



## OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

### LOCATION

Building(s): Olen tangy Liberty High School

Classes/Grade Level(s): English 9

### ABOUT THE BOOK

Selection Title/Author: *The Odyssey* Graphic Novel by Gareth Hinds

Genre: Graphic Novel

Lexile Reading Level: 840L

Total number of pages: 248

**Book Summary** (abbreviated, bulleted list or link to a book summary)

Summary from GoodReads:

Fresh from his triumphs in the Trojan War, Odysseus, King of Ithaca, wants nothing more than to return home to his family. Instead, he offends the sea god, Poseidon, who dooms him to years of shipwreck and wandering. Battling man-eating monsters, violent storms, and the supernatural seductions of sirens and sorceresses, Odysseus will need all his strength and cunning--and a little help from Mount Olympus--to make his way home and seize his kingdom from the schemers who seek to wed his queen and usurp his throne. Award-winning graphic artist Gareth Hinds masterfully reinterprets a story of heroism, adventure, and high action that has been told and retold for more than 2,500 years--though never quite like this.

**Potentially Objectionable Content** (list all categories and at least one example, referenced with a page or chapter number)

#### Violence

- Skinning of an animal to prepare as a meal – pg 23, pg 144
- War – pg 26
- The blinding of Polyphemus the Cyclops – 110
- Scylla devouring members of Odysseus's crew – pg 140
- Fight scene – pg 186
- The slaughter of Penelope's suitors (blood/gore) – 214-230

#### Sensuality

- Circe attempting to seduce Odysseus – pg 124
- Circe depicted nude (although covered by hair/blankets) – pg 125/126
- Kissing/two adults in a bed – pg 53 & 236
- Sirens depicted semi-nude – pg 136

**Book Reviews (1-2 link(s))** Note: teacher is not responsible for broken links



<https://www.goodreads.com/en/book/show/7989499-the-odyssey>

## ABOUT THE CLASS

Rationale for the Literature Selection (in addition to standards): (To be completed by the teacher or team)

Gareth Hinds's graphic novel adaptation of *The Odyssey* will serve as the anchor text for a ninth-grade unit centered on the epic hero, the conventions of the epic tradition, and the craft of narrative writing. Hinds's adaptation makes this entry point rigorous and accessible without sacrificing the complexity ninth graders need to meet grade-level standards.

The visual medium is specifically suited to teaching the narrative techniques required by W.9-10.3. Because Hinds must depict Homer's pacing, sequencing, and sensory detail visually, students can see narrative craft made concrete before they are asked to produce it in their own writing. Students first identify these choices in Hinds's version, then translate what they've observed into their own narrative writing, moving from visual literacy to prose technique with a scaffold most prose-only texts cannot offer.

The text also supports RL.9-10.3. Odysseus is a clear example of a character with conflicting motivations, and teaching characters with fatal flaws is one of the best ways to introduce complex characters to students. Because the graphic format organizes Homer's story into a clear visual sequence, students can track how Odysseus's relationships with Telemachus, Penelope, and the gods change over the story, and how those changes move the plot and build the theme.

The Ohio Department of Education ELA Standards (list priority standards *only and* abbreviations of the main ideas of the priority standards) [Link to Ohio's ELA Standards](#)

- W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.



- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact and relate elements of a story or drama (e.g., where a story is set, how with other characters, and advance the plot or develop the theme).

## ALTERNATIVE TEXTS

What alternative texts would allow students to meet the same objectives? (1-2 texts, title/author; Note: these texts must also have lit. reviews forms associated with their selection)

1. *The Odyssey* – Homer

2. *American Born Chinese* – Gene Luen Yang

**SIGNATURES** (embedded jpegs of authentic signatures are fine OR download/print form and obtain traditional signatures)

Teacher: *[Signature]* Date: 8/17/26  
ELA Department Chair: *Hannah Oswald* Date: 8-17-26  
Building Principal: *[Signature]* Date: 8-24-26  
District Curriculum Administrator: *[Signature]* Date: 9-1-26