

1 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.

2 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.

3 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.

The Odyssey Part 1

Homer

1

2

4

Ulysses Deriding Polyphemus, 1819, J.M.W. Turner, The National Gallery, London

- 3**  **Critical Viewing** Do the images in this painting evoke feelings of hope or doom? Explain? **[Analyze]**

Vocabulary Development**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 posses-

sions, 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,¹ 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.²

5
5 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.
10 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,³ the Sun, and he who moves all day through heaven
15 took from their eyes the dawn of their return. Of these adventures, Muse, daughter of Zeus,⁴ 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 "Seirênês" are spelled here as "Circe," "Cyclops," and "Sirens."

- 1. **Muse** (myōōz) 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** (trōi) city in northwest Asia Minor; site of the Trojan War.

Vocabulary Builder
plundered (plun' dərɪd)
v. took goods by force; looted

- 3. **Helios** (hē' lē ās) sun god.
- 4. **Zeus** (zōōs) king of the gods.

6 **Reading Check**

What city did Odysseus and his men plunder?

from the *Odyssey*, Part I ■ 951

4 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.

5 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.

6 Reading Check

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

Differentiated

Instruction

Solutions for All Learners

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.

7 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.

CHARACTERS

- Alcinous** (al sin' ō əs)—king of the Phaeacians, to whom Odysseus tells his story
- Odysseus** (ō dis' ē əs)—king of Ithaca
- Calypso** (kə lip' sō)—sea goddess who loved Odysseus
- Circe** (sɪr' sē)—enchantress who helped Odysseus
- Zeus** (zōōs)—king of the gods
- Apollo** (ə pāl' ō)—god of music, poetry, prophecy, and medicine
- Agamemnon** (ag' ə mem' nən')—king and leader of Greek forces
- Poseidon** (pō sī' dən)—god of sea, earthquakes, horses, and storms at sea
- Athena** (ə thē' nə)—goddess of wisdom, skills, and warfare
- Polyphemus** (pāl' i fē' məs)—the Cyclops who imprisoned Odysseus
- Laertes** (lā ɪr' tēz')—Odysseus' father
- Cronus** (krō' nəs)—Titan ruler of the universe; father of Zeus
- Perimedes** (per' ə mē' dēz)—member of Odysseus' crew
- Eurylochus** (yūō ril' ə kəs)—another member of the crew
- Tiresias** (ti rē' sē əs)—blind prophet who advised Odysseus
- Persephone** (pər sef' ə nē)—wife of Hades
- Telemachus** (tə lem' ə kəs)—Odysseus and Penelope's son
- Sirens** (sī' rənz)—creatures whose songs lure sailors to their deaths
- Scylla** (sil' ə)—sea monster of gray rock
- Charybdis** (kə rib' dis)—enormous and dangerous whirlpool
- Lampetia** (lam pē' shə)—nymph
- Hermes** (hɪr' mēz')—herald and messenger of the gods
- Eumaeus** (yūō me' əs)—old swineherd and friend of Odysseus
- Antinous** (an tin' ō əs)—leader among the suitors
- Eurynome** (yūō rin' ə mē)—housekeeper for Penelope
- Penelope** (pə nel' ə pē)—Odysseus' wife
- Eurymachus** (yūō ri' mə kəs)—suitor
- Amphinomus** (am fin' ə məs)—suitor

Vocabulary Development

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*.

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.

7 "I am Laertes⁵ son, Odysseus.
Men hold me
formidable for guile⁶ in peace and war:
20 this fame has gone abroad to the sky's rim.

My home is on the peaked sea-mark of Ithaca⁷
under Mount Neion's wind-blown robe of leaves,
in sight of other islands—Dulichium,
Same, wooded Zacynthus—Ithaca
25 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,
8 though I have been detained long by Calypso,⁸
30 loveliest among goddesses, who held me
in her smooth caves, to be her heart's delight,
as Circe of Aeaea,⁹ the enchantress,
desired me, and detained me in her hall.
But in my heart I never gave consent.
35 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?
40 The wind that carried west from Ilium¹⁰
brought me to Ismarus, on the far shore,
a strongpoint on the coast of Cicones.¹¹
I stormed that place and killed the men who fought.
Plunder we took, and we enslaved the women,
45 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,¹²

5. **Laertes** (lā ər' tēz')

6. **guile** (gīl) *n.* craftiness; cunning.

7. **Ithaca** (ith' ə kə) island off the west coast of Greece.

Literary Analysis

Epic Hero For what quality does Odysseus say he is famous?

8. **Calypso** (kə lip' sō) sea goddess who loved Odysseus.

9. **Circe** (sɪr' sē) of Aeaea (ē' ē ə)

10. **Ilium** (il ē əm) Troy.

11. **Cicones** (si kō' nēz)

12. **mutinous** (myōōt' n əs) *adj.* rebellious.

9 Reading Check

Who has asked Odysseus to tell his tale?

8 Critical Thinking

Interpret

- Point out that the desire to return home drives all of the action in the *Odyssey*.
- Explain that Calypso and Circe are two enchantresses. Calypso is a sea nymph who holds Odysseus under her spell for seven years. Circe turns Odysseus' men into pigs.
- **Ask** students how Odysseus feels about his home on Ithaca. Why does he stay with Calypso and Circe when he is so eager to return to return to Ithaca? Draw students' attention to the second paragraph. **Answer:** Odysseus is eager to return to his home. He says that he "never gave consent" to stay with Calypso or Circe, indicating that he was under a spell and never in control of his own actions.

9 Reading Check

Answer: Alcinous, king of the Phaeacians, asks Odysseus to tell his story.

from the *Odyssey*, Part I ■ 953

Differentiated

Instruction

Solutions for All Learners

Strategy for Less Proficient Readers

Display the **Series-of-Events Chain (Graphic Organizer Transparencies, p. 239)**, and have students chart the story that Odysseus relates. Fill in the first box of the organizer with the following sentence from p. 953: "The wind that carried west from Ilium brought me to Ismarus."

Guide students as they list events that Odysseus describes, for example, his men's battles with the Cicones, his arrival on the

island of the Lotus-Eaters, and his encounter with the Cyclops. You may suggest that students write the names of the islands or creatures in each box as they encounter them. On a second reading, they can go back and jot down what happened to Odysseus and his men at each place or with each creature.

Tell students that when they complete their Series-of-Events Chain, they will have a rough outline of the major events in Odysseus' tale.

10 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.
- Point out the ways in which Odysseus' description reveals the tactics of Greek warfare. For example, the Cicones fight on horseback, while the Greeks are armed with lances.
- **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.

11 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.

fools, on stores of wine. Sheep after sheep
they butchered by the surf, and shambling cattle,
50 feasting,—while fugitives went inland, running
to call to arms the main force of Cicones.
This was an army, trained to fight on horseback
or, where the ground required, on foot. They came
with dawn over that terrain like the leaves
55 and blades of spring. So doom appeared to us,
dark word of Zeus for us, our evil days.
My men stood up and made a fight of it—
backed on the ships, with lances kept in play,
from bright morning through the blaze of noon
60 holding our beach, although so far outnumbered;
but when the sun passed toward unyoking time,
then the Achaeans,¹³ one by one, gave way.
Six benches were left empty in every ship
that evening when we pulled away from death.
65 And this new grief we bore with us to sea:
our precious lives we had, but not our friends.
10 No ship made sail next day until some shipmate
had raised a cry, three times, for each poor ghost
unfleshed by the Cicones on that field.

