

The Odyssey Part 2

Homer

1

PART 2

The Return of Odysseus



Review and Anticipate

In Part 1 of the Odyssey, Odysseus and his companions face many perils on their voyage from Troy to Ithaca. At some moments, they are tempted to forsake their voyage; at others, their lives are endangered by powerful enemies. Ultimately, Odysseus' men bring about their own destruction at the hand of Zeus when they kill the cattle belonging to Helios.

As Part 2 begins, Odysseus is alone when he reaches Ithaca after a twenty-year absence. What do you predict will happen when Odysseus arrives home?

from the *Odyssey, Part 2* ■ 993

1 Motivation

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

- People anxiously await for their family members to return home.
- The important things in one's home will never change, no matter how long you stay away.
- You should never trust people to remain faithful to your memory if you have been gone for a long time.
- You can never go home again.

Give students copies of the prepared Anticipation Guide. Have students mark their responses in the Me column. Then have students discuss the statements in pairs or groups and mark the Guides again, this time in the Group column.

Concept Connector

Students will return to the Anticipation Guide after completing the *Odyssey, Part 2*.

Learning Modalities Interpersonal Learners

Key scenes in the *Odyssey, Part 2* focus on tests—Odysseus tests people to see whether they have remained faithful to him. Penelope tests Odysseus to see whether he is truly who he claims to be. Ask these students to consider the unstated rules that govern interactions between people, especially in relationships that require trust. Have students describe an encounter in which people have tested one another to find out what they know, who they are, or whether they should be trusted.

Differentiated

Instruction

Solutions for All Learners

Support for Below-Level Students [L1, L2]

Unit 6 Resources

Vocabulary Warm-up Word Lists, p. 36
Vocabulary Warm-up Practice, p. 37
Reading Warm-up A, p. 38
Selection Test A, pp. 48–50

Graphic Organizer Transparencies

Reading Skill Graphic Organizer
Transparency B, p. 204

Reader's Notebook: Adapted Version

Adapted Reader's Notebook Audio CD

Support for English Learners [EL]

Unit 6 Resources

Vocabulary Warm-up Word Lists, p. 36
Vocabulary Warm-up Practice, p. 37
Reading Warm-up A, p. 38

Reader's Notebook: English Learner's Version

Listening to Literature Audio CD

2 About the Selection

Of the two great epic poems attributed to Homer, the *Iliad* has been called a war poem, and the *Odyssey* has been called a postwar poem. The wanderings of Odysseus after his victory at Troy and the difficulties of readjusting to a civil society upon his eventual return home have helped make the themes of the *Odyssey* relevant to many generations of readers. The theme of the returning veteran, with the struggles to reestablish relationships with spouses and friends (and perhaps with a child for the first time) add a human poignancy to this epic adventure. Discuss with students the difficulties and emotions that Odysseus is likely to face after twenty years away.

3 Reading Check

Answer: Athena tells Odysseus that there are many suitors at the palace trying to persuade Penelope that Odysseus is surely dead after all this time, and so she must marry again. Each wants to be her new husband. Athena tells Odysseus that it is time he put an end to all this.

2 “Twenty years gone, and I am back again . . .”

Odysseus has finished telling his story to the Phaeacians. The next day, young Phaeacian noblemen conduct him home by ship. He arrives in Ithaca after an absence of twenty years. The goddess Athena appears and informs him of the situation at home. Numerous suitors, believing Odysseus to be dead, have been continually seeking the hand of his wife, Penelope, in marriage, while overrunning Odysseus’ palace and enjoying themselves at Penelope’s expense. Moreover, they are plotting to murder Odysseus’ son, Telemachus, before he can inherit his father’s lands. Telemachus, who, like Penelope, still hopes for his father’s return, has journeyed to Pylos and Sparta to learn what he can about his father’s fate. Athena disguises Odysseus as a beggar and directs him to the hut of Eumaeus,¹ his old and faithful swineherd. While Odysseus and Eumaeus are eating breakfast, Telemachus arrives. Athena then appears to Odysseus.

1. Eumaeus (yūō mē’ əs)

. . . From the air
she walked, taking the form of a tall woman,
handsome and clever at her craft, and stood
1000 beyond the gate in plain sight of Odysseus,
unseen, though, by Telemachus, unguessed,
for not to everyone will gods appear.
Odysseus noticed her; so did the dogs,
who cowered whimpering away from her. She only
1005 nodded, signing to him with her brows,
a sign he recognized. Crossing the yard,
he passed out through the gate in the stockade
to face the goddess. There she said to him:

“Son of Laertes and the gods of old,
1010 Odysseus, master of landways and seaways,
dissemble to your son no longer now.
The time has come: tell him how you together
will bring doom on the suitors in the town.
I shall not be far distant then, for I
1015 myself desire battle.”

Saying no more,
she tipped her golden wand upon the man,
making his cloak pure white, and the knit tunic
fresh around him. Lithe and young she made him,

Vocabulary Builder
dissemble (di sem’
bəl) v. conceal under
a false appearance;
disguise

3 Reading Check
What does Athena reveal to Odysseus about the situation he will find at home?

994 ■ Themes in Literature: Heroism

Vocabulary Development

Think-Aloud: Context

Direct students’ attention to the dogs’ behavior at the appearance of Athena on this page: they *cowered* at the sight of the goddess. Using a think-aloud process, model how to use context to infer the meaning of an unknown word.

The dogs *cowered* because they see Athena. In the same sentence, they also whimper, or cry,

and seem to run away from her. Are there any more clues? Well, Athena is a goddess and very powerful. The dogs might be afraid and run away from a powerful person. I think that *to cower* means to show fear before a powerful person or thing.

4 Humanities


Eumaeus, the Swineherd, by N.C. Wyeth

This illustration, like many for this selection, was among the sixteen paintings N.C. Wyeth, America's foremost illustrator of children's books and classics, painted for a 1929 edition of the *Odyssey*. Use the following questions for discussion:

1. In the *Odyssey*, Eumaeus is characterized as being loyal and noble. How does Wyeth's painting convey these traits?
Possible response: Eumaeus is pictured as tall, straight, and sturdy. He looks like a man who will not be easily moved. This firmness of his stance makes him look trustworthy.
2. Which dog in the illustration might be Argus?
Possible response: Argus is described in lines 1163–1168 as "an old dog lying near." Argus would be the dog on the left, lying down.

5 Critical Viewing

Possible Response: Eumaeus appears to be patient, loyal, and practical. The pigs in the sty behind him are a clue to his profession.

- 5  **Critical Viewing** What can you tell about Eumaeus from this illustration? [**Infer**]

Differentiated

Instruction

Solutions for All Learners

Strategy for Less Proficient Readers

Have partners paraphrase the opening passage that describes the entrance of Athena. A possible paraphrase might be: "The goddess Athena, looking like a beautiful, intelligent woman, appeared to Odysseus. Telemachus, however, could not see her."

Strategy for English Learners

Students may find the appearance of a goddess in this scene challenging. Explain that gods and goddesses often appear in human form in Greek literature. Tell them that readers would be familiar with this convention, as well as with the Telemachus' inability to see the god, although his father sees her plainly. Ask students to identify details that emphasize Athena's godlike qualities—for example, her height and the dogs' fear of her—and the details that make her seem more like a human being.

6 Reading Skill Historical and Cultural Context

- Tell students that the Greeks believed their gods often intervened in the affairs of human beings, taking an interest in their welfare and helping or hindering them. Remind them of the gods who have made Odysseus' journey back to Ithaca so difficult.
- Ask** students the Reading Skill question: What lines 1021–1029 suggest about the way ancient Greeks responded to the presence of a god?

Possible response: Taking the transformed Odysseus for a god, Telemachus shows awe, fear, and reverence. However, he also speaks freely to the “god,” and makes requests. These lines suggest that Greeks responded to the gods as higher, but approachable, beings.

1020 ruddy with sun, his jawline clean, the beard
no longer gray upon his chin. And she
withdrew when she had done.

Then Lord Odysseus
reappeared—and his son was thunderstruck.
Fear in his eyes, he looked down and away
as though it were a god, and whispered:

6
1025 “Stranger,
you are no longer what you were just now!
Your cloak is new; even your skin! You are
one of the gods who rule the sweep of heaven!
Be kind to us, we’ll make you fair oblation²
and gifts of hammered gold. Have mercy on us!”

1030 The noble and enduring man replied:

“No god. Why take me for a god? No, no.
I am that father whom your boyhood lacked
and suffered pain for lack of. I am he.”

Held back too long, the tears ran down his cheeks
1035 as he embraced his son.

Only Telemachus,
uncomprehending, wild
with incredulity, cried out:

“You cannot
be my father Odysseus! Meddling spirits
conceived this trick to twist the knife in me!”

1040 No man of woman born could work these wonders
by his own craft, unless a god came into it
with ease to turn him young or old at will.
I swear you were in rags and old,
and here you stand like one of the immortals!”

