

Character Based Literacy Program

Independent Study Lesson Plan

The Adventures of Ulysses, Week 1



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What was the Trojan War and who is Ulysses?

From the following passages, what can you infer about how the Greek gods react when they become upset?

What is a northeast wind? How does it affect the environment?

What are dreams?

Who is Morpheus?

Who is Persephone?

What is hubris?

What are Cyclopes?

Who is Polyphemus?

Who is Poseidon?

Word Wall Here are vocabulary words to add to the Word Wall.

prologue (viii)	discord (ix)	piratical (x)	sentries (xii)	perils (xii)
timbers (1)	prow (1)	mast (2)	voyages (2)	booty (2)
swooping (5)	kinsmen (6)	fumes (6)	timber (7)	archer (7)
scattering (10)	repose (11)	fascinated (11)	bleak (12)	will (14)
mutiny (17)	savage (17)	whirled (19)	devoured (22)	gluttonous (26)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read *The Adventures of Ulysses* prologue-26

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Map

Follow along in the story with a map of ancient Greece adding each location where Ulysses and his crew travel.

Mythology Chart

Including the following:

Name of god	Who are they related to?	Special strengths	What are the strengths used for in the novel?
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EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Sketch

Sketch the Trojan horse. A Google Images search will provide examples for you to sketch from.

Sketch

Boats are the main mode of transportation in *The Adventures of Ulysses*. Pages 1-2 give a great description of the boats. Sketch the boat based on the description. Use precise details, words, and phrases, to describe the boats in the fleet.

Bookmark

Responsibility Requires Action is the theme of Quarter 1. Throughout *The Adventures of Ulysses* there will be a number of examples of both responsible and irresponsible behavior on the part of Ulysses and his crew. Today, begin keeping track of examples

(and page numbers) of each on your bookmarks. Include how this example shows responsible or irresponsible behavior.

Character Profile Chart

Create a Character Profile on Ulysses. Fill in the first **two** examples for today. (You will come back to this chart to fill in more as they read on.)

1. Write the name of the character in the box in the middle of the chart.
2. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
3. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

Postcard

Write home to Ithaca as if you are Ulysses describing the beautiful water nymphs and naiads. On the other side draw a visual representation of what Bernard Evslin describes on page 8.

Character Profile Chart

Complete the Character Profile chart you started yesterday. Have students fill in two more set of boxes on Ulysses character. What kind of leader is Ulysses? What character traits did he show when he struggled to move his men away from the flowers? What does it say about Ulysses that he was able to resist the flowers to save his men?

Sketch

Draw a lotus flower based off of the description on page 11. When Bernard Evslin describes the flower, he says, "it must be purple and black. But there should be one petal streaked with fire-red, the petal to make dreams." On the back, make a key of what the colors symbolize and write one dream that you have.

Open Mind Portrait

Create an OMP for Ulysses. Make a likeness of Ulysses based on the descriptions of him from the novel. What is he thinking and feeling at this point? Add 3-5 thoughts to your OMP.

Bookmark

Add your responsibility bookmark. On one side list a trait that showed Ulysses acting irresponsibly on the other show one way he could have acted more responsibly.

Character Profile Chart

Look at the character chart you created on day 3 and 4 of the lesson plan. Write a character sketch based on the information you cited from the text. Use Ulysses positive and negative character traits in your sketch. Once you are complete write a list of the 4 traits you found for Ulysses. Cite one way you can make that trait positive in your life.

Sketch

Sketch Polyphemus, the most terrifying of the Cyclops. A Google Image search will provide some great starting points for your creativity.

Open Mind Portrait

Add to your OMP for Ulysses. What is he thinking and feeling as he tried to get food for his men? As they enter the Cyclops cave and meet the giant? As they flee and he taunts him? Add 3-5 new thoughts to your OMP.

Bookmark

Add to your responsibility bookmark. How is Ulysses acting responsibly and irresponsibly? Add examples (and page numbers) of each on your bookmarks. Include how this example shows responsible or irresponsible behavior.

Discussion

Key Questions, p. viii-xii

1. How did the Trojan War begin and end?
2. What kinds of duties would a chief strategist have?
3. What did Eris do after not being invited to Thetis' wedding?
4. If you were Paris, how would you have handled the choosing of "The Fairest" between the three goddesses?
5. How does Aphrodite win "The Fairest?" What happens after this?
6. Why does it matter who is the fairest princess? How does this affect Ulysses? If you were to characterize this character trait, how would describe it?
7. What do you know about the Trojan War? Do you feel like the Trojan War was real or imagined based on the facts laid out here? What do you think the storyteller wants people to learn through the details of it?
8. If victory never comes cheap (page xii), what kinds of danger could follow Ulysses? How should Ulysses prepare for these dangers?

Key Questions, p. 1-3

1. Describe the boats Ulysses and his men sailed in. How were the boats used against enemy ships in war?
2. The author uses the ship's description to predict the problems Ulysses and his crew will face. Can you explain how he does this and how this will affect Ulysses and his men?
3. If the ship was not on a voyage, how did the ship get its power? How do you think being in battle affects the ships power and the men?
4. Do you foresee any problems with the ship or the journey since none of the men left bounty behind? What does this convey about Ulysses' leadership and his men's character? What do you predict will happen?
5. If you were on a voyage home like Ulysses, what would you need to take with you?
6. How does Ulysses' victory become a problem for him?

Key Questions, p. 4-9

1. Why did Ulysses second-guess himself when he knew what to do? How does second guessing yourself affect decisions?
2. Was it right to take advantage of a city already devastated? Why or why not?

3. What was Eurylochus true motivation to attack this city? How does Eurylochus, actions/decisions undermine Ulysses? What is your impression of him? Would you want him as your leader? Explain.
4. Is Ulysses a good leader? How could he be acting more responsibly?
5. What are the pros and cons of attacking the city?
6. Do you think the gods would be angry with either decision—to continue on their journey or to go steal from the village?
7. What actions did the men take that angered Poseidon?
8. How will Poseidon's son Aeolus affect Ulysses journey home?
9. Do you think Ulysses will learn to be more responsible if his 2nd in command is not supporting him? Have you ever encountered someone who did not want you to succeed? How did that affect you?

Key Questions, p. 10-15

1. What is repose? Why does Persephone want Morpheus to spread repose?
2. How was the lotus flower used?
3. If you were on a journey and started dreaming of home, how you would react?
4. What will happen to the men since they have had vivid dreams of their families? How could this affect the characters?
5. Do you think it will be harder for Ulysses to battle gods or the men's desire to go home? Explain.
6. Why did Morpheus allow Ulysses to dream his real dreams?
7. What did Ulysses see in his dreams?
8. Knowing what Ulysses saw in his dreams, do you think that will change how he leads his men?
9. What literary device is the author using when he divulged Ulysses dreams? Explain.
10. Ulysses is affected by many conflicts in the novel. Name one type of conflict. Who or what does it involve? Explain.

Key Questions, p. 16-26

1. How did the Cyclops end up on the island? How would you classify the Cyclops? Ulysses has met many gods, how has their fate been similar? What happened to them? Explain.
2. What does the Cyclops use to lure the men into the cave?
3. How will preying on the men's basic instincts benefit the Cyclops?
4. If you were on Ulysses crew would you try to heed his warning or follow your instincts? Can you heed warning if your basic needs are not met? What do you consider are basic needs?
5. Why does Ulysses tell the Cyclops that his name is "Nobody"?
6. Responsibility requires action. Does Ulysses show responsibility for his men in the cave? Outside on the ship? Can you think of ways that he could act more responsibly?
7. *The gods honor courage but punish pride.* How do you think that acting prideful will affect Ulysses and his men?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. viii

"The adventures of Ulysses begin many years before the opening of this book. He was the master strategist of the Greek forces in their war against Troy, the war that started with an apple, ended with a horse, and was fought by a thousand kinds for the love of a single woman" (p. viii).

Writing Prompt

Quite a bit of information has been packed into this introductory paragraph and prologue. Consider the word adventure. How would you define an adventure? Write one sentence that details your description of an adventure.

Using your definition of an adventure write a one-paragraph narrative that details an adventure that you can imagine. Engage your reader by setting out a problem, situation, or observation. Use narrative techniques to develop your experience. Sequence the events to build on one another to create your experience. Use sensory language to create a picture of your experience.

Final Writing Product

Front page article (Day 1 of the lesson plan)—Highlight the reason behind the Adventures of Ulysses. Utilize information in the prologue of the novel. As you write: answer the five questions Who? Where? What? Why? When? How? This main story can tie into your other

Key Paragraph, p. 3

"This greed for treasure caused many of his troubles at first. But then troubles came so thick and fast that no one could tell what caused them; hardships were simply called bad luck, or the anger of the gods. But bad luck makes good stories" (p. 3).

Writing Prompt

Bad luck does make good stories. However, sometimes bad luck isn't really bad luck at all, but the natural consequence or reaction to some previous deed or action. Based on what little you know about Ulysses so far, make a guess as to whether the bad things that are going to happen to Ulysses over the next ten years are attributable solely to bad luck or if he is somehow responsible.

