

CURRICULUM GUIDE FOR

HOMER'S EXCELLENT ADVENTURE

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MUSEUM OF HOMER'S EXCELLENT ADVENTURE

Introduction / Purpose of the Program
Homer met a cast of characters while on his excellent adventure. Help introduce these characters and tell about his journey by opening a museum telling the story of Homer's Excellent Adventure.

Students will select and research characters from Homer's Excellent Adventure and present their information in character in a museum setting.

Common Core
CCSS.ELA-LITERACY.W.6-8.1.A; CCSS.ELA-LITERACY.W.6-8.1.B; CCSS.ELA-LITERACY.W.6-8.1.C; CCSS.ELA-LITERACY.W.6-8.2.A; CCSS.ELA-LITERACY.W.6-8.2.D; CCSS.ELA-LITERACY.W.6-8.3.A; CCSS.ELA-LITERACY.W.6-8.3.D; CCSS.ELA-LITERACY.W.6-8.6; CCSS.ELA-LITERACY.W.6-8.8; CCSS.ELA-LITERACY.W.6-8.9
CCSS.ELA-LITERACY.SL.6-8.4; CCSS.ELA-LITERACY.SL.6-8.5
CCSS.ELA-LITERACY.RH.6-8.4; CCSS.ELA-LITERACY.RH.6-8.7; CCSS.ELA-LITERACY.RH.6-8.8

TEKS
SS6 113.18: 1, 2a, 3c, 5, 5b, 13a, 13d, 15a, 15b, 21
ELAR6 110.22: 2, 3, 4, 7, 8, 9, 10, 12

Detailed Description of the Program
Students will draw or choose from the list of characters in Homer's Excellent Adventure to research. The book Homer's Excellent Adventure as well as outside sources will be used.

Once students have researched their character, they are to come up with a costume that represents that character. Have students think outside of the box. Instead of the traditional togas that people think of, what modern way could they represent them? (For example, Zeus might be dressed in a power suit, wearing a crown and carrying a large thunderbolt. Aeolus might be carrying a battery operated fan, wearing large plastic ears, and have a fold out wallet that contains pictures of his twelve children.) Students should not only dress for the character, but should also be able to act the way they did in the book.

Set up
As a class or grade level, decide how the tour should take place. Will Homer and Dory be docents and take attendants on the tour introducing them to the people they met along the way? Will attendees be allowed to wander and visit the characters that they wish?

The order of places and characters to visit should follow the order of the book. This could be done in one large space divided, or use classrooms to represent each place.

Other ideas:
Decorate or make signage for each place.
Make a tour using Virtual Reality
Have Green Screens up for each place with appropriate props and a background picture

The students, dressed as their character, will introduce and tell a little bit about themselves, making sure that they include how they fit into Homer's story.

Every opening event should have snacks. Have students research traditional Greek food. Have students use the recipe for Dory's Hardtack, listed in the book, to serve.

List of Supplies
Paper
Pencils/pens
Computers/tablets
Databases (if access is available)
Reference books (nonfiction books)
Costumes
List of characters
Name tags
Optional:
- Green screen
- Virtual reality

Resources

Videos to watch before reading *Homer's Excellent Adventure*

A Long and Difficult Journey, or The Odyssey: Crash Course Literature 201
(Preview first. Skip 6:55-7:57)
https://www.youtube.com/watch?v=MS4jk5kavy4

Everything You Need to Know to Read Homer's "Odyssey"
https://www.youtube.com/watch?v=8Z9FQxcCAZ0

The Science Behind the Myth: Homer's "Odyssey"
https://www.youtube.com/watch?v=CVo225pUaSA

Websites
https://www.ducksters.com/history/ancient_greek_mythology.php
https://www.greekmyths4kids.com/
https://www.thespruceeats.com/eating-like-an-ancient-greek-1705715
https://www.thespruceeats.com/what-did-the-ancient-greeks-eat-1706101

Virtual Reality Tour Creator
https://arvr.google.com/tourcreator/

Characters
See Glossary on Page 18

WELCOME TO THE ISLAND OF THE LOTUS EATERS

Introduction / Purpose of the Program
Odysseus' men and Homer visit the Island of the Lotus Eaters where they forget everything and almost end up staying there.

Help The Flower Children of the island get new visitors. Create an advertisement for the Island of the Lotus Eaters encouraging people to come visit (and stay).

Common Core
CCSS.ELA-LITERACY.W.6-8.1 CCSS.ELA-LITERACY.W.6-8.9
CCSS.ELA-LITERACY.SL.6-8.3

TEKS
ELAR 110.26: 5, 8

Detailed Description of the Program
Discuss the different types of propaganda and their use.

In groups, have students choose one type of propaganda and create an advertisement encouraging people to visit the Island of the Lotus Eaters. Encourage students to think about other things that might make people want to stay someplace, not just eating the lotus flowers.

Students should use a storyboard as their rough draft.

If using technology, students could design a background to be used with a green screen or create augmented reality to view their creation.

