# Epic of the commonplace and journey through the places of the town

From Homer's Odyssey to Joyce's Ulysses passing through Operazione Alarico

# • The Project

• Looking for the literary topoi of the wanderer, of the journey in different texts

• Analysing archetypical characters in different literary genres

• Exploiting the topos of journey transferring it from the literary context to the ability of describing maps and itinerary

• Recognizing the value of myth as a unifying and ordering element in the texts analysed

Derives from the Greek epos = narration

Aim: Fame

Charaters: heroes (king, princess…)

Setting: wonderful place

Plot: legends, extraordinary deeds

**Epic**

Related to the oral tradition

Gods-god-like characters

Symbolism

Derives from the Greek = mythos

Fantastic tales

Moral/religious content

**Myth**

archetype

**Definition:**
It's a long narrative poem written in a elevated language but belonging to oral transmission

**Definition:**
It is an old story that men have invented to explain natural events or to justify religious beliefs or social customs

**Hero**

Beowulf: Courage, physical strength and search of glory

Achilles: physical strength, courage and loyalty

**Definition:**
He is the protagonist of an extraordinary act of courage and generosity

Ulysses: wit, intelligence, intellectually curious, adventurous, eclectic

# STEP 1: MIND MAP

ACTIVITY: brainstorming and link with the literature syllabus as regards:

- Definition of epic  (literature by genres)
- Definition of the concept of  classical myth and classical hero  (Achilles, Ulysses, Beowulf) eliciting its main features.

AIM:

-  Associating ideas through mind maps and reworking the topics studied.
- Focusing on the central idea of ACTION  and greatness in classical myth and hero.

# STEP 2

## "To be or not to be"

- Analysis of Hamlet's monologue
- Hamletic doubt as key element of the transition from classical hero (hero who "acts") to modern hero (hero who does not act but "thinks")
- thinking…"puzzles the will"…and "lose the name of action"



Genre: drama
Aim: being able to find themes and hints of analysis linked to the project
Activity:
Guided paraphrasis
Writing a short summary

# Comparing different texts and genres looking for "topoi"

**Classical epic**

- Odyssey
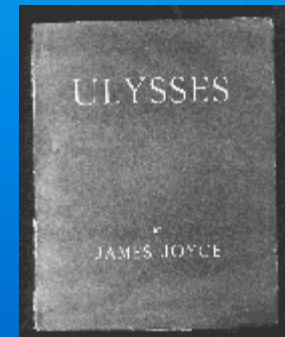  - (activity from Literature for Life ed. Loescher)

**Epic of the commonplace**

- Ulysses

# Step 3: group work

Extract from "Calypso"

Extract from "Lestrygonians"

Extract from " Scylla and Charybdis"

# Calypso:

## Bloom gets breakfast to his wife Molly and goes out forgetting keys

Topos Wayfarer

Topos Exile

Identifying the classical reference and setting

Identifying the archetypical function of characters

Identifying literary topos

# GROUP 1

- ACTIVITIES :

- G 1:

-  Circle the key words in the text and look for the literary " topos " they  represent.

- How many Homeric parallels can you  find in the text?

- What are the common elements between Bloom and Ulysses, and what  the main differences? Make two lists.

- Tell your classmates about the text you read. What do you think it will happen next?

Describing literary and actual tourist itinerary

Describing a map

# Lestrygonians: text and activities

- G 2 :
- Looking at the map mark Bloom's itinerary across Dublin making reference to the text you read
-  Describe Bloom's itinerary as you were a tourist guide
- Compare Ulysses journey and Bloom's one . Draw them.
- Tell your classmates about the text you read. What do you think it will happen next?

