

12 th Grade	Quarter 1 Curriculum Map	Weeks 1-9
Introduction		
<p>In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.</p> <p>By 2025,</p> <ul style="list-style-type: none"> ● 80% of our students will graduate from high school college or career ready ● 90% of students will graduate on time ● 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity. <p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 3).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the TN State Standards, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent our vision for excellent ELA instruction, including the instructional shifts.</p>		
How to Use the Curriculum Maps		
<p>The curriculum map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making bring instructional materials to life in the classroom. To this end, the curriculum map should be viewed as a <i>guide</i>, not a <i>script</i>, and teacher should work to become experts in teaching and adapting the curriculum to meet the needs of their students.</p> <p>Curriculum maps outline the content and pacing for each grade and subject. For the 2017-18 school year, the curriculum maps will be based on a variety of curriculum resources intentionally selected to meet the demands of the TN State Standards and instructional shifts. In addition to the district-adopted textbook, units from LA Believes and LearnZillion will be included in the maps to supplement the current curriculum with deep, topic-driven units that include strong anchor texts and text sets that build knowledge that supports comprehension of grade-level text. Also, the HS English Companion Guide outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the curriculum maps. A few key practices are highlighted in the Companion Guide:</p> <ul style="list-style-type: none"> ● It is critical that teachers not only prepare to deliver <i>lessons</i>, but also prepare to teach from a variety of sources. The HS English Companion Guide outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation. ● HS maps include many links to support instruction, and some instructional materials are digital. Teachers will be able to work more efficiently if they use the maps virtually. ● All HS maps have a section explaining the Culminating Task within the introduction of the unit. Teachers should always keep in mind that the end goal of the unit is the culminating task, so any efforts made to scaffold instruction should be in an effort to further prepare students to be able to complete the culminating task successfully. ● The HS English Companion Guide also outlines a “text talk” process for teachers to read the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning. These text talks are particularly essential in the first year teaching any text. ● The HS English Companion Guide emphasizes that literacy instruction should <i>integrate</i> the elements of literacy instruction, so that reading, writing, speaking, listening, and language instruction work together for students to make meaning of texts and express their understanding. 		

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Guidance for ELA Lessons and Units		
<p>One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. In order for our students to meet the literacy demands of the Standards, our students should be reading and discussing text daily. Teachers are encouraged to build structures and protocols into instruction that support student-driven explorations of text and discussions of content. Writing should be an extension of discussion so that students may record thinking or explain thinking. This may be done formally or informally, on graphic organizers or in journals, as a quick response or an extended response. The more authentic the writing experience, the more students will build knowledge while processing the text and discussion.</p> <p>The curriculum map provides resources to make sure students have these opportunities. Content is divided into units of study, and some units combine to create a larger module, depending on the resource used for the curriculum. Units are organized by week to help teachers align Standards and objectives, which are labeled as "Learning Targets." Each week in the map is divided into lessons; however, not all weeks have five lessons. The expectation is that teachers complete all the lessons of the week within that week, but pacing may vary depending on the needs of the students. Therefore, "flex" time has been added to allow teachers to extend critical learning opportunities and to accommodate various scheduling needs.</p>		
Guidance on Assessments and Tasks		
<p>Instructional strategies have been thoughtfully matched to learning targets and student outcomes included in the maps. Almost all of the chosen strategies come from one of the following reliable sources.</p> <ul style="list-style-type: none"> • Louisiana Believes Instructional Strategies, LA Department of Education • LearnZillion Guidebooks 2.0 (more information here) • Facing History and Ourselves Teaching Strategies • EL Education Protocols <p>Teachers are reminded that instruction and assessments must be aligned to TN State Standards. This includes writing assessments. For state-approved writing rubrics for the 2017-2018 school year, click here: https://www.tn.gov/education/topic/tcap-writing-rubrics</p> <p>Daily instruction helps students read and understand text and express that understanding. Within the maps, daily tasks have been provided to help students prepare to successfully complete a culminating task. With proper scaffolding, collaboration and discussion with peers, and teacher modeling, students should have enough practice through the daily tasks to be prepared for the culminating task</p> <p>The culminating task expects students to consolidate their learning and demonstrate mastery of Standards taught in previous lessons. Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.</p> <p>To assess mastery at a deeper level of understanding, students may also complete cold-read tasks. Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit.</p> <p>Some units include an extension task. Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.</p>		

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SCS Instructional Framework		

The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.

The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.

ELA Coaching Guide

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The [2017-18 Coaching Guide](#) can be found here. The Coaching Guide is based on the [Instructional Practice Guide from Achieve the Core](#).

