A TEACHER’S GUIDE
TO
“The Journals of Petra Volare—Scroll I: From the Shadows”

BY REECE MICHAELSON AND PAMELA JAYE SMITH
WITH
INVENTOR SKETCHES BY MARISSA MACKEY AND COVER ART BY GAIL JORDEN

FOR CLASSROOM TEACHERS AND SCIENCE AND ARTS EDUCATORS

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About the Book:

AGES
Intended for Middle Grade readers (and the adults who still treasure and cultivate the magic and mystery of that age within themselves).

REVIEWS

From Reviewer Jennifer Ramseyer, 7th Grade Language Arts/Civics Teacher, E.B. Stanley Middle School:

"I have read hundreds of young adult novels over the years and this one is so different from any that I have read.

I really enjoyed the blend of the expected and the unexpected as the story unfolds. I have taught most of my 21 years in middle school, I can definitely see students picking this one up. I think they will enjoy reading about a different twist to something they are familiar with.

I caught myself thinking "Wow!" she [Petra Volare] is a very strong and determined character...taking matters in her own hands because the people around her acting so secretive and waiting for her to find her way. It makes her journey believable.

I loved the fullness of this book. There are many books out there for young adults that don't give the reader any credit to do some problem solving and make choices. This journey that Petra goes on allows the reader to be by her side the whole time. At times, I even felt the frustration she was going through and became impatient for her to resolve issues.

The word choice was powerful, but not taxing. I think the readability was appropriate for early middle school, but the complexity of the story elements would be enjoyed by older students as well. The use of multiple levels within the structure of the myth of Daedalus and Icarus was both comforting and intriguing. I feel this book would be a popular book in our school library."

PREMISE

A retelling of an ancient myth...

On ancient Minoan Crete, 11 year old Calice, whose existence has been kept secret from her famous inventor father, decides she has learned all she can by watching her father and artist brother from the shadows of the Palace where she lives.

A budding inventor herself, she renames herself Petra Volare, and ventures forth, recording her observations and invention sketches, her vivid past-life dreams, and her thoughts about the mysterious
Cave of the First Ones, where she discovers her true destiny.

Through her journal we follow Petra Volare as she meets people who have clearly been waiting to help her— Phoenicia the herbalist, who is much more than just an old wise woman and who teaches her how to use the power of dreams to actively create her destiny; Arkalochori, much more than a master sword-maker; Ariadne, not only the ruler’s daughter, but an ally who leads Petra to a life-changing discovery; and Petros, a sailor who teaches her the Star Stories that will guide her to her greater destiny.

Petra’s thoughts and sketches reveal that, in the true story behind ancient Greek myths of the Labyrinth, no one is who they seem, and in the race to save the lives of her beloved brother and her best friend, an inventor’s best tool is her intuition.

“The Journals of Petra Volare—Scroll I: From the Shadows” establishes the premise for the series, which will be comprised of 7 books, and will follow Petra Volare around the world as she fulfills her destiny of changing some of the ancient stories by which we live.

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KEY CHARACTERS AND LOCATIONS

The book has an extended Glossary, with detailed background regarding the relevant traditional mythology.

The grid on the pages to follow provides a brief background on some key players and places and how they compare to traditional myths.

