

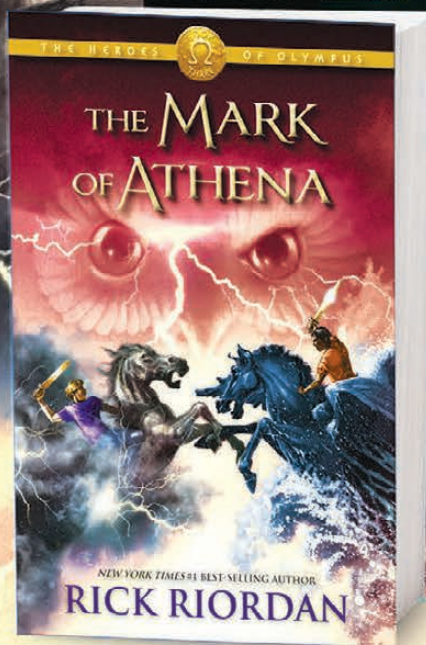
RICK RIORDAN'S

THE HEROES



OF OLYMPUS

THE MARK OF ATHENA



OLYMPIC EVENT KIT

IN CELEBRATION OF *NEW YORK TIMES* #1 BEST-SELLING SERIES



GREETINGS, DEMIGODS!

In *The Heroes of Olympus, Book Three: The Mark of Athena*, the Greeks and Romans are coming together, and the results are bound to be epic! As Jason, Percy, and friends unite, they soon find themselves on a quest . . . and the Prophecy of Seven will begin to unfold. . . .

Bring a little Greek and Roman magic to your local bookstore or library with *The Mark of Athena* Olympic Event Kit! Inside this kit you'll find party ideas, reproducible activity sheets, discussion questions, and more to make for the ultimate Heroes of Olympus celebration.

So prepare your lucky laurel wreath, practice your Aphrodite charmspeak, and get ready to party with *The Heroes of Olympus*!

Have fun,

Rich Rindler

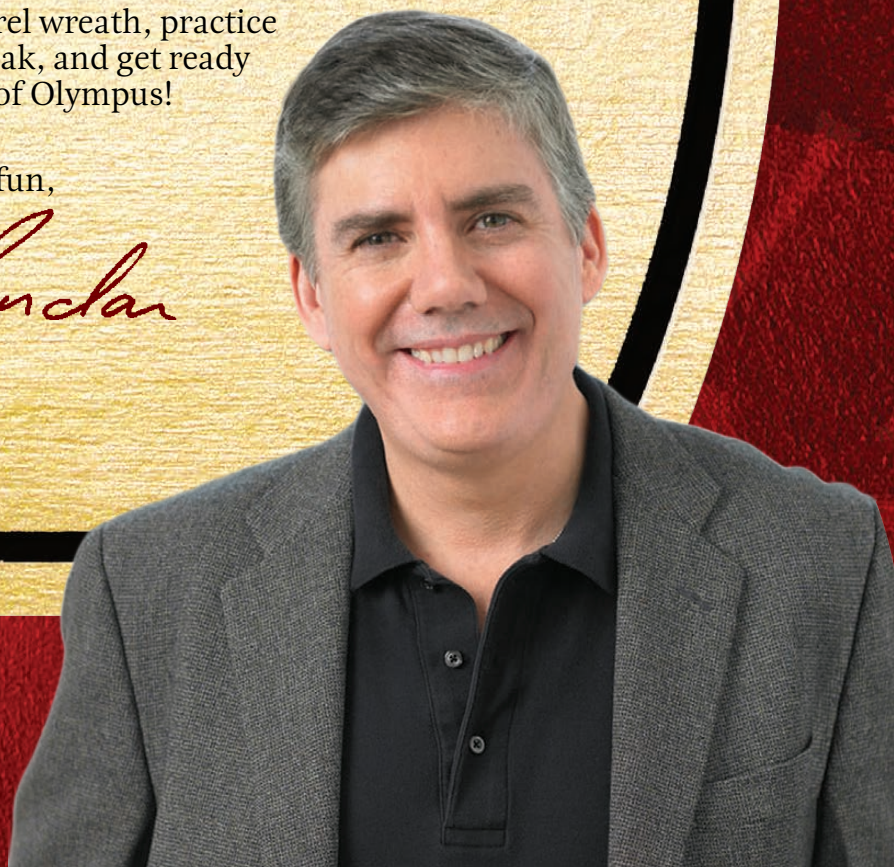


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THROW A DEMIGOD FIESTA

The Greeks and Romans are coming together; it's time to join the excitement! Put together an Olympic celebration to get in the spirit and commemorate all of the adventures of Jason, Percy, and the rest of the demigods!

Consider these ideas for a successful event:

DECORATING IDEAS

In keeping with the Greco-Roman theme, feel free to mix your decor accordingly—columns, arches, Latin and Greek script, and images of Hellenistic art such as *Discobolus*, *Nike of Samothrace*, *Diana of Versailles*, and of course *Poseidon* are good examples to use as inspiration.

Adorn your space further with banners for the Greeks and Romans emblazoned with symbols of the great political and military identities from the two halves of the Mediterranean: the Athenian owl and olive branch or Medusa's head, the Spartan lambda, the Corinthian pegasus, the Roman she-wolf, or the Roman numerals for the great legions.

SOLVE KING MINOS'S LABYRINTH

As your guests arrive, encourage some mingling with this icebreaker activity! Take a small map or simple Greek or Roman symbol (such as a laurel leaf) and make several copies (5"x7" size is best; any recognizable image will do). Then cut each copy into three to five pieces each, mix them up, and follow the instructions below:

- Distribute one piece to each guest.
- Have guests mingle with one another to find the matches to their pictures. Once they match the pieces to complete their pictures, members should introduce themselves and share one item of interest about themselves (school they attend, favorite hobby/activity/sport, favorite book, etc.).
- At the end, allow each group to introduce each member to the whole party by name and interest.

NEMESIS

ALFABETICA SCRAMBLE GAME

Prepare two large sheets of paper with the letters of the Greek alphabet down the left side on one, and the letters of the Roman alphabet down the left side on the other (see chart below).*

- Split your guests into two large groups, and provide markers and a copy of the papers you've prepared above.
- Each group has five to ten minutes to come up with a phrase in English that includes all Greek or Roman letters. Guests should be encouraged to associate their phrase with Greece, Rome, and/or the Heroes of Olympus series.
- When time is up, each group reads their answer. The group that has the phrase that is linked closest to their theme, with the most creative words, wins!

