



sheathing p.37
tattered p.38
mercilessly p.38
detest p.39
Keeper of the Winds

Ulysses tells the story of his adventures to Aeolus. Aeolus gives him a bag of wind to help him get home.

Ulysses' men think he is hoarding loot in the bag. They cut it open and are blown back to Aeolus.

brawling p.41
moored p.42
dispatched p.43
snuffling p. 46
Cannibal Beach

Tired and hungry, Ulysses and his men put into harbor in the land where the sun chases the moon.

Ulysses realizes that this land is populated by giant cannibals who eat many of the sailors. As a result, only one ship remains.

inhabitants p.49
haughtily p.49
venerable p.57
tidings p.58
Circe p.47-58

Ulysses sends Eurylochus with half of his men to find out what is in the castle. They meet **Circe** who turns them into pigs.

When the men do not return, Ulysses goes to look for them. On his way he meets **Hermes**, the messenger god.

sty pg.60
plunge pg.61
tunic pg.62
quills pg.64
Circe pg. 59-70

Hermes gives Ulysses a flower to guard him against Circe's sorcery. She offers him happiness if he stays with her.

Ulysses decides to continue on his journey. Circe then tells him that he will have to visit the Land of the Dead.

girdling p.71
lashed p.72
curdling p.72
tittering p.76
The Land of the Dead

Ulysses and his men cross the River Styx and enter Hades' Land of the Dead beyond the Pillars of Hercules.

Ulysses meets Achilles, Elpenor, and Teiresias, all who counsel him about how to avoid disasters and return home.

prophecies p.83
flee p.85
loom p.85
rendezvous p.85
The Wandering Rocks

Ulysses sees floating rocks coming towards his ship. He tries to avoid them, but they force him to change course.

Ulysses realizes that Elpenor's prediction is true. He and his men will have to face the Sirens and Scylla and Charybdis.

13

15

Ancient Roman Times

III / XV
IV IV B.C.

Julius Caesar Denied the crown!



Julius Caesar DEAD!

Brutus' wife



commits suicide!



For Sale
Julius Caesar sculpture
(For a limited time only)



XVIII Aureus
for this beautiful
vase that belonged
to the Queen.
Pick it up at VIX
West Roman St.



Luperical Celebration at the colosseum



Soothsayer- "I can tell you your future
and it will come true if you believe!"

WRITTEN BY ANDREW GORREIA

EXTRA

ROMAN TIMES

NOV 20

JULIUS CAESAR'S BETRAYAL



On March 15 in 44 bc a group of senators assassinated Caesar. The story of the assassination has become the subject of many plays and other works of art, including this painting by Valien Vincenzo Comacchi.

MARK ANTONY



Mark Antony succeeded Julius Caesar as ruler of Rome after Caesar was assassinated. His rousing oratory turned the population of Rome against assassins Brutus and Cassius, and he drove them from Rome. He ruled Rome after Caesar's death, but when Antony allied himself with Cleopatra of Egypt, he was branded a traitor. The combined forces of Antony and Cleopatra were destroyed by Octavius at Actium and Antony, deserted by most of the remnants of his troops, committed suicide about a year later.

MARCUS JUNIUS BRUTUS



Roman political leader Marcus Junius Brutus participated in the 44 bc conspiracy to assassinate Julius Caesar, who had seized power as dictator of Rome. Following the assassination, Brutus fled to Macedonia to raise an army. He committed suicide when his army was defeated by troops led by Mark Antony and Caesar's nephew Octavian.

ROME 20



Questioning

On-the-Surface

- Answers are stated in the text
- Answers tell what happened or what was said
- Answers retell main details
- Answers

Under-the-Surface

- Answers can be strongly implied—find the clues
- Answers can be inferred—use background knowledge or research
- Answers can be opinions—defend them

on Vlad high
 got into a fight that left him
 Blue. He be friends justin and i
 learn too she mented him so
 gregor cant beat him. Black on
 blue. The end of the year
 comes and did homework
 and over all he had
 alot of fun

Douglas Ross
 * lives in California
 * has three cats and a dog
 * he has be a slash war
 * college history teacher
 * professional wrestler
 * today now he works
 in a public library



Vampire High
 by Douglas Ross

(mirrored bleed-through text from the reverse side of the page)

history connection

Character Education at the Markkula Center for Applied Ethics
 ethics programs for communities that learn, live, pray, or work together
www.scu.edu/character

Character Based

PRREE Lesson Plan Format: Intro, Through and Beyond a Text

9 territories
 or
 inevitable conflicts
 or
 8 w's
 who what when where why
 how what if we

5-10

	E	E
OND	EXPLORE	EXTEND
<p>the most ents in ing, and e</p> <p>going or other</p> <p>graphic organizer.</p>	<p>7. Activity Explore the reading with a visual or oral language activity.</p> <p>8. Discussion Prompt in depth discussion with questions from the 9 territories.</p> <p>9. Analysis Analyze the key paragraph closely.</p>	<p>10. Write Every student writes a short product from today's prompt to connect to the unit theme.</p> <p>11. Close Close by extending today's lesson to life and the world</p>

Read **Wondering, Wiggling, and Weaving: A New Model for Project and Community Based Learning on the Web** ([PDF](#)) by Annette Lamb, Larry Johnson, and Nancy Smith (Learning and Leading With Technology, 1997, 24(7), 6-13).

