EXPEDITIONARY
LEARNING

Grade 6: Module 1: Unit 1
Overview

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What is the hero's journey? How does knowledge of the hero's journey help to more deeply understand character?

This unit is designed to build students' background understanding of the archetype of the hero's journey and its continuing significance in modern literature. Students will practice reading closely as they analyze the highly popular novel *The Lightning Thief* by Rick Riordan (780L). Some students may have read this text; this unit pushes them to read "differently": reading closely (with a focus on vocabulary), character analysis, and Percy Jackson as an archetypal hero. In their Mid-Unit Assessment, students will read and analyze a previously unfamiliar excerpt from

The Lightning Thief, citing specific evidence about how Percy responds to new challenges and explaining what they can infer about Percy as a character. During the second half of the unit, students will read complex informational text about the "hero's journey" archetype, and then—through writing and discussion—use this archetype as a lens to understanding Percy's experiences. At the end of this unit, students will complete an on-demand graphic organizer and write a short response in which they read a new excerpt of the novel and explain how Percy's experience aligns with the hero's journey, citing evidence from both the novel and informational text.

Guiding Questions And Big Ideas
• **What is the hero's journey?**
• **How does knowledge of the hero's journey help to more deeply understand character?**
• *The hero's journey is an archetypal storyline used over the course of centuries.*
• *The hero's journey helps us to better understand characters in literature and their response to challenges.*

Mid-Unit 1 Assessment	**Inferring about the Main Character in *The Lightning Thief*** This assessment centers on standards NYSP12 ELA CCLS RL.6.1 and RL.6.3. Students will read an excerpt from Chapter 4 in *The Lightning Thief*. Through a graphic organizer and multiple short constructed responses, students will describe how Percy responds to a challenge he faces in this excerpt, and then what they, as readers, can infer about his strengths and weaknesses based on his response. This is a reading assessment, and is not intended to formally assess students' writing. Most students will write their responses, in which case it may also be appropriate to assess W.6.9. However, if necessary, students may dictate their answers to an adult.

End of Unit 1 Assessment	**Drawing Evidence from Text: Written Analysis of How Percy's Experiences Align with "The Hero's Journey"** This assessment centers on standards NYS ELA CCLS RL.6.1, RL.6.3, R.I. 6.1, and W.6.9. How do Percy's experiences in Chapter 8 align with the hero's journey? After reading Chapter 8 of *The Lightning Thief*, students will complete a graphic organizer and write a short analytical response that answers the question and supports their position with evidence from the novel and from the informational text "The Hero's Journey."

Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

NYS Social Studies Core Curriculum

- 6.6 Classical civilizations developed and grew into large empires characterized by powerful centralized governments, advanced commerce and trade systems, and complex social hierarchies. The scientific and cultural achievements of these civilizations continue to impact the world today.
  * 6.6.a The classical era was marked by an increase in the number and size of civilizations.
  * 6.6.b Classical civilizations maintained social order through various political systems that corresponded to the values of their citizens.
  * 6.6.f Ancient civilizations made scientific, cultural, and political discoveries that have shaped our understanding of the world today.
- 6.7 Major religions and belief systems developed as civilizations grew, which unified societies, but also became a major source of tension and conflict.
  * 6.7.a Belief systems and religions are sets of mutual values that help to explain the way the world and humanity work.
  * 6.7.b Over time, civilizations developed belief systems and religions that differed across place but shared similar themes.
  * 6.7.c Belief systems and religions unify groups of people and are woven into the social organization of societies.

Central Texts

Rick Riordan, *The Lightning Thief* (New York: Hyperion Paperbacks for Children, 2005), ISBN: 0-7868-3865-3.

Neidl, Jessica Fisher. "Shrouded In Myth." *Calliope* 13.1 (2002): 10.

"The Hero's Journey," Adapted by Expeditionary Learning from www.mythologyteacher.com by Zachary Hamby.