Greek Alphabet with English Match

A, α	Alpha (a)
B, β	Beta (b)
Γ, γ	Gamma (g)
Δ, δ	Delta (d)
E, ε	Epsilon (e)
Z, ζ	Zeta (z)
H, η	Eta ("hey")
Θ, θ	Theta (th)
I, ι	Iota (i)
K, κ	Kappa (k)
Λ, λ	Lambda (l)
M, μ	Mu (m)
N, ν	Nu (n)
Ξ, ξ	Xi (x)
O, ο	Omicron (short o)
Π, π	Pi (p)
Ρ, ρ	Rho (r)
Σ, σ, ς	Sigma (s)
T, τ	Tau (t)
Υ, υ	Upsilon (u)
Φ, φ	Phi (ph)
Χ, χ	Chi (ch)
Ψ, ψ	Psi (ps)
Ω, ω	Omega (long o)

Latin Alphabet with English Match

A	ah (a)
B	be (b)
C	ce (c)
D	de (d)
E	eh (e)
F	ef (f)
G	ge (g)
H	he (h)
I	ih (i)
K	ka (k)
L	el (l)
M	em (m)
N	en (n)
O	o (o)
P	pe (p)
Q	qu (q)
R	er (r)
S	es (s)
T	te (t)
U	u (oo)
X	ex (x)
Y	(hy, yi, ye, ya)
Z	zeta (z)



COACH HEDGE

*For both alphabets you should also provide phonetics or the equivalent English letter(s) so your guests will know how to use them.

GETTING A PROPER DEMIGOD EDUCATION

DISCUSSION QUESTIONS FROM THE HEROES OF OLYMPUS SERIES:

1. In your opinion, what are the major similarities and differences between Camp Half-Blood and Camp Jupiter? If given a choice, which would you choose to attend and why?
2. In *The Mark of Athena*, much attention is given to the friction between the two camps. What might be the cause of their tumultuous history?
3. In what ways is Frank's lineage to the gods unique? How does he come to terms with who he is?
4. Why is the piece of firewood that Frank keeps with him known as the fire of life, and why is it so important to him?
5. Consider Hazel's past; in what ways is she different from the others? How do her past experiences shape her character?
6. Consider the differences in how the Greek and Roman camps view the gods. Do you think one camp has a better approach than the other? Why or why not?
7. In *The Son of Neptune*, through Reyna's leadership, Camp Jupiter rallies to support Percy and defeat the giant. Predict what role Reyna will in *The Mark of Athena*.
8. Percy and Jason are the respective leaders of their two camps. In what ways are these two young men similar? How are they different? What type of relationship do you predict the two of them will have?
9. Consider Leo's gifts; though he is greatly talented, he still feels isolated and alone. Why do you think he feels this way? Do others see him in the same light? Why or why not?
10. At Camp Half-Blood, Mr. D is regarded as a difficult and often cantankerous god, yet in Roman lore, Bacchus is revered and celebrated. Why might these two aspects of the god be so different?



HERA

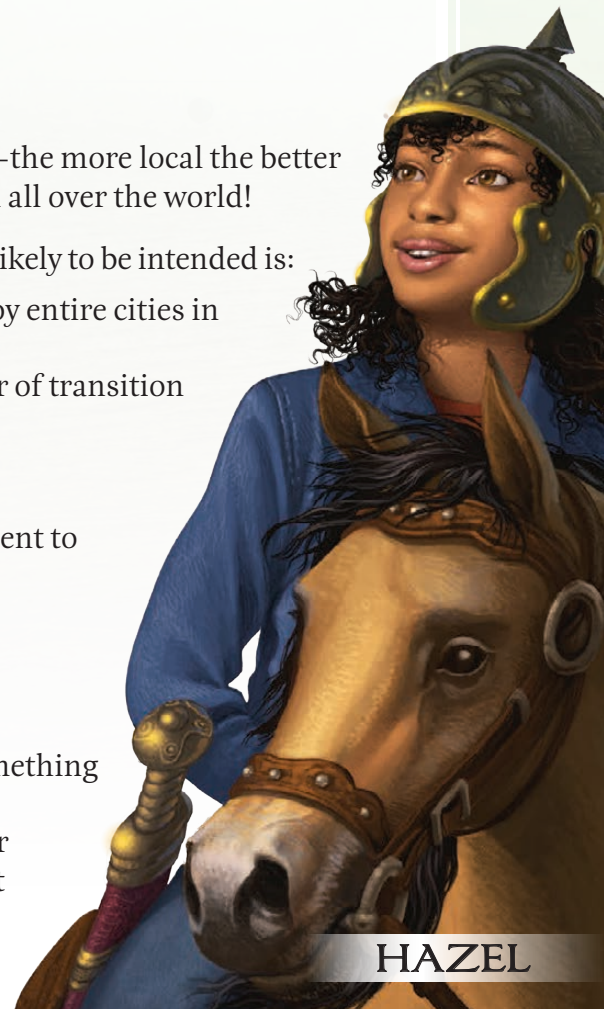
DETERMINE YOUR GREEK OR ROMAN ALLEGIANCE

In *The Mark of Athena*, the Greek and Roman demigods are coming together. And now the time has come for you to choose their side: are you Greek . . . or Roman?

Answer the below quiz and find out which side you're on!

1. It's a beautiful Mediterranean day! I think I'll spend my time:
 - a. . . . strolling the market to catch up on the latest gossip
 - b. . . . taking to the fresh air at my country villa
2. To me, a barbarian is:
 - a. . . . someone who doesn't understand what I'm saying
 - b. . . . someone whom I haven't conquered yet
3. It's almost time for the game—where am I headed?
 - a. The Olympic games
 - b. The chariot races
4. My idea of the perfect meal is:
 - a. . . . fish or lamb, olives & vegetables, cheeses or yogurt—the more local the better
 - b. . . . something new and exotic—I am used to foods from all over the world!
5. Time for supplication. The god for whom my prayers are most likely to be intended is:
 - a. . . . one who controls the forces of nature and will destroy entire cities in his wrath
 - b. . . . one who is the embodiment of change and the power of transition in life
6. In my mind, honor and virtue are:
 - a. . . . embodied by my own feats of courage and commitment to moral living
 - b. . . . embodied by my commitment to my family and its respectability
7. I am most accurately described as:
 - a. . . . a free thinker and an individualist—greatness is something each person must find within themselves
 - b. . . . a good teammate and highly patriotic—greatness for the individual is only derived from the power and might of the whole

The answer to this activity is on page 20.