Think of a time that you were held personally responsible for something and through bad luck or bad choices you had to give up your responsibility. Engage your reader by setting out a problem, situation, or observation. Use narrative techniques to develop your experience. Use a variety of techniques to build on and increase your sequence of events. Use precise words and phrases to convey vivid pictures and experiences. Provide a conclusion that follows form and reflects on that is experienced.

Key Paragraph, p. 6 and 7

"Ulysses' men were full of food and wine, unready to fight, but he had posted sentries, who raised a shout when they saw the Ciconians coming down from the hills in

the moonlight. Ulysses raged among his men, slapping them with the flat of his sword, driving the fumes of wine out of their heads. His great racketing battle cry roused those he could not whip with his sword” (p. 6).

“Ulysses chose two of his strongest men and bade them lift a thick timber upon their shoulders. He sat astride this timber, high enough to shoot his arrows over the heads of his men. He was the most skillful archer since Heracles. He aimed only at the chariot horses, and aimed not to kill, but to cripple, so that the horses fell in their traces, and their furious flailing and kicking broke the enemy’s advance” (p. 7).

Writing Prompt

Above are two key quotations from the text that demonstrate leadership qualities possessed by Ulysses. Please refer to the attached character analysis worksheet. The quote on page 6 demonstrates the leadership quality motivation.

Decide what quality is demonstrated by the quote from page 7 and place it in the appropriate box.

Choose one of the character traits that you can relate to the most that Ulysses possess. Write a narrative that details this trait in your life and how you use it. Engage your reader by setting out a problem, situation, or observation. Establish your point of view. Use narrative techniques to develop experiences and characters. Use a variety of techniques to build sequence. Use descriptive language to convey a vivid picture of events. Provide a conclusion that follows form and reflects on what is being experienced.

Key Paragraph

“But he could not put them down; his hand would not obey him. Exerting all the bleak force of his will, he grasped his right hand with his left—as if it belonged to someone else—and one by one forced open his fingers and let the flowers fall”

Writing Prompt

Above is a textual example of Ulysses’ determination to save himself and his men. Locate one more example from pages 14-15. Copy it onto your character analysis worksheet from yesterday. Then, write examples about Ulysses’ will and determination as a leader, referencing both the example above and the one you wrote on your worksheet.

Think of a time you showed great strength and determination (real or imagined). Write a one-paragraph narrative in which you describe the situation. Engage and orient your reader by setting out a problem, situation, or observation. Use narrative techniques to develop your experiences. Use a variety of sequence events to build upon your timeline. Use precise words and phrases to show the reader what you want them to experience. Provide a conclusion that follows form and relevant on what is experienced.

Final Writing Product: Feature Story

Write a feature story that highlights the story of The Lotus Eaters, specifically Morpheus. Be sure to answer the 5 questions.

Who was involved?

Where did it take place?

What happened?
When did each petal represent?
What did Morpheus see in Ulysses dreams? (Use narrative format).

Key Paragraph

“Haul anchor, and away!’ Cried Ulysses. And then called to the Cyclops: ‘Poor fool! Poor blinded, drunken, gluttonous fool—if anyone else asks you, it is not Nobody, but Ulysses who has done this to you.’”

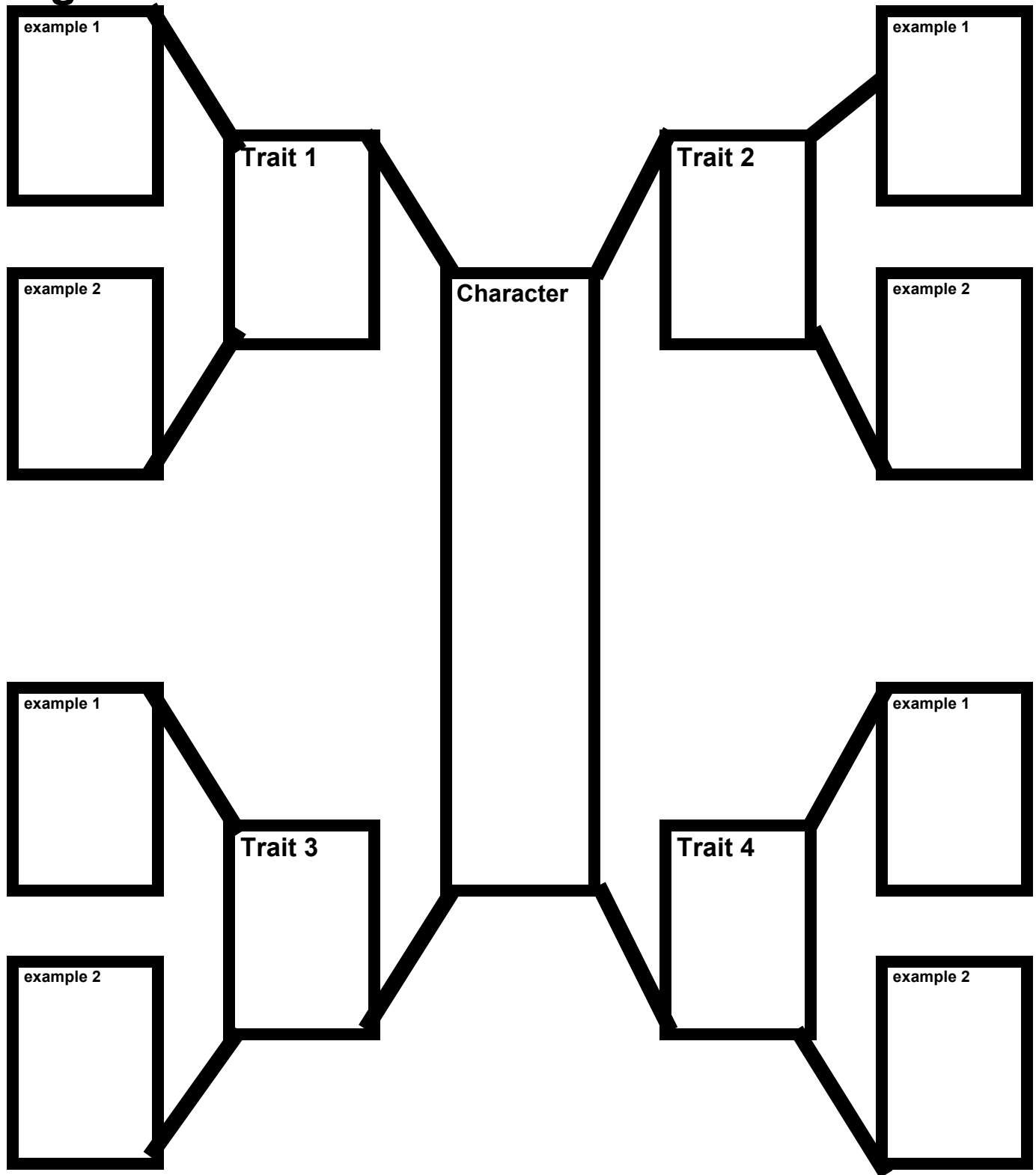
But he was to regret his final taunt. *The gods honor courage but punish pride.*

Writing Prompt

In taunting Polyphemus as he made his escape, it is suggested that Ulysses may have made a grave mistake. Copy the above quote onto the final space on your character analysis worksheet. Decide what trait it demonstrates in Ulysses. Does the fact that Ulysses possesses negative character traits make him unfit to be a leader or a hero? Why or why not?

We all have strengths and weaknesses as leaders. Sometimes our strengths and weaknesses are one and the same. Write a one paragraph narrative in which you experienced a weakness hindering when you were trying to make a good decision. 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

4g6 Character Profile Chart



Character Based Literacy Program

Independent Study Lesson Plan

The Adventures of Ulysses, Week 2



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is a demigod?

What is pride?

What is greed?

What is irony?

What is dramatic irony?

Who was Circe?

What is deception?

Are the responsible choices we make in life typically the easiest?

Word Wall Here are vocabulary words to add to the Word Wall.

helm (27)	shroud (28)	demigod (29)	skirmishing (31)	squabble (32)
beckons (33)	unwittingly (34)	sheath (35)	armlets (36)	curiosity (37)
tattered (41)	fatigue (41)	paled (43)	foliage (44)	brutal (45)
moored (48)	skiff (48)	deign (49)	fawned (52)	swine (55)
swooning (56)	oath (57)	enchantment (65)	immortal (66)	prophecy (69)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read *The Adventures of Ulysses*, p. 27-70

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Map

Add today's locations to the map.

Mythology Chart

Add to the mythology chart.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Sketch

Sketch Aeolus, Keeper of the Winds, as he is described on pages 29-30.

Comic Strip

Make a comic strip based on the middle of page 31 to the end of page 32 when Ulysses tells Aeolus of all his travels since leaving Ithaca. Make each adventure a separate panel on the comic strip.

