

Grade 5 GT Advanced / Gifted and Talented (GT) English Language Arts

Unit Title: *The Search for Authenticity*

Lesson Seed 4: *The Hero's Journey*

Length: 2- 3 Days (not consecutive)

Lesson Overview

Students use the archetypal pattern of the Hero's Journey in order to analyze and evaluate the relationship between the purpose and the structure of the text. Students will participate in a Socratic Seminar to discuss the question: *How does an author's use of the Hero's Journey create a story that is both timeless and authentic?* To synthesize the discussion, students will create a narrative text which reflects the stages of a Hero's Journey.

Teacher Planning, Preparation, and Materials

INTRODUCTION:

This lesson models instructional approaches for differentiating the CCSS for advanced/gifted and talented students. Gifted and talented students are defined in Maryland law as having outstanding talent and performing, or showing the potential for performing, at remarkably high levels when compared with their peers (§8-201). State regulations require local school systems to provide different services beyond the regular program in order to develop gifted and talented students' potential. Appropriately differentiated programs and services will accelerate, enrich, and extend instructional content, strategies, and products to apply learning (COMAR 13A.04.07 §03).

- **Differentiate the Content, Process, and Product for Advanced / Gifted and Talented (GT) Learners**

Content refers to the key concepts of the curriculum; what students should know, understand, and be able to do.

Content Differentiation for GT learners

The goal is an optimal match: Each student is challenged at a level just beyond the comfort zone. Pre-assess students' readiness to determine the appropriate starting point. Implement strategies for **acceleration**: Use more complex texts and materials, above grade-level standards, compacting; or move grade level content to an earlier grade. Implement strategies for **enrichment/extension**: Use overarching concepts, interdisciplinary connections, the study of differing perspectives, and exploration of patterns/relationships.

Content Differentiation in this Lesson:

Prior knowledge of the term "hero" is activated at the beginning of class as students share characteristics of a hero. Students explore the complex pattern of the Hero's Journey, an archetype that will be referred to and analyzed in subsequent grade levels.

Process refers to how students make sense of information. The teacher designs instructional activities that make learning meaningful to students based on their readiness levels, interests, or learning styles.

Process Differentiation for GT Learners

Instructional processes incorporate flexible pacing and opportunities to engage in advanced problem-solving characteristic of professionals in the field. Activities focus on the higher level of each continuum: from simple to **complex**; from more practice to **less repetition**; and from dependent to **independent**. Activities deepen understanding through authentic **inquiry, research, and creative**

Process Differentiation in this Lesson:

Students apply knowledge of the Hero's Journey to a variety of texts ranging from simple to complex levels. As enrichment and creative production, students will create an original narrative in the form of a comic strip.



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production.	
Products are culminating experiences that cause students to rethink, use, and extend what they have learned over a period of time.	
Product Differentiation for GT Learners Differentiated products or performance tasks require students to apply learning meaningfully to complex, <u>authentic tasks</u> that model the real-world application of knowledge characteristic of professionals in the field. Products have an authentic purpose and audience, and students participate in <u>goal-setting</u> , <u>planning</u> , and <u>self-monitoring</u> .	Product Differentiation in this Lesson: <i>Prior to the Socratic seminar, students set personal goals, brainstorm for the discussion, and self-monitor.</i>

- Plan with UDL in mind: This lesson applies the Universal Design for Learning Guidelines to remove barriers for advanced/gifted and talented students. In particular, the lesson addresses
 - I. Multiple Means of Representation
 - 3.1 activate or supply background knowledge
 - 3.2 Highlight patterns, critical features, big ideas, and relationships
 - 3.4 Maximize transfer and generalization
 - II. Multiple Means of Action and Expression
 - 5.2 Use multiple tools for construction and composition
 - 6.3 Facilitate managing information and resources
 - 6.4 Enhance capacity for monitoring progress
 - III. Multiple Means of Engagement
 - 7.1 Optimize individual choice and autonomy
 - 7.2 Optimize relevance, value, and authenticity
 - 8.2 Vary demand and resources to optimize challenge
 - 9.1 Promote expectations and beliefs that optimize motivation
 - 9.3 Develop self-assessment and reflection

For more information about how UDL addresses the needs of gifted learners, go to http://www.udlcenter.org/screening_room/udlcenter/guidelines

- Consider the need for Accessible Instructional Materials (AIM) and/or for captioned/described video when selecting texts, novels, video and/or other media for this unit. See “Sources for Accessible Media” for suggestions on Maryland Learning Links: <http://marylandlearninglinks.org>.

