore
in the starry night? You will not let us sleep.

Word Analysis
In line 353, Odysseus reveals that the Cyclops’ name is Polyphemus. The name means “much or many” (poly) and “telling” (phemus). In other words, Polyphemus—“much telling”—is a braggart. Have students use the dictionary to find other words with the prefix poly- and use their knowledge of this Greek word part to help figure out the definition. Sample vocabulary words could include polymath (much learning), polyglot (many tongues), and polychrome (many colors).
Sure no man’s driving off your flock? No man
has tricked you, ruined you?

Out of the cave
the mammoth Polyphemus roared in answer:
‘Nohbdy, Nohbdy’s tricked me, Nohbdy’s ruined me!’

To this rough shout they made a sage37 reply:
‘Ah well, if nobody has played you foul
there in your lonely bed, we are no use in pain
given by great Zeus. Let it be your father,
Poseidon Lord, to whom you pray.’

So saying they trailed away. And I was filled with laughter
to see how like a charm the name deceived them.
Now Cyclops, wheezing as the pain came on him,
fumbled to wrench away the great doorstone
and squatted in the breach with arms thrown wide
for any silly beast or man who bolted—
hoping somehow I might be such a fool.

But I kept thinking how to win the game:
death sat there huge; how could we slip away?
I drew on all my wits, and ran through tactics,
reasoning as a man will for dear life,
until a trick came—and it pleased me well.
The Cyclops’ rams were handsome, fat, with heavy
fleeces, a dark violet.

Three abreast
I tied them silently together, twining
cords of willow from the ogre’s bed;
then slung a man under each middle one
to ride there safely, shielded left and right.
So three sheep could convey each man. I took
the woolliest ram, the choicest of the flock,
and hung myself under his kinky belly,
pulled up tight, with fingers twisted deep
in sheepskin ringlets for an iron grip.

Three abreast

When Dawn spread out her fingertips of rose
the rams began to stir, moving for pasture,

Vocabulary Builder
mammoth (man’ oth) adj. enormous

37. sage (sàj) adj. wise.

Literary Analysis
Epic Hero What does
Odysseus’ gleeful response to his
successful trick reveal about his character?

What do the other
Cyclopes think
Polyphemus is saying
when he says,
“Nohbdy’s tricked me”?

Reading Check

Answer: The other Cyclopes think that Polyphemus is saying “I am in
pain, but no one has tricked me.” They believe that there is nothing
they can do to help Polyphemus.

Strategy for Special Needs Students
The Greeks’ encounter with the Cyclops
involves many plot turns and setbacks. Have
students mark pages with different colored
self-stick adhesive notes, using one color for
instances in which the Cyclops overpowers the
Greeks and another color for instances in which
Odysseus outwits the Cyclops. Once students
have found the instances and marked them,
have them jot down the most important details
of the encounter on the note.

Strategy for English Learners
Provide English learners with an oral synopsis of
key content areas before they begin reading
the Cyclops section of the Odyssey. A synopsis
could note the following elements of the plot:
The Greeks’ landing on the Cyclops’ island; the
Greeks’ discovery of the Cyclops’ cave; their
entrapment in the cave; Odysseus’ daring plot
to blind the Cyclops; and the Greeks’ escape
using the Cyclops’ sheep. Also discuss the ways
in which Odysseus’ curiosity, cunning, and
trickery play a role in the Greeks’ capture and
their escape.
Literary Analysis
Epic Hero

• Have students describe the Cyclops and the type of life he leads. **Ask** them what the Cyclops’ greatest assets or weapons are.

**Possible response:** The Cyclops is a herder, but he lives in solitude. His greatest asset is his size and strength.

• Review with students the Cyclops’ conversations with Odysseus. **Ask** what the conversations reveal about the Cyclops’ personality.

**Possible response:** The Cyclops is a creature of action and can be tricked, for example, when Odysseus claimed that his name was “Nohbdy.”

• Remind students that the Cyclops must know that the Greeks are still in his cave, because the stone has blocked its entrance.

**Ask** students the Literary Analysis question: What details of this speech show that Polyphemus is far less clever than Odysseus?

**Possible response:** Polyphemus knows the ram is acting in an unusual manner. The change in the ram’s behavior, however, does not make the Cyclops suspicious. He does not seem to expect that the Greeks might try to escape.


38. pectoral (pek’ ta ral) adj. located in or on the chest.

39. carrion (kar’ an) rogue (rög) repulsive scoundrel.

Literary Analysis
Epic Hero

What details of this speech show that Polyphemus is far less clever than Odysseus?

Animal Terms
The description of the Greeks’ escape includes a number of words relating to animals, especially sheep: rams, dams, udders, pasture, milking, fleece, wool, graze, fold, and herd. **Ask** students to indicate which words they can figure out by the context of the passage. Students may need to look up some multiple-meaning words in the dictionary, for example fold and dams, to learn the definition used in the selection. **Ask** students to show their understanding of the animal words by using them in sentences.
'O Cyclops! Would you feast on my companions?
Puny, am I, in a cave man’s hands?
How do you like the beating that we gave you,
you damned cannibal? Eater of guests under your roof! Zeus and the gods have paid you!'

The blind thing in his doubled fury broke a hilltop in his hands and heaved it after us. Ahead of our black prow it struck and sank whelmed in a spuming geyser, a giant wave that washed the ship stern foremost back to shore.

I got the longest boat hook out and stood fending us off, with furious nods to all to put their backs into a racing stroke—row, row, or perish. So the long oars bent kicking the foam sternward, making head until we drew away, and twice as far. Now when I cupped my hands I heard the crew in low voices protesting:

‘Godsake, Captain!
Why bait the beast again? Let him alone!’

