Character Based Literacy Program Lesson Plan
The Adventures of Ulysses, Introduction

Summary

The Adventures of Ulysses by Bernard Evslin is a journey of Ulysses and his loyal sailors and warriors as they leave the Trojan War. Their journey home will last ten long years and their journey home will be filled with trials and tribulations as they have unknowingly angered the gods. They will be met with starvation, death, and destruction. Through this they are determined to reach their homes and families. You will follow Ulysses' journey as he visits many lands as he is trying to get home.
This novel introduces students to the Trojan Wars and Greek Mythology. Throughout the novel, students will learn concepts of personal and social responsibility and take a look at the qualities great leaders possess.

This novel particularly lends itself to many art activities and opportunities to sketch and draw. You will see a variety of possible activities offered on a daily basis, many of which will be a sketch of the days reading. You can interpret "sketch" into any medium of art: pencil drawing, watercolor painting, chalk, or collage making.

Before you start

Make a poster of the journey Ulysses takes. You can use the map at the beginning of the book or download it from the Internet. Enlarge the map on a poster and have students color the areas as Ulysses reaches them. This can also be used as your timeline. Post daily timeline concepts as you read.

Film References

Oh Brother Where Art Thou has many scenes that give a modern day version of Ulysses journey. The scenes are listed here as well as in the lesson plans on the days you will need them.

Scene (Location and Title)	Corresponding reading
Chapter 2-A Blind Man's Prophecy	Week 1 day 5
Chapter 12-Lesson Of The Cyclops	Week 1 day 5
Chapter 19-Defeating the Cyclops	Week 1 day 5
Chapter 10-Song of the Sirens	Week 3 day 2

You will meet many Greek gods as you read the novel. Make a Mythology Chart including the following:

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

Final Writing Product

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"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 *The 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 a 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).

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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 her family. 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.

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Character Based Literacy Program Lesson Plan
The Adventures of Ulysses, Day 1

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

1. 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?
The Trojan War was between the Trojans and the Greeks of Sparta over the beautiful Helen. Helen was married to Menelaus, King of the Spartans, and Paris, a prince from Troy, stole her from him. The war lasted 10 years, and it ended when Ulysses, a Greek, devised a plan to sneak into Troy and kill the Trojans. He ordered that a giant wooden horse be built and that Spartans hide inside of it in hopes that the Trojans would bring it inside their city. His plan worked out perfectly, and the night the Trojans brought the giant horse inside their city walls Ulysses and his men took over the city. When the war was over, Ulysses set sail for his home in Ithaca, but it took him 10 years to get home because he upset the god of the sea, Poseidon.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce 5 important, useful words from today's reading.

prologue (viii)	discord (ix)	piratical (x)	sentries (xii)	perils (xii)

- Show, say, explain, expand, explode or buzz about the word briefly.

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READ

3. Review Review the timeline from the beginning everyday.

As today is Day 1 of *The Adventures of Ulysses* by Bernard Evslin, have students look at the front and back cover, then make predictions about what they will be reading over the course of the next four weeks.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Adventures of Ulysses*, Prologue viii-xii**

Setting	Characters	Pages
Troy Wedding	Pelius, Thetus, Eris, Hera, Athene, Aphrodite, Paris	viii-x
Sparta	Helen, Paris, Ulysses, Suitors	x-xi
Trojan War	Menaleus, Ulysses, Poseidon, Soldiers, Trojan sentries, women and children	xii

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to *fix the facts*: who, what, when, where, and why.
- Decide on the 3-5 most important events and add these to the timeline.

Students might mention:

- Ulysses was considered the master strategist in his time.
- The Greeks' war with Troy started with an apple and ended with a horse.
- Thetis didn't invite Eris Lady of Discord to his wedding which caused her to attend without an invitation and plan disruption.
- A bitter feud waged between Hera Queen of the Gods, Athene Goddess of Wisdom, and Aphrodite Goddess of Love over who was "The Fairest."
- Paris, son of King Priam, started to receive bribes from each goddess to name them "The Fairest."
- Hera offered power, Athene offered wisdom and Aphrodite offered to make any woman he desired to fall in love with him.
- Paris meets Helen, falls in love with her, and then she leaves her husband and returns with him to Troy.
- The walls of Troy keep the Greeks out for 10 years before Ulysses comes up with the idea of the Trojan horse to conquer Troy.

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

As today is Day 1 of *The Adventures of Ulysses*, begin your KWL Chart with your class.

- Create your map using either the one in the book or one online.
- Make a Mythology Chart. Add gods and goddesses from today's reading.

Mythology Chart
Including the following:

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

EXPLORE

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

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

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

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

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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 stories.

11. Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program Lesson Plan
The Adventures of Ulysses, Day 2

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

1. 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.

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

"Athena and Poseidon had been the Greeks' greatest allies among the gods, but when Troy fell all that had changed. They became their bitterest enemies. The Greeks went mad with victory the night they entered the city; they forgot what was due to the gods; and on their voyage home they were terribly punished."
–Edith Hamilton, *Mythology,* pg. 291

"Athena's wrath was deep. She went to Poseidon and laid her wrongs before him. 'Help me to vengeance,' she said. 'Give the Greeks a bitter homecoming. Stir up your waters with wild whirlwinds when they sail. Let dead men choke the bays and line the shores and reefs.'" –Edith Hamilton, *Mythology*, pg. 292

The gods like to be pleased, and if they feel unpleased, disrespected or wronged they often let anger and aggression fill their minds. They use these feelings to let them get revenge and punish the person who did them wrong.

In today's reading, we meet Ulysses and are introduced to the basic way of life. We learn that Ulysses is a leader but does not always make good choices.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

timbers (1)	prow (1)	mast (2)	voyages (2)	booty (2)

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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Adventures of Ulysses,* p. 1-3**

Setting	Characters	Pages
At sea	Ulysses and his men	1-3

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- After conquering Troy, Ulysses sailed home with three ships and 50 men.
- Ulysses' problems are made worse by defeating Troy due to the booty they took and the men's refusal to leave any behind.
- Greed was the cause for many of the problems faced.

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

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

Mythology Chart
Add to the mythology chart.

EXPLORE

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

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

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Key Questions

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 Ulysess 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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

1. How can you make good choices?
2. Can you identify people around you to assist you as you are faced with choices?

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Character Based Literacy Program Lesson Plan
The Adventures of Ulysses, Day 3

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

1. 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 northeast wind?
How does it affect the environment?
A northeast gale is a wind coming from the Northeast blowing toward the southwest. A gale can be considered a heavy wind bringing with it high surf and stronger than normal winds.

In today's reading, Ulysses and his men had attacked the Ciconians due to greed. They were attacked and had to flee. Once at sea, they saw their ships were in bad repair and taking on water. Ulysses started throwing his loot overboard as an example to his men. Poseidon was angered and thought Ulysses and his men were thoughtless. He had his son conjure up a wind and the men landed off course.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

swooping (5)	kinsmen (6)	fumes (6)	timber (7)	archer (7)

READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

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***The Adventures of Ulysses,* p. 4-9**

Setting	Characters	Pages
Island of the Ciconians	Eurylochus, Ulysses, Posedian	4-9

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Eurylochus tries to convince him to attack a vulnerable city.
- Ulysses' men went from house to house stealing the property and driving off the inhabitants.
- The Ciconians attacked Ulysses' men on the beach after they had eaten and become lazy.
- 18 of Ulysses men were killed in the battle with the Ciconians and the ships began leaking from the hasty retreat.
- Ulysses throws his share of the treasure overboard first.
- Beautiful water nymphs and naiads were attracted to the flashing of the jewels.
- Poseidon thought Ulysses and his men were trying to steal his nymphs and naiads.
- Poseidon has his son, Aeolus Keeper of the Wind, blow Ulysses and his ships off course.

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

Map

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

Mythology Chart

Add to the mythology chart.

EXPLORE

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

Character Profile Chart

Have students create a Character Profile on Ulysses. Have them fill in the first **two** examples for today. (We 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

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Have students write home to Ithaca as if they 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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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

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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.

11. Close Close by extending today's lesson to life and the world.

How can you act responsibly if those around you are not?