1045 Odysseus brought his ranging mind to bear
and said:

“This is not princely, to be swept
away by wonder at your father’s presence.
No other Odysseus will ever come,
for he and I are one, the same; his bitter
1050 fortune and his wanderings are mine.
Twenty years gone, and I am back again
on my own island.

996 ■ Themes in Literature: Heroism

**Reading Skill
Historical and
Cultural Context**
What do lines 1021–
1029 suggest about
the way ancient
Greeks responded
to the presence of
a god?

2. **oblation** (äb lä' shən)
n. offering to a god.

Vocabulary Builder
incredulity (in' krə döō'
lə tē) n. unwillingness
or inability to believe

Vocabulary Development

Word Forms

Two of the Vocabulary Builder words for the Odyssey can form other parts of speech by adding suffixes. Give students a blank **Word Form Chart** (*General Resources*, p. 16) with *dissemble* and *incredulity* in the correct columns. Work with the class, or have students work with

a partner, to determine the related forms. The final chart should look like the one shown.

Hold students accountable for integrating the related forms of the words into their speaking and writing.

Noun	Verb	Adjective	Adverb
dissembler	dissemble	dissembling	dissemblingly
incredulity		incredulous	incredulously

As for my change of skin,
that is a charm Athena, Hope of Soldiers,
uses as she will; she has the knack
1055 to make me seem a beggar man sometimes
and sometimes young, with finer clothes about me.
It is no hard thing for the gods of heaven
to glorify a man or bring him low.”

When he had spoken, down he sat.
Then, throwing
1060 his arms around this marvel of a father
Telemachus began to weep. Salt tears
rose from the wells of longing in both men,
and cries burst from both as keen and fluttering
7 as those of the great taloned hawk,
1065 whose nestlings farmers take before they fly.
So helplessly they cried, pouring out tears,
and might have gone on weeping so till sundown,
had not Telemachus said:

“Dear father! Tell me
what kind of vessel put you here ashore
1070 on Ithaca? Your sailors, who were they?
I doubt you made it, walking on the sea!”


Then said Odysseus, who had borne the barren sea:

“Only plain truth shall I tell you, child.
Great seafarers, the Phaeacians, gave me passage
1075 as they give other wanderers. By night
over the open ocean, while I slept,
they brought me in their cutter,³ set me down
on Ithaca, with gifts of bronze and gold
and stores of woven things. By the gods’ will
1080 these lie all hidden in a cave. I came
to this wild place, directed by Athena,
so that we might lay plans to kill our enemies.
Count up the suitors for me, let me know
what men at arms are there, how many men.
1085 I must put all my mind to it, to see
if we two by ourselves can take them on
or if we should look round for help.”

Telemachus
replied:

**Literary Analysis
Epic Simile** To what
are Odysseus’ and
Telemachus’ cries
compared in the
epic simile in lines
1063-1065?

3. cutter (kut’er) *n.* small,
swift ship or boat carried
aboard a large ship to trans-
port personnel or supplies.

8  **Reading Check**
Why is Telemachus
initially doubtful that
the man before him is
Odysseus, his father?

from the *Odyssey*, Part 2 ■ 997

7 Literary Analysis Epic Simile

- Remind students that an *epic simile* is a device to help describe what is happening in the *Odyssey*. Beyond that, however, an epic simile underscores the drama of the action and paints vivid images in the reader’s mind.
- **Ask** students the Literary Analysis question: To what are Odysseus’ and Telemachus’ cries compared in this epic simile?
Answer: The cries of Odysseus and Telemachus are compared to those of a hawk that has lost its nestlings to a farmer.

8 Reading Check

Answer: Telemachus is initially doubtful because of the change in Odysseus’ appearance, which leads Telemachus to assume he is a god.

Differentiated

Instruction

Solutions for All Learners

Strategy for Less Proficient Readers

Some readers may need help following the time span covered by Odysseus’ lengthy journey. Display the **Timeline (Graphic Organizer Transparencies, p. 242)** and have students chart some of the important events that occurred in the *Odyssey* in the twenty years between the end of the Trojan War and Odysseus’ return to Ithaca. Remind students to plot events that Odysseus tells about long after they happen—such as the arrival of the suitors.

9 Reading Skill Historical and Cultural Context

- Remind students that Athena was the goddess of wisdom. Then **ask** students why she might be particularly interested in helping Odysseus.

Possible response: Odysseus is known for his wit and cleverness. Athena, the goddess of wisdom, may admire his intelligence.

- Then **ask** students the Reading Skill question: What does Odysseus' statement in lines 1109–1111 suggest about ancient Greek beliefs about the gods' interest in human affairs.

Possible response: Odysseus' response indicates that the Greeks believed they could depend on the gods to help them in very specific ways in time of need.

- Discuss with students how Homer's story shows the Greek gods responding to humans' material needs in very active ways. In this section, for example, Athena has disguised Odysseus and then restored him to his youthful appearance.

“O Father, all my life your fame
as a fighting man has echoed in my ears—
1090 your skill with weapons and the tricks of war—
but what you speak of is a staggering thing,
beyond imagining, for me. How can two men
do battle with a houseful in their prime?⁴
For I must tell you this is no affair
1095 of ten or even twice ten men, but scores,
thronges of them. You shall see, here and now.
The number from Dulichium alone
is fifty-two picked men, with armorers,
a half dozen; twenty-four came from Same,
1100 twenty from Zacynthus; our own island
accounts for twelve, high-ranked, and their retainers,
Medon the crier, and the Master Harper,
besides a pair of handymen at feasts.
If we go in against all these
1105 I fear we pay in salt blood for your vengeance.
You must think hard if you would conjure up
the fighting strength to take us through.”

Odysseus

who had endured the long war and the sea
answered:

9 “I’ll tell you now.
1110 Suppose Athena’s arm is over us, and Zeus
her father’s, must I rack my brains for more?”

Clearheaded Telemachus looked hard and said:

“Those two are great defenders, no one doubts it,
but throned in the serene clouds overhead;
1115 other affairs of men and gods they have
to rule over.”

And the hero answered:

“Before long they will stand to right and left of us
in combat, in the shouting, when the test comes—
our nerve against the suitors’ in my hall.
1120 Here is your part: at break of day tomorrow
home with you, go mingle with our princes.
The swineherd later on will take me down
the port-side trail—a beggar, by my looks,
hangdog and old. If they make fun of me
1125 in my own courtyard, let your ribs cage up

4. **in their prime** in the best or most vigorous stage of their lives.

**Reading Skill
Historical and
Cultural Context**
What does Odysseus’
statement in lines
1109–1111 suggest
about ancient Greek
beliefs about the
gods’ interest in
human affairs?

998 ■ Themes in Literature: Heroism

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 the example for *bemusing*:

The *bemusing* air in the garden made us sleepy with its odor of sweet flowers.

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

- The *bemusing* singer drew us in with her amazing voice; _____
Sample answer: her songs lulled us into forgetting all our troubles.
- We questioned the *equity* of the law;

Sample answer: it seemed to favor one group of people over another.

your springing heart, no matter what I suffer,
no matter if they pull me by the heels
or practice shots at me, to drive me out.
Look on, hold down your anger. You may even
1130 plead with them, by heaven! in gentle terms
to quit their horseplay—not that they will heed you,
rash as they are, facing their day of wrath.
Now fix the next step in your mind.

Athena,
counseling me, will give me word, and I
1135 shall signal to you, nodding: at that point
round up all armor, lances, gear of war
left in our hall, and stow the lot away
back in the vaulted storeroom. When the suitors
miss those arms and question you, be soft
1140 in what you say: answer:

‘I thought I’d move them
out of the smoke. They seemed no longer those
bright arms Odysseus left us years ago
when he went off to Troy. Here where the fire’s
hot breath came, they had grown black and drear.
1145 One better reason, too, I had from Zeus:
suppose a brawl starts up when you are drunk,
you might be crazed and bloody one another,
and that would stain your feast, your courtship. Tempered
iron can magnetize a man.’

Say that.
1150 But put aside two broadswords and two spears
for our own use, two oxhide shields nearby
when we go into action. Pallas Athena
and Zeus All-Provident will see you through,
bemusing our young friends.

Now one thing more.
1155 If son of mine you are and blood of mine,
let no one hear Odysseus is about.
Neither Laertes, nor the swineherd here,
nor any slave, nor even Penelope.
But you and I alone must learn how far
1160 the women are corrupted; we should know
how to locate good men among our hands,
the loyal and respectful, and the shirkers⁵
who take you lightly, as alone and young.”

10

Literature in Context

Cultural Connection

Athena Athena was the goddess of wisdom, skills, and warfare. When she helps Odysseus in this epic, it is not the first time that she offers assistance to a Greek hero. In Homer’s *Iliad*, Athena helps the Greek hero Achilles defeat the Trojan warrior Hector. Athena favored Achilles for his unmatched skill in battle, but Odysseus was her favorite among the Greeks. He displayed not only skill in warfare, but also ingenuity and cunning.

Connect to the Literature

Which of Odysseus’ deeds in the *Odyssey* might have helped him to earn Athena’s favor? Explain.