Resource Toolkit	
The Tennessee ELA Standards & TNReady Blueprints	
<p>The Tennessee State ELA Standards: https://www.tn.gov/assets/entities/sbe/attachments/4-15-16_V_B_English_Language_Arts_Standards_Attachment.pdf</p>	<p>Teachers can access the Tennessee State Standards through this link, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level. These standards are new for the 2017-18 school year.</p>
<p>TNReady Blueprints https://www.tn.gov/assets/entities/education/attachments/tnready_blueprints_ela_grade_9-12.pdf</p>	<p>This document provides information about the design of TNReady assessments. Keep in mind, the TDOE advises that the blueprint “is not intended to be used solely as an instructional resource or as a pacing guide,” instead the Standards (above) should be the primary guide for instructional decision making. The blueprint provides additional clarity about how the Standards will be assessed this year.</p>
Shift 1: Regular Practice with Complex Text and its Academic Language	
<p>Student Achievement Partners Text Complexity Collection: http://achievethecore.org/page/642/text-complexity-collection</p>	<p>Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection.</p>
<p>Student Achievement Partners Academic Word Finder: http://achievethecore.org/page/1027/academic-word-finder</p>	<p>Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text.</p>
Shift 2: Reading, Writing, and Speaking Grounded in Evidence from the Text	
<p>Student Achievement Partners Text-Dependent Questions Resources: http://achievethecore.org/page/710/text-dependent-question-resources</p>	<p>Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis.</p>
Shift 3: Building Knowledge through Content-Rich Non-Fiction	
<p>Student Achievement Partners Text Set Projects Sequenced: http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction</p>	<p>Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world.</p>

12 th Grade At-a-Glance				
Quarter	Length	Unit Title	Anchor Text	Content Connections
1	9 weeks	<i>A Hero's Journey</i>	Excerpts from <u>The Hero with a Thousand Faces</u> by Joseph Campbell	Social Studies, Anglo-Saxon Period
2	4 weeks	<i>Canterbury Tales</i>	"Prologue" to <i>The Canterbury Tales</i> by Geoffrey Chaucer	Social Studies, Medieval Period
2	5 weeks	<i>Gulliver's Travels</i>	<i>Gulliver's Travels</i> by Jonathan Swift	
3	9 weeks	<i>Researching Multiple Perspectives to Develop a Position</i>	<i>Guns, Germs, and Steel</i> by Jared Diamond	Research
4	9 weeks	<i>Modernism</i>	Excerpts from <u>Hard Times</u> by Charles Dickens	Social Studies, 20 th Century British History

Grade 12		Hero Unit	9 Weeks
Unit Overview			
Students explore the essential qualities of a leader and/or hero and the journey required for someone to become one. They consider how Anglo-Saxon and medieval writings have influenced the concept of modern-day heroes in literature. Students analyze the structure of texts that describe a hero's path, evaluating how author's choices contribute to the meaning of the work as a whole.			
Text Use: Development of central idea through the author's text structure			
Essential Questions:			
<ul style="list-style-type: none"> • How do cultural and literary heroes influence modern perceptions? • How do authors use structure to help develop the main idea of a text? • What is <i>comparative mythology</i>? • How do multiple text treat the same topic? • How does reading multiple texts on the same topic build a deeper level of knowledge? • How does <i>Beowulf</i> fit the requirements of Campbell's monomyth? 			
Anchor Text		Qualitative Analysis of Anchor Text	
Excerpts from <u>The Hero with a Thousand Faces</u> by Joseph Campbell, 1120L		To assist teachers with scaffolding instruction, the qualitative measures of the anchor text are provided here. These measures are based on the Text Complexity – Qualitative Measures Rubric . <ul style="list-style-type: none"> a. Knowledge Demands – Very Complex b. Text Structure – Very Complex c. Language Features – Moderately Complex d. Meaning – Moderately Complex e. Overall Complexity – Very Complex 	
Related Texts			
Literary Texts			
<ul style="list-style-type: none"> • Beowulf translated by Burton Raffel (excerpts from textbook), • Beowulf translated by Francis Barton Gummere (excerpts from Lit2Go) • Excerpt from <i>Grendel</i> by John Gardner • <i>Le Morte d'Arthur</i> by Sir Thomas Malory • Excerpt (Merlin's training of Arthur) from <i>The Once and Future King</i> by T. H. White 			
Informational Texts			
<ul style="list-style-type: none"> • Excerpts from <i>The Perfect Storm</i> by Sebastian Junger • Excerpts from <i>Into Thin Air</i> by John Krakauer • "Beowulf: The Monsters and the Critics" by JRR Tolkien (lecture) 			
Nonprint Texts (Fiction or Nonfiction)			
<ul style="list-style-type: none"> • <i>The Matrix</i> – Joseph Campbell Monomyth, http://bit.ly/2pOkFsN 			

