

THE ILIAD

Grade Level: 6th Grade

Presented by: Carole Richardson, Three Oaks Middle School

Length of Unit: Fifteen - Twenty Days (7 Lessons)

I. ABSTRACT

Homer's *The Iliad* weaves a wondrous web of ancient Greeks and their gods caught up in predictable conflict. This epic tale gives us insight into the way Greeks viewed their world. The students will utilize independent research skills, computer skills, and cooperative group skills to complete the unit's assignments. As a result of being immersed in *The Iliad* and Greek civilization, the students should develop a greater appreciation of the ancient Greeks and the lasting influence of their literature.

II. OVERVIEW

A. Concept Objectives

1. Understand the world through ancient man's eyes.
2. Understand how interactions between people, their gods, and their physical environment influenced literature.

B. Content from the *Core Knowledge Sequence*

1. *The Iliad* (Homer), page 136
2. Literary Terms, page 136
 - Epic
 - Literal and figurative language
 - imagery
 - metaphor and simile
 - symbol
 - personification

C. Skill Objectives (Florida Sunshine State Standards)

1. The student uses the reading process effectively. (Sunshine State Language Arts Reading Standard 1: LA.A.1.3)
 - a. uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection. (LA.A.1.3.1)
 - b. uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns. (LA.A.1.3.2)
 - c. demonstrates consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking. (LA.A.1.3.3)
 - d. uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade level-appropriate report. (LA.A.1.3.4)
2. The student constructs meaning from a wide range of texts. (Sunshine State Language Arts Reading Standard 2: LA.A.2.3)
 - a. determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization. (LA.A.2.3.1)

- b. identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning. (LA.A.2.3.2)
- 3. The student writes to communicate ideas and information. (Sunshine State Language Arts Writing Standard 2: LA.B.2.3)
 - a. writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences form a variety of media. (LA.B.2.3.1)
 - b. Uses electronic technology including databases and software to gather information and communicate new knowledge. (LA.B.2.3.4)
- 4. The student understands the common features of a variety of literary forms. (Sunshine State Language Arts Literature Standard 1: LA.E.1.3)
 - a. Identifies defining characteristics of classic literature. (LA.E.1.3.1)
 - b. Recognizes complex elements of plot. (LA.E.1.3.2)
 - c. Recognizes elements of author’s craft. (LA.E.1.3.3)
- 5. The student responds critically to fiction, nonfiction, poetry, and drama. (Sunshine State Language Arts Literature Standard 2: LA.E.2.3)
 - a. Recognizes how a piece of literature reflects the time period in which it was written. (LA.E.2.3.5)
 - b. Knows how a literary selection can expand or enrich personal viewpoints or experiences. (LA.E.2.3.8)

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Homer. *The Iliad*, translated by E. V. Rieu. London, England: Penguin Books, 1950, ISBN 0-590-41626.
2. Homer. *The Iliad*, translated by Robert Fagles. New York, New York: Viking Penguin, 1990, ISBN 0-670-83510-2.
3. “The Iliad”, *Sparknotes* [On-line]. Available URL: <http://sparknotes.com/lit/iliad>.
4. *The Oxford Companion to Classical Literature*, edited by M.C. Howatson. Oxford, England: Oxford University Press, 1989, ISBN 0-19-866121-5.

B. For Students

1. Students will have a basic understanding of the Greek myths, gods, and goddesses from studies in second, third, and sixth grades.
2. Students will know how to utilize basic research skills from writing and research in fourth, fifth, and sixth grades.