List of Supplies
Paper
Pencil/pen
Markers
Computer/tablets
Video recording device
Props
Optional:
- Green screen
- Virtual reality

Resources

Reading Lesson- What is Propaganda?
https://www.youtube.com/watch?v=8Qu3HFsh4QY

Automatic Download of Propaganda Techniques Powerpoint
http://www.chisd.net/cms/lib5/TX01917715/Centricity/Domain/854/propaganda%20powerpoint.ppt

Propaganda Powerpoint
https://propaganda.mrdonn.org/powerpoints.html

50 States Tourism Commercials
https://www.youtube.com/playlist?list=PLW-Eh6VkjH7aVE6dqqd2DJGmndro_Ss8S

Storyboard Templates
https://www.template.net/business/storyboard-templates/free-storyboard-template/

Google Docs Storyboard Template
https://docs.google.com/document/d/1a0SqCJzPGxquKGiX-qHP_R-kq6jwI2W6nii8yWLXsRk/edit

Video Production Documents
https://edex.adobe.com/en/resource/v5dfda8cb

Elements of a Commercial
https://www.zacuto.com/4-components-powerful-new-corporate-commercial

Metaverse - FREE Augmented Reality Platform
https://medium.com/metaverseapp/you-can-create-magic-in-the-classroom-951d068f365c

WHAT'S IN A SONG?

Introduction / Purpose of the Program
PJ Hoover uses song titles as several of the chapter titles in Homer's Excellent Adventure.

Students will create a title page to their story using song titles.

Common Core
CCSS.ELA-LITERACY.W.6-8.3 CCSS.ELA-LITERACY.W.6-8.4 CCSS.ELA-LITERACY.W.6-8.10

TEKS
ELAR 110.21: 9, 10, 11, 12
Tech Apps 126.14: 1c

Detailed Description of the Program
Students will create a title page to their story using song titles. The story they use could be a book they are reading or have read, an event in their life, their life, or someone else's life or story.

Students will need to outline their story. Technology can be used to look up song titles. Title pages can be typed in Word or Google Docs with appropriate pictures or turned into a Google Slides or Powerpoint Presentation. Final projects could be published on a website or made into a book.

List of Supplies
Pencil/pen
Paper
Computer/tablet

CHOOSE HOMER'S ADVENTURE

Introduction / Purpose of the Program
What would happen if Homer made different choices along his adventure?

Students will create a Choose Your Own Adventure style story for Homer's adventure.

Common Core
CCSS.ELA-LITERACY.W.6-8.3 CCSS.ELA-LITERACY.W.6-8.4 CCSS.ELA-LITERACY.W.6-8.5 CCSS.ELA-LITERACY.W.6-8.6

TEKS
ELAR 110.21: 9, 10, 11, 12
Tech Apps 126.14: 1c

Detailed Description of the Program
Students will create a Choose Your Own Adventure style story for Homer.
Using the Interactive Fiction: Mapping All Possibilities, have students decide what would happen to Homer throughout his trip. Maybe he chooses not to take the assignment to begin with. Maybe he eats the lotus flowers and stays too long on the island.

Once their story is mapped out, students will use Google Slides or Google Forms to make their story interactive.

The final projects could be published online using Google Sites with links to student's Slides and Forms.

List of Supplies
Pencil/pen
Paper
Computer/tablet
Access to Google

Resources

Interactive Fiction: Mapping All Possibilities
https://dogtrax.edublogs.org/2019/03/05/interactive-fiction-mapping-all-possibilities/

Choose Your Own Adventure Slides
https://jakemiller.net/choose-your-own-adventure-google-slides/

Google Slides Choose Your Own Adventure Stories
https://www.controlaltachieve.com/2016/01/interactive-slideshow-story.html

Choose Your Own Story in Google Forms
https://www.youtube.com/watch?v=y5dXEdDhG5g

MAKE A LOTUS FLOWER

Introduction / Purpose of the Program
Students will make a lotus flower. These flowers can be used alone or decorate for the museum or in a commercial for the Island of the Lotus Eaters.

Detailed Description
The templates provided can be printed on colored paper, or have students color or paint them. Once decorated and cut out:

curl the ends of the petals up with a pencil on all flowers
Put glue in the center of the larger flower
Place the next size down in the middle of the larger flower so that the petals do not line up with the larger flower
Repeat these steps until the flower is complete

List of Supplies
Paper (colored and regular)
Pen/pencil (colored and regular)
Marker
Glue
Lotus template (Extra petals are there to use by themselves or to create leaves.)
Optional:

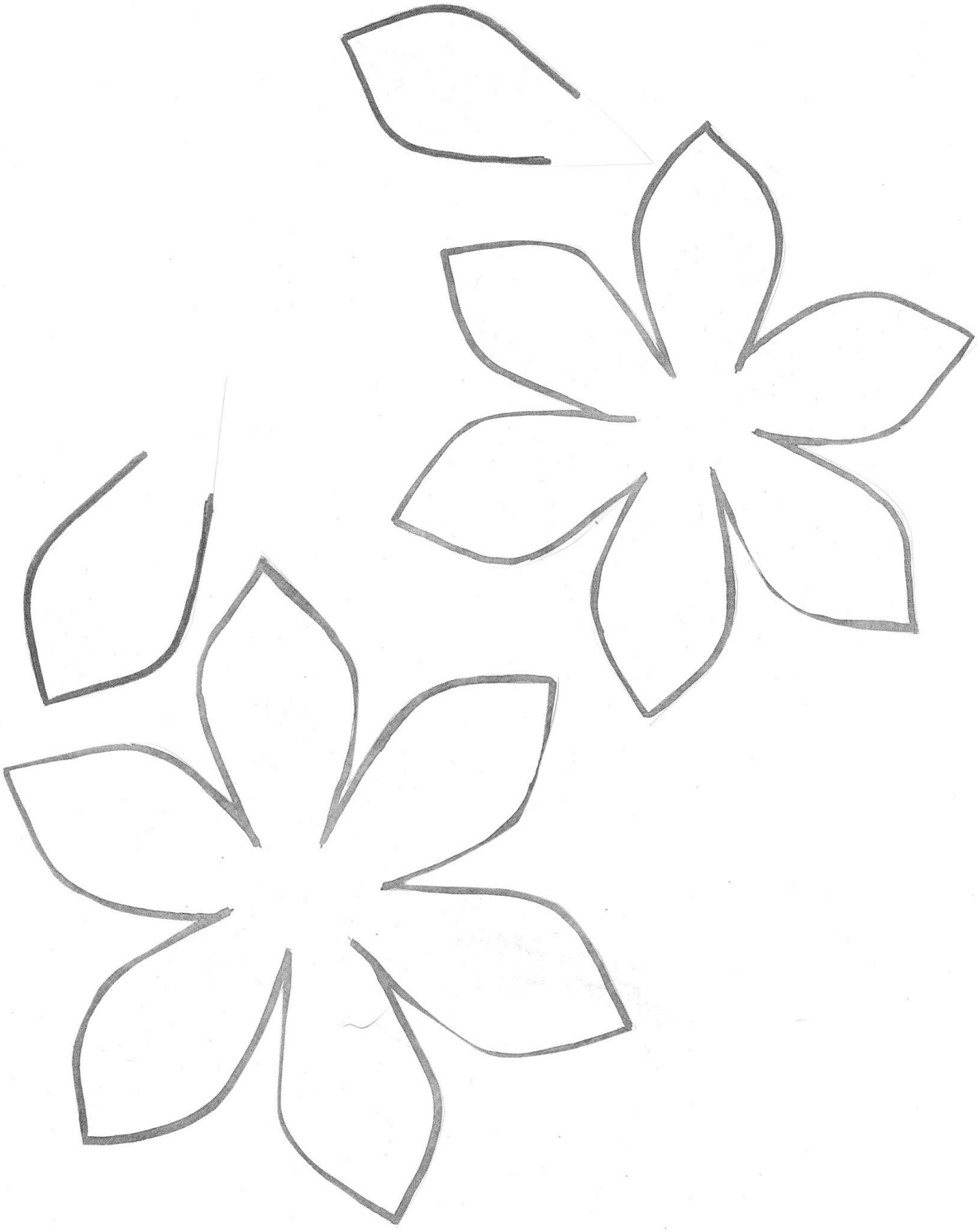
Cardboard
Paint
Paint brushes
Glitter
Hot glue
Hot glue gun

Optional for 3D flowers: clay, wire, paper mache, pipe cleaners, 3D printer and supplies, 3D printer software (Tinkercad.com)