The Lotus-Eaters

70 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.
75 We saw death in that fury, dropped the yards,
unshipped the oars, and pulled for the nearest lee:¹⁴
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.
80 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
11 took me out to sea, and from the north
85 a fresh gale drove me on, past Cythera.

954 ■ Themes in Literature: Heroism

13. **Achaeans** (ə kē' ənz)
n. Greeks; here, Odysseus' men.

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

14. **lee** (lē) *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
 90 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,
 95 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
 100 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;
 105 come, clear the beach and no one taste
 the Lotus, or you lose your hope of home.'
 Filing 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.

Thinking About the Selection

1. **Respond:** What is your first impression of Odysseus? Which of his qualities do you admire? Explain.
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?

from the *Odyssey*, Part I ■ 955

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.

ASSESS

Answers

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.

13 Reading Skill Historical and Cultural Context

- Point out to students that conflicts in the *Odyssey* are signaled before they actually occur. **Ask** students to point out some of the warnings of conflict in this passage.
Answer: Odysseus finds fault with the Cyclopes' uncivilized ways. The Cyclopes do not farm, and they have no laws. They deal out rough justice to women and children.
- Ask** students the Reading Skill question: Given Odysseus' criticism of the Cyclopes, what kind of society do you think the Greeks valued?
Possible responses: The Greeks must have valued an ordered society that practiced agriculture and abided by rules of law.

14 Reading Skill Historical and Cultural Context

- Read the passage together with students, pointing out the words *alone*, *remote*, *solitude* that describe how the Cyclops lived separate from others.
- Ask** students why Odysseus holds those who eat wheaten bread in high esteem.
Possible response: Wheat bread perhaps shows refinement and is an indication of civilization.

The Cyclops

110 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—
115 **B** wild wheat and barley—grows untended, and
wine-grapes, in clusters, ripen in heaven's rains.
Cyclopes have no muster 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,
120 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
125 inside a sheepfold—made from slabs of stone
earthfast between tall trunks of pine and rugged
towering oak trees.

A prodigious¹⁶ man
slept in this cave alone, and took his flocks
to graze afield—remote from all companions,
130 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
135 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's¹⁷
140 holy grove at Ismarus; for kindness
we showed him there, and showed his wife and child,
he gave me seven shining golden talents¹⁸
perfectly formed, a solid silver winebowl,
and then this liquor—twelve two-handed jars
145 of brandy, pure and fiery. Not a slave
in Maron's household knew this drink; only
he, his wife and the storeroom mistress knew;

15. **Cyclopes** (sī klō' pēz')
n. plural form of **Cyclops** (sī klāps'), race of giants with one eye in the middle of the forehead.

**Reading Skill
Historical and
Cultural Context**
Based on Odysseus' criticism of the Cyclopes, what kind of society do you think the Greeks valued?

16. **prodigious** (prō dij' əs)
adj. enormous.

**Reading Skill
Historical and
Cultural
Context** What does this passage reveal about ancient Greek attitudes toward the importance of community?

17. **Apollo** (ə 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,
150 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 victuals¹⁹ in a bag,
for in my bones I knew some towering brute
155 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:
160 a drying rack that sagged with cheeses, pens
crowded with lambs and kids,²⁰ each in its class:
firstlings apart from middlings, and the ‘dewdrops,’
or newborn lambkins, penned apart from both.
And vessels full of whey²¹ were brimming there—
165 bowls of earthenware and pails for milking.
My men came pressing round me, pleading:


19. **victuals** (vit' ə'lz) *n.* food or other provisions.

20. **kids** young goats.

21. **whey** (hwā) *n.* thin, watery part of milk separated from the thicker curds.

16  **Reading Check**

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

15  **Critical Viewing**
How does this image of Apollo compare with your impressions of the ancient Greek gods? [**Compare and Contrast**]

from the *Odyssey*, Part I ■ 957

15 **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.

16 **Reading Check**

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

Differentiated

Instruction

Solutions for All Learners

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.

17 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."

18 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.

'Why not
take these cheeses, get them stowed, come back,
throw open all the pens, and make a run for it?
We'll drive the kids and lambs aboard. We say
170 put out again on good salt water!'

Ah,
171 how sound that was! Yet I refused. I wished
to see the cave man, what he had to offer—
no pretty sight, it turned out, for my friends.
We lit a fire, burnt an offering,
175 and took some cheese to eat; then sat in silence
around the embers, waiting. When he came
he had a load of dry boughs²² on his shoulder
to stoke his fire at suppertime. He dumped it
with a great crash into that hollow cave,
180 and we all scattered fast to the far wall.
Then over the broad cavern floor he ushered
the ewes he meant to milk. He left his rams
and he-goats in the yard outside, and swung
high overhead a slab of solid rock
185 to close the cave. Two dozen four-wheeled wagons,
with heaving wagon teams, could not have stirred
the tonnage of that rock from where he wedged it
over the doorsill. Next he took his seat
and milked his bleating ewes. A practiced job
190 he made of it, giving each ewe her suckling;
thickened his milk, then, into curds and whey,
sieved out the curds to drip in withy²³ baskets,
and poured the whey to stand in bowls
cooling until he drank it for his supper.
195 When all these chores were done, he poked the fire,
heaping on brushwood. In the glare he saw us.

'Strangers,' he said, 'who are you? And where from?
What brings you here by seaways—a fair traffic?
Or are you wandering rogues, who cast your lives
200 like dice, and ravage other folk by sea?'

We felt a pressure on our hearts, in dread
of that deep rumble and that mighty man.
18 ↓ But all the same I spoke up in reply:

Literary Analysis

Epic Hero What character flaw does the hero Odysseus reveal by refusing to leave the cave?

22. **boughs** (bouz) *n.* tree branches.

23. **withy** (withf ē) *adj.* made from tough, flexible twigs.

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.

205 'We are from Troy, Achaeans, 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.
18 We served under Agamemnon,²⁴ son of Atreus—
the whole world knows what city
210 he laid waste, what armies he destroyed.
It was our luck to come here; here we stand,
19 beholden for your help, or any gifts
you give—as custom is to honor strangers.
We would entreat you, great Sir, have a care
215 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
220 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—
225 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:

20 'My ship?
Poseidon²⁶ Lord, who sets the earth a-tremble,
broke it up on the rocks at your land's end.
230 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
235 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,
240 powerless, looking on at this, appalled;

24. **Agamemnon** (ag' ə mem' nān') 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?

25. **whim** (hwim) *n.* sudden thought or wish to do something.

26. **Poseidon** (pō sī' dən) god of the sea, earthquakes, horses, and storms at sea.

Literary Analysis

Epic Hero In what way does Odysseus' response show that he is "formidable for guile"?

21 Reading Check

What does Odysseus tell the Cyclops happened to his ship?

from the *Odyssey*, Part I ■ 959

19 Reading Skill Historical and Cultural Context

- Point out to students Odysseus' use of the word *courtesy* in line 215. Explain to students that *courtesy* meant more than just "politeness" in Greek society. Ancient Greek custom held that any guest must be offered hospitality in one's home. All guests were treated with courtesy, in part because the gods could assume human form and might appear at one's doorstep.
- Now **ask** students the Reading Skill question: What ancient Greek beliefs does Odysseus express in his words to 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.