Open Mind Portrait

Add new thoughts to your OMP. What is Ulysses thinking and feeling as he tells the tales of his adventures? As he is given the gift of the winds? Once he realizes that his men released the winds and they were being blown away from home?

Character Profile Chart

Start a new chart of character traits for Ulysses. Add a new trait. Cite examples from the reading.

Postcard

In today's reading, Ulysses and his crew get close enough to their home of Ithaca that they can see their homes and the smoke from their fires only to be blown all the way back to the Island of the Winds. Write as if you are Ulysses to his wife and describe

today's adventure and how close you were to coming home. On the other side draw a visual representation of the day's reading.

Open Mind Portrait

Add bubbles to your OMP of Ulysses.

Bookmark

Add 1-2 examples (and page numbers) of responsible or irresponsible behavior.

Cartoon

Create a cartoon of the events of this chapter. Take a blank piece of paper and fold it so that it has 6 squares. You can use the timeline to sequence the events.

Alliteration Menu

Create a restaurant menu to go along with today's reading. Name your restaurant and illustrate the menu, including where is it located, contact information, and prices.

Example: Crazy Cannibal Café serving Slow Sailor Stew, Crispy Crunchy Captains and Poseidon Popsicles.

Open Mind Portrait of Circe

Why do you think Circe bathes, clothes, and feeds the crew only to turn them into pigs? What is going on in her mind? Add 5-7 thoughts to her OMP

Sketch Circe

Pages 53-54 provides descriptions of what Circe looks like.

Bookmark

Add examples (and page numbers) of responsible and irresponsible behaviors.

Open Mind Portrait

Finish the Open Mind Portrait of Circe you began yesterday. Review today's reading. How does Circe feel about Ulysses and his ability to not fall under her spells? What changes does she make? What is going on in her mind? Add 3-5 new thoughts to your OMP.

Sketch

Sketch the moly flower that Hermes gave to Ulysses. It is described on page 59.

Postcard

Pretend you are Ulysses and you have to leave an island paradise and go to the Land of the Dead prior to returning home. Write a postcard home sharing your dilemma. On the front draw a picture of what the island looks like now.

Discussion

Key Questions, p. 27-33

1. Why does Ulysses end up on this island?

2. Does Ulysses have a responsibility to his men to stay physically, mentally, and emotionally strong? Should he trust others? Can he do it all alone?
3. During this time period, why do you think people would be scared of the winds and ask the gods to tame them? What would you compare the winds to in modern times?
4. How did Aeolus treat Ulysses and his men?
5. What does Ulysses do at dinner with Aeolus?
6. Aeolus, the keeper of the winds, is impressed by Ulysses' tale and offers him anything. What do you think that Ulysses should ask the demigod for?
7. What does Aeolus promise Ulysses?
8. Why can't Aeolus give Ulysses more wind to get him back home?
9. What techniques or format does the author use to keep the reader engaged?
10. Historically, how were these types of stories or adventures used?

Key Questions, p. 33-40

1. How could Ulysses have guarded the winds more closely?
2. What did the men think that Ulysses had in the bag? Why don't the men believe their leader? How can one person and their beliefs affect others for the positive and for the negative?
3. Why did Poseidon get involved?
4. Should Aeolus help Ulysses after he lost the winds? How would you classify Aeolus character?
5. How does the men's greed continue to affect their journey home? What is their goal? Why can't they see it? What trait is Ulysses lacking if he can't lead his men in the same direction?
6. If you were Ulysses at this point what would you do? Explain.
7. Is there a way for Ulysses to get his men home safe?

Key Questions, p. 41-46

1. If you were a traveler and needed to rest, what qualities would you look for in a resting place?
2. Ulysses has lost three men to the tree. What should he fear?
3. Is it responsible for Ulysses to risk his life in order to find the men?
4. Ulysses cries for his men to return to the ships, "Ulysses did not loose his wits." How will keeping a sound mind help save Ulysses and his men?
5. In this type of battle, what quality or trait do you think is needed most?
6. Ulysses kept one ship in the harbor how does that show wisdom?
7. The author is very descriptive of the sky and colors. How does this impact the tone and mood of the reading?
8. How is this island similar or different to other islands Ulysses has been on?
9. What lesson or big idea is the author trying to impart on you through this story?

Key Questions, p. 47-55

1. How can the island help Ulysses and his men?

2. The island has food that could save Ulysses and his men. Do you think they will take what they need or will greed get a hold of them again? Can greed be stopped?
3. What is the difference between greed and need? Can Ulysses help his men only work for their needs and not their wants?
4. If you had been greeted by the “friendly” beasts, would you have seen them as a warning?
5. What kind of spell did Circe put on the men? What do you notice about Circe?
6. Why is Ulysses carefully checking things out before he makes a move?
7. What do the men at the castle encounter? Is it good or bad? Why?
8. Have you ever been fooled by someone into thinking one thing, then have the truth turn out to be completely different than what you believed? Is it a responsible concept to be deceitful?
9. What conclusion can you draw from today’s reading?

Key Questions, p. 56-70

1. What do you think will happen to Ulysses’ men?
2. Ulysses gave Eurylochus a choice to stay with the ship or investigate the island. Why do you think he chose to investigate? Was Eurylochus thinking of himself or the crew? Explain.
3. What trait does Eurylochus display the most? Does he help or hinder Ulysses as he tries to lead the men?
4. What message does Hermes bring for Ulysses?
5. “Blood is thicker than water.” What do you think this means? How will it affect the outcome of Ulysses’ journey home?
6. What commitment does Ulysses want from Circe?
7. How is Circe trying to keep Ulysses and his men on the island?
8. What does Circe do to her husbands as they age? How does she decide what animal they should be? What animal would represent you? Why?
9. Ulysses is faced with a challenge. He can forget all thoughts of home and stay in paradise or he can continue his journey that will be very risky and life threatening? What do you think he chooses to do? What would you chose to do.
10. What does Circe value? What is the significance of her weaving?

EXTEND

Write Write a short product based on today’s prompt to connect to the unit theme.

Key Paragraph, p. 31

“Yess-s-s...” said Aeolus. ‘You are bold enough. Too bold for your own good, perhaps. But you have caught my attention, captain. I am listening. Tell on...’” (p. 31).

Writing Prompt

Ulysses is clearly a bold leader, but is he too bold? Will his pride and daring prevent him from ever getting home? Think about times in your life that you have been

bold, daring, and strong (maybe in a sport, job, school activity, community). How did those traits help or hinder you from success?

Write a one-paragraph narrative in which you share how being bold, strong, and daring helped or hindered you in a situation. 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Key Paragraph

“And Ulysses, heartbroken, almost dead of grief, tried to hide his feelings from the men; he stood on deck, barking orders, making them mend sail, patch hull, rig new spars, and keep rowing. He took the helm himself and swung the tiller, pointing the bow westward toward home, which, once again, lay at the other end of the sea.”

Writing Prompt

Today was a very difficult day for Ulysses. He was within an hour of his home of Ithaca then blown all the way back to Aeolus and the Island of the Wind. As the chapter ends, a sad Ulysses gets back to the work at hand of making his way home and leading his crew. This quarter's theme is Responsibility Requires Action. Review the definition for the unit and re-read the key paragraph. Think about responsibility in your life. How do you make responsibility an active choice in your daily activities?

Write a one paragraph narrative about one thing you are totally and completely responsible for. 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Key Paragraph

“Of the three ships that had gone in, only one sailed away. Of the three crews, but one was left. The others having gone down the gullets of the giants who lived on that strange island where night hounds the golden stag of the day across the indifferent sky.”

Writing Prompt

One can only imagine how Ulysses must feel at this point. When you are a leader, you are responsible for those you lead. Pretend you are Ulysses and, in a paragraph, explain how you feel about having lost so many men. Describe your feelings and lay out your plan for what to do next.

There are times that you may fail along the way but that doesn't mean you are a failure. Just that you have to try again. Think of a time that success didn't come easy. Write a narrative in which you describe that one moment in time. **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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**

Key Paragraph, p. 51

"Next morning he awakened his men and divided them into two groups, one led by himself, the other led by Eurylochus. He said to Eurylochus: 'There is a castle on this island. We must find out who lives there. If he be friendly, or not too strong a foe, we will stay here and hunt and lay in water until the hold be full; then we will depart. Now choose, Eurylochus. Would you rather stay here with your men and guard the ship while I visit the castle—or would you rather I keep the beach? Choose'" (p. 51).

Writing Prompt

Up until this point, Ulysses has made all of the decisions. Why do you suppose, in this instance, Ulysses offered his second in command a choice? Think about a time you have been given an opportunity to make a choice in a leadership position (job, school, family, or community).

