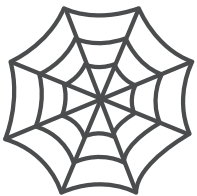
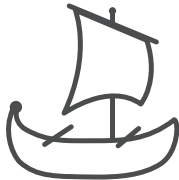
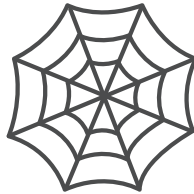
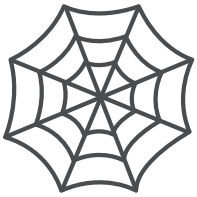


The Greeks
This journal belongs to:



© 2020 Amplify Education, Inc.
55 Washington Street, Suite 800, Brooklyn, NY 11201
www.amplify.com

All rights reserved. No part of this publication may be reproduced or distributed in any form, or by any means, or stored in a database or retrieval system, without the prior written consent of Amplify Education, Inc., except for the classroom use of the worksheets included for students in some lessons.

ISBN: 978-1-64383-599-0

Printed in the United States of America
01 LSC 2020



Sub-Unit 1 • pages 8–23



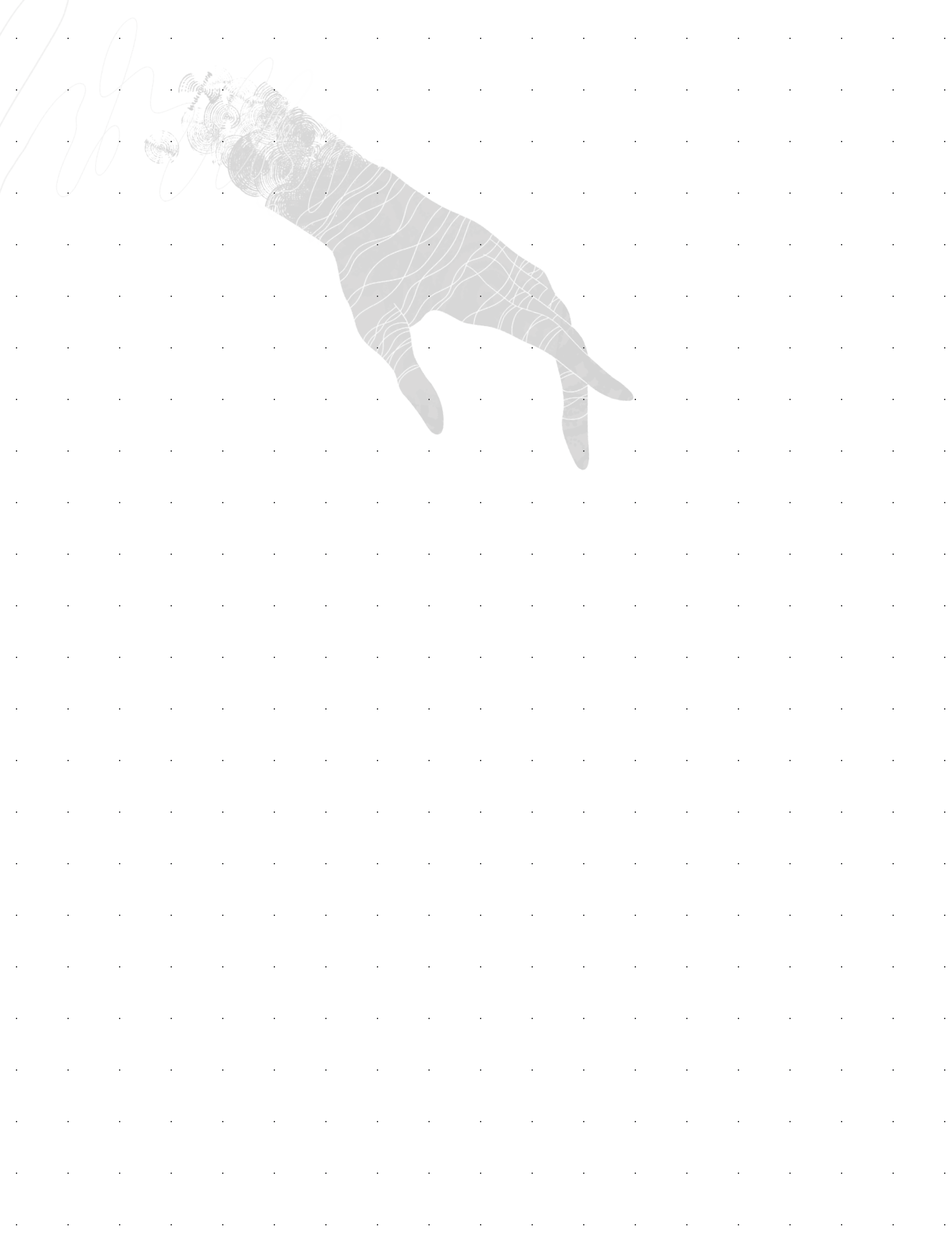
Sub-Unit 2 • pages 24–35

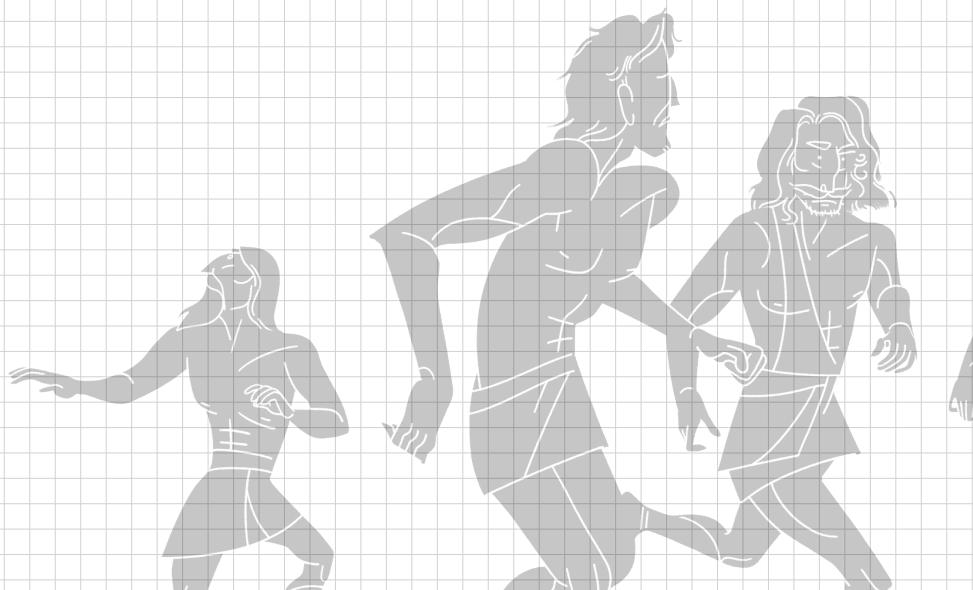


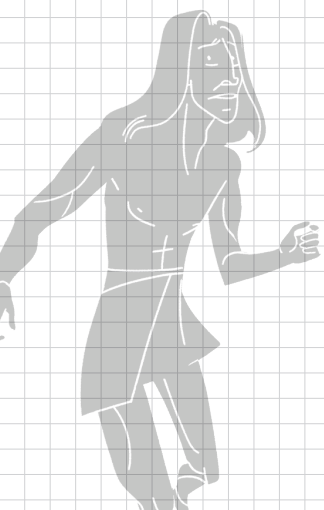
Sub-Unit 3 • pages 36–51



Sub-Unit 4 • pages 52–75











Sub-Unit 1
Prometheus

Use paragraphs 1–9 on pages 400–401 of your Student Edition to answer the following questions.

1. If humans have fire, how will each of the following situations change? List one reason for each.

Prometheus says that man “crouches in caves.”

