

Dickerson Middle
Mini Unit Plan

Theme/Enduring Understanding: The Hero's Journey Archetype w/ SpringBoard Unit: The Challenge of Heroism

Developed By: 8th Grade Language Arts

Curriculum Area: Language Arts

Grade Level: 8

Time Frame: 2 Weeks

Desired Results

What do we expect our students to learn?

Standards (# and brief description):

English Language Arts

ELAGSE8RL1: Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
ELAGSE8RL7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
ELAGSE8L6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Students will be able to...(verbs)

Cite
Watch
Organize
Acquire
Analyze
Gather
Accurately Use
Evaluate
Trace

Students will know...(nouns)

Hero's Journey
Stages
Steps
Archetype
Ordinary World
Special World
Status Quo
The Road of Trials
Rescue from Without
The Call to Adventure
The Crossing or Return Threshold
The Beginning of the Adventure
Refusal of the Return
Refusal of the Call
Experience with Unconditional Love
The Magic Flight
The Ultimate Boon
Assistance

| Essential Vocabulary: (What critical vocabulary must be learned in order to master the content?) | |
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| Background/Pre-requisite | Unit Specific Vocabulary |
| Plot Stages Short Story Elements <ul style="list-style-type: none"> • Setting • Conflict • Point-of-View • Protagonist • Antagonist | Hero's Journey Stages Steps Archetype Ordinary World Special World Status Quo The Road of Trials Rescue from Without The Call to Adventure The Crossing or Return Threshold The Beginning of the Adventure Refusal of the Return Refusal of the Call Experience with Unconditional Love The Magic Flight The Ultimate Boon Assistance |
| Assessment Evidence How will we know if they are learning? | |
| Culminating Performance Task | Hero's Journey Archetype Assessment (Test) – Friday, October 4 th |
| Common Pre-test Hero's Journey Archetype Assessment – 25 Questions | Requirements: <ul style="list-style-type: none"> • Part 1: Match the description with each step of the hero's journey • Part 2: Match the Hero's Journey steps to the plot elements. Use answers from Part 1 above. • Part 3 – For questions 17 – 19, identify the steps that fall under each of the three stages of the Hero's Journey. • Part 4: Finding Nemo is a story about a young fish named Nemo venturing into the ocean looking for adventure and his fearful father's journey to bring him home safely. Read the summary of the story and answer the questions that follow. |

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| Mini-Lesson Topics: | Ted-Ed, "What Makes a Hero" video Joseph Campbell's Clock Stages SpringBoard Hero's Journey Archetype Chart | |
| Common Formative Assessments (minimum of 2; must include a mid-unit assessment) Re-Assessment after Mini-Lesson with Ted-Ed: Before Movie – to group for Movie Tasks Big Hero 6 – Movie Graphic Organizer | Non-Graded Work: Clock Stages Organizer Potter – Big Hero 6 Organizer | <u>Quizzes/Tasks/Graded Work</u> Movie Tasks: Potter – Big Hero 6 Organizer (Teacher Guided Instruction) Katniss - Plot Diagram (Group Task) Odysseus – Movie Review Review Tasks: Potter – Plot Diagram w/ HJ Stages Katniss – Picture Books Odysseus – Stage Pictures |
| Common Summative Assessment | Hero's Journey Archetype Assessment (Test) – Friday, October 4 th | |
| Beginning of Unit Student Data Divide students by class. | | |
| Does Not Meet/Remediation Potter | Meets/On Target Katniss | Exceeds/Mastered Odysseus |

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| <p>Attard – *See additional document 139/148</p> <p>Roché - 153/154 See data sheet Groups</p> <p>Holloway 153/156</p> <p>445</p> | <p>Attard - *See additional document 9/148</p> <p>Roché - 1/154 See data sheet Groups</p> <p>Holloway 1/156</p> <p>11</p> | <p>Attard - *See additional document 0/148</p> <p>Roché - 0/154 See data sheet Groups</p> <p>Holloway</p> <p>0</p> |
| <p>458</p> | | |

SMART GOAL:

The % of students scoring at Proficient or higher on the Hero's Journey (assessment)

will increase from .02% to 90% as measured by the Hero's Journey Archetype Assessment given by 10/4.

