

Character Based Literacy Program Writing Prompt

The Adventures of Ulysses, Day 1



Key Paragraph, p. viii

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

Writing Prompt

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

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

Final Writing Product

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

Character Based Literacy Program Writing Prompt

The Adventures of Ulysses, Day 2



Key Paragraph, p. 3

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

Writing Prompt

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

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

Character Based Literacy Program Writing Prompt

The Adventures of Ulysses, Day 3



Key Paragraph, p. 6 and 7

“Ulysses’ men were full of food and wine, unready to fight, but he had posted sentries, who raised a shout when they saw the Ciconians coming down from the hills in the moonlight. Ulysses raged among his men, slapping them with the flat of his sword, driving the fumes of wine out of their heads. His great racketing battle cry roused those he could not whip with his sword” (p. 6).

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

Writing Prompt

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

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

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

Character Based Literacy Program Writing Prompt

The Adventures of Ulysses, Day 4



Key Paragraph

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

Writing Prompt

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

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

Final Writing Product: Feature Story

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

Who was involved?

Where did it take place?

What happened?

When did each petal represent?

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

Character Based Literacy Program Writing Prompt

The Adventures of Ulysses, Day 5



Key Paragraph

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

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

Writing Prompt

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

We all have strengths and weaknesses as leaders. Sometimes our strengths and weaknesses are one and the same. Write a one paragraph narrative in which you experienced a weakness hindering when you were trying to make a good decision. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Character Based Literacy Program Writing Prompt

The Adventures of Ulysses, Day 6



Key Paragraph, p. 31

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

Writing Prompt

Ulysses is clearly a bold leader, but is he too bold? Will his pride and daring prevent him from ever getting home? Think about times in your life that you have been bold, daring, and strong (maybe in a sport, job, school activity, community). How did those traits help or hinder you from success?

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

Character Based Literacy Program Writing Prompt

The Adventures of Ulysses, Day 7



Key Paragraph

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

Writing Prompt

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

Write a one paragraph narrative about one thing you are totally and completely responsible for. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Character Based Literacy Program Writing Prompt

The Adventures of Ulysses, Day 8



Key Paragraph

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

Writing Prompt

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

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

Character Based Literacy Program Writing Prompt

The Adventures of Ulysses, Day 9



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).

Writing Prompt

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

Write a one paragraph narrative in which you share the choice you were given, how it affected you, and why you made the choice you did. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Character Based Literacy Program Writing Prompt

The Adventures of Ulysses, Day 10



Key Paragraph, p. 60

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

Writing Prompt

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

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

Character Based Literacy Program Writing Prompt

The Adventures of Ulysses, Day 11



Key Paragraph, p. 79

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

Writing Prompt

In this chapter, we encounter several characters on the Island of the Dead. Some claim they are Ulysses’ friends. One, Ajax, claims to have been wronged by Ulysses. It has been stated that Ulysses’ fate is connected to his previous actions. Do you think Ulysses could change his fate and the fate of his men if he offered to make it up to Ajax? What if he did the same with the Cyclopes? Do you think this would change his fate? Chose one character and write a dialog of what he might he say to each?

It is hard to ask forgiveness. However forgiveness is something that we all have an opportunity to ask. Think of a situation (real or imagined) that you had to ask for forgiveness. Write a narrative in which you describe the situation and who was involved. Pay close attention to the dialog for your apology. **Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, description, reflection, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**

Character Based Literacy Program Writing Prompt

The Adventures of Ulysses, Day 12



Key Paragraph, p. 85

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

Writing Prompt

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

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

Final Writing Product: Arts and Leisure

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

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

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

Writing should be in narrative format.

Character Based Literacy Program Writing Prompt
The Adventures of Ulysses, Day 13



Key Paragraph, p. 95

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

Writing Prompt

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

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

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

Character Based Literacy Program Writing Prompt

The Adventures of Ulysses, Day 14



Key Paragraph, p. 99

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

Writing Prompt

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

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

Final Writing Product: Obituary

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

Template how to write an obituary:

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

Character Based Literacy Program Writing Prompt
The Adventures of Ulysses, Day 15



Key Paragraph, p. 114

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

Writing Prompt

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

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

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

Character Based Literacy Program Writing Prompt
The Adventures of Ulysses, Day 16



Key Paragraph, p. 119

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

Writing Prompt

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

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

Character Based Literacy Program Writing Prompt
The Adventures of Ulysses, Day 17



Key Paragraph, p. 134

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

Writing Prompt

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

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

Final Writing Product: Feature Story

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

Character Based Literacy Program Writing Prompt

The Adventures of Ulysses, Day 18



Key Paragraph, p. 138-139

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

Writing Prompt

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

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

Character Based Literacy Program Writing Prompt

The Adventures of Ulysses, Day 19



Key Paragraph

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

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

Writing Prompt

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

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

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

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

Final Writing Product: Opinion

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

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

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

Character Based Literacy Program Writing Prompt
The Adventures of Ulysses, Day 20



Key Paragraph, p. 161

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

Writing Prompt

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

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

Final Writing Product: Sports Story

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

Character Based Literacy Program Writing Prompt

The Adventures of Ulysses, Final Writing Product



Unit: Responsibility Narrative Essay Student Edition

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

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

Materials:

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

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

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

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

Front-page article—Lesson Plan Day 1

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

Feature Story—Lesson Plan Day 4

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

Who was involved?
 Where did it take place?
 What happened?
 When did each petal represent?
 What did Morpheus see in Ulysses dreams? (use narrative format).

Arts and Leisure—Lesson Plan Day 12

Write a narrative that highlights the music from the novel.

Use information below to highlight the Sirens.

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

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

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

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

Writing should be in narrative format.

Obituary—Day 14 of the Lesson Plan

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

Template how to write an obituary:

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

Feature Story—Day 17 of the Lesson Plan

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

Opinion—Day 19 of the Lesson Plan

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

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

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

Sports Story—Day 20 of the Lesson Plan

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

Optional:

Cartoon

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

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