Vocabulary Builder

bemusing (bē myōōz’
in) v. stupefying or
muddling

5. **shirkers** (shurk’ ərz)
n. people who get out of doing
what needs to be done.

11 Reading Check

How does Odysseus
tell his son to respond
if the suitors “practice
shots” on Odysseus?

from the *Odyssey*, Part 2 ■ 999

10 Literature in Context

Cultural Connection The Greeks had more than one god whom they believed was assigned to war. The god Ares represented the spirit of battle—a grimmer, bloodier side of war than that associated with Athena. Her association was more with the intellectual and civilized side of war, which she combined with the values of justice and skill. Athena was associated with war, but she was also a keeper of civilization, as shown by her namesake city, Athens, the birthplace of democracy.

Connect to the Literature

Remind students of Odysseus’ early claim that he is “formidable for guile in peace and war” (line 19). Then **ask** the Connect to Literature question: Which of Odysseus’ deeds in the *Odyssey* might have helped him to earn Athena’s favor? Explain.

Possible response: Athena may have been impressed by Odysseus’ clever thinking as he escaped from the Cyclops. She may have appreciated how his escape required both intelligence and physical strength.

11 Reading Check

Answer: If the suitors “practice shots” on Odysseus, who is pretending to be a beggar, Telemachus is to hold his anger and refrain from acknowledging his father.

Differentiated

Instruction

Solutions for All Learners

Strategy for Special Needs Students

Students may need additional support and practice with the Reading Skill, Historical and Cultural Context. Explain that many details within the text offer insight into the way Greeks lived at the time of Homer. For example, Odysseus’ instructions to hide weapons from the suitors (lines 1137–1139) reveals how much “gear of war” was stored in a house at any time.

To model how to analyze the historical and cultural context, show students **Reading Skill Graphic Organizer B (Graphic Organizer Transparencies, p. 204)** The completed chart will give students insight into the process of analyzing a story’s context. They can use it as a model for their own analysis as they read.

12 Critical Viewing

Answer: Students may say that the Greeks incorporated worship of their gods into everyday events. The scenes on the pottery show the importance to the Greeks of honoring and commemorating significant events in Greek history and mythology.

13 Humanities

Greek vessel

This vessel is one of several being used to illustrate this edition of the *Odyssey*. The Greeks used this vessel to store or transport liquids such as oil or wine. Greek artists used several methods to decorate these vessels. In the “black figure” technique, color is applied to the figures, with the background taking the natural color of the clay. The vessel on p. 1000 is an example this style. In the “red figure” technique, the process is reversed; the background is painted black. The *krater*, or bowl, on p. 972 is an example of the “red figure” process.”

These artifacts have survived for thousands of years—a durable art form that is not only intrinsically beautiful, but that presents a detailed picture of the life and culture of ancient Greeks. Use the following question for discussion:

- In a thousand years, what objects from our own culture might reveal our values to the people who find them?

Possible response: Our televisions, computers, and musical equipment might indicate our culture’s interest in entertainment.

Argus

Odysseus heads for town with Eumaeus. Outside the palace, Odysseus’ old dog, Argus, is lying at rest as his long-absent master approaches.

While he spoke
an old hound, lying near, pricked up his ears
1165 and lifted up his muzzle. This was Argus,
trained as a puppy by Odysseus,
but never taken on a hunt before
his master sailed for Troy. The young men, afterward,
hunted wild goats with him, and hare, and deer,
1170 but he had grown old in his master’s absence.
Treated as rubbish now, he lay at last
upon a mass of dung before the gates—
manure of mules and cows, piled there until
fieldhands could spread it on the king’s estate.
1175 Abandoned there, and half destroyed with flies,
old Argus lay.

But when he knew he heard
Odysseus’ voice nearby, he did his best
to wag his tail, nose down, with flattened ears,
having no strength to move nearer his master.
1180 And the man looked away,
wiping a salt tear from his cheek; but he
hid this from Eumaeus. Then he said:

“I marvel that they leave this hound to lie
here on the dung pile;
1185 he would have been a fine dog, from the look of him,
though I can’t say as to his power and speed
when he was young. You find the same good build
in house dogs, table dogs landowners keep
all for style.”

And you replied, Eumaeus:

1190 “A hunter owned him—but the man is dead
in some far place. If this old hound could show
the form he had when Lord Odysseus left him,
going to Troy, you’d see him swift and strong.
He never shrank from any savage thing
1195 he’d brought to bay in the deep woods; on the scent

12 Critical Viewing
What can you infer about the ancient Greeks based on the fact that they depicted their gods on everyday objects like this urn?
[Infer]

13

no other dog kept up with him. Now misery has him in leash. His owner died abroad, and here the women slaves will take no care of him.

1200 You know how servants are: without a master they have no will to labor, or excel.
14 For Zeus who views the wide world takes away half the manhood of a man, that day he goes into captivity and slavery.”

Eumaeus crossed the court and went straight forward
1205 into the megaron⁶ among the suitors:
but death and darkness in that instant closed the eyes of Argus, who had seen his master, Odysseus, after twenty years.

The Suitors

Still disguised as a beggar, Odysseus enters his home. He is confronted by the haughty⁷ suitor Antinous.⁸

But here Antinous broke in, shouting:

1210 What evil wind blew in this pest? “God!
Get over,
stand in the passage! Nudge my table, will you?
Egyptian whips are sweet
to what you’ll come to here, you nosing rat,
making your pitch to everyone!
1215 These men have bread to throw away on you
because it is not theirs. Who cares? Who spares
another’s food, when he has more than plenty?”

With guile Odysseus drew away, then said:

1220 “A pity that you have more looks than heart.
You’d grudge a pinch of salt from your own larder
to your own handyman. You sit here, fat
16 on others’ meat, and cannot bring yourself
to rummage out a crust of bread for me!”

1225 Then anger made Antinous’ heart beat hard,
and, glowering under his brows, he answered:


Reading Skill Historical and Cultural Context

How do Eumaeus’ beliefs about servitude and slavery compare with those of your own culture?

6. **megaron** (meg’ ə rōn)
n. great, central hall of the house, usually containing a center hearth.

7. **haughty** (hôt’ ē) *adj.*
arrogant.

8. **Antinous** (an tin’ ō əs)

15  **Reading Check**
How does Antinous react to Odysseus, who is disguised as a beggar?

from the *Odyssey*, Part 2 ■ 1001

14 Reading Skill Historical and Cultural Context

- Discuss with students how many cultures have practiced slavery, often enslaving people that were captured in war. Slavery based on race was practiced in American colonies and in the United States until the Civil War.
- Then **ask** the Reading Skill question: How do Eumaeus’ beliefs about servitude and slavery compare with those of your culture? **Sample responses:** Eumaeus believes that slaves will not do good work if they are not supervised. My culture believes that enslaving people is morally wrong and that no one should be subjected to slavery, even if it is under a “good” master such as Odysseus.

15 Reading Check

Answer: Antinous berates Odysseus and throws a stool at him.

Differentiated

Instruction

Solutions for All Learners

Strategy for Gifted/Talented Students

Challenge students to draw a portrait of Odysseus in his disguise as a beggar. Tell students that their portraits should reflect not only Odysseus’ humble appearance, but also should suggest his hidden qualities as a hero. Students may want to contrast his appearance with that of the swineherd Eumaeus or with one of the proud suitors, such as Antinous.

Strategy for Advanced Readers

Ask students why they think dogs are often called “man’s best friend” and discuss their ideas. Point out that the bond between dogs and people may go back as far as 25,000 years, as shown in Paleolithic cave drawings of dogs.

Have students find out more about how dogs are viewed in different cultures. Assign students to research the roles dogs have played in diverse societies, such as the hunting dog, the farm dog, the sled dog, and in ancient Egypt, the dog god. Have students share their findings with the class.

16 Reading Skill Historical and Cultural Context

- Remind students of Greek culture's emphasis on hospitality. Point out also that Antinous is an unwanted guest in another person's home, and that he has been treated with courtesy.
- Ask** students how they think a polite guest would treat the entrance of a beggar.
Possible response: Students may say that a more polite guest could have offered food to the beggar and asked him to leave. An even more gracious guest would offer to share his meal and find the beggar a seat.
- Ask** students the first Reading Skill question: What conflicting values does this exchange between Antinous and Odysseus reveal?
Possible response: Odysseus practices the values of the gods and treats strangers with courtesy. Antinous is not only rude, he also violates his culture's rules regarding hospitality.

17 Reading Skill Historical and Cultural Context

- Review the exchange between Antinous and Odysseus, beginning with the suitor's insult of the disguised Odysseus.
- Ask** students why Antinous becomes so angry with the beggar.
Answer: The disguised Odysseus points out Antinous' selfish and inappropriate behavior.
- Ask** the second Reading Skill question: What values regarding the use of physical force are evident in this speech?
Possible response: Odysseus' speech indicates that physical force is appropriate when defending one's property. Antinous, however, used force for an inappropriate reason.
- Discuss with students the difference in power between Antinous (a suitor) and a beggar, who is Odysseus in disguise. Tell them that Antinous takes advantage of someone who is in a lower social and economic class, and who is not in a position to defend himself.