IV. RESOURCES

- A. Evslin, Bernard. *The Trojan War*. (note: this is the version of *The Iliad* that will be used in this unit)
- B. World Map
- C. Copies of Appendices A - G

V. LESSONS

Lesson One: The players

A. Daily Objectives

1. Concept Objective(s)

- a. Understand the world through ancient man's eyes.
 - b. Understand how interactions between people, their gods, and their physical environment influenced literature.
2. Lesson Content
- a. *The Iliad*
3. Skill Objective(s)
- a. uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade level-appropriate report. (LA.A.1.3.4)
 - b. Research: locates, organizes, and interprets written information for a variety of purposes. (LA.A.2.3.5)
 - c. writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media. (LA.B.2.3.1)
 - d. Uses electronic technology including databases and software to gather information and communicate new knowledge. (LA.B.2.3.4)

B. *Materials*

- 1. Notebook Paper
- 2. Manila Folders
- 3. World Map
- 4. Media Center/Classroom Resource Center
- 5. Appendix A (list of vocabulary)

C. *Key Vocabulary*

- 1. Achilles central character of *Iliad*, great warrior, son of goddess, Thetis, and warrior, Peleus.
- 2. Helen daughter of Zeus, wife of Menelaus, consort of Paris, abducted by Paris to Troy.
- 3. Homer considered greatest poet in the history of Western Europe. Famous for two epic poems *The Iliad* and *The Odyssey*
- 4. *The Iliad* famous epic poem by Homer. Tale of the Trojan War.
- 5. Ithaca island off Western Greece, home of Odysseus
- 6. Menelaus king of Sparta, husband of Helen, brother of Agamemnon
- 7. Paris Trojan, son of Priam and Hecuba
- 8. Priam king of Troy
- 9. Trojan War battle between Achaeans and Trojans precipitated by Paris taking Helen to Troy
- 10. Troy city on the coast of Asia Minor
- 11.—Ulysses king of Ithaca, hero of the *Odyssey* (Odysseus)

D. *Procedures/Activities*

- 1. Pass out a manila folder to each student. Have student write his last name, first name on the folder tab and put several pieces of lined paper in it. This will serve as a place for unit work.
- 2. Pair and Share:
 - a. Direct students to sit with a partner, give each Appendix A, and brain-storm causes of wars that they have learned about in their history classes. Each student should record causes.
 - b. Pair up with another pair (4 students total) and compare lists. Add any new causes that are not on your list.

- c. Have a recorder from each group of 4 post their reasons on a posted chart.
 - d. Have students come to a consensus and record whether or not any reason is a valid one.
3. Ask students to predict why they think the Trojan War began. (This will be homework if it is not completed in 15 minutes)
 4. Hand students Appendix A. Tell the students that they will be researching these terms/players in the media center.
 5. Take students to media center.
 6. Students will use encyclopedias, computer research programs, books to find information on worksheet.
 7. Return to class.
 8. Call on students to define terms or identify characters. If correct, record on overhead transparency, so that students can add to or correct lists. Place worksheet in folder.
 9. Collect folders (if time students can illustrate folders)
- E. *Assessment/Evaluation*
1. Students will turn in folders with completed Pair and Share activity, prediction of cause of Trojan War, and completed worksheet (Appendix A).

Lesson Two: Setting the Scene

A. *Daily Objectives*

1. Concept Objectives:
 - a. Understand the world through ancient man's eyes.
 - b. Understand how interactions between people, their gods, and their physical environment influenced literature.
2. Lesson Content
 - a. *The Iliad*
 - b. Literary Terms
3. Skill Objectives
 - a. Identifies defining characteristics of classic literature. **(LA.E.1.3.1)**
 - b. Recognizes elements of author's craft. **(LA.E.1.3.3)**
 - c. Recognizes how a piece of literature reflects the time period in which it was written. **(LA.E.2.3.5)**

B. *Materials*

1. Notebook Paper
2. Manila Folders
3. Transparencies and Overhead Projector
4. *The Trojan War* (*note: this is the version of *The Iliad* used in this unit)
5. Chapter Questions (Appendix B)
6. Butcher Paper (or large sheets of construction paper)/Markers
7. World Map

