Grade 6: Module 1: Unit 1: Lesson 8
The Hero's Journey, Part 1: What is a Hero?

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can cite text-based evidence to support an analysis of informational text. (RI.6.1)
I can determine the main idea of an informational text based on details in the text. (RI.6.2)
I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4)
I can prepare myself to participate in discussions. (SL.6.1)

Supporting Learning Targets	Ongoing Assessment
• I can practice reading closely. • I can get the gist of an excerpt of the text "The Hero's Journey." • I can gather important details and determine the main idea of an excerpt of the text "The Hero's Journey." • I can identify the characteristics of a strong paragraph.	• QuickWrite • Annotated text "The Hero's Journey" • The Hero's Journey recording form • Exit Ticket

Agenda	Teaching Notes

1. **Opening**
   A. QuickWrite: What Is a Hero? (5 minutes)
   B. Unpacking the Learning Targets (5 minutes)
2. **Work Time**
   A. Close Read: "The Hero's Journey" (Introduction and "Act 1: Separation") (20 minutes)
   B. Writing with Evidence: Studying a Model Paragraph (10 minutes)
3. **Closing and Assessment**
   A. Exit Ticket: How Has Your Idea of "Hero" Changed? (5 minutes)
4. **Homework**
   A. With the text "The Hero's Journey," add to recording form for Introduction and Act 1; do a first draft read of the rest of the text and take gist notes.
	• This purpose of the next two lessons is to build students' background knowledge about the important archetype of the hero's journey. Students' understanding of a hero will evolve throughout these lessons. The ultimate objective is for students to apply their new understandings to Percy's experiences in *The Lightning Thief*.
	• In this lesson, students focus on just the introduction and "Act 1: Separation." Students continue working with this text for homework, and during Lesson 9.
	• Continue to reinforce the purpose of gist notes as needed: they are a useful way to capture one's preliminary sense of what a text, or chunk of text, is mostly about. Gist notes are "low stakes" and not as formal as finding the main or central idea, or summarizing a text.

Lesson Vocabulary	Materials
hero, hero's journey, align, archetype; psychologist, mythological, embark, supernatural, trial, ordeal	• QuickWrite: What Is a Hero? recording form (one per student) • "The Hero's Journey" text (one per student) • "The Hero's Journey" recording form (one per student) • Things Close Readers Do anchor chart (begun in Lesson 2)-—today's focus: scan the text for structure, annotate the text • Model Paragraph: Writing with Evidence from Two Texts (one per student and one to display) • Writing with Evidence anchor chart (new; co-created with students during Work Time B) • Exit Ticket: How Has Your Idea of "Hero" Changed? (one per student)

Opening	Meeting Students' Needs
A. QuickWrite: What is a Hero? (5 minutes) • Distribute the **QuickWrite: What Is a Hero? recording form** to each student. Tell them that there are no limits or expectations on this. They should respond with whatever they feel to be true, as long as they are able to support their thinking with examples or reasons.	• Provide sentence starters for students who may have difficulty getting started. Examples for this activity may include "I believe a hero is …" "I think this because …" "An example of a person who is a hero is …" • Consider having students who struggle with on-demand writing to talk with a partner before they respond in writing to the question.

Opening	Meeting Students' Needs

B. Unpacking the Learning Targets (5 minutes)
• Read the learning targets with students, or invite a student to read the learning targets aloud:
 	
  * "I can practice reading closely."
 	
  * "I can get the gist of an excerpt of the text 'The Hero's Journey.'"
 	
  * "I can gather important details and determine the main idea of an excerpt of the text 'The Hero's Journey.'"
 	
  * "I can describe one act of 'The Hero's Journey' to the other members of my triad."
 	
• Ask students to Think-Pair-Share:
 	
  * "What words seem most important in these targets?" Ask a few students to share out.
 	
• Focus on the phrase *hero's journey*. Do not define it; simply tell students they will be reading more about this during the lesson.
 	
• Then focus on the phrase reading closely. Remind students of the anchor chart they have been building together to name "things close readers do." Tell them that later in the lesson, they will again take time to step back and list specific things they have been practicing.
 	
• Ask students to show a quick thumbs-up if they understand the targets, or thumbs-down if not. Clarify as needed.	