IMPORTANT NOTE: No text model or website referenced in this unit has undergone a review. Before using any of these materials, local school systems should conduct a formal approval review of these materials to determine their appropriateness. Teacher should always adhere to any Acceptable Use Policy enforced by their local school system.



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Essential Question

How does an author's use of the Hero's Journey archetype create a story that is both timeless and authentic?

Unit Standards Applicable to This Lesson

Reading Literature

RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.

RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Writing

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Speaking and Listening

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Language

L.6.4 Demonstrate or clarify the meaning of unknown and multiple meaning words and phrases based on Grade 6 reading and content

b. Use common Greek or Latin affixes and roots as clues to the meaning of a word.

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.

c. Use verb tense to convey various times, sequences, states, and conditions.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

e. Spell grade-appropriate words correctly, consulting references as needed.

Lesson Procedure

Day One

1. Have students brainstorm a list of people whom they would consider heroes. Students may include famous characters as well as real people. The teacher and/or students will create and display a class list of heroes or students will post responses using an online resource such as Wallwisher, a wiki, online polling software, or a Google.doc.
2. Introduce the concept of *archetypes*, or universal patterns in literature, with this question: Have you ever read a story or viewed a film, and thought, "This story line seems familiar, like ones I've read heard before?"
3. Introduce the term archetype, defined as a universal symbol, image, character, or pattern that evokes a



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similar response in all people. The Hero's Journey is one archetype, or universal pattern, that can be used to understand literary text. Share the etymology of *archetype* as a compound of two Greek roots: *arché* (beginning, origin) and *tupos* (pattern, model, type) (L.6.4 b).

4. Introduce the concept of the Hero's Journey as a narrative pattern that appears in many types of literature. Have students view selected clips from *Finding Nemo* that reflect different stages of the Hero's Journey. Have students predict the elements of each stage after viewing the movie clips and discussing varying opinions. The teacher will provide students with a description of each stage of the journey, including the following main components (<http://examples.yourdictionary.com/examples/examples-of-each-stage-of-a-hero-s-journey.html> or <http://www.uky.edu/~aubel2/eng104/myth/hero.pdf>).

As an alternate way of presenting information, students may participate in a Gallery Walk to become familiar with these stages or may research the stages on a county approved website.

Use the Hero's Journey graphic organizer (below) to present these stages:

Stages in the Hero's Journey

1. **The Place of Safety:** This is the ordinary world, where we see the hero in the environment that has shaped them.
 2. **The Call to Adventure:** The hero is presented with a problem, challenge, or adventure. A better word might be "opportunity." The call to adventure is the point where the hero senses that *everything is going to change*.
 3. **Refusal:** The hero balks at the fear of the unknown, only to find that it is impossible to turn back.
 4. **Friend, Foes, and Trials:** The hero enters the new world of the adventure, and there is no turning back. The tests and challenges must be faced and overcome as part of the hero's preparation.
 5. **Ordeal:** The hero faces death.
 6. **Seize the Sword:** The hero takes possession of the treasure he is seeking. It may be a special weapon, or an ongoing conflict may be settled.
 7. **Resurrection:** This is the stage of transformation. There is a final battle and the hero survives.
 8. **Return with the Treasure:** The hero comes back to the ordinary world with the treasure or the lessons learned. Without the treasure, the hero is doomed to repeat the same adventure.
 9. **Return to the Place of Safety:** Nothing is the same, nor will it stay the same.
5. Students will apply the framework of the Hero's Journey to a text previously read that has this structure. Students will identify settings, characters, and events that fit into these components of the Hero's Journey. Prepare students to use the framework fluidly and to be open to differing opinions about which story elements constitute each stage. Students should also note any characters or events not present.

