MUHLENBERG COLLEGE LESSON PLAN FORMAT		
Name	Grade	Date
Anna Holmwood	7	2/11

Unit Title	Lesson Title
The Adventures of Ulysses	Fate vs. Luck/ Prologue review

Standards Addressed

CC.1.3.7.A Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (theme of fate vs. luck)

CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. (citing evidence of the difference between fate and luck)

Objective(s)

Students will be able to examine examples of Fate and Luck in the text and compare and contrast their impact on Ulysses.

Students will be able to classify examples from the text as either fate or luck within the given framework.

Students will be able to define fate and explain its role in Ulysses's journey.

Students will be able to identify grammatical errors and write grammatically correct sentences. (DLR quiz)

Main Assessment(s) and Criteria for Evaluation

1. Students will be formally assessed on their Daily language review week 15 content. This will be assessed through an online quiz on google forms. (administered by Mr. Fatzinger and made by one of the 7th grade ELA team teachers)
2. Students will be informally assessed on their partner work discussion of the fate vs. luck concept presented in The "prologue" and "ships and men."
3. Students will be informally assessed on their categorization of text examples as either determined by fate, or caused by luck. This will be assessed as I circulate the room and see what each group is working on, as well as through verbal sharing of their order with the class.
4. Students will be formatively assessed on their completion of the exit ticket question. I will use this to measure whether or not my objectives for the lesson were accomplished. I will compare their answers to the previous fate/luck exit ticket that I used for pre assessment of their readiness, and use the comparison to make a decision about whether or not

Set Induction
fate vs. luck demonstration I will have a bin pre-set with small prizes or stickers. Students won't be able to see into the bin, but will have to reach in and grab something out. This will be a representation of luck because students will have the choice to reach into the bin but will not know what they are going to get. They have free will to choose from the bin, but the outcome is determined by luck. Then I will run the scenario again, this time asking the student volunteer to close their eyes as I (pretending to be poseidon/another god) choose what the student's prize is. the student does not have a choice in the situation, instead "the gods" determined the fate of the outcome. I will then ask the question "Which one of these scenarios represented luck, and which one of these scenarios represented fate?" The students will have a second to turn to their partner and talk and then share their answers.

Content Outline
DLR quiz content- **Fate-** Fate refers to the concept that events in a person's life are predetermined and inevitable, often believed to be guided by some external force or power beyond human control. It suggests that certain outcomes are predestined and cannot be changed regardless of one's actions or decisions. Different cultures and belief systems viewed fate in different ways(think religious doctrines such as predestination in Christianity) **Ancient Greek conception of fate/ idea of fate within greek mythology** The Greeks believed that the Fates controlled the destiny of every individual from birth to death, and even the gods themselves were subject to their authority. The gods could influence events and manipulate mortal lives, but ultimately, they too were bound by the decisions of the Fates. We see many examples of the gods intervening in the lives of mortals in the Odyssey/ The adventures of Ulysses. Poseidon tells Aeolus to blow the ship off course. Ultimately, a journey that should have taken days takes like ten years. **Luck**

The framework of luck vs. fate is a way of thinking about the events that transpire in the novel. Although Ulysses has the ability to make choices, the outcomes of his choices are determined by luck. There is a limit to his ability to choose the consequences of his own actions.

Fate comes into play when the outcome is determined by the intervention of a supernatural being (i.e Poseidon). In this case, Ulysses still has free will to choose whether or not to say or do certain actions, but no matter what, his path is set because it has been engineered by the gods.

personal choice tends to have a greater impact on luck, where individuals can sometimes influence the probability or outcome of events through their actions. In contrast, personal choice is often seen as having less influence on fate, which is perceived as predetermined and governed by external forces.

<u>Examples of this within the novel (content created by Dr. Pisco and Mrs. Hadersbeck from the Ulysses teacher packet)</u>

Luck- "He should have any woman he looked upon with desire…. thereupon he chose Helen" (x).explanation: Paris chooses the married Helen rather than another woman who is NOT married, causing the Trojan War because her former suitors all vowed to protect her chosen husband.