“Now!
You think you'll shuffle off and get away
after that impudence?⁹ Oh, no you don't!”

1230

16

1235

The stool he let fly hit the man's right shoulder
on the packed muscle under the shoulder blade—
like solid rock, for all the effect one saw.
Odysseus only shook his head, containing
thoughts of bloody work, as he walked on,
then sat, and dropped his loaded bag again
upon the door sill. Facing the whole crowd
he said, and eyed them all:

“One word only,

1240

17

1245

my lords, and suitors of the famous queen.
One thing I have to say.
There is no pain, no burden for the heart
when blows come to a man, and he defending
his own cattle—his own cows and lambs.
Here it was otherwise. Antinous
hit me for being driven on by hunger—
how many bitter seas men cross for hunger!
If beggars interest the gods, if there are Furies¹⁰
pent in the dark to avenge a poor man's wrong, then may
Antinous meet his death before his wedding day!”

Then said Eupheithes' son, Antinous:

“Enough.

1250

Eat and be quiet where you are, or shamble elsewhere,
unless you want these lads to stop your mouth
pulling you by the heels, or hands and feet,
over the whole floor, till your back is peeled!”

But now the rest were mortified, and someone
spoke from the crowd of young bucks to rebuke him:

1255

18

“A poor show, that—hitting this famished tramp—
bad business, if he happened to be a god.
You know they go in foreign guise, the gods do,
looking like strangers, turning up
in towns and settlements to keep an eye
on manners, good or bad.”

But at this notion

Reading Skill Historical and Cultural Context

What conflicting values does this exchange between Antinous and Odysseus reveal?

9. impudence (im' pyoo dēns) *n.* quality of being shamelessly bold; disrespectful.

Reading Skill Historical and Cultural Context

What values regarding the use of physical force are evident in this speech?

10. Furies (fyoor' ēz) *n.* three terrible female spirits who punish the doers of unavenged crimes.

Reading Skill Historical and Cultural Context

What ancient Greek belief is conveyed in this suitor's speech?

1002 ■ Themes in Literature: Heroism

Vocabulary Development

Expressive Vocabulary

As students are discussing Odysseus' encounter with the suitors, encourage them to use the expressive vocabulary presented earlier. You might encourage them with sentence starters like these.

- Odysseus practiced *deception* when he . . .
- The suitors' behavior made Odysseus *furious* because . . .
- The Greek culture required that hosts extend *courtesy* to . . .

1260 Antinous only shrugged.
Telemachus,
after the blow his father bore, sat still
without a tear, though his heart felt the blow.
Slowly he shook his head from side to side,
containing murderous thoughts.

Penelope
1265 on the higher level of her room had heard
the blow, and knew who gave it. Now she murmured:

“Would god you could be hit yourself, Antinous—
hit by Apollo’s bowshot!”

And Eurynome¹¹
her housekeeper, put in:

“He and no other?”
1270 If all we pray for came to pass, not one
would live till dawn!”

Her gentle mistress said:

“Oh, Nan, they are a bad lot; they intend
ruin for all of us; but Antinous
appears a blacker-hearted hound than any.

1275 Here is a poor man come, a wanderer,
driven by want to beg his bread, and everyone
in hall gave bits, to cram his bag—only
Antinous threw a stool, and banged his shoulder!”

So she described it, sitting in her chamber
1280 among her maids—while her true lord was eating.
Then she called in the forester and said:

“Go to that man on my behalf, Eumaeus,
and send him here, so I can greet and question him.
Abroad in the great world, he may have heard
1285 rumors about Odysseus—may have known him!”

Penelope

In the evening, Penelope interrogates the old beggar.

“Friend, let me ask you first of all:
who are you, where do you come from, of what nation

11. Eurynome (yōō rin’ em ē)



Reading Check

How does Penelope regard Antinous?

from the *Odyssey*, Part 2 ■ 1003

18 Historical and Cultural Context

- Recall with students Odysseus’ speech to the Cyclops. **Ask** them to recall why Odysseus hoped the Cyclops would welcome the Greeks he found in his cave.

Possible response: Odysseus hoped that the Cyclops would observe the rules of hospitality. He also hoped that the Cyclops might fear angering the gods if he was not courteous to strangers.

- Ask** students how Odysseus’ position in relation to hospitality is similar or different than it was in Cyclops’ cave.

Possible response: Students may say that Odysseus was thinking of robbing the Cyclops, and perhaps was not so deserving of hospitality. A penniless beggar, however, is certainly worthy of hospitality.

- Now **ask** students the Historical and Cultural Context question: What ancient Greek belief is conveyed in this suitor’s speech?

Possible response: The suitor’s speech reflects the belief that gods can travel in human form and punish those who do not treat them well.

19 Reading Check

Answer: Penelope regards Antinous as the worst suitor.

Differentiated

Instruction

Solutions for All Learners

Strategy for Advanced Readers

On his arrival, Odysseus is greeted with insults: “pest,” “nosing rat,” and “famished tramp.” Have students record the insults on a **Cluster Diagram** (*Graphic Organizer Transparencies*, p. 235) and see whether they can find any common elements in these insults. Suggest

that students begin by looking for references to animals and to poverty. Ask students to write an essay analyzing the insults, showing how they reveal what Greeks despised—and, by implication, what they valued and esteemed.

20 Literary Analysis

Epic Simile

- Read aloud lines 1290–1297 and tell students it is an example of an epic simile.
 - Ask students to draw the Literary Analysis graphic organizer on p. 1014, or give them a copy of **Literary Analysis Graphic Organizer A** (*Graphic Organizer Transparencies*, p. 203) Have students write down the two items that are being compared in this epic simile, and the details that are included in the comparison.
 - Discuss with students Odysseus' reasons for drawing this extended comparison and point out that he is avoiding Penelope's question about his homeland. Then **ask** what they think Odysseus' comparison reveals about his feelings toward his wife.
- Possible response:** The epic simile indicates that Odysseus believes that Penelope has been faithful to him.
- After students have discussed Odysseus' comparison, ask them to fill out the "Purpose" section of their graphic organizers.

► **Monitor Progress:** Review students' graphic organizers to ensure that they understand the items being compared in the epic simile and the purpose of the comparison.

► **Reteach:** If necessary, review with students the trick that Odysseus is playing on Penelope by hiding his identity. Discuss how the epic simile is a way of testing her faithfulness.

and parents were you born?"

And he replied:

1290 "My lady, never a man in the wide world
should have a fault to find with you. Your name
has gone out under heaven like the sweet
honor of some god-fearing king, who rules
20 in equity over the strong: his black lands bear
both wheat and barley, fruit trees laden bright,
1295 new lambs at lambing time—and the deep sea
gives great hauls of fish by his good strategy,
so that his folk fare well.

O my dear lady,

this being so, let it suffice to ask me
of other matters—not my blood, my homeland.

1300 Do not enforce me to recall my pain.
My heart is sore; but I must not be found
sitting in tears here, in another's house:
it is not well forever to be grieving.
One of the maids might say—or you might think—
1305 I had got maudlin over cups of wine."

And Penelope replied:

"Stranger, my looks,

my face, my carriage,¹² were soon lost or faded
when the Achaeans crossed the sea to Troy,
Odysseus my lord among the rest.

1310 If he returned, if he were here to care for me,
I might be happily renowned!
But grief instead heaven sent me—years of pain.
Sons of the noblest families on the islands,
Dulichium, Same, wooded Zacynthus,¹³
1315 with native Ithacans, are here to court me,
against my wish; and they consume this house.
Can I give proper heed to guest or suppliant
or herald on the realm's affairs?

How could I?

wasted with longing for Odysseus, while here
1320 they press for marriage.

Ruses¹⁴ served my turn

to draw the time out—first a close-grained web
I had the happy thought to set up weaving
on my big loom in hall. I said, that day:

Vocabulary Builder

equity (ek' wit ē)
n. fairness; justice

Vocabulary Builder

maudlin (môd' lin)
adj. tearfully and
foolishly sentimental

12. carriage (kar' ij)
n. posture.

13. Zacynthus (za sin' thus)

14. ruses (rōōz' iz) n. tricks.

1004 ■ Themes in Literature: Heroism

Vocabulary Development

Word Analysis

Call students attention to the word *equity* and its definition. Tell students that the Latin root *-equi-* means "same" or "equal." Ask students to think of other words that contain this root, and ask a volunteer to list them on the board. Possibilities include *equidistant*, *equilateral*, and *equivalent*.

Have students look up the listed words in a dictionary to clarify the definitions. Then have students use each word in a sentence that illustrates its meaning.