Instructional Adjustments/Differentiation Plans
(Specific plans/strategies based on formative assessment results)

How will we respond if they don't?

How will we respond if they already know it?

What learning experiences and instruction will enable students to achieve the desired results? Create a list with a brief description.

Include Learning Activities, Engagement, Resources, & Materials.

Ex. Graphic organizer-compare/contrast Transparent and Translucent

Workshop with Big Hero 6: (after Formative Assessment & re-grouping)

| Does Not Meet/Remediation Potter | Meets/On Target Katniss | Exceeds/Mastered Odysseus |
|---|--|---|
| <p>1. Small and whole group discussion:</p> <ul style="list-style-type: none"> Teacher works with students to help fill in gaps in each other's understanding of the different stages. Have students work independently to write several longer, cohesive sentences to explain the Hero's Journey stages. <p>2. Using the short "The Lion King Text" – Guide students through a discussion of the Hero's Journey stages – Students can create a 10 stage organizer in their Writer's Notebook & label the stages.</p> <p>*Extension: Have students create an Anchor Chart highlighting each stage of the Hero's Journey with examples from The Lion King.</p> | <p>Stages of the Hero's Journey within Plot Development:</p> <ul style="list-style-type: none"> Work in your current group to create a visual image of a plot diagram on a piece of chart paper (from the table at the side of the room). This is supposed to be creative. Do NOT use the basic plot diagram (like the one I have on the wall). In your group, choose how you want the plot diagram to be represented (think rollercoaster, treasure map...Use those creative brains!) Label each part of the plot on the chart paper (Use your Keeper for guidance). You might also want to think about how/where you will include conflict (similar to how I did on my basic diagram). Get markers from the bookshelf at the side of the room. With sticky notes – Discuss in your groups to determine which parts of the plot correspond to which parts of the Hero's Journey Stages. There are 5 stages of the plot compared to the 10 steps in the Hero's Journey, so some stages in the hero's journey will be a part of the same plot stages. On sticky notes, you will write the example of each of the 10 stages of the Hero's Journey from Big Hero 6. Divide this amongst group members. Each group member is responsible for writing on sticky notes. Write the stage on the sticky-note with the summary of that stage in Big Hero 6 from the chart. Write the description of how that element is presented in the movie. Put your sticky notes on your group's chart in the area that the Hero's Journey stage aligns with the Plot Stage. Make sure all of your names on are on the chart. | <p>Big Hero 6 Movie Review</p> <p>1. Directions: You are going to evaluate how effective the director was in creating the classic Hero's Journey in the film Big Hero 6. Create a movie review to express the success or failure of the movie's plot structure and how well it fits into the 10 steps of the hero's journey archetype.</p> <p>2. Key Elements:</p> <ol style="list-style-type: none"> Craft an engaging hook/introduction to your review. Critically address how the movie created the 3 main stages of the hero's journey: Departure, Initiation, and Return. Decide how effectively the scenes from the film align to each step in the hero's journey. Be sure you use specific details from the film in your movie review. Include a brief closure in 1-2 sentences. Finalize your evaluation with a visual rating system. |