C. *Key Vocabulary*

1. Scyros island in the central Aegean off the coast of Euboea.
2. Simile a figure of speech comparing two unlike things that is often introduced by *like* or *as*
3. Metaphor a figure of speech in which a word or phrase literally denoting

one kind of object to suggest a likeness or analogy between them

D. *Procedures/Activities*

1. Pass out folders. Have students volunteer to read their reasons for causes of war. Record them on the overhead. Tell them you'll return to this after they read the first three chapters.
2. Pass out *The Trojan War* to the students. (As you read this book with the students, you might want to tell them how this book differs from *The Iliad*.)
3. Ask the students to share anything they know about ancient classical Greek literature. What are some of the usual elements? (mythological references, oral tradition, gods determining outcome, spoken not written). Point out to them the device of delayed action and foreknowledge in *The Iliad*. Tell them to be aware of this device as they read.
4. Read Chapters: "The Peddler", "The Seeds of War", and "The Judgment of Paris".
5. Put overhead on from procedure 1. Did any of them predict the reasons for the Trojan War? Take a few minutes for students to state in writing (Appendix B) if they feel the reason was justified. Call on several to read their opinions. Ask them if they can explain how the war was justified from the ancient Greeks point of view. (foretold, gods, fate, pledges between groups of men)
6. What is the setting of this story? Have a student come up and point out the setting on the map.
7. Distribute and have students answer Chapter/FCAT Response Questions (Appendix B)
8. When the students are finished with the questions, instruct them to move into groups of four (predetermined by the teacher). Each student is to create a vocabulary section in his/her folder and record/define unfamiliar words. will select words to write on butcher paper Million Dollar Word List; post on wall and add on to their own lists in vocabulary section in folder.
9. Review simile and metaphor. Find an example of each as a class. Have students go back through the chapters and record at least one example of delayed action and foreknowledge and three examples of metaphors and/or similes (review metaphor and simile) found in chapters.
10. Place causes of war, questions, vocabulary, metaphors, similes, examples of delayed outcome and foreknowledge in folder. Collect folders.

Group
on

E. *Assessment/Evaluation*

1. Folders with completed statement justifying causes of war, examples of delayed action and foreknowledge, chapter questions, simile/metaphor, and vocabulary.

Lesson Three: Agamemnon vs. Achilles

A. *Daily Objectives*

1. Concept Objectives:
 - a. Understand the world through ancient man's eyes.
 - b. Understand how interactions between people, their gods, and their physical environment influenced literature.
2. Lesson Content

- a. *The Iliad*
- b. Literary Terms
- 3. Skill Objectives
 - a. Identifies defining characteristics of classic literature. (LA.E.1.3.1)
 - b. Recognizes elements of author's craft. (LA.E.1.3.3)
 - c. Recognizes how a piece of literature reflects the time period in which it was written. (LA.E.2.3.5)
- B. *Materials*
 - 1. Notebook Paper
 - 2. Manila Folders
 - 3. Precut strips of construction paper/Markers
 - 4. Appendix C
- C. *Key Vocabulary*
 - 1. Agamemnon king of Mycenae and leader of the Achaean expedition to Troy
 - 2. Briseis captive of Achilles
 - 2. Cressida daughter of Chryse; captive of Agamemnon
 - 3. Diomedes Achaean warrior
 - 4. Hector Trojan, son of Priam and Hecuba, commander of Trojans
 - 5. Pandarus Trojan commander killed by Diomedes
 - 6. Patroclus Achilles' friend; killed by Hector
 - 7. Imagery figurative language (mental images)
- D. *Procedures/Activities*
 - 1. Share literary devices found in first chapters. Record several on overhead. Review Million Dollar word list posted on wall. Have students share. Pass out *The Trojan War* to the students.
 - 2. Read Chapters: "The Events at Aulis", "The Siege Begins", "The Quarrel", "Thetis", and "The War Council". After each chapter, ask students to tell what examples from the story they can give that reflect the time period and what characteristics of classical literature they can relate.
 - 3. Pass out folders. Have class come up with a one-sentence summary for "The Events at Aulis". Copy this on a new sheet of paper titled "Summaries". Move students into cooperative learning groups and give them strips of paper to record a one sentence summary for the remaining chapters read today. Ask group recorder to post on board. Read each summary to class and then select best for each student to record in "Summaries" section of folder.
 - 4. Students answer Chapter/FCAT Response Questions (Appendix C)
 - 5. Instruct students to continue vocabulary section in folder and record/define unfamiliar words. Come up with words individually and then decide as group which to post on butcher paper Million Dollar Word List on Wall. Remember to record group's list in yours.
 - 6. Record four examples of imagery found in these chapters.
 - 7. Place work in folder.
 - 8. Assign chapters to groups of students to retell. Have students begin brainstorming how they will retell their assigned chapters in *The Iliad*. This retelling may be done by hand on art paper, on transparencies, in book

form, in a mural (butcher paper), in a newspaper, in a ClarisWorks slide show, HyperStudio, or a KidPix slideshow (any multimedia program).