Work Time	Meeting Students' Needs
A. Close Read: "The Hero's Journey" (Introduction and "Act 1: Separation") (20 minutes) • Distribute **"The Hero's Journey" text**. Encourage students to quickly scan the text for the structure. Point out the sections with subheadings. • Invite students to read the introduction and "Act 1: Separation." Remind them that in the first reading of a close read, they are reading just to get oriented to the text. • After 5 minutes, pause students in their work and ask them to focus whole group. Tell them that now that they are oriented to the text, they will reread to annotate for the gist. The purpose is to help begin to get a sense of what this chunk of text is mostly about. This will help them begin to locate the most important information by building on what you know and making connections to unfamiliar words and phrases to make meaning.	• Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas.

Work Time (continued)	Meeting Students' Needs

• Give directions:
  1. As you read, circle words that are unfamiliar.
  2. After each paragraph, write the gist in the margins (your very preliminary sense of what that paragraph is mostly about).
• Circulate and support students as they read. For students who need more support, ask them to practice telling you the gist of a section before writing it in the margin.
• After 10 minutes, ask students to talk to a partner to compare what they wrote for their gist statements.
• Explain to students that the text "The Hero's Journey" is one of many pieces of writing that describes "the hero's journey." Many of these writings have different names for the stages, or a different number of steps that the hero goes through; but they are all similar in that they are attempting to describe an *archetype*.
• Define *archetype* as a model after which other things are copied or repeated, like a pattern. Stories, for example, have character archetypes: the hero, the mentor, the maiden, and the villain. They are different characters in each story, with different names, but in every story they are present. The hero's journey is the archetype of a storyline or narrative; many stories follow the same pattern.
• Distribute **"The Hero's Journey" recording form**. Invite students to revisit their annotated text one last time with their partner. Tell them that the purpose of this reread is to identify the most important details. (Define *important details* as quotes from the text that are essential to the author's meaning and purpose.)
• Briefly model with the introduction. A model might sound like "'Joseph Campbell' seems important since he is mentioned so many times. He was a *psychologist*, so knew a lot about people. And '*mythology*' is important; I know that's what we are studying. I'm also thinking this idea of 'discovered' or 'described' patterns is important; that relates back to that idea of *archetype* we talked about. I don't totally get it yet, but I still think it's an important detail to write down and come back to later."
• Ask students to work with a partner to record on their form the four parts of "Act 1: Separation" as well as important details. Tell them that it is fine if they do not completely finish; this will be part of their homework as well.
• Be sure students notice the repeating structure of the examples from *The Hobbit* and *The Wonderful Wizard of Oz*. Encourage them to be thinking of other stories they know that might also be good examples.
	• For students who struggle with following multiple-step directions, consider displaying these directions using a document camera or Smartboard. Another option is to type up these instructions for students to have in hand.
	• For students needing additional supports, you may want to provide a partially filled-in graphic organizer.

Work Time (continued)	Meeting Students' Needs

• Briefly refocus students whole group. Focus them on the **Things Close Readers Do anchor chart** (from previous lessons). Invite students to name new "things" they did during this lesson. Be sure that these two get mentioned; add them to the chart:
 	
  * Scan the text for structure
 	
  * Annotate the text	

B. Writing with Evidence: Studying a Model Paragraph (15 minutes)
• Distribute **Model Paragraph: Writing with Evidence from Two Texts** to each student. Ask students to read it once to just to get the gist of it.
• Once students have read it once and thought about the gist, invite them to Think-Pair-Share to go deeper:
 	
  * "What is the purpose of this paragraph? What does the author want the reader to learn or understand?"
 	
• Listen for answers like: "The author is trying to prove that Percy is on a 'hero's journey'" or "The author wants the reader to understand how *The Lightning Thief* connects to 'The Hero's Journey.'"
• Tell students they will be writing with this same purpose, to show how Percy's experiences in *The Lightning Thief* align with "The Hero's Journey." Invite students to read the model paragraph once more.
• Read and post the following directions:
 	
  1. Now that you know *why* the author wrote this (to show how Percy's experiences in *The Lightning Thief* align with the journey described in "The Hero's Journey"), you will read to see *how* the author achieved their purpose.
 	