- Objectives:
- Describing literary and tourist itineraries
- Describing a map.
- Retelling a story
- Predicting what will happen in a story

# Scylla and Charybdis: Bloom gets to the library

**Topos of the library**

**Intertextual quotations**

**Ciccio Filice in "La Caverna" of knowledge**

**Scylla and Charybdis**

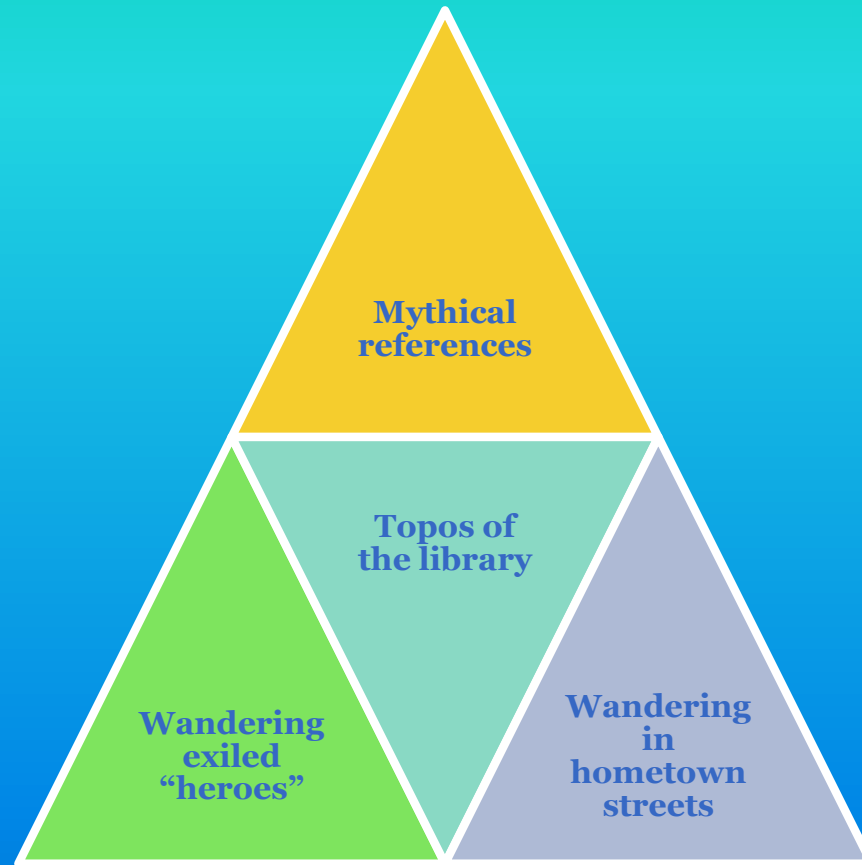# Scylla and Charybdis: text and activities

- Which books and authors are quoted in this text? Which Shakespearean quotation did you recognize?

- What is the library like and above all what does it symbolize?

- What resemblances can you find between this text and the chapter
- " Nella caverna " from *Operazione Alarico?*

- Tell your classmates about the text you read. What do you think it will happen next?

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From Joyce's Ulysses to De Filippis's Operazione Alarico
The library as the central topos linking the two stories

Mythical references

Topos of the library

Wandering exiled "heroes"

Wandering in hometown streets

# Leopold Bloom and Ciccio Filice

**Differences**

**Ulysses Indiana Jones**

**Live epiphany - brief moment of insight in everyday life**

**Visionary power**

**Correspondences between Bloom and Ciccio Filice**

**Live in a "paralyzed" town**

**Dublin "moral paralysis" - Cosenza "cultural paralysis"**

**Anti-hero average man**

**Not highly educated**

**Subdued to women**

**Wanderer through town streets**

**Archetypical character (searcher)**

# The Tomb in the Busento

The Tomb in the Busento (Traduzione dal testo italiano " La tomba nel Busento " del Carducci effettuata dal Prof. Michele Spadafora )

Gloomy at night songs sound
from Cosenza upon the Busento,
gloomy the river re-murmers them
from its somnolent gurgling.
Up and down long the river pass
and repass slow shadows :
the Goths weep Alaricus,
the great dead of their people.
Ah so soon and from the country
so far will he have rest,
while still blond upon the shoulders
flows the hair of the mighty!
On the banks of the Busento
are sided the Goths tried,
and from the used course make the bend
opening a new way….

