



Cap sur l'école inclusive  
en Europe



## Pedagogical Sheet

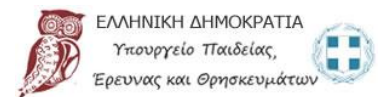
### Ulysses' wanderings returning to Ithaca

#### Section of the module /E

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#### General definition / Brief description of the content

Pupils will learn about Ulysses' adventures:

1. With the Ciconians, the Lotus Eaters and the Cyclops
2. Meeting Aeolus, the Lestrygons and Circe
3. In Hades' Land of the Dead, facing the Sirens, Scylla and Charybdis
4. On the Sun Island, on Calypso's Island and on the Phaeacians' Island

#### Goals

A. As regards knowledge

##### HISTORY

- Becoming familiar with the adventures of Ulysses after the fall of Troy in chronological order
- Understanding Ulysses' commitment to returning to his country and the value of the human struggle to achieve one's goals
- Studying the hero and confirming his basic characteristics
- Appreciating the values and the culture of the Homeric era
- Enjoying the beauty and magic of the myth.

##### LANGUAGE

- Rewriting stories
- Linking the events of a story in terms of time and content
- Describing the characters and behaviours

## B. As regards the learning process

- Acquiring communication skills through dialogue and argumentation
- Developing the ability to work in groups and to use knowledge and skills to achieve collective goals
- Developing critical and creative thinking leading to sure conclusions
- Developing respect for different perspectives

## Use / Fields of application

- It is intended for pupils of the first class of junior high school (12-13 years).
- The scenario concerns the cognitive fields of history and language.
- The course plan can be extended to other subjects such as geography (knowledge of the Mediterranean and its peoples).
- The estimated duration of the course is two sessions.

## Principles and theoretical foundations / Methodology

A combination of teaching methods is required.

### **Collaborative approach:**

The international bibliography shows that collaborative learning leads to better learning outcomes, while helping to socialize students. It is ideal for students with serious learning difficulties. Its importance is due to the fact that it helps to promote social objectives and those related to the child's mental health, emotional and psychomotor development. Learning involves social and cultural processes. The learning environment in the context of such an approach is described as the environment in which the teacher and students research together and become familiar with concepts and meanings (Vygotski, 1987, Bruner, 1996).

The team composition and organization can decisively support or block the progress of the learning process, which is why teachers need to be aware of how to create the desired collaborative environment (Matsagouras, 2000). Students are divided into 5 groups of 5 people each, mixed in terms of gender, origin, interest and cognitive level. In this way, the child with learning difficulties joins a group with a varied composition to be able to interact with his / her classmates.

### **Inductive method (from concrete to abstract) - constructive approach:**

As the constructive perspective shows, "the meaning of learning" emerges when students try to link new knowledge with previous ones. At the beginning of each lesson, there must be a guideline that could simultaneously serve different teaching functions such as mobilizing students' attention and interest and linking up with the knowledge and experiences of pupils (Ausubel, 1963).

### **Discovery learning:**

Discovery teaching is implemented through quotes and questions that will be given to each group since it is the students themselves who discover knowledge.

## **PROPOSED ACTIVITIES**

### **1<sup>st</sup> Session**

At the beginning of the course, discussion with pupils about the main events of the Trojan War, its duration and the role of Ulysses in the siege of Troy, the fall of the city and the attitude of the Achaeans.

Then pupils refer to the book and they discuss about the introductory text. Pupils are asked to tell if they know any of Ulysses' adventures.

Pupils are split into groups and are given the first learner sheet that relates to Ulysses' role in Troy. The learner's sheet always contains a concept map that refers to his personality.

### **2<sup>nd</sup> Session**

After pupils' interest has been stimulated, they are invited to watch a video on the Internet, on the destruction of Troy and Ulysses' adventures, at the following address:

<https://www.youtube.com/watch?v=5Wo8jC4iwAI&t=849s>

Then children are given the second learner sheet, which contains a map of the Mediterranean with Ulysses' trip. Pupils are invited to complete his journey steps.

Once the answers have been checked, pupils are given the third learner sheet, which contains a crossword puzzle related to Ulysses' wanderings.

### **TEACHING TOOLS:**

Pedagogical supports: computer, projector, blackboard

Material for pupils: exercise book, learner sheets

# ΦΥΛΛΟ ΕΡΓΑΣΙΑΣ 1<sup>ο</sup>

1. Αναφέρετε 5 ήρωες του Τρωικού Πολέμου:

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.....  
.....  
.....  
.....