‘That tidal wave he made on the first throw all but beached us.’

‘All but stove us in!’
‘Give him our bearing with your trumpeting, he'll get the range and lob a boulder.’

‘Aye
He'll smash our timbers and our heads together!’
I would not heed them in my glorying spirit, but let my anger flare and yelled:

‘Cyclops,
if ever mortal man inquire
how you were put to shame and blinded, tell him Odysseus, raider of cities, took your eye:
Laertes’ son, whose home’s on Ithaca!’

At this he gave a mighty sob and rumbled:
‘Now comes the weird upon me, spoken of old. A wizard, grand and wondrous, lived here—Telemus, a son of Eurymus; great length of days

from the Odyssey, Part I □ 965
Reading Skill
Historical and Cultural Context
• Refer students to their copies of Reading Skill Graphic Organizer A (p. 199 in Graphic Organizer Transparencies). Have students put relevant quotations in the Historical/Cultural Detail box. Quotations might include, “I’ll treat you well, praying the god of earthquake to befriend you,” or “The god of earthquake could not heal you there!”

• Have students review the passage to see what they can learn about the god Poseidon from the text. Ask what the passage reveals about the Cyclops’ father. Possible response: Poseidon must be a god of the ocean, because he is “girdler of the islands.” He also can cause earthquakes.

• Ask students the Reading Skill question: What does this exchange suggest about ancient Greek beliefs about the gods’ involvement in the mortal world? Possible responses: The Greeks believe that the gods have control over specific elements of human life and can be asked to intervene in human affairs.

Monitor Progress: Review students’ graphic organizers to ensure that they are making reasonable inferences.

Reteach: Work with students to make a chart showing the Greek gods and goddesses who have been mentioned to this point: Zeus, Athena, Apollo, and Poseidon. Discuss with students the qualities of these deities and their connections with human beings and other creatures on Earth.

Reading Check
Answer: The Cyclops prays that Odysseus will lose all his men and, if he returns at all, that he may arrive home only after many “dark” years of hardship. The Cyclops’ prayer amounts to an extremely precise prophecy.

465 he had in wizardry among the Cyclopes, and these things he foretold for time to come: my great eye lost, and at Odysseus’ hands. Always I had in mind some giant, armed in giant force, would come against me here. But this, but you—small, pitiful and twiggy—you put me down with wine, you blinded me. Come back, Odysseus, and I’ll treat you well, praying the god of earthquake to befriend you—his son I am, for he by his avowal fathered me, and, if he will, he may heal me of this black wound—he and no other of all the happy gods or mortal men.’

469 Few words I shouted in reply to him:

‘If I could take your life I would and take your time away, and hurl you down to hell! The god of earthquake could not heal you there!’

At this he stretched his hands out in his darkness toward the sky of stars, and prayed Poseidon:

‘O hear me, lord, blue girdler of the islands, if I am thine indeed, and thou art father: grant that Odysseus, raider of cities, never see his home: Laertes’ son, I mean, who kept his hall on Ithaca. Should destiny intend that he shall see his roof again among his family in his father land, far be that day, and dark the years between. Let him lose all companions, and return under strange sail to bitter days at home.’

43. god of earthquake Poseidon.

Reading Check
Historical and Cultural Context What do lines 472–493 suggest about ancient Greek beliefs about the gods’ involvement in the mortal world?

Vocabulary Development
Expressive Vocabulary
As students are discussing Odysseus’ escape from the Cyclops, encourage them to use the expressive vocabulary presented earlier. You might encourage them with sentence starters like these:

1. The Greeks’ escape from the Cyclops coincides with . . .
2. Odysseus could have avoided another encounter with the Cyclops if . . .
3. The Cyclops’ prayer to his father highlights . . .
4. The Cyclops wanted to eliminate Odysseus’ hope of . . .
Critical Viewing

Answer: The illustration depicts the moment after Odysseus taunts the Cyclops while his men sail furiously away from the island. In the image, the giant has broken off the top of a hill and is preparing to hurl it at Odysseus’ ship. The artist has added some details not evident in the poem, including the swirling steam around the giant. Also, for emphasis, he adds a glow around the ship.

Humanities

Polyphemus, The Cyclops, by N.C. Wyeth

N.C. Wyeth (1882–1945) was an American artist whose enchanting illustrations of children’s classics made him popular and successful. He illustrated several novels by Robert Louis Stevenson and James Fenimore Cooper.

Polyphemus was commissioned for a luxury edition of the Odyssey published in 1929. The illustration demonstrates the skill with which Wyeth was able to depict fantastic creatures. Use the following questions for discussion.

1. Which lines in the Odyssey match the moment portrayed by Wyeth in this painting?
   Answer: The picture illustrates the lines “The blind thing in his doubled fury broke/ a hilltop in his hands and heaved it after us,” lines 436–437.

2. How does the mood of the illustration reflect that of the story?
   Possible response: The gloomy, stormy skies and seas suggest the danger and tension surrounding the event.

Differentiated Instruction

Enrichment for Gifted/Talented Students
Have students draw a “before” and “after” portrait of the Cyclops and his island. Suggest that the portraits illustrate the Cyclops’ animals, his daily labor, and his relationship with the other Cyclopes on his island. Challenge students to try to illustrate many of the changes brought by the Greeks, including the Cyclops’ blindness and the binding together of the sheep.