MAP: THE WORLD OF PETRA VOLARE
<table>
<thead>
<tr>
<th>Character</th>
<th>In Petra Volare’s World</th>
<th>In Traditional (Greek) Myth</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARIADNE</td>
<td>An exalted figure of the ruling family who influences Petra Volare in a most astonishing, life-changing way.</td>
<td>In Cretan Greek her name means “most holy.” In Greek mythology, she was the daughter of King Minos of Crete, and his queen Pasiphaë. She aided Theseus in overcoming the Minotaur, and later was the bride of the god Dionysus.</td>
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<tr>
<td>ARKALOCHORI</td>
<td>From what Petra Volare can tell, he is a highly regarded sword maker, and one of her most beloved teachers.</td>
<td>No such name in Greek mythology. On Crete, Arkalochori Cave was excavated in 1934. Among the bronze and gold double axes (labyrises) found was the inscribed Arkalochori Axe. Scholars disagree about whether the inscriptions on it are ancient Minoan Linear A or a possible imitation.</td>
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<tr>
<td>CALICE</td>
<td>Eleven-year-old daughter of Naucrate and Daedalus, Icarus’s sister. Small for her age but with big dreams, she is a budding inventor who renamed herself from Calice to Petra Volare providing her an alias that serves as cover when she steps out of the shadows and into a life of learning and adventure.</td>
<td>No character by this name in Greek mythology. “Petra” in Greek means mother rock; huge mass; enduring; Volare means in Italian fly, soar. “Calice” is from ancient Greek calyx for “case of a bud, husk” (as of a flower)</td>
</tr>
<tr>
<td>PETRA VOLARE</td>
<td>The father that Petra Volare has always wanted to know but has never been allowed to even speak to or meet, and who becomes both nemesis and catalyst to her discovering her true destiny.</td>
<td>Daedalus was banished to Crete because he killed his nephew Perdix. He invented many things, including the Minotaur’s Labyrinth. Imprisoned for helping Theseus escape after killing the Minotaur, Daedalus made wings for himself and his son, to escape Crete. He warned Icarus not to fly too high because the heat of the sun would melt the wax used to hold the feathers together. When Icarus flew too high, the wax melted and the boy fell into the sea and drowned. Daedalus named the spot where Icarus landed the Icarian Sea. Later, King Minos found Daedalus through a trick with an ant and a conch shell, but Daedalus outsmarted him.</td>
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</tbody>
</table>
**ICARUS**  
(Pron: *Ick*-u-russ)  
In Petra Volare’s view, her brother whose brilliant artistic talent and joy for life inspires awe, and even courage.  
Son of Daedalus, and of the palace slave woman Naucrate. Known by myth, history, and art as “The Boy Who Flew Too Close To the Sun.” The wings his father invented to escape Crete were made with wax, which melted in the hot sun when Icarus ignored warnings not to fly too close to the sun. Icarus fell to the sea and drowned, becoming the symbol for the danger of ‘hubris’—reaching beyond one’s abilities in defiance of the gods. According to the myth, he fell into a part of the Aegean that became known as the Icarian Sea, named so by Daedalus to honor his lost son.

**PETROS**  
(Pron: *Pet*-rowss)  
A fatherly kind of sailor who shares his learning about the wind, the clouds, and the Star Stories that will guide her to her greater destiny.  
No character by this name in Greek mythology.

**PHOENICIA**  
(Pron: *Fun-ee-shuh*)  
An herbalist, beekeeper, and Knowledge Keeper who is much more than just an old wise woman, and who helps her learn how to use dreams to solve problems.  
No character by this name in Greek mythology.

**THE PALACE**  
Where the invisible Calice spent her days and learned all she could in the shadows, until the day she ventured beyond the walls as Petra Volare.  
The Palace at Knossos, so named and excavated by Arthur Evans in the early 20th century. It spanned 5 acres and the design of the 1300+ rooms connected to each other had a maze-like quality. It had four wings arranged around a central court, each one with its own entrance. There were residential quarters, workshops, storerooms, a throne room, banquet halls, and a theatrical area. The rooms were built around courtyards in order to provide window openings. It had running water and the first-ever flush toilets.

**THE ROOM OF THE CAVE**  
Where Petra Volare discovers a world beyond anything that even her very active imagination could produce, and a place where her most astonishing destiny is revealed.  
Numerous caves have been found to be ancient sanctuaries throughout the island of Crete.

**THE SISTERS OF PERPETUAL EVOLUTION**  
Discoverers of the Scrolls  
Not part of mythology; a literary device created specifically for this book series.
ABOUT THE CREATORS

AUTHORS

REECE MICHAELSON

As a kid, when she wasn’t creating a notation system for the songs she wrote, riding her unicycle or trying to set world records in numbers of pogos on her pogo stick, Reece’s favorite activity was reading, and her second home was the library. There, her favorite people were Pippi Longstocking, Alvin Fernald Boy Inventor, and Encyclopedia Brown, and she spent most of her free time reading mysteries or books on how to decode secret languages. At Hartwick College she studied intriguing things like geology and Russian, and travelled through Europe and Sweden. Then she studied musical theatre writing at New York University and got to study with amazingly talented people from Broadway and the movies. Eventually she picked up fun hobbies like rock hunting and studying mineralogy, and along the way got to work at cool jobs like teaching at a 17th Century Dutch castle, co-conceiving a science fiction tv show pilot with the superb world creator Rockne S. O’Bannon, co-writing a book on success principles (called Your Success GPS) with former Volvo North America CEO Anne Bélec, and collaborating with renowned mythologist Pamela Jaye Smith. Reece has spectacular nieces and nephews, and a tribe of endlessly fascinating friends. She is a champion of creativity in all its manifestations. For more information on Reece visit her website: www.reecemichaelson.com

