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ENGL 112B

6 December 2016

The Hero’s Journey Through Mythology

**Rational:**

As an aspiring teacher, I hope my students will be able to understand the bigger purpose of the things they are learning through my lessons. Not many of the important details of life was learned through the classroom, but those that stuck through with me as a student was the activities that instilled impactful lessons using fun and imaginative sequences that inspire me to do the best I can in the classroom. Those activities included socratic seminars, art projects, spoken word, and outside stories that relate to the topic we are talking about. In this Unit of Study, students will understand the moral lessons bestowed through mythology. Students will be able to identify the difference between myth and fact, and use the myth as a stakeholder to obtain meaningful insight in life through Rick Riordan’s *Percy Jackson and the Lightning Thief*.

Activities For Unit of Study

**Do Nows/ Exit Tickets as simple adaptation of SSW**

As students enter class, they will be expected to start on their “Do Now”. In their “Do Now”, students will answer a question that relates to what they have previously learned about in the last class session. This allows them to change their mindset from transitioning from another class into the ELA classroom. They are only allowed five minutes to answer this question and will be expected to share and discuss the question with the teacher as the teacher transitions to the lesson. Toward the end of class, depending on the progress of the lesson, the teacher would give ten minutes for students to answer a review question on the lesson taught that day. The teacher is expected to ask about topics including cause and effect, tone, personification, annotation, and paraphrasing in preparation for the essays that are due at the end of the unit.

**Hero’s Journey Youtube Video and Handout (Intro to Mythology)**

As students venture into an adaptation of mythology, students will continue to learn more of the aspects of the elements of a true heroic story. As an introduction to this class, students will be observing Percy as a hero and how he fits into the Hero’s Journey. In this video, the Hero’s Journey is explained thoroughly and grabs the attention of the students by its graphics and music. From there, students will be handed a handout/outline of the Hero’s Journey to keep for reference.

**Greek Mythology Poster and Presentation**

As the class is starting the book, students will observe the origin of Greek mythology. Through this project, students will be divided into groups and will work together to research information of the Greek god and goddess. The posters will include what the god or goddess is, what his or her powers are, his or her’s parents and children, and a drawing or print out of how the god or goddess looks like. Through this, students are required to present their poster as a group to their classmates and in groups, will survey each other on their team work.

**Short Story Analysis** - “All Summer in a Day” by Ray Bradbury

In this short story, Ray Bradbury follows a story of a girl, Margot, in the classroom from a different planet, which is Venus. This planet only gets one day of sunlight and students are living in days full of rain. Most students were born or came to the planet to not remember the sun from Earth. However, Margot becomes an outsider and is the only one who has experienced the sun and lived to remember it due to her late coming to the planet. Because of that, students accuse her as a liar. Using metaphors, similes, idioms, and personification, “All Summer in a Day” helps students to understand more of the language in *Percy Jackson and the Lightning Thief.*

**Percy Poster / Art Presentation (including a 1 page reflection)**

Like the Greek mythology poster and presentation, students will work individually toward the middle of the novel and pick a character of significance that stands out in the story. Because the students will do an activity that has to do with art, they are expected to do it as homework, rather than doing it in class. Not only presenting their poster or art presentation in a minute and a half, students are also expected to turn in a one page reflection on why they chose the character as their art piece and what inspired them to choose their type of artwork to represent that character. The reflection must be typed beforehand and turned in with their artwork.

**Book Toss**

In addition to class, students will be given a chance to do a book toss with the following books. Once a week, students will have a full class dedicated on the book they chose to read with a group. As part of their homework, students will read the assigned chapters and be given the one hour of class time to work in book groups to work on summary and questionnaire worksheets. The teacher will keep track of the students’ understanding of the book and the connection these books have with the story they read together in class.

* *The Giver* by Lois Lowry

When Jonas lives in a world set for perfection, there seems to be something off. However when he meets the sole keeper of memories in his community, Jonas gains knowledge of his town’s past and must protect the ones he loves from the world they live in. Because of his new found knowledge, Jonas is an outsider from the community he grew up with and is in a mission to change the dangers of living in a world full of contentment and conformity.

* *A Wrinkle in Time* by Madeleine L’Engle

In *A Wrinkle in Time*, Meg Murry is a high schooler who is in a journey to rescue her father, who is a gifted scientist, from evil forces. Through the journey, Meg is accompanied by her brother, Charles Wallace, and her classmate, Calvin O’keefe, who both have significance throughout the story that makes Meg, who is an ordinary and awkward girl, into a hero. The trio travel from different planets in hope to rescue Meg’s father from further danger.

* *Holes* by Louis Sachar

In *Holes,* the protagonist, Stanley Yelnats, is put into a predicament where he is punished for a crime that he did not commit. He was put into on board community service where he is to dig holes. Throughout the story, Stanley starts to become part of the community of juvenile criminals serving their time in the desert to dig for lost and useless treasure. As Stanley’s relationship with these boy evolve, he starts to uncover the reason of his purpose of being there to unlock the past curse upon his family. Stanley exemplifies the true meaning of a hero and unleashes a bigger story than of himself.

* *The Maze Runner* by James Dasher

Thomas is sent into a desolated maze with a dozen other boys stranded, and without any memory of their past except for their names. As Thomas adapts to the new environment, he is questioning his identity and is curious to find out more about how to get out of the maze. Although natural and superficial forces prevent the boys to journey back to where they came from, Thomas is determined to get the boys out of the maze rather than living in the condition they are now.

**In-class Essay (Character Letters)**

As students are reaching the end of the book, they are required to turn in an in-class essay that is in a form of a letter to a character of significance on how much they appreciate or disapprove of their actions. The in-class essay must be at least 2 pages long and is well-constructed with details and claims from the book.

**Final Essay Prompts - Conclusion to Unit**

As a conclusion to the unit, students are required to send in a final draft of their Percy Jackson essay. They will be working on a rough draft where they can share to do a peer review, revise and turn in a second draft to their teacher for last-minute comments, and then turn in their final draft as a whole. These are the following options for their final essay:

* Looking at the elements of the Hero’s Journey, how does Rick Riordan exemplify Percy as a hero? Use textual evidence to support the stages of the Hero’s Journey that Percy goes through in *Percy Jackson and The Lightning Thief.*
* Our narrator, Percy Jackson, describes himself as a student who has dyslexia. However, the cause of his disability is his biological nature of being born as a demigod. Students will understand the power of people who do not fit into the crowd and use their disabilities for their advantage rather than a burden. Throughout the story, there are many situations that strategizes cause and effect. Exemplify three or more circumstances of cause and effect, such as the one I have provided, in *Percy Jackson and The Lightning Thief* using textual evidence to support your claim.
* Throughout Percy Jackson’s journey to find the lightning thief, he has friends who support him. Identify three or more characters that helped Percy throughout his journey, whether it were an aide or companion, and state textual examples of their importance for Percy’s character development.

Works Cited

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