HAZEL

UNCOVER A NEW GOD

If you had the power to create your own Greek or Roman god, what would your god be like?

Fill out the below form for your chosen figure!

Name of God:

Also Known as the God of:

God's Greatest Power:

God's Greatest Weakness:

God's Favorite Food:

Our God Would Really Get Along with These Other Gods from Mythology:

Other Notable Facts About the God:



OCTAVIAN

JOINING THE HEROES OF OLYMPUS QUEST

With this activity, you have the opportunity to add yourself into a scene from *The Mark of Athena*!

Read the scene below and rewrite in the space provided, casting yourself into the mix!

Characters: Annabeth, Piper, Jason, Leo, Reyna, Octavian

Scene Description:

After flying out West in *Argo II* in hopes of finding Percy at Camp Jupiter, the group is reluctantly welcomed into New Rome where Octavian argues to keep the Greeks from being accepted into the camp. The Greek half-bloods share their insights about the Great Prophecy or the Prophecy of Seven (as it's known to the Romans) in hopes that they can forge a plan to combine forces to defeat the giants and Gaea.



A large, stylized red and gold curtain hangs over a writing area. The curtain is pulled back, revealing a series of horizontal lines for writing. The background of the writing area is a light, textured beige color.



GREEK AND ROMAN GOD CHALLENGE

In *The Mark of Athena*, readers will learn that the Greek and Roman versions of different gods are . . . not always the same.

How well do you know the differences between these major deities? Answer the questions below to see how well you know your Greek and Roman gods!

As an added challenge, you'll have to complete both 1) the name of the god, and 2) if it's the Greek or Roman iteration.

1. On one side of the Mediterranean, this daughter of the king of the gods was herself the mother of a great traveler who founded a great city and was the ancestor of the family of two of its greatest leaders.

NAME OF GOD: _____ GREEK OR ROMAN: _____

2. For one group, this deity is credited with fashioning the first woman, though she was less known for her creator than the gifts she received.

NAME OF GOD: _____ GREEK OR ROMAN: _____

3. The identity of this deity took on an altered symbol in one of the two civilizations—a symbol that today we associate with the medical profession.

NAME OF GOD: _____ GREEK OR ROMAN: _____

4. While this deity was associated with war, wisdom, and aspects of industry in both Greek and Roman civilizations, in one of them she was importantly linked to cloth dyeing and to science, and was credited with bestowing numbers upon man.

NAME OF GOD: _____ GREEK OR ROMAN: _____

5. The distinction between the iterations of this chief god is in name only!

NAME OF GOD: _____ GREEK OR ROMAN: _____

6. In one part of the Mediterranean, this protective deity guided the founder of the greatest city to safety and became its patron. In terms of personality, jealousy was a more common trait for one people, but less so in the other.

NAME OF GOD: _____ GREEK OR ROMAN: _____

7. While the worshippers of this deity on one side of the Mediterranean world reverentially worshipped him as a father-figure, he was greatly feared and reviled by both worshippers and fellow deities on the other side.

NAME OF GOD: _____ GREEK OR ROMAN: _____

8. This deity was among the most important for one Classical civilization, and was worshipped regularly by all. For the other he was not only less important, he was marginally worshipped even by those who were around his dominion most!

NAME OF GOD: _____ GREEK OR ROMAN: _____

9. For one people this deity had one name, and for the other he had as many as four. He was understood to be a hard-luck loser on one hand, but also was considered by both Greeks and Romans to possess great wealth.

NAME OF GOD: _____ GREEK OR ROMAN: _____

The answer to this activity is on page 20.



WHO DID WHAT WHEN?

There are a lot of characters to keep track of in The Heroes of Olympus, and their various relationships are just as complicated!

Jason is dating Piper, Annabeth and Percy are together, sure, but it's a lot more complicated than it seems!

Review the below clusters of questions. To complete each set, you'll need to use the preceding answer to each question for the next, and so on.

SET 1:

1. This daughter of Aphrodite seldom feels comfortable with her godly parentage.

2. Though Roman, the boyfriend of Aphrodite's daughter better understands the philosophies of the Greeks due to his past experiences with them.

3. That son of Jupiter finds himself feeling competitive toward this Greek half-blood who is similar in many regards and also a child of one of the Big Three.

SET 2:

1. Though Percy is proud to be a Greek half-blood, he appreciates the opportunity to fight by the side of this Roman praetor because of her skill and courage.

2. Though tentative in her willingness to fully embrace the Greek half-bloods, she is significantly more rational than this Roman campmate of hers who likes to sacrifice teddy bears. _____
3. Wanting to become praetor, he uses his powers to blackmail this character.

SET 3:

1. While in Portland, this daughter of Pluto assists Frank and Percy in locating Phineas, the seer. _____
2. She finds herself feeling connected to this Roman demigod who struggles with his connection to his father, Mars.

3. Hoping to help the others on the quest, the son of Mars assists the daughter of Pluto as well as Percy in rescuing this harpy, who holds the secrets to the future and likes to speak in third person. _____

SET 4:

1. This former coach of the Wilderness School is also serves as protector and companion of Greek half-bloods.

2. The satyr is assigned to protect Piper and this son of Hephaestus.

3. This son of Hephaestus has an unusual childhood, as this disguised goddess (known as Tia Callida) served as his caregiver through much of his childhood.

BACCHUS

The answer to this activity is on page 20.

GIVING THE GIRLS THEIR DUE

From Reyna to Annabeth, The Heroes of Olympus series is filled with heroines who are strong and can really take charge!

Greek and Roman mythology is filled with memorable female characters too. In the activity below, you will need to unscramble a set of Greek and Roman figure names, using the three facts presented for each.

But that's not all! Two of the facts on each contain errors. After uncovering the correct name, cross out each mistake and fill in the blanks with your corrections!

1. NAME OF FIGURE: HANTEA_____

FACTS:

- Became a major city's patron goddess when her gift proved more useful to the citizens than salt water from Poseidon.
- The key symbols of this goddess were a diadem and the peacock.
- Gave Perseus the tools he needed to defeat the Kraken and save Andromeda.

1. _____

2. _____

2. NAME OF FIGURE: NEOELPEP_____

FACTS:

- Weaving a shroud—and then unweaving it—saved her from remarriage as well as saving her husband's kingdom.
- Chose to run from her tyrannical, violent husband in favor of her princely true love.
- When she discovered her husband with his mistress, she murdered them both.