PAMELA JAYE SMITH

A mythologist by inclination and profession, Pamela Jaye Smith grew up on a cattle ranch on the wide empty spaces of the Texas plains. Her family had an excellent library of classic literature and music so she was early on exposed to mythology and was captivated by the convoluted adventures that rather resembled the family sagas of her small town. After graduation from UT Austin with a degree in English, Latin and Film, Pamela moved to Hollywood. She has worked at major movie studios and on wildly independent projects and has traveled the world doing feature films, TV series, commercials, music videos, and documentaries. Pamela has eight years formal study in Comparative Mysticism and is a certified teacher of the Mystery Schools. She is an international speaker/consultant and the author of four books for media makers: Inner Drives, Power of the Dark Side, Symbols. Images. Codes, and Beyond the Hero’s Journey. Pamela is founder of MYTHWORKS and co-founder of the Alpha Babe Academy. Visit her Mythworks website: www.mythworks.net/

ARTISTS

GAIL JORDEN, Cover Art Artist.

Born in rural Wisconsin and raised in Southern California, Gail fell in love with nature, science, Disneyland, movies and art museums. Art studies and a BFA at Arizona State University eventually followed. Drawing, painting, soft fiber sculpture and jewelry skills led to art sales, a museum purchase prize and awards for her work. Her art career opened doors into the film industry, building props, designing sets and art direction for all kinds of film and video projects. Today, Gail produces digital media and content for Q&A Productions while feeding her hands-on creative side with freelance
designs for jewelry, residential interiors and wonderful graphic design projects like the book cover for *The Journals of Petra Volare*. The imagery for the *Petra Volare* cover comes from a deep interest and ongoing study of concepts and symbols from a wide range of myths, religions and mystical traditions.

**MARISSA MACKEY, Inventor Sketches Artist.**  Marissa is a scenic artist and illustrator from Southern California.  Visit her site:  [http://marissamackey.com/](http://marissamackey.com/)
A LETTER FROM THE AUTHORS

Dear Teachers,

You are our heroes!! We hope you will find this book both enjoyable and useful in engaging your students.

We’d like to offer a quick checklist of topics this book touches upon. Then, in the pages ahead, we have done our best to provide thought-starters for Curriculum Connections that could use Petra Volare’s experiences to generate discussions and activities that engage you and your students.

CHECKLIST OF LEAPING-OFF POINTS:

- Being an artist – what is ‘creativity’? (just arts? Broader?)
- Being an Inventor – who are inventors? Inventor’s Day around the world
- Mythology and how it relates to
  - Astronomy
  - Astrology
- Apiaries – study of bees (pollinating crops)
- Botany/Herbology
- Butterflies – life cycles
- Clouds/cloud formations and how to gauge weather
- Fibonacci Series/Looking for patterns (using Nature’s patterns as examples)
- Geography
- Geometry
- Language Arts – sentence structure in journals vs. proper documents
- Mentors (e.g. Phoenicia, Petros, Arkalochori) – teachers who are not our family
- Metallurgy – sword making
- Pyramids (although Scroll II takes place in Egypt and will spend more time on this subject)
- Sailing in ancient times (use of skies)
- Seasons
- Symbology/symbols – how and why we use them

Thank you for the work you do in the world – none of us would be where we are had it not been for a teacher. We salute you and the endless creativity you must bring to bear to help young people to learn and grow in this age of distraction!!

In gratitude,

Reece & Pamela Jaye
INTERDISCIPLINARY TEACHING

Did you know that many countries in the world celebrate Inventor's Day? In the USA it is on February 11th because that was the birthday of a famous man inventor, Thomas Edison. There is also a Kids Inventor Day on January 17th, the birthday of Benjamin Franklin.