E. *Assessment/Evaluation*

1. Students will turn in folders with summaries, completed questions, vocabulary, and imagery. Each group will post the group's best vocabulary words. Each group will have submitted a sketch/outline telling which media they are using to retell their assigned chapter in book.

Lesson Four: Terrible War

A. *Daily Objectives*

1. Concept Objectives:
 - a. Understand the world through ancient man's eyes.
 - b. Understand how interactions between people, their gods, and their physical environment influenced literature.
2. Lesson Content
 - a. *The Iliad*
 - b. Literary Terms
3. Skill Objectives
 - a. Identifies defining characteristics of classic literature. (L.A.E.1.3.1)
 - b. Recognizes elements of author's craft. (L.A.E.1.3.3)
 - c. Recognizes how a piece of literature reflects the time period in which it was written. (L.A.E.2.3.5)

B. *Materials*

1. Notebook Paper
2. Manila Folders
3. Art paper
4. Butcher paper
5. Markers, crayons, or colored pencils
6. Computer Disks
7. Computers with ClarisWorks, HyperStudio, or KidPix
8. Appendix D

C. *Key Vocabulary*

1. symbol something that stands for or suggests something else by reason of relationship, association, convention, or accidental resemblance
2. Ajax Achaean, son of Telamon, commander of troops from Salamis
3. Dolon Trojan spy killed by Ulysses and Diomedes

D. *Procedures/Activities*

1. Review word lists and examples of imagery. Pass out *The Trojan War* to the students. (As you read this book with the students, you might want to tell them how this book differs from *The Iliad*.)
2. Read Chapters: "The Battle Begins", "Hector", "Thunder on the Right", "Night", and "On the Wall". Have students orally relate what characteristics are in these chapters that are examples of classical literature and the time period. How do they think the ancient Greeks viewed the world? How did the interactions between people, their gods, and their physical environment influence literature?

3. Pass out folders. Move students into cooperative learning groups and give them strips of paper to record a one sentence summary for the remaining chapters read today. Ask group recorder to post on board and each student to record his group's summaries in "Summaries" section of folder.
 4. Students answer Chapter/FCAT Response Questions (Appendix D)
 5. Instruct students to create vocabulary section in folder and record/define unfamiliar words. Select words to post on butcher paper Million Dollar Word List on Wall. Remember to record group's list on your own list.
 6. Ask students to define the word *symbol*, look back through chapter, and give an example of a symbol. Record four examples of symbols found in chapters.
 7. Place work in folder.
 8. Sketch/outline plan for assigned chapters in *The Iliad*. Designate person responsible for each part of the plan.
- E. *Assessment/Evaluation*
1. Students will turn in folders with summaries, completed questions, vocabulary, symbols and sketch/outline/designees.

Lesson Five: Those Rascal Gods

- A. *Daily Objectives*
1. Concept Objectives:
 - a. Understand the world through ancient man's eyes.
 - b. Understand how interactions between people, their gods, and their physical environment influenced literature.
 2. Lesson Content
 - a. *The Iliad*
 3. Skill Objectives
 - a. Identifies defining characteristics of classic literature. (L.A.E.1.3.1)
 - b. Recognizes elements of author's craft. (L.A.E.1.3.3)
 - c. Recognizes how a piece of literature reflects the time period in which it was written. (L.A.E.2.3.5)
- B. *Materials*
1. Notebook Paper
 2. Manila Folders
 3. Art paper
 4. Butcher paper
 5. Markers, crayons, or colored pencils
 6. Computer Disks
 7. Computers with ClarisWorks, HyperStudio, or KidPix
 8. Appendix E
- C. *Key Vocabulary*
1. Personification attribution of human qualities
 2. Aeneas one of the leaders of the Trojan War
 the subject of Virgil's *Aeneid*
 3. Rhesus king of Thrace; ally of Trojans; killed by Ulysses and
 Diomedes who take his famed horses
- D. *Procedures/Activities*
1. Discuss word lists posted on wall. Ask students to tell what symbols they

found in the past chapters. Pass out *The Trojan War* to the students. (As you read this book with the students, you might want to tell them how this book differs from *The Iliad*.)