1325 ‘Young men—my suitors, now my lord is dead,
 let me finish my weaving before I marry,
 or else my thread will have been spun in vain.
 It is a shroud I weave for Lord Laertes
 when cold Death comes to lay him on his bier.
 The country wives would hold me in dishonor
 1330 if he, with all his fortune, lay unshrouded.’
 I reached their hearts that way, and they agreed.
 So every day I wove on the great loom,
 but every night by torchlight I unwove it;
 and so for three years I deceived the Achaeans.
 1335 But when the seasons brought a fourth year on,
 21 as long months waned, and the long days were spent,
 through impudent folly in the slinking maids
 they caught me—clamored up to me at night;
 I had no choice then but to finish it.
 1340 And now, as matters stand at last,
 I have no strength left to evade a marriage,
 cannot find any further way; my parents
 urge it upon me, and my son
 will not stand by while they eat up his property.
 1345 He comprehends it, being a man full-grown,
 able to oversee the kind of house
 Zeus would endow with honor.

But you too
 confide in me, tell me your ancestry.
 You were not born of mythic oak or stone.”

Penelope again asks the beggar to tell about himself. He makes up a tale in which Odysseus is mentioned and declares that Penelope’s husband will soon be home.

1350 “You see, then, he is alive and well, and headed
 homeward now, no more to be abroad
 far from his island, his dear wife and son.
 Here is my sworn word for it. Witness this,
 god of the zenith, noblest of the gods,¹⁵
 1355 and Lord Odysseus’ hearthfire, now before me:
 I swear these things shall turn out as I say.
 Between this present dark and one day’s ebb,
 after the wane, before the crescent moon,
 Odysseus will come.”

Reading Skill Historical and Cultural Context

How do the ancient Greek ideas in Penelope’s speech about honoring the dead compare to modern ideas?

15. god of the zenith, noblest of the gods Zeus.

22 Reading Check

How was Penelope able to delay marriage for three years?

from the *Odyssey*, Part 2 ■ 1005

21 Reading Skill Historical and Cultural Context

- Read aloud Penelope’s description of making her husband a shroud. Then discuss with students how a shroud would represent Penelope’s respect for her dead husband. **Ask** how weaving a shroud could show honor toward the person who had died.

Possible response: Students may say that weaving a shroud is an established custom that has evolved to show respect. They may say that the Greeks may have believed that they should clothe a dead person in a fine garment before they send them into the underworld.

- **Ask** students why Penelope says the “country wives” would disrespect her if she did not weave a shroud.

Answer: Penelope would be violating a Greek custom by neglecting to clothe her dead husband’s body properly.

- Then discuss with the class ways that people today try to honor their dead. You may want to mention the custom of traffic stopping to let a funeral procession pass, the playing of taps at military funerals, or holidays such as All Saints’ Day or Dia de los Muertos that remember loved ones who have passed away. Have volunteers offer examples they have seen of people showing respect for the dead.

- **Ask** students the Reading Skill question: How do the ancient Greek ideas in Penelope’s speech about honoring the dead compare to modern ideas?

Possible response: Students may say that both the Greeks and people in modern times have rituals that honor the dead. They may observe that modern society does not always follow a strict set of burial customs as people did in ancient Greece.

22 Reading Check

Answer: Penelope said that she could not marry until she completed weaving her dead husband’s shroud. She wove the shroud by day and unraveled it each night.

23 Humanities

The Trial of the Bow, by
N.C. Wyeth

N.C. Wyeth studied with Howard Pyle, an illustrator famous for his work on children's classics such as the tales of Robin Hood. Pyle encouraged Wyeth to use make his paintings dramatic and to paint from his own experience.

In *The Trial of the Bow*, Penelope promises that she will marry the man who can string Odysseus' bow and shoot an arrow through twelve ax handle sockets. In this painting, Odysseus, disguised as a beggar, has succeeded in the first part of this challenge. Use these questions for discussion:

1. Why do you think Wyeth chose to illustrate this particular moment in the story?


Answer: This is an especially dramatic moment because Odysseus is about to win the contest, reveal his true identity to the suitors, and then take his revenge.

2. Why didn't the artist illustrate the scene a few moments later, when the arrow goes through the ax handles?

Answer: At that point, Odysseus would no longer be focusing on the target, but would be giving instructions to Telemachus. This moment shows Odysseus at his best—muscles flexed and his attention fixed on his target.

24 Critical Viewing

Answer: The emotional tension is captured in the physical tension of Odysseus' arm and leg muscles and the taut bowstring. In addition, everyone else is focused on the targets. Additional suspense comes from the point in time the picture captures: The arrow has not been released, and the viewers, like the people in the painting, wait in expectation.

- 24  **Critical Viewing** The winner of the archery contest will win Penelope's hand in marriage. What details or artistic techniques capture the tension in this scene? **[Interpret]**



The Challenge

Pressed by the suitors to choose a husband from among them, Penelope says she will marry the man who can string Odysseus' bow and shoot an arrow through twelve axhandle sockets. The suitors try and fail. Still in disguise, Odysseus asks for a turn and gets it.

And Odysseus took his time,
1360 turning the bow, tapping it, every inch,
for borings that termites might have made
while the master of the weapon was abroad.
The suitors were now watching him, and some
jested among themselves:

“A bow lover!”

1365 “Dealer in old bows!”

“Maybe he has one like it
at home!”

“Or has an itch to make one for himself.”


“See how he handles it, the sly old buzzard!”

And one disdainful suitor added this:
“May his fortune grow an inch for every inch he bends it!”

1370 But the man skilled in all ways of contending,
satisfied by the great bow's look and heft,
like a musician, like a harper, when
with quiet hand upon his instrument
25 he draws between his thumb and forefinger
1375 a sweet new string upon a peg: so effortlessly
Odysseus in one motion strung the bow.
Then slid his right hand down the cord and plucked it,
so the taut gut vibrating hummed and sang
a swallow's note.

In the hushed hall it smote the suitors
1380 and all their faces changed. Then Zeus thundered
overhead, one loud crack for a sign.
And Odysseus laughed within him that the son

Literary Analysis
Epic Simile Which of Odysseus' qualities is highlighted in the epic simile in lines 1372–1379?

26  **Reading Check**
What means does Penelope decide she will use to choose a husband?

from the *Odyssey*, Part 2 ■ 1007

25 Literary Analysis Epic Simile

- **Ask** students to discuss why Odysseus may give such special attention to the bow.
Possible response: Odysseus has not seen this cherished possession in twenty years; he is clearly savoring the experience of holding it again. He must also make sure the bow is fully reliable as a weapon.
- **Ask** students the Literary Analysis question: Which of Odysseus' qualities is highlighted in the epic simile in lines 1372–1379.
Possible response: The epic simile highlights Odysseus' skillfulness with the bow. The comparison with a musician shows the grace and ease he brings to archery.
- Draw students' attention to the aptness of the simile, pointing out the similarity of a taut bowstring to the taut string of a harp.

26 Reading Check

Answer: Penelope says that she will marry whoever can string Odysseus' bow and shoot an arrow through twelve ax handle sockets.

Differentiated Instruction

Solutions for All Learners

Strategy for Special Needs Students

Students may need help to understand the comparison made by the epic simile. Have students use a **Venn Diagram (Graphic Organizer Transparencies, p. 244)** to see the major similarities and differences in the comparison between the bow and the harp. After students have made these broad distinctions, discuss with them how the long list of details in the comparison makes up the literary form called the epic simile.

Strategy for Less Proficient Readers

Students may have difficulty understanding how the epic simile fits into the plot of the *Odyssey*. For support, show them **Literary Analysis Graphic Organizer B (Graphic Organizer Transparencies, p. 206)** Use the completed graphic organizer to demonstrate how the simile reveals more about Odysseus' character.

27 Critical Viewing

Answer: Students may find the hunter's posture on the pottery to be somewhat stylized and artificial in contrast to the easy grace that Odysseus displays.

ASSESS

Answers

1. Students may respond that even though Odysseus arrives disguised as a beggar, they would be more intrigued and curious than Telemachus and Penelope seem to be. The beggar seems to know more about their situation than most strangers would.
2. (a) Telemachus first thinks Odysseus is a beggar. Then, after Athena changes his appearance, Telemachus thinks he is a god. (b) Telemachus is at first confused and skeptical, then throws his arms around his father and begins to cry. Tears run down Odysseus' face as he reveals himself to his son.
3. (a) Antinous insults the apparent beggar and flings a stool at him. (b) Antinous may despise people he regards as his inferiors.
4. (a) Odysseus initially tells Penelope that he is a wanderer with a past too painful to reveal. (b) Students may suggest that Odysseus feels that he is not yet ready to trust that his wife has been loyal to him. Or, he may not want to reveal too much until he has executed his plan. (c) Some students may say that it is always wrong to deceive a loved one. Others may say he is acting in their mutual best interest—that to execute his planned revenge successfully, it is best not to involve his wife.

of crooked-minded Cronus had flung that omen down.
He picked one ready arrow from his table
1385 where it lay bare: the rest were waiting still
in the quiver for the young men's turn to come.
He nocked¹⁶ it, let it rest across the handgrip,
and drew the string and grooved butt of the arrow,
aiming from where he sat upon the stool.

Now flashed

1390 arrow from twanging bow clean as a whistle
through every socket ring, and grazed not one,
to thud with heavy brazen head beyond.