Enrichment for Advanced Readers
Have students do research to find out the Cyclops’ family tree. Have them learn more about Poseidon, his relationships to other Greek gods, and his other children, both mortal and immortal. Ask students to speculate about the positive and negative aspects of being so closely related to an immortal deity.
Epic Hero

- Remind students that spoils, such as the sheep, often were divided among soldiers by rank. Odysseus could have taken the larger part for himself.

- Ask students why Odysseus might want to be generous with his men. Possible response: He might want to keep their loyalty. He might want to thank them for their good work in escaping from the Cyclops.

- Then ask the Literary Analysis question: What admirable quality does Odysseus show by dividing the sheep among his men? Possible response: Odysseus shows a sense of fairness by dividing the sheep equally among his men—"share and share alike."

In these words he prayed, and the god heard him. Now he laid hands upon a bigger stone and wheeled around, titanic for the cast, to let it fly in the black-prowed vessel’s track. But it fell short, just aft the steering oar, and whelming seas rose giant above the stone to bear us onward toward the island. There as we ran in we saw the squadron waiting, the trim ships drawn up side by side, and all our troubled friends who waited, looking seaward. We beached her, grinding keel in the soft sand, and waded in, ourselves, on the sandy beach. Then we unloaded all the Cyclops’ flock to make division, share and share alike, only my fighters voted that my ram, the prize of all, should go to me. I slew him by the seaside and burnt his long thighbones to Zeus beyond the stormcloud, Cronus' son, who rules the world. But Zeus disdained my offering: destruction for my ships he had in store and death for those who sailed them, my companions. Now all day long until the sun went down we made our feast on mutton and sweet wine, till after sunset in the gathering dark we went to sleep above the wash of ripples. When the young Dawn with fingertips of rose touched the world, I roused the men, gave orders to man the ships, cast off the mooring lines; and filing in to sit beside the rowlocks oarsmen in line dipped oars in the gray sea. So we moved out, sad in the vast offing, having our precious lives, but not our friends.

Think-Aloud: Context Clues

Direct students’ attention to the word disdained on line 512 of this page. Using a think-aloud process, model how to use context to infer the meaning of an unknown word. Say to students:

I’m going to think aloud to show you how I would figure out the meaning of disdained from its context.

In this sentence, disdained describes Zeus’ reaction to Odysseus’ offering.

Odysseus says that he burned the ram’s thighbones as an offering to the god. Zeus’ response, though is “destruction for my ships” and “death for those who sailed them.” The words destruction and death indicate Zeus’s displeasure. I think disdained must mean that Zeus disliked the gift or else rejected it.
The Land of the Dead

Odysseus and his men sail to Aeolia, where Aeolus, king of the winds, sends Odysseus on his way with a gift: a sack containing all the winds except the favorable west wind. When they are near home, Odysseus’ men open the sack, letting loose a storm that drives them back to Aeolia. Aeolus casts them out, having decided that they are detested by the gods. They sail for seven days and arrive in the land of the Laestrygonians, a race of cannibals. These creatures destroy all of Odysseus’ ships except the one he is sailing in. Odysseus and his reduced crew escape and reach Aeaea, the island ruled by the sorceress-goddess Circe. She transforms half of the men into swine. Protected by a magic herb, Odysseus demands that Circe change his men back into human form. Before Odysseus departs from the island a year later, Circe informs him that in order to reach home he must journey to the land of the dead, Hades, and consult the blind prophet Tiresias.

We bore down on the ship at the sea’s edge and launched her on the salt immortal sea, stepping our mast and spar in the black ship; embarked the ram and ewe and went aboard in tears, with bitter and sore dread upon us. But now a breeze came up for us astern—a canvas-bellying landbreeze, hale shipmate sent by the singing nymph with sunbright hair, so we made fast the braces, took our thwarts, and let the wind and steersman work the ship with full sail spread all day above our coursing, till the sun dipped, and all the ways grew dark upon the fathomless unresting sea.

By night our ship ran onward toward the Ocean’s bourne, the realm and region of the Men of Winter, hidden in mist and cloud. Never the flaming eye of Helios lights on those men at morning, when he climbs the sky of stars, nor in descending earthward out of heaven; ruinous night being rove over those wretches. We made the land, put ram and ewe ashore, and took our way along the Ocean stream to find the place foretold for us by Circe.

46. Aeolia (æ ó lı’) . . . Aeolus (æ’ o las)

47. Laestrygonians (le tri gō né anz)

48. singing nymph . . . hair Circe.

Reading Skill
Historical and Cultural Context
What details here suggest that the source of wind was mysterious to ancient Greeks?

Answer: Odysseus claims that Circe, a nymph, creates the wind.

Reading Check

What does Circe say that Odysseus must do in order to reach home?

Answer: Circe says that Odysseus must go to Hades, the land of the dead, in order to reach home. In Hades, Odysseus must consult the blind prophet Tiresias.
Humanities

**Odysseus in the Land of the Dead,**
by N.C. Wyeth

This painting was commissioned for a 1929 limited edition of the *Odyssey.* The 500 copies of this edition included sixteen full-color illustrations signed by N.C. Wyeth and were signed by the artist. Use these questions for discussion:

1. Which lines in Homer’s *Odyssey* are illustrated by this picture?
   **Answer:** The painting illustrates lines 564–578.

2. Do you think the artist portrayed Odysseus as Homer pictured him at this moment?
   **Answer:** The artist has captured Homer’s image of Odysseus crouching by the “bloody pit” with his drawn sword, sick with fear but determined to achieve his goal of consulting Tiresias.

3. Do you think that Wyeth accurately portrayed the dead?
   **Possible responses:** Yes, because Homer says that the dead appear in “their bloody gear,” or as they were when they died. No, because the dead look skeletal and long dead, rather than recently deceased.