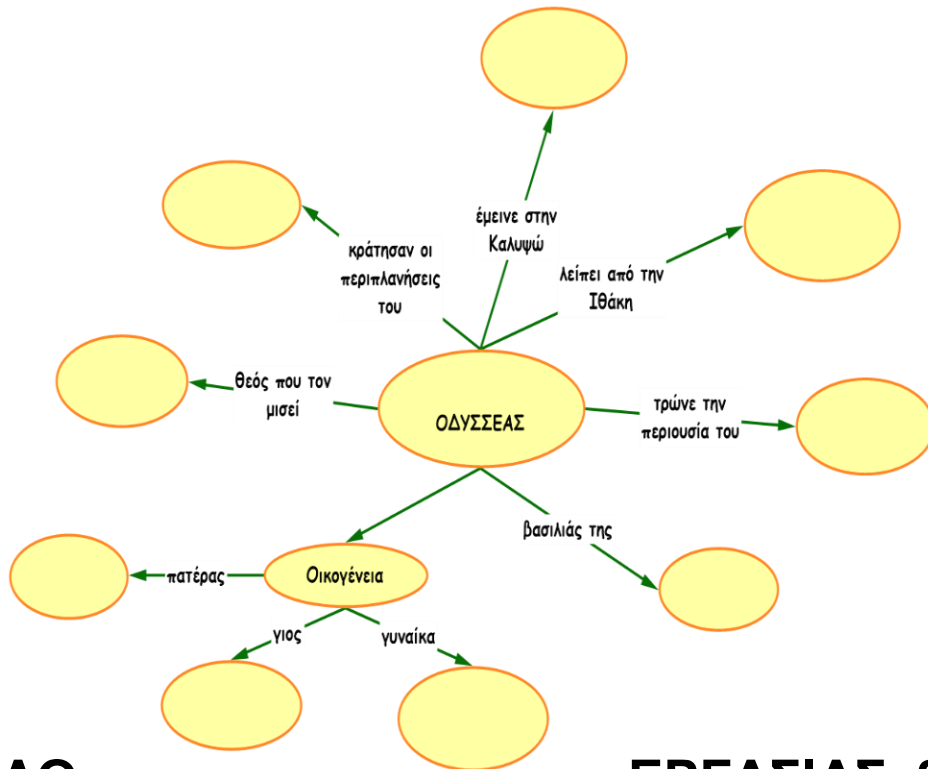


2. Ποιος ήταν ο ρόλος του Οδυσσέα στην πολιορκία της Τροίας;

.....  
.....  
.....  
.....  
.....



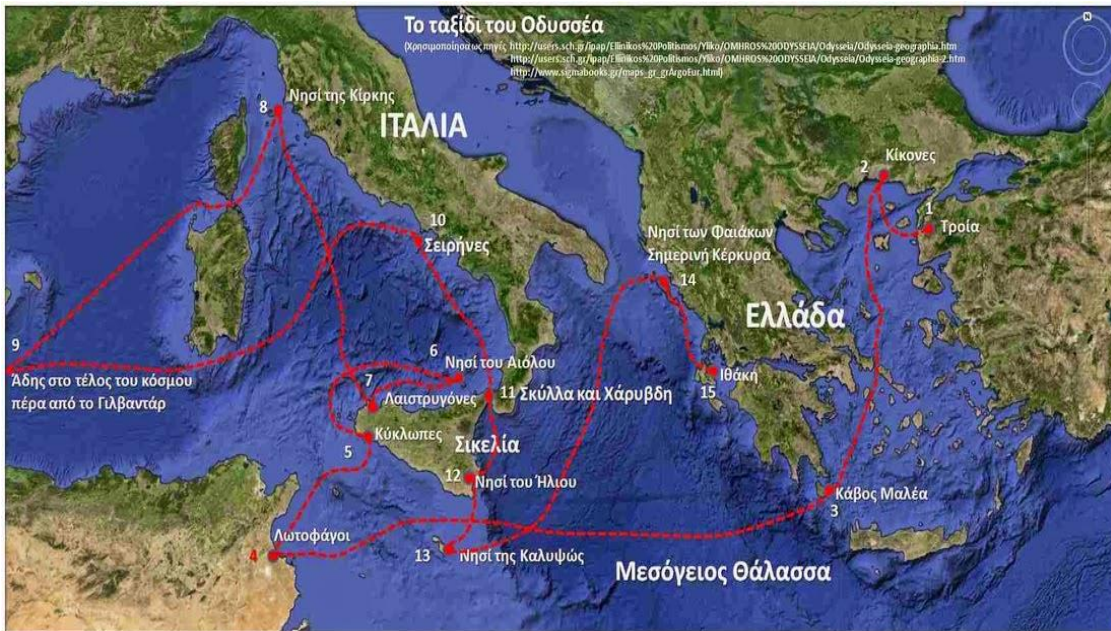
3. Συμπληρώστε τον παρακάτω εννοιολογικό χάρτη, ο οποίος αφορά στον Οδυσσέα.