*The Myth Of Alaric through a poem*

"Myth ... is simply a way of controlling, of ordering, of giving a shape and a significance to the immense panorama of futility and anarchy which is contemporary history..."

T. S. Eliot

# WRITING

## "PLACES OF THE TOWN: ACTUAL AND SYMBOLIC FUNCTION"

Write a text referring to Bloom's Dublin or to Ciccio Filice's Cosenza

Draw a map of Bloom's or Ciccio Filice's places and describe his itinerary

# Some examples of students' activities

Laura's activity

Lucia's activity

Annalisa's activity

Chiara's activity

Evaluating:

1. Essere in grado di scrivere un breve saggio sintetizzando informazioni e argomentazioni tratte da diverse fonti

2. Essere in grado di scrivere descrizioni lineari e precise riguardo un viaggio reale o virtuale.

3. Per la padronanza del lessico, la correttezza grammaticale e gli altri descrittori utilizzati nelle griglie di valutazione delle attività si fa riferimento al livello B1 del CEFR.

# Griglia di valutazione per le attività di produzione orale

| Descrizione abilità | Insufficiente | Mediocre | Sufficiente | Discreto | Buono | Ottimo |
|---|---|---|---|---|---|---|
| Sa comunicare con ragionevole correttezza e mostrare padronanza del lessico elementare | | | | | | |
| Si esprime in modo comprensibile | | | | | | |
| Sa produrre descrizioni semplici e lineari | | | | | | |
| Sa produrre una narrazione semplice strutturandola in punti | | | | | | |
| Sa riferire la trama di un libro e descrivere le proprie impressioni | | | | | | |

# Griglia di valutazione per le attività di produzione scritta

| Competenza | Insufficiente | Mediocre | Sufficiente | Discreto | Buono | Ottimo |
|---|---|---|---|---|---|---|
| Sa produrre descrizioni lineari | | | | | | |
| Sa descrivere un viaggio reale o virtuale partendo da una mappa | | | | | | |
| Sa raccontare una storia | | | | | | |
| Sa scrivere saggi brevi su argomenti di suo interesse | | | | | | |
| Sa mettere insieme brevi informazioni tratte da svariate fonti e riassumerle | | | | | | |
| Sa parafrasare brevi brani scritti, usando parole e strutture del testo originale | | | | | | |
| Sa usare con ragionevole correttezza un repertorio di strutture e lessico | | | | | | |

Texts:

Beowulf

Hamlet

Ulysses

Operazione Alarico

The Tomb in the Busento

# Web Resources:

[www.linktour.itvisitavirtualeasp?d.key.Cosenzastreetview](www.linktour.itvisitavirtualeasp?d.key.Cosenzastreetview)

[www.mapcosenza.it](www.mapcosenza.it)

[www.dublintourist.com/virtual-Dublin//](www.dublintourist.com/virtual-Dublin//)

Googlemaps. Streetview

[http://wn.com/Busento_River](http://wn.com/Busento_River)

Ha partecipato alla sperimentazione "Poseidon" l'intera classe III N del Liceo Scientifico E.Fermi, che è stata divisa in tre gruppi:

Gruppo 1: Laura Zaccaro
           Francesca Marcelletti
           Mariafrancesca Bruno
           Manuela Guagliardi
           Chiara Pellegrini
           Simona Bellisario
           Mario Presta
           Raffaele Crovara

Gruppo 2: Lucia Cairo
           MariaChiara Curcio
           Fabio Magarò
           Francesco Grisolia
           Manuela Camporotondo
           Melissa Milianti
           Matteo Mandarino
           Alessio Pasquale Aquino
           Alessandro De Rosa

Gruppo 3: Edvige Pezzi
           Edoardo Martire
           Federica Fazzari
           Marco Petrucci
           Alessandro Salerno
           Annalisa Carravetta
           Elio Matteo Curcio
           Marco Siciliano
           Gianmarco Pezzi
           Massimo Civitelli
           Jacopo Marsico