20 Literary Analysis Epic Hero

- Ask** students why the Cyclops would want to know the location of the Greeks' ship.
Possible response: He might want to rob the ship of any goods, or he might want to kill any other sailors left on board.
- Point out to students that Odysseus' response is a "ready lie," meaning that he thought of the response quickly. **Ask** them what the ability to have a "ready lie" shows about Odysseus.
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.

21 Reading Check

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.

Differentiated

Instruction

Solutions for All Learners

Strategy for Less Proficient Readers

Remind students that Odysseus is a complex character who can respond to difficulties in surprising ways. Have students keep track of Odysseus' surprising responses with a **Character Wheel** (*Graphic Organizer Transparencies*, p. 234), jotting down quotations from the selection and analyzing what the quotations reveal about Odysseus. Help students get started by pointing them to quotations such as "I saw through this and answered with a ready lie."

Strategy for Advanced Readers

Have students profile Odysseus' character, discussing both his strengths and weaknesses. Have them write brief essays in which they identify the most striking parts of his personality and explain which of these qualities—his bravery, his leadership, or his brains, for example—are most important to his survival and his success.

22 Literary Analysis

Epic Hero

- 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.

23 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.

but Cyclops went on filling up his belly
with manflesh and great gulps of whey,
then lay down like a mast among his sheep.

245 My heart beat high now at the chance of action,
and drawing the sharp sword from my hip I went
along his flank to stab him where the midriff
250 holds the liver. I had touched the spot
when sudden fear stayed me: if I killed him
we perished there as well, for we could never
move his ponderous doorway slab aside.
So we were left to groan and wait for morning.

When the young Dawn with fingertips of rose
lit up the world, the Cyclops built a fire
and milked his handsome ewes, all in due order,
255 putting the sucklings to the mothers. Then,
his chores being all dispatched, he caught
another brace²⁷ of men to make his breakfast,
and whisked away his great door slab
to let his sheep go through—but he, behind,
260 reset the stone as one would cap a quiver.²⁸
There was a din²⁹ of whistling as the Cyclops
rounded his flock to higher ground, then stillness.
And now I pondered how to hurt him worst,
if but Athena³⁰ granted what I prayed for.
265 Here are the means I thought would serve my turn:

a club, or staff, lay there along the fold—
an olive tree, felled green and left to season³¹
for Cyclops' hand. And it was like a mast
a lugger³² of twenty oars, broad in the beam—
270 a deep-sea-going craft—might carry:
so long, so big around, it seemed. Now I
chopped out a six foot section of this pole
and set it down before my men, who scraped it;
and when they had it smooth, I hewed again
275 to make a stake with pointed end. I held this
280 in the fire's heart and turned it, toughening it,
then hid it, well back in the cavern, under
one of the dung piles in profusion there.
Now came the time to toss for it: who ventured
along with me? whose hand could bear to thrust
and grind that spike in Cyclops' eye, when mild

Literary Analysis

Epic Hero How do lines 244–250 show Odysseus' ability to think ahead?

Vocabulary Builder

dispatched (di spacht')
v. finished quickly

27. **brace** (brās) *n.* pair.

28. **cap a quiver** (kwiv' er) close a case holding arrows.

29. **din** (din) *n.* loud, continuous noise; uproar.

30. **Athena** (ə thē' nə) 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' er) *n.* small sailing vessel.

23

Critical Viewing

What traits does this statue of Athena illustrate? **[Interpret]**

Vocabulary Development

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."

24 sleep had mastered him? As luck would have it, the men I would have chosen won the toss—four strong men, and I made five as captain.

285 At evening came the shepherd with his flock, his woolly flock. The rams as well, this time, entered the cave: by some shepherding whim—or a god’s bidding—none were left outside. He hefted his great boulder into place
290 and sat him down to milk the bleating ewes in proper order, put the lambs to suck, and swiftly ran through all his evening chores. Then he caught two more men and feasted on them. My moment was at hand, and I went forward
295 holding an ivy bowl of my dark drink, looking up, saying:

‘Cyclops, try some wine.

25 Here’s liquor to wash down your scraps of men. Taste it, and see the kind of drink we carried
300 under our planks. I meant it for an offering if you would help us home. But you are mad, unbearable, a bloody monster! After this, will any other traveler come to see you?’

He seized and drained the bowl, and it went down so fiery and smooth he called for more:

305 ‘Give me another, thank you kindly. Tell me, how are you called? I’ll make a gift will please you. Even Cyclopes know the wine grapes grow out of grassland and loam in heaven’s rain, but here’s a bit of nectar and ambrosia!’³³

310 Three bowls I brought him, and he poured them down. I saw the fuddle and flush come over him, then I sang out in cordial tones:

‘Cyclops,


you ask my honorable name? Remember the gift you promised me, and I shall tell you.

315 My name is Nohbdy: mother, father, and friends, everyone calls me Nohbdy.’

Literary Analysis Epic Hero What heroic qualities does Odysseus reveal as he plots against the Cyclops?

Literary Analysis Epic Hero What plan do you think Odysseus has in mind by offering the Cyclops the wine?

33. **nectar** (nek’ tar) and **ambrosia** (am brō’ zhā) drink and food of the gods.

26  **Reading Check**
What does Odysseus plan to do with the stake that he and his men make?

from the *Odyssey*, Part I ■ 961

24 Literary Analysis

Epic Hero

- Review with students the plans that Odysseus makes to attempt his escape. **Ask** students how long it took them to figure out what Odysseus was doing with the olive tree.

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 heroic qualities does Odysseus reveal as he plots against the Cyclops?

Possible response: Odysseus shows the ability to construct a carefully detailed plan. He has the discipline to carry through each step of the plan, without rushing in a way that would tip off the Cyclops that he is about to be tricked.

- 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.

25 Literary Analysis

Epic Hero

- Review with students Odysseus’ earlier discussion of this wine and its potency. Remind students that humans enjoyed the drink when it was considerably diluted with water.

- 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.

26 Reading Check

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

Differentiated

Instruction

Solutions for All Learners

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*.

27 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.

And he said:
‘Nohbdy’s my meat, then, after I eat his friends.
Others come first. There’s a noble gift, now.’

Even as he spoke, he reeled and tumbled backward,
320 his great head lolling to one side; and sleep
took him like any creature. Drunk, hiccuping,
he dribbled streams of liquor and bits of men.

27 | Now, by the gods, I drove my big hand spike
deep in the embers, charring it again,
325 and cheered my men along with battle talk
to keep their courage up: no quitting now.
The pike of olive, green though it had been,
reddened and glowed as if about to catch.
I drew it from the coals and my four fellows
330 gave me a hand, lugging it near the Cyclops
as more than natural force nerved them; straight
forward they sprinted, lifted it, and rammed it
deep in his crater eye, and leaned on it
turning it as a shipwright turns a drill
335 in planking, having men below to swing
the two-handled strap that spins it in the groove.
So with our brand we bored³⁴ that great eye socket
while blood ran out around the red-hot bar.
Eyelid and lash were seared; the pierced ball
340 hissed broiling, and the roots popped.

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.
345 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
350 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.

Reading Skill
Historical and Cultural Context What cultural values are represented in Odysseus’ reference to “the gods” in line 323?

34. **bored** (bôrd) v. made a hole in.

35. **divers** (dī vērz) adj. several; various.

36. **Polyphemus** (pāl’ i fē’ mēs)

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Vocabulary Development

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).

355 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:

360 '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

28 | they trailed away. And I was filled with laughter
365 | 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—
370 | 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,
375 | 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;
380 | 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,
385 | pulled up tight, with fingers twisted deep
in sheepskin ringlets for an iron grip.
So, breathing hard, we waited until morning.