1. _____

2. _____

3. NAME OF FIGURE: NAIERDA _____

FACTS:

- She managed her sadistic father's place of horrible sacrifice until helping Theseus to destroy the monster within.
- In ancient Italy, she was deified and became the wife of the god Apollo.
- A fearless warrior, she fought alongside Jason in his pursuit of the Golden Fleece.

1. _____

2. _____

4. NAME OF FIGURE: AIHTRNOES _____

FACTS:

- When Julius Caesar's successors tried to tax the wealthy women of Rome, she led an opposition on a "no taxation without representation" platform that convinced the Senate to reject the measure.
- She stopped at nothing to make her son emperor—including killing her royal husband.
- As Hannibal's armies advanced on an unprotected Rome, she organized the women of the city into an army that held off the siege until the legions arrived.

1. _____

2. _____

APHRODITE

The answers to this activity are on page 21.

WHO SAID WHAT NOW?

Between all of the action and adventure Jason and friends encounter in The Heroes of Olympus series, there are clever one-liners to spare!

Review the list below of memorable lines from the Heroes of Olympus series and test your mettle to determine who said what.

1. "Look, I know I'm new here. I know you guys don't like to mention the massacre in the nineteen eighties—"

Who said it?

A. Percy B. Jason C. Leo

2. "Well . . . any goddess who throws a Ding Dong at a giant can't be all bad. Let's go."

Who said it?

A. Leo B. Jason C. Frank

3. "Unfair? You can breathe underwater and blow up glaciers and summon freaking hurricanes—and it's unfair that I can be an elephant?"

Who said it?

A. Frank B. Hazel C. Percy

4. "You named him Festus? You know that in Latin, 'festus' means 'happy'? You want us to ride off to save the world on Happy the Dragon?"

Who said it?

A. Percy B. Jason C. Leo

5. "I'm the son of Jupiter, I'm a child of Rome, consul to demigods, praetor of the First Legion. I slew the Trojan sea monster, I toppled the black throne of Kronos, and destroyed Titan Krios with my own hand."

Who said it?

A. Leo B. Jason C. Frank

6. "Vulcan? I don't even LIKE *Star Trek*!"

Who said it?

A. Frank B. Jason C. Leo

7. "Lady, I have a three-pound hammer with your name on it."

Who said it?

A. Leo B. Percy C. Coach Hedge

8. "Trust me, Valdez. Beautiful people never lie."

Who said it?

A. Annabeth B. Piper C. Hazel

9. "Oh, don't mind me! Just the queen of the heavens, dying over here!"

Who said it?

A. Juno B. Athena C. Aphrodite

10. "That's it, cupcake. You're going down."

Who said it?

A. Hera B. Athena C. Coach Hedge



THANATOS

The answer to this activity is on page 22.

GREAT BEASTS OF GREEK MYTHOLOGY

The mythical creatures that colored the mythology of Greece and Rome were fearsome and fascinating beasts. Can you identify them from the clues provided?



DOWN

1. One of these Roman forest dwellers befriended Lucy Pevensie _____
2. This gift of Poseidon to King Minos was followed by a curse (2 words) _____
3. Orpheus and Hercules were both able to tame this cantankerous canine _____
6. It tried to flush Odysseus _____
8. Fire-breather with a taste for Herculean beef _____
9. The Oracle moved in after Apollo slew him _____
10. Finding the weakness of this replicating reptile was Hercules' second labor _____
11. Athena's punishment for a boastful weaver _____
13. Minerva's glaucus _____
14. Bearer of Jason's Golden Fleece _____

ACROSS

4. Monster of the Maze _____
5. Derby competitor, in a way _____
7. This creature's hide was better than armor for Hercules (2 words) _____
9. Medusa's winged baby boy _____
10. Hades's winged witches _____
12. Artemis's assassin for Adonis _____



ARACHNE

The answer to this puzzle is on page 22.

**BONUS
AUDIO
ACTIVITY!**

WHAT COMES NEXT?

On HeroesofOlympus.com, there is an audio sample of the first chapter from *The Mark of Athena*, which your party host will play aloud.

As you listen, think about what's going through Annabeth's mind, and the challenges she's facing ahead.

In the space below, compose a mini excerpt from Annabeth's perspective following what you think happens next!

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

ALL ABOUT ANNABETH

**BONUS
AUDIO
ACTIVITY!**

After listening to the first chapter of *The Mark of Athena*, test just how well you know the character of Annabeth with this word search challenge!

This is no ordinary challenge: in order to uncover the words you're hunting, you'll have to first answer the questions below!

X	F	B	J	B	P	S	T	D	E	A	H	R	C
P	B	I	B	E	C	P	A	Q	H	T	P	C	A
Q	L	I	R	K	L	X	R	V	Y	H	U	A	H
S	D	C	B	G	N	M	C	U	E	E	T	M	U
A	Y	E	J	O	A	D	H	D	R	N	T	P	B
N	Z	Z	B	R	E	U	I	M	G	A	L	H	A
F	D	H	G	A	B	W	T	O	M	Y	K	A	S
R	N	K	M	R	B	X	E	S	B	S	X	L	E
A	O	W	I	F	Y	U	C	P	P	I	F	F	B
N	L	S	N	V	O	E	T	I	S	T	N	B	A
C	B	N	J	I	C	N	U	D	E	H	V	L	L
I	A	S	A	I	B	J	R	E	Q	A	U	O	L
S	R	X	D	Q	N	X	E	R	K	L	S	O	C
C	S	E	V	E	N	J	Z	S	H	I	H	D	A
O	Q	E	K	U	L	Q	T	E	D	A	Q	D	P

- In what city does Annabeth's father live? _____ (12 letters; no spaces needed)
- What is the name of Annabeth's mother? _____ (6 letters)
- What is the name of Annabeth's boyfriend? _____ (5 letters)
- What is the color of Annabeth's hair? _____ (5 letters)
- This guy (name rhymes with puke) was Annabeth's crush object in *The Lightning Thief* (4 letters) _____
- Name something Annabeth is afraid of _____ (7 letters)
- What is Annabeth's biggest flaw? _____ (6 letters)
- This magical accessory makes Annabeth invisible (11 letters) _____
- Annabeth attends this camp _____ (13 letters)
- Like many other demigods, Annabeth suffers from this condition, which makes her a better warrior (4 letters) _____

The answer to this puzzle is on page 22.