Hero's Journey Archetype – Workshop

| <p align="center">Does Not Meet/Remediation Potter</p> | <p align="center">Meets/On Target Katniss</p> | <p align="center">Exceeds/Mastered Odysseus</p> |
|--|---|--|
| <p>Stages of the Hero's Journey within Plot Development:</p> <p>EQ: How do different versions of the hero's journey stages align?</p> <ol style="list-style-type: none"> 1. Work in your current group to create a visual image of a plot diagram on a piece of chart paper (from the table at the side of the room). This is supposed to be creative. Do NOT use the basic plot diagram (like the one I have on the wall). In your group, choose how you want the plot diagram to be represented (think rollercoaster, treasure map...Use those creative brains!) 2. Label each part of the plot on the chart paper (Use your Keeper for guidance). You might also want to think about how/where you will include conflict (similar to how I did on my basic diagram). 3. Get markers from the bookshelf at the side of the room. 4. With sticky notes – Discuss in your groups to determine which parts of the plot correspond to which parts of the Hero's Journey Stages. There are 5 stages of the plot compared to the 10 steps in the Hero's Journey, so some stages in the hero's journey will be a part of the same plot stages. 5. On sticky notes, you will write the example of each of the 10 stages of the Hero's Journey from Big Hero 6. Divide this amongst group members. Each group member is responsible for writing on sticky notes. 6. Write the stage on the sticky-note with the summary of that stage in Big Hero 6 from the chart. Write the description of how that element is presented in the movie. | <p>Stages of the Hero's Journey – Picture Books</p> <p>EQ: How does a story use the Hero's Journey to structure its plot?</p> <ol style="list-style-type: none"> 1. Groups will be given different picture books (differentiated based on the complexity/familiarity of plot). 2. Give students a copy of the Springboard Hero's Journey chart. 3. Groups will read the picture books as a group and work together to plot the steps within the stages of the hero's journey archetype. <p>*Differentiation – For struggling groups – Teacher can fill in difficult stages of the hero's journey/plot to guide students through the picture book.</p> | <p>Stages of the Hero's Journey – A Photo Essay – Carousel</p> <p>EQ: How can a picture represent different stages in the Hero's Journey?</p> <p>Activity 1:</p> <ol style="list-style-type: none"> 1. Give students a copy of the Springboard Hero's Journey chart to write the number picture next to the stage of the hero's journey. IN the blank space they defend why the picture represents their chosen stage of the hero's journey. 2. Groups will be given pictures and will examine each picture to connect to a stage of the hero's journey as well as defend their representation with valid reasoning. 3. Groups will rotate the pictures and work independently to connect to a stage of the hero's journey archetype. Then, groups will share their placements and discuss/defend similarities and differences. <p>Activity 2:</p> <ol style="list-style-type: none"> 1. In your Writer's Notebook – Label Hero's Journey Story: 2. Choose one of the pictures. 3. Using the stage/steps that you have identified, write a narrative based on this part of the adventure. <ul style="list-style-type: none"> • This can be tricky - You will be starting the story, picking up in the middle of the action, or finishing a story. You are not telling the entire story. • You MUST be creative! Use strong narrative writing skills – imagery, |

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| <p>7. Put your sticky notes on your group's chart in the area that the Hero's Journey stage aligns with the Plot Stage.</p> <p>8. Make sure all of your names on are on the chart.</p> | | <p>character development, appropriate pacing</p> <ul style="list-style-type: none"> • There are either 3-4 steps within each stage. You must include at least three steps within your narrative. • Stage 1: Departure: Steps – The Call to Adventure, Refusal of the Call, The Beginning of the Adventure • Stage 2: Initiation: Steps - The Road of Trials, The Experience with Unconditional Love, The Ultimate Boon • Stage 3: Return: Steps – Refusal of the Return, The Magic Flight, Rescue from Without, The Crossing or Return Threshold |
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End of Unit Student Data

| Did not meet Standards | Met Standards | Exceeded/Mastered Standards |
|--|--|--|
| <p>Holloway (79below): 28%</p> <p>Roché 5%</p> <p>Attard – 6%</p> | <p>Holloway (80-89): 38%</p> <p>Roché 34%</p> <p>Attard – 43%</p> | <p>Holloway (92above): 34%</p> <p>Roché 61%</p> <p>Attard – 51%</p> |

Collaborative Reflection

What can be improved?, What went well?, What did not go well?, What additional resources are needed?

Re-visit cut scores for groups

Working with short stories and discovering the HJ steps & how they align with the plot elements worked well