

## Guided Practice

### Model and Apply

- Explain that **asking questions** is an effective way to monitor comprehension while reading.
- Model how to use the *5W-How?* questions to better understand the text. Explain that one question that arises as you begin to read this passage is *why* Hermes travels to Calypso's island.
- Explain that the answer to the question is that Zeus, at Athena's urging, sends Hermes to tell Calypso that she must free Odysseus.

- **Think-Pair-Share** Pair students and direct them to start reading the passage "Calypso, the Sweet Nymph." Tell partners to write down questions as they read. Direct them to re-read or read ahead to find answers. Have students help one another find answers. When students are finished, have pairs share their questions and answers with the class.

## Think About/Talk About Response to Margin Question

**Lines 33–66** Images of Hermes' flight include *pace*, *shooting down*, *veering*, and *a gull skimming the white-capped waves*. Sensory images of Calypso's home and island include *a blazing fire*; *cedar and thyme smoke*; *singing*; *"pungent cypress"*; *"ornate birds"*; *"a crooking vine"*; *"purple clusters"*; *"springs, bubbling up"*; *"beds of violets"*; and *"tender parsley."*

clung to him in her sea-hollowed caves—  
a nymph, immortal and most beautiful,  
who craved him for her own.  
And when long years and seasons  
25 wheeling brought around that point of time  
ordained for him to make his passage homeward,  
trials and dangers, even so, attended him  
even in Ithaca, near those he loved.  
Yet all the gods had pitied Lord Odysseus,  
30 all but Poseidon, raging cold and rough  
against the brave king till he came ashore  
at last on his own land. . . .

(from Book 1)

## PART ONE: The Wanderings

### Calypso, the Sweet Nymph

Books 1–4 of the epic tell about Odysseus's son, Telemachus. Telemachus has been searching the Mediterranean world for his father, who has never returned from the ten-year Trojan War. (Today, Odysseus would be listed as missing in action.)

When we first meet Odysseus, in Book 5 of the epic, he is a prisoner of the beautiful goddess Calypso. The old soldier is in despair: He has spent ten years (seven of them as Calypso's not entirely unwilling captive) trying to get home.

The goddess Athena has supported and helped Odysseus on his long journey. Now she begs her father, Zeus, to help her favorite mortal, and Zeus agrees. He sends the messenger god Hermes to Calypso's island to order Odysseus released. Although Calypso is not described as evil, her seductive charms—even her promises of immortality for Odysseus—threaten to keep the hero away from his wife, Penelope.

No words were lost on Hermes the Wayfinder  
who bent to tie his beautiful sandals on,

- **Reading Focus Summarizing** Read this invocation to the Muse aloud. What does Homer tell you about the hero and what is going to happen to him?

? 33–66. There is a great deal of nature imagery in this episode. Jot down some of the images that help you see Hermes' flight. What images describing Calypso's island appeal to your senses of sight, hearing, and smell?

## Differentiating Instruction

### English-Language Learners

To help build students' confidence, model the pronunciation of *Odysseus*, *Polyphemus*, *Teiresias*, *Scylla*, *Charbydis*, and other names in the selection.

See **Differentiating Instruction** for lesson plans and strategies for teaching English-language learners.

### Readers Gaining Proficiency

To help students read the selection, model how to paraphrase to understand complex passages. Read lines 24–32 aloud. Then, paraphrase them by using your

own words to explain what the lines reveal. **Possible paraphrase:** *When it was finally time for Odysseus to head home, he still had some challenges to face, including dangers at home in Ithaca. But all the gods sympathized with him and were on his side by this time, except Poseidon, who continued to make trouble for Odysseus until he got home.* Tell students to paraphrase to clarify the meaning of difficult passages as they read.

See **Differentiating Instruction** for lesson plans and strategies for teaching readers gaining proficiency.