ANSWER KEY

DETERMINE YOUR GREEK OR ROMAN ALLEGIANCE

Activity from page 7

1. It's a beautiful Mediterranean day! I think I'll spend my time:
a. Greek b. Roman
2. To me, a barbarian is:
a. Greek b. Roman
3. It's almost time for the game—where are you headed?
a. Greek b. Roman
4. Your idea of the perfect meal is:
a. Greek b. Roman
5. Time for supplication. The god who my prayers are most likely to be intended for is:
a. Greek b. Roman
6. In your mind, honor and virtue are:
a. Greek b. Roman
7. You are most accurately described as:
a. Greek b. Roman

GREEK AND ROMAN GOD CHALLENGE

Activity from pages 10 & 11

- | | |
|----------------------------|--------------------------|
| 1. Goddess: Venus (Roman) | 6. God: Juno (Roman) |
| 2. God: Hephaestus (Greek) | 7. God: Mars (Roman) |
| 3. God: Mercury (Roman) | 8. God: Poseidon (Greek) |
| 4. Goddess: Athena (Greek) | 9. God: Hades (Greek) |
| 5. God: Zeus (Greek) | |

WHO DID WHAT WHEN?

Activity from pages 12 & 13

Set 1:

- | | | |
|----------|----------|----------|
| 1. Piper | 2. Jason | 3. Percy |
|----------|----------|----------|

Set 2:

- | | | |
|----------|-------------|----------|
| 1. Reyna | 2. Octavian | 3. Hazel |
|----------|-------------|----------|

Set 3:

- | | | |
|----------|----------|---------|
| 1. Hazel | 2. Frank | 3. Ella |
|----------|----------|---------|

Set 4:

- | | | |
|----------------|--------|---------|
| 1. Coach Hedge | 2. Leo | 3. Hera |
|----------------|--------|---------|

ANSWER KEY

GIVING THE GIRLS THEIR DUE

Activity from pages 14 & 15

1. Figure: Athena

Corrected Facts:

- o Incorrect: The key symbols of this goddess were a diadem and the peacock.
- Correct: Athena is most readily associated with the owl and implements of war like the sword and the Corinthian helmet.
- o Incorrect: Gave Perseus the tools he needed to defeat the Kraken and save Andromeda.
- Correct: Athena turned Medusa, who in later mythology was a priestess for Athena, into a serpentine monster for having a tryst with Poseidon in her temple.

2. Figure: Penelope

Corrected Facts:

- o Incorrect: Chose to run from her tyrannical, violent husband in favor of her princely true love.
- Correct: This is the story of Helen of Troy—Penelope remained behind in Odysseus's kingdom of Ithaca with her son, Telemachus.
- o Incorrect: When she discovered her husband with his mistress, she murdered them both.
- Correct: Clytemnestra murdered Cassandra and Agamemnon when the king returned from Trojan Wars with his prophetic mistress, not Penelope.

3. Figure: Ariadne

Corrected Facts:

- o Incorrect: In ancient Italy, she was deified and became the wife of the god Apollo.
- Correct: Ariadne was deified in much of the Mediterranean including Etruscan Italy, but she was paired with Dionysius, not Apollo.
- o Incorrect: A fearless warrior, she fought alongside Jason in his pursuit of the Golden Fleece.
- Correct: Atalanta was the warrioress who fought alongside Jason, not Ariadne.

4. Figure: Hortensia

Corrected Facts:

- o Incorrect: She stopped at nothing to make her son emperor—including killing her royal husband.
- Correct: A handful of ambitious mothers did this for their sons—most notably the mothers of future emperors Caligula and Nero—but Hortensia did not.
- o Incorrect: As Hannibal's armies advanced on an unprotected Rome, she organized the women of the city into an army that held off the siege until the legions arrived.
- Correct: Hannibal's forces were too weakened after winning the Battle of Cannae to invade Rome, and the Roman army was in position to defend the city.

ANSWER KEY

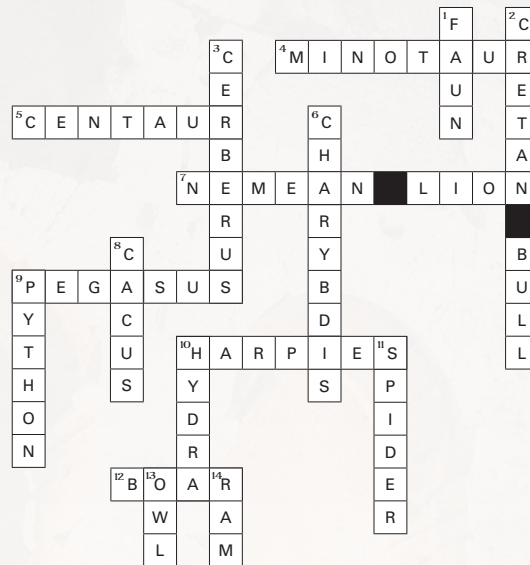
WHO SAID WHAT NOW?