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

Vocabulary Builder

mammoth (mam' əth)
adj. enormous

37. **sage** (sāj) adj. wise.

Literary Analysis

Epic Hero What does
Odysseus' gleeful
response to his
successful trick reveal
about his character?

29 Reading Check

What do the other
Cyclopes think
Polyphemus is saying
when he says,
"Nohbdy's tricked
me"?

from the *Odyssey*, Part I ■ 963

28 Literary Analysis

Epic Hero

- Remind students of the Greeks' dire circumstances. **Ask** students how many of Odysseus' men the Cyclops has eaten.

Answer: The Cyclops has eaten six men.

- Have students describe Odysseus' wordplay, in which he claims that his name is "Nohbdy" or "Nobody." **Ask** students why his game turns out to be important to his survival.

Possible response: Odysseus' claim that he is "Nohbdy" is important because it keeps the other Cyclopes from coming to Polyphemus' rescue.

- Ask** students the Literary Analysis question: What does Odysseus' gleeful response to his successful trick reveal about his character?

Possible response: Odysseus' laughter shows his great love of life. He takes enormous pleasure in his trick and is able to set aside the suffering he has endured to appreciate how thoroughly his wordplay fooled the Cyclopes.

- Have students discuss Odysseus' laughter and compare it with other heroes they have encountered in their reading. **Ask** them whether a hero with a sense of humor is ordinary or unusual.

Possible response: Students may say that most heroes are more serious than Odysseus.

29 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.

Differentiated

Instruction

Solutions for All Learners

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.

30 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.

390 and peals of bleating echoed round the pens
where dams with udders full called for a milking.
Blinded, and sick with pain from his head wound,
the master stroked each ram, then let it pass,
but my men riding on the pectoral³⁸ fleece
395 the giant's blind hands blundering never found.
Last of them all my ram, the leader, came,
weighted by wool and me with my meditations.
The Cyclops patted him, and then he said:

400 'Sweet cousin ram, why lag behind the rest
in the night cave? You never linger so,
but graze before them all, and go afar
to crop sweet grass, and take your stately way
leading along the streams, until at evening
you run to be the first one in the fold.
405 Why, now, so far behind? Can you be grieving
over your Master's eye? That carrion rogue³⁹
and his accurst companions burnt it out
when he had conquered all my wits with wine.
Nohbdy will not get out alive, I swear.
410 Oh, had you brain and voice to tell
where he may be now, dodging all my fury!
Bashed by this hand and bashed on this rock wall
his brains would strew the floor, and I should have
rest from the outrage Nohbdy worked upon me.'

415 He sent us into the open, then. Close by,
I dropped and rolled clear of the ram's belly,
going this way and that to untie the men.
With many glances back, we rounded up
his fat, stiff-legged sheep to take aboard,
420 and drove them down to where the good ship lay.
We saw, as we came near, our fellows' faces
shining; then we saw them turn to grief
tallying those who had not fled from death.
I hushed them, jerking head and eyebrows up,
425 and in a low voice told them: 'Load this herd;
move fast, and put the ship's head toward the breakers.'
They all pitched in at loading, then embarked
and struck their oars into the sea. Far out,
as far off shore as shouted words would carry,
430 I sent a few back to the adversary:

38. **pectoral** (pek' tə rəl)
adj. located in or on the chest.

39. **carrion** (kar' ē ən) **rogue**
(rōg) repulsive scoundrel.

Literary Analysis
Epic Hero What details of this speech show that Polyphemus is far less clever than Odysseus?

Vocabulary Development

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
435 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
440 that washed the ship stern foremost back to shore.
I got the longest boathook 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
445 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:

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

450 ‘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.’

455 ‘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:
460 Laertes’ son, whose home’s on Ithaca!’

At this he gave a mighty sob and rumbled:
‘Now comes the weird⁴⁰ upon me, spoken of old.
A wizard, grand and wondrous, lived here—Telemus,⁴¹
a son of Eurymus;⁴² great length of days

Literary Analysis
Epic Hero Despite his heroism, what human weaknesses does Odysseus reveal as he sails away?

40. **weird** (wird) *n.* fate or destiny.

41. **Telemus** (tel e’ mæs)

42. **Eurymus** (yoo rim’ ës)

32  **Reading Check**

How do the men escape from Cyclops’ cave?

from the *Odyssey*, Part I ■ 965

31 Literary Analysis

Epic Hero

- Recall with students Odysseus’ earlier behavior, in which he exulted in tricking the Cyclops. **Ask** students how this example is similar or different from the earlier one. **Possible response:** Earlier, Odysseus gloated silently over his victory. Here, he shouts his victory to the Cyclops.
- Point out to students the prudence of leaving the island silently. **Ask** them what the Greeks have to gain by taunting the Cyclops. **Possible response:** The Greeks have nothing to gain. They can only enrage their enemy.
- Ask** the Literary Analysis question: Despite his heroism, what human weaknesses does Odysseus reveal as he sails away? **Possible response:** Odysseus allows his anger and arrogance to get the best of him. It would have been much wiser to be quiet. He is acting in a boastful and vindictive manner.

32 Reading Check

Answer: Odysseus smuggles his men out by tying the Cyclops’ sheep together in sets of three and binding one man under the middle sheep of each set. The men escape when the Cyclops releases his sheep to graze.

Differentiated

Instruction

Solutions for All Learners

Strategy for Less Proficient Readers

As students read the Cyclops section of the *Odyssey*, have them note each time the Greeks find themselves in a different location. Their note paper would have different headings, such as “Arrive on the Beach,” “Trapped in the Cyclops’ Cave,” and “Escaping in their Ships.” Ask students to write two sentences for each location: one that explains how the Greeks got there, and one that explains how they left.

Strategy for Gifted/Talented Students

Odysseus’ escape from the Cyclops shows the hero’s flair for drama. Have students perform a dramatic interpretation of Odysseus’ taunts to the Cyclops, his men’s pleas for him to stop, and Polyphemus’ sobbing prayer for revenge. Ask students to provide different interpretations: Can Polyphemus be portrayed as a sympathetic victim in this scene? Or can Odysseus, an epic hero, be interpreted as a bully? Ask students to explain the different readings that they provide.

33 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.

34 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.
470 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 earthquake⁴³ to befriend you—
his son I am, for he by his avowal

475 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.'

33 Few words I shouted in reply to him:


480 '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:

485 '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
490 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 Skill
Historical and Cultural
Context What do lines
472–493 suggest
about ancient Greek
beliefs about the gods'
involvement in the
mortal world?

34  **Reading Check**
What does Cyclops
ask for in his prayer to
Poseidon?

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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 . . .

35 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.

36 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.

- 35 **Critical Viewing** Odysseus and his surviving men escape in their ship as the blinded Cyclops hurls boulders and curses. How does this illustration compare to your mental image of the scene? [**Analyze**]

Differentiated

Instruction

Solutions for All Learners

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.

37 Literary Analysis

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.
495 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
500 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,
505 and waded in, ourselves, on the sandy beach.
Then we unloaded all the Cyclops' flock
37 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
510 by the seaside and burnt his long thighbones
to Zeus beyond the stormcloud, Cronus⁴⁴ 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.
515 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
520 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,⁴⁵
525 having our precious lives, but not our friends.