If humans have fire, they can

Prometheus says that man “is at the mercy of beast and weather.”

If humans have fire, they can

Prometheus says that man “eats his meat raw.”

If humans have fire, they can

2. According to Zeus, what will humans think about themselves if they get fire?

.....

.....

.....

3. **Think like Prometheus:** Imagine Prometheus is narrating the story. List two reasons that fire might make humans more interesting.

.....

.....

.....

4. **Think like Zeus:** Imagine Zeus is narrating the story. List two reasons that fire might make humans more dangerous.

.....

.....

.....

Answer the questions about Zeus.

1. **Think like Zeus:** Imagine Zeus is narrating the story. List two reasons that fire might make humans more dangerous.

2. What are the two strongest points Zeus makes? Give a reason that explains why each one is strong.

3. Think about the main point of Zeus's argument. Using your own words, summarize his argument into one sentence.

Based upon the arguments he made in the passage, what do we learn about Zeus's point of view on humans?

Answer the questions about Prometheus.

4. **Think like Prometheus:** Imagine Prometheus is narrating the story. List two reasons that fire might make humans more interesting.

5. What are the two strongest points Prometheus makes? Give a reason that explains why each one is strong.

6. Think about the main point of Prometheus's argument. Using your own words, summarize his argument into one sentence.

Based upon the arguments he made in the passage, what do we learn about Prometheus's point of view on humans?

7. Based upon the arguments he made in the passage, what do we learn about Zeus's point of view on humans?

8. Based upon the arguments he made in the passage, what do we learn about Prometheus's point of view on humans?

What does fire mean to humans? Complete the final column in the chart.

Argument made by Zeus or Prometheus	Humans' action	What fire represents
Humans are in darkness without fire.	Humans use torches to light their way at night.	
Humans are in ignorance without fire.	Humans with fire learn to make tools.	
Humans are happy without fire.	Humans with fire start wars.	
Humans without fire are like animals.	Humans without fire live in caves.	
Humans with fire will think they are like gods.	Humans with fire wear helmets and use chariots like the gods themselves.	

Use paragraphs 1–18 from “Prometheus” on pages 400–402 to answer the following questions.

1. Early in the myth, Zeus tells Prometheus that men are happy. Based on the changes that occur after humans get fire, do you think they are happier with fire or without it? Give at least two details from the text to support your answer.

2. The myth calls Prometheus “the friend of man” (16). Based on his actions and their consequences, do you think Prometheus was really a “friend” to humans? Give at least two details from the text to support your answer.

3. Think about Zeus’s belief that humans should not have fire. Do you agree or disagree? Write *correct* or *incorrect*.

4. List at least three reasons for the answer you gave in the previous question. Connect your reasons to the text; reread and highlight the text as needed.



Use paragraphs 1–18 for the following question:

Is Zeus correct that humans should not have fire? Make sure to use textual evidence to help support your answer.

In this myth, Zeus changes his mind about how to react when he sees people with fire. The people change their minds about wanting fire. But Prometheus does not change his mind at all; he thinks the same thing over and over.

How could the fact that Prometheus does not change his mind relate to his endless punishment? Write one or two sentences to explain your view.

Answer the following questions to help you understand the end of the Prometheus myth.

1. Indicate whether you think the punishment is fair or unfair.
2. Write a sentence that explains your choice.



Use paragraphs 1–18 for the following question:

Is Zeus's punishment of Prometheus fair or unfair? Use at least three reasons to support your claim.



Prometheus

1. Make a list of five or six key items that would need to be included in a short summary of this myth.

2. Using your list from the previous activity, write a short (5–7 sentences) summary of the Prometheus myth.



Prometheus

1. Why did you choose this option? What effect do you think it will have on readers?

2. The three most important details I will include in my retelling are:

3. The most important thing for readers to know after reading my version of “Prometheus” is:

Use paragraphs 1–18 for the following question:

Using your answers to the previous questions as a guide, write your own one-page version of the Prometheus myth.