Then quietly

Odysseus said:

"Telemachus, the stranger
you welcomed in your hall has not disgraced you.

1395 I did not miss, neither did I take all day
stringing the bow. My hand and eye are sound,
not so contemptible as the young men say.
The hour has come to cook their lordships' mutton—
supper by daylight. Other amusements later,
1400 with song and harping that adorn a feast."

He dropped his eyes and nodded, and the prince
Telemachus, true son of King Odysseus,
belted his sword on, clapped hand to his spear,
and with a clink and glitter of keen bronze

1405 stood by his chair, in the forefront near his father.

16. nocked (näk'd) set an arrow into the bowstring.

27 Critical Viewing

Does the hunter pictured here show the same race as does Odysseus in lines 1370–1392? Explain. **[Compare and Contrast]**

Thinking About the Selection

1. **Respond:** If you were Telemachus or Penelope, how would you react to the stranger's arrival? Why?
2. (a) **Recall:** Who does Telemachus think Odysseus is when they first reunite? (b) **Compare and Contrast:** Compare Odysseus' emotions with those of Telemachus at their reunion.
3. (a) **Recall:** Describe Antinous' treatment of Odysseus. (b) **Analyze Cause and Effect:** Why do you think Antinous treats Odysseus as he does?
4. (a) **Recall:** What does Odysseus tell Penelope about himself? (b) **Infer:** Why do you think Odysseus chooses not to reveal his identity to his wife? (c) **Take a Position:** Is it wrong for Odysseus to deceive Penelope? Explain.

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Vocabulary Development

Archery Terms

Have students identify the words used to describe Odysseus' bow. Ask them to fill in a **Web** (*Graphic Organizer Transparencies*, p. 245) with the archery terms used in the selection. Students can write the words used to describe the bow, the arrow, or the act of

shooting an arrow. Examples of this special vocabulary would include *arrow*, *quiver*, *nocked*, *handgrip*, *string*, and *twanging*. Have students use the web to show the relationships between the words and how they explain the act of shooting an arrow.

Odysseus' Revenge

Now shrugging off his rags the wiliest¹⁷ fighter of the islands leapt and stood on the broad doorsill, his own bow in his hand.

He poured out at his feet a rain of arrows from the quiver and spoke to the crowd:

“So much for that. Your clean-cut game is over.

1410 Now watch me hit a target that no man has hit before, if I can make this shot. Help me, Apollo.”

He drew to his fist the cruel head of an arrow for Antinous just as the young man leaned to lift his beautiful drinking cup,

1415 embossed, two-handled, golden: the cup was in his fingers: the wine was even at his lips: and did he dream of death?

How could he? In that revelry¹⁸ amid his throng of friends who would imagine a single foe—though a strong foe indeed—

28 could dare to bring death's pain on him and darkness on his eyes?

1420 Odysseus' arrow hit him under the chin and punched up to the feathers through his throat.

Backward and down he went, letting the winecup fall from his shocked hand. Like pipes his nostrils jetted crimson runnels, a river of mortal red, and one last kick upset his table

1425 knocking the bread and meat to soak in dusty blood. Now as they craned to see their champion where he lay the suitors jostled in uproar down the hall, everyone on his feet. Wildly they turned and scanned the walls in the long room for arms; but not a shield, 1430 not a good ashen spear was there for a man to take and throw.

All they could do was yell in outrage at Odysseus:

“Foul! to shoot at a man! That was your last shot!”

“Your own throat will be slit for this!”

“Our finest lad is down!

You killed the best on Ithaca.”

“Buzzards will tear your eyes out!”

1435 For they imagined as they wished—that it was a wild shot, an unintended killing—fools, not to comprehend

17. **wiliest** (wīl' ē est) *adj.*
craftiest; slyest.

18. **revelry** (rev' əl rē) *n.* noisy
festivity.

Reading Skill Historical and Cultural Context

Does the manner in which Odysseus kills Antinous agree with your idea of a “fair fight”?

29 Reading Check

Whom does Odysseus kill first?

from the *Odyssey*, Part 2 ■ 1009

28 Reading Skill Historical and Cultural Context

- Remind students that Antinous was the most obnoxious suitor and the first to insult Odysseus. Penelope thought he was the worst of the lot.

- Tell students that there are different cultural responses to insults. **Ask** students to give examples of cultural responses to anger or insult that they have found in their reading.

Possible response: Students may say that in some cultures, people fight duels in response to insults. In other cultures, insults may be forgiven with apologies or gifts.

- Ask** the Reading Skill question: Does the manner in which Odysseus kills Antinous agree with your idea of a “fair fight”?

Possible response: Students may say that the fight was not fair because Antinous did not get a chance to fight back. Other students may say that Odysseus acted fairly because Antinous had insulted him and taken advantage of his family and their hospitality.

29 Reading Check

Answer: Odysseus kills the suitor Antinous first.

Differentiated

Instruction

Solutions for All Learners

Strategy for English Learners

Students may need help reading and understanding Odysseus' battle with the suitors. Before addressing the Reading Skill question, preview the bracketed passage with **Listening to Literature Audio CDs**. Have students read along as they listen. They may need particular help understanding how the descriptions break into the action. For example, explain that lines 1415–1418 break to show that Antinous did not dream that he had a deadly enemy in Odysseus' house.

Enrichment for Advanced Readers

To enrich the Reading Skill exercise, encourage students to research rules of warfare. For example, students might find information about ancient Greek customs that were observed during wartime, the various customs that once applied to dueling, or the Geneva Convention guidelines that apply to the treatment of prisoners today. Have students share their research with the rest of the class.

30 Humanities

The Slaughter of the Suitors,
by N.C. Wyeth

In this painting of Odysseus' revenge, Wyeth adds drama and animation to an already exciting story. His depiction includes several pieces of Greek armor; the fighters' helmets and armor would likely have been made of bronze. Use the following questions for discussion.

1. Which lines from the *Odyssey* does this painting illustrate?

Answer: It illustrates lines 1521–1530.

2. Who are the four figures on the right side of the painting? How do you know?

Answer: They are Odysseus, Telemachus, Eumaeus, and the cowherd. They are wearing armor, have weapons, and are obviously winning the battle.


3. What details make the painting exciting?

Possible responses: The flung spear, the spears about to be thrown, the position of the men's bodies, or the dust of battle make the painting exciting. The giant columns in the background create a heroic mood for the scene.

31 Critical Viewing

Answer: Students may say that the suitors were sitting at tables. Others may say that Odysseus' bow and arrows should have been represented.

The Slaughter of the Suitors, N. C. Wyeth, Delaware Art Museum

- 31  **Critical Viewing** Do you think this illustration presents the slaughter of the suitors accurately? Explain. **[Evaluate]**

they were already in the grip of death.
But glaring under his brows Odysseus answered:

1440 “You yellow dogs, you thought I’d never make it
home from the land of Troy. You took my house to
plunder. . .

32 You dared bid for my wife while I was still alive.
Contempt was all you had for the gods who rule wide
heaven,
contempt for what men say of you hereafter.
Your last hour has come. You die in blood.”

1445 As they all took this in, sickly green fear
pulled at their entrails, and their eyes flickered
looking for some hatch or hideaway from death.
Eurymachus¹⁹ alone could speak. He said:

1450 “If you are Odysseus of Ithaca come back,
all that you say these men have done is true.
Rash actions, many here, more in the countryside.
But here he lies, the man who caused them all.
Antinous was the ringleader, he whipped us on
to do these things. He cared less for a marriage
1455 than for the power Cronion has denied him
as king of Ithaca. For that
he tried to trap your son and would have killed him.
He is dead now and has his portion. Spare
your own people. As for ourselves, we’ll make
1460 restitution of wine and meat consumed,
and add, each one, a tithe of twenty oxen
with gifts of bronze and gold to warm your heart.
Meanwhile we cannot blame you for your anger.”

Odysseus glowered under his black brows
and said:


1465 “Not for the whole treasure of your fathers,
all you enjoy, lands, flocks, or any gold
put up by others, would I hold my hand.
There will be killing till the score is paid.
You forced yourselves upon this house. Fight your way out,
1470 or run for it, if you think you’ll escape death.
I doubt one man of you skins by.”

They felt their knees fail, and their hearts—but heard
Eurymachus for the last time rallying them.

Vocabulary Builder
contempt (kən tempt’)
n. disdain or scorn

Reading Skill
Historical and Cultural Context
What cultural values are revealed by Odysseus’ explanation for his anger in lines 1441–1444?

19. **Eurymachus** (yūrō rī mə kəs)

33  **Reading Check**
What does Eurymachus offer Odysseus to try to calm his anger?

from the *Odyssey*, Part 2 ■ 1011

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

- Review with students the indignities that Odysseus has suffered at the hands of the suitors, reminding him that they have abused his home, his wife, his child, and his hospitality.
- **Ask** students to recall the Greeks’ beliefs about the rules of hospitality and how the gods’ figure into those beliefs.
Answer: Strangers to one’s home should be treated with courtesy. The Greeks believed that gods could visit homes in disguise and would punish humans who did not treat them well.
- **Ask** the Reading Skill question: What cultural values are revealed by Odysseus’ explanation for his anger in lines 1441–1444?
Possible responses: Odysseus is angry because the suitors have plundered his house and tried to claim his wife while he was gone. He also is angry because the suitors have dishonored the Greeks’ religious laws regarding hospitality and the authority of the gods.