Inventors have come from many backgrounds, and not all of them are men! Do you know of any famous women or girl inventors? [clue: search Google under “girl inventors” and “women inventors” and you will find a lot! Search under Kid Inventors too!]

DISCUSSION QUESTIONS

1. THINKING LIKE AN INVENTOR
   - Let's start with some questions: what does an inventor do? [clue: they start with a question!]
   - What inventions have helped the world? Are there any that have done the opposite?
   - Petra Volare invents a lot of things because of what she observes. What are some of the tools that help us observe?
   - How do sight, sound, taste, texture, smell, color, shape and size help Petra Volare with her inventions?
   - What subjects in school could she study to help her to become a better inventor?
   - What do you think a great inventor's kit would have in it?

2. BEING CREATIVE
   - Do you have to be an artist to be creative? Are all inventions things?

3. THE DESIGN IN NATURE: the Fibonacci Series.
   - There is a Mathematical and geometric design found in nature, and one aspect has been called The Fibonacci Series. How have artists used this design to create works of art? (Google Fibonacci Series and you will get a good start on a discussion about how math and art work together!)

ACTIVITIES

1. Design and create the ideal Inventor's Kit for Petra Volare, including instruction guides, subjects to master, checklists, materials, equipment, carrying container.

2. Devise a Journal for inventors. What kinds of things would an inventor want to be sure to keep track of, and how could she/he keep it organized?

3. With the class, make a list of all the ways a person can be ‘creative’ or ‘inventive.’ Using the list, come up with ideas for projects that illustrate as many pieces from the list as possible and that take a multi-disciplinary approach. (e.g., a board game or computer program/game that uses sciences and arts; a world of a new story series; a line of products that artfully addresses a medical or environmental issue)
**SCIENCE/MATH**

- **Apiaries–Bees**
  Petra learns an important lesson from observing Phoenicia’s bees, a lesson that will help her as she fulfills her destiny: “Take the nectar and leave the pollen.”

DISCUSSION QUESTIONS:

- What does this mean, both in terms of how bees contribute to the world, and how a person can contribute to the world?
- How have the geometric designs of honeycombs been used in the design of buildings in the world?

ACTIVITIES:

Conduct an investigation about what bees contribute to the planet’s crops, how they affect our food sources, what their current endangerment means.

Do an investigation of the designs of honeycombs, then create a 3-D honeycomb.

- **Astronomy and Astrology: the Role of Mythology**
  The Star Stories that Petra Volare learns from Petros had very practical uses for sailors and other travelers who needed to travel by night.

DISCUSSION QUESTIONS:

- How is Mythology related to Astronomy (scientific principles) and Astrology (non-scientific)? What is the difference between Astronomy and Astrology? Why do they both use stories?

What is your favorite “Star Story” (story of our constellations)? Why?

ACTIVITIES:

- Visit a planetarium to learn about stars. Or hold a school Star Party and invite either local experts in Astronomy or local Astronomy Clubs to help explain more about the constellations and what we can learn from studying the night sky.
- Combine with GEOGRAPHY: Find an expert in ancient sea travel and trade routes (there are books!) and learn about how the stars were used for these ancient sailors. Using a map of the world, show the routes and explain why star stories would help.

- **Botany/Herbology:**
  Petra learns from Phoenicia that there are uses of herbs for more than just cooking when she delivers a remedy for Uxia’s father, and this fact is a surprise to Ariadne when Petra tells her on their walk to the Cave.
DISCUSSION QUESTIONS:

- Do people today use herbs as they did in ancient times? What modern medicines that use ingredients from Nature?

ACTIVITIES:

- Create a grid that shows herbs that are used both for cooking and healing/medicines. See if you can find some, and record observations about smell, texture, color, size.
- Transform the grid into a 3-D explanation of ancient and modern uses of herbs.

**Butterflies – life cycles**

Petra has very strong feelings about Daedalus’ dissection of butterflies for learning scientific principles, and her own observations and intuitions about butterflies as well as spiders help her devise a solution for escaping that she wishes she could share with her inventor father.

DISCUSSION QUESTIONS:

- Petra's feelings about dissection are very strong. What are they and why does she feel that way? Is there another way she could view things, and if yes, why should she try to understand that viewpoint?
- How does Petra gain knowledge in a way that does not violate her pledge to protect the lives of other beings?
- Are there ways to have 'collections' of species that don’t include real samples? What would be the reasons for such a collection?
- Butterflies have been used in many cultures as a metaphor for transformation. Are there any other creatures that have similar transformations?

