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Subject/Grade: 9th Grade, Pre-AP
English I

Unit/Lesson The Hero's Journey
Topic/Essential What is the path every hero takes to
Question(s): reach their goals? What are the steps
in the path? How does each step
shape the hero?

Time Limit: 1.5 hrs

STATE STANDARDS

9.(2)B Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

B: analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature

OBJECTIVES

a) Content Objectives

Students will be able to identify the characteristics of a literary hero and how myth and archetypes inform literature and film.

You must also include a language objective.

b) Language Objectives

Key Vocabulary

SWBA to define the terms monomyth, hero's journey, separation (call to adventure, refusal to call, supernatural aid, crossing first threshold), initiation (refusal of return, the ultimate boon, apotheosis, atonement with the father, temptation, meeting with the goddess, road of trials, belly of the whale), return (freedom to live, master of two worlds, crossing the return threshold, rescue from without, magic fight)

I.

Departure

Call to Adventure: How does the character receive the call to adventure?

Refusal of the Call: Does the character accept the call immediately?

Answering the Call: What motivates the character to accept the call?

Supernatural Aid: Who or what helps the hero on his journey? Why?

Guide/Mentor: Is there a specific character that helps the hero understand the life situation or provides the hero with special training?

Talisman: Is there a particular item that has special significance to the hero?

Companions: Who is with the hero on his journey? How do these companions help the hero face the challenges?

Crossing the Threshold: At what point in the story does the hero leave the familiar world and move into a new, unfamiliar world? **Threshold**

Guardians: Are there characters that try to prevent the hero from crossing

over into the unfamiliar territory or circumstance?

II: INITIATION

Road of Trials: What specific challenges does the hero face?

Brother Battle: Does the hero battle physically or mentally with someone who is a relative or a close friend?

Meeting the Goddess: Does the hero meet with a character with special beauty and power? **Abduction:** Is the character kidnapped, or is someone close to the hero kidnapped?

Night or Sea Journey: Where do the hero's travels take him? **Dragon**

Battle: Does the hero battle some kind of monster? Does the hero face an inner-demon? **Ritual Death or**

Dismemberment: Is the hero injured and thought to be dead? Does the hero mistakenly believe someone close to him is dead? Does the hero suffer an injury in which he loses a limb or use of some other body part? **Sacred**

Marriage: Does the hero have a special emotional bond? (It could literally be a marriage with another character.) **Atonement ("at one with")**

with or Recognition by the Father: Is the hero reunited with his father in some way? **Entering the Belly of the**

Whale: Is there some point in the story where the hero must face his deepest fear or the darkest evil in the story?

Apotheosis (Deification): Is there a point in the story where the hero is held up as an ideal or where the hero is worshipped as a god? **Ultimate**

Boon/Magic Elixir: Does the hero find some special solution to the problem he is attempting to resolve? This might be

a magic potion or a key to something.

III. THE RETURN

Refusal of the Return: Does the hero initially refuse to return to the homeland or the place that he began the journey?

Magic Flight/Pursuit: Is there some point (generally toward the end) where the hero is being chased or is otherwise trying to escape something?

Rescue from Without: Is there some point in the story when all seems hopeless, when it looks like the hero is going to die then suddenly he is rescued unexpectedly?

Crossing the Return Threshold: Is there some point where the hero clearly returns “home”? **Master of Two**

Worlds: Does it appear that the hero has conquered life in both the familiar and unfamiliar worlds? **Freedom to**

Live: Since the hero typically begins the journey to resolve a problem, does it appear the problem is at last resolved so that all can live freely?

Language Functions

SWBA to identify, discuss, and describe the key vocabulary terms.

Language Skills

SWBA to pick their own monomyth/ hero's journey and explain the stages orally throughout the activity.

Grammar or Language Structures

SWBA to use past and future language while describing their chosen hero's journey.

SWBA to form concise and informative sentences to describe the stages of the monomyth.

Lesson Tasks

SWBA to read and summarize their hero's journey with peers and then teach the main information to another student.

Assessment

Students will be assessed by a group activity at the end of class. Students will be tasked to create a hero's journey for a well-known fictional character with a group. Students will present their findings and turn in a more detailed worksheet of their journey. This will allow me to informally assess their knowledge after initially learning about the topic.

ELL Authentic Assessment

I will walk around the room to ensure the ELLs understand the instructions. I will also allow group members to pick from four roles (scribe, illustrator, researcher and presenter), which will allow the ELLs to pick a task they feel the most comfortable with, while at the same time learn from their peers in the group. Since most of the ELLs are at advanced levels, I am more concerned with their comfortability with speaking and writing than their understanding.

Materials

- Projector
- Worksheets of the hero's journey:
 - <https://drive.google.com/file/d/0B3A6DDsUmtQV0ZQV3hINIZCZUU/view>
 - <https://drive.google.com/file/d/0B3A6DDsUmtQZ3hWbmdZZGZ0NUk/view>
- YouTube Video: <https://www.youtube.com/watch?v=Hhk4N9A0oCA>
- Google Slide Presentation
 - [Hero Journey Presentation](#)

Differentiation/Modifications

English Language Learners –

Level 1: I will provide a visual and written example of a hero's journey for the Lion King in our presentation. This will allow the ELLs, and all students, to have a concrete example for each stage in the journey. It will also allow them to see the flow of the journey, instead of just copying down a large amount of text related to the journey.

Level 2: I will provide closed captions during the video, so ELLs can more easily follow along by reading and listening.

Level 3: I will group students for the final assignment, so all ELLs will be working with native speakers, who can help them with the assignments.

Level 4: I will not focus on complex grammar or speaking impediments when students turn in and present their final activities.

College and Career Readiness

- **Note Taking:** By having students take their own notes on the presentation and applying them to the hero's journey activity at the end, I am providing them with note-taking practice in the college lecture class setting.

- **Presentation Skills:** By having students present their journeys to the class, I am preparing them for capstone and final exam presentations they will have to participate in once they get to college.
- **Group Work:** By placing students into groups, I will be replicating the experience of group and lab work in college, where students take on different roles in order for the whole group to successfully achieve the class assignment.

Appendix to Lesson Plan

I. Teacher instructional Strategies/Materials and Rationale for these strategies.

When learning a new unit, it is important to have a variety of ways to have the students learn the information; therefore, I included a PowerPoint presentation, a video, and a hands-on activity

II. Organization of students.

For this lesson, I am going to split the class into groups of 4 so that each student has a role during the activity. It is important that all of the students contribute the same amount of work.

III. Management Strategies: Securing attention: stand in front until the students quiet down, make eye contact, ask for attention

Distributing/collecting materials, supplies, or completed work: I will take turns between speaking and giving instruction and passing out papers. Students will turn assignment into the submission box at the end of class

Transitions: I divided our lesson into three parts: video introduction, activity, and presentation. For each section, I will give the students a brief explanation to make students are not confused.

Movement: I will take turns walking around the room and I will stand at the front when I am instructing

Monitoring: I will monitor the class while they are working on their activity to make sure students stay on task.

Anticipating possible need for redirection: I will move closer to the student and tap their shoulder if they are off task or are not paying attention

Special management considerations for students with special needs: 504 Students

There are only a few 504 students in the class. In order to secure their attention and ensure their understanding, I will make sure to walk around the room and check in on them. I will also make sure to call on them to answer a question and circle back to them if they can't initially give me the answer. This will allow me to hold the students accountable and encourage them to attentively listen.