44. **Cronus** (krō' nēs) Titan who was ruler of the universe until he was overthrown by his son Zeus.

Literary Analysis
Epic Hero What admirable quality does Odysseus show by dividing the sheep among his men?

45. **offing** (ōf' in) *n.* distant part of the sea visible from the shore.

Vocabulary Development

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,⁴⁶ 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,⁴⁷ 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 Aeaëa, 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.

530

38

But now a breeze came up for us astern—
a canvas-belying landbreeze, hale shipmate
sent by the singing nymph with sunbright hair;⁴⁸
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.

535

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.

545

46. **Aeolia** (ē ō' lē ə) . . .
Aeolus (ē' ə lēs)

47. **Laestrygonians** (les tri gō'
nē ənz)

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?

39

Reading Check

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

from the *Odyssey*, Part I ■ 969

38 Reading Skill Historical and Cultural Context

- Remind students of the number of gods and goddesses in Odysseus' tale and their powers. For example, Poseidon can cause earthquakes. Zeus can send storms that can harm Odysseus' men.
- Have students **describe** the wind that controls the Greeks' ships. **Possible response:** It is a strong wind that comes from the land and fills their sails. The wind originates from a nymph.
- Ask** the Reading Skill question: What details here suggest that the source of wind was mysterious to ancient Greeks?
Answer: Odysseus claims that Circe, a nymph, creates the wind.

39 Reading Check

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.

Differentiated

Instruction

Solutions for All Learners

Strategy for Special Needs Students

To help students begin the new section, direct them to the italicized summary and review with them the parts of the story that have been omitted. Help students make the transition to the new section and answer any questions they may have about Circe's role in Odysseus' next adventure.

Strategy for English Learners

Some of the vocabulary that relates to sailing and oceans may prove unfamiliar to students. Preview and teach the sea-faring jargon before students read the story: *mast* (tall pole that holds a sail), *spar* (another pole that holds a sail), *canvas-belying landbreeze* (a wind that fills a sail), and *Ocean's bourne* (boundary of the ocean).

40 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.

40

Odysseus in the Land of the Dead, N. C. Wyeth, Delaware Art Museum

- 41  **Critical Viewing** What can you infer about ancient Greek beliefs concerning death and the afterlife from lines 555–577 and from this illustration? [**Infer**]

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.

There Perimedes and Eulylochus⁴⁹
 550 pinioned⁵⁰ the sacred beasts. With my drawn blade
 I spaded up the votive⁵¹ pit, and poured
 libations⁵² round it to the unnumbered dead:
 sweet milk and honey, then sweet wine, and last
 clear water; and I scattered barley down.
 555 Then I addressed the blurred and breathless dead,
 vowing to slaughter my best heifer for them
 before she calved, at home in Ithaca,
 and burn the choice bits on the altar fire;
 as for Tiresias, I swore to sacrifice
 560 a black lamb, handsomest of all our flock.
 Thus to assuage the nations of the dead
 I pledged these rites, then slashed the lamb and ewe,
 letting their black blood stream into the wellpit.
 Now the souls gathered, stirring out of Erebus,⁵³
 565 brides and young men, and men grown old in pain,
 and tender girls whose hearts were new to grief;
 many were there, too, torn by brazen lanceheads,
 battle-slain, bearing still their bloody gear.
 From every side they came and sought the pit
 570 with rustling cries; and I grew sick with fear.
 But presently I gave command to my officers
 to flay those sheep the bronze cut down, and make
 burnt offerings of flesh to the gods below—
 to sovereign Death, to pale Persephone.⁵⁴
 575 Meanwhile I crouched with my drawn sword to keep
 the surging phantoms from the bloody pit
 till I should know the presence of Tiresias.⁵⁵

One shade came first—Elpenor, of our company,
 who lay unburied still on the wide earth
 580 as we had left him—dead in Circe’s hall,
 untouched, unmourned, when other cares compelled us.
 Now when I saw him there I wept for pity
 and called out to him:

49. **Perimedes** (per' ə mē' dēz) and **Eurylochus** (yūōō rīf' ə kēs)

50. **pinioned** (pin' yənd) *v.* confined or shackled.

51. **votive** (vōt' iv) *adj.* done to fulfill a vow or express thanks.

52. **libations** (lī bā' shənz) *n.* wine or other liquids poured upon the ground as a sacrifice or offering.

Vocabulary Builder

assuage (ə swāj') *v.* calm; pacify

53. **Erebus** (er' ə bəs) dark region under the earth through which the dead pass before entering the realm of Hades.

54. **Persephone** (pær səf' ə nē) wife of Hades.

55. **Tiresias** (tī rē' sē əs)

42 Reading Check

Whom is Odysseus trying to summon by making sacrifices?

from the *Odyssey*, Part I ■ 971

41 Critical Viewing

Answer: 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.

42 Reading Check

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

Differentiated

Instruction

Solutions for All Learners

Support for Special Needs Students

Many of the events of in this section are effects caused by earlier events. Help students trace these events by providing the **Cause and Effect Flowchart** (*Graphic Organizer Transparencies*, p. 233). Provide students with stems that indicate causes, such as “After Odysseus offers sacrifices . . .” or “Because the Greeks did not bury Elpenor . . .”, and have students fill in the effects.

Enrichment for Advanced Readers

After students have read the description of the Greeks’ offerings to the dead, ask them to research the customs surrounding death in a culture other than their own. Cite, for example, the funeral pyre of the Hindus, the Jewish custom of sitting shiva, and the Mandan Indian tradition of leaving the dead body on an elevated platform to decay naturally. Have students share their findings with the class.

43 Reading Skill Historical and Cultural Context

- Discuss with students the kinds of requests people might make in their wills to be carried out after they die. Discuss how people use wills to dispose of their property and personal effects.
- **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.

44 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: They appear to be observing the fight. The figures might be a god and goddess, exercising their power in the conflict.

45 Critical Viewing

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

'How is this, Elpenor,
how could you journey to the western gloom
585 swifter afoot than I in the black lugger?'
He sighed, and answered:

'Son of great Laertes,
Odysseus, master mariner and soldier,
bad luck shadowed me, and no kindly power;
ignoble death I drank with so much wine.
590 I slept on Circe's roof, then could not see
the long steep backward ladder, coming down,
and fell that height. My neckbone, buckled under,
snapped, and my spirit found this well of dark.
Now hear the grace I pray for, in the name 44
595 of those back in the world, not here—your wife
and father, he who gave you bread in childhood,
and your own child, your only son, Telemachus,⁵⁶
long ago left at home.

When you make sail
and put these lodgings of dim Death behind,
600 you will moor ship, I know, upon Aea Island;
there, O my lord, remember me, I pray,
do not abandon me unwept, unburied,
43 to tempt the gods' wrath, while you sail for home;
but fire my corpse, and all the gear I had,
605 and build a cairn⁵⁷ for me above the breakers—
an unknown sailor's mark for men to come.
Heap up the mound there, and implant upon it
the oar I pulled in life with my companions.'

He ceased, and I replied:

'Unhappy spirit,
610 I promise you the barrow and the burial.'

So we conversed, and grimly, at a distance,
with my long sword between, guarding the blood,
while the faint image of the lad spoke on.
Now came the soul of Anticlea, dead,
615 my mother, daughter of Autolycus,⁵⁸
dead now, though living still when I took ship
for holy Troy. Seeing this ghost I grieved,
but held her off, through pang on pang of tears,
till I should know the presence of Tiresias.