2. Read Chapters: “Poseidon Decides”, “Hera and Zeus”, “Attack and Counterattack”. Be aware of the meddling gods and their influences on ancient man and his literature.
 3. Pass out folders. Move students into cooperative learning groups and give them strips of paper to record a one-sentence summary for the chapters read today. Ask group recorder to post on board and each student to record his group’s summaries in “Summaries” section of folder.
 4. Students answer Chapter/FCAT Response Questions (Appendix E)
 5. Instruct students to create vocabulary section in folder and record/define unfamiliar words. Select words to post on butcher paper Million Dollar Word List on Wall. Once again remember to record your group’s list on your list.
 6. Discuss/define the term personification. Have students record any examples of personification found in chapters.
 7. Place work in folder.
 8. Begin implementing assigned chapter tasks. Fill out group progress report.
- E. *Assessment/Evaluation*
1. Students will turn in folders with summaries, completed questions, vocabulary, and personification example. Evidence of assigned project work (poster, typing, computer work).

Lesson Six: Prophecy Fulfilled Part One

A. *Daily Objectives*

1. Concept Objectives:
 - a. Understand the world through ancient man’s eyes.
 - b. Understand how interactions between people, their gods, and their physical environment influenced literature.
2. Lesson Content
 - a. *The Iliad*
3. Skill Objectives
 - a. Identifies defining characteristics of classic literature. (LA.E.1.3.1)
 - b. Recognizes elements of author’s craft. (LA.E.1.3.3)
 - c. Recognizes how a piece of literature reflects the time period in which it was written. (LA.E.2.3.5)

B. *Materials*

1. Notebook Paper
2. Manila Folders
3. Art paper
4. Butcher paper
5. Markers, crayons, or colored pencils
6. Computer Disks
7. Computers with ClarisWorks, HyperStudio, or KidPix
8. Appendix F

C. *Key Vocabulary*

1. oracle an answer given by a god to a question asked him by a worshipper
2. Scamander river god and chief river of the Trojan plain; called Xanthus by the gods

D. *Procedures/Activities*

1. Look over word lists. Discuss latest entries. Relate examples of personification. Pass out *The Trojan War* to the students. (As you read this book with the students, you might want to tell them how this book differs from *The Iliad*.)
2. Read Chapters: “Patroclus”, “Armor for Achilles”, “The Scroll of the Fates”. Be aware of the meddling gods, traits of classical literature, and how Greek literature was affected by interactions between people, their gods, and their physical environment.
3. Pass out folders. Move students into cooperative learning groups and give them strips of paper to record a one sentence summary for the remaining chapters read today. Ask group recorder to post on board and each student to record his group’s summaries in “Summaries” section of folder.
4. Students answer Chapter/FCAT Response Questions (Appendix F)
5. Instruct students to create vocabulary section in folder and record/define unfamiliar words. Select words to post on butcher paper Million Dollar Word List on Wall.
6. Place work in folder.
7. Begin implementing assigned chapter tasks. Fill out group progress report.

E. *Assessment/Evaluation*

1. Students will turn in folders with summaries, completed questions, and vocabulary. Evidence of assigned project work (poster, typing, computer work).