ACTIVITIES:

- Make a detailed drawing of the stages in the lifecycle of a butterfly. Find materials that could be used to make a scale model of each stage. Make a scale model!

**Caves (see also Language Arts)**

Petra describes her visit to the cave, including the creatures she encountered. This story takes place in ancient times, but we know for sure that people in even more ancient times used caves to draw special figures and have specific experiences.

DISCUSSION QUESTIONS:

- Do you think the author’s descriptions of being in a cave are accurate? What does one typically find in a cave?
- Why would a cave be a place for special knowledge to be found or shared? Are there examples in modern storytelling (books, films) where caves play an important part? What are they? Why do you think a cave was chosen instead of a regular building?
- Cave exploration should not be done alone, and not on a whim! What kinds of preparation would be important to ensure a safe Caving experience?
ACTIVITIES:

- Have a member of a local Spelunking group or club come give a talk
- Ask your local University or College whether there are any students involved in research that deals with caves and if so, have them come talk to your class.

- **Fibonacci Series/Looking for patterns (using Nature’s patterns as examples)**

  Petra Volare figures out the mathematic sequencing behind the Fibonacci Series (at least the first few!), which she calls The Design of Perfect Proportion.

DISCUSSION QUESTIONS:

- Who was Fibonacci and what is this Series about? What does it describe? Can you pick out anything in nature that you have seen that fits what is being described?
- How does Petra use her understanding of the Fibonacci Series to design her contraption?
- Why is it important to observe patterns in nature? What can it help solve? How does it help in art? Science? History?

ACTIVITIES:

- Using information obtainable on the Web to investigate the Fibonacci Series, ask students to see if they can identify everyday items (or inventions) that use the principles. Then, have them create their own invention based on the Fibonacci Series.

- **Geometry (triangles)**

  Triangles are a form that Petra encounters frequently, and she uses them to design both a notation system and to invent a bridge to help her town.

DISCUSSION QUESTIONS:

- How else have triangles been used for ancient designs and inventions? What other geometric figures do you observe were utilized?
- Where are triangles used in modern design or for inventions?
- What other geometric figures are used for modern designs and inventions?

ACTIVITIES:

- Design and Build a structure using only 3 main geometric figures.

**History/Social Studies**

- **History**

  The fictitious “Sisters of Perpetual Evolution” explain at the very beginning of the book about how myths are related to history. And we learn from Petra Volare how her people taught their “history” to the young people.

DISCUSSION QUESTIONS:

- Ancient Minoan Crete (where Petra grew up) was eventually taken over by the Greeks. Some scholars think that Minoan Crete was very peaceful, and women were considered completely equal
to men. How might this be different from the Greek culture that was the replacement for that society? How is it alike or different from our society today?

- Today we use history books, encyclopedias, television programs, YouTube, blogs, and lectures in schools and at historic sites to give people a view of the past. How do they compare to the way the young people in Petra Volare’s world learn about their culture’s past? [Advanced: Are these always accurate?]

**ACTIVITIES:**

- Do a classroom version of Story on the Stairs using any example from history that you have not yet studied (but will), then discuss the results and why. When you study that period, revisit the results of this activity and see how it applies.

- **Geography**
  Poseidon tells Petra Volare that she must leave the island, and may not travel by sea.

**DISCUSSION QUESTIONS:**

- Petra sees that there may be a benefit to finding another way to travel. Can you explain? What kinds of things can you learn about the world without traveling by sea or land? What kinds of landmarks could you look for?
- What is geography and why does it matter?
- What kinds of things do you need to know—that is, what subjects would be helpful to learn—to be able to make a good map? What would be helpful for Petra Volare to study if she could?

**ACTIVITIES:**

- Find a book of Ancient maps and compare them to modern ones.
- Map Making – make a map of the world using something other than boundary lines and then compare it to one with boundary lines.
- If a student has a parent who does GIS maps for a living, or if the teacher knows a person who both understands GIS and has explained it to kids, have them come in and talk about how it is different from historical map making.
- Myths and MapMaking—create the map for a mythical land, and a synopsis of the myth that goes with the map. (Learn about myths in Language Arts!)