If students are not familiar with a text written in the structure of a Hero's Journey, have students use common fairy tales and films to discuss which settings, characters, and events fit into these components. (Teachers may go to <http://www.mythologyteacher.com/The-Hero's-Journey.php> for more information and examples of the Hero's Journey, such as *Lion King* and *Star Wars*, if needed.) Students might also read a myth or legend in which a hero undertakes a journey. Suggested myths reflecting various cultures and readily available in print and digital sources include the following: *Wishes of Savitri* (Hindu/Indian), *Sigurd* (Norse), *Perseus and the Gorgon's Head* (Greek), and *Momotaro* (Japanese). (RL.7.1, RL.6.3, RL.6.5)

6. Discuss with students how the writer's use of the Hero's Journey archetypal pattern gives a narrative a "timeless" and "ageless" quality. For example, films like *Finding Nemo*, *Lion King*, and *Star Wars* appeal to all age groups from children to adults. Myths and legends have held their appeal throughout centuries.



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7. Discuss with students how the writer's use of the Hero's Journey archetypal pattern gives the narrative an *authentic* quality. Even when the story has fantasy elements, the reader feels that it is somehow "true" because it reflects the conflicts and emotions that all of us experience. We identify with the characters and the plot elements.
8. Introduce the Socratic seminar question: *How does an author's use of the Hero's Journey in The Shakespeare Stealer create a narrative that is both timeless and authentic?*
9. As students read *The Shakespeare Stealer*, have students analyze the text in order to identify the settings, characters, and events that correspond to the components of the Hero's Journey. Students should also note any characters or events omitted by the author. **(RL.7.1, RL.6.3, RL.6.5)**
10. As an extension activity, have students apply the Hero's Journey archetypal pattern to their own lives. The pattern even can be used to describe the events of one day.

Day Two

1. Students will participate in the Socratic seminar in which they analyze and evaluate the author's use of the Hero's Journey pattern and how it affects both the authenticity and the timelessness of the text. To prepare for the discussion, students will write responses to the following questions, citing textual evidence: **(RL.7.1)**
 - What is the author's purpose for writing this text?
 - How did the author's use of the Hero's Journey help achieve this purpose?
 - What elements of the Hero's Journey were not present or fully developed in the text? How would the story change if these elements were fully developed?
 - Explain how the knowledge of a Hero's Journey can help you understand a variety of texts.
 - How does an author's use of the Hero's Journey create a story that is timeless?
 - How does an author's use of the Hero's Journey create a story that seems authentic?
 - Analyze Widge's role as the hero. What are his heroic qualities? Is he authentic?
2. Socratic seminars are student led and teacher-facilitated. Before the seminar, students should set personal goals for their participation as well as their understanding of the question. Afterwards, students should reflect on their experiences in the seminar and discuss aspects that went well and aspects that need improvement.
 - Have students sit in a discussion circle. For a larger class, a Fishbowl discussion might be more appropriate.
 - Pose the Socratic Seminar question: *How does an author's use of the Hero's Journey create a story that is both timeless and authentic?*
 - Students will listen and respond to each other's ideas, citing evidence from the text, *The Shakespeare Stealer*. **(RL.7.1, SL.6.1)**

Day Three or for Homework:

Students will create their own timeless, authentic narratives which apply the Hero's Journey archetype. Students will create a comic strip representation of their narrative by drawing by hand or using software such as Pixie, Chogger, Pixton, Storybird, Kerpoof, [MakeBeliefsComix](#), or [Bitstrips](#), where students can create and share a comic strip. **(W.5.3, L.5.1, L.5.2)**

Students will evaluate their peers' comics for originality in their application of the Hero's Journey archetype and its effect of timelessness and authenticity.



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