If you want to challenge yourself, think about the attitude you want each character to show. Add two more details to every character to help show that attitude.





Sub-Unit 2

Odysseus

Review paragraphs 16–20 and then answer the questions below.

1. Odysseus says he wants to find what kind of men are on the island: “aggressive savages with no sense of right or wrong or hospitable and god-fearing people” (16).

Paraphrase what Odysseus says about the two kinds of people he might meet.

2. After arriving at the cave, what do Odysseus’s men ask him to let them do?

3. What does Odysseus make the men do instead?

4. What does Odysseus want from the cave owner?

5. What three things do Odysseus and his men do while they wait for the owner of the cave to return?

Review the predictions you made made in your Solo and answer the following questions.

1. What reason does Odysseus give to explain why the Cyclops should welcome the Achaeans? What kind of rhetorical appeal is this (ethos, logos, or pathos)?

2. Why does the Cyclops reject this reason? Explain why this type of rhetorical appeal has no effect on him.

3. List the things the Cyclops does when he discovers Odysseus and his men.

4. Why might Odysseus want to give King Alcinous these clues about the Cyclops at the beginning of his story?

Odysseus

Use paragraphs 17–26 for the following question:

Pick one of the details you highlighted and describe how Odysseus used it to foreshadow what came later in his story. Make sure to explain how this detail helps Odysseus hint at what kind of character the Cyclops is and how he will react to finding strangers in his cave.

Review paragraphs 30–39 from “The Cyclops” to answer the following questions.

1. Polyphemus promises Odysseus a gift. What does he actually “give” him?

2. When Polyphemus tells the others that Nobody has harmed him, what does he mean?

3. What do the other Cyclopes understand Polyphemus to mean?

4. What do the Cyclopes believe is the cause of Polyphemus’s distress?

5. Based on what you’ve read so far, which character is trickier: Polyphemus or Odysseus?
Give a reason for your answer.

Fill in the Table Below

- Using the evidence you highlighted for Odysseus, list each of his attempts at trickery in the first column below.
- In the second column, indicate if each attempt was successful or not.
- In the third column, write what we can tell about Odysseus from each of his tricks.

Attempt at trickery	Successful/ Unsuccessful?	What can we tell about the character from this trick?

1. In one to two sentences, briefly describe how the plot in this part of the story unfolds in response to a series of tricks.

2. Do the characters seem to be changing as they respond to one another's tricks? Or do their actions and words stay consistent?

1. List the steps in Odysseus's plan to escape.

2. Work with your partner to put the steps in your list into the order in which they happened.

3. What did Polyphemus notice that was different than usual?

4. Why does Polyphemus think unusual things happened on the morning that Odysseus and his men escaped?

5. What was the real reason for the change in events?

1. How do Odysseus's men feel about his decision to taunt Polyphemus?

2. Why does Odysseus tell Polyphemus his real name?

3. Make and support an inference about Odysseus's character. What does Odysseus's choice to tell Polyphemus who he really is reveal about his character?

4. After the men escape, they give Odysseus the big ram. What does this suggest about their feelings for Odysseus?

5. What does Odysseus do with the ram, and what does this suggest about his character?

Use paragraphs 44–52 for the following question:

What is Odysseus's defining character trait? Be sure to give three reasons based on the text that explain your answer.





Sub-Unit 3

Arachne

1. Early in the poem, when Minerva is disguised as an old woman, she gives Arachne a warning. What does Minerva advise Arachne to do?

2. The poem says that Arachne “reared like a cobra” (52) when the old woman (who is really Minerva) gave her advice. Why does the writer compare Arachne to a venomous snake?

3. Arachne tells the old woman (who is really Minerva) that she makes up her own mind. Based on what you have read so far, how do you think Minerva will react to Arachne’s response? Give a reason for your answer.

1. Using your own words, summarize in one sentence the point Minerva makes.

2. Using your own words, summarize in one sentence the point Arachne makes.

 Arachne

1. Write each of the three descriptions you highlighted into the first column of the chart below.
2. For each item you highlighted, write a sentence explaining what it shows about Arachne's character.