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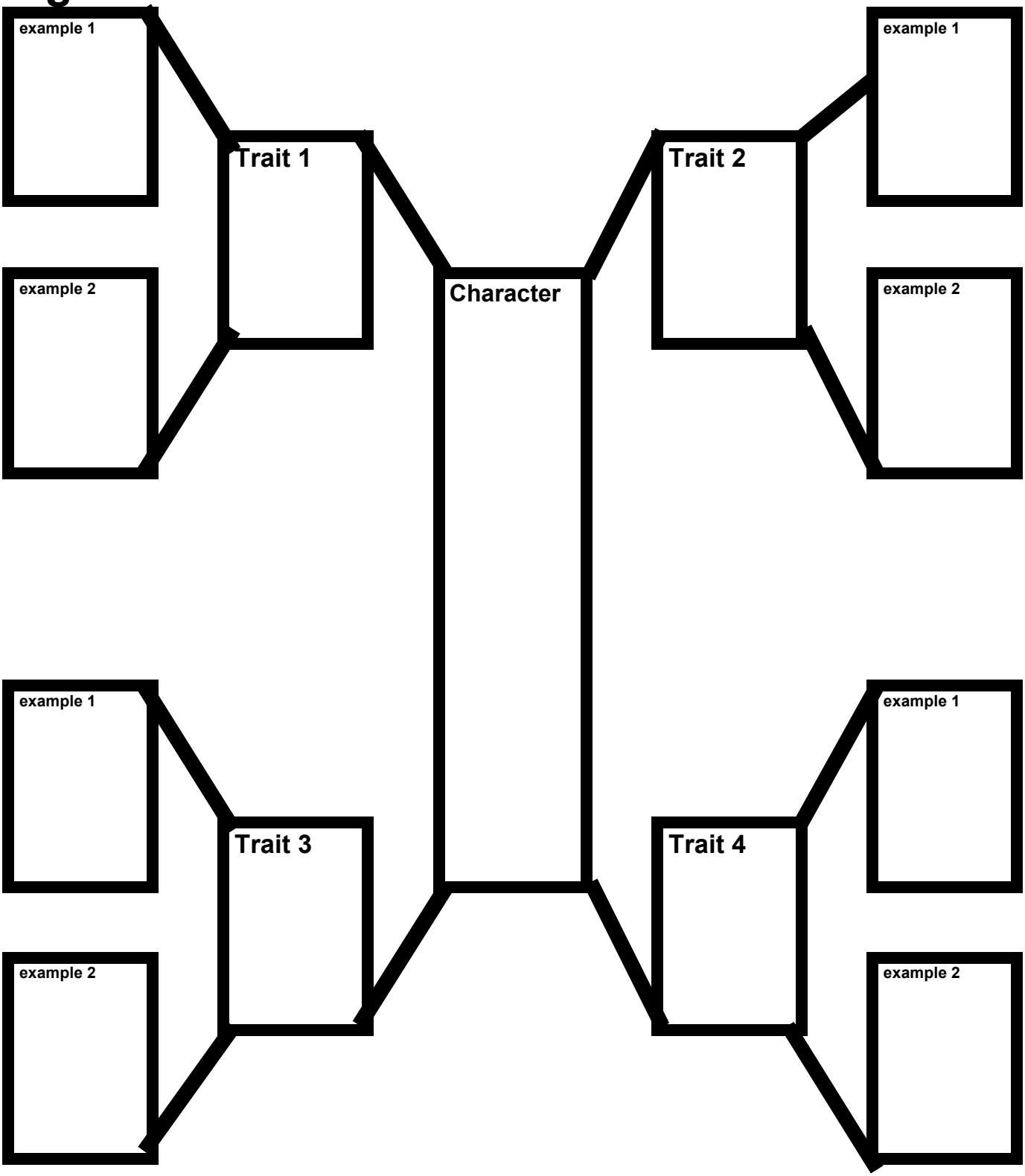
4g6 Character Profile Chart



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Character Based Literacy Program Lesson Plan
The Adventures of Ulysses, Day 4

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

1. 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 are dreams?
A dream is a series of images, ideas, emotions, and sensations which occur involuntary in the mind during certain stages of sleep.

Who is Morpheus?
Morpheus was the **God of Dreams**, the one with the amazing ability of appearing in dreams of mortals in any form. As his name implies – the Greek word “morphe” means “form” – he was the one who shaped and formed the dreams.

Who is Persephone?
Persephone was the daughter of Zeus and Demeter, and the queen of the underworld. She was abducted by Hades, the god of the underworld, infuriating her mother who made the crops wither and the earth barren. Zeus intervened and tried to bring Persephone back to the world of the living; however, Persephone ate the seeds of a pomegranate that Hades had given to her, binding her to him for one third of the year. Thus, it was decided that Persephone spent four months in the underworld and eight months on earth with her mother. The period in the underworld corresponded to the winter season, during which Demeter would make the soils barren due to her grief, while her return marked the start of the spring.

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In today's reading Ulysses and his men are blown off course to the shores of Lybia. While there they sleep and eat the lotus flowers. The flowers bring sleep and dreams to the men. They are rested but Ulysses dreams of horrible encounters. He realizes he is foreseeing the future of his journey.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

scattering (10)	repose (11)	fascinated (11)	bleak (12)	will (14)

READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Adventures of Ulysses*, p. 10-15**

Setting	Characters	Pages
Shore of Libya: Lotusland	Morpheus, Persephone, Ulysses	10-15

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Morpheus has the power to create dreams.
- He planted a flower that induces sleep all over Libya where it is always summer.
- Ulysses' men stopped on the shore of Libya and slept in the flowers.
- Ulysses was the only man Morpheus could not create good dreams for.
- Ulysses figures out it is the flowers that makes them sleep and pulls the men back to the ships.

6. Map Add to ongoing class 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

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

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

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Have students 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 have students make a key of what the colors symbolize and write one dream that they 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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What is repose? Why does Persephone want Morphues 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 Morphues 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.

9. Analyze Analyze the key paragraph.

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"

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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

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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).

11. Close Close by extending today's lesson to life and the world.

Think about those you know and love. What are ways you can support them to be successful?
What types of support and needs do you have in order to be successful?

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Character Based Literacy Program Lesson Plan
The Adventures of Ulysses, Day 5

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

1. 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 hubris?
The modern definition of "hubris" is exaggerated pride or self-confidence. It is having an excessive ego. This term in Greek Mythology refers to humans who thought they were more powerful than the gods, or simply had too much pride and suffered severe consequences for it. Hubris (or excessive pride) causes a person to make bad mistakes that result in heavy consequences.

What are Cyclopes?
Cyclopes are a group of giant, savage beings that have one eye and tremendous strength. They are sheep-breeding cannibals who live in caves and are not aware of the effects of wine.

Who is Polyphemus?
Polyphemus is the son of the sea god, Poseidon, and the most savage of all the Cyclopes. He is a shepherd who lives in a cave and lives off of his sheep and is unaware of wine's effects.

Who is Poseidon?
Poseidon is the god of the sea and brother to Zeus. He had control over the waves and could start up storms, create landslides on the coast by thrusting his trident, and control the flow of springs. His power gave him control of springs and lakes, but not rivers. He

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often did not get along with his brother Zeus. He had many children, all of which were evil and violent such as his son the Cyclopes, Polyphemus. He was always with his trident, and often seen riding a chariot being pulled by fish, dolphins and other sea creatures.

In today's reading, Ulysses and his men are tired and hungry. Ulysses takes some of the men on an island in search of food. While they are gone they encounter the Cyclops, a one-eyed monster. Ulysses and his men escape by blinding him. As they flee Ulysses taunts the giant. The Cyclops prays for tragedy to befall Ulysses, which will soon happen.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

mutiny (17)	savage (17)	whirled (19)	devoured (22)	gluttonous (26)

READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Adventures of Ulysses,* p. 16-26**

Setting	Characters	Pages
Cyclopes' Island	Polyphemus, Nobody	16-19
Cyclopes' Cave	Polyphemus, Nobody	19-26

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Ulysses' crew is hungry and is growing dangerous. He had to find food or face a possible mutiny.
- Ulysses finds an island that looks deserted but it seems to be his worse choice.
- Living on the island were the Cyclopes. They had been punished by Zeus and enjoyed eating human flesh of sailors who landed on their island.
- Polyphemus is the meanest of the Cyclopes. Ulysses' men follow his sheep into his cave where 2 men are eaten by Polyphemus.
- Ulysses gives Polyphemus un-watered wine to get him drunk and fall asleep.
- When Polyphemus asks Ulysses his name, he responds with "Nobody."
- Ulysses' escape plan includes stabbing Polyphemus in the eye, blinding him, and having his men sneak out of the cave with the sheep.
- The other Cyclopes don't come to aid Polyphemus as they believe he hurt himself, when they asked him who did this he responded with "Nobody".
- Sailing away, Ulysses taunted Polyphemus by calling him names then saying "it is not Nobody, but Ulysses who has done this to you."

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

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Map
Add today's locations to the map.

Mythology Chart
Add to the mythology chart.

EXPLORE

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

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 student's 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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

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9. Analyze Analyze the key paragraph.

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*.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

Cite one of your best strengths and one weakness. List 5 ways you can change your weakness into a strength; list 2 people who can help you; list three action steps you are going to make to adapt a new strength.

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Character Based Literacy Program Lesson Plan
The Adventures of Ulysses, Day 6

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

1. 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?
A demigod is a person in mythology who has some of the powers of a god : a being in mythology who is part god and part human.

What is pride?
Is pride a virtue or a vice? (i.e. is it good or bad? Both?) for class discussion

In today's reading Ulysses was given the great gift of wind from Aeolus. He earned the winds by entertaining him with their great tales and adventures. He and his men were almost home to Ithaca and Ulysses took a nap. While he slept his men thought he was hiding treasure and they ripped open the sack of winds. The winds escaped and the ships were blown back to the Keeper of the Winds.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

helm (27)	shroud (28)	demigod (29)	skirmishing (31)	squabble (32)

READ

3. Review Review the timeline from the beginning everyday.

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4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Adventures of Ulysses*, p. 27-33**

Setting	Characters	Pages
Sea and Sea Wall	Penelope, Telemachus	27-28
Island Fortress	Poseidon, Aeolus, Aeolus 12 children	29-30
Castle	Ulysses Aeolus	31-32

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Ulysses thinks he is finally on his way home to his wife and child after 10 long years.
- Ulysses finds a large brass wall, which led to a gate in the middle of the sea.
- Poseidon and Zeus created an island where they keep the severe winds and they have posted Aeolus Keeper of the Winds at the mountain as the guard.
- Aeolus stirs up storms and heavy winds at the request of the gods.
- Aeolus likes to eat and drink, fight, play games and hear stories.
- Ulysses shares the stories of the Trojan War, Helen and everything that happened because of her, how he won the battle with the Trojan horse, and the other adventures he's had since with Aeolus.
- Aeolus agreed to help Ulysses get home. He placed the north, south, and east wind in a bag and gave Ulysses specific directions.