This unit is approximately 2.5 weeks or 13 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 1	Engaging the Reader: Close Reading Part 1 of "Shrouded in Myth"	• I can cite text-based evidence to support an analysis of literary text. (RL.6.1) • I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1)	• I can get the gist of the text "Shrouded in Myth." • I can identify unfamiliar vocabulary in "Shrouded in Myth." • I can collaborate effectively with my peers.	• QuickWrite: Response to Quote and Picture • Students' annotated texts "Shrouded in Myth" • Exit Ticket: Reflecting on the Learning Targets	• Think-Pair-Share protocol • Fist-to-Five protocol
Lesson 2	Building Background Knowledge: Close Reading Part 2 of "Shrouded in Myth"	• I can cite text-based evidence to support an analysis of literary text. (RL.6.1) • I can use a variety of strategies to determine the meaning of unknown words and phrases. (L.6.4) • I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1) • I can express my own ideas clearly during discussions. (SL.6.1)	• I can cite evidence from the text when answering questions and discussing "Shrouded in Myth." • I can use context clues to determine the meaning of unfamiliar words in "Shrouded in Myth." • I can collaborate effectively with my peers. • I can express myself clearly in a group discussion.	• Students' annotated texts "Shrouded in Myth" (from Lesson 1 homework) • Exit Ticket: Reflecting on the Learning Targets	• Things Close Readers Do • Triad Talk Expectations • Think-Pair-Share protocol
Lesson 3	Meeting the Main Character: Launching *The Lightning Thief* (Chapter 1)	• I can cite text-based evidence to support an analysis of literary text. (RL.6.1) • I can analyze how an author develops a narrator or speaker's point of view. (RL.6.6) • I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1)	• I can make inferences about Percy in order to understand him as the narrator of this story. • I can cite evidence from the text when answering questions and discussing Percy's character in *The Lightning Thief.* • I can follow our Triad Talk Expectations when I participate in a discussion.	• Questions from the Text: Chapter 1	• Making Inferences About Percy • Carousel Brainstorm protocol

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 4	Inferring about Character: Getting to Know Percy (Chapters 1 and 2)	• I can cite text-based evidence to support an analysis of literary text. (RL.6.1) • I can use a variety of strategies to determine the meaning of unknown words and phrases. (L.6.4) • I can describe how the characters change throughout a literary text. (RL.6.3) • I can analyze how an author develops a narrator or speaker's point of view. (RL.6.6) • I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1)	• I can make inferences about Percy citing evidence from the text. • I can use context clues to determine the meaning of unfamiliar words in Chapters 1 and 2 of *The Lightning Thief.* • I can cite evidence from the text when answering questions and discussing Percy's character in *The Lightning Thief.* • I can follow our Triad Talk Expectations when I participate in a discussion.	• Entrance Ticket • Exit Ticket	• Things Close Readers Do (added to) • Inferring About Character: Challenges and Response • Close Reading protocol
Lesson 5	Inferring about Character: Close Reading of *The Lightning Thief* (Chapter 3)	• I can cite text-based evidence to support an analysis of literary text. (RL.6.1) • I can describe how the characters change throughout a literary text. (RL.6.3) • I can analyze how an author develops a narrator or speaker's point of view. (RL.6.6)	• I can get the gist of an excerpt from *The Lightning Thief.* • I can make inferences about Percy citing evidence from the text. • I can cite evidence from the text when answering questions and discussing Percy's character in *The Lightning Thief.*	• Entrance Ticket • Exit Ticket: Actions vs. Inner Thoughts	• Things Close Readers Do (reviewed)

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Lesson 6	Vocabulary Strategies and Questions from the Text: Close Reading Part 2 of *The Lightning Thief* (Chapter 3, continued)	• I can cite text-based evidence to support an analysis of literary text. (RL.6.1) • I can describe how the characters change throughout a literary text. (RL.6.3) • I can analyze how an author develops a narrator or speaker's point of view. (RL.6.6) • I can use a variety of strategies to determine the meaning of unknown words and phrases. (L.6.4)	• I can determine the meaning of words using prefixes and context clues. • I can cite evidence from the text when answering questions and discussing Percy's character in *The Lightning Thief.*	• Entrance Ticket • Using Prefixes recording form	• Things Close Readers Do (added to) • Back-to-Back and Face-to-Face protocol
Lesson 7	Mid-Unit 1 Assessment: Making Inferences about Percy	• I can cite text-based evidence to support an analysis of literary text. (RL.6.1) • I can describe how the characters change throughout a literary text. (RL6.3)	• I can cite evidence from the text when answering questions and discussing a new section of *The Lightning Thief.* • I can make inferences about Percy citing evidence from the text. • I can produce clear writing about my reading of *The Lightning Thief.*	• Mid-Unit 1 Assessment	
Lesson 8	Things Close Readers Do (added to) The Hero's Journey, Part 1: What Is a Hero?	• 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)	• 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.	• Lesson 8	• Things Close Readers Do (added to) • Writing with Evidence