Write a one paragraph narrative in which you share the choice you were given, how it affected you, and why you made the choice you did. 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Key Paragraph, p. 60

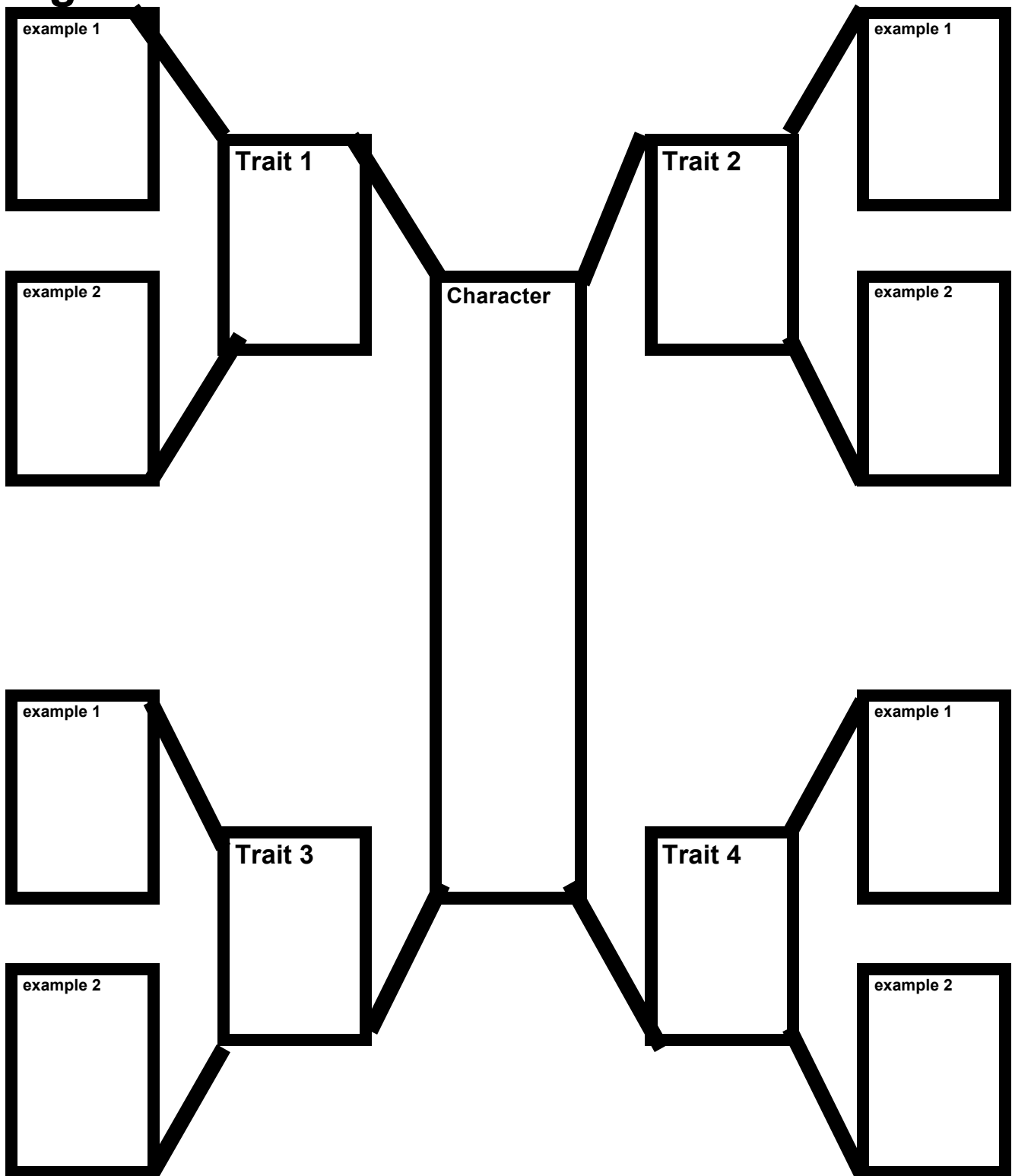
“If you choose, you can remain here with me and make this island a paradise of pleasure. If not, you must resume your voyage and encounter dangers more dreadful than any you have seen yet. You will watch friends dying before your eyes, have your own life imperiled a hundred times, be battered, bruised, torn, wave-tossed, all this, if you leave me. But it is for you to decide” (p. 60).

Writing Prompt

That seems to be a difficult choice: Love, comfort, and safety on one hand, adventure, victory, and danger on the other. There are times we are faced with choices that are extremely difficult. Think of a time you faced a challenge or choice that seemed dreadful. This can be real or imagined involving school, your community, friends, or work.

Write a one paragraph narrative in which you describe the challenge or choice you faced. Who did it involve? Engage your reader by setting out the problem, situation or observation. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

4g6 Character Profile Chart



Character Based Literacy Program

Independent Study Lesson Plan

The Adventures of Ulysses, Week 3



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is Tartarus?

What are Sirens?

What is a whirlpool?

What is insubordination? Where is insubordination most prevalent?

Who is Calypso?

Word Wall Here are vocabulary words to add to the Word Wall.

helm (72)	disembark (75)	wrath (76)	sage (76)	venerable (80)
skirt (82)	port (84)	vengeful (85)	rawhide (87)	fearsome (90)
insatiable (93)	greed (93)	bade (93)	dumfounded (93)	lurking (93)
underchiefs (96)	counsel (96)	fated (98)	cunning (99)	vortex (104)
grotto (107)	hearth (108)	interlude (109)	courtship (111)	tapestry (111)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read *The Adventures of Ulysses*, p. 71-115

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Map

Add today's locations to the map.

Mythology Chart

Add to the mythology chart.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to Ulysses' OMP. What was he thinking while hearing the ghosts describe the future of his voyage home to Ithaca? Add 3-5 new thoughts to your OMP.

Sketch

Sketch The Land of the Dead either when Ulysses was sailing downhill on the black river in the dark or meeting with any of the ghosts.

Bookmark

Add to your responsibility bookmark. Cite an example of responsible behavior and irresponsible behavior.

Sketch

Sketch the Sirens based on the description on pages 77 and 89. You can use this to write a character sketch.

Open Mind Portrait

Add to your OMP for Ulysses. What is he thinking as he leaves the Land of the Dead? As he gives his men instructions? As he sees the Sirens? Add 3-5 new thoughts to your OMP.

Responsibility Bookmark

Add to the Responsibility bookmark based upon today's events. Add and cite examples of responsible and irresponsible behavior.

Cube

Cube each of the two monsters, Scylla and Charybdis. Use the 4c12 Cubing Who, What, When, Where and Why, cube to detail the background of each monster. Use this cube to write descriptions of each of the monsters.

Sketch

Sketch a visual representation of each monster. Pages 79, 92 & 93 have excellent descriptions of each. Construction paper could be used to make a great painting or collage.

Bookmark

Add to your bookmark for Ulysses. In what ways is he acting responsibly or irresponsibly? Cite examples from the text.

Restaurant Menu

The Cattle of the Sun offer lots of opportunity for a creative menu (pgs. 98-101). Name the restaurant, create the menu, and illustrate the menu cover. Include menu items for today's reading, including price and pictures, location, and contact information.

Open Mind Portrait

Add to your OMP for Ulysses. What is he thinking and feeling when his men willfully disobey him? As he tries to escape? As he ends up alone? Add 3-5 new thoughts to your OMP.

Sketch

Sketch either the grove Ulysses slept in when he first landed on Ogygia or Calypso as described on page 107.

Open Mind Portrait

Add to your OMP for Ulysses. What is he thinking and feeling as he recovers on a wonderful island? As he sees his wife and son? As he learns about his home? Add 3-5 new thoughts to your OMP.

Discussion

Key Questions, p. 71-81

1. Ulysses is instructed to go to Hades to be advised by wise ghosts. Who do you think will come to advise Ulysses?
2. If you could be visited by a wise ghost, who would you want to visit you? What would you want to know?
3. Do Ulysses' men have a right to not trust him? How does trust affect others and their decisions?
4. What is the definition of a responsible leader? Does Ulysses qualify?
5. What advice does Achilles give Ulysses?
6. What does Ajax believe will happen to Ulysses and his wife?
7. What does Elphanor want Ulysses to do for him?
8. Elphanor describes two monsters that Ulysses will meet—do you think he gives good advice on how to get through the channel? Explain why Elphenor is willing to assist Ulysses?
9. What ghost do you think gives Ulysses the best advice? Why?

10. How does the author transport you from an Island Paradise with Circe to the Land of the Dead? What changes in the text?
11. Elphenor fell off the ship. He informs Ulysses that he will be troubled by his death. What does Elphenor want? How will this help make amends?

Key Questions, p. 82-90

1. Does Ulysses start to doubt the ghosts? Why? What does this conflict represent?
2. What is the tone of the novel at this point? How does this affect the reader?
3. Do you think Ulysses should just listen to the ghosts? Why or why not?
4. Do you always listen to the advice people you respect give to you? Why or why not? What would happen if you always took the advice of others?
5. Can fate be changed? How could Ulysses start to change fate? Are there steps he should be taking? Explain.
6. What defenses does Ulysses use against the sirens?
7. How do sounds affect the moods of people? Give examples.
8. What does Ulysses see when he finally gets to the Sirens? How does what he sees change his attitude?
9. Ulysses changes his ability to withstand the Sirens when he sees them instead of hearing them. Can we change our reactions to events if we see them for ourselves versus hearing about them from others? Explain. Why is it easy to react based on what we hear from others?
10. Can the basic definition of responsibility help us not “listen” to others?