**LANGUAGE ARTS**

- **Writing: Grammar, Punctuation, Style**
  Petra Volare is not used to writing, and sometimes her journal entries sound like she either doesn’t know how to speak right or is using words that you wouldn’t expect a kid to use. Additionally, the fictitious Sisters of Perpetual Evolution explain that they have “found” the journal, and so it seems that they have ‘translated’ the journal from Ancient Minoan to our modern-day language.

**DISCUSSION QUESTIONS:**

- When you first learn a new language, can you always speak it perfectly right away? Ad what about writing it? If your class has any English as Second Language students or students who speak more
than one language for any reason, could they give their perspective on how it is to try to write in a new language as opposed to just speaking it?

- Petra Volare’s grammar and punctuation is often incorrect, or different from how we are taught to write in school. Discuss the language of a journal vs. writing for school (such as school reports!) and how the purpose of each format determines the style of writing, and why it is important to understand and use each correctly.

- Petra Volare offers a different viewpoint—her version—of what happened in the myth we know as the Myth of Icarus and Daedalus. How is Myth related to history? What can we learn from Petra’s different view of the events of the story?

- The fictitious Sisters of Perpetual Evolution serve a purpose for this story. What is it?

ACTIVITIES

- Have students select a myth they have learned about in school. Have them think about the story, and consider how they could see if from a different person’s point of view, add to it, expand on it or re-work it. Could it be written by a different person in the myth? Could there be a back-story that changes what the myth means now? Could there be a new ending, new characters, an idea for a sequel or a spin-off? If there are musicians or poets, could there be a musical made from it?

- The Sisters of Perpetual Evolution as literary device—have students pick a favorite book or film, and talk about how narrators can help tell a story.

✓ Caves/Spelunking

Petra returns on her own to the Cave to revisit the Room of the First Ones.

DISCUSSION QUESTIONS:

- It’s dangerous to visit a cave alone (remind students: Don’t do it!) – but often heroes in stories do things that we wouldn’t normally do. Why do students think this happens? What does this allow us as regular people to do? Is it dangerous to give ideas about adventures without being sure to also say “Don’t try this at home”? Why do people need to be reminded? (The role of critical thinking, common sense, etc.)

- Discuss the role of imagination in problem solving: Albert Einstein said that imagination “Imagination is more important than knowledge. For knowledge is limited to all we now know and understand, while imagination embraces the entire world, and all there ever will be to know and understand.”

ART

✓ Art—General

Petra Volare is in awe of her brother’s ability to draw, and feels her own inventor sketches are not nearly like his work. Still, she is thrilled that Phoenicia will teach her drawing in the sand, because she wants to develop her drawing skill to equal her brother’s.

DISCUSSION QUESTIONS:

- So many of us are in awe when we see someone who can paint or draw or make sculpture. How have artists helped the world? Why is art important to learn about, and try, even if we are not good at it right away?

- Marissa Mackey drew the invention sketches for Petra Volare. Even though she is a professional
artist, the drawings look simple by using basic forms. The sketchbook of famous artists such as DaVinci shows that he also used basic forms in his sketches. Why do you think artists do this? (Stages as part of a larger process)

- Gail Jorden, the Cover Art artist, used colors and textures associated with the Ancient Greek time period, a time when mosaics were popular, and incorporated the colors associated with ancient Minoan Crete (where the story takes place). How are modern art materials and tools different from ancient ones?

**ACTIVITIES**

- Have students create an Inventor's Sketchbook and practice sketching the basic forms they see during the week.
- Have students take the Cover Art and look for the basic forms, and create a sketch of the cover that uses only those basic forms.
- Make a mosaic of a scene from The Journals of Petra Volare. (Or combine with Geography and make a mosaic of either a world map or Petra's World map.)
- Have students research the history and techniques of mosaic, then experiment with making a mosaic of a myth of their own choosing.
- Google the art of Minoan Crete. Look at how the art uses images from nature. Choose an image and make a drawing or painting or clay sculpture of it.
- The architecture of the Palace (an artist's rendering of it) can be found on the web. Make a scale model of the palace.

**Music**

Petra Volare uses the lyre Phoenicia gave her to create and sing a song to Poseidon that convinces him to help her. She uses ideas that came to her while sailing with Petros, and in her dreams.