35 ambrosial,<sup>o</sup> golden, that carry him over water  
or over endless land in a swish of the wind,  
and took the wand with which he charms asleep—  
or when he wills, awake—the eyes of men.  
So wand in hand he paced into the air,  
40 shot from Pieria<sup>o</sup> down, down to sea level,  
and veered to skim the swell. A gull patrolling  
between the wave crests of the desolate sea  
will dip to catch a fish, and douse his wings;  
no higher above the whitecaps Hermes flew  
45 until the distant island lay ahead,  
then rising shoreward from the violet ocean  
he stepped up to the cave. Divine Calypso,  
the mistress of the isle, was now at home.  
Upon her hearthstone a great fire blazing  
50 scented the farthest shores with cedar smoke  
and smoke of thyme, and singing high and low  
in her sweet voice, before her loom aweaving,  
she passed her golden shuttle to and fro. **A**  
A deep wood grew outside, with summer leaves  
55 of alder and black poplar, pungent cypress.  
Ornate birds here rested their stretched wings—  
horned owls, falcons, cormorants—long-tongued  
beachcombing birds, and followers of the sea.  
Around the smooth-walled cave a crooking vine  
60 held purple clusters under ply<sup>o</sup> of green;  
and four springs, bubbling up near one another  
shallow and clear, took channels here and there  
through beds of violets and tender parsley.  
Even a god who found this place  
65 would gaze, and feel his heart beat with delight:  
so Hermes did; but when he had gazed his fill  
he entered the wide cave. Now face-to-face  
the magical Calypso recognized him, **B**  
as all immortal gods know one another  
70 on sight—though seeming strangers, far from home.  
But he saw nothing of the great Odysseus,

- **Literary Perspectives Analyzing Historical Context** What do the characters of the gods reveal about the beliefs of the ancient Greeks?

- **Literary Focus Epic Heroes and Conflict** How does the natural beauty of Calypso's island contrast with the internal conflict that Odysseus is experiencing?



### Analyzing Visuals

**Viewing and Interpreting** What does the portrayal of images from mythology on everyday objects, such as this vase, tell you about the values and beliefs of the ancient Greeks?

Ulysses and Calypso. Red-figured vase (5th century B.C.). Location: Museo Archeologico Nazionale, Naples, Italy.

35. **ambrosial** (am BROH zhuhl): fit for the gods; divine. Nectar and ambrosia are the drink and food that keep the gods immortal.

40. **Pieria** (py IHR ee uh): place in central Greece not far from Olympus; a favorite spot of Hermes'.

40–45. To help his audience visualize Hermes dropping down and skimming the waves, Homer compares Hermes to a gull. This comparison between something the audience knows to something unknown is called an **epic simile**.

60. **ply**: twisted strands.

## Think About/Talk About

### Comprehension

#### A Reading Focus

**Possible response:** The hero is a warrior who is on his way home after the fighting at Troy. Along the way, he has had many adventures and lost his companions. He longs for his home and wife but is held captive by the nymph Calypso. The time has finally come for his return to Ithaca. All the gods favor him except Poseidon, who will make his travels rough until he reaches his home.

### Analysis

#### A Literary Perspectives

**Possible response:** It appears that the gods are similar to the ancient Greeks. They enjoy many of the same activities.

#### B Literary Focus

**Possible response:** Calypso's island is a paradise, and Odysseus should want to stay there, but he longs for his home and wife.

### Analyzing Visuals

**Viewing and Interpreting:** It means the ancient Greeks saw the myths as significant to daily life. The stories could have religious as well as artistic merit.

### Advanced Learners

**Acceleration** As they read, have students identify story lines, character types, and themes in the epic that also appear in contemporary literature and films. Tell students to list the recurring elements in their **Reader/Writer Notebooks** to share later.

See **Resources for Teaching Advanced Students** for lesson plans and strategies for teaching advanced learners.

### Learners with Diverse Needs

Guide students in reading the passage about Calypso. Then help them identify key points to summarize the passage. For example, you might point out the physical description of Calypso's cave.

Invite students to read the *Odyssey*, Part One, in interactive format in **The Holt Reader, Adapted Version** and to use the sidenotes as aids to understanding the selection. The interactive version provides additional instruction, practice, and assessment of the skills taught in the Student Edition.

## Guided Practice

### Model and Apply

Review the usual character traits of an **epic hero**: uncommon strength, exceptional knowledge, cunning, courage, and daring. Point out that Odysseus exemplifies these traits.