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**Vocabulary Development**

**Vocabulary Builder Reinforcement**
To reinforce and assess students’ comprehension of Vocabulary Builder words, give them sentences using the words in which the word may or may not be used correctly. Students must tell whether the use is correct.

1. The furious customers were **assuaged** by the store’s refusal to take back the shoddy merchandise.
   **Answer:** No, **assuaged** is not used correctly. It means “to calm or pacify,” but the customers are not calmed by the store’s policy.

2. After the waiter apologized for his error and brought the correct dessert, the diners were **assuaged** and promised to return to the restaurant soon.
   **Answer:** Yes, **assuaged** is used correctly here. The diners are pleased and calmed after the waiter’s apology.

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From the illustration, we can infer that the Greeks believed that a person’s spirit continued to exist after death. The spirit had to make a long journey to the underworld and could not complete its journey unless the proper rites were observed. The spirits that had not yet reached the underworld were frightening, restless, and hungry.

Reading Check
Answer: Odysseus is trying to summon the dead prophet Tiresias.

Vocabulary Builder

**assuage** (ə swaj) v. calm; pacify

53. **Ereb** (er' a bas) dark region under the earth through which the dead pass before entering the realm of Hades.

54. Persephone (per sef' a në) wife of Hades.

55. Tiresias (të rë së aë)
Ask students the Reading Skill question: What ancient Greek values and beliefs are suggested by Elpenor’s requests?

Possible responses: He describes a burial that involves heaping stones over his corpse and putting a personal artifact—his oar—among the stones. Elpenor’s request suggests that his spirit will be able to find peace after his corpse is treated according to ancient Greek ritual.

Humanities

Red figure krater, Niobid painter, 460–450 BCE

The Niobid painter was a Greek artist who arranged images on different levels to try to depict space and depth. This painter decorated vessels called kraters, which were used to mix wine with water. The painter is called “Niobid” because of a well-known krater that bears the image of the character Niobe.

Use the following questions for discussion:

1. How does this image help you better understand the story?
   Possible response: The image shows the warriors’ weapons and helmets and indicates how they might fight.

2. How are the figures at the extreme left and right of the krater different?
   Possible response: The appear to be observing the fight. The figures might be a god and goddess, exercising their power in the conflict.

Critical Viewing

Answer: Students may note that the art helps them visualize the appearance, clothing and equipment of the characters in the Odyssey.

Vocabulary Builder Reinforcement

Students will benefit from additional examples and practice with the Vocabulary Builder words. Reinforce their comprehension with “show-you-know” sentences. The first part of the sentence uses the vocabulary word in an appropriate context. The second part of the sentence—the “show-you-know” part—clarifies the first. Model the strategy with this example for beret:

The sailors’ deaths left Odysseus lonely and bereft of his friends.

Then give students these sentence prompts and coach them in creating the clarification part:

1. The toddler was bereft when her sister went to school;
   Sample answer: her constant companion was gone until 3 P.M.

2. The business’s bankruptcy left many small investors bereft;
   Sample answer: many of them lost their life savings.
Soon from the dark that prince of Thebes59 came forward bearing a golden staff; and he addressed me:

‘Son of Laertes and the gods of old, Odysseus, master of landways and seaways, why leave the blazing sun, O man of woe, to see the cold dead and the joyless region? Stand clear, put up your sword; let me but taste of blood, I shall speak true.’

At this I stepped aside, and in the scabbard let my long sword ring home to the pommel silver, as he bent down to the somber blood. Then spoke the prince of those with gift of speech:

‘Great captain,
a fair wind and the honey lights of home are all you seek. But anguish lies ahead; the god who thunders on the land prepares it, not to be shaken from your track, implacable, in rancor for the son whose eye you blinded.

One narrow strait may take you through his blows: denial of yourself, restraint of shipmates. When you make landfall on Thrinacia first and quit the violet sea, dark on the land you’ll find the grazing herds of Helios by whom all things are seen, all speech is known. Avoid those kine, hold fast to your intent, and hard seafaring brings you all to Ithaca.

But if you raid the beeves, I see destruction for ship and crew. Though you survive alone, bereft of all companions, lost for years, under strange sail shall you come home, to find your own house filled with trouble: insolent men eating your livestock as they court your lady. Aye, you shall make those men atone in blood! But after you have dealt out death—in open combat or by stealth—to all the suitors, go overland on foot, and take an oar, until one day you come where men have lived with meat unsalted, never known the sea, nor seen seagoing ships, with crimson bows and oars that fledge light hulls for dipping flight. The spot will soon be plain to you, and I

Reading Skill
Historical and Cultural Context
What ancient Greek value is reflected in the “narrow strait” that Tiresias describes (lines 637–638)?

Possible responses: Tiresias indicates that Odysseus can overcome Poseidon’s wrath if Odysseus focuses on his task and disciplines both himself and his crew. Odysseus will be able to return home only if he can practice self-restraint.

Point out that the “narrow strait” also refer to a real place — the Straits of Gibraltar.

Reading Check
Answer: Tiresias predicts that Odysseus will find his home full of suitors eating his food and courting his wife.

from the Odyssey, Part I
can tell you how: some passerby will say, “What winnowing fan is that upon your shoulder?”

Halt, and implant your smooth oar in the turf and make fair sacrifice to Lord Poseidon:

a ram, a bull, a great buck boar; turn back,

and carry out pure hecatombs61 at home to all wide heaven’s lords, the undying gods, to each in order. Then a seaborne death soft as this hand of mist will come upon you when you are wearied out with rich old age, your country folk in blessed peace around you.