Activity from page 16

1. Percy 2. Frank 3. Frank 4. Jason 5. Jason 6. Leo 7. Leo 8. Piper 9. Juno 10. Coach Hedge

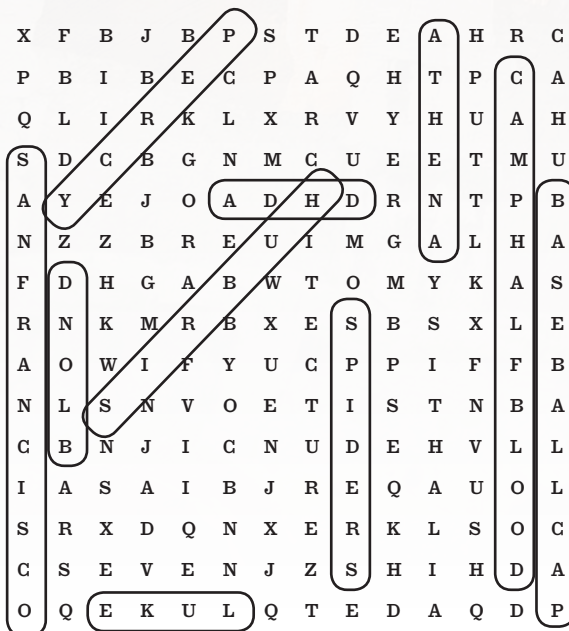
GREAT BEASTS OF GREEK MYTHOLOGY

Activity from page 17



ALL ABOUT ANNABETH

Activity from page 19

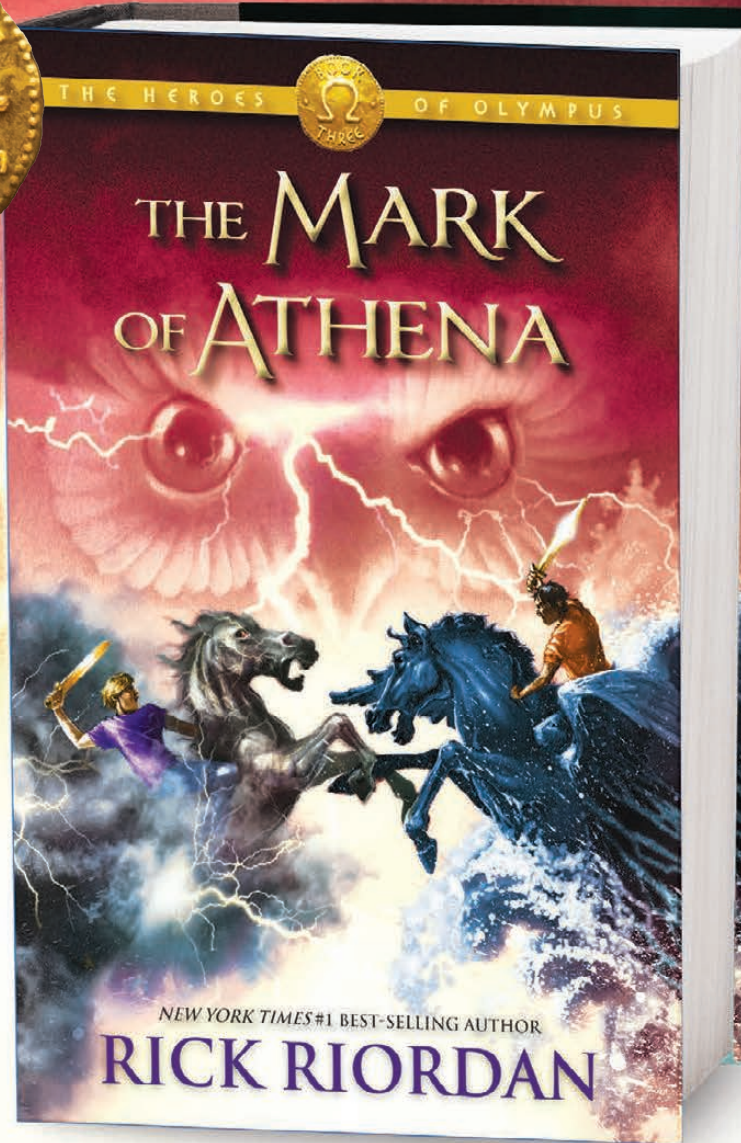


1. SAN FRANCISCO
2. ATHENA
3. PERCY
4. BLOND
5. LUKE
6. SPIDERS
7. HUBRIS
8. BASEBALL CAP
9. CAMP HALF-BLOOD
10. ADHD

IT'S THE ULTIMATE OLYMPIC EVENT!



BOOK 3



DON'T MISS!



DATE: _____

TIME: _____

PLACE: _____



THE MARK OF ATHENA

THE NEW YORK TIMES #1 BEST-SELLING SERIES FROM RICK RIORDAN



About the Author: Rick Riordan (rickriordan.com) is the author of the #1 *New York Times* best-selling *The Heroes of Olympus*, Book One: *The Lost Hero*; *The Heroes of Olympus*, Book Two: *The Son of Neptune*; the #1 *New York Times* best-selling *The Kane Chronicles* trilogy; as well as the five books in the #1 *New York Times* best-selling *Percy Jackson and the Olympians* series. His previous novels for adults include the hugely popular *Tres Navarre* series, winner of the top three awards in the mystery genre.

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The Battle of the Labyrinth

The Last Olympian

The Demigod Files

The Ultimate Guide

The Lightning Thief:
The Graphic Novel

THE HEROES OF OLYMPUS

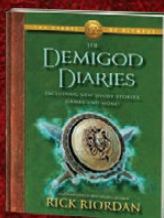
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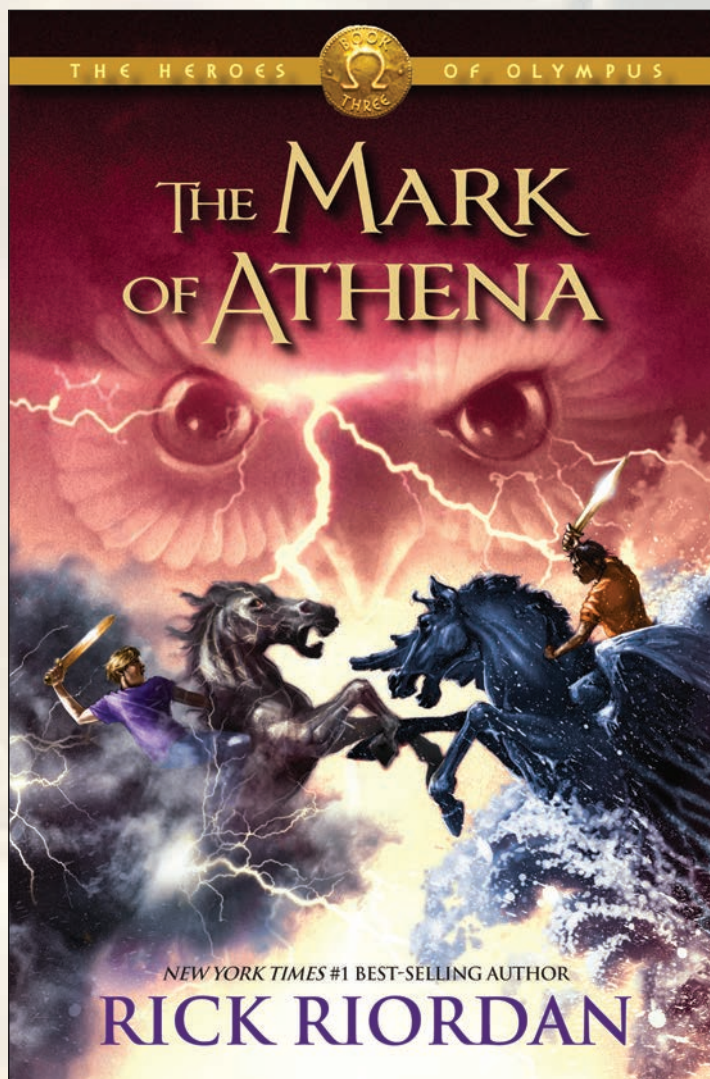


The Serpent's Shadow



The Red Pyramid:
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DISCUSSION GUIDE

Disney • HYPERION BOOKS

ABOUT THE BOOK

In *The Son of Neptune*, Percy, Hazel, and Frank met in Camp Jupiter, the Roman equivalent of Camp Half-Blood, and traveled to the land beyond the gods to complete a dangerous quest. The third book in the Heroes of Olympus series will unite them with Jason, Piper, and Leo. But they number only six—who will complete the Prophecy of Seven?