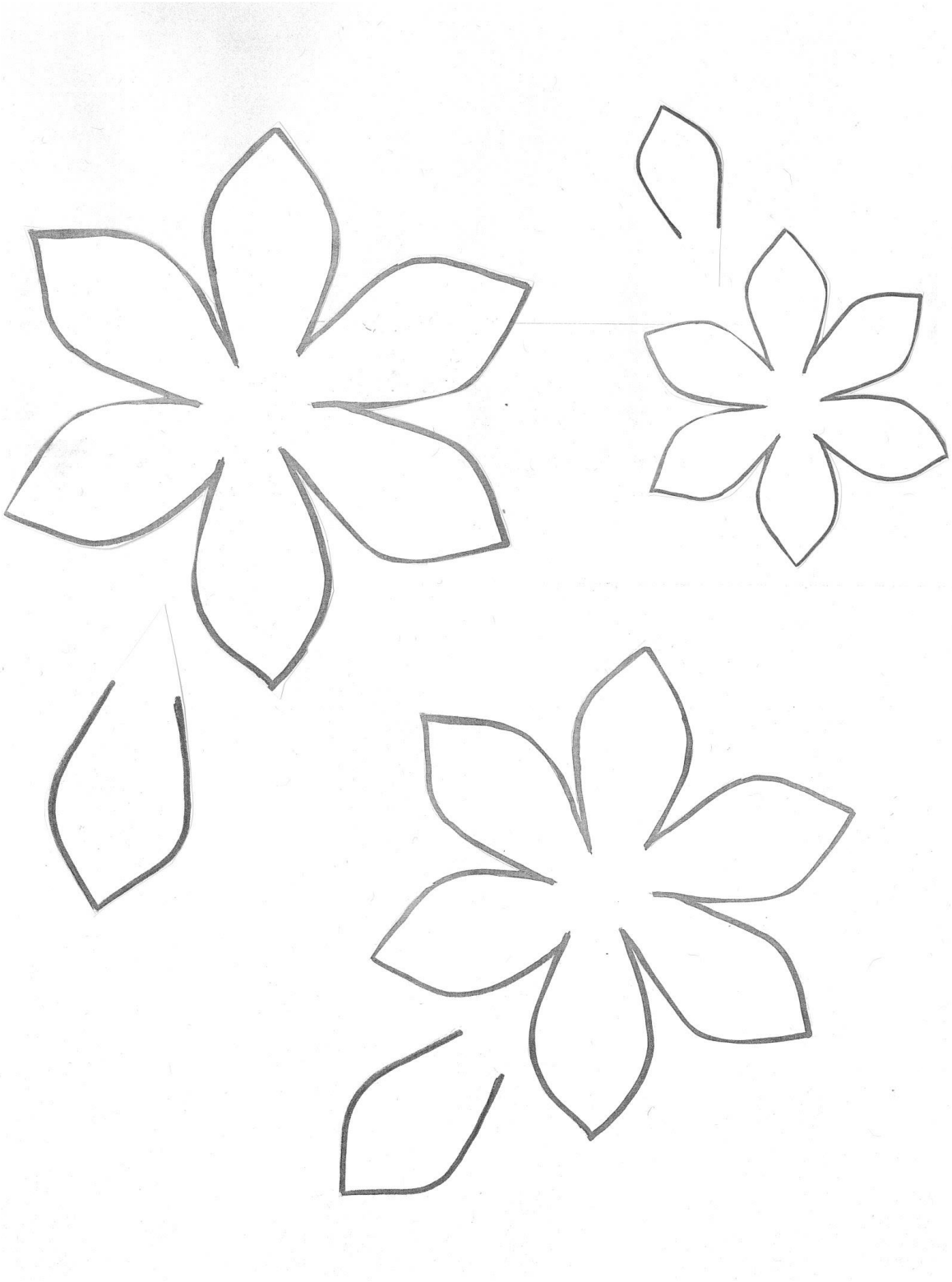
Resources
Make a Large Flower
https://www.thesprucecrafts.com/large-paper-flowers-4165889

Origami Lotus Flower
https://www.musely.com/tips/Origami-Lotus-Flower-Tutorial/28782716

LOTUS FLOWER TEMPLATE



LOTUS FLOWER TEMPLATE



DISCUSSION QUESTIONS & VOCABULARY

Chapter 1 – Upside Down in the Hands of a Giant

1. How do you think Homer ended up in the hands of the cyclops Polyphemus?
2. Who are Homer and Dory?
3. What adventure do you think they are on?

- Page 1 - Ionia
- Page 1 - reeled
- Page 1 - Odysseus
- Page 2 - cyclops
- Page 2 - scroll

Chapter 2 – From the Beginning

1. What will happen if Homer is kicked out of school?
2. What is the assignment that Homer is to complete?
3. Do you think Elder Pachis was right to want to kick Homer out of school?
4. How long does Homer have to complete this assignment?
5. What was set to keep track of the time?
6. Who gave Homer his hourglass? What was it supposed to count down to?

- Page 4 - repurposed
- Page 4 - droned
- Page 6 - story arc
- Page 9 - repossessed
- Page 9 - groveling
- Page 9 - quivering
- Page 10 - merit
- Page 11 - epic hero
- Page 11 - legend
- Page 12 - character growth

Chapter 3 – Falafels with the Gods

1. What do you think Hermes did to the hourglass?

- Page 14 - falafel
- Page 16 - splotch

Chapter 4 - Into the Horse

1. Where do you think Homer and Dory are?
2. What did Dory want Homer to do in exchange for getting off of the horse?
3. What city were they in?
4. Where were the men headed and why?

- Page 24 - retch
- Page 26 - Trojans

Chapter 5 - As You Set Out for Ithaca

1. How did Homer and Dory defend themselves being on the ship? (What were they good at?)
2. How much sand had drained from the hourglass?
3. How long had they been gone?
4. Where are they going to stop for food?
5. What did Dory make the rowers? Where did he get the idea?

- Page 39 - galley
- Page 40 - backstory
- Page 41 - Bard

Chapter 6 - It All Starts with One Bad Choice

1. Who went with Homer and Dory to talk to the old lady?
2. What do you think Tessa means by "The mark is the secret?"
3. Why don't they fight with villagers?
4. Do you think that their fighting with the villagers had consequences?