Arachne's action or behavior	What this action or behavior shows about Arachne's character



Use lines 26–66 for the following question:

Choose one of Arachne's behaviors or actions from the chart and describe which trait motivates it. Why does she do what she does? Include at least two details from two different moments in the text to support your idea.

Review lines 96–140 of the poem to answer the following questions.

1. Explain what the God Neptune is doing in Minerva's portrayal of the God's behaviors.

2. Explain what the goddess Minerva is doing in this description.

3. How do these actions support Minerva's point of view (that humans are not equal to gods)?

Review lines 113–130 of the poem to answer the following questions.

4. According to Minerva's point of view in her tapestry, what happens to the human Queen of the Pygmies when she challenges the goddess Juno?

5. What happens to the human Antigone when she challenges the goddess Juno?

6. How do these tapestry pictures support Minerva's warning that Arachne should not challenge but should ask forgiveness from the gods and goddesses?

Review lines 141–195, which describe a section of the tapestry that Arachne weaves for the contest—it also describes the story of how the god Jupiter obtained his human wife, Europa.

1. When Arachne presents her point of view in her tapestry, what is the human Europa doing in this description?

2. How do the images Arachne weaves of Jupiter and Europa support Arachne's point of view (that the gods and goddesses are not always fair)?



Use lines 96–140 to respond to the Writing Prompt.

1. How would Minerva represent Arachne's (and humans') key character traits?
2. How would Arachne represent her (and humans') key character traits?
3. Choose either Minerva's or Arachne's point of view and think of the tapestry picture your character would weave to show Arachne's key character traits.
4. Your teacher may ask you to draw your tapestry. Otherwise, use the space below to describe your tapestry.

Use lines 196–240 for the following questions:

1. Who wins the weaving contest?

2. The poem says that Arachne “refused to live / With the injustice” (210–211).
What was the injustice?

3. What does Arachne do at the end of the competition, after Minerva destroys the tapestry?

4. What does Minerva do when she sees Arachne hanging herself?

5. Think about the characteristics of spiders. Why might Minerva transform Arachne into this particular animal?

6. How is Arachne's punishment similar to the transformations Minerva depicts in her tapestry?



Arachne

Use lines 196–240 for the following question:

Does Minerva treat Arachne fairly? Why or why not? Give three reasons based on the text to support your answer.

1. Decide on the talent you want Arachne to have, then write about it below.

2. Minerva chooses to transform Arachne into something that is connected to her talent.
Reread the description of her punishment:

233 “And so for ever
234 She hangs from the thread that she spins
235 Out of her belly.
236 Or ceaselessly weaves it
237 Into patterned webs
238 On a loom of leaves and grasses—
239 Her touches
240 Deft and swift and light as when they were human.”

List at least three ways that Arachne’s punishment connects to her talent for weaving.

3. How might you connect Arachne’s punishment to the new talent she has in your version of the myth?



Arachne

Use lines 1–240 for the following question:

1. Using your answers to the previous questions as a guide, write your own version of the Arachne myth, making sure to give Arachne a different talent than she had in the Hughes version.
2. If you want to challenge yourself, add two more details to help readers understand Arachne's attitude.