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45 Critical Viewing

How do the characters on this vase compare with your image of the characters in the *Odyssey*? [Compare and Contrast]

56. **Telemachus** (tə lem' ə kəs)

57. **cairn** (kern) *n.* conical heap of stones built as a monument.

58. **Autolycus** (ô täl' i kəs)

**Reading Skill
Historical and
Cultural Context**
What ancient Greek values and beliefs are suggested by Elpenor's requests?

Vocabulary Development

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 *bereft*:

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.

620 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,
625 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,
630 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,
635 not to be shaken from your track, implacable,
in rancor for the son whose eye you blinded.
46 One narrow strait may take you through his blows:
denial of yourself, restraint of shipmates.
When you make landfall on Thrinacia first
640 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,⁶⁰ hold fast to your intent,
and hard seafaring brings you all to Ithaca.
645 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
650 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,
655 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

59. Thebes (thēbz)

Reading Skill Historical and Cultural Context

What ancient Greek value is reflected in the “narrow strait” that Tiresias describes (lines 637–638)?

60. kine (kin) *n.* cattle.

Vocabulary Builder

bereft (bē reft') *adj.*
deprived

47 Reading Check

According to Tiresias, what will Odysseus find when he returns home?

from the *Odyssey*, Part I ■ 973

46 Reading Skill Historical and Cultural Context

- Have students recall some of the incidents that led to trouble in Odysseus’ voyage, for example, his men’s mutiny, or his refusal to leave the Cyclops’ cave when he could have escaped easily.
- **Ask** students if they see any patterns in the events that have caused Odysseus trouble.
Possible response: Odysseus’ men have not obeyed him, and Odysseus himself has not shown self-discipline.
- **Ask** the Reading Skill question: What ancient Greek value is reflected in the “narrow strait” that Tiresias describes?
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.

47 Reading Check

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

Differentiated

Instruction

Solutions for All Learners

Strategy for Less Proficient Readers

Have students prepare a two-column chart. In one column, they should write the events Tiresias foretells. As they read on, have them fill in the adventures to which the prophecies refer. Students will discover that line 637 refers to Scylla and Charybdis; line 638 refers to The Sirens; lines 639–646 refer to “. . . Twenty years gone, and I am home again” [Part 2]; and line 651 refers to Odysseus’ Revenge [Part 2].)

Strategy for Gifted/Talented Students

Suggest that students draw or paint a scene from the *Odyssey* in the same style as that shown on p. 972. Encourage students to research other examples of Greek art to gather specific details they might include, such as the patterns and borders used to frame the images.

- Students may say that Odysseus' plan was well thought out; for example, he did not act on his first impulse, to attack the Cyclops.
- (a) From Maron, Odysseus received gold, a silver winebowl, and twelve jars of brandy.
(b) **Possible response:** Hospitality is highly valued; hosts are judged by their courteousness and the richness of the gifts they presents to their guests.
- (a) Odysseus and his men believe an appeal to the custom of honoring strangers will be respected.
(b) **Possible response:** He violates the laws of hospitality, of honoring the gods—and the taboo against cannibalism.
- (a) They attach themselves to the underside of the Cyclops' sheep. Thus camouflaged from the Cyclops' groping hands, they escape when Polyphemus lets his flocks out to graze. (b) Odysseus displays a stubborn curiosity that leads him into danger and a vindictive boastfulness. He also displays positive qualities, such as cleverness, leadership, and bravery.
- (a) Odysseus weeps when he encounters Elpenor. He also weeps when he sees his mother, Anticlea, but he does not let her approach. When he sees Tiresias, he allows him to approach and listens to his prophecy.
(b) Odysseus shows compassion for his mother and for Elpenor; he reveals determination to achieve his goal even when he is afraid.
- (a) Tiresias predicts Odysseus will lose ship and crew, struggle alone for years, and arrive home only to find his house filled with trouble. (b) Odysseus may note that the grim fate can be averted by avoiding the cattle of Helias. Or, he may feel he has no other choices.
- Based on the prophecies, Odysseus will need courage, resourcefulness, and strong leadership.

660 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,
 665 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,
 670 your country folk in blessed peace around you.
 And all this shall be just as I foretell.'

61. hecatombs (hek' ə tōmz') *n.* large-scale sacrifices to the gods in ancient Greece; often, the slaughter of 100 cattle at one time.

Thinking About the Selection

- Respond:** What do you think of Odysseus' plan for escaping from Polyphemus? Explain.
- (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?
- (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?
- (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?
- (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?
- (a) **Summarize:** What difficulty does Tiresias predict for the journey to come? (b) **Speculate:** Why would Odysseus continue, despite the grim prophecies?
- (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;⁶² 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.

675 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—
680 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
685 addressed them, sore at heart:

‘Dear friends,
more than one man, or two, should know those things
48 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,
690 or know what death we baffle if we can. Sirens
weaving 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
695 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,
700 while our good ship made time, bound outward down
the wind for the strange island of Sirens.

62. Charybdis (kə rib' dis)

Literary Analysis

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

49 Reading Check

What instructions does Odysseus give his shipmates as they prepare to deal with the Sirens?

from the *Odyssey*, Part I ■ 975

48 Literary Analysis

Epic Hero

- Discuss with students how good leaders give responsibilities to their followers and trust them to do their work well.
- **Ask** students how Odysseus' men might respond if asked to do a task that has not been explained to them.
Possible response: Odysseus' men have mutinied before. If asked to do something that did not make sense to them, they might refuse.
- **Ask** the Literary Analysis question: What does Odysseus reveal about his character by sharing information with his men?
Possible response: Odysseus shows that he trusts his men to follow his orders. He also shows that he is not a leader who must keep all knowledge and power to himself.

49 Reading Check

Answer: Odysseus has asked his men to tie him to the mast.

Differentiated

Instruction

Solutions for All Learners

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.

50 Humanities

Circe Meanwhile Had Gone Her Ways . . ., (1924) by William Russell Flint

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.

51 Critical Viewing

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

50

Circe Meanwhile Had Gone Her Ways . . ., 1924, William Russell Flint Collection of the New York Public Library; Astor, Lenox, and Tilden Foundations

- 51  **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 lulled the swell.


The crew were on their feet
705 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
52 and rolled them in my hands until they softened—
710 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
amidships, back to the mast, lashed to the mast,
715 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:

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

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

*Pleased by each purling note
Like honey twining*

**Reading Skill
Historical and
Cultural Context**
What does Odysseus' mention of Helios reveal about ancient Greek beliefs regarding astronomical events?

53  **Reading Check**
How does Odysseus keep his shipmates from hearing the Sirens sing?

from the *Odyssey*, Part I ■ 977

52 Reading Skill Historical and Cultural Context

- Have students imagine how early peoples might have viewed the sun. **Ask** them what someone looking at the sun without modern instruments might think it was made of.
Possible response: The sun might appear to be a ball of fire.
- Discuss with students what types of instruments or tools might be needed to study the sun and learn more about it. Have students think about how recently people have learned to study planets and stars and describe them accurately.
- **Ask** the Reading Skill question: 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.

53 Reading Check

Answer: Odysseus puts wax in his men's ears so they cannot hear the Sirens.

Differentiated Instruction

Solutions for All Learners

Strategy for Gifted/Talented Students

Ask students to set the Sirens' song to music. They can select existing instrumental music or compose their own accompaniment. Students also may want to chant the words in a rap. Offer opportunities for students to perform the song for the class.