- Page 44 - budget
- Page 44 - provisions
- Page 44 - salves
- Page 47 - Meade
- Page 51 - epic
- Page 51 - debut
- Page 51 - trochees
- Page 51 - anceps
- Page 51 - spondees
- Page 51 - caesura
- Page 51 - diphthongs

Chapter 7 - Flower Children

1. How many days did the wind blow?
2. Which god did Odysseus not complain about?
3. Why would their teeth start falling out without getting some fruit?
4. How did Polites lose an eye and hurt his leg? Does that make him a hero?
5. What does 'the pen is mightier than the sword" mean?
6. What do you think the flowers are doing to them?
7. How long were they eating flowers?
8. What did the girl mean when she said, "Let the Flower Children be remembered. Let us be a warning to others."?

- Page 59 - Ismaros

Chapter 8 - Into the Cave

1. Why do you think Dory is upset about the lack of females in war and in Homer's story?

- Page 76 - omens
- Page 76 - booty

Chapter 9 - Dinner for the Cyclops

1. What reason did Homer give for not eating him?
2. What happened to Polyphemus?

- Page 85 - gore/gory

Chapter 10 - Cloaked in Mutton

1. How did they escape Polyphemus?
2. Who was Polyphemus' father?

- Page 93 - mutton

Chapter 11 - The Rainbow Sparkle Club

1. Why weren't the boats moving?
2. Is there a god of wind or is he the keeper of the winds?
3. Where do the names Alpha, Beta, Gamma, Delta, Epsilon, etc. come from?
4. About how long had Homer and Dory been gone for at this point?
5. Why do the kids say that Homer's story isn't finished?
6. Why do you think Aeolus gave them a bag of westward wind and told them not to open it?

- Page 97 - dismal
- Page 98 - infernal
- Page 101 - strode

Chapter 12 - Skeletons in the Closet

1. Why did they not make it to Ithaca?
2. Why do you think someone would open the bag?
3. What had fish heard about the rocky island?
4. What do you think of the girl on the island?
5. What happened to the ships?
6. How many ships are left?

- Page 111 - muster
- Page 112 - initiative
- Page 113 - cove
- Page 113 - cannibal
- Page 113 - urban legend
- Page 115 - century
- Page 117 - squelched

Chapter 13 - Cheeseburger in Paradise

- Page 120 - River Styx
- Page 120 - Elysian Fields

Chapter 14 - Going Porcine

1. What rotation is the hourglass on? In reality how long had they been at sea?
2. Based off of the way characters in the book get their nicknames, what would your nickname be?
3. Where do you think the pigs came from?
4. What do you think Hermes is going to do?

- Page 122 - porcine

Chapter 15 - Strange Brew

1. What do you think the title means?
2. Where were Homer and Dory?
3. How long have they been gone in their time? In his mom's time?
4. Why did Hermes send them back?

Chapter 16 - Standing on the Beach

1. What plan do you think Odysseus and Hermes came up with?
2. Where are they headed when they travel west?
3. What do you think will happen in there?

Chapter 17 - It's the Edge of the World As We Know It

1. What do you think the Underworld is like?
2. Do you think their surroundings had anything to do with their mood?
3. What secrets do you think Dory is afraid of?

- Page 145 - brimstone
- Page 147 - sullen

Chapter 18 - Two Tickets for Paradise

1. Why did Odysseus give Charon coins?
2. Where do you think the black blood came from?
3. How are Ajax and Dory connected?

- Page 157 - churning
- Page 158 - sorrow

Chapter 19 - Same Song, Second Verse

1. What do you think Dory's tattoo is?
2. Which is worse, an itchy sweater or a wet sock?

- Page 165 - fodder

Chapter 20 - Siren's Song

1. What do you think the Siren's mean by "Look to the seal. The seal is the answer. The seal will set her free."?

Chapter 21 - Don't Stop Believing

1. Can you have two monsters? Do you believe Homer?

- Page 183 - spewing
- Page 183 - bow (of a ship)
- Page 183 - averting

Chapter 22 - The Sad Parts

1. How do you handle the sad parts?

Chapter 23 - Warnings of the Dead

1. Do you think someone will eat the cattle?
2. What do you think will happen to them?

- Page 189 - swiveled
- Page 189 - periphery
- Page 189 - mutiny
- Page 190 - irrational
- Page 191 - lunacy

Chapter 24 - Peaches and Cream

1. Why was it a big lesson for Odysseus to learn for them to praise Helios?
2. Do you think the golden cattle make golden milk? Why or why not?
3. Do you think they guys know that Dory is a girl?

- Page 192 - basked
- Page 196 - mayhem

Chapter 25 - Walking on Sunshine

1. Why is Odysseus saying it is Zeus' doing?
2. What do you think they should do to get home?
3. Do you blame Dory for what she did?
4. Why do you think Eurylochus said it was Dory's fault?