Lesson Seven: Prophecy Fulfilled Part Two

A. *Daily Objectives*

1. Concept Objectives:
 - a. Understand the world through ancient man’s eyes.
 - b. Understand how interactions between people and their physical environment influenced literature.
2. Lesson Content
 - a. *The Iliad*
3. Skill Objectives
 - a. Identifies defining characteristics of classic literature. **(LA.E.1.3.1)**
 - b. Recognizes elements of author’s craft. **(LA.E.1.3.3)**
 - c. Recognizes how a piece of literature reflects the time period in which it was written. **(LA.E.2.3.5)**

B. *Materials*

1. Notebook Paper
2. Manila Folders
3. Art paper
4. Butcher paper
5. Markers, crayons, or colored pencils

6. Computer Disks
 7. Computers with ClarisWorks, HyperStudio, or KidPix
 8. Appendix G
- C. *Key Vocabulary*
1. Cassandra prophetic daughter of Priam and Hecuba
- D. *Procedures/Activities*
1. Pass out *The Trojan War* to the students. (As you read this book with the students, you might want to tell them how this book differs from *The Iliad*.)
 2. Read chapters: “The Wrath of Achilles”, “Cressida”, “The End of the War”. Be aware of the meddling gods, traits of classical literature, and how Greek literature was affected by interactions between people, their gods, and their physical environment.
 3. Pass out folders. Move students into cooperative learning groups and give them strips of paper to record a one sentence summary for the remaining chapters read today. Ask group recorder to post on board and each student to record his group’s summaries in “Summaries” section of folder.
 4. Students answer Chapter/FCAT Response Questions (Appendix G)
 5. Instruct students to create vocabulary section in folder and record/define unfamiliar words. Select words to post on butcher paper Million Dollar Word List on Wall. Make sure group’s list is recorded in each member’s list.
 6. Place work in folder.
 7. Begin implementing assigned chapter tasks. Fill out group progress report.
- E. *Assessment/Evaluation*
1. Students will turn in folders with summaries, completed questions, vocabulary. Evidence of assigned project work (poster, typing, computer work).

VI. CULMINATING ACTIVITY

- A. The students will assemble with their projects. Chapter by chapter they will retell *The Iliad* and display their projects illustrating the chapters.

VII. HANDOUTS/WORKSHEETS

Appendices A - G

VIII. BIBLIOGRAPHY

Homer. *The Iliad*, translated by E. V. Rieu. London, England: Penguin Books, 1950, ISBN 0-590-41626.

Homer. *The Iliad*, translated by Robert Fagles. New York, New York: Viking Penguin, 1990, ISBN 0-670-83510-2.

“The Iliad”, *Sparknotes* [On-line]. Available URL: <http://sparknotes.com/lit/iliad>.

The Oxford Companion to Classical Literature, edited by M.C. Howatson. Oxford, England: Oxford University Press, 1989, ISBN 0-19-866121-5.

Appendix A - The Iliad
Place all work in your folder

Worksheet Lesson 1

- A. List any reasons that you can think of (remember your history classes!) that might start a war:
1. Your list:
 2. Your group's reasons:
 3. Consensus of class:
- B. Why do you think the Trojan War began? (finish for homework, if necessary, and return this paper to your folder)
- C. Define or Describe the Following:
1. Achilles
 2. Helen
 3. Homer
 4. *The Iliad*
 5. Ithaca
 6. Menelaus
 7. Paris
 8. Priam
 9. Trojan War
 10. Troy
 11. Ulysses

Appendix B- The Iliad
Place all work in your folder

Worksheet Lesson 2

A. Paragraph:

In your opinion, were the causes of the Trojan War justified or not? Explain.

B. Answer the Following Chapter Questions: **(Use complete sentences)**

Chapter 1.

1. Why were Ulysses (Odysseus) and Achilles in disguises?
2. Where are the men?
3. What is the message that Ulysses gives Achilles?

Chapter 2

1. Who were Achilles' parents?
2. Who was not invited to the wedding feast?
3. What happened as a result of this god/goddesses' anger?
4. Why didn't Zeus decide the outcome? Who did?

Chapter 3:

1. Who offered bribes to Paris?
- 2-4. List the person and what each offered:
5. Whom did Paris choose and why?
6. What did she tell Paris?
7. Who were Paris' parents? Why did they accept him?
8. When Paris returned from Ithaca what did he think would happen?
9. Who disagreed with Paris and the family, and why did she disagree?
10. What was Ulysses' plan for Helen and her suitors?
11. Why did the Greeks have to go to Troy?

12. Why had Ulysses avoided going to Troy?
13. How did he act and dress to avoid being found?
14. What did Palamedes do to get him to keep his oath?