The Greek and Roman demigods will have to cooperate in order to defeat the giants released by the Earth Mother, Gaea. Then they will have to sail together to the ancient land to find the Doors of Death. What exactly are the Doors of Death? Much of the prophesy remains a mystery. . . .



CURRICULUM CONNECTIONS

READING, WRITING, AND RESEARCHING

PRE-READING ACTIVITY

As a pre-reading activity, have students complete an anticipation guide structured in the following manner:

BEFORE READING	AFTER READING	STATEMENTS
		Friends should always take your side even if they don't agree with your choices.
		Being prideful is always a negative thing.
		Children should value opportunities to work and learn from each other.
		Feeling guilt or remorse for one's actions can be life changing.

Instruct students to complete the guide by placing a “+” sign in the box next to the statements with which they agree and a “o” next to those with which they disagree. They must commit to agreement or disagreement—there are no conditional responses. Students should be assured that there are no correct or incorrect positions.



WRITING AND RESEARCH

The following questions may be posed throughout the novel study as reflective writing prompts, or alternatively, they can be used to as targeted questions for class discussion and reflection.

- 1 In your opinion, what are the major similarities and differences between Camp Half-Blood and Camp Jupiter? If given a choice, which would you chose to attend? What is it about this particular camp that you feel suits you best?
- 2 In *The Mark of Athena*, much attention is given to the friction between the two camps. What might be the cause of their tumultuous history?
- 3 In what ways is Frank's lineage to the gods so unique? How does he come to terms with who he is?
- 4 Why is it so important that Percy seek the assistance of a god to defeat Polybotes? Do you believe the outcome would be different without this joint endeavor? Why or why not?
- 5 Why is the piece of firewood that Frank keeps with him known as the fire of life, and why is it so important to him?
- 6 Consider Hazel's past; in what ways is she different from the others? How do her past experiences shape her character?
- 7 While at Camp Jupiter, Percy is inspired by the lifestyle of others there. What does Percy ultimately hope the future holds for him and Annabeth?
- 8 Consider the differences in how the Greek and Roman camps view the gods. Do you think one camp has a better approach than the other? Why or why not?

- 9 In *The Son of Neptune*, through Reyna's leadership, Camp Jupiter rallies to support Percy and defeat the giant. Predict what role Reyna will in *The Mark of Athena*.
- 10 Percy and Jason are the respective leaders of their two camps. In what ways are these two young men similar? How are they different? What type of relationship do you predict the two of them will have?
- 11 Consider Leo's gifts; though he is greatly talented, he still feels isolated and alone. Why do you think he feels this way? Do others seem him in the same light? Why or why not?
- 12 Consider the title of the third installment in *The Heroes of Olympus* series; predict what the significance is of the Mark of Athena and what role Annabeth and her mother will play in the story.
- 13 At Camp Half-Blood, Mr. D is regarded as a difficult and often cantankerous god, yet in Roman lore, Bacchus is revered and celebrated. Why might these two aspects of the god be so different?
- 14 Throughout the series, the heroes learn that while their parents are gods, they are far from perfect. Consider your favorite hero and consider how his or her knowledge of his godly parent has changed throughout the course of the stories. In what ways is this realization similar or different to what kids learn about their own parents?



EXTENDED WRITING AND RESEARCH PROMPTS

Classical Vocabulary if vocabulary lessons coincide with your reading of *The Mark of Athena*, consider this alternative. Develop the lesson into a study of Greek and Latin roots and have students learn both translations for their vocabulary terms (terms will, of course, need to have a Greek or Latin root, or both):

- Assign students to learn Greek and Latin terms both phonetically and in their respective alphabets. Use the opportunity to investigate or discuss transitions in alphabets from ancient Greek to modern English. Greek and Latin alphabet lists are provided at the end of this guide.
- Have student pairs or trios investigate the etymology of an assigned term—that is, the evolution of the meaning of their term through history. Each group should present their findings for the rest of the class.
- To carry the extension further, assign students to learn phrases or clichés that employ either a vocabulary term of their choice or one




you assign in Greek or Latin. These may be part of a Greek or Latin saying, or one translated into Greek or Latin. Encourage them to investigate books or sites of famous quotes, lines from literature or poetry, and the like.

Great Greek and Roman Girls Women usually weren't afforded the same respect as their male counterparts in the Greco-Roman world, but they certainly contributed heavily to its greatness! As this story focuses on perhaps the greatest of the female deities of Olympus, take the opportunity to put students to researching some of the great female figures—mortal, immortal, and in between—of the Classical Mediterranean world.

- Pair or group students and instruct them to investigate one of the subjects suggested below (or encourage students to find their own comparable topic). Have students present their topics to the class. Parameters for research might include the following:
 - Provide a brief bio of the topic, but encourage emphasis on some of the lesser-known attributes.
 - Assess the “defining elements” of the topic—how do these figures help to define women in the Greco-Roman World? How did that world help to define what made them significant? How do they help us to define their era?
 - Make a “today’s version” argument—who best embodies the strengths, weaknesses, and significance of the subject in today’s world?

Suggested subjects

- | | |
|-------------|---------------|
| • Athena | • Hypatia |
| • Penelope | • The Amazons |
| • Ariadne | • The Pythia |
| • Hortensia | • Fortuna |
| • Cleopatra | • Dido |



Beast of a Mythology The great beasts of Greco-Roman mythology helped the people of the Classical Mediterranean to explain the oddities and mysteries of the natural world—and also added plenty of suspense and excitement to the myths themselves! Assign student pairs or groups to investigate some of the beasts of Mediterranean mythology:

- Provide the origin story and characteristics of the creature. Compel students to emphasize the “why”—the characteristics of these beasts is closely related to their origins, their creators, and some problem or tension (usually human) at the time. They should also address why the creature manifested in the form that it did (how might its setting or purpose have dictated its particular form rather than another).
- Explain how the belief in the existence of these creatures may have affected the behaviors or thoughts of Greeks and Romans of the ancient world.
- Provide a depiction of the creature, both in mythical and natural terms. In other words, are there natural phenomena that could be misunderstood as a particular beast? In the case of creatures that don’t significantly differ from natural parallels, how was it made to be more fearsome? What was the basis for the fear it struck in people (e.g., consider that dragons might have been considered lucky in ancient East Asia, but serpentine creatures were loathsome in the ancient Mediterranean)?