Read aloud lines 78–86. Emphasize that Odysseus's behavior here is not heroic. Why is he crying as he sits by the shore and looks out to sea? **Possible response:** He is filled with longing for his home.

**Turn-and-Talk** Have pairs of students discuss Odysseus's behavior in this scene and compare and contrast it with what they would expect of an epic hero.

### Think as a Reader/Writer

**Find It in Your Reading** Observe that in lines 78–86, Odysseus is portrayed as vulnerable, even sentimental.

**Use It in Your Writing** Have students write a sentence describing this side of Odysseus for a character sketch.

who sat apart, as a thousand times before, and racked his own heart groaning, with eyes wet scanning the bare horizon of the sea. . . .

*Hermes tells Calypso that she must give up Odysseus forever. Now we are directly introduced to Odysseus. Notice what this great warrior is doing when we first meet him.*

- 75 The strong god glittering left her as he spoke, and now her ladyship, having given heed to Zeus's mandate, went to find Odysseus in his stone seat to seaward—tear on tear brimming his eyes. The sweet days of his lifetime were running out in anguish over his exile, for long ago the nymph had ceased to please. 80 Though he fought shy of her and her desire, he lay with her each night, for she compelled him. But when day came he sat on the rocky shore and broke his own heart groaning, with eyes wet scanning the bare horizon of the sea. 85 Now she stood near him in her beauty, saying:

"O forlorn man, be still.

- Here you need grieve no more; you need not feel your life consumed here; I have pondered it, and I shall help you go. . . ." ©

*Calypso promises Odysseus a raft and provisions to help him homeward without harm—provided the gods wish it. Now Odysseus and Calypso say goodbye.*

- Swiftly she turned and led him to her cave, and they went in, the mortal and immortal. He took the chair left empty now by Hermes, where the divine Calypso placed before him victuals<sup>o</sup> and drink of men; then she sat down facing Odysseus, while her serving maids brought nectar and ambrosia to her side. 95 Then each one's hands went out on each one's feast

96. victuals (VIHT uhlz): food.

© **Reading Focus** Asking Questions Calypso claims that it is her idea to release Odysseus. Why do you think she does this?

## Cross-Curricular Connection

### LITERATURE: Greek Gods and Goddesses

- As the example of Calypso demonstrates, gods and goddesses in the *Iliad* and the *Odyssey* often behave as capriciously as humans. They exhibit human qualities such as jealousy, pride, anger, vindictiveness, and possessiveness.
- The "human" behavior of the gods and goddesses of the *Odyssey* is an important part of the story line of the poem, because their actions prevent Odysseus from returning home to Ithaca.

**Activity** Have student pairs collect examples of the human behavior of gods and goddesses in the *Odyssey*. Then, have students prepare a brief oral report on the role of one god or goddess in the story of Odysseus.

## MUSIC LINK

### Calypso, Then and Now

Modern songwriters have been inspired by the ancient tale of the *Odyssey*. Here are the lyrics to a song Suzanne Vega recorded and released in 2003.

My name is Calypso  
And I have lived alone  
I live on an island  
And I waken to the dawn  
5 A long time ago  
I watched him struggle with the sea  
I knew that he was drowning  
And I brought him into me  
Now today  
10 Come morning light  
He sails away  
After one last night  
I let him go.

My name is Calypso  
15 My garden overflows  
Thick and wild and hidden  
Is the sweetness there that grows  
My hair it blows long  
As I sing into the wind  
20 I tell of nights  
Where I could taste the salt on his skin

Salt on the waves  
And of tears  
And though he pulled away  
25 I kept him for years  
I let him go.

My name is Calypso  
I have let him go  
In the dawn he sails away  
30 To be gone forever more  
And the waves will take him in again  
But he'll know their ways now  
I will stand upon the shore  
With a clean heart  
35 And my song in the wind  
The sand will sting my feet  
And the sky will burn  
It's a lonely time ahead  
I do not ask him to return  
40 I let him go  
I let him go.

### Ask Yourself

From whose point of view is this song sung? What insights into Calypso does this song offer you?