- Page 200 - intuition
- Page 202 - scavenging
- Page 208 - forebode

Chapter 26 - Spin Me Right Round

1. Why is dialogue important?
2. Will they get out of the monster? How?

- Page 212 - adrenaline
- Page 214 - careened

Chapter 27 - Greek Letters

- Page 216 - briny
- Page 216 - frothing

Chapter 28 - A Heroic Divergence

1. What do you think Homer and Dory should do to get Odysseus off the island?

- Page 218 - divergence
- Page 223 - scampered
- Page 223 - pique
- Page 226 - proactive

Chapter 29 - A Coconut Owl

1. Why do they think making an offering to Athena will help?
2. Why an owl?
3. How could Odysseus evade Poseidon?

- Page 231 - evade

Chapter 30 - Blinded by the Light

1. Do you think Homer will get his sight back?

Chapter 31 - Lost But Not Forgotten

1. What do you think happened to the scroll? Will they find it?

- Page 236 - quivering

Chapter 32 - Tales of Brave Ulysses

1. Dory talks about going home. Do you think she changed her mind? Why?

- Page 247 - commentary
- Page 247 - hippikon
- Page 247 - stadion
- Page 247 - plethron
- Page 247 - milion
- Page 248 - yammering
- Page 250 - amphitheater
- Page 253 - fervor

Chapter 33 - A Farewell to Kings

1. What lesson did Odysseus finally learn?
2. How did Homer and Dory get home?

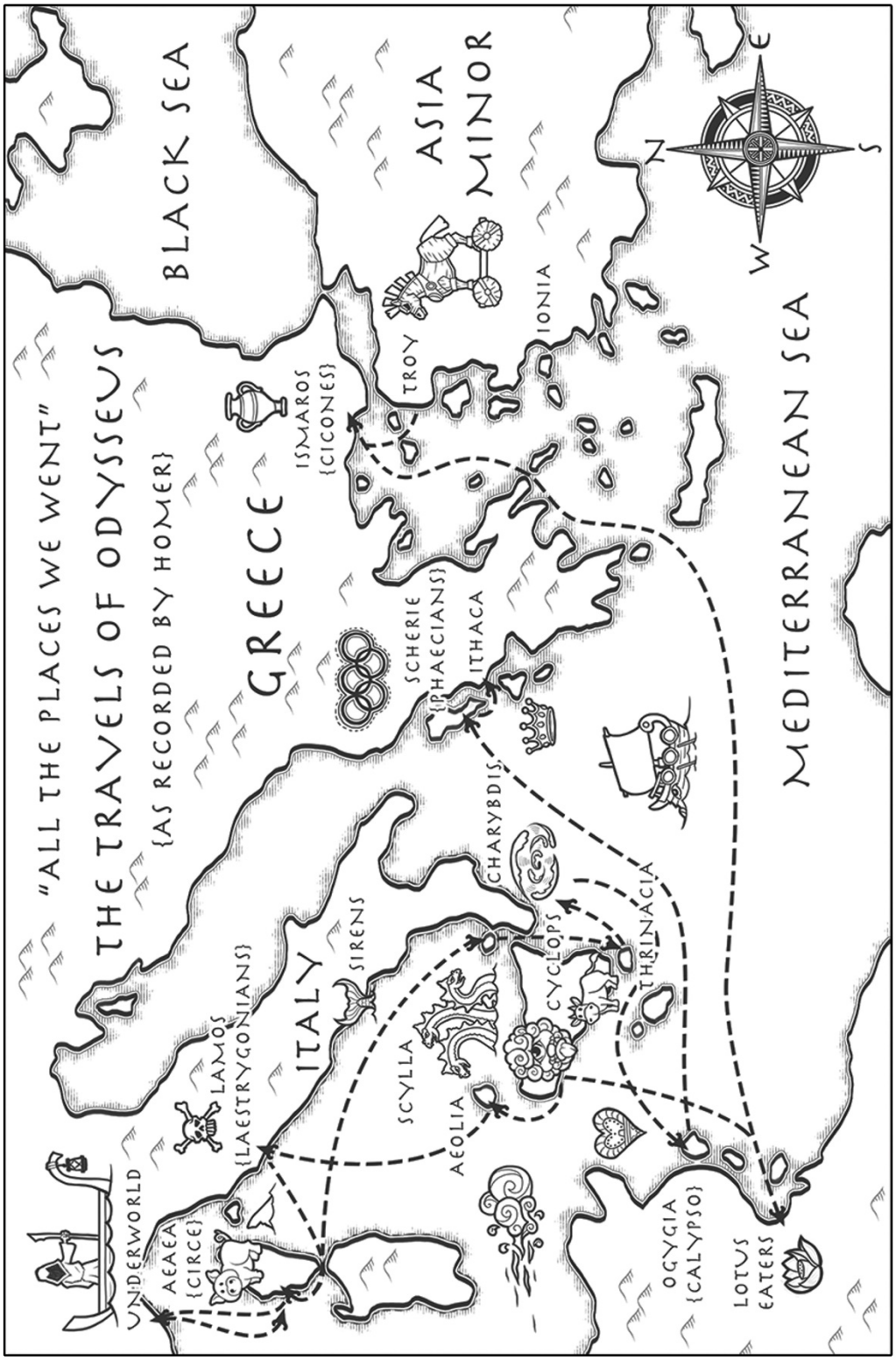
- Page 256 - lunacy

Chapter 34 - The Mark Is the Secret

Chapter 35 - This Is the End

1. What's next for Homer and Dory?

MAP (ALL THE PLACES WE WENT)



COLOR YOUR MAP AND SHARE IT!