Fate: "He roused the winds and tides against Ulysses" (x II). explanation: Poseidon is causing problems for Ulysses that he cannot avoid because Poseidon is offended that they did not leave an offering to him after the Trojan War.

Luck: "Only a few days' supply of food and water could be carried" due to a lack of storage in the ships (2).After years at war, the men refused to give up their huge booty, leaving no room for food and water. "This greed for treasure caused many 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" (3).

explanation: Ulysses and his men had little food and water on board because they chose to keep their war loot.They had good luck in their victory, but it will continue to cause them problems

Fate:"These ships were almost always at the mercy of the weather" (2).

Luck:Ulysses and his men had no control over direction because of the wind because the gods (Poseidon in the sea) controlled the weather.Poseidon was not inclined to be helpful.

The Lesson	
Teaching Strategies and Learning Activities (with Time Approximations)	Differentiation/Accommodation
1. DLR quiz -seatwork (20 mins) - I will ask students to take out their chromebooks as they enter the classroom, I will put the agenda for the day up on the screen, and ask that they quietly start their test. - During their quiz time, I will pre-set the materials needed for the categorization activity.	I will circulate the room while students are working on their tests, answering any questions.
2. Root words - direct instruction/guided notes (5 mins) - As students are finishing their quizzes I will pass out their root word packets and switch the slides over to the root word slides for the week. I will spend 5 minutes going over the definition and letting students fill out their packets quickly.	I will have extra examples on hand if it is clear that students are not understanding the meaning of certain words. Additionally, I will explain the concept of a root word to periods 4/6 and 8/9 because they may not have the same level of readiness/ vocab knowledge as the accelerated class.
3. Set induction- demonstration/guided discussion (5min) see above	I may have to run the demonstration more than once for students to understand the distinction. If needed I can draw the scene on the board, labeling fate and luck and writing distinctions underneath them such as: freewill, will of the gods.
4. Slideshow- direct instruction (5 mins) - I will have quotes from the book in the slideshow and have students discuss with me the distinction between fate and luck using the textual evidence.	
5. Paired work (10 mins) Students will receive bags/envelopes with slips of paper inside. They will be tasked with pulling out the slips of paper, and separating them into two different piles, one for fate and one for luck.	I will circulate and talk through the examples with groups that are struggling. I will point students back to the distinctions written on the board that shows the difference between fate and luck.

- As they do this, I will walk around the room and see what groups are working on. I will make note of the concepts that students are struggling with on a notepad. - After I sense that students have grouped their examples accordingly, I will ask groups to share what they did. I will have my own set of slips and I will ask for volunteers to tell me how they categorized them. I will use any confusion as opportunities to reiterate the distinction. Closure exit ticket- (3 mins) - students will write the distinction between fate and luck as it applies to Ulysses on a piece of index paper. Students will share out loud before they leave class.	If any group finishes this early, I can ask them to combine groups, mix up the examples and try again, instructing them to talk through their thought process as they work. As a challenge, I can have students make another pile within the luck category, to distinguish between good luck and bad luck. I can remind students of the difference again, or ask student volunteers to supply examples to illustrate the point.

Closure

Closure exit ticket- (3 mins)

- students will write the distinction between fate and luck as it applies to Ulysses on a piece of index paper. Students will share out loud before they leave class.

Materials and Resources

prize bin that is covered so no one can see in

slideshow with two or three examples from the text
https://www.canva.com/design/DAF8cw7JajU/ltQUUykG_hxl4F9k2ubJFw/edit?utm_content=DAF8cw7JajU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

envelopes or bags with examples from the text/ made up examples for each group. Most likely 8 sets per class.

https://docs.google.com/document/d/1U6jeNm3Zlnx3uLJLcsqvtKdxhL2d35Rptod-ENKSqm0/edit?usp=sharing
Reflection