Strategy for Advanced Readers

Challenge students to update the Sirens' song for the present day. What new temptations or needs would they insert in the song? Suggest that they rewrite the song or compose a new version of their own.

54 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.

730 From her throat and my throat,
Who lies a-pining?

Sea rovers here take joy
Voyaging onward,
As from our song of Troy
Graybeard and rower-boy
735 Goeth more learnèd.

All feats on that great field
In the long warfare,
Dark days the bright gods willed,
Wounds you bore there,

740 **54** Argos' old soldiery⁶³
On Troy beach teeming,
Charmed out of time we see.
No life on earth can be
Hid from our dreaming.

745 The lovely voices in ardor appealing over the water
made me crave to listen, and I tried to say
'Untie me!' to the crew, jerking my brows;
but they bent steady to the oars. Then Perimedes
got to his feet, he and Eurylochus,
750 and passed more line about, to hold me still.
So all rowed on, until the Sirens
dropped under the sea rim, and their singing
dwindled away.

My faithful company
rested on their oars now, peeling off
755 the wax that I had laid thick on their ears;
then set me free.

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.
760 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.

978 ■ Themes in Literature: Heroism

Literary Analysis

Epic Hero Which details in the Sirens' song are designed to flatter the epic hero?

63. Argos' old soldiery soldiers from Argos, a city in ancient Greece.

Vocabulary Builder

ardor (är' dər) *n.*
passion; enthusiasm

Vocabulary Development

Word Analysis

Tell students that the root word of *ardor* comes from a Latin word meaning "to burn." It can be a literal burning, as in a flame, or a metaphorical burning, as in enthusiasm (*His ardor for soccer was intense*) or passion (*His ardor for his wife pushed him to impress her with his bravery*). Have students look at the context of the Sirens' song and describe the type of "burning" they convey in their song.

Well, I walked up and down from bow to stern,
trying to put heart into them, standing over
765 every oarsman, saying gently,

55 'Friends,
have we never been in danger before this?
More fearsome, is it now, than when the Cyclops
penned us in his cave? What power he had!
Did I not keep my nerve, and use my wits
770 to find a way out for us?

Now I say
by hook or crook this peril too shall be
something that we remember.

Heads up, lads!
We must obey the orders as I give them.
Get the oar shafts in your hands, and lay back
775 hard on your benches; hit these breaking seas.
Zeus help us pull away before we founder.
You at the tiller, listen, and take in
all that I say—the rudders are your duty;
keep her out of the combers and the smoke;⁶⁴
780 steer for that headland; watch the drift, or we
fetch up in the smother, and you drown us.'

That was all, and it brought them round to action.
But as I sent them on toward Scylla,⁶⁵ I
told them nothing, as they could do nothing.
785 They would have dropped their oars again, in panic,
to roll for cover under the decking. Circe's
bidding against arms had slipped my mind,
so I tied on my cuirass⁶⁶ and took up
two heavy spears, then made my way along
790 to the foredeck—thinking to see her first from there,
the monster of the gray rock, harboring
torment for my friends. I strained my eyes
upon the cliffside veiled in cloud, but nowhere
could I catch sight of her.

And all this time,
795 in travail,⁶⁷ sobbing, gaining on the current,
we rowed into the strait—Scylla to port
and on our starboard beam Charybdis, dire


Literary Analysis
Epic Hero What parts
of Odysseus' speech
demonstrate his
strength as a leader?

64. **the combers** (kōm' ərs)
and **the smoke** the large
waves that break on the
beach and the ocean spray.

65. **Scylla** (sil' ə)

66. **cuirass** (kwi ras') *n.*
armor for the upper body.

67. **travail** (tre vāi') *n.* very
hard work.

56  **Reading Check**
What demand does
Odysseus make of
his men as they
approach the rough
waters?

from the *Odyssey*, Part I ■ 979

55 Literary Analysis

Epic Hero

- Have students read lines 765–770. Then ask volunteers to read the passage aloud. **Ask** the volunteers where they put the emphasis in their reading and why. **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.

56 Reading Check

Answer: Odysseus orders his shipmates to row hard and set a course.

Differentiated

Instruction

Solutions for All Learners

Strategy for English Learners

Students may have difficulty with concept of a *song* being dangerous. Discuss with students how the Sirens' song is a lure to bring sailors closer. Explain that the beautiful Sirens and their lovely songs are a deception, and that the people who enjoy the songs are drawn to their deaths. Ask students to think of other examples of attraction and temptation that lead to unpleasant outcomes.

Enrichment for Advanced Readers

Have students learn more about creatures, such as Sirens, that were once thought to lure sailors into dangerous waters. Ask them to search research tools to find further descriptions for creatures such as Sirens, mermaids, and water nymphs. Have them find out what made these creatures so attractive, and then share their findings with the class.

57 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.

gorge⁶⁸ of the salt seatide. By heaven! when she vomited, all the sea was like a cauldron
800 seething over intense fire, when the mixture suddenly heaves and rises.

The shot spume

soared to the landside heights, and fell like rain. But when she swallowed the sea water down we saw the funnel of the maelstrom,⁶⁹ heard
805 the rock bellowing all around, and dark sand raged on the bottom far below. My men all blanched against the gloom, our eyes were fixed upon that yawning mouth in fear of being devoured.

Then Scylla made her strike,

810 whisking six of my best men from the ship. I happened to glance aft at ship and oarsmen and caught sight of their arms and legs, dangling high overhead. Voices came down to me in anguish, calling my name for the last time.

815 A man surfcasting on a point of rock for bass or mackerel, whipping his long rod to drop the sinker and the bait far out, will hook a fish and rip it from the surface to dangle wriggling through the air:

so these

820 were borne aloft in spasms toward the cliff.

She ate them as they shrieked there, in her den, in the dire grapple, reaching still for me— and deathly pity ran me through
825 **57** at that sight—far the worst I ever suffered, questing the passes of the strange sea.

We rowed on.

The Rocks were now behind; Charybdis, too, and Scylla dropped astern.

68. gorge (gôrj) *n.* throat or gullet.

69. maelstrom (māl' strəm) *n.* large, violent whirlpool.

Literary Analysis
Epic Hero What quality of heroic leadership does Odysseus show in lines 823–825?

The Cattle of the Sun God

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

980 ■ Themes in Literature: Heroism

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:

- 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.
- 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.

58 | blew from heaven, and clouds driven by Zeus
shrouded land and sea in a night of storm;
so, just as Dawn with fingertips of rose
touched the windy world, we dragged our ship
835 | 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,
840 | or we pay dearly for it.

59 | 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
845 | 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,
850 | 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
855 | 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
860 | 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.
865 | All deaths are hateful to us, mortal wretches,
but famine is the most pitiful, the worst
end that a man can come to.

Reading Skill Historical and Cultural Context

Which details here suggest that ancient Greeks believed the gods controlled the weather?

Reading Skill Historical and Cultural Context

How does this passage show that ancient Greeks believed their gods had human-like emotions?

70. **Olympus** (ō lim’ pēs)
Mount Olympus, home of the gods.

Vocabulary Builder
insidious (in sid’ ē əs)
adj. characterized by craftiness and betrayal

60 Reading Check

Who owns the heifers and sheep on the island?

from the *Odyssey*, Part I ■ 981

58 Reading Skill Historical and Cultural Context

- Review with students some of the specific gods that Odysseus has encountered and the elements that these gods controlled. Poseidon, for example, could cause earthquakes, while Helios controlled the sun.
- **Ask** students why the Greeks might have imagined that individual gods controlled different natural elements.
Possible response: The Greeks might have imagined gods controlling each element as a way to explain how their world worked.
- **Ask** the first Reading Skill question: Which details here suggest that ancient Greeks believed the gods controlled the weather?
Possible response: Odysseus claims that Zeus creates storms and can manipulate winds and clouds.