The Departure of Ulysses from the Isle of Calypso (1848–1849) by Samuel Palmer

### Music Link

The song "Calypso" is included on the album *Solitude Standing* by the contemporary folk singer Suzanne Vega. It is evidence of the continuing relevance of the characters, conflicts, and themes of the *Odyssey*.

### Ask Yourself

**Possible response:** The song is sung from Calypso's point of view. The song reveals the depth of Calypso's attachment to Odysseus and her acceptance of his need to leave.

## Think About/Talk About

### Comprehension

#### © Reading Focus

**Possible response:** Calypso may be too proud to tell Odysseus that she was ordered to free him, or she may want him to think that she is kind and generous.

#### ? Extend the Discussion

**Paraphrasing** The hero of the *Odyssey* appears for the first time in Book 5, on Calypso's island. He has been there for seven years. What has prevented him from leaving? **Possible response:** He has no means of sailing from the island.

**Interpreting** Book 5 of the *Odyssey* contains many images that appeal to the senses. What do you think is the purpose of this imagery? **Possible response:** The abundance of sensory images helps explain why Odysseus is initially content to remain on the island as Calypso's captive.

#### Analyzing Visuals

The Romantic English painter Samuel Palmer (1805–1881) depicts Odysseus and Calypso in the Romantic style, with Odysseus sailing away on a ship rather than a raft.

**Activity** Tell students to locate Calypso and Odysseus and interpret their gestures to one another. **Possible response:** Calypso's outstretched arms indicate her release of Odysseus. Odysseus's wave is a farewell gesture.

## Guided Practice

### Think as a Reader/Writer

**Find It in Your Reading** Point out how Odysseus introduces himself to the Phaeacians on p. 1043. Remind students that Odysseus has just heard the minstrel's song about the Trojan War.

**Use It in Your Writing** Have students write an introduction from Odysseus that reveals how he feels about having heard the song.

## Think About/Talk About

### Extend the Discussion

**Summarizing** Although Calypso tells Odysseus he is free to go home, she still tries to convince him to stay with her. What is foreshadowed in her speech? **Possible response:** Calypso sees the troubles he will encounter on his journey home.

**Analyzing Character Traits** In line 112, just before he responds to Calypso's offer, Odysseus is described as "the strategist." What does this epithet tell you about Odysseus's response to Calypso? What does it tell you about his character in general? **Possible response:** Odysseus's response to Calypso is carefully crafted to avoid offending her and to achieve what he wants—to leave the island and return home. Odysseus is clever and cunning, and willing to deceive others if doing so will help him reach his goals.

- 100 until they had had their pleasure; and she said:  
"Son of Laertes,<sup>o</sup> versatile Odysseus,  
after these years with me, you still desire  
your old home? Even so, I wish you well.  
If you could see it all, before you go—  
105 all the adversity you face at sea—  
you would stay here, and guard this house, and be  
immortal—though you wanted her forever,  
that bride for whom you pine each day.  
Can I be less desirable than she is?  
110 Less interesting? Less beautiful? Can mortals  
compare with goddesses in grace and form?"

To this the strategist Odysseus answered:

- "My lady goddess, there is no cause for anger.  
My quiet Penelope—how well I know—  
115 would seem a shade before your majesty,  
death and old age being unknown to you,  
while she must die. Yet, it is true, each day  
I long for home, long for the sight of home. . . ." **D**

*So Odysseus builds the raft and sets sail. But the sea god Poseidon is by no means ready to allow an easy passage over his watery domain. He raises a storm and destroys the raft. It is only with the help of Athena and a sea nymph that Odysseus arrives, broken and battered, on the island of Scheria (SKEE ree uh). There he hides himself in a pile of leaves and falls into a deep sleep.*

- A man in a distant field, no hearth fires near,  
120 will hide a fresh brand<sup>o</sup> in his bed of embers  
to keep a spark alive for the next day;  
so in the leaves Odysseus hid himself,  
while over him Athena showered sleep  
that his distress should end, and soon, soon.  
125 In quiet sleep she sealed his cherished eyes.