6. Map Add to ongoing class 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

7. 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. Have students make each adventure a separate panel on the comic strip.

Open Mind Portrait

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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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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

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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.

11. Close Close by extending today's lesson to life and the world.

How can you use being bold as a strength?

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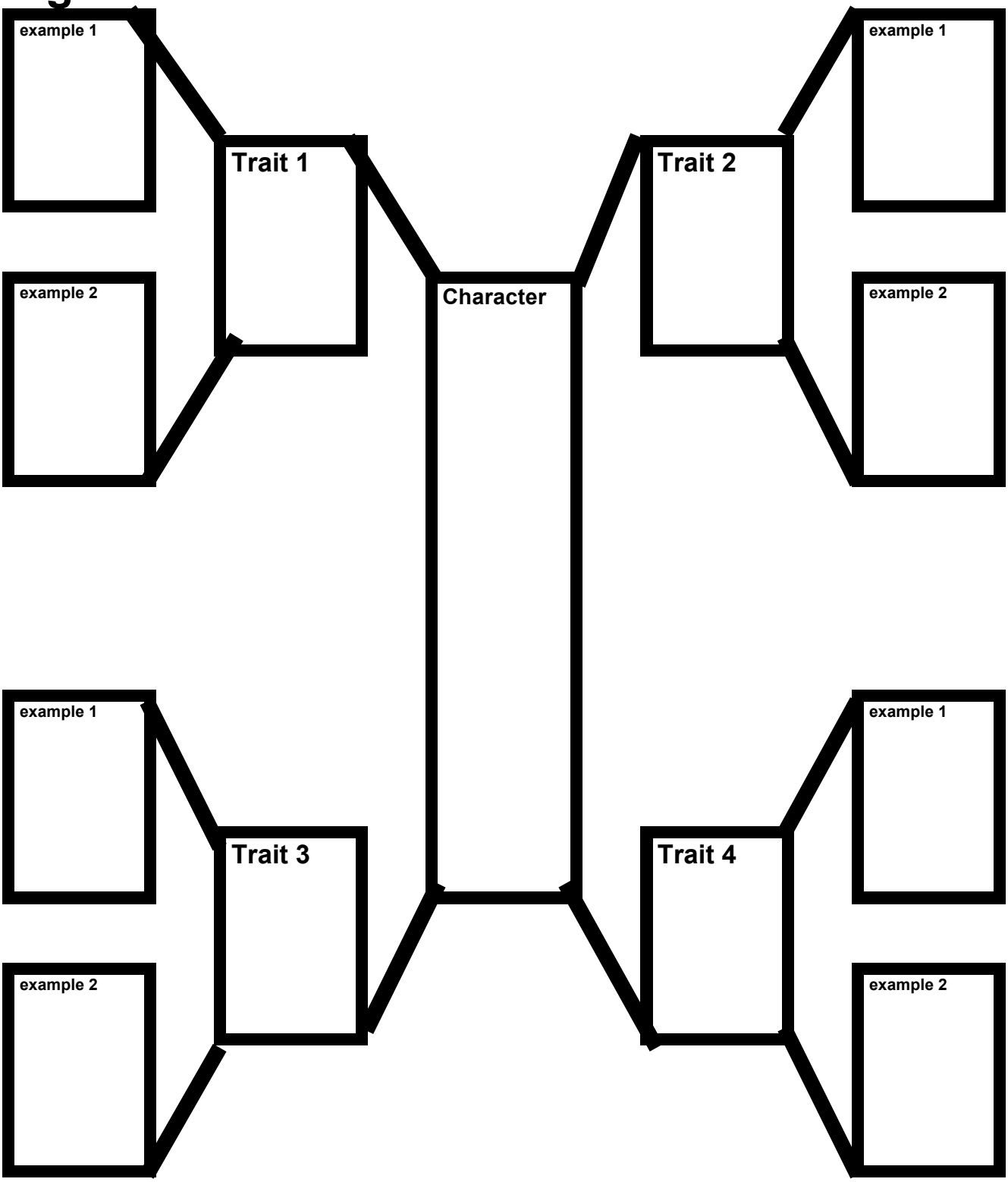
4g6 Character Profile Chart



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Character Based Literacy Program Lesson Plan
The Adventures of Ulysses, Day 7

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

1. 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 greed?
Greed is the excessive desire to get or own more (especially more material wealth) than one needs or deserves. It is looked down upon in most cultures and seen as a vice. A famous story about greed and its negative effects is that of King Midas. Midas found the lost companion of the god of wine, Dionysus. For finding his lost companion and treating him well, Dionysus rewarded Midas with a wish. The king wished that everything he touched turn to gold. However, when his food became gold he almost starved death as a result, and he realized that being greedy was his mistake.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

beckons (33)	unwittingly (34)	sheath (35)	armlets (36)	curiosity (37)

READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Adventures of Ulysses*, p. 33-40**

Setting	Characters	Pages
Mountain	Ulysses, Aeolus,	33-34

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Sea Near Ithaca	Poseidon, Traitorous, Sailors	35-38
Island/Fortress	Ulysses, Aeolus	38-40

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Aeolus gives Ulysses a bag of wind and instructions to protect it at all cost.
- Ulysses doesn't sleep for 9 days and nights.
- The 9th day, they sailed within an hour from home, where Ulysses and his crew could see their homes.
- Poseidon tricks the men by making the bags sound like there are treasures in it.
- The crew believes Ulysses is hiding treasure in the bag he's protecting and believe they are entitled to a piece of it.
- The men believe that Ulysses is not being generous.
- Ulysses wakes to his men being blown around after they opened the bag of wind.
- Ulysses asks Aeolus for help again after he is blown back to the island. Aeolus denies him.

6. Map Add to ongoing class 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

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

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How could Ulysses have guarded the winds more closely?

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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 Aeolous 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 Ulyesses to get his men home safe?

9. Analyze Analyze the key paragraph.

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."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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 our 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.

11. Close Close by extending today's lesson to life and the world.

Think about your community, school, or work. What are your responsible for? What could you do to become more engaged or responsible for your actions when you are there?

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Character Based Literacy Program Lesson Plan
The Adventures of Ulysses, Day 8

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

1. 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 irony?
Irony is when there is an outcome of events contrary to what was, or might have been, expected. For example, after playing the same lottery numbers for 15 years you decide to change your numbers. The day you change your numbers, they appear as the winning numbers.

What is dramatic irony?
Dramatic irony is a statement given by a character that is understood by the audience as ironic, but not to the character speaking. For example, it would be dramatic irony if a character in a story was telling people that he is best friends with someone, and we know that this other person really dislikes him and is behind a lot of bad things that have happened to him.

In today's reading Ulysses wants to rest his crew and work on their ships. They find an island that looks peaceful. He sends a scout and then another to look at the island. They don't return. He goes himself and learns that he is climbing up a giant. The giants are cannibals. He retreats losing two ships and two crews of sailors.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

tattered (41)	fatigue (41)	paled (43)	foliage (44)	brutal (45)

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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Adventures of Ulysses*, p. 41-46**

Setting	Characters	Pages
Island of the Racing Sun	Ulysses, Giants, 2 crews of men	41-46

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Ulysses and his crew sailed for six days before pulling into harbor for food and water and to repair the ships and rest the men.
- Ulysses was curious about the movement of the sun and moon, how the night chases the day, and how the day pursues the night.
- After three sailors failed to return from the tree climbing assignment, Ulysses decided to go himself.
- After climbing and resting, Ulysses discovers the tree like figures are carnivorous giants who ate the previous three sailors.
- Before Ulysses could get his crew back to the ships and escape, the giants woke up.
- Ulysses fought with fear, anger, and an icy flame while hacking and cutting the giants' fingers and hands.
- Ulysses and his remaining crew narrowly escape. He is now down to one ship.

6. Map Add to ongoing class 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

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

Cartoon
Have students create a cartoon of the events of this chapter. Have the students take a blank piece of paper and fold it so that it has 6 squares. Students can use the timeline to sequence the events.

Alliteration Menu

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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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. Analyze Analyze the key paragraph.

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."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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**

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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.

11. Close Close by extending today's lesson to life and the world.

All great men and women fail at some point. What is your plan for getting back up? Who can you go to? What is having grit?