Key Questions, p. 91-95

1. Scylla and Charybdis each have had punishment/powers given to them by Zeus. What happened to them so they got their powers?
2. What can they possibly do to harm Ulysses?
3. If you had to choose between the two monsters, who would choose and why?
4. How did Ulysses misjudge the distance between the two monsters? Can you plan for everything that might go wrong in a situation? What is the best way to plan for difficult situations or people?
5. Once the men were eaten, how did Ulysses continue to motivate his men and get them to save themselves?
6. What qualities do leaders possess to continually motivate others during major adversity? Can you predict every outcome?
7. Is Ulysses right to motivate his men to save themselves or should they be worried about those who were thrown overboard? Can you save everyone all the time? Explain.
8. The men have not been as doubting of Ulysses. What has changed for him and for the men? Explain.
9. What is the author trying to convey in this story?

Key Questions, p. 96-105

1. Do you think Ulysses and his men will heed the warning and not eat the goats?

2. The men have been warned and threatened to be killed if they go near the cattle. Why would they choose to disobey? If you had to choose a crew to be with would you choose Ulysses crew? Why? What other options do they have?
3. What basic need is not being met? How can Ulysses change this?
4. Should Ulysses be concerned about his men and their welfare? Why?
5. Do the men seem to learn and change their behavior? What is stopping them from changing?
6. How would the novel change if the men changed their behavior? Do you think they are believable characters?
7. What responsible action would you take if you were Ulysses? Explain.
8. Is it the duty of the leader to describe or share the positive and negative effects of a situation before asking your team to make a choice?
9. Why does Eurylocus try to get Ulysses to eat with the men?
10. How did the god retaliate against Ulysses and his men?

Key Questions, p. 106-115

1. Do you think that home is where you dwell? What makes a home a home?
2. How does Calypso know of Ulysses journeys?
3. Why does Calypso want to keep Ulysses on the island with her?
4. After learning the gods are taking Ulysses from her, how does Calypso act?
5. Describe how you think Poseidon will react when he learns Ulysses is heading home.
6. Are there similarities between Calypso and Circe?
7. What does Ulysses do to find out about his home and family?
8. Given the choice of remaining on the island as an immortal and going home to be with family, what would you choose? Why?
9. Has the mood changed in the novel? Explain.
10. What would you consider Ulysses' main goal? Has his goal changed or waived? Explain.
11. Could he have used different traits to help him achieve his goal? What is missing from his character as a leader?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 79

"You tricked me, Ulysses," he said. "When great Achilles here fell on the field of battle, you claimed his golden armor by craft, when I should have had it, I ... I... You took the golden armor that my heart desired and drove me mad with rage, so that I butchered cattle and captives, and then I killed myself. I hate you, sly one, and have this bad news for you: If you ever do reach Ithaca, you will find your wife being courted by other men, your son a captive in your own castle, your substance devoured" (p. 79).

Writing Prompt

In this chapter, we encounter several characters on the Island of the Dead. Some claim they are Ulysses' friends. One, Ajax, claims to have been wronged by Ulysses. It

has been stated that Ulysses' fate is connected to his previous actions. Do you think Ulysses could change his fate and the fate of his men if he offered to make it up to Ajax? What if he did the same with the Cyclopes? Do you think this would change his fate? Chose one character and write a dialog of what he might he say to each?

It is hard to ask forgiveness. However forgiveness is something that we all have an opportunity to ask. Think of a situation (real or imagined) that you had to ask for forgiveness. Write a narrative in which you describe the situation and who was involved. Pay close attention to the dialog for your apology. **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. Use narrative techniques, such as dialogue, description, reflection, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**

Key Paragraph, p. 85

"I see that I can avoid nothing that was foretold. I cannot bear southward around the Isle of the Sun where lurk the demons and the monsters I have been warned against but must speed towards them as swiftly as toward a rendezvous with loved ones. These rocks shepherd me" (p. 85).

Writing Prompt

In the above paragraph, Ulysses realizes that it is pointless to try to avoid the prophecies he received on the Island of the dead. He realizes he must face this adventure and his foes head-on.

Think about a time that you had to address an unavoidable issue (real or imagined). Write a narrative in which you describe the scenario. 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Final Writing Product: Arts and Leisure

Write a narrative that highlights the music from the novel. Specifically the Sirens or Nausicaa. Use information below to highlight the Sirens. You can also use the snippet from Oh Brother Where Art Thou. How do the sirens affect the men? How can music affect people?

<http://www.greekmythology.com/Myths/Creatures/Sirens/sirens.html>

<https://www.youtube.com/watch?v=FXpRxzmawjw>

Writing should be in narrative format.

Key Paragraph, p. 95

“From where he sat, he could see Scylla’s rock. He could see her squatting at the door of her cave. He saw her plainly, stuffing the men into her six bloody mouths. He heard the shrieks of his men as they felt themselves being eaten alive” (p. 95).

Writing Prompt

In this chapter, Ulysses had to make some difficult leadership decisions. It was almost inevitable that he would lose some men. The decisions he made helped to decide how many.

There are times you have to suffer a loss or two in order to find success. (examples—a patient might have to have a limb amputated to get rid of a disease, you might have to give up a fun activity to be successful in school, you might have to have a decision to get rid of friends (bad influences) to save yourself or a relationship).

Think about a time that you had to sacrifice something you valued in order to find success somewhere else. Write a narrative that details that experience. 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Key Paragraph, p. 99

“For thirty days the strong south wind blew, keeping them beached. Finally, one night when Ulysses was asleep, Eurylochus secretly called the men together, and said, ‘Death comes to men in all sorts of ways. And however it comes, it is never welcome. But the worst of all deaths is to die of starvation. And to be forced to starve among the herds of fat beef is a hellish torture that the gods reserve for greatest criminals. So I say to you men that we must disregard the warning of that meddlesome ghost, Teiresias, and help ourselves to this cattle. We can do it now while Ulysses sleeps. And if indeed the Sun-Titan is angered and seeks vengeance—well, at least we shall have had one more feast before dying’” (p. 99).

Writing Prompt

Eurylochus made a decision that went against Ulysses’ orders. Do you think he was right in defying his leader? Do you think the men could have chosen to make their own decision?

Think of a time that you had to disobey a direction (real or imagined) this could have been on a sports team, at work, school, or at home. Write a one paragraph narrative in which you engage and orientate the reader by setting out a problem, situation, or observation. Use narrative techniques to tell your story (dialog, pacing, and description to develop the experience. Use precise words and phrases, telling details, and sensory language to show a vivid picture of the

event. Provide a conclusion that follows form and reflects on what is experienced.

Final Writing Product: Obituary

Write an obituary for Eurylochus Use the following format to help you gather your thoughts and put information together on Eurylochus. Think about his character throughout the novel. Did he act responsibly?

Template how to write an obituary:

<http://obituaryguide.com/template.php>

Key Paragraph, p. 114

“...he realized that Calypso had laid a magic veto upon scenes of home. And this, instead of making him forget, made him more eager than ever to know what was happening to Telemachus and Penelope” (p. 114).