The model is similar to the work of Eisenberg, McKenzie, Kuhlthau, Pappas and Tepe. However, a fun alliteration was used to stimulate student interest and focus on the student's perspective. You're probably familiar with the 5Ws (who, what, when, where, and why), here are 8 new ones. You can view a print version of the 8Ws model using the [PDF](#) file.

Explore each of the 8W's. Click on the link for each of the Ws below to read about about this aspect of inquiry.

- [Watching](#) (Exploring) asks students to explore and become observers of their environment. It asks students to become more in tune to the world around them from family needs to global concerns.
- [Wondering](#) (Questioning) focuses on brainstorming options, discussing ideas, identifying problems, and developing questions.
- [Webbing](#) (Searching) directs students to locate, search for, and connect ideas and information. One piece of information may lead to new questions and areas of interest. Students select those resources that are relevant and organize them into meaningful clusters.
- [Wiggling](#) (Evaluating) is often the toughest phase for students. They're often uncertain about what they've found and where they're going with a project. Wiggling involves evaluating content, along with twisting and turning information looking for clues, ideas, and perspectives.
- [Weaving](#) (Synthesizing) consists of organizing ideas, creating models, and formulating plans. It focuses on the application, analysis, and synthesis of information.
- [Wrapping](#) (Creating) involves creating and packaging ideas and solutions. Why is this important? Who needs to know about this? How can I effectively convey my ideas to others? Many packages get wrapped and rewrapped before they're given away.
- [Waving](#) (Communicating) is communicating ideas to others through presenting, publishing, and sharing. Students share their ideas, try out new approaches, and ask for feedback.
- [Wishing](#) (Assessing) is assessing, evaluating, and reflecting on the process and product. Students begin thinking about how the project went and consider possibilities for the future.

history connection



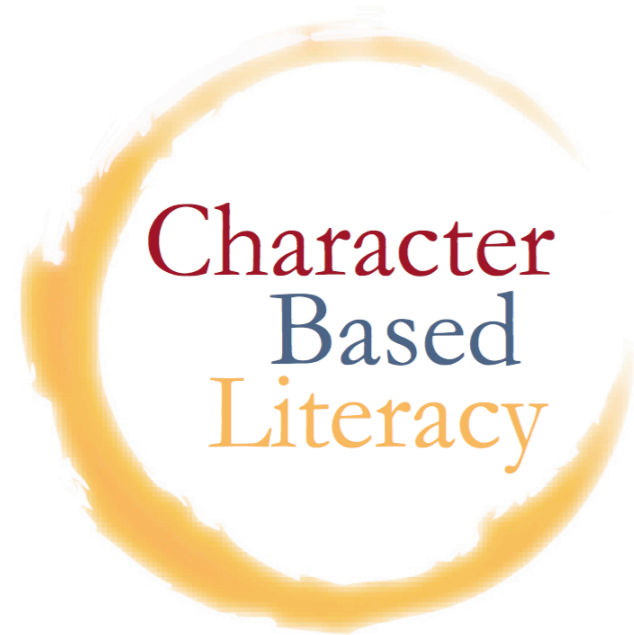
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PRREE Lesson Plan Format: Into, Through and Beyond a Text

ethics content			E	E
		OND	EXPLORE	EXTEND
explicit instruction and practice.		most ents in ng, and e	<p>7. Activity Explore the reading with a visual or oral language activity.</p> <p>8. Discussion Prompt in depth discussion with questions from the 9 territories.</p> <p>9. Analysis Analyze the key paragraph closely.</p>	<p>10. Write Every student writes a short product from today's prompt to connect to the unit theme.</p> <p>11. Close Close by extending today's lesson to life and the world</p>
		going map, chart, or other graphic organizer.		

history connection



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PRREE Lesson Plan Format: Into, Through and Beyond a Text

P	R	R	E	E
PREPARE	READ	RESPOND	EXPLORE	EXTEND
<u>1. Background</u> Build a context for	<u>3. Review</u> Review the most	<u>5. Timeline</u> Agree on the most	<u>7. Activity</u> Explore the reading with a visual or oral language activity.	<u>10. Write</u> Every student writes a short product from today's prompt to connect to the unit theme.
theme ethics connection basis for writing prompt		ents in ing, and e going or other nizer.	<u>8. Discussion</u> Prompt in depth discussion with questions from the 9 territories. <u>9. Analysis</u> Analyze the key paragraph closely.	<u>11. Close</u> Close by extending today's lesson to life and the world