D. FCAT Reading Short Response Question:
What evidence can you find in the first three chapters to support the idea that Achilles and Ulysses were not anxious to enter the war?

E. Million Dollar vocabulary words:
Your list:

Group's list:

F. Examples of similes and metaphors:

G. Examples of delayed outcome and foreknowledge (*characteristics of ancient Greek Literature*):

Appendix C- The Iliad
Place all work in your folder

Worksheet Lesson 3

A. Chapter Summaries

1. Class Chapter 4 Summary:

2. Group Summaries Chapters 5-8:

3. Best Group Summaries for Chapters 5-8:

B. FCAT Reading (Short Response):

What evidence can you find in these chapters that the gods are not in full agreement with each other about this war? (Give specific evidence from the book.)

C. Million Dollar Vocabulary Words:

1. Your List:

2. Group List:

D. Examples of Imagery in Chapter 4-8:

E. Project: Decide which chapter your group is going to present. Decide how your going to present your chapter (multimedia, illustrations, etc.)

Chapter _____

Method of Presentation _____

F. Chapter Questions (4-8) **Answer in complete Sentences**
Chapters 4, 5, and 6

Chapter 4

1. Describe how Achilles reacted to 'the smell of a fight'.
2. What was Achilles referring to when he told Agamemnon 'you know how parents are. How devouring their love can be'.
3. Who was Ajax?
4. Why did all the warriors accept Achilles?
5. How did Achilles know Patroclus?

Chapter 5

1. Who was Cycnus?
- 2-3. What did the Greeks do to the neighboring islands of Troy? How long did it take them?

Chapter 6

- 1-2. Why and how did Apollo attack the Greeks?
3. How could the problems Apollo sent be stopped?
4. Who told them how to get rid of their problem with Apollo?
5. Why did Achilles get mad at Agamemnon?

Chapter 7

1. What did Achilles ask Thetis to do?
2. Why didn't Achilles kill Agamemnon?
3. What did Thetis ask of Zeus?
4. Give two reasons Hera was mad at Zeus?
5. What had Thetis done to help Zeus?
6. Who convinced Hera to apologize to Zeus?

Chapter 8

1. Why did Agamemnon decide to attack Troy?
2. What happened to convince the troops not to mutiny?

Appendix D - The Iliad
Place all work in your folder

Worksheet Lesson 4

A. Chapter Summaries

1. Group Summaries Chapters 9-13:

3. Best Group Summaries for Chapters 9-13:

B. FCAT Reading (Short Response):

What evidence can you find in these chapters that the gods are not following the rules about choosing sides? (Give specific evidence from the book.)

C. Million Dollar Vocabulary Words:

1. Your List:

2. Group List:

D. Examples of Symbols in Chapter 9-13:

E. Project: Decide which chapter your group is going to present. Decide how you are going to present your chapter (multimedia, illustrations, etc.)

What will be your responsibility in completing your group's project?

F. Chapter Questions (9-13) **Answer in complete sentences.**

Chapter 9

1. What did Paris propose to the Greeks?
2. How was Paris saved?
3. Which goddess gave a message to Pandarus and what was the message?
4. Which god was helping the Trojans?
5. How did Athena enter the battle against the god in question 4?
6. What was Zeus' reaction to the god's interference in the battle? What did Zeus do to stop him?

Chapter 10

1. What did Hector say that was so touching before he went out into battle?
2. What was Hector's opinion of Paris?
3. Whom did Hector challenge?
4. How did the Greeks decide on a warrior to meet the challenge?
5. Which god interfered with their battle and how?

Chapter 11

1. What did Zeus tell the gods about taking sides?
2. What did Poseidon say that upset Zeus?
3. How did Zeus intervene with Diomedes?
4. Why was Hera distressed?

Chapter 12

1. What does Agamemnon say he will do if Achilles will 'stand beside us tomorrow'?
2. What is Achilles response?

Chapter 13

1. Why does Cressida come to Helen?

2. What does Cassandra foretell?
3. How could Troy have been protected?
4. What is the secret that Dolon shares?

Appendix E - The Iliad
Place all work in your folder

Worksheet Lesson 5

A. Chapter Summaries

1. Group Summaries Chapters 14-16:

3. Best Group Summaries for Chapters 14-16:

B. FCAT Reading (Short Response):

The gods are forever meddling in the mortals' world. Why and how did Poseidon change the outcome of the war? (Give specific evidence from the book.)