(from Book 5)

**D Reading Focus Summarizing** How does Odysseus say no to Calypso's offer of immortality and still not offend her?

**Vocabulary adversity** (ad VUR suh tee) *n.*: hardship; great misfortune.

## Cross-Curricular Connection

### GEOGRAPHY: Troy to Ithaca

- The ancient city of Troy was located in Anatolia, which is Turkey today.
- Troy stood at the entrance to the Hellespont, a narrow passage of water connecting the Aegean Sea to the Black Sea through the Sea of Marmara.
- Ithaca is one of the Ionian Islands, which lie off the west coast of Greece.
- The Ionian Islands also include Corfu, Cephalonia, Zacynthus, Leucas, Cythera, and Paxos.

**Activity** Have students work in small groups to trace Odysseus's journey homeward from Troy to Ithaca. Tell students to locate Troy on the map and Odysseus's destination of Ithaca. Then, have them use the compass rose and map scale to determine the direction he might have sailed and the distance he might have covered to go directly to Ithaca. As students read the selection, direct them to return to the map to locate places mentioned, such as Ismaros, the stronghold of the Cicones. When they are finished, have students compare their direct routes from Troy to Ithaca with Odysseus's actual route.

101. Laertes (lay UR teez).

120. brand: burning stick.

## "I am Laertes' son."

Odysseus is found by the daughter of Alcinous, king of the Phaeacians. That evening he is a guest at court (Books 6–8).

To the ancient people of Greece and Asia Minor, all guests were god-sent. They had to be treated with great courtesy before they could be asked to identify themselves and state their business. That night, at the banquet, the stranger who was washed up on the beach is seated in the guest's place of honor. A blind minstrel, or singer, is called, and the mystery guest gives him a gift of pork, crisp with fat, and requests a song about Troy. In effect, Odysseus is asking for a song about himself.

Odysseus weeps as the minstrel's song reminds him of all his companions, who will never see their homes again. Now Odysseus is asked by the king to identify himself. It is here that he begins the story of his journey.

Now this was the reply Odysseus made: . . .

"I am Laertes' son, Odysseus.

Men hold me

formidable for guile in peace and war;  
this fame has gone abroad to the sky's rim. **A**  
130 My home is on the peaked seamark of Ithaca  
under Mount Neion's windblown robe of leaves,  
in sight of other islands—Doulikhion,  
Same, wooded Zacynthos—Ithaca  
being most lofty in that coastal sea,  
135 and northwest, while the rest lie east and south.  
A rocky isle, but good for a boy's training;  
I shall not see on earth a place more dear,  
though I have been detained long by Calypso,  
loveliest among goddesses, who held me  
140 in her smooth caves, to be her heart's delight,  
as Circe of Aeaëa, the enchantress,  
desired me, and detained me in her hall.  
But in my heart I never gave consent.

**A Literary Focus Epic Heroes and Conflict** What does Odysseus's introduction of himself tell you about the traits that the Greeks admired in an epic hero?

**Vocabulary formidable** (FAWR muh duh buhl) *adj.*: awe-inspiring by reason of excellence; strikingly impressive.

## Reaching Reluctant Readers

To help students make a connection with Odysseus and the challenges he meets on his journey home from Troy, have students name favorite or familiar superheroes or action heroes, such as Spider-Man, Batman, Superman, James Bond, and Indiana Jones. Discuss the character traits and experiences of the heroes students name. Tell students to make a list of the various heroes' qualities. Then, as they

read the selection, have students work individually or with a partner to make a list of Odysseus's qualities. After they are finished reading, have students compare and contrast the qualities of their favorite superheroes with the qualities of Odysseus. Ask students which of their favorite superheroes have the most in common with Odysseus.

## Think About/Talk About

### Comprehension

#### D Reading Focus

**Possible response:** Odysseus avoids offending Calypso by suggesting that it is a defect in him that makes him prefer his wife to the eternally youthful and beautiful goddess.

### Analysis

#### A Literary Focus

**Possible response:** Odysseus's description of himself, which refers to his guile, indicates that the Greeks admired cleverness. He mentions his father, which may reflect honor for one's parents.