THE BODY BIOGRAPHY ASSIGNMENT

Your group will be creating a body Biography of Odysseus, the main character in Homer’s *The Odyssey*. A body biography is a visual and written portrait illustrating several aspects of the character’s life within the story.

You have many possibilities for filling your sheet of paper. I have given you some suggestions but this list is by no means exhaustive so please feel free to come up with your own creations. As always, the choices you make should be based on the text, for you will be verbally explaining (and thus, in a sense, defending) them at the showing of your work. Above all, your choices be creative, analytical, and accurate.

After completing the portrait, you will participate in a showing where you present your masterpiece to the class. This showing should accomplish the following objectives. It should:

- Review significant events, choices, and changes involving your character
- Communicate to us the full essence of your character by emphasizing the traits that make him who he is
- Promote discussion of your character

**Body Biography Assignments:**

Although your biography may contain additional dimensions, your portrait MUST contain:

- A review of significant events/people(objects
- Visual symbols
- Text from the poem to back up your placement
- Your character’s three most important lines from the poem

**Body Biography Suggestions:**

1. *Placement*-Carefully choose the placement of your text and artwork. For example, the area where your character’s heart would be might be appropriate for illustrating the important relationships within his life
2. *Spine-* What is the most important goal for your character? What drives his thoughts/actions? This is his spine. How can you illustrate it?
3. *Virtues and Vices-* What are Odysseus’ most admirable qualities? His worst? How can you visualize them?
4. *Color-* Colors are often symbolic. What color(s) do you most associate with Odysseus? Why? How can you effectively work these colors into your presentation?
5. *Symbols-* What objects can you associate with your character that illustrates Odysseus’ essence? Are there objects mentioned within the poem itself that you could use? If not, choose objects that especially seem to correspond with Odysseus.
6. *Mirror, Mirror*- Consider both how Odysseus appears to others on the surface and what you know about his inner self. Do these images clash or correspond? What does this tell you about Odysseus?

7. *Changes*- How does Odysseus change within the story? Trace these changes within your text and/or artwork.

**People Places and Things in *The Odyssey***

While you have creative freedom for this assignment, you MUST somehow include all items on the following list and explain their significance:

- Troy
- Ithaka
- Zeus
- Athena
- Kalypso
- Circe
- Laertes
- Penelope
- Poseidon
- Polyphemous
- The Sea
- Ships
- Sword
- Home
- Blood
- Plots and Plans
- Storms
- Adventure
- Death
- Soliders (Odysseus’ Men)
- Elpenor
- Antiklea (Odysseus’ Mother)
- Telemachous
- Nausikaa
- Alkinnos
- Arete
- Sports/contests
- Music
- Gold/Goods
### Rubric for Odyssey Body Biographies

**9th Grade Literature & Composition**  
DUE WEDNESDAY FEBRUARY 15, 2012

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements from the Odyssey Present in Body Biography</strong></td>
<td>26-30 elements are present</td>
<td>25-21 elements are present</td>
<td>20-16 elements are present</td>
<td>15 or fewer elements are present</td>
</tr>
<tr>
<td><strong>Textual Support for Elements</strong></td>
<td>26-30 elements have textual support</td>
<td>25-21 elements have textual support</td>
<td>20-16 elements have textual support</td>
<td>15 or fewer elements have textual support</td>
</tr>
<tr>
<td><strong>Textual Support for Elements - Relevance</strong></td>
<td>Textual support shows a thorough understanding of the text.</td>
<td>Textual support shows a relatively thorough understanding of the text; some support text is unclear</td>
<td>Textual support shows an elementary understanding of the text.</td>
<td>Textual support either missing or no level of understanding of the text is evident</td>
</tr>
<tr>
<td><strong>Symbols and Pictures</strong></td>
<td>All of the pictures and symbols used are creative and represent key events, people, and places in The Odyssey. Elements of Odysseus’s character have been represented in a creative manner also.</td>
<td>Most (3/4) of the pictures and symbols used are creative and represent key events, people, and places in The Odyssey. Elements of Odysseus’s character have been represented in a creative manner also.</td>
<td>Some (1/2) of the pictures and symbols used are creative and represent key events, people, and places in The Odyssey. Some of them are not related to the text. Elements of Odysseus’s character have been represented.</td>
<td>Few of the pictures and symbols used are creative and most do not represent key events, people, and/or places in The Odyssey. No elements of Odysseus’s character have been represented</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Body Biography is put together in a neat and orderly manner. Overall presentation reflects an attitude of excellence.</td>
<td>Body Biography is put together in a relatively neat and orderly manner. Overall presentation could be better but effort is definitely evident.</td>
<td>It appears the Body Biography was put hurriedly although some attempt at neatness is evident.</td>
<td>It appears the Body Biography was completed at the last minute and no attempt at neatness is evident.</td>
</tr>
</tbody>
</table>

**TOTAL AVAILABLE POINTS:** 20/20