And all this shall be just as I foretell.’

61. hecatombs (hek’e tōm’z) n. large-scale sacrifices to the gods in ancient Greece; often, the slaughter of 100 cattle at one time.

Thinking About the Selection


2. (a) Recall: Before the meeting with the Cyclops, what had Odysseus received from Maron at Ismarus? (b) Generalize: What does the encounter with Maron reveal about ancient Greek attitudes regarding hospitality?

3. (a) Recall: How do Odysseus and his companions expect to be treated by the Cyclops? (b) Infer: What “laws” of behavior and attitude does Polyphemus violate?

4. (a) Summarize: How do Odysseus and his crew escape from the Cyclops? (b) Evaluate: What positive and negative character traits does Odysseus demonstrate in his adventure with the Cyclops?

5. (a) Compare and Contrast: Compare and Contrast Odysseus’ reactions to the three ghosts he meets in the Land of the Dead—Elpenor, Anticlea, and Tiresias. (b) Analyze: What character trait does Odysseus display in the Land of the Dead that he did not reveal earlier?

6. (a) Summarize: What difficulty does Tiresias predict for the journey to come? (b) Speculate: Why would Odysseus continue, despite the grim prophecies?

7. (a) Assess: Judging from Tiresias’ prediction, which heroic qualities will Odysseus need to rely upon as he continues his journey? Explain.
The Sirens

Odysseus returns to Circe’s island. The goddess reveals his course to him and gives advice on how to avoid the dangers he will face: the Sirens, who lure sailors to their destruction; the Wandering Rocks, sea rocks that destroy even birds in flight; the perils of the sea monster Scylla and, nearby, the whirlpool Charybdis; and the cattle of the sun god, which Tiresias has warned Odysseus not to harm.

As Circe spoke, Dawn mounted her golden throne, and on the first rays Circe left me, taking her way like a great goddess up the island.

I made straight for the ship, roused up the men to get aboard and cast off at the stern. They scrambled to their places by the rowlocks and all in line dipped oars in the gray sea. But soon an offshore breeze blew to our liking—a canvas-bellying breeze, a lusty shipmate sent by the singing nymph with sunbright hair.

So we made fast the braces, and we rested, letting the wind and steersman work the ship. The crew being now silent before me, I addressed them, sore at heart:

‘Dear friends, more than one man, or two, should know those things Circe foresaw for us and shared with me, so let me tell her forecast: then we die with our eyes open, if we are going to die, or know what death we baffle if we can. Sirens weav

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ing a haunting song over the sea we are to shun, she said, and their green shore all sweet with clover; yet she urged that I alone should listen to their song. Therefore you are to tie me up, tight as a splint, erect along the mast, lashed to the mast, and if I shout and beg to be untied, take more turns of the rope to muffle me.’

I rather dwelt on this part of the forecast, while our good ship made time, bound outward down the wind for the strange island of Sirens.

Literary Analysis
Epic Hero

What does Odysseus reveal about his character by sharing information with his men?

Support for Special Needs Students

Provide students with additional support by having them read along with a recorded version of the Odyssey. Provide students with the Listening to Literature Audio CD, and have them follow the text for a section or two. Tell students that many epics were recited by storytellers, and discuss the difference between reading a text silently and hearing the story read aloud.

Strategy for Less Proficient Readers

Tell students that the Sirens were half bird, half woman. Discuss with students what kind of bird would be appropriate for a tempting Siren. Remind students that some birds are symbolic; doves, for example, often is a symbol of peace, a peacock often symbolizes pride, and a raven often represents death. Ask students to sketch a Siren based on their discussions.

Reading Check

Answer: Odysseus has asked his men to tie him to the mast.
The Scottish painter and illustrator William Russell Flint (1880–1969) became interested in watercolor at a young age. For many years, this was his favorite medium, and his works were exhibited in Europe to much acclaim. Flint was elected to the Royal Academy in 1924 and was knighted in 1947. He added another dimension to his work when he began to create illustrations for various literary works. Use these questions for discussion.

1. What special abilities does Circe seem to have?
   **Answer:** She seems to command the attention and obedience of animals, such as the sheep.

2. What elements in the painting give a sense of the setting of the Odyssey?
   **Possible response:** The time and place are suggested in Circe’s clothes and pose; the carved marble pedestal; the stylized spirals of the rams’ horns and wool of the blue-and-purple decorations on the ship; and the form of the ship in the background.

**Critical Viewing**

**Answer:** Circe looks seductive, confident of her power, mysterious, and a bit mischievous.

**Critical Viewing** The sorceress Circe both helps and hinders Odysseus on his journey home. What can you tell about Circe from this illustration? [Deduce]
Then all at once the wind fell, and a calm came over all the sea, as though some power hulled the swell.

The crew were on their feet briskly, to furl the sail, and stow it; then, each in place, they poised the smooth oar blades and sent the white foam scudding by. I carved a massive cake of beeswax into bits and rolled them in my hands until they softened—no long task, for a burning heat came down from Helios, lord of high noon. Going forward I carried wax along the line, and laid it thick on their ears. They tied me up, then, plumb amidsthips, back to the mast, lashed to the mast, and took themselves again to rowing. Soon, as we came smartly within hailing distance, the two Sirens, noting our fast ship off their point, made ready, and they sang:

This way, oh turn your bows,
Achaea’s glory.
As all the world allows—
Moor and be merry.

Sweet coupled airs we sing.
No lonely seafarer
Holds clear of entering
Our green mirror.