Possible subjects

- Python
- Charybdis
- Nemean lion
- Cerberus
- Cacus
- Arachne
- Pegasus
- Faun
- Artemis's boar
- Hydra
- Harpies
- Athena's owl
- Minotaur
- Cyclopes
- Jason's ram
- Centaur
- Cretan bull

Zhto H Ellada! Or Viva Roma! Do your students fancy themselves loyal sons or daughters of Attica, or of the Apennines? Loyalty to home and the state was one of many common features of both Classical Mediterranean societies, but there were many ways in which they differed greatly from each other. For this activity, have students investigate some of the more intricate features of daily life, society, and culture in the ancient Greek and Roman worlds, and present them to the class. To add an element of intrigue, pair students (one “Greek” and one “Roman”) who present clues about their society in a cryptic fashion to see if the class can guess who represents each society.

Of course, more commonly known elements—forms of government, religious identities, etc.—are eligible for this activity, but consider challenging students to delve into topics that won't be as readily known or easily deduced, such as:

- Outdoor leisure activities of common people
- Common musical instruments or themes
- Perceptions of outsiders (or in their own terms, “barbarians”)
- Games and sports
- Preferred cuisines and local vs. imported foods
- Methods and attitudes about worship (not what they believe in, but how they supplicate)

- 
- Perceptions of virtue and honor
 - Military service, armaments, and tactics
 - Gender norms and child-rearing practices
 - Attitudes about the individual, the family, and the community
 - Slavery

Note that many of these things varied across Greece from one city-state to the next, so it may be helpful to limit students to one of them.

- As a summative assessment, assign students to write a “Which Would You Rather. . .” essay in which they make an argument for their preference for either Classical Greece or Classical Rome. Require them to use what they learned from the presentations, and to acknowledge or account for aspects in which their preference may manifest a weakness.

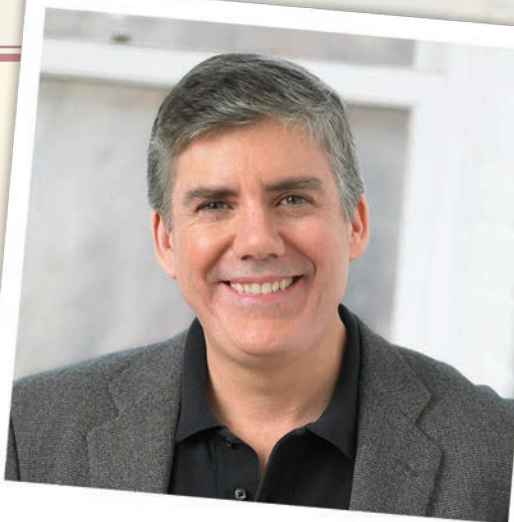
Reviewing Greco-Roman Mythology and Lore How well do your students know the myths, stories, and history of the Greco-Roman world? As a review activity, lead your classes through the following questions to assess their expertise. Develop questions that focus on identifying features of deities, demigods, literary characters, etc., that have both Greek and Roman iterations. Students must then identify each character in the proper iteration. Challenge students by emphasizing some of the less common lore from those mythologies (e.g., students may readily associate Mercury with winged feet or a winged helmet, but do they know he is also symbolized by the Caduceus—the symbol that today we associate with physicians?). Set this up as a game in a format such as *Jeopardy!* or *\$25,000 Pyramid*, or as a modified game of *Risk* with Greek and Roman teams expanding to try to conquer the world with each correct answer. Wikipedia pages are generally reliable as resources to develop questions for this activity, but *Encyclopedia Mythica* also provides reliable overviews of Greco-Roman mythology in a “Roman vs. Greek” comparative format (http://www.pantheon.org/miscellaneous/roman_vs_greek.html).

GREEK AND ROMAN ALPHABETS

LATIN ALPHABET WITH ENGLISH MATCH	
A	ah (a)
B	be (b)
C	ce (c)
D	de (d)
E	eh (e)
F	ef (f)
G	ge (g)
H	he (h)
I	ih (i)
K	ka (k)
L	el (l)
M	em (m)
N	en (n)
O	o (o)
P	pe (p)
Q	qu (q)
R	er (r)
S	es (s)
T	te (t)
V	u (oo)
X	ex (x)
Y	i Graeca (hy, yi, ye, ya)
Z	zeta (z)

GREEK ALPHABET WITH ENGLISH MATCH

A, α	Alpha (a)
B, β	Beta (b)
Γ, γ	Gamma (g)
Δ, δ	Delta (d)
E, ε	Epsilon (e)
Z, ζ	Zeta (z)
H, η	Eta (“hey”)
Θ, θ	Theta (th)
I, ι	Iota (i)
K, κ	Kappa (k)
Λ, λ	Lamda (l)
M, μ	Mu (m)
N, ν	Nu (n)
Ξ, ξ	Xi (x)
O, ο	Omicron (short o)
Π, π	Pi (p)
P, ρ	Rho (r)
Σ, σ, ς	Sigma (s)
T, τ	Tau (t)
Y, υ	Upsilon (u)
Φ, φ	Phi (ph)
X, χ	Chi (ch)
Ψ, ψ	Psi (ps)
Ω, ω	Omega (long o)



Marty Umans

ABOUT THE AUTHOR

RICK RIORDAN spent fifteen years as a classroom teacher in public and private schools in California and Texas. In 1997, he began publishing mystery novels for adults. His popular *Tres Navarre* series won the top three national awards in the mystery genre—the Edgar, the Anthony, and the Shamus. His best-selling series, *Percy Jackson and the Olympians*, started as a bedtime story for his son. Rick Riordan now writes full-time. He lives in San Antonio with his wife and two sons.

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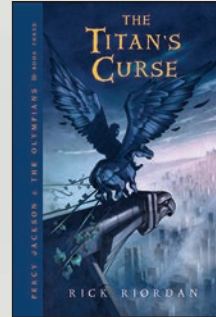
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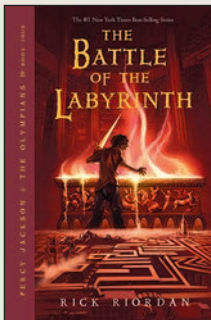
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This guide was created by Rose Brock, a school librarian and doctoral candidate at Texas Woman's University specializing in children's and young adult literature.

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