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Subject/Grade: English Pre-AP 1

Unit/Lesson	9.5C,	Time Limit:	1.5 hrs
Topic/Essential	Watch a film to recognize characteristics		
Question(s):	of the hero and stages of the hero's journey at play. How can the hero's journey be applicable to modern stories?		

**STATE STANDARDS**

*9.(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:*  
*(C) evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction; and*

## OBJECTIVES

### a) Content Objectives

*Students will be able to recognize how narrative is affected by presenting the story from the hero's POV.  
Students will be able to fill out a hero's journey chart while viewing to 80% accuracy.*

**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 watch and complete the hero's journey for a modern film.

### Assessment

*Students will be assessed informally during start/stop viewing of Frozen. I will ask students to share what stage they believe has occurred in the movie. Students will also be assessed based on a worksheet they will fill out while they view the movie.*

### ELL Authentic Assessment

*I will assess ELL students by ensuring I call on them during Frozen. I will also walk around while the movie is playing to help answer any questions they may have on the worksheet.*

### Materials

- Projector
- The Movie Frozen
- Monomyth Worksheet for Students: <https://docs.google.com/document/d/1BL7q9S-5YxaFZs8Pw-NLq0GSmkIOPkOM2eyV1WlpdEY/edit>
- Frozen Key for Teachers: <https://docs.google.com/document/d/1-CP7iiTRPTYjKelzBcxriCQQfo7RuEQLRJ3QK2Jk0so/edit?usp=sharing>

### Procedures

First, I will introduce that they will be watching *Frozen* and filling out the hero's journey assignment sheet (this is the same one they used for our last lesson plan, so they will be familiar with the format). Then they will watch the movie, I will pause after different stages of the hero's journey occur to make sure the students are getting the information.

TIME:

1:35-1:45: Intro, pass out papers, and take attendance

1:45-2:50: Watch *Frozen*, I will stop the movie periodically to talk about the different stages of the hero's journey that occur

2:50-2:55: Students will turn in worksheet to the teacher

#### 1. Introduction/Motivation (Set Induction/Anticipatory set)

I will hook students by telling them I will be watching the movie and having them guess the hero of the film *Frozen* since most of them will likely have seen the film and will be excited to watch it.

#### 1. Lesson Activities Sequence and Procedures:

Students watch *Frozen* and fill out hero's journey worksheet during the movie.

- Stop and Ask
  - After refusal to call: Can you summarize what has happened thus far? What stages have just occurred?
  - After the first threshold: The hero has crossed the first threshold? What is the definition of the first threshold? What was the first threshold?
  - After the road of trial (have them stand up and stretch): Can someone name one of the trials? Can someone name the others? Why were these trials for the hero?
  - After the ultimate boon: What does the ultimate boon mean? Why was that the

ultimate boon?

- After crossing the magic threshold: How has the hero changed? What did the hero learn? How will it shape the hero's future?

### 1. Closure

The students will not have enough time to finish the movie so they will continue this lesson in the next class. Students will also turn their worksheet into the teacher before they leave.

I will ask students to summarize the hero's journey. I will also ask the students the moral of the film. Finally, I will ask students what makes this hero movie different than most others. Students will then turn in the worksheets they filled out while watching the movie.

## Differentiation/Modifications

*I will walk around the room while the movie is playing and see if students have any questions. I will also provide captions for the movie. Finally, by stopping and starting the movie, I will ensure that students are understanding the film and the content related to it.*

### English Language Learners

*Level 1- The lesson is geared around a visual representation of the content (hero's journey). Therefore, the visuals will help the student grasp what is happening throughout the movie.*

*Level 2- The movie will have captions, which will allow students to read while they listen for additional language support.*

*Level 3- I will provide time for students to learn from their peers during the stop/start portion of the movie.*

*Level 4- I will accept grammatical errors on the worksheets they will be turning in about the movie.*

## Appendix to Lesson Plan

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

*I am providing students with an opportunity to connect the concept of the hero's journey to a relevant movie. The reasoning behind this is to engage students, so they will be more interested in learning about the hero's journey, and thus retain the information better.*

### II. Organization of students.

*Students will be watching the film and completing the worksheet individually, but we will come together as a class throughout the film, so students can learn from their peers during that section of the lesson.*

III. Management Strategies: *Describe your strategies for the following (as applicable)*

Securing attention: I will stand in front of the class and make eye contact with them until they notice and listen.

Distributing/collecting materials, supplies, or completed work: I will pass out materials as students come in and collect them as they leave.

Transitions: I will use the pauses to move from stage to stage in the hero's journey.

Movement: I will have students get up during one of our start/stop sessions and have them stretch to regain their attention.

Monitoring: I will walk around the room to ensure students are paying attention.

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 the answer. This will allow me to hold the students accountable and encourage them to attentively listen.*

#### College and Career Readiness

I. Taking Notes on a Film: Students will learn the importance of paying attention to a film that relates to what they are currently studying and making content connections. This is often done at the university level to provide support to the professor's information.

II. Call and Response: Students will have the opportunity to answer questions about the content without volunteering to do so. This is an important skill to master since professors often do this during larger classes to ensure students are paying attention and understanding the content.