**Discussion Questions:**

- Why did Petra's plea persuade Poseidon to help?
- How are songs used in modern times to persuade someone to do something?
- How were lyres used in ancient times? What was the role/function of poetry and songs in society in those days? (Perhaps combine with History and Myth)
- Where do you think the ideas for songs come from?
- Discuss string instruments that could be compared to a lute. Are they used to accompany singing?

**Activities:**

- Make a study of sounds of the ocean - how does the ocean create a natural rhythm? Find sounds in nature that could be made to sound like a poem (words/sounds that could be rhymed) that you can use to create a rhythm.
- Create the words to a song - use a simple song for students to listen to, then have them create their own words that fit the song.
THEMES

❖ CREATIVITY/INVENTIVENESS/PROBLEM SOLVING/RESOURCEFULNESS

Petra Volare learns about the creative process through watching her brother, her father, and Andalusia’s master, through helping solve the problem of the rope bridge, doing sand drawings, and finally inventing her means of transport to fulfill her destiny…but the principles that she explores might be applied to any art form or creative endeavor.

DISCUSSION QUESTIONS:

- What are Petra Volare’s views on being an artist or inventor?
- What are some of the important things she learns about creating? How does she solve problems creatively?
- She has some serious questions about her father’s inventions—what are they and does she need to worry so much?

ACTIVITY:

- Have students choose an invention made by an inventor from another country. Have them research what it was, why it was made, and whether it has helped or not. Have them come up with a design for an invention to solve a problem, and the reasons why it would help as well as the reasons it might do the opposite.
- Have students choose a product or item used in their everyday life. Have them explore how it has made their life and the lives of others easier. What potential problems does it create? Ask them if they think the creators thought of that aspect before creating the product or item and how the student her/himself would solve the problem if it were her/his own invention.

❖ COURAGE

DISCUSSION QUESTIONS:

❖ When Petra decides to venture beyond the comfort of the Palace to learn new things, is she being courageous? How about when she goes to the Cave by herself? How about when she encounters the stranger in The Room of the First Ones in the Cave? What is a good definition of courage—how do you know when you are being courageous and when it is something else?
❖ What is a good way to become courageous?
❖ Creativity requires trying new things, looking at old things in new ways. How might creativity be a form of courage?

ACTIVITY:

- Have students use a small notebook and create one page for each year since they can remember having experiences. For each year, if they can remember a time when they were brave, write the circumstances and what happened afterward. They can get help from their parents or others if they can’t remember. Ideally the teacher will also do a similar list, perhaps in groups of 5 years.
DESTINY
There is a lot of use of the word “destiny” in this book.

DISCUSSION QUESTIONS:

- What does the word “destiny” mean? Is it something that cannot change? Is it similar to goals? How is it related to the idea of choice? (e.g., Shakespeare’s “The fault, dear Brutus, is not in our stars, but in ourselves, that we are underlings…”)
- What books and movies use the idea or theme of “destiny”? What do those books or movies seem to be saying about it?

ACTIVITY:

- Look up the etymology of the word “destiny,” learn how it has been used in literature through time. Create a diagram that shows how it developed. Extrapolate where it might go in the future.
- Have students pick a person they admire (or assign someone in history, such as an inventor like Marie Curie or Albert Einstein, or someone who made a significant contribution such as Abraham Lincoln, Helen Keller, etc.) and read the biography. Using the story of that person, discuss the difference how the events shaped the person and how the person used the events to shape him- or herself. Have the students write an alternative “biography” that would have happened if the person had made different choices about the events.
REFERENCES

USED FOR SCROLL I

Books:


“The Modern Scholar (CD Series): From Troy to Constantinople—Cities and Societies of Ancient Turkey.” Tobin, Jennifer. [Lecture 9: The Carians] *Professor Tobin includes an exhaustive list of her resources and suggested readings, all of which are available online through www.modernscholar.com


Online/Websites:

Ancient History Encyclopedia


OTHER USEFUL (OR SIMPLY FASCINATING) SOURCE MATERIALS


REFERENCES (CONTINUED)

OTHER USEFUL (OR SIMPLY FASCINATING) SOURCE MATERIALS [Continued]


Alpha Babe Academy:  http://www.alphababeacademy.com