59 Reading Skill Historical and Cultural Context

- Remind students of the times that Odysseus has sacrificed animals to the gods. Ask them what emotion he hoped to elicit from the gods with this sacrifice.
Possible response: Odysseus wanted to appease them and try to win their forgiveness for his wrongdoing.
- Then have students recall Odysseus’ argument with Poseidon. **Ask** how Poseidon felt toward Odysseus.
Answer: Poseidon was angry with Odysseus because he had blinded Poseidon’s son, the Cyclops.
- **Ask** the second Reading Skill question: How does this passage show that ancient Greeks believed their gods had human-like emotions?
Possible response: The passage shows that Helios loves his sheep and would be angry if they were hurt.

60 Reading Check

Answer: The sun god Helios owns the heifers and sheep on the island.

61 Literary Analysis

Epic Hero

- Discuss with students Odysseus' response 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.

Will you fight it?

870 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—
61 we'll build a costly temple and adorn it
with every beauty for the Lord of Noon.⁷¹
875 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!

880 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—
885 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.
890 Then, as they had no wine, they made libation
with clear spring water, broiling the entrails first;
and when the bones were burnt and tripe shared,
they spat the carved meat.

Just then my slumber

895 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:

900 '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.'⁷²

Lampetia⁷³ in her long gown meanwhile
had borne swift word to the Overlord of Noon:

71. Lord of Noon Helios.

Literary Analysis

Epic Hero How are the values of Eurylochus different from those of Odysseus?

72. **contrived** (kən trɪvd')
v. thought up; devised.

73. **Lampetia** (lam pē' shə) a
nymph.

Real Places and Imaginary Events in the *Odyssey*

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?

905 "They have killed your kine."

And the Lord Helios
burst into angry speech amid the immortals:

'O Father Zeus and gods in bliss forever,
punish Odysseus' men! So overweening,
now they have killed my peaceful kine, my joy
910 at morning when I climbed the sky of stars,
and evening, when I bore westward from heaven.
Restitution or penalty they shall pay—
and pay in full—or I go down forever
to light the dead men in the underworld.'

915 Then Zeus who drives the stormcloud made reply:

63 Reading Check
What do Odysseus' shipmates do while he is sleeping?

from the *Odyssey*, Part I ■ 983

62 Literature in Context

Geography Connection Odysseus sailed throughout the Mediterranean, leaving from Troy in modern day Turkey, past Crete, to several small islands off the coast of Sicily, Tunisia, Sardinia, Italy, and Sicily. Scholars speculate that the "narrow strait" mentioned in line 637 might be the Straits of Gibraltar.

Connect to the Literature You may wish to compare the places on the map on p. 983 with a modern-day map of the Mediterranean. Point out the location of Troy, Ithaca, and the Straits of Gibraltar. **Ask** students the Connect to the Literature question: 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.

63 Reading Check

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

Differentiated**Instruction**

Solutions for All Learners

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*.

64 Literary Analysis

Epic Hero and Flashback

- 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 920–932 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.'

920 —Calypso later told me of this exchange,
64 as she declared that Hermes⁷⁴ 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.

925 The silken beeves⁷⁵ 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
930 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,
935 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.
940 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
945 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,
950 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 petrels⁷⁶ on the waves.

74. **Hermes** (hur' mēz') *n.*
god who serves as herald and
messenger of the other gods.

75. **beeves** (bēvz) *n.*
alternate plural form of "beef."

Literary Analysis Epic Hero and Flashback

What details in
lines 920–921 clarify
the flashback
presented here?

76. **petrels** (pe' trēlz) *n.*
small, dark sea birds.

984 ■ Themes in Literature: Heroism

Vocabulary Development

Ocean and Sailing Terms

You may wish to clarify with students the terms related to the ocean that are used in this section of the *Odyssey*. With a clearer sense of what these terms mean, students should get a better picture of this crucial scene in the story.

Gales: winds

Astern: behind a ship

Thunderhead: storm cloud

Squall: storm

Bilge: the bottommost, interior part
of a ship

Stepping the mast and sail: setting up
a mast and sail by securing it into the
hull of a ship, usually on the ship's keel

No more seafaring
homeward for these, no sweet day of return;
955 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
65 floated free; the mast, too, broke away.
960 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
965 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
970 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 bole⁷⁷ being far below, and far
above my head the branches and their leaves,
975 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
980 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,
985 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,⁷⁸ this time,
kept me from her eyes. Once through the strait,
nine days I drifted in the open sea
990 before I made shore, buoyed up by the gods,

Literary Analysis
Epic Hero Which of
Odysseus' heroic
qualities does he
demonstrate in this
passage?

77. **bole** (bōl) *n.* tree trunk.

78. **Father . . . men** Zeus.

66  **Reading Check**
How is Odysseus' ship
destroyed?

65 Literary Analysis

Epic Hero

- Recount with students the calamity that has befallen Odysseus' men, discussing the destruction of their ship and the death of his crew. **Ask** students if there are any other survivors from the wreck. **Answer:** Odysseus does not mention any survivors.
- Read aloud lines 948–955. Then **ask** students what hope they see for Odysseus to return home. **Possible response:** Students may say that Odysseus has escaped from disasters before. Or they may say that he no longer has men to assist him, and that he has powerful gods angry at him, so his chances for survival do not look promising.
- **Ask** the Literary Analysis question: 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.

66 Reading Check

Answer: Zeus destroys the ship with a "bolt."

from the *Odyssey*, Part I ■ 985

Concept Connector

Anticipation Guide

Have students return to their Anticipation Guides and respond to the statements again in the After Reading column. They may do this individually or in their original pairs or groups. Then, lead a class discussion, probing for what students have learned that confirms or invalidates each statement. Encourage students to cite specific details, quotations, or other evidence from the text to support their responses to each statement.

Connecting to the Literature

Have students compare the sentences they wrote before reading with their thoughts about journeys and adventures after reading the *Odyssey*. Ask them to explain whether their thoughts have changed and, if so, how.

Literary Analysis Graphic Organizer

Ask students to review the graphic organizers they completed to chart historical/cultural details. Show them **Literary Analysis Graphic Organizer B** (p. 202 in *Graphic Organizer Transparencies*) as an example. Then have students share their graphic organizers.

67 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.

68 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.

La Nef de Telemachus (The Ship of Telemachus), New York Public Library Picture Collection

- 68  **Critical Viewing** In the *Odyssey*, Odysseus' son Telemachus searches for his father in a ship like this one. From what you observe in the painting, how does this ship compare with modern ships? [**Compare and Contrast**]

67

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 defini-

tion 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 Ogygia⁷⁹ Isle. The dangerous nymph Calypso lives and sings there, in her beauty, and she received me, loved me.

69
995

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

79. Ogygia (o jīj' iə)

Literary Analysis Epic Hero and Flashback

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

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.

from the *Odyssey*, Part I ■ 987

69 Literary Analysis Epic Hero and Flashback

- Model for students the change in voice that occurs in line 993.
- **Ask** the Literary Analysis question: 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.

ASSESS

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 know 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.