

Grade: 11		Subject: World Literature 1					
Teachers: Nimon							
Unit #3: Title: Heroes, Epics, and Kingdoms							
Time Frame (calendar and # of weeks):							
Standard(s): RL 1,2,3,5,7 L 1,2,4,5,6 W 2,3,5,6,8,9 SL 1,2,3,4							
Big Idea(s): Heroes, Patterns, Symbolism, Social Constructs, Hero's Journey							
Essential Questions		Enduring Understandings					
<ul style="list-style-type: none"> • What makes a character a hero? • Do all heroes share certain traits? • Who are some modern heroes who fit Campbell's heroic formula? • What is the format of an epic or a quest? • What is <i>Beowulf</i>? • What is Gilgamesh? • How does a hero or king teach us about his society or culture? 		<ul style="list-style-type: none"> ➤ Heroic plots follow similar patterns and formats ➤ Students will be able to use their knowledge of these patterns and recognize epic elements in other literature. ➤ Heroes often reflect the values of society and their quests symbolize progress, growth, and stability. ➤ Epics are projections of society's hopes for their kingdom 					
Areas of Focus		Suggested Instructional Strategies					
Prioritized CPIs <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an 		<ul style="list-style-type: none"> ➤ Joseph Campbell and the Monomyth <table border="1" style="width: 100%;"> <tr> <td style="background-color: #e0e0e0;">Tier 1 → Activities/Strategies (Knowledge/Comprehension)</td> </tr> <tr> <td> <p>Students will define the following terms: monomyth, hero, journey, threshold, quest, status quo.</p> <p>Students will read excerpts from Joseph Campbell's "The Hero with a Thousand Faces," and discuss the roll of the hero in a culture's mythos. They will reflect on, rephrase, and journal about Campbell's statement that heroes function as breakers of the status quo.</p> <p>Students will familiarize themselves with Campbell's "Hero's Journey" and memorize the major movements or stages.</p> </td> </tr> <tr> <td style="background-color: #e0e0e0;">Tier 2 → Activities/Strategies (Application/Analysis)</td> </tr> <tr> <td> <p>Students will pretend that they are going on a mythic and heroic journey in order to act out the Campbell's "Hero's Journey." Students can choose from a variety of project options including journal entries that describe</p> </td> </tr> </table>		Tier 1 → Activities/Strategies (Knowledge/Comprehension)	<p>Students will define the following terms: monomyth, hero, journey, threshold, quest, status quo.</p> <p>Students will read excerpts from Joseph Campbell's "The Hero with a Thousand Faces," and discuss the roll of the hero in a culture's mythos. They will reflect on, rephrase, and journal about Campbell's statement that heroes function as breakers of the status quo.</p> <p>Students will familiarize themselves with Campbell's "Hero's Journey" and memorize the major movements or stages.</p>	Tier 2 → Activities/Strategies (Application/Analysis)	<p>Students will pretend that they are going on a mythic and heroic journey in order to act out the Campbell's "Hero's Journey." Students can choose from a variety of project options including journal entries that describe</p>
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<p>objective summary of the text.</p> <ul style="list-style-type: none"> ● <u>CCSS.ELA-LITERACY.RL.11-12.3</u> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). ● <u>CCSS.ELA-LITERACY.RL.11-12.4</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. ● <u>CCSS.ELA-LITERACY.RL.11-12.5</u> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. ● <u>CCSS.ELA-LITERACY.RL.11-12.7</u> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. ● <u>CCSS.ELA-LITERACY.W.11-12.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ● <u>CCSS.ELA-LITERACY.W.11-12.3</u> Write narratives to develop real or imagined experiences or 	<p>certain stages of their adventure, the creation of a hero's adventure kit (gear, tools, food, or clothing a hero may need on his/her journey), the planning or construction of a Hero's Journey game (along the lines of Dungeons and Dragons or The Oregon Trail), the drawing of a hero during 2-3 stages of his/her adventure, the creation of a hero's instagram account with pictures and hashtags from his/her adventure.</p> <p>Tier 3 → Activities/Strategies (Synthesis/Evaluation)</p> <p>Students will participate in a gallery walk that shows off their heroic journey projects. Individuals or groups will leave comments, constructive criticism, and encouragement on large wall post-its as a means of student-to-student assessment.</p> <p>Students will write a short project-response in which they compare and contrast two projects and their varied successes in terms of content knowledge.</p> <p>➤ Heroic Texts</p> <p>Tier 1 → Activities/Strategies (Knowledge/Comprehension)</p> <p>Teacher and students will choose one of the provided heroic texts (Gilgamesh, Beowulf, Ala al-Deen, Theseus and the Minotaur) to read and annotate together.</p> <p>Students will discuss the protagonist in terms of Campbell's warrior hero and outline the story in terms of the "Hero's Journey." Students will identify the heroic qualities of the character and use these to develop a sense of the hero's social culture (ie. what the culture believed to be important).</p> <p>Tier 2 → Activities/Strategies (Application/Analysis)</p> <p>Teacher and students will choose one of the suggested modern "heroic" films to watch together in class. Students will document the protagonist's heroic journey in a graphic organizer and take notes.</p> <p>In an essay, students will analyze the film and evaluate the protagonist's definition as "hero;" or they can compare and contrast the film's hero with the hero from the textual epic.</p> <p>Tier 3 → Activities/Strategies (Synthesis/Evaluation)</p> <p>Students will practice writing, grading, and critiquing with a rubric. They will share first drafts of their essay with at least one other student, who will use the class rubric to assess the piece. Students may also take part in a read-aloud editing session, whereby a student reads his/her introduction out loud and receives immediate verbal feedback from his/her peers. They will use written or verbal comments to edit, write, and submit a final draft.</p> <p style="text-align: center;">Performance Tasks/Assessments</p>
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events using effective technique, well-chosen details, and well-structured event sequences.

• CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

• CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

• CCSS.ELA-LITERACY.SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Tests and Quizzes

- Vocabulary Test
- Reading Comprehension Quizzes

Writing Assignments

- Journal Responses: "What makes a hero?"
"Describe a day in the life of (insert heroic culture)..."
- What is the status quo? How does a hero break it?
- Evaluation of Hero/Compare and Contrast
- Graphic Organizing of Texts/Films
- Note-taking

Projects

- Hero's Journey Project (journaling, instagram, illustrations, pack-construction, gaming)

Resources:

Text:

"The Hero as Warrior," *The Hero With a Thousand Faces*, Joseph Campbell

"Hero's Journey Stages," Joseph Campbell: <http://orias.berkeley.edu/hero/journeystages.pdf>

"What Makes a Hero?" Matthew Winkler, Ted-Ed <https://www.youtube.com/watch?v=Hhk4N9A0oCA>

Primary Source Materials:

"The Epic of Gilgamesh"

Beowulf

"Theseus and the Minotaur," *The Tanglewood Tales*, Nathaniel Hawthorne

"Ala al-Deen and the Magic Lamp"

Video(s):

Harry Potter

Hercules

The Matrix

Star Wars

The Wizard of Oz

Internet Resources:

"17 Stages of the Hero's Journey" - http://api.ning.com/files/hdC0Rqwh*mzbB8X2MU8V5WeLPh-Qiccm9S0fKRr9OHhg8lfUgu6-FOtKJsVs2r4isVAzpgBG-7b2hZhpe4oKjSD5e45kwne/CAMPBELLS_MONOMYTH_RSOAP_006.jpg