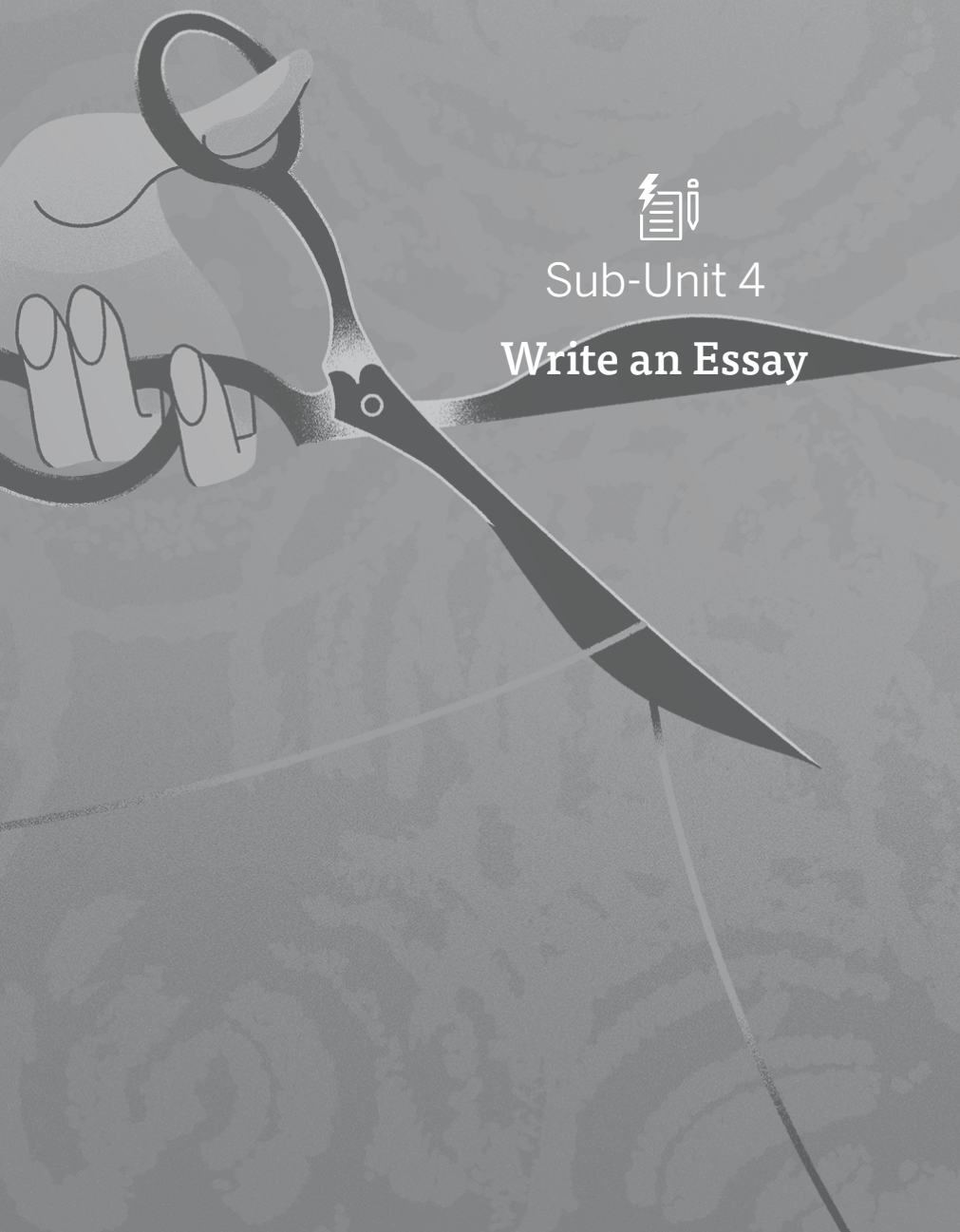
Use lines 96–140 for the following questions:

1. How are the two texts different? What words or phrases best describe the writing of each text?

2. Myths were often recited by people who traveled to various villages and recited these tales for listeners. Do you think that most myths were first written as poems or narratives? Why?

3. If you were retelling one of these myths, would you rewrite it as a poem or as a narrative? Why?





Sub-Unit 4

Write an Essay

Essay Prompt

Using two of the following characters—the humans from “Prometheus,” Odysseus from *The Odyssey*, or Arachne from “Arachne”—answer the following question:

Are humans destroyed by their pride?

Why or why not? Use your answer to make a claim about whether or not these characters have been destroyed by their pride. Make sure to support your claim with textual evidence.