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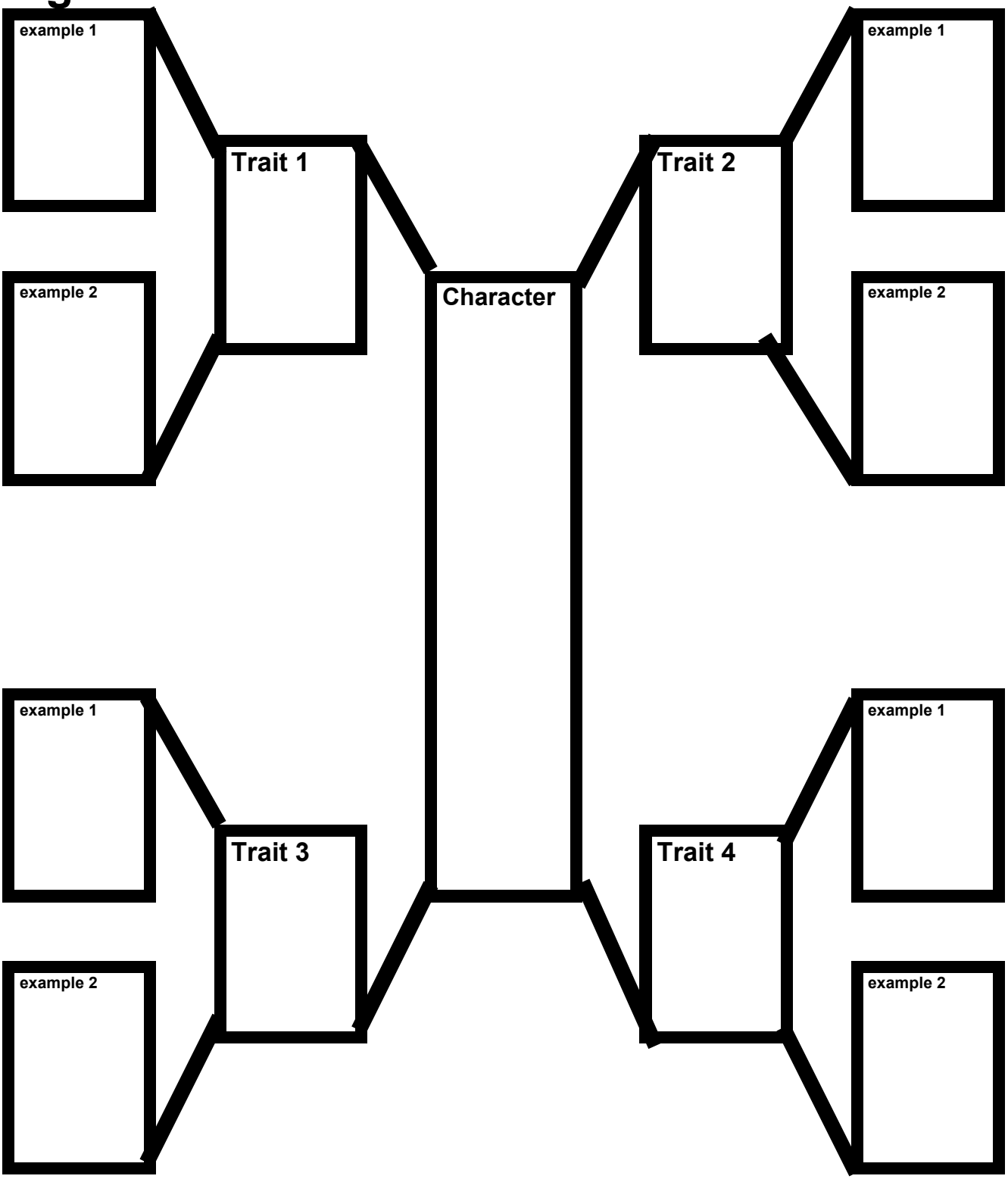
4g6 Character Profile Chart



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Character Based Literacy Program Lesson Plan
The Adventures of Ulysses, Day 9

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

1. 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.

Who was Circe?
Circe was a minor goddess of magic in Greek mythology, daughter of the Titans Helios, god of the sun, and Perse, an Oceanid. She had two brothers, Aeetes, who was the guardian of the Golden Fleece(which Jason and the Argonauts sought after), and Perses; and a sister, Pasiphae, who was the wife of Minos, king of Crete. She is best known for her role in Homer's Odyssey. During their adventures towards Ithaca, Odysseus and his companions reached Colchys, where the residence of Circe was. She invited them all to a grand feast, which a lot of Odysseus' companions attended but not him. At the feast, one of the dishes was laced with a magical potion; when Odysseus' companions ate it, Circe made a quick move with her wand and turned them into pigs. Only one of the companions escaped unharmed and informed Odysseus. The hero, after taking advice from Hermes, protected himself from the spell by using a holy herb, and managed to befriend Circe and save his companions.

What is deception?
The concept of deception is to cause someone to believe something that is not true in order to gain a personal advantage.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

moored (48)	skiff (48)	deign (49)	fawned (52)	swine (55)

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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Adventures of Ulysses*, p. 47-55**

Setting	Characters	Pages
Island Harbor	Ulysses, Eurylochus,	47-51
Castle	Eurylochus, Lions, Fawned	52-55

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Ulysses now has only forty-five men and one boat. He is determined to get all home safely or die himself.
- When they land on an island, Ulysses goes ashore alone.
- Ulysses kills a large deer, makes a backpack, and sets off to the ship to feed his men.
- Ulysses gives Eurylochus a choice to explore the island and the castle or guard the ship.
- Eurylochus and the crew are greeted by wolves and lions who stand on their hind legs and lick their faces.
- Following a woman's voice that was singing, Eurylochus and the crew meet the beautiful Circe.
- After the men bathed and changed clothes, Circe fed them a meal.
- While they were eating, Circe changed each of them into pigs.

6. Map Add to ongoing class 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

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

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.

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

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. Analyze Analyze the key paragraph.

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, Eurolychus. 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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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

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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.

11. Close Close by extending today's lesson to life and the world.

Think of a social issue. Is there more than one way to solve the issue? Why is it important to listen and hear the impute of others?

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Character Based Literacy Program Lesson Plan
The Adventures of Ulysses, Day 10

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

1. 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.

Are the responsible choices we make in life typically the easiest? (for discussion) Think about the choice that Ulysses had to make—stay on the island paradise OR leave for the land of the dead in order to get home.

Split your class into two groups. Have them debate which choice they would make for their men.

In today's reading, Ulysses convinced Circe to take the spell off of his men. They were able to stay on the island and enjoy the food, warmth, and comforts Circe provided. Ulysses realized that Circe was immortal and had outlived her husbands. She turned each of them into a form they resembled.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

swooning (56)	oath (57)	enchantment (65)	immortal (66)	prophecy (69)

READ

3. Review Review the timeline from the beginning everyday.

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4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Adventures of Ulysses*, p. 56-70**

Setting	Characters	Pages
Outside the Castle	Ulysses, Eurylochus, Hermes, Circe	56-60
Inside the Castle	Ulysses, Circe, men from the ship, animals on the island	61-70

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Eurylochus raced back to the beach to tell Ulysses of the beautiful singing and the missing men.
- Ulysses decides to go in search of his men and investigate the castle and this beautiful voice.
- On the way to the castle, Ulysses meets Hermes who informs him that Poseidon is taking vengeance on him for harming Cyclops.
- Hermes warns Ulysses of Circe's magic, gives him the moly flower to protect him from Circe and explains how he can get his men released.
- After finding Circe, she had him bathed, clothed and fed. When the spell didn't work on him, Ulysses broke her wand and threatened to kill her.
- Ulysses agreed to stay and love Circe as long as she did no harm to him and turned his men from pigs back to their human form.
- After being restored to men, the crew is sent to get Eurylochus and the rest of the men. Ulysses tells them the plan to stay with Circe for a while.
- Ulysses and Circe live as husband and wife, the men live happily, and the thoughts of Ithaca begin to fade.
- Ulysses learns that Circe has had many husbands and she has changed them into animals that fit their personality. She says Ulysses would be a fox, a king of foxes.
- When Ulysses declares his intent to return home, Circe warns him of great dangers on the horizon, the first being the Land of the Dead.

6. Map Add to ongoing class 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

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

Open Mind Portrait

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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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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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.

11. Close Close by extending today's lesson to life and the world.

Consider a service learning or social justice project as part of this novel.
Consider your basic needs based on Maslow's Hierarchy of Needs.
Let us assume that level one and two are met for everyone. What can you do to assist in helping others belong?

1. Biological and Physiological needs - air, food, drink, shelter, warmth, sleep.
2. Safety needs - protection from elements, security, order, law, stability, freedom from fear.
3. Love and belongingness needs - friendship, intimacy, affection and love, - from work group, family, friends, romantic relationships.
4. Esteem needs - achievement, mastery, independence, status, dominance, prestige, self-respect, respect from others.
5. Self-Actualization needs - realizing personal potential, self-fulfillment, seeking personal growth and peak experiences.