Pleased by each purling note
Like honey twining
How does Odysseus keep his shipmates from hearing the Sirens sing?

from the Odyssey, Part I 977

**Reading Skill**
**Historical and Cultural Context**

What does Odysseus’ mention of Helios reveal about ancient Greek beliefs regarding astronomical events?

Possible response: Greeks believed that gods controlled the sun and the planets. They thought that the god Helios provided the light and heat of the sun.

**Monitor Progress:** Review students’ graphic organizers to ensure that they are making reasonable inferences.

**Reteach:** Point out to students that the Greeks did not understand the science behind the rising and setting of the sun. The Greeks believed that a god drove a chariot across the sky as a way of explaining daylight. Ask students to use research tools to find other examples of the ways Greeks explained natural phenomena.

**Reading Check**

Answer: Odysseus puts wax in his men’s ears so they cannot hear the Sirens.
**Literary Analysis**

**Epic Hero**

- Point out the Sirens’ strategy with students, explaining that they offer men the opportunity to escape from their homesickness and enjoy themselves. The men who are lured in by the Sirens then die at sea.

- Then **ask** students what types of flattery would be most effective with a ship of sailors.

**Possible responses:** Sailors might be flattered by people who praise their sailing skills or their bravery.

- **Ask** the Literary Analysis question: Which details in the Sirens’ song are designed to flatter the epic hero?

**Possible response:** The description of the Greeks’ victory over Troy is designed to flatter Odysseus.

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**Scylla and Charybdis**

But scarcely had that island faded in blue air than I saw smoke and white water, with sound of waves in tumult—a sound the men heard, and it terrified them.

Oars flew from their hands; the blades went knocking wild alongside till the ship lost way, with no oar blades to drive her through the water.
Literary Analysis

Epic Hero

What parts of Odysseus’ speech demonstrate his strength as a leader?

Possible response: Students may say that they emphasized the positive statement “What power we had!” because it would be encouraging to listeners.

Review with students how Odysseus’ audience might have responded to his speech. Ask what they might say to the question “Have we never been in danger before this?”

Possible response: Odysseus’ sailors might say, “Of course we’ve been in danger before. We can probably get out of this situation, too.”

Ask the Literary Analysis question: What parts of Odysseus’ speech to his men demonstrate his strength as a leader?

Possible response: Odysseus addresses his men as “Friends”—showing that he considers them his equals. His reminders that the men have endured hardships before show that he is able to encourage and motivate his crew.

Reading Check

Answer: Odysseus orders his shipmates to row hard and set a course.
Literary Analysis
Epic Hero

- Remind students that genuine feeling for the men he leads is one of the traits that marks Odysseus as hero.
- Have students to recall other instances in which men have been lost during the voyage. Ask how Odysseus and his men responded. **Answer:** When men were lost to the Cicones, the sailors wept. They also grieved to see how many men were lost to the Cyclops.
- **Ask** the Literary Analysis question: What quality of heroic leadership does Odysseus show in lines 823–825? **Possible response:** As Odysseus witnesses the terrible death of his men, he suffers “deathly pity” and calls the sight “far the worst” he has ever suffered.

The Cattle of the Sun God

In the small hours of the third watch, when stars that shone out in the first dusk of evening had gone down to their setting, a giant wind

Vocabulary Development
Vocabulary Builder Reinforcement
To reinforce and assess students’ comprehension of Vocabulary Builder words, give them sentences using the words in which the word may or may not be used correctly. Students must tell whether the use is correct and explain their answer use these sentences:

1. One of the disloyal men made an **insidious** argument that tempted others to make dangerous choices. **Answer:** Yes, **insidious** is used correctly here. Insidious means “crafty,” and the disloyal man tempts others.
2. The faithful servant made an **insidious** choice that proved to be safe and reasonable. **Answer:** No, **insidious** is not used correctly. It means “crafty” or “disloyal,” but the servant is loyal and makes a reasonable choice.
blew from heaven, and clouds driven by Zeus
so, just as Dawn with fingertips of rose
touched the windy world, we dragged our ship
to cover in a grotto, a sea cave
where nymphs had chairs of rock and sanded floors.
I mustered all the crew and said:

‘Old shipmates,
our stores are in the ship’s hold, food and drink;
the cattle here are not for our provision,
or we pay dearly for it.
Fierce the god is
who cherishes these heifers and these sheep:
Helios; and no man avoids his eye.’

To this my fighters nodded. Yes. But now
we had a month of onshore gales, blowing
day in, day out—south winds, or south by east.
As long as bread and good red wine remained
to keep the men up, and appease their craving,
they would not touch the cattle. But in the end,
when all the barley in the ship was gone,
hunger drove them to scour the wild shore
with angling hooks, for fishes and seafowl,
whatever fell into their hands; and lean days
wore their bellies thin.

The storms continued.

So one day I withdrew to the interior
to pray the gods in solitude, for hope
that one might show me some way of salvation.
Slipping away, I struck across the island
to a sheltered spot, out of the driving gale.
I washed my hands there, and made supplication
to the gods who own Olympus,70 all the gods—
but they, for answer, only closed my eyes
under slow drops of sleep.

Now on the shore Eurylochus
made his insidious plea:

‘Comrades,’ he said,
‘You’ve gone through everything; listen to what I say.
All deaths are hateful to us, mortal wretches,
but famine is the most pitiful, the worst
end that a man can come to.

from the Odyssey, Part I 981
Discuss with students Odysseus’ response to the shortage of food. Ask them why they think Odysseus is able to resist the temptation of eating the cows he sees before him. 

Possible response: Odysseus received Circe’s warning and clearly knows that he and his men will suffer if the cows are harmed. Perhaps Odysseus has more self-discipline than his men have.