  2. Read again, keeping in mind the following questions:
 	
  a. How did the author achieve his/her purpose of showing how Percy's experiences aligned with "The Hero's Journey?"
 	
  b. What writing strategies did the author use to make their purpose clear?"
 	
  3. Underline any important words or phrases the author used.
 	
  4. Annotate in the margin to show your thinking.
 	
• Give students a few minutes to read and annotate the model paragraph.
• Then give students 2 to 3 minutes to share their thinking and writing with their writing partner.
	• Providing models of expected work supports all learners but especially supports challenged learners.
	
	• Many students will benefit from seeing questions posted on the Smartboard or via a document camera but reveal questions one at a time to keep students focused on the question at hand.

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Work Time (continued)	Meeting Students' Needs

• Consider using equity sticks to invite some students to share with the whole group. Ask:
  * "How did the author achieve his/her purpose of showing Percy's experience as a 'hero's journey?'"
  * "What did the author do to make this an effective paragraph?"
• As students share, use their suggestions to co-create a new Writing with Evidence anchor chart. Guide students toward the following criteria:
  * Introduce the paragraph by making a claim about how Percy's experiences align with "the hero's journey."
  * Use quotes from both texts as evidence to support the claim.
  * Write a sentence making it clear how the evidence from the two texts is connected.
  * Close the paragraph with a clear concluding statement.	

Closing and Assessment	Meeting Students' Needs
A. Exit Ticket: How Has Your Idea of "Hero" Changed? (5 minutes) • Distribute **Exit Ticket: What is a Hero?** Remind students that they started class with one idea or conception of a hero. In their exit ticket, they should describe how their idea of "hero" has changed or shifted. If it hasn't changed, how can they include this new learning and the idea of a journey into their old idea about *hero*?	• Using entrance/exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students' needs during the lesson or prior to the next lesson. Pairing entrance tickets with exit tickets allows both teachers and students to track students' progress from the start to the end of the lesson.

Homework	Meeting Students' Needs
• Keep working with the text "The Hero's Journey." First, on your recording form, add any more important details about the introduction or the section "Act 1: Separation." Then do a "first draft" read of the remainder of "The Hero's Journey." Make some gist notes in the margins; it's fine if you don't understand everything at first. (You don't have to fill out the recording form for Acts 2 or 3 yet.) As you read, begin to consider how these stages of the hero's journey apply to Percy Jackson.	

Grade 6: Module 1: Unit 1: Lesson 8
Supporting Materials

Name:

Date:

What or who do you think of when you think of the word "hero?" Provide reasons or examples to support your response.

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Introduction:

Joseph Campbell, an American psychologist and mythological researcher, wrote a famous book titled *The Hero with a Thousand Faces*. Campbell discovered many common patterns that are in many hero myths and stories from around the world. He described several basic stages that almost every hero goes through.

Act 1: Separation

The Ordinary World

Heroes exist in a world that is considered ordinary or **uneventful** by those who live there. Often people in the ordinary world consider the heroes odd. They possess some ability or characteristic that makes them feel out-of-place.

The Wonderful Wizard of Oz: Dorothy in Kansas
The Hobbit: Bilbo Baggins in Hobbiton

The Call to Adventure

Usually there is a discovery, some event, or some danger that starts them on the heroic path. Heroes find a magic object or discover their world is in danger. In some cases, heroes happen upon their quest by accident.

The Wonderful Wizard of Oz: The tornado
The Hobbit: Gandalf the wizard arrives

Entering the Unknown

As they **embark** on their journey, the heroes enter a world they have never experienced before. It might be filled with **supernatural** creatures, breathtaking sights, and the constant threat of death. Unlike the heroes' home, this outside world has its own rules, and they quickly learn to respect these rules as their endurance, strength, and courage are tested time and time again.

The Wonderful Wizard of Oz: Dorothy must learn the rules of Oz
The Matrix: Neo must come to grips with the realities and unrealities of the Matrix

Supernatural Aid/Meeting with the Mentor

Supernatural does not have to mean magical. There are plenty of hero stories that don't have wizards or witches. Supernatural means "above the laws of nature."