C. Million Dollar Vocabulary Words:

1. Your List:

2. Group List:

D. Examples of personification in Chapter 14-16:

E. Project: Decide which chapter your group is going to present. Decide how your going to present your chapter (multimedia, illustrations, etc.)

What did **you** accomplish?

What do you need to accomplish tomorrow?

F. Chapter Questions (14-16) **Answer in complete sentences.**

Chapter 14

1. Why was Poseidon vexed?
2. What is his big decision?
3. How was Poseidon watching the battle?
4. What side did he finally decide to take in the battle and how does he deliver the message about it?
5. With whom does he share his plan, and how is he going to execute it?

Chapter 15

1. How would Poseidon be able to interfere in the battle?
2. List the gods who are supporting Troy and those supporting the Greeks:
3. List the symbols found in this chapter and what they symbolized:

Chapter 16

1. Who attacked Hector? How? Who rescued him? Who revived him?
2. Why did Poseidon leave the battle?
3. What idea does Poseidon plant in Ulysses head?

Appendix F - The Iliad
Place all work in your folder

Worksheet Lesson 6

A. Chapter Summaries

1. Group Sentence Summaries Chapters 17-19:

2. Class Best Sentence Summaries for Chapters 17-19:

B. FCAT Reading (Short Response):

Achilles had vowed not to fight. What event changed his mind? Why was this person so important to him?

What was the importance of the Scroll of Fates? What events were foretold and to whom?

C. Million Dollar vocabulary words:

Your list:

Group's list:

D. Project

What did you accomplish?

What do you need to accomplish?

E. Answer the Following Chapter Questions: **(Use complete sentences)**

Chapter 17

1. Why didn't it bother Achilles that Patroclus was taking his armor?
2. Why do the Trojans flee Patroclus?
3. How does Hector find out who is really in the armor?
4. What is the result of Hector's challenge?

Chapter 18

1. What were the attitudes and rituals of the ancients toward their dead?
2. How did the Greeks retrieve Patroclus' body?
3. What did Achilles first think when he saw the chariot with Patroclus?
4. How does Achilles get new armor?

Chapter 19

1. What are some of the ways the future was revealed to the gods and some of the mortals?
2. Do you think the gods enjoyed interfering with this 'foretelling of the future' to the mortals?
3. What is the main prophecy that Cassandra shares?
4. What part does Aphrodite believe she has played in this whole mess?

Appendix G - The Iliad
Place all work in your folder

Worksheet Lesson 7

A. Chapter Summaries

1. Group Sentence Summaries Chapters 20-22:

2. Class Best Sentence Summaries for Chapters 20-22:

B. FCAT Reading (Short Response):

You had foreknowledge about the inevitable outcome of this war through the oracles and god's conversations. How did the prophecies from the oracles come to pass at the end of the war?

C. Million Dollar vocabulary words:

Your list:

Group's list:

D. Project

What did you accomplish?

Are you ready to present?

E. Answer the Following Chapter Questions: **(Use complete sentences)**

Chapter 20

1. How does Achilles receive the prophecy?
2. Why is Andromache willing to help her husband dress for battle, and what does she make him promise?
3. Who attacked Achilles; who saved Achilles from almost being destroyed and how?
4. What happened to Hector?
5. How were Priam and Hecuba protected from the sacrilege of seeing their son's body?

Chapter 21

1. What is the oracle that Cressida delivers to Diomedes?
2. Why is Diomedes disturbed to receive the gift she brings him?

Chapter 22

1. What act of kindness of Achilles resulted in his death? By whom?
2. What oracle did Ulysses decipher to come up with a solution to the war?
3. What were the warnings against accepting the horse?

F. Essays (Homework)

1. Write an essay from a Trojan viewpoint trying to dissuade the Trojans from bringing the horse into the city:
2. Write an essay from the Greek viewpoint about how you felt being closed into that horse and being brought into the city of Troy.