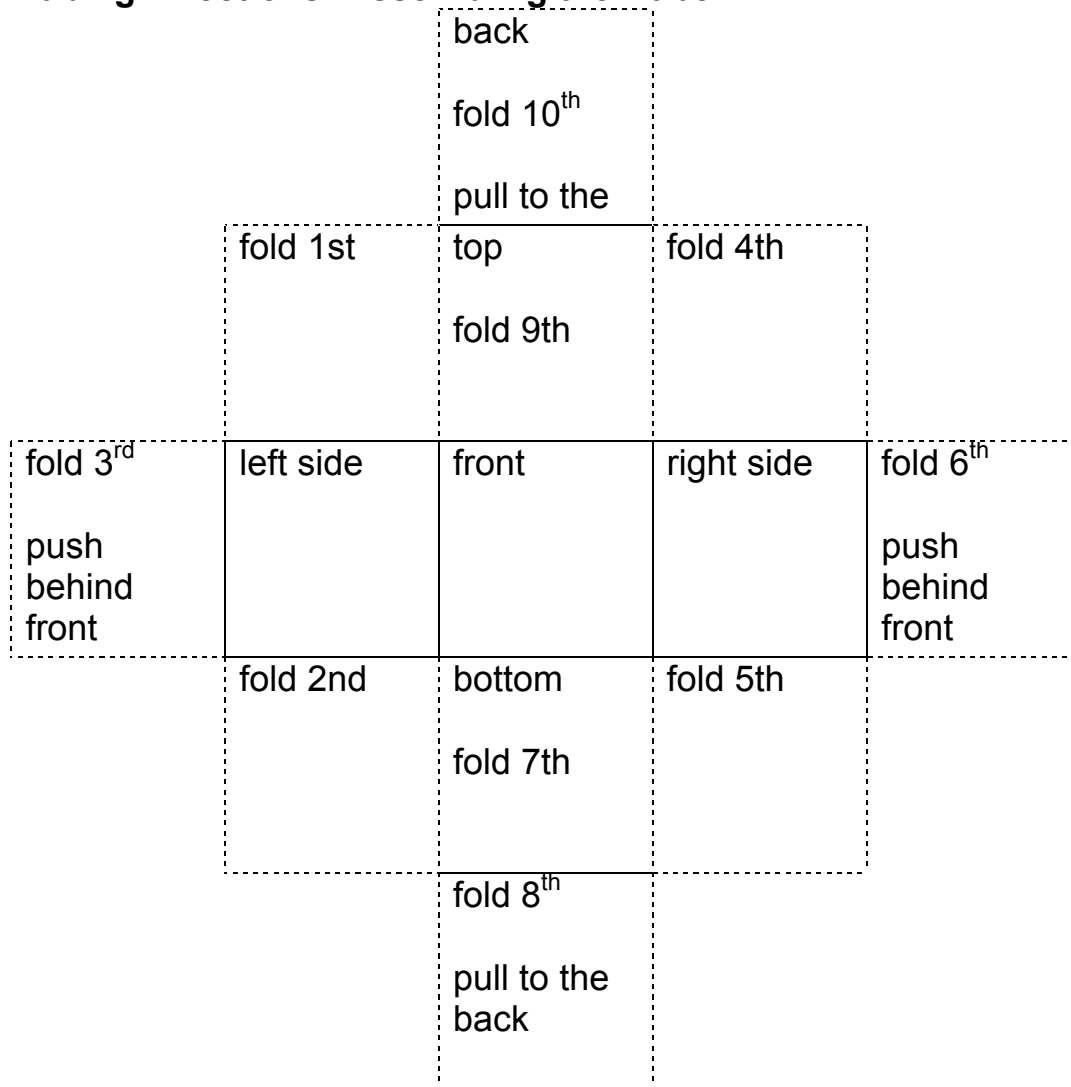
Writing Prompt

Ulysses is strong and safe on a beautiful island surrounded by everything he could want. However, the more he is not supposed to think of home, the more he longs to be there.

Think of a time in your life that you wanted to be home—or someplace like home (real or imagined) more than anything else you could think of.

Write a one-paragraph narrative in which you engage and orientate your 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

2c12 Cubing Directions: Assembling the Cube



1. Answer the question in each un-shaded box.
2. Cut out the cube on each dotted line – do not cut any solid lines.
3. Crease each solid line back to make it easier to fold.
4. Put a little paste, glue, double-sided tape or a drafting dot on each shaded square. Do not get paste or glue on the un-shaded squares.
5. Carefully fold the squares in the order specified sticking squares to pasted surfaces underneath as you go.

4c12 Cubing Who, What, When, Where, Why

				Name					
				Who					
		What		When		Where			
				Why					

Character Based Literacy Program

Independent Study Lesson Plan

The Adventures of Ulysses, Week 4



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is fate? What is destiny? Do you believe in them?

What are Nereids?

What is hospitality? What is etiquette?

What are some characteristics that define a loyal person?

What is strategy?

Word Wall Here are vocabulary words to add to the Word Wall.

shroud (116)	immortal (119)	plight (121)	grudge (121)	lyre (122)
distinguished (138)	ruffian (139)	suppliant (139)	prudence (140)	cudgel (141)
fetch (138)	oracle (138)	ruffian (139)	cudgel (141)	curse (141)
perilous (148)	slain (148)	tunic (148)	siege (150)	gluttonous (151)
chamber (161)				

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read *The Adventures of Ulysses*, p. 116-173

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Map

Add today's locations to the map.

Mythology Chart

Add to the mythology chart.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Venn Diagram

The last two days we have read about Calypso. Previously you read about Circe. Fill out the 6g6 Venn Diagram Chart of these two goddesses that Ulysses spent time with during his adventure. You can use the diagram to write a compare and contrast paragraph.

Sketch

Sketch Hermes finding Calypso singing on the beach with dolphins dancing on their tails.

Bookmark

Add to your bookmark. Cite examples of responsible and irresponsible behavior.

Bookmark

Add to your Responsibility bookmark. How is Ulysses showing responsible actions or irresponsible actions?

Sketch

Sketch Ino as she is described on page 126.

Open Mind Portrait

Add to your OMP for Ulysses. What do you think he is thinking and feeling as he escapes? As he is washed ashore? As he is found? Add 3-5 new thoughts to your OMP.

Open Mind Portrait

Add to your OMP. What is Ulysses thinking as he starts to compete in the games? As he hears the tales of his adventures in song? As he is given a ship to return home in? Add 3-5 new thoughts to your OMP.

Poster

Create a poster announcing the banquet hosted by King Alcinous on Phaeacia. In honor of Ulysses, games will be played, food will be served, and musical entertainment will be provided by Nausicaa. (see page 139-44)

Bookmark

Add to your bookmark. In what ways is Ulysses acting responsibly? Irresponsibly? Cite examples from the text.

Open Mind Portrait.

Add to your OMP for Ulysses. What is he thinking and feeling as he returns home? As he learns what has happened to his home? When he sees his son for the first time. Add 3-5 new thoughts to the OMP.

Cube

4c12 Cube Ulysses' plan as it is explained to Telemachus and Eumaeus.

Plot Profile Chart

Start a plot profile chart for today's reading. Choose 5 events you feel are significant. Using a scale of 1-10 rate their intensity.

Travel Brochure

Create a tri-fold travel brochure showing the many people, gods and monsters Ulysses comes into contact with and all the great places that he visited and lived:

- Troy, the Ciconians, Lotus-Eaters, Polyphemus and the Cyclops,
- Aeolus and the Island of the Winds, giant cannibals,
- The lovely Circe, Calypso, Ino and Nausicaa
- The trip to the Land of the Dead,
- Avoiding the Sirens, Sylla and Charybdis

Open Mind Portrait

Complete your OMP for Ulysses. What is he thinking and feeling as he sees his wife for the first time? As he competes in the contest? As he fights side-by-side with his son? Add 3-5 new thoughts to your OMP.

Bookmark

Complete your bookmark. Add actions or deeds that show responsibility in today's reading.

Plot Profile Chart

Complete the PPC you started yesterday. Choose 5 events from today's reading which were significant. Rate them on a scale of 1-10 based on their intensity. Use this chart to summarize the reading.

Discussion

Key Questions, p. 116-123

1. If you were offered the gift of immortality, would you take it?
2. Calypso has shown Ulysses his future, but he does not seem bothered by his fate. Would you want to see your future? Would seeing your future change how you act today?
3. How does the author make you feel about Ulysses? Does he lead you to be compassionate or not? Explain.
4. How does Calypso feel about the gods allowing Ulysses to go home? Why does she feel this way?
5. What do you think Poseidon will do when he finds out the gods have allowed Ulysses to return home?
6. Ulysses has been through many trials. Do you think that Ulysses has paid for his bad decisions?
7. What conclusion can you draw about the gods? Are they fair and just? Explain.
8. How do you measure being responsible? Is it the same for everyone? How do you increase your ability to be responsible?

Key Questions, p. 124-135

1. Why would Ino help Ulysses with her veil?
2. Was it a good decision for Ulysses to send the veil back to Ino or should he have kept it for protection? Is it more important to save yourself or be a person with honor who can be trusted? Could he have done both? Explain.
3. Does the author want you to have compassion for Ulysses? If he was your friend what would you tell him? What are your responsibilities as a friend?
4. What do you think Nausicaa will find on the river?
5. If you found a strange traveler would you take him back to your home? Why does she want to know more about him? How can you tell if someone is genuine or not?
6. What is it about Ulysses that makes him believable?
7. Do you think that Nausicaa will help Ulysses?

Key Questions, p. 136-146

1. Will the oracle's vision convince Ulysses to stay on the island?
2. Why shouldn't the king kill Ulysses?
3. How will killing Ulysses benefit the king's men?
4. Do you think the gods will haunt Ulysses if he does not share his name?
5. How does the Nausicaa learn her guest's name? Do you think this will help him in his future? What choice does she make for her future?
6. The women characters in the novel have been extremely independent. Historically, does that make them believable? Likeable?
7. Would you follow your destiny if it was full of trials?
8. If you are responsible will you have a life without trials? Is there a way to live life without adversity? Elaborate?
9. Why does Ulysses give up all of the good on his journey to get home?

10. What happens as Ulysses leaves the harbor?
11. Does Ulysses realize the impact he has had on others? Does being responsible mean you only think of others or do you have to consider others?