Then ask why they think Eurylochus was able to convince the sailors successfully that they should eat the cattle.

Possible response: The sailors were all hungry, and Odysseus was not there to remind them of the punishment they would receive for harming the cattle.

Ask the Literary Analysis question: How are the values of Eurylochus different from those of Odysseus? 

Possible response: Eurylochus believes it is better to tempt the wrath of the gods and sacrifice the cattle than to risk starvation on the island. Odysseus believes that the warning to avoid eating the cattle must be observed at all cost.

Come, we’ll cut out the noblest of these cattle for sacrifice to the gods who own the sky; 
and once at home, in the old country of Ithaca, 
if ever that day comes— 
we’ll build a costly temple and adorn it 
with every beauty for the Lord of Noon. 
But if he flares up over his heifers lost, 
wishing our ship destroyed, and if the gods make cause with him, why, then I say: Better open your lungs to a big sea once for all than waste to skin and bones on a lonely island!

Thus Eurylochus: and they murmured ‘Aye!’
trooping away at once to round up heifers.

Now, that day tranquil cattle with broad brows were gazing near, and soon the men drew up around their chosen beasts in ceremony.
They plucked the leaves that shone on a tall oak—

having no barley meal—to strew the victims,

performed the prayers and ritual, knifed the kine and flayed each carcass, cutting thighbones free to wrap in double folds of fat. These offerings, with strips of meat, were laid upon the fire.

Then, as they had no wine, they made libation with clear spring water, broiling the entrails first; and when the bones were burnt and tripes shared, they spitted the carved meat.

Just then my slumber left me in a rush, my eyes opened.

and I went down the seaward path. No sooner had I caught sight of our black hull, than savory odors of burnt fat eddied around me; 
grief took hold of me, and I cried aloud:

‘O Father Zeus and gods in bliss forever, 
you made me sleep away this day of mischief! 
O cruel drowsing, in the evil hour! 
Here they sat, and a great work they contrived.’

Lampetia in her long gown meanwhile had borne swift word to the Overlord of Noon:

71. Lord of Noon Helios.

72. contrived (ktrv’d) v. thought up; devised.

73. Lampetia (lam pè’ sha) a nymph.
Odysseus' journey carries him to real places, including Troy, Sparta, and the Strait of Gibraltar. However, in the story, many of these real places are populated by imaginary creatures, such as the Cyclops and the Sirens. The combination of real places and fantastic events is part of the story's appeal.

Connect to the Literature
Why does the inclusion of real places make the story's imaginary events more believable?

Answer: Real places lend credibility to Homer's tale. By mentioning them, he also helps the readers of his time connect to the story.

Reading Check
Answer: While Odysseus is sleeping, his men sacrifice some of the cattle belonging to Helios.


differentiated instruction

Strategy for Gifted/Talented Students
Ask students to draw their own map tracing Odysseus' route. Encourage them to add photographs or illustrations to depict the Mediterranean setting and specific episodes and figures from the Odyssey.

Strategy for Advanced Readers
Most sea captains keep a log, a record of events and sailing data for each day of a voyage. Ask students to write three to five entries in a ship's log that Odysseus might have kept on his journey. Entries should be based on events from Part 1 of the Odyssey.

from the Odyssey, Part I  ■  983
• Read aloud Helios’ complaint to Zeus in lines 907–914. Then discuss with students Odysseus’ unusual perspective. Ask students how Odysseus could have information about a conversation between two gods.

Possible response: Odysseus was not present, so he must have been told the information by someone who was there.

• Discuss whether Odysseus could have known about Helios’ conversation with Zeus at the time that it happened. Ask students whether Odysseus might have made different decisions if he had known about Zeus’ promise to hit his ship with a “bolt.”

Possible response: Odysseus could not have known of the conversation until later. He shows no indication that he is threatened by Zeus when he tries to sail away.

• Ask the Literary Analysis question: What details in lines 920–921 clarify the flashback presented here?

Answer: Odysseus indicates that he learned this information later from Calypso, who was told the story by the god Hermes.

'Peace, Helios: shine on among the gods, shine over mortals in the fields of grain. Let me throw down one white-hot bolt, and make splinters of their ship in the winedark sea.'

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924 Calypso later told me of this exchange, as she declared that Hermes had told her. Well, when I reached the sea cave and the ship, I faced each man, and had it out; but where could any remedy be found? There was none.

The silken beeves of Helios were dead. The gods, moreover, made queer signs appear: cowhides began to crawl, and beef, both raw and roasted, lowed like kine upon the spits.

Now six full days my gallant crew could feast upon the prime beef they had marked for slaughter from Helios’ herd; and Zeus, the son of Cronus, added one fine morning.

All the gales had ceased, blown out, and with an offshore breeze we launched again, stepping the mast and sail, to make for the open sea. Astern of us the island coastline faded, and no land showed anywhere, but only sea and heaven, when Zeus Cronion piled a thunderhead above the ship, while gloom spread on the ocean.

We held our course, but briefly. Then the squall struck whining from the west, with gale force, breaking both forestays, and the mast came toppling aft along the ship’s length, so the running rigging showered into the bilge.

On the afterdeck the mast had hit the steersman a slant blow bashing the skull in, knocking him overside, as the brave soul fled the body, like a diver.

With crack on crack of thunder, Zeus let fly a bolt against the ship, a direct hit, so that she bucked, in reeking fumes of sulphur, and all the men were flung into the sea.

