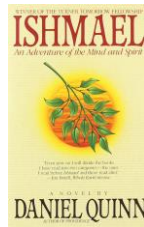


Ishmael: An Adventure of the Mind and Spirit by Daniel Quinn

Ishmael is a novel that challenges the reader to reflect on the course of human development and the values reflected in our current way of living and coexisting. The book was originally written in other forms and was adapted into a novel in 1992. It is used by teachers in a variety of subject areas from middle school to graduate school. *Ishmael* will help us develop a conceptual framework for the rest of the year as we deeply explore and question human values, activities, and relationships within the domains of technology, education, politics, media, the environment and more.

“I have amazing news for you. Man is not alone on this planet. He is part of a community, upon which he depends absolutely.”

Ishmael: An Adventure of the Mind and Spirit



Assignment: Maintain a reflective reading journal for **SEVEN** of the **THIRTEEN** parts. Complete as a word document that will be submitted on the day we return.

For each journal entry:

- Identify the part number and **provide your own reflective chapter title.**
- Each journal entry should be a **well-written paragraph.** It is not enough to simply summarize the chapter. **Reflection and Analysis must be present in your words.** (Topic sentence, details from *Ishmael* and your reflection/analysis)

For each of the 13 parts I have identified possible journal writing questions.

- You may choose to use these questions to guide your journal writing. Keep in mind these questions **require thought and analysis**, not just finding the answer in the book.
- **However**, you do not have to use these suggested topics. Please try to reflect on the elements of the story that you find most interesting.

Part One (chapters 1 – 8)

- Why is the main character drawn toward the office building and why does he return?

Part Two (chapters 1-7)

- What is the *Mother Culture* and how does it impact our lives?

Part Three (chapters 1-8)

- In what way is our story of the history of the planet a story created by the *Takers*?

Part Four (chapters 1-5)

- Why was the movement toward agriculture revolutionary and what was the impact?

Part Five (chapters 1-7)

- To what extent is the way we think and the things we think about bound by the limits of our culture?

Part Six (chapters 1-6)

- What does he mean when he says that the history of the last 10,000 years has been like an unplanned flight off a cliff and we are discovering that we are headed toward the bottom?

Part Seven (chapters 1-4)

- Why do humans tend to view the natural world as “chaos and savage, relentless competition, where every creature goes in terror of its life”?

Part Eight (chapters 1-10)

- How have the *Takers* created disorder in the name of creating order?

Part Nine (chapters 1-17)

- To what extent does popular religious belief support *Taker* practices and prevent fundamental change? Are there exceptions?

Part Ten (chapters 1-9)

- “Culture is the sum total of what’s passed along, not just information and techniques. It’s beliefs, assumptions, theories, customs, legends, songs, dances, jokes, superstitions, prejudices, tastes, attitudes”. What was left behind and what became the focus when humans shifted from *Leavers* to *Takers*?

Part Eleven (chapters 1-5)

- What things changed when humans took control and “thwarted the desires of the gods”?

Part Twelve (chapters 1-12)

- How would things be different if we reject the *Taker* premise that the world belongs to man and embrace the *Leaver* premise that man belongs to the world?

Part Thirteen (chapters 1-4)

- “We could have saved him.” Partridge thought about that for a while, “Are you sure he would have let us?”