Key Questions, p. 147-160

1. Ulysses returns to Ithaca a hero. Why would he choose to go home dressed as a beggar?
2. Why does Eumaeus choose to feed Ulysses?
3. Why can't Ulysses go to the castle and see Penelope?
4. How does Athena help Telemachus? Why does she want to help?
5. Why did Ulysses' dog die? How does that affect Ulysses and the reader?
6. Telemachus brings news of his father's death. Why are the men so happy?
7. If it was your father that was being beaten, would you be able to stand by and watch?
8. Is the ability to restrain yourself a needed quality for being responsible?
9. How does Ulysses' fight risk his plan to take back over his kingdom?

Key Questions, p. 161-173

1. Penelope is very kind to Ulysses, even when she thinks he is a beggar. What does that show about her character?
2. Why is Ulysses telling tales of his journey to Penelope?
3. Does he need to tell these tales to earn her trust?
4. How will the games help Ulysses take over his spot in the kingdom?
5. Can the suitors negotiate their misdeeds at the castle in order to save themselves from Ulysses?
6. Should Ulysses spare any of the suitors?
7. How will teaching Telemachus everything he knows ensure the future of his kingdom?
8. What would you consider to be the overall themes of this novel? Which one impacted you most?
9. Is Ulysses a likeable character? Explain.
10. What would you consider to be the biggest conflict in the novel?
11. What would you consider the biggest character strength of Ulysses?
12. What would you consider the biggest character flaw of Ulysses? Could he turn that flaw into strength? How?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 119

"‘You are eloquent,’ said Ulysses. ‘And you need no eloquence, for your beauty speaks more than any words. Still, I cannot be immortal, never to die, never to grow old. What use is courage then?’" (p. 119).

Writing Prompt

If courage is no use to an immortal, what is it about a limited lifetime that gives courage meaning and power? Are you living your limited lifetime in a courageous manner? What is your definition of courage?

Write a one-paragraph narrative in which you share a time that you displayed courage—at home, work, school, or in the community. 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Key Paragraph, p. 134

“Strange places, princess. I am a sailor, hunted by a god who sends storms against me, wrecks my ships, kills my men” (p. 134).

Writing Prompt

Ulysses is found by Nausicaa and he introduces himself to her. In his introduction he makes himself seem like a victim of his fate. Did Ulysses just happen to get hunted by a god? Or did he do something to provoke the god. Is he taking full accountability and responsibility for his actions that got him to where he is now?

Think of a time that you could have chosen to take full responsibility or you could have painted yourself in a more favorable light to save face. Write a one paragraph narrative. What was the situation? Who was involved? Engage your reader by setting out a problem. Use narrative techniques to develop your characters? Use precise words and phrases, telling details, and sensory language to convey a vivid picture of details. Provide a conclusion which follows form and reflects on what happened.

Final Writing Product: Feature Story

Write a feature story about Nausicaa and the impact she and her family had on Ulysses. How did their hospitality change his future for the better and change her path? Write in narrative format.

Key Paragraph, p. 138-139

“By the gods,” he cried. “These are foul tidings you bring. Only today the oracle warned against strangers, shipwrecks, and storytellers. And now you tell me our daughter has picked up some nameless ruffian who combines all three- a shipwreck stranger telling wild tales. Precisely what is needed to draw upon the wrath of the sea god. I shall sacrifice him to Poseidon and that will be the end to it” (p.138-39).

Writing Prompt

King Alcinous originally intended to kill Ulysses. However, in the end, he did not. Due to several circumstances beyond his control, Ulysses managed to cheat death, once again.

Write a one-paragraph narrative. Think of a time you were given an opportunity that wasn't necessarily deserved. Could have been a break in school? At work? In a contest? Real or imagined. Write a narrative in which you detail the event. Introduce the event. Introduce who was involved? Use narrative techniques to develop the experience. Use precise words and phrases to tell the story with details. Provide a conclusion which follows form and reflects on the experience of the narrative.

Key Paragraph

"And he would a thick black mist about the suitor's ship so that it was impossible for the helmsmen to see.

'Nevertheless,' he said to Athene. 'I still owe Ulysses himself a great mischief. I have not forgotten. In the meantime, let his friends suffer a bit.'"

Writing Prompt

Throughout the book, Ulysses and Poseidon have not lost track of their goals. While Poseidon seemingly will not rest until Ulysses is dead, Ulysses continues to struggle to return to his family and restore his kingdom. What do you think drives each man to that end?

Have you ever been involved in a situation (real or imagined) that regardless of how hard you tried to show that you had changed and you deserved a chance others only remembered that bad that had occurred?

Write a narrative in which you detail the events and how you tried to overcome them. As you write remember the unit theme. *Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.*

Engage and orient the reader by setting out a problem, situation, or observation. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Final Writing Product: Opinion

The unit theme that follows this novel is Responsibility. The definition of responsibility can be stated as:

"Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing."

Do you agree or disagree with this statement? Write an opinion article (in narrative format) in which you highlight a time you either acted responsibly or irresponsibly (school appropriate). How can responsibility benefit you? Write in narrative format.

Key Paragraph, p. 161

“I lay with him in that famous wooden horse, you know. We crouched in the belly of the horse that was dragged into Troy and set before the altar as an offering to the gods. The Trojans were crowding around; looking at this marvelous wooden beast, wondering at it, for such a thing had never been seen. But Queen Helen knew the truth somehow and, being a mischief-loving lady, always, tapped on the belly of the horse, imitating the voices of the heroes’ wives. She did it so cunningly that they could have sworn they heard their own wives calling to them and were about to leap out of the horse too soon, which would have been death” (p. 161).

Writing Prompt

Twice now, Ulysses has succeeded in battle by disguising himself. Explain how he disguises himself in the final chapter and how this disguise gives him the edge to overcome a much more numerous foe. Explain why he chose to portray himself as a lowly beggar instead of some other persona.

Do you think Ulysses acts responsibly when he chooses to portray himself as something he was not? Think of a time you had to act responsibly in order to get something you needed. Write a narrative which details your actions and your deeds. Engage your reader by setting out the situation. Use narrative techniques. Sequence your events. Provide a conclusion that supports your narrative.

Final Writing Product: Sports Story

Write a sports story that highlights Ulysses and his ability to compete with the younger men. You can choose the discus throw or the archery match. Write in active voice narrative.

Final Writing Product

Unit: Responsibility

Narrative Essay

Student Edition

“Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.”

The final writing product for Adventures of Ulysses is a Newspaper Layout. All articles and stories must be written in narrative format following the standards and instructions listed above. This project will be interjected into the lesson plan on days **1, 4, 12, 14, 17, 19, and 20** or you can choose to move it to work within your plan.

Materials:

- Stiff paper 9x12 to 11x17 or butcher paper
- Pencils, pens, crayons, markers
- Construction paper, scissors, glue sticks if desired
- Newspapers or magazines to discuss the needed elements of a magazine or paper.

Imagine you are on the editorial team for a national magazine. Throughout the lesson you have written narrative stories. Create a magazine/paper with a compilation of your stories to form a mini-magazine or mini-paper.

1. You have been assigned to write front-page article, feature story, obituary, sports story, op-ed and cartoon, arts, weather and entertainment.
2. You will have the cover and any additional pages you need to create your paper.
3. Story format. Your stories need to be written in narrative format. Following all narrative writing standards.
4. Once your stories have been written compile them together and format them to form a paper or magazine.

Some suggestions have been given for certain articles and others are embedded in the lesson plans on certain days. See below.

Front-page article—Lesson Plan Day 1

Highlight the reason behind the Adventures of Ulysses. Utilize information in the prologue of the novel. As you write: answer the five questions Who? Where? What? Why? When? How? This main story can tie into your other stories.

Feature Story—Lesson Plan Day 4

Write a feature story that highlights the story of The Lotus Eaters, specifically Morpheus. Be sure to answer the 5 questions.

Who was involved?

Where did it take place?

What happened?

When did each petal represent?

What did Morpheus see in Ulysses dreams? (use narrative format).

Arts and Leisure—Lesson Plan Day 12

Write a narrative that highlights the music from the novel.

Use information below to highlight the Sirens.

You can also use the snippet from Oh Brother Where Art Thou.

How do the sirens affect the men? How can music affect people?

<http://www.greekmythology.com/Myths/Creatures/Sirens/sirens.html>

<https://www.youtube.com/watch?v=FXpRxzmawjw>

Writing should be in narrative format.

Obituary—Day 14 of the Lesson Plan

Write an obituary for Eurylochus Use the following format to help you gather your thoughts and put information together on Eurylochus. Think about his character throughout the novel. Did he act responsibly?

Template how to write an obituary:

<http://obituaryguide.com/template.php>

Feature Story—Day 17 of the Lesson Plan

Write a feature story about Nausicaa and she and her family made on Ulysses. How did their hospitality change his future for the better and change her path. Write in narrative format.

Opinion—Day 19 of the Lesson Plan

The unit theme that follows this novel is Responsibility. The definition of responsibility can be stated as:

“Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing.”