33 **Reading Check**

Answer: He offers to make restitution of all the meat and wine consumed, plus gifts of oxen, bronze, and gold.

34 Literary Analysis

Epic Simile

- Have students review the Literary Analysis section of the Build Skills page, p. 992. **Ask** them to compare a typical simile with an epic simile and to give an example of each.

Possible response: A typical simile makes a comparison to one thing, for example, “The arrow flew like a hawk.” An epic simile is longer and more complex. A possible example is, “The arrow flew like a hawk. Its feathers glinted in the sun, and it point bit like a hawk’s beak. It attacked its victim as a hawk clutches its prey.”

- Stress to students that not all similes in the *Odyssey* are epic similes.
- Then **ask** students the Literary Analysis question: Why is the comparison of Eurymachus’ sharp sword to a razor only a simile and not an epic simile?
- **Possible response:** This is a simile because it compares a sword to a razor. An epic simile, however, is an elaborate comparison that can run across several lines. Here, the comparison is mentioned once and is not sustained.

► **Monitor Progress:** Review students’ graphic organizers to ensure that they understand the comparison and why it is not an epic simile.

► **Reteach:** Work with students to expand this simile into an epic simile. Brainstorm words that might be used to extend the simile, including *blade, slice, sever, slash, and cut*.

“Friends,” he said, “the man is implacable.

1475 Now that he’s got his hands on bow and quiver
he’ll shoot from the big doorstone there
until he kills us to the last man.

Fight, I say,

let’s remember the joy of it. Swords out!

Hold up your tables to deflect his arrows.

1480 After me, everyone: rush him where he stands.

If we can budge him from the door, if we can pass
into the town, we’ll call out men to chase him.

This fellow with his bow will shoot no more.”

He drew his own sword as he spoke, a broadsword of fine
bronze,

34

1485 honed like a razor on either edge. Then crying hoarse and
loud

he hurled himself at Odysseus. But the kingly man let fly
an arrow at that instant, and the quivering feathered butt
sprang to the nipple of his breast as the barb stuck in his
liver.

The bright broadsword clanged down. He lurched and fell
aside,

1490

pitching across his table. His cup, his bread and meat,
were spilt and scattered far and wide, and his head slammed
on the ground.

Revulsion, anguish in his heart, with both feet kicking out,
he downed his chair, while the shrouding wave of mist closed
on his eyes.

Amphinomus now came running at Odysseus,

1495

broadsword naked in his hand. He thought to make
the great soldier give way at the door.

But with a spear throw from behind Telemachus hit him
between the shoulders, and the lancehead drove
clear through his chest. He left his feet and fell

1500

forward, thudding, forehead against the ground.

Telemachus swerved around him, leaving the long dark
spear

planted in Amphinomus. If he paused to yank it out
someone might jump him from behind or cut him down with
a sword

at the moment he bent over. So he ran—ran from the tables

1505

to his father’s side and halted, panting, saying:

35

“Father let me bring you a shield and spear,

Literary Analysis

Epic Simile Why is the comparison of Eurymachus’ sharp sword to a razor only a simile and not an epic simile?

a pair of spears, a helmet.
I can arm on the run myself; I'll give
outfits to Eumaeus and this cowherd.
1510 Better to have equipment."

Said Odysseus:

"Run then, while I hold them off with arrows
as long as the arrows last. When all are gone
if I'm alone they can dislodge me."

35

Quick

upon his father's word Telemachus
1515 ran to the room where spears and armor lay.
He caught up four light shields, four pairs of spears,
four helms of war high-plumed with flowing manes,
and ran back, loaded down, to his father's side.
He was the first to pull a helmet on
1520 and slide his bare arm in a buckler strap.
The servants armed themselves, and all three took their
stand
beside the master of battle.

While he had arrows

he aimed and shot, and every shot brought down
one of his huddling enemies.

1525 But when all barbs had flown from the bowman's fist,
he leaned his bow in the bright entryway
beside the door, and armed: a four-ply shield
hard on his shoulder, and a crested helm,
horsetailed, nodding stormy upon his head,
1530 then took his tough and bronze-shod spears. . . .

*Aided by Athena, Odysseus, Telemachus, Eumaeus, and
other faithful herdsmen kill all the suitors.*

And Odysseus looked around him, narrow-eyed,
for any others who had lain hidden
while death's black fury passed.

In blood and dust

he saw that crowd all fallen, many and many slain.

1535 Think of a catch that fishermen haul in to a half-moon bay
in a fine-meshed net from the whitecaps of the sea:

36

how all are poured out on the sand, in throes for the salt sea,
twitching their cold lives away in Helios' fiery air:
so lay the suitors heaped on one another.

**Reading Skill
Historical and
Cultural Context**
What cultural values
are reflected in
Telemachus' behavior
toward his father?

**Literary Analysis
Epic Simile** Which
aspects of the slain
suitors' appearance
does the epic simile in
lines 1535–1539
emphasize?

37

 **Reading Check**

Who helps Odysseus
defeat the suitors?

from the *Odyssey*, Part 2 ■ 1013

35 Reading Skill Historical and Cultural Context

- Discuss with students the ways that different cultures emphasize that children should honor their parents. You may want to cite the example of ancestor worship in Chinese culture or the biblical commandment to "honor thy father and mother."
- Have students **describe** how Telemachus responded to his father's return and what those actions reveal about him.
Possible response: Telemachus wept with joy when his father revealed himself, and he has obeyed his father's commands to prepare for battling the suitors. Telemachus' response shows his love and respect for his father.
- **Ask** the Reading Skill question: What cultural values are reflected in Telemachus' behavior toward his father?
Answer: Telemachus shows respect for his father as he fights beside him in battle and hurries to bring him the weapons that he needs for the fight.

36 Literary Analysis Epic Simile

- **Ask** the Literary Analysis question: Which aspects of the slain suitors' appearance does the epic simile in lines 1535–1539 emphasize?
Possible responses: The image of the fish flopping on the deck of a ship emphasizes the suitors' struggling and writhing in their final moments.
- Point out to students that the comparison of the suitors to dying fish does not serve to make their deaths glorious. Homer does not try to immortalize the suitors.

37 Reading Check

Answer: Athena, Telemachus, Eumaeus, and a herdsman help Odysseus defeat the suitors.

Differentiated Instruction

Solutions for All Learners

Strategy for Less Proficient Readers

Review with students some of the critical details that take place in Odysseus' slaughter of the suitors, beginning with the death of Antinous. Have students use a **Series-of-Events Chain** (*Graphic Organizer Transparencies*, p. 239) to plot important moments in the story, including Odysseus' use of his bow and arrows, Eurymachus' offer of reparations, and Telemachus' coming to his father's aid.

Strategy for English Learners

Preview with English Learners some of the vocabulary that relates to Odysseus' battle with the suitors. The specific vocabulary can include words that relate to weapons, such as *broadsword*, *spear*, *armor*, *shields*, and *helms*. It also can include poetic phrases such as *bowman's fist*, and the master of battle.

38 Humanities

The Fall of Troy, by Romare Bearden

Born in North Carolina, African American artist Romare Bearden grew up in New York. His work is most remarkable for its sophisticated use of the idiom of Cubism to portray the everyday realities of African American life. *The Fall of Troy* is a collage from a series done by Bearden on the adventures of Odysseus. The large white horse to the right is the Trojan horse; the boats in the harbor are waiting to carry Odysseus and his men from Troy to numerous adventures. Use these questions for discussion:


- Which aspects of the collage recall what you have read from the *Odyssey*? Which aspects of the collage reflect a modern mind at work?

Answer: Students should recognize epic references such as the Trojan Horse, the burning towers of Troy, and the sea and ships. Modern references include the collage technique; the flat, childlike style of the cutouts; and the whimsical inclusion of dolphins and other sea creatures.

39 Critical Viewing

Answer: Students should compare their impressions of such specific details as the Trojan Horse, the burning towers, and the waiting ships.

The Fall of Troy from *The Odysseus Suite*, 1973, Romare Bearden, serigraph 18 x 24 © Romare Bearden Foundation / Licensed VAGA, New York NY

- 39  **Critical Viewing** How does your mental image of events in the *Odyssey* compare to this artist's interpretation of those events?
[Compare and Contrast]

Vocabulary Development

"Deceptive" Terms

Odysseus' return is full of the idea of secrets and deception. Review with students the words that Penelope uses on p. 1015 here to describe this deception:

frauds: means of deceiving people
impostors: cheaters, people who assume false disguises
underhanded: secret, not straightforward

Penelope's Test

Penelope tests Odysseus to prove he really is her husband.