@PJ_HOOVER
@CBAYBOOKS

TASTIEST HARDTACK IN THE (ANCIENT) WORLD

Things you'll need:

1 cup Water
2 teaspoons Salt
3 cups Flour
A spatula, knife, cookie sheet, bowl, and nail

What to do:

Set your oven for 375°F (190°C). You probably want to check with an adult before doing this since 375°F (190°C) is pretty hot.

Mix the flour and salt together. Then mix in the water slowly, mushing it with your hands to blend it all together. Make sure to wash your hands first because otherwise, that's just gross.

Once it's all mixed together, flatten it out until it's about half an inch thick. (That's about as thick as your finger.)

Make a bunch of holes in it with a nail (a clean nail, not a rusty one that you pulled out of your fence).

Use a knife to cut it into rectangles of whatever size you want the servings to be. Place these pieces on a cookie sheet.

Stick the cookie sheet in the oven for 30 minutes. Take it out. Use a spatula to flip over the pieces.

Stick it back in the oven for another 30 minutes. Hopefully by now it's golden brown.

Take the cookie sheet out of the oven. As much as I know you want to dig right in, let the pieces cool for at least 30 minutes because they get kind of hot.

Enjoy! And watch your teeth.

HOMER'S SUPER SIMPLE GUIDE TO DACTYLIC HEXAMETER

In the words of Homer...
Want to impress your teachers? Make all your friends gaze at you with awe? Have your name remembered for thousands of years to come? Here's my suggestion. Learn Dactylic Hexameter. No, really. It's nowhere near as hard as you think. All you have to do is figure out what you want to say and learn to be a little bit clever about how you say it.

Here's the scoop. Dactylic Hexameter is all about syllables. Kind of like Haiku except way cooler. There are some terms you might want to know. You don't need to remember their names, but this guide would feel way incomplete without them. But don't let them scare you just because you've never seen them before. They're just words, not monsters. Monsters are scary. Words? Not so much.

Meter: the type of rhyming scheme you're using, made up of a bunch of lines. In our case, the meter is Dactylic Hexameter, but this is just one of many different types of meter. You can check those others out on your own.

Foot: this is like a section of a line. Since the meter we're working in is hexameter, there are six of these feet in one line.

Dactyl: a foot made up of one long and two short syllables (so three syllables in total)

Spondee: a foot made up of two long syllables (so two syllables in total)

What's a long syllable? What's a short syllable? I wouldn't get too caught up in worrying about that. For now, get the general rules down, and then later, once you're a master, you can worry about things like diphthongs.

General rules to follow:
1. The sixth foot should be a spondee.
2. The fifth foot should be a dactyl if possible (but not required).
3. The first through fourth feet can be spondees or dactyls.

Yep. That's it. Three simple rules. Anyone can do it.

Here are some of my favorite examples of Dactylic Hexameter.

Your feet are | so smelly | they make me | feel queasy | so I plug | my nose.

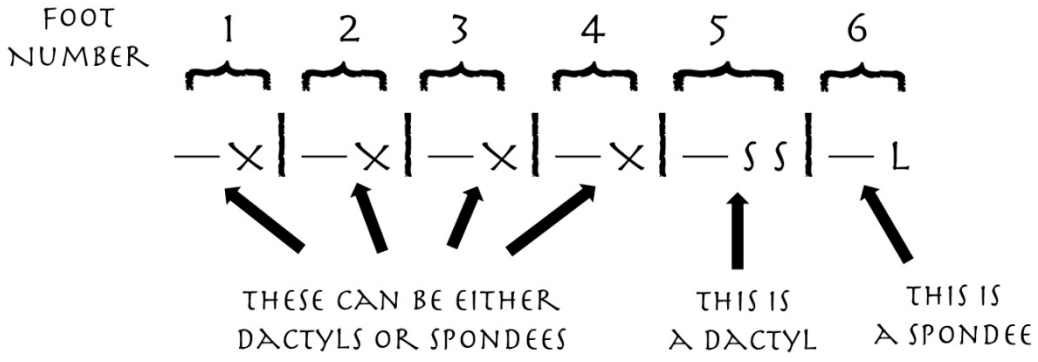
Pancakes | and waffles | with syrup | and sugar | are always | so nice.

School is | so boring | and makes me | so sleepy | sometimes my | eyes close.

Potatoes | are lumpy | and ugly | but French fries | are simply | divine.

Go ahead. Try some of your own. Challenge your friends to see who can up with the funniest, most clever line of meter ever.

Check out this cool picture I drew to show you what I'm talking about.