Heroes are almost always started on their journey by a character who has mastered the laws of the outside world and come back to bestow this wisdom upon them. This supernatural character often gives them the means to complete the quest. Some of the time the gift is simply wisdom. Other times it is an object with magical powers. In every instance it is something the hero needs to succeed.

The Hobbit: Gandalf
Star Wars: Obi-Wan Kenobi
Cinderella: Fairy Godmother

Act 2: Initiation and Transformation

Allies/Helpers

Every hero needs a helper, much like every superhero needs a sidekick. Most heroes would fail miserably without their helpers. For example, in the Greek hero story of Theseus, Minos' daughter Ariadne helps Theseus find his way through the Labyrinth. She does this by holding one end of a golden thread while Theseus works his way inward to slay the Minotaur. Without her help, Theseus would never have fulfilled his quest. He also would not have found his way out of the maze once he did.

Lord of the Rings: Samwise Gamgee
The Wonderful Wizard of Oz: The Tin Woodsman, Scarecrow, and Cowardly Lion

The Road of Trials

The road of **trials** is a series of tests, tasks, or ordeals that the person must undergo to begin the transformation. Often the person fails one or more of these tests, which often occur in threes. The heroes progress through this series of tests, a set of obstacles that make them stronger, preparing them for their final showdown.

The Supreme Ordeal

At long last they reach the Supreme **Ordeal**, the obstacle they have journeyed so far to overcome. All the heroes' training and toil comes into play now. The journey has hardened them, and it's time for them to show their prowess. Once this obstacle is overcome, the tension will be relieved. The worst has passed, and the quest, while not officially over, has succeeded.

Lord of the Rings: Mount Doom
The Wonderful Wizard of Oz: Defeating the Wicked Witch

Act 3: The Return

The Magic Flight

After the heroes complete the Supreme Ordeal and have the reward firmly in hand, all that is left is for them is to return home. Just because the majority of the adventure has passed doesn't mean that the return journey will be smooth sailing. There are still lesser homebound obstacles to overcome. At some point the hero must often escape with the reward. This can sometimes take the form of a chase or battle.

The Hobbit: The Battle of Five Armies
The Lord of the Rings: Return to Hobbiton

Confronting the Father

In this step the person must confront whatever holds the ultimate power in his or her life. In many myths and stories this is the father, or a father figure who has life and death power. Although this step is most frequently symbolized by an encounter with a male person or god, it does not have to be a male, just someone or thing with incredible power.

Master of Two Worlds/Restoring the World

Success on the heroes' quest is life-changing, for them and often for many others. By achieving victory, they have changed or preserved their original world. Often they return with an object or personal ability that allows them to save their world.

The heroes have also grown in spirit and strength. They have proved themselves worthy for marriage, kingship, or queenship. Their success in the supernatural worlds allows them to return and be heroes in their own world.

Lord of the Rings: Frodo saves the Shire
The Wonderful Wizard of Oz: Dorothy rids Oz of the Wicked Witch

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Name:

Date:

Act	Central Idea/Stages in the Act	Important Details and Questions
Introduction		
Separation		
Initiation and Transformation		
The Return		

- Get the gist of what a text is mostly about.

- Cite evidence

- Use context clues to figure out word meanings

- Make inferences based on details in the text

- Talk with others about the text

- Pay attention to vocabulary

- Use prefixes to determine word meanings

- Scan the text for structure

- Annotate the text

Percy Jackson, the main character in *The Lightning Thief*, is following the path of the hero in "The Hero's Journey." Percy Jackson is a boy who is not accepted by many people around him. In "The Hero's Journey" it says that heroes "possess some ability or characteristic that makes them feel out-of-place." In *The Lightning Thief*, Percy says, "I have dyslexia and attention deficit disorder and I had never made above a C- in my life." In this quote, Percy expresses his feelings of exclusion because of his learning differences. This shows that Percy is like the archetype of a hero because he also has characteristics that make him feel out of place.

Name:

Date:

Now that you have read and discussed "The Hero's Journey," reflect on the idea of "hero" that you had at the beginning of class. Has it changed? How? If it hasn't changed, how can this idea of a hero's "journey" become part of your idea of a "hero?"

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