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Character Based Literacy Program Lesson Plan
The Adventures of Ulysses, Day 11

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

1. 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?
In Greek mythology, Tartarus was both a primordial deity that existed before the Olympians, as well as a name to describe a region of the Underworld. As a god, he was third in rank after Chaosand Gaea, preceding Eros. As a place, it was far below where Hades resided and it was used as the most horrible prison. Some accounts say that the distance between Tartarus and Hades was the same as between the earth and heaven. Although the kingdom of Hades was the place of the dead, Tartarus was where ferocious monsters and horrible criminals were banished, or where the gods imprisoned their rivals after a war.
http://www.greekmythology.com/Other_Gods/Tartarus/tartarus.html

In today's reading, Ulysses and his men go to the underworld. On their way, Ulysses loses one man. While there Ulysses meets many who had gone before him and they each advised him on the challenges that he was to face.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

helm (72)	disembark (75)	wrath (76)	sage (76)	venerable (80)

READ

3. Review Review the timeline from the beginning everyday.

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4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Adventures of Ulysses*, p. 71-81**

Setting	Characters	Pages
The sea and the river Styx	Ulysses, Elpenor	71-75
Tartarus (The Island of the Dead)	Ulysses, Anticleia, Achilles, Ajax, Elpenor, Teiresias	76-81

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Circe tells Ulysses of his trip to the Land of the Dead, where he would sail where no man sailed and be advised by wise ghosts before he could head home to Ithaca.
- They sail west through a week of darkness without reaching the dawn. Ulysses doesn't sleep the entire time.
- Elpenor climbs the mast to have a look, loses his balance, and falls to his death. The crew believes Ulysses pushed him on purpose.
- A white gull appears and Ulysses orders the crew to follow prior to finally getting some sleep.
- They sail through darkness until they appear to be sailing down hill where the sea seems to be sloping. The sea narrows to a river where both the sky and the water are black.
- Ulysses scrapes shallow trench. He has the men kill two goats and drain the blood into the trench in hopes the ghosts would come to drink.
- The first ghost to speak is Ulysses mother, Anticleia, who lets him know she had finally died and she always warned him.
- Next is the ghost of Achilles who warns Ulysses of the music-mad sisters, the Sirens, who lure sailors close then make drums of their skins and flutes of their bones.
- Ajax is the next ghost. He complains that Ulysses unfairly took Achilles' golden armor. He then warns that if Ulysses arrives home his wife will be courted by other men and his son will be a captive. Then he suggests that Ulysses simply commit suicide and stay in Hades.
- Elpenor appears next. He warns Ulysses that his ghost will trouble him until he is properly buried. If Ulysses forgets, Elpenor will scratch at the windows, howl down the chimney, and dance in his sleep.
- Elpenor warns Ulysses of Scylla who has twelve legs and six heads and will eat sailors six at a time, as well as Charybdis who will create a whirlpool and suck up the entire ship and crew.
- The last ghost is Teiresias who tries to prevent his men from eating any of the golden cattle on Sun-Titan Hyperion's island, even though his men will be starving.

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- Ulysses then asks if he can see Orion hunt and Minos judge, dance in the Fields of Asphodel, see Tantalus thristing or his grandfather Sissyphus rolling a stone up the hill—all of which he is denied.
- Finally Ulysses is directed to sail up the black river without looking back, remember the advice he has been given, and not to return until he is properly dead.

6. Map Add to ongoing class 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

7. 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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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 assit Ulysses?
9. What ghost do you think gives Ulysses the best advice? Why?

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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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.**

11. Close Close by extending today's lesson to life and the world.

1. What happens if you don't ask for forgiveness?
2. How can you tell when it is appropriate to forgive someone?
3. Have you ever chosen not to forgive?

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Character Based Literacy Program Lesson Plan
The Adventures of Ulysses, Day 12

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

1. 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 are Sirens?
The Sirens were beautiful but dangerous creatures that lured the sailors with their beautiful voices to their doom, causing the ships to crash on the reefs near their island. They were the daughters of the river god Achelous, while their mother may have been Terpsichore, Melpomene, Sterope or Chthon. Although closely linked to marine environments, they were not considered sea deities. The texts mentioning the Sirens provide different opinions as to their number and their names; some mention two or three; others mention more.
http://www.greekmythology.com/Myths/Creatures/Sirens/sirens.html

In today's reading Ulysses and his men leave the Land of the Dead. At first Ulysses doubts the gods and those who spoke to him. Then he then realized he was destined to go past the Sirens. He does everything in his power to stay away from the voices and then he sees how hideous they look. He realizes that everything that has been told to him will most likely come true.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

skirt (82)	port (84)	vengeful (85)	rawhide (87)	fearsome (90)

READ

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3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Adventures of Ulysses*, p. 82-90**

Setting	Characters	Pages
Ocean	Ulysses, what is left of his crew	82-85
Ocean	Ulysses, what is left of his crew, the Sirens	85-90

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Ulysses considers trying to skirt the dangerous islands the ghosts spoke of.
- He questions even listening to the ghosts. Then he decides not to accept the inevitable evil that was proposed to him.
- In the distance, he sees black things floating in the water growing as they sail closer and begins to hear a strange moaning and grinding sound.
- Ulysses tries to sail around the rocks but they would move, preventing him from entering the open sea and directing him south toward the Isle of the Sun.
- The next morning, Ulysses tells the crew of the coming troubles. He warns them of Sirens whose singing will lure them into a shipwreck.
- Ulysses plan is to fill the crew's ears with beeswax to prevent them from hearing the Sirens singing. The crew ties Ulysses to the mast as he needs to hear to command the ship.
- When he hears the singing of the Sirens, he is so desperate to jump overboard that he breaks free of the rawhide and has to be restrained by Perimedes, Eurylochus, then finally the entire crew.
- Ulysses is dragged back to the mast and rebound. The crew rows faster than ever as Ulysses bent the mast trying to escape.
- When they finally see the Sirens, their voices don't match their faces. They sit on a heap of white bones of shipwrecked sailors, they are shaped like huge birds, and their hands and feet are claws greater than eagles with faces of young girls.
- The crew rows away as quickly as possible. Ulysses forces himself to look at the Sirens as their ugly appearance offsets their beautiful voices.

6. Map Add to ongoing class 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

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

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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 their 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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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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.

11. Close Close by extending today's lesson to life and the world.

Is there a social issue you are passionate about? What can you do to be more socially responsible?

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Character Based Literacy Program Lesson Plan
The Adventures of Ulysses, Day 13

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

1. 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 whirlpool?
A whirlpool is water that is produced by two currents flowing in opposite directions which causes it to move in a swift, circular motion. This often causes a downward spiraling action. Whirlpools can flow up to about 7 miles per hour and can be very dangerous.

In today's reading, Ulysses and his crew have to pass by Scylla and Charybdis. Charybdis was famous for sucking in the ocean tides and spitting them out. When she spit out the ocean tides, she created major whirlpools.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

insatiable (93)	greed (93)	bade (93)	dumfounded (93)	lurking (93)

READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Adventures of Ulysses*, p. 91-95**

Setting	Characters	Pages

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The sea between two monsters	Charybdis, Scylia	91-95

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Ulysses is warned of the 2 monsters, Scylla and Charybdis.
- Charybdis is a daughter of Poseidon, a beautiful naiad. She claims much land after her father's storms. Zeus is so upset with her that he turns her into a monster.
- Charybdis is a huge bladder, all mouth with flippers for arms and legs. She swallows the tide thrice a day.
- Scylla is a beautiful naiad that Poseidon falls in love with. His jealous wife Amphitrite changes Scylla into a monster.
- Scylla looks like a huge fleshy spider with 12 legs and 6 heads and an incredible hunger.
- Ulysses believes the only way to avoid these dangerous monsters is to carefully sail between the two rocks.
- Ulysses gives the helm to Eurylochus, and grabs his armor and sword in case they veer off course and he must do batter with Scylla.
- Scylla grabs the oars of the ship, tilts the deck, and captures 6 sailors.
- Ulysses quickly gives orders to right the ship and sail on.
- Ulysses sees Scylla squatting in her cave and stuffing the shrieking men into her 6 mouths.

6. Map Add to ongoing class 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

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

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

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

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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 posses 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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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

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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.

11. Close Close by extending today's lesson to life and the world.

1. How can you learn skills to overcome adversity?
2. What are some skills that you use to overcome adversity?

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2c12 Cubing Directions: Assembling the Cube

		back fold 10th pull to the		
	fold 1st	top fold 9th	fold 4th	
fold 3rd push behind front	left side	front	right side	fold 6th push behind front
	fold 2nd	bottom fold 7th	fold 5th	
		fold 8th pull to the back		

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.