Do you agree or disagree with this statement? Write an opinion article (in narrative format) in which you highlight a time you either acted responsibly or irresponsibly (school appropriate). How can responsibility benefit you? Write in narrative format.

Sports Story—Day 20 of the Lesson Plan

Write a sports story that highlights Ulysses and his ability to compete with the younger men. You can choose the discus throw or the archery match. Write in active voice.

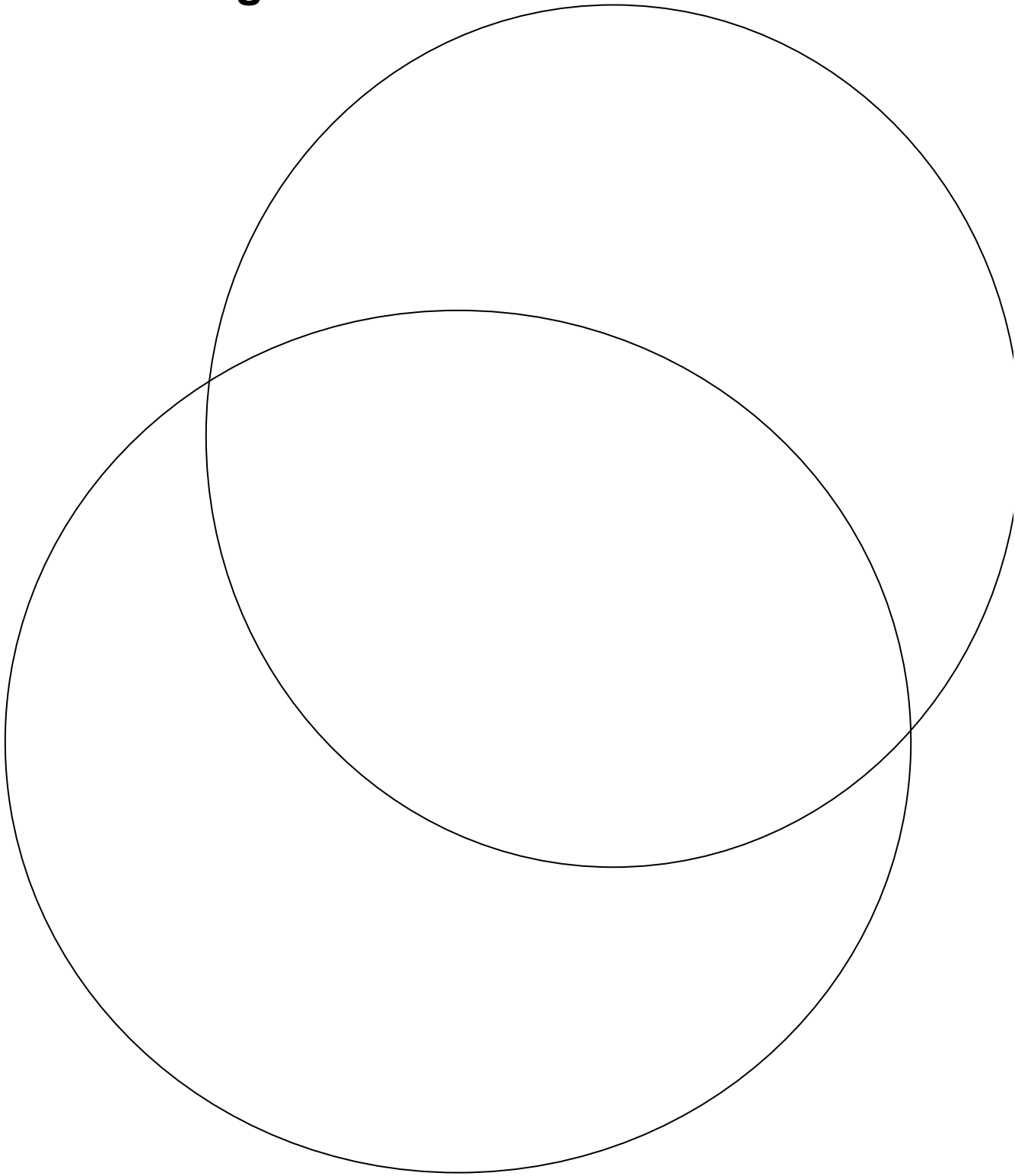
Optional:

Cartoon

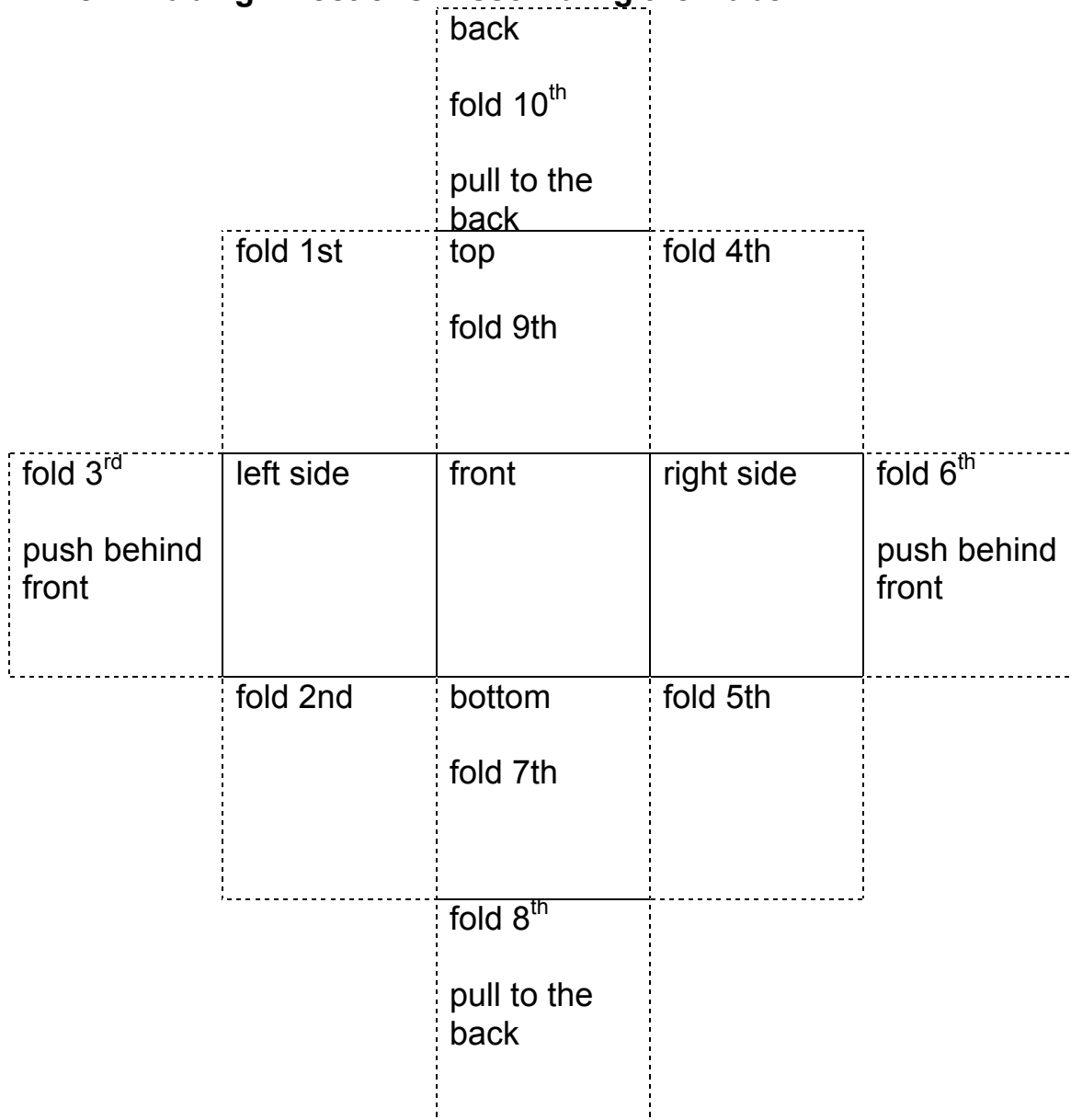
Weather (use the weather in the novel to create a weather map)

Opinion or editorial article. Choose one of the social issues from the novel—responsibility, leadership, civic issues, etc.

6g6 Venn Diagram Chart



2c12 Cubing Directions: Assembling the Cube



1. Answer the question in each un-shaded box.
2. Cut out the cube on each dotted line – do not cut any solid lines.
3. Crease each solid line back to make it easier to fold.
4. Put a little paste, glue, double-sided tape or a drafting dot on each shaded square. Do not get paste or glue on the un-shaded squares.
5. Carefully fold the squares in the order specified, sticking squares to pasted surfaces underneath as you go.

4c12 Cubing Who, What, When, Where, Why

Name		
Who		
What	When	Where
Why		

3g6 Plot Profile Chart

10											
9											
8											
7											
6											
5											
4											
3											
2											
1											
Intensity	Description										
Event		1	2	3	4	5	6	7	8	9	10