They came up ‘round the wreck, bobbing awhile like petrels on the waves.
No more seafaring homeward for these, no sweet day of return; 
the god had turned his face from them. 
I clambered fore and aft my hulk until a comber split her, keel from ribs, and the big timber floated free; the mast, too, broke away. A backstay floated dangling from it, stout rawhide rope, and I used this for lashing mast and keel together. These I straddled, riding the frightful storm.

Nor had I yet seen the worst of it: for now the west wind dropped, and a southeast gale came on—one more twist of the knife—taking me north again, straight for Charybdis. All that night I drifted, and in the sunrise, sure enough, I lay off Scylla mountain and Charybdis deep. There, as the whirlpool drank the tide, a billow tossed me, and I sprang for the great fig tree, catching on like a bat under a bough. Nowhere had I to stand, no way of climbing, the root and bole being far below, and far above my head the branches and their leaves, massed, overshadowing Charybdis pool.

But I clung grimly, thinking my mast and keel would come back to the surface when she spouted. And ah! how long, with what desire, I waited! till, at the twilight hour, when one who hears and judges pleas in the marketplace all day between contentious men, goes home to supper, the long poles at last reared from the sea.

Now I let go with hands and feet, plunging straight into the foam beside the timbers, pulled astride, and rowed hard with my hands to pass by Scylla. Never could I have passed her had not the Father of gods and men, this time, kept me from her eyes. Once through the strait, nine days I drifted in the open sea before I made shore, buoyed up by the gods.

**Literary Analysis**

**Epic Hero** Which of Odysseus’ heroic qualities does he demonstrate in this passage?

**Possible response:** Odysseus is brave, resourceful, and skillful at seafaring. He also is determined. Even though it would seem that he is destined for certain death, he refuses to give up.

**Reading Check**

**Answer:** Zeus destroys the ship with a “bolt.”
Humanities

La Nef de Telemachus (The Ship of Telemachus)

This is an illustration for the Odyssey. It was inspired by statues, pottery, and frescoes from ancient Greece. The rich blue of the ocean, echoed in the duller blue of the cloudy sky, forms a striking frame for the massive black ship. Powered by sail and oar, this craft is the kind on which Odysseus and his men would have sailed to and from Troy. Use the following questions for discussion.

1. How do you think this ship compares in size with Columbus’s vessels or with a modern ocean liner?
   Answer: This ship is smaller than a fifteen-century wooden ship, and it is much smaller than a hotel-sized ocean liner.

2. How do you think this ship would fare in a storm?
   Answer: As a relatively small ship, this craft would be buffeted by a storm and might be damaged or even sunk.

Critical Viewing

Critical Viewing

Answer: Most ships today are powered by engines and propellers rather than by the wind and oars. Today’s ships make use of highly advanced technology both to navigate and to communicate with other ships.

Vocabulary Development

Vocabulary Knowledge Rating

When students have completed reading and discussing “The Odyssey, Part 1,” have them take out their Vocabulary Knowledge Rating Chart for this selection. Read the words aloud once more and have students rate their knowledge of the words again in the After Reading column. Clarify any words that are still problematic. Have students write their own definition and example or sentence in the appropriate column. Then have students complete the Vocabulary Builder Practice activities on p. 989. Encourage students to use the words in further discussion and written work about this selection. Remind them that they will be accountable for these words on the Selection Test.
upon Ogygia\(^79\) Isle. The dangerous nymph Calypso lives and sings there, in her beauty, and she received me, loved me.

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the same tale that I told last night in hall to you and to your lady? Those adventures made a long evening, and I do not hold with tiresome repetition of a story.”

But why tell

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In what way do lines 994–997 remind you that Odysseus is telling his story to an audience?

Possible response: Odysseus breaks off his narrative and speaks directly to his host.

**Thinking About the Selection**

1. **Respond:** In which adventure in this section do you think Odysseus acts most heroically? Explain.

2. **(a) Recall:** How do the Sirens lure travelers to their destruction? **(b) Compare and Contrast:** How does the danger posed by the Sirens compare to that posed by the Lotus-Eaters?

3. **(a) Make a Judgment:** Was Odysseus right not to tell his men about his decision to sail toward Scylla? **(b) Hypothesize:** What might have happened if Odysseus had told them everything?

4. **(a) Recall:** What does Eurylochus say to persuade the crew to kill the cattle of the sun god? **(b) Analyze:** After all the men have experienced, why do you think they still disobey Odysseus’ command? **(c) Relate:** If you had been in their position, do you think you would have eaten the cattle? Why or why not?

5. **(a) Make a Judgment:** Do the members of the crew deserve the punishment they receive for killing the cattle? Explain.

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**Answers**

1. Students might admire Odysseus’ skill and bravery when faced with the lose-lose choice between Scylla and Charybdis.

2. **(a)** They sing an irresistible song that lures travelers to destruction. **(b)** Both involve the perils of giving in to temptation. The Sirens lure sailors by singing a seductive song. The Lotus-Eaters cause men to forget their homes and their journey by feeding them the Lotus. The Sirens seem to be aware that they are doing something wrong, whereas the Lotus-Eaters do not.

3. **(a)** Some students may reply that Odysseus was wise to keep the information from his men in order to minimize their panic. Others might think that the men have a right to know what danger lies in store for them. **(b) Possible response:** Had they known what awaited them, Odysseus’ men might have panicked or refused to sail through the strait.

4. **(a)** Eurylochus claims that there is no fate worse than starvation. He also claims that Helios might be appeased later on. **(b)** Odysseus is not there to supervise his men when they have grown hungry. **(c) Benefiting from hindsight,** most students probably would have avoided the cattle.

5. Most students may agree that the sailors deserved to be punished, but in some measure short of death.