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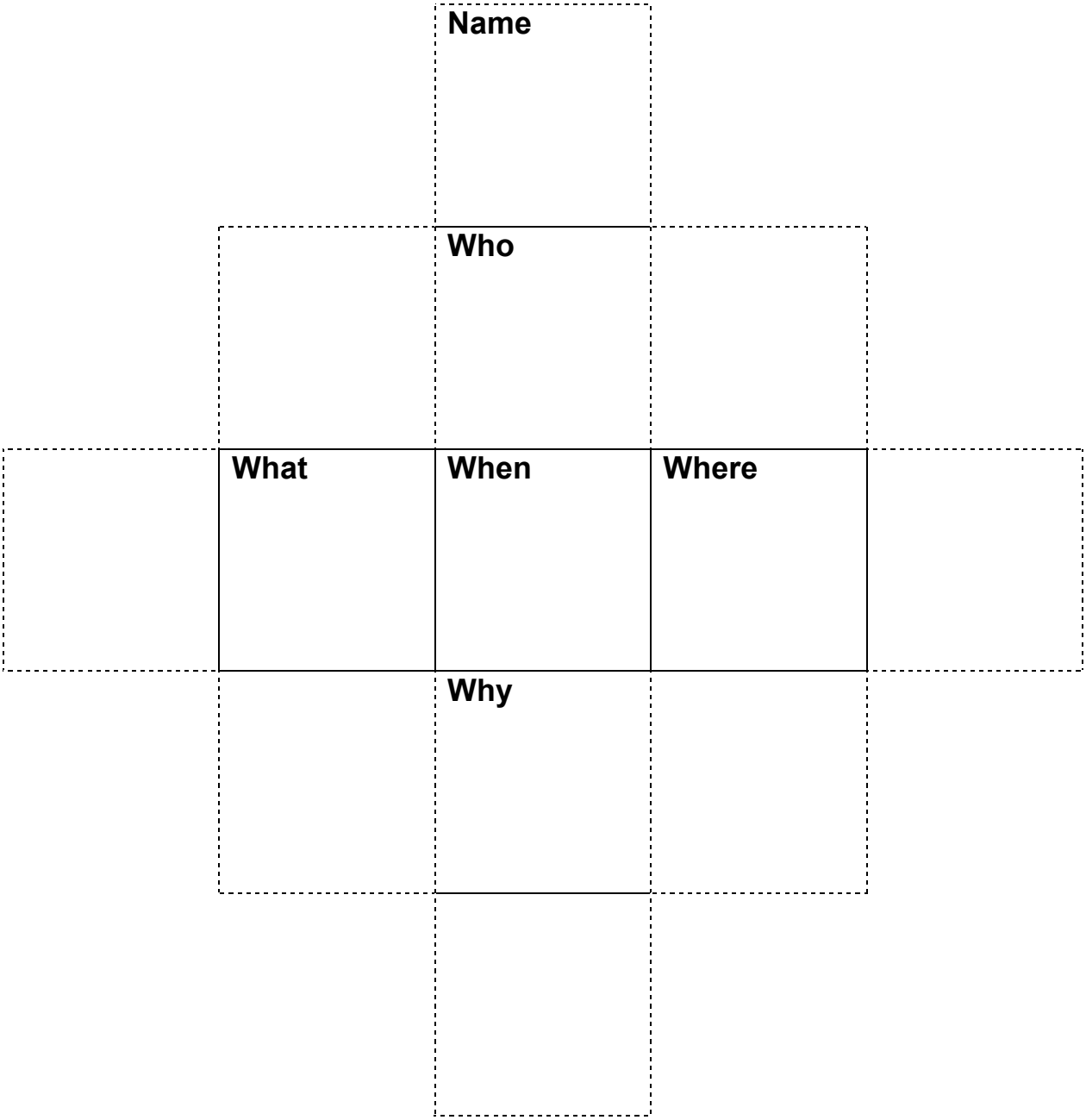
4c12 Cubing Who, What, When, Where, Why



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Character Based Literacy Program Lesson Plan
The Adventures of Ulysses, Day 14

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

1. 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 insubordination? Where is insubordination most prevalent?
The basic definition of insubordination is to NOT submit to authority and to be clearly disobedient. Do you think Eurylochus is insubordinate? Discuss as a class.

In today's reading Ulysses gave a clear order and the men did not follow it. They were punished in a variety of different ways. In the end Ulysses lost his ships and all of his crew.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

underchiefs (96)	counsel (96)	fated (98)	cunning (99)	vortex (104)

READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Adventures of Ulysses*, p. 96-105**

Setting	Characters	Pages
Anchored at sea	Ulysses, Eurylochus, Perimedes	96-97

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Island of the Sun-Titan	Ulysses, Eurylochus, Perimedes, Sun-titan, Zeus	98-102
Windy sea	Ulysses	102-105

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Ulysses calls Eurylochus and Perimedes to discuss landing on Hyperion the Sun-Titan Island (the consequences for killing one of the golden cattle).
- Eurylochus says the men are exhausted with no strength to row, while Perimedes says the food is almost gone and they are without water.
- Ulysses agrees but says they were responsible for the safety of the sun-cattle.
- Ulysses gives the sailors assignments on land. One group is to search for game, another is to fill the water kegs, and a third is to chop down trees to repair the ship.
- The only game found was wild pigs and the water barrels were filled. Ulysses fears they must either leave with no game to eat or eat the sun-cattle.
- A strong south wind blows that prevents them from leaving for 30 days and nights.
- The men are forced to eat anything they can get from the sea, the beaches or the woods—anything but the cattle.
- Eurylochus secretly calls the men together after Ulysses sleeps and says they should disregard the warning and help themselves to the cattle.
- Ulysses wakes up to the smell of roasting flesh. Eurylochus lies and says they are eating stags, not the Sun-God's cattle.
- After being persuaded to eat, Ulysses hears the carcass on the spit begin to moo and the hides crawl toward him. He shouts at his crew to return to the boats.
- A wild west wind snaps the mast and a lightning bolt strikes, setting ship and crew afire. Ulysses is able to use the mast as a raft.
- Unable to steer, Ulysses drifts back toward Charybdis. He leaps to the rocks and holds on for hours until Charybdis spits out the raft.
- After sailing for 9 days without food, Ulysses tries to spear fish—without success. Finally, he eats by playing dead then catching and eating the gulls who come to peck out his eyes.

6. Map Add to ongoing class 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

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

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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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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 Euyrlocus try to get Ulysses to eat with the men?
10. How did the god retaliate against Ulysses and his men?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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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

11. Close Close by extending today's lesson to life and the world.

Choices and decisions are the crux of the downfall of Ulysses and his crew. Research and report on different ways to make positive decisions and choices.

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Character Based Literacy Program Lesson Plan
The Adventures of Ulysses, Day 15

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

1. 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.

Who is Calypso?
In Greek mythology, Calypso was a nymph who captured Odysseus for many years, before he finally managed to escape. She lived on the mythical island of Ogygia. According to Homer's epic, *The Odyssey*, when Odysseus landed on Ogygia, Calypso fell in love with him and decided to keep him as her immortal husband. With her captivating singing, she managed to detain the Greek hero for several years. However, the time came when Odysseus' longing for Penelope, his wife, grew so strong that he could bear it no more. Wanting to tell Calypso, Odysseus instead told goddess Athena of his misery. Athena, being the protector of Odysseus, asked from Zeus to demand the release of the hero. So it happened. Calypso, angry at first, complained about how gods did not want goddesses to have affairs with mortals; however, she eventually backed out. Giving Odysseus wine, bread and a raft, she bade him farewell.

In today's reading, Ulysses lands on a mysterious island. Calypso is there and wants to make him her husband. She can see his future and his past. She allows him to roam freely as long as he does not ask too much of his home. He finds a bird (a former man) and asks him to go to his home and bring back information for him.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

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grotto (107)	hearth (108)	interlude (109)	courtship (111)	tapestry (111)

READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Adventures of Ulysses*, p. 106-115**

Setting	Characters	Pages
Island of Ogygia	Ulysses, Calypso, Crow	106-116

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Ulysses lands on Calypso's island where she nurses him back to health and marries him.
- Calypso believes that Ulysses, being a hero, is the love of her life.
- Calypso promises him immortality.
- Ulysses asks a crow to fly to his home and bring back information about his home.

6. Map Add to ongoing class 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

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

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Do you think that home is where you dwell? What makes a home a home?

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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 waivered? Explain.
11. Could he have used different traits to help him achieve his goal? What is missing from his character as a leader?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

How do you define morality? Can you be responsible without having morals? Explain. How do you define good versus bad? How does society define good versus bad? What can you do to make one change and do one good thing a day?

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Character Based Literacy Program Lesson Plan
The Adventures of Ulysses, Day 16

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

1. 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? (For class discussion.)
Fate is something that unavoidably happens to a person; death is the fate of every human being. Destiny is the power or agency that determines the course of events in someone's life. Destiny and fate are both normally understood as predetermined, meaning that some force already chooses your fate and destiny for you at birth and you cannot escape it.

Do you think that even though fate and destiny are predetermined, that they can be in your own hands?

Do you think fate and destiny possibly take you only so far and then what happens next is up to you?

In today's reading, Ulysses makes an altar and prays to the gods to allow him to die, since he cannot be with his family, or allow him to go home. His prayers were heard by Athena, who went to the gods and supported him. He was given the tools he needed to make a raft and leave.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

shroud (116)	immortal (119)	plight (121)	grudge (121)	lyre (122)

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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Adventures of Ulysses*, p. 116-123**

Setting	Characters	Pages
Island of Ogygia	Crow Calypso	116-120
Olympus	Zeus, Athene, Poseidon	121-123

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The crow returns from Ithaca with news for Ulysses of many ill-mannered men waiting to marry Penelope.
- Ulysses goes to Calypso and asks to return home to Ithaca, his wife, and his son.
- Calypso shows Ulysses what life will be like if he returns getting old.
- Calypso offers him immortality if he chooses to stay with her.
- The next day Ulysses builds an altar, makes a sacrifice to the gods, and asks to either be allowed to go home or struck down dead.
- Athene and Zeus discuss helping Ulysses make his way home while Poseidon is off in Africa.
- Hermes goes to Calypso and says it is time for her to send Ulysses home.
- Calypso is upset with Zeus for not believing in a goddess and a mortal mating.

6. Map Add to ongoing class 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

7. 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 we read about Circe. Have students 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

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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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

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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.