— S S : DACTYL (ONE LONG THEN TWO SHORT SYLLABLES)
— L : SPONDEE (TWO LONG SYLLABLES)
— x : EITHER A DACTYL OR A SPONDEE

GLOSSARY

GODS and IMMORTAL-ISH BEINGS:

Athena: Greek goddess of wisdom, war, inspiration and courage; of the Greek gods, she is the biggest supporter of Odysseus; loves owls

Hermes: Greek messenger god; can pass between the worlds of the living and the dead; wears an awesome hat with wings on it

Zeus: King of the Greek gods; god of the sky; carries around a mean thunderbolt which he's not afraid to use

Poseidon: Greek god of the sea; Earth-shaker; dad of the cyclops; a real pain in Odysseus' backside.

Polyphemus: a giant cyclops; the son of Poseidon; favorite hobbies include eating men for lunch and eating men for dinner; also eating men for breakfast

Aeolus: keeper of the winds; lives on the floating island of Aeolia; has twelve sons and daughters; loves to hear stories

Beta: an early reader of Homer's story; daughter of Aeolus

The Twelve Children of Aeolus: Alpha, Beta, Gamma, Delta, Epsilon, Digamma, Zeta, Eta, Theta, Iota, Kappa, Lambda

Circe: a powerful sorceress who lives on the island of Aeaea; possibly the daughter of Helios; often turned her enemies or those who offended her into animals; don't offend her

Charon: the creepy ferryman who shuttles dead people across the River Styx into the Underworld

Tiresias: a prophet of the Greek god Apollo; dead and now resides in the Underworld; transformed into a woman for seven years

Sirens: three killer mermaids; used to be best friends with Persephone before she was taken away to the Underworld; sing songs to make men jump to their death

Scylla: a terrifying monster with six heads; she always strikes at least once

Charybdis: an equally terrifying monster who lives under the sea and creates a whirlpool to suck down anything that crosses her path

Helios: Greek Titan; personification of the sun; has an island where his golden cattle live; still undetermined if the cattle give golden milk

Calypso: a sea nymph who lives alone on the island of Ogygia; possibly the daughter of the Titan Atlas; fell in love with Odysseus and wanted him to stay with her forever and ever and ever

PEOPLE:

Homer: the main character of our story; also the fabled poet/author of The Odyssey and The Iliad

Odysseus: a Greek hero during the Trojan War; King of Ithaca; the genius behind the Trojan Horse

Dory (Doryclus): Homer's best friend; a slave from Ionia

Elder Pachis: Homer's teacher back in Ionia

Demetrios: an irritating kid at Homer's school back in Ionia; son of the mayor of Ionia

Lysandra: a cute girl from Homer's school back in Ionia

Polites: Odysseus' shipmate and dearest friend

Eurylochus: a relative of Odysseus through marriage; annoys the heck out of Odysseus

Cicones: the people of the island of Ismaros

Old Lady Tessa: a (possible) witch who lives on the island of Ismaros; likes poetry

The Flower Children: the people of the Island of the Lotus Eaters

Laestrygonians: the people of the Island of Lamos; they also happen to be cannibals

Elpenor: one of Odysseus' men who fell off a roof and died

Phaeacians: the people of the island of Scherie

Demodocus: story-teller from the Phaeacian Pentathlon

King Alcinous: King of the Phaeacians

Penelope: Odysseus' wife; possibly the most patient woman in the world

Telemachus: Odysseus' son; newborn when Odysseus set out for the Trojan War

King Telamon: King of Ionia

Ajax: son of King Telamon; Greek hero from the Trojan War

Helen: the woman held responsible for starting the Trojan War

Other guys on the ships: Fish, The Guy Who Hangs out with Fish, Cupcake, Spitter, Rum, Moronios, Pork, Ear, Skinner, Taylor, Lefty

Other People from the Trojan War: Agamemnon, Nestor, Peisistratus, Menelaus, Achilles, Cassandra, Clytemnestra

PLACES:

Ithaca: the island where Odysseus is king

Ionia: Homer's homeland

Troy: the place where the ten-year-long Trojan War between the Trojans and the Spartans happened; the Trojans didn't win

Ismaros: the island of the Cicones

The Island of the Lotus Eaters: where the Flower Children live

Aeolia: the floating island of Aeolus

Lamos: the island of the Laestrygonians

Telepylus: the city of the Laestrygonians

Aeaea: the island of Circe

The Underworld: where all the dead people go

River Styx: the river in the Underworld that all the dead people entering must cross

Thrinacia: the island of Helios where the sacred golden cattle are kept

Ogygia: the island of Calypso

Scherie: rhymes with cheery (also dreary); the island of the Phaeacians

THINGS:

Trojan Horse: the huge wooden horse that Odysseus and his men hid inside to sneak into the city of Troy; helped win the war

Trojan War: a crazy ten-year-long war started because some Trojan prince named Paris stole Helen, the wife of the Spartan king Menelaus

The Scroll: the piece of papyrus that Homer recorded his story on; respect the Scroll

Dactylic Hexameter: a pretty cool form of poetry; see "HOMER'S SUPER SIMPLE GUIDE TO DACTYLIC HEXAMETER" for more information

Mead: a really gross old-person drink; not recommended

Holy Moly: the herb given to Odysseus by Hermes to keep him from falling under Circe's spell

Pentathlon: a contest featuring five events