Essay Text

- “Prometheus” (1–18)
- “The Cyclops” (16–53)
- “Arachne” (1–240)

Notes

Based on the evidence you reviewed, write one or two sentences to summarize the key idea you will develop in response to this prompt.

Notes for Sample Essay

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

1. Before you begin:

- Turn to the text.
 - Review your evidence and your claim.
2. Write two body paragraphs for your essay. For each body paragraph, use one or two pieces of textual evidence to support your claim. Remember to describe and explain your evidence and to show how it supports your claim.

Handwriting practice lines consisting of 25 horizontal dotted lines.

Self-Assessment Notes

Which items in the list are “No” for you?

Session 1: Revise Body Paragraphs

1. Reread what you've already written.
2. What will you do to improve your body paragraphs?

3. Revise your body paragraphs.

Handwriting practice lines consisting of 24 horizontal dotted lines.

Practice writing your claim statement in two other ways. Make sure each is supported by your body paragraphs.

Write one or two new sentence(s) that state your claim in a different way.

Claim Statement #3

Write one or two new sentence(s) that state your claim in a different way.

Complete this section if your teacher tells you to.

Write your third body paragraph. Include one or two counterarguments, and evidence and reasoning to refute the counterarguments.

Partner Work:

- ### Individual Work:

5. For each place you've identified as needing revision, write 3–5 sentences that present additional evidence to support your claim or describe your evidence further.

6. Revise your body paragraphs.

Handwriting practice lines for revising body paragraphs. The page contains 20 horizontal dotted lines for writing.

A series of horizontal dotted lines for writing an essay.

Leads

- What are the key reasons you give to support your claim?
- What evidence do you include to support your reasons?
- In what order do you include all of this information?

Write two or three possible one- or two-sentence leads for your introduction. Circle the lead that you like the best.

When you've finished, read your introduction silently to yourself and make any changes needed so that the sentences flow well together.

Write Conclusion

1. Reread your introduction and body paragraphs, including the revisions you've made.
2. Write your conclusion, including both of the following elements:
 - A restatement of your claim/argument
 - A final thought for your reader to take away that follows from the ideas presented.

Add Transitions

1. In the spaces below, experiment by writing a new transition to go between each body paragraph in your essay.

-
.....
.....
.....
.....
.....
-
.....
.....
.....
.....
.....
-
.....
.....
.....
.....
.....

2. Reread your essay with your new transitions.
3. Decide if you prefer your original transitions or your new transitions. Mark which transitions you'd like to use in the final copy of your essay.

Revise Essay

4. Reread your essay and underline the important sentences.
5. Circle any words or sentences that can be deleted.
6. Reread your essay two times: once with the circled words and sentences and once without. Which version do you like better? Why?

Rewrite Essay

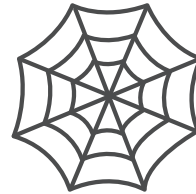
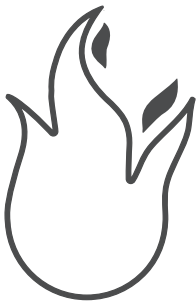
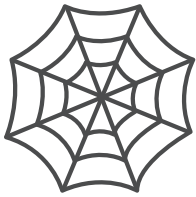
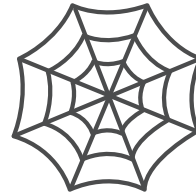
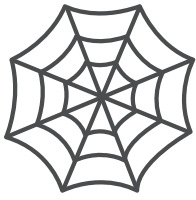
If your teacher asks, rewrite your draft here, incorporating your edits and revisions.

Handwriting practice lines consisting of 20 horizontal dotted lines.

Write Final Essay

1. Follow the steps in the Editing Process to revise and polish your essay.
2. Use the Guidelines for Citing and Punctuating Direct Quotes to help you.
3. Write your final essay below.

Handwriting practice lines consisting of 20 horizontal dotted lines.



Amplify.

Published and Distributed by Amplify.
www.amplify.com