## ΦΥΛΛΟ

## ΕΡΓΑΣΙΑΣ 2°

### ΤΟ ΤΑΞΙΔΙ ΤΟΥ ΟΔΥΣΣΕΑ



Παρακολούθησε το ταξίδι του Οδυσσέα στο χάρτη της Μεσογείου και μετά συμπλήρωσε τους σταθμούς του!

#### Τροία: λιμάνι αναχώρησης

- Σταθμός 1: .....  
 Σταθμός 2: .....  
 Σταθμός 3: .....  
 Σταθμός 4: .....  
 Σταθμός 5: .....  
 Σταθμός 6: .....  
 Σταθμός 7: .....  
 Σταθμός 8: .....  
 Σταθμός 9: .....  
 Σταθμός 10: .....  
 Σταθμός 11: .....  
 Σταθμός 12: .....  
 Σταθμός 13: .....  
 Σταθμός 14: .....  
 Ιθάκη: λιμάνι προορισμού



## ΦΥΛΛΟ ΕΡΓΑΣΙΑΣ 3<sup>ο</sup>

### ΣΤΑΥΡΟΛΕΞΟ ΓΙΑ ΤΙΣ ΠΕΡΙΠΛΑΝΗΣΕΙΣ ΤΟΥ ΟΔΥΣΣΕΑ

<sup>1</sup> Π			<sup>2</sup> Λ	Ω	Τ	Ο	Φ	<sup>3</sup> Α	Γ	Ο	Ι		<sup>4</sup> Ω
Ο		<sup>5</sup> Κ						Ι					Γ
<sup>6</sup> Λ	Α	Ι	Σ	Τ	Ρ	Υ	Γ	Ο	Ν	Ε	Σ		Υ
Υ		Ρ						Λ					Γ
Φ		Κ						Ο					Ι
Η		Η			<sup>7</sup> Θ			<sup>8</sup> Σ	<sup>9</sup> Κ	Υ	Λ	Λ	Α
Μ			<sup>10</sup> Χ		Ρ				Α				
Ο			Α		Ι				Λ				
<sup>11</sup> Σ	Ε	Ι	Ρ	Η	Ν	Ε	<sup>12</sup> Σ		Υ		<sup>13</sup> Κ		
			Υ		Α		Χ		Ψ		Ι		
			Β		Κ		Ε		Ω		Κ		
			Δ		Ι		Ρ				Ο		
	<sup>14</sup> Α	Δ	Η		Α		Ι				Ν		
						<sup>15</sup> Φ	Α	Ι	Α	Κ	Ε	Σ	
											Σ		

**Κάθετα 1:** Το όνομα του Κύκλωπα που τύφλωσε ο Οδυσσέας.

**Οριζόντια 2:** Αυτοί που τρέφονται με ένα φρούτο, που αφού το φας, ξεχνάς τα πάντα.

**Κάθετα 3:** Ο θεός αυτός έδωσε στον Οδυσσέα ένα ασκή με όλους τους ανέμους, εκτός από το Ζέφυρο.

**Κάθετα 4:** Σ' αυτό το νησί μένει η Καλυψώ.

**Κάθετα 5:** Αυτή η θεά μεταμορφώνει τους ανθρώπους σε ζώα.

**Οριζόντια 6:** Κατέστρεψαν 11 από τα πλοία του Οδυσσέα.

**Κάθετα 7:** Σ' αυτό το νησί έφαγαν οι σύντροφοι του Οδυσσέα τα βόδια.

**Οριζόντια 8:** Μυθικό τέρας με έξι κεφάλια.

**Κάθετα 9:** Ο Οδυσσέας έμεινε μαζί της 7 χρόνια.

**Κάθετα 10:** Μυθικό τέρας που 3 φορές τη μέρα ρουφά τη θάλασσα και 3 φορές την ξερνά.

**Οριζόντια 11:** Όποιος ακούσει το τραγούδι τους μαγεύεται.

**Κάθετα 12:** Στο νησί αυτό ζει η Ναυσικά.

**Κάθετα 13:** Λαός της Θράκης. Σ' αυτούς έφτασε ο Οδυσσέας φεύγοντας από την Τροία.

**Οριζόντια 14:** Μέχρι εκεί έφτασε ο Οδυσσέας, για να ζητήσει πληροφορίες από τον Τειρεσία.

**Οριζόντια 15:** Σ' αυτούς διηγήθηκε τις περιπλανήσεις του ο Οδυσσέας.