1540 Greathearted Odysseus, home at last,
was being bathed now by Eurynome
and rubbed with golden oil, and clothed again
in a fresh tunic and a cloak. Athena
lent him beauty, head to foot. She made him
1545 taller, and massive, too, with crisping hair
in curls like petals of wild hyacinth
but all red-golden. Think of gold infused
on silver by a craftsman, whose fine art
40 Hephaestus²⁰ taught him, or Athena: one
1550 whose work moves to delight: just so she lavished
beauty over Odysseus' head and shoulders.
He sat then in the same chair by the pillar,
facing his silent wife, and said:

“Strange woman,
the immortals of Olympus made you hard,
1555 harder than any. Who else in the world
would keep aloof as you do from her husband
if he returned to her from years of trouble,
cast on his own land in the twentieth year?

Nurse, make up a bed for me to sleep on.
1560 Her heart is iron in her breast.”

Penelope
spoke to Odysseus now. She said:

“Strange man,
if man you are . . . This is no pride on my part
nor scorn for you—not even wonder, merely.
I know so well how you—how he—appeared
1565 boarding the ship for Troy. But all the same . . .

Make up his bed for him, Eurycleia.
Place it outside the bedchamber my lord
built with his own hands. Pile the big bed
with fleeces, rugs, and sheets of purest linen.”

1570 With this she tried him to the breaking point,

Literary Analysis

Epic Simile Which details in the epic simile in lines 1547–1551 compare Odysseus' hair to a work of art?

20. Hephaestus (hē fes' tēs) god of fire and metalworking.

41 Reading Check

How does Odysseus describe Penelope's attitude toward him?

from the *Odyssey*, Part 2 ■ 1015

40 Literary Analysis

Epic Simile

- Discuss the contrast between Odysseus' appearance and his earlier appearance as a beggar. Ask students why they think Homer emphasizes Odysseus physical attractiveness as this point.
- **Possible response:** Homer is drawing a sharp contrast to Odysseus' previous guise as a beggar. Odysseus is being prepared almost as a new bridegroom, an appropriate comparison as he approaches Penelope to renew their marriage.
- Then have students which parts of Odysseus' appearance are emphasized.
Answer: His hair and his height are emphasized.
- **Ask** the Literary Analysis question: Which details in the epic simile in lines 1547–1551 compare Odysseus' hair to a work of art?
Possible responses: The comparison to gold and silver, as well as the term *craftsman* and the references to Hephaestus and Athena all compare Odysseus' hair to artwork.

41 Reading Check

Answer: Odysseus describes Penelope as hard and aloof.

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 write a paragraph about the conflict between Odysseus and Penelope. Challenge students to use at least five of the expressive vocabulary words provided earlier in their paragraphs.

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** (*Graphic Organizer Transparencies*, p. 206) as an example. Then have students share their graphic organizers.

42 Literary Analysis

Epic Simile

- Read aloud the bracketed passage. Then **ask** students to identify the items that are being compared.
Answer: The trunk of the olive tree is compared to a pillar.
- Ask students to list any supporting details about the appearance or other qualities of the pillar.
Answer: No other details are included.
- **Ask** students to respond to the Literary Analysis prompt: Explain why the simile comparing the olive trunk to a pillar is not an epic simile.
Answer: The text compares the two items but does not draw out the explanation by including other details. The comparison is mentioned only once and is not extended.

and he turned on her in a flash raging:

“Woman, by heaven you’ve stung me now!
Who dared to move my bed?
No builder had the skill for that—unless
1575 a god came down to turn the trick. No mortal
in his best days could budge it with a crowbar.
There is our pact and pledge, our secret sign,
built into that bed—my handiwork
and no one else’s!

42 | An old trunk of olive
1580 | grew like a pillar on the building plot,
and I laid out our bedroom round that tree,
lined up the stone walls, built the walls and roof,
gave it a doorway and smooth-fitting doors.
Then I lopped off the silvery leaves and branches,
1585 hewed and shaped that stump from the roots up
into a bedpost, drilled it, let it serve
as model for the rest. I planed them all,
inlaid them all with silver, gold and ivory,
and stretched a bed between—a pliant web
1590 of oxhide thongs dyed crimson.

There’s our sign!
I know no more. Could someone else’s hand
have sawn that trunk and dragged the frame away?”

Their secret! as she heard it told, her knees
grew tremulous and weak, her heart failed her.

1595 | With eyes brimming tears she ran to him,
throwing her arms around his neck, and kissed him,
murmuring:

“Do not rage at me, Odysseus!

No one ever matched your caution! Think
what difficulty the gods gave: they denied us
1600 | life together in our prime and flowering years,
kept us from crossing into age together.
Forgive me, don’t be angry. I could not
welcome you with love on sight! I armed myself
long ago against the frauds of men,
1605 | impostors who might come—and all those many
whose underhanded ways bring evil on! . . .
But here and now, what sign could be so clear
as this of our own bed?
No other man has ever laid eyes on it—

1016 ■ Themes in Literature: Heroism

Literary Analysis
Epic Simile Explain why the simile comparing the olive trunk to a pillar is not an epic simile.

Vocabulary Development

Vocabulary Knowledge Rating

When students have completed reading and discussing the *Odyssey*, Part 2, have them take out their **Vocabulary Knowledge Rating Chart** for this selection. Read the words aloud once more and have students rate their knowledge of the words again in the After Reading column. Clarify any words that are still problematic. Have students write their own definition and

example or sentence in the appropriate column. Then have students complete the **Vocabulary Builder Practice** activities on p. 1019. Encourage students to use the words in further discussion and written work about the *Odyssey*. Remind them that they will be accountable for these words on the Selection Test.

1610 only my own slave, Actoris, that my father
sent with me as a gift—she kept our door.
You make my stiff heart know that I am yours.”

Now from his breast into his eyes the ache
of longing mounted, and he wept at last,
1615 his dear wife, clear and faithful, in his arms,
longed for as the sunwarmed earth is longed for by a
swimmer

43 spent in rough water where his ship went down
under Poseidon’s blows, gale winds and tons of sea.
Few men can keep alive through a big surf
1620 to crawl, clotted with brine, on kindly beaches
in joy, in joy, knowing the abyss²¹ behind:
and so she too rejoiced, her gaze upon her husband,
her white arms round him pressed as though forever.

The Ending

Odysseus is reunited with his father. Athena commands that peace prevail between Odysseus and the relatives of the slain suitors. Odysseus has regained his family and his kingdom.

Thinking About the Selection

- 1. Respond:** Do you think Odysseus acts heroically in this section of the *Odyssey*? Why or why not?
- (a) Recall:** How does Odysseus respond when Eurymachus offers to repay Odysseus for what the suitors have taken from his house? **(b) Infer:** What does Odysseus’ response reveal about his character?
- (a) Recall:** How does the fight turn out? **(b) Analyze:** Why does Odysseus take equal revenge on all the suitors?
- (a) Analyze:** What does Penelope’s doubt about her husband’s return suggest about her character? **(b) Draw Conclusions:** Given Odysseus’ reputation for guile, in what way is Penelope an appropriate companion for Odysseus?
- (a) Summarize:** During Odysseus’ long absence, how does Penelope handle the problem of the suitors? **(b) Summarize:** How does Odysseus handle the problem upon his return? **(c) Make a Judgment:** Do you think their means of handling the problem is appropriate? Why or why not?

from the *Odyssey, Part 2* ■ 1017

Literary Analysis

Epic Simile In what way does this epic simile recall the dangers Odysseus faced on his journey home?

21. abyss (ə bis’) *n.* ocean depths.

43 Literary Analysis

Epic Simile

- Review with students some of the incidents in which Odysseus faced storms or rough seas on his return home.
- Ask** the Literary Analysis question: In what way does this epic simile recall the dangers Odysseus faced on his journey home?
Possible response: Odysseus longs for his wife as a drowning person longs for dry land. The comparison to “rough water,” “gale winds,” and “tons of sea” recall the many times that Odysseus faced and that Odysseus was nearly drowned before he could return home.

ASSESS

Answers

- Students may believe that some sort of revenge is justified, but that Odysseus overreacts. They may say that he also could have been heroic by showing forgiveness.
- (a)** Odysseus will not be satisfied with treasure. He says the suitors must fight their way out. **(b)** **Possible response:** Odysseus can be inflexible and unforgiving when he thinks he has been treated disrespectfully.
- (a)** Caught by surprise, the suitors are quickly overcome by Odysseus, his son, and his servants. **(b)** Odysseus regards all the suitors as equally guilty of invading his home.
- (a)** Penelope’s doubt shows her caution. It may show how she has had to protect her feelings as she waited for her husband’s return. **(b)** Penelope is an appropriate companion for Odysseus because she, too, is clever.
- (a)** Penelope handles the problem by weaving a shroud, then unraveling it each night. **(b)** Odysseus disguises himself and, after seeing the suitors’ disrespect, makes a plan to kill them. **(c)** Students may say that Odysseus should have forced the suitors to leave, rather than kill them. They may say that Penelope should have been more assertive in expelling the suitors.