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 9	Building Background Knowledge about the Hero's Journey, Part 2: Acts 2 and 3 Plus Focusing on Key Vocabulary in "The Hero's Journey"	• 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)	• I can practice reading closely. • I can gather important details and determine the main idea of an excerpt of the text "The Hero's Journey." • I can use multiple strategies to determine the meaning of unfamiliar words in "The Hero's Journey." • I can make connections between Percy Jackson and "The Hero's Journey."	• "The Hero's Journey" recording form (begun in Lesson 8) • Vocabulary in "The Hero's Journey" recording form • Exit Ticket	• Inferring About Character: Challenges and Response • Close Reading protocol
Lesson 10	Selecting Evidence and Partner Writing: Aligning "The Hero's Journey" and *The Lightning Thief*	• I can cite text-based evidence to support an analysis of literary text. (RL.6.1) • I can describe how the plot evolves throughout a literary text. (RL.6.3) • I can cite text-based evidence to support an analysis of informational text. (RI.6.1) • I can adjust my writing practices for different time frames, tasks, purposes, and audiences. (W.6.4)	• I can explain the relationship between a quote from *The Lightning Thief* and a quote from "The Hero's Journey." • I can select evidence from "The Hero's Journey" that aligns with The *Lightning Thief.* • I can write a paragraph (with a partner) to describe how excerpts in *The Lightning Thief* align to "The Hero's Journey," citing evidence from both texts.	• Entrance Ticket • Selecting Evidence recording form • Partner Writing paragraph	• Writing with Evidence anchor chart

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Lesson 11	Selecting Evidence: "The Hero's Journey" and *The Lightning Thief* (Chapter 6)	• I can cite text-based evidence to support an analysis of literary text. (RL.6.1) • I can cite text-based evidence to support an analysis of informational text. (RI.6.1) • I can use evidence from a variety of grade appropriate texts to support analysis, reflection, and research. (W.6.9)	• I can get the gist of an excerpt from *The Lightning Thief.* • I can answer questions using evidence about an excerpt from *The Lightning Thief.* • I can select evidence from both *The Lightning Thief* and "The Hero's Journey" that shows how Percy is on a hero's journey.	• Text-Dependent Questions • Selecting Evidence graphic organizer • Exit Ticket: Reflecting on Learning Targets	• Things Close Readers Do (reviewed)
Lesson 12	Writing with Evidence: Percy and the Hero's Journey (Chapter 7)	• I can cite text-based evidence to support an analysis of literary text. (RL.6.1) • I can cite text-based evidence to support an analysis of informational text. (RI.6.1) • I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2) • I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)	• I can select evidence from both *The Lightning Thief* and "The Hero's Journey" that shows how Percy is on a hero's journey. • I can write a paragraph describing how Percy's experiences align with "The Hero's Journey." •	• Writing with Evidence: Percy and the Hero's Journey (Chapter 7) • •	

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 13	End of Unit 1 Assessment: Drawing Evidence from Text: Written Analysis of How Percy's Experiences Align with "The Hero's Journey"	• I can cite text-based evidence to support an analysis of literary text. (RL.6.1) • I can cite text-based evidence to support an analysis of informational text. (RI.6.1) • I can describe how the characters change throughout a literary text. (RL6.3) • I can use evidence from a variety of grade appropriate texts to support analysis, reflection, and research. (W.6.9)	• I can select evidence from both *The Lightning Thief* and "The Hero's Journey" that shows how Percy is on a hero's journey. • I can write a summary of an excerpt from *The Lightning Thief.* • I can write a paragraph explaining how Percy's experiences align with the hero's journey.	• End of Unit 1 Assessment	• Back-to-Back and Face-to-Face protocol

Optional: Experts, Fieldwork, And Service

• Experts: N/A

• Fieldwork: Take the class to a local art museum to see the influence of Greek mythology and culture on works of art across the centuries.

• Service: N/A

Optional: Extensions

• Consider coordinating with a Social Studies teacher to study in depth the ways in which myths both shaped and were shaped by wider Greek culture and beliefs. How did myths help to explain the way the world and humanity work? How did Greek mythology influence the beliefs of other cultures?

• With a visual arts teacher, students can create their own visual representations of important moments in Greek mythology that they have read.

Preparation and Materials
• Binders or Journals: Students will be receiving many recording forms, graphic organizers, and texts throughout this module. It is suggested that students have a binder in which to collect these materials and refer back to them. Alternately, teachers who prefer to use notebooks or journals can use the recording forms and graphic organizers as a template with which to model for students to create these structures independently.
• Evidence Flags: Students will be using evidence flags to mark parts of The Lightning Thief in which they did important thinking or found evidence to support a specific question. Evidence flags are strips of sticky notes (either purchased this way or full-sized sticky notes cut up). Students will need a baggie of these to keep at school and a baggie of these to keep at home.
• Question Baskets: Multiple lessons ask students to engage in question-based discussions. Questions are provided in supporting materials for the lesson they are needed; however, they must be cut into individual question strips, folded, and placed in baskets or baggies from which students will pull them.