11. Close Close by extending today's lesson to life and the world.

Think about responsibility. What does responsibility look like for:

someone who is 2,
someone who is 5,
someone who is 15,
someone who is 20,
someone who is 30,
someone who is 40,
someone who is 50?

Can you be responsible at 50 if you haven't learned how to be responsible when your 20 or younger?

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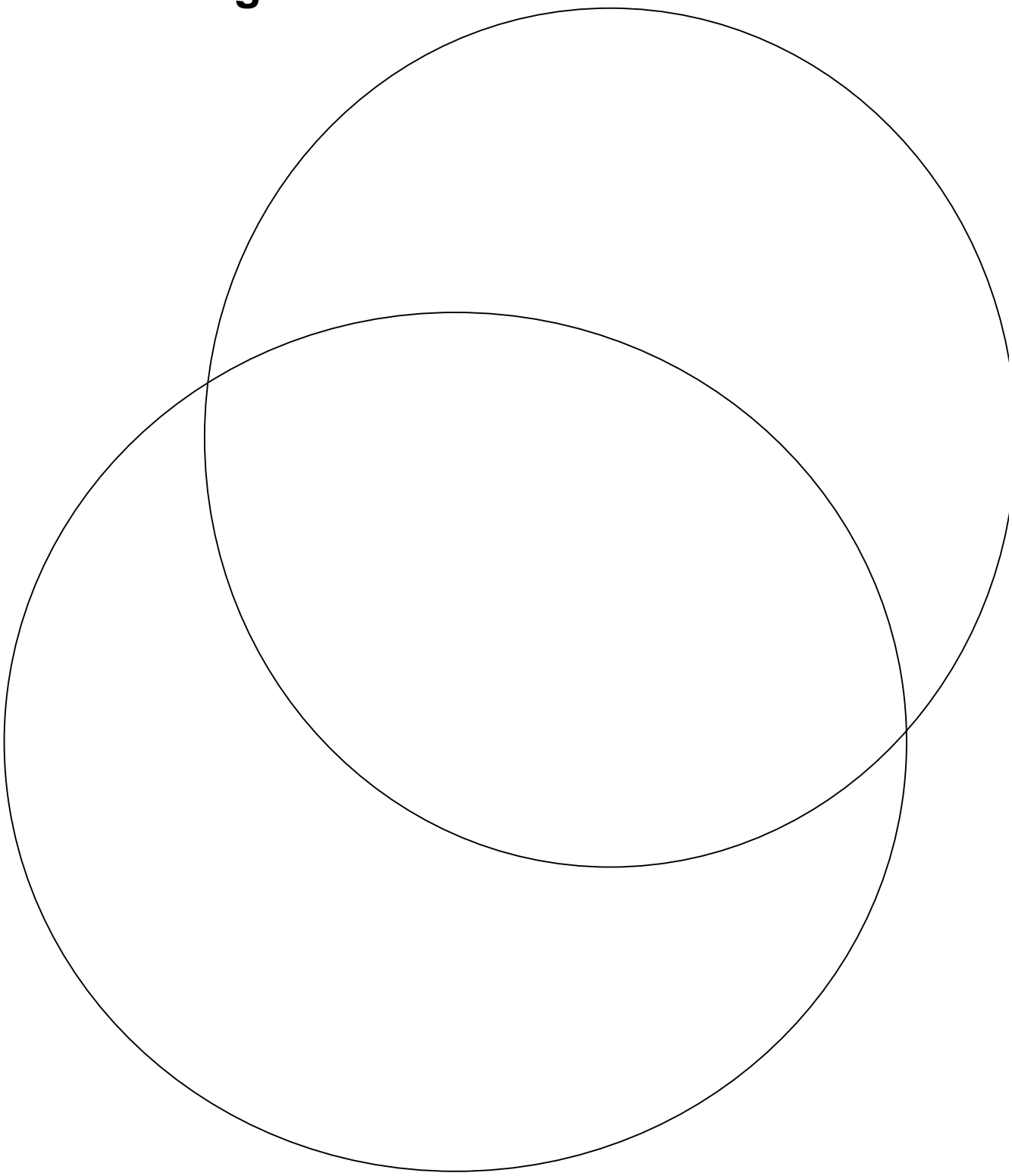
6g6 Venn Diagram Chart



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Character Based Literacy Program Lesson Plan
The Adventures of Ulysses, Day 17

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

1. 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 are Nereids?
Nereids are goddesses or Nymphs of the sea. They are protectors of sailors and fishermen, and come to the aid of these men in distress. They take care of the riches of the sea and make up part of Poseidon's group of servants and attendants.

In today's reading Ulysses was saved by a Nereid and found an island. He rested there until he was found by a princess in the reeds.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

distinguished (138)	ruffian (139)	supplicant (139)	prudence (140)	cudgel (141)

READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Adventures of Ulysses*, p. 124-135**

Setting	Characters	Pages
At sea	Ulysses, Poseidon, Ino	124-127
Fighting to get on land	Ulysses	127-128

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Phaeacia	King and queen of Phaeacia, Nausicaa, Athene, maidens, Ulysses	129-135

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Ulysses sails for 17 days before Poseidon realizes he was still alive.
- Poseidon sends a storm that destroys another of Ulysses boats and leaves him near drowning.
- Ino, a Nereid who hates Poseidon, swims over to Ulysses and gives him her veil which would protect him. He is instructed to throw it back into the ocean when he reaches shore.
- The green veil keeps him warm against the cold and helps him float and swim like a fish. Ulysses swims for two days.
- Nausicaa, princess of Phaeacia, finds a naked, bleeding, and muddy Ulysses among the reeds.
- After bathing and putting on fresh clothes, Nausicaa takes Ulysses to the castle to meet her parents.

6. Map Add to ongoing class 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

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

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why would Ino help Ulysses with her veil?

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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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Ulysses is found by Nausucaa 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.

11. Close Close by extending today's lesson to life and the world.

What are ways that people can be victimized?
Victim—what makes a victim a victim?
How does responsibility play into not becoming a victim?
What three things can you do to act responsibly and not become a victim?

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Character Based Literacy Program Lesson Plan
The Adventures of Ulysses, Day 18

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

1. 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 hospitality?
Hospitality is the friendly reception and treatment of guests and strangers. It was of great importance in ancient Greece. Guests were to always be granted a place to sleep and offered food and drink.

What is etiquette?
Etiquette is the accepted code or guidelines to follow in certain social aspects of life. The etiquette of hospitality was that guests be offered a place to sleep, food and drink, and treated with respect. This etiquette asked that hosts made their guests, even if they were strangers, feel at home. Before coins, credit cards, Motel 6, and McDonalds, hospitality to strangers saved lives. It had its rules, both on the host and guest side. The most infamous breakers of guest etiquette are Penelope's suitors.

In today's reading Ulysses is taken back to the palace by Nausicaa. He is given a place to sleep and shelter. He is made to feel comfortable. Once the family learns who he is he was given a ship to sail home in.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

fetch (138)	oracle (138)	ruffian (139)	cudgel (141)	curse (141)

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READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Adventures of Ulysses,* p. 136-146**

Setting	Characters	Pages
Island of King Alcinous	King, Queen, Nausicaa, Ulysses, Euryalus	136-146

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- King Alcinous has an oracle say, "I see danger, a mountain blocking your harbor, destroying your commerce. I sense the cold wrath of the god of the sea."
- King Alcinous is very upset to learn Nausicaa has picked up a man who is a shipwrecked stranger telling stories.
- At the banquet, suitors of Nausicaa challenge Ulysses to games of discuss, javelin, bow, and wrestling with hopes of killing him.
- After trying to not participate, Ulysses throws a chariot wheel farther than the others threw a discus.
- When asked his name, Ulysses refuses to answer for fear that the god who hunts him may take notice.
- Nausicaa plots to take the place of her father's bard and sing songs herself during the banquet.
- Nausicaa sings of heroes, Achilles, Ajax, Menelaus and the Trojan wars. Ulysses softens as she sings of his companions. When she sings of the Trojan horse and Ulysses himself, he starts to cry.
- Finally, Ulysses tells the king who he is leading King Alcinous to offer him anything he desires. All he wants is to return home to Ithaca to his wife and child.
- As Ulysses is preparing to sail home, Athene drugs Poseidon's cup so he'd sleep while Ulysses is traveling home.
- When he awakes, Poseidon turns the ship and its crew into stone, blocking the harbor as the oracle foretold.
- Nausicaa never marries, but becomes the 1st female bard singing songs of the great heroes, especially of Ulysses.

6. Map Add to ongoing class 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

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

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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 they impact he has had on others? Does being responsible mean you only think of others or do you have to consider others?

9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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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.

11. Close Close by extending today's lesson to life and the world.

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.

List one way you can be responsible for:

Yourself
Others
Your surroundings.

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Character Based Literacy Program Lesson Plan
The Adventures of Ulysses, Day 19

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

1. 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 are some characteristics that define a loyal person?
Loyalty is seen as a virtue, but are there times when being loyal does not seem to be the responsible thing to do?

In today's reading Ulysses returns home. He returns to the hut of Eumaeus. After interacting with him for the day he realizes he is still loyal to Ulysses. Ulysses shares his tale with him and that he is indeed alive.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

perilous (148)	slain (148)	tunic (148)	siege (150)	gluttonous (151)

READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Adventures of Ulysses*, p. 147-160**

Setting	Characters	Pages
Shore of Ithaca	Ulysses, Eumaeus, Telemachus	147-153

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At the hut of Eumaeus	Ulysses, Eumaeus and Telemachus	154-155
The castle	Ulysses, Eumaeus and Telemachus, Antinous and all the other suitors of Ulysses wife, Servants, Queen	155-160

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Ulysses finally arrives in Ithaca after 20 years; he feels it strange and unfriendly.
- The first part of his plan is to disguise himself as a crippled beggar.
- He gets food and stays with his former servant, Eumaeus the swineherd, who doesn't recognize Ulysses.
- Eumaeus warns Ulysses that begging at the castle is dangerous as those around the castle waiting for Penelope's hand are like wild beasts.
- Telemachus is at sea on his way home after looking for news of his father Ulysses. A group of his mother's suitors wait to attack him as he comes to port.
- Athene tricks Poseidon into creating a thick black mist around the suitor's ship so they can't see as Telemachus pulls into port.
- Athene changes herself into a young swineherd and directs Telemachus to Eumaeus' hut prior to heading up to the castle.
- Initially frustrated with Eumaeus for having a beggar at his fire, Telemachus changes his tune when he learns the beggar once met his father.
- Ulysses jumped to his feet and hugs Telemachus, admitting who he truly is.
- Ulysses shares his plan with Telemachus and Eumaeus; he wants Telemachus to claim he has information of Ulysses death and that Penelope will wed soon.
- While entering the castle, Ulysses' 21 year old dog leaps into Ulysses arms, licks his face, and dies.
- Still posing as beggar, Ulysses is treated terribly by the mob.
- Telemachus' announcement of Ulysses death and Penelope's pending selection sends the mob into sheer excitement.
- Ulysses fights another beggar and knocks him out with a single blow.
- When Telemachus takes Ulysses the beggar to his mother, the mob leader Eurymachus is angered.

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

Map
Finish your map.

Mythology Chart
Complete your mythology chart.

EXPLORE

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

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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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. Analyze Analyze the key paragraph.

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.'"

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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*

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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.

11. Close

Close by extending today's lesson to life and the world.

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2c12 Cubing Directions: Assembling the Cube

		back fold 10th pull to the back		
	fold 1st	top fold 9th	fold 4th	
fold 3rd push behind front	left side	front	right side	fold 6th push behind front
	fold 2nd	bottom fold 7th	fold 5th	
		fold 8th pull to the back		

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.

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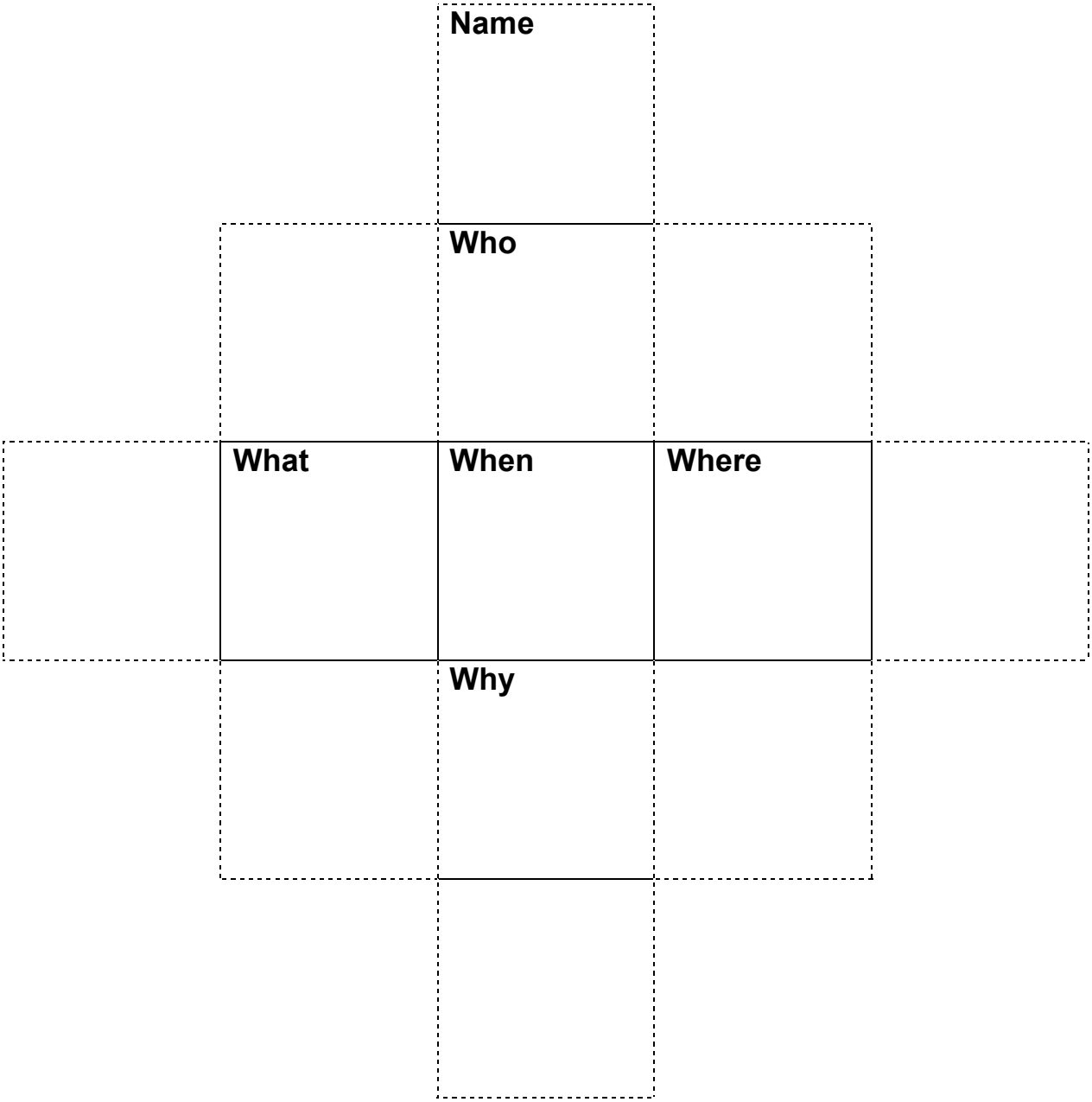
4c12 Cubing Who, What, When, Where, Why



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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

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Character Based Literacy Program Lesson Plan
The Adventures of Ulysses, Day 20

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

1. 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 strategy?
Strategy is having a plan, method or series of maneuvers to reach a goal or result. A strategy, or a plan, is a good way to reach your goals because it lays out steps to follow that make your ultimate goal more reachable. It allows you to have a vision of your path toward your goal and although along the way there may be some mishaps you can always refer back to your plan to get back on track.

In today's reading Ulysses creates a plan to reclaim his home, his wife, and his son.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

chamber (161)	bow (163)	quiver (166)	tallow (167)	barricade (171)

READ

3. Review Review the timeline from the beginning everyday.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***The Adventures of Ulysses*, p. 161-173**

Setting	Characters	Pages

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The Queen's quarters	Ulysses, Penelope, Telemachus	161-164
Hallway	Ulysses and Eurycleia	164
Archery area	All of the queens suitors and Ulysses	164-167
Yard of the archery	Ulysses, Eumaeus and Telemachus and suitors	168-173

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Posing as a beggar, Ulysses tells Penelope stories of how much she was loved by Ulysses.
- He tells Penelope that the man she picks as husband should be able to bend his bow.
- Ulysses explains how to get the suitors to hold an archery contest using his bow to determine the future husband.
- Eurycleia, an old woman who was once Ulysses nurse, recognizes him as he passes through the hallway. Ulysses swears her to secrecy.
- The contest is for each archer to shoot an arrow through 12 ax-rings. Telemachus takes the name of the winner to Penelope in her chamber.
- The Prince of Samos is the first to try and string the bow, but he can't make it bend at all.
- Antinous tries and fails to bend the bow. He says the bow is too stiff and cannot be bent. It needs to be rubbed with tallow and set by the fire to soften.
- While a servant starts to rub the bow, Telamachus has wine served to the men.
- The suitors begin to shout and surround Telamachus when Ulysses, as the beggar, asks for an opportunity to string the bow.
- Ulysses quickly strings the bow, then shoots an arrow that goes through all 12 ax-rings.
- Ulysses shoots an arrow into Antinous before Eurymachus leads the rest of the men on a charge of Ulysses.
- Ulysses retreats, firing arrows and killing the suitors, and is joined by Telamachus and Eumaeus.
- After using all of his arrows, Ulysses throws a huge slab, crushing a number of suitors like beetles.
- Ulysses and his son Telamachus finish the battle and share an embrace.

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

Map
Complete your map.

Mythology Chart
Complete your mythology chart.

EXPLORE

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

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, Syclla 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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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 Ulyess?
12. What would you consider the biggest character flaw of Ulysses? Could he turn that flaw into strength? How?

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9. Analyze Analyze the key paragraph.

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).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.

11. Close Close by extending today's lesson to life and the world.

You considered your ability to be responsible to yourself, others, and your surrounding's Write an action you can take to make those a reality.

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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

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Character Based Literacy Program Lesson Plan
The Adventures of Ulysses, Final Writing Product

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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 *The 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.

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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.

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