- Joseph Campbell - *The Hero's Adventure*, <http://bit.ly/2pOPX2q>
- “Stepping Forward: A Hero’s Journey” – TedxAcademy, https://www.youtube.com/watch?v=KT4_KDNBVxl

End-of-Unit Assessment:

Throughout this unit we have read classic and modern tales of heroes and analyzed the stages of their journeys using Campbell’s *The Hero with a Thousand Faces* as a guide. How does this change your perspective of previously read heroes? Do the main characters of your past literary experiences measure up to Campbell’s model?

Work collaboratively to evaluate how the characters and structure of texts you have previously read represent classic myths and the heroic story (e.g., *Holes*, *Monster*, *The Odyssey*, *The Adventures of Huckleberry Finn*). For example, analyze how information from *The Hero with a Thousand Faces* connects and applies to the character development and structure of the text(s). As a group, chose one example and write an argument defending or disputing the heroism of the main character based on characteristics Campbell identifies. Introduce and develop your argument with a logical organization and relevant evidence; create cohesion through words, phrases, and clauses; establish and maintain formal style and objective tone; and provide a related conclusion. Work together as a team to present your analysis to the class.

Unit Outcomes: Grade Level Standards Addressed

Reading: Literature

11-12.RL.KID.1, 11-12.RL.KID.2, 11-12.RL.KID.3, 11-12.RL.CS.6, 11-12.RL.IKI.7, 12.RL.RRTC.10

Reading: Informational Texts

11-12.RI.KID.1, 11-12.RI.KID.2, 11-12.RI.KID.3, 11-12.RI.CS.5, 11-12.RI.CS.6, 11-12.RI.IKI.7, 11-12.RI.IKI.8, 12.RI.RRTC.10

Writing

11-12.W.TTP.1, 11-12.W.PDW.4, 11-12.W.RW.10

Language

11-12.L.KL.3, 11-12.L.VAU.5

Speaking and Listening

11-12.SL.CC.1, 11-12.SL.PKI.4

Week 1

Reading: Informational Texts

- 11-12.RI.KID.1 Analyze what the text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- 11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
- 11-12.RI.KID.3 Analyze how an author’s choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.
- 11-12.RI.CS.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the

11-12.RI.IKI.7	structure makes points clear, convincing, and engaging. Evaluate the topic or subject in multiple diverse formats and media.
Language	
11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
11-12.L.VAU.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in the text; analyze nuances in the meaning of words with similar denotations.

Lesson 1	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p>“The Matrix” – Joseph Campbell Monomyth, http://bit.ly/2pOkFsN (3:47)</p> <p>“Stepping Forward: A Hero’s Journey” – TedxAcademy, https://www.youtube.com/watch?v=KT4_KDNBVxl (16:31)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Pearson English IV textbook • Pen/paper • Internet access, projector, and speakers to watch video clips linked in the Agenda. • Posted list of the seven stages of the “Heroes’ Journey” for reference 	<p><u>Guiding Question:</u> What is <i>comparative mythology</i>?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Watch a video and discuss elements of mythology and what it takes to be an epic hero. (11-12.RI.KID.1) • Connect the seven stages of the “Heroes’ Journey” to prior knowledge. (11-12.RI.IKI.7) • Reflect on the personal relevance of the mythical hero. (11-12.RI.KID.1) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Begin by giving a brief introduction to The Heroes Journey concept drawing upon the information in the notes at the beginning of this resource: http://www.reach.org.au/media/88887/reachintroduction_workshop1_heroesjourney_final.pdf • Make sure to have this list posted somewhere in the classroom. Refer to it while introducing the video clip of “The Matrix.” <ul style="list-style-type: none"> ○ The seven stages of the “Heroes’ Journey” <ol style="list-style-type: none"> 1) The Ordinary World 2) The Call to Adventure 3) The Special World 4) Test, Enemies, Allies 5) Slaying The Dragon 6) The Reward 7) The Return with the Elixir • To help students connect the core information from today’s lesson to a modern film they are likely to have seen, show this clip: “The Matrix – Joseph Campbell Monomyth, http://bit.ly/2pOkFsN (3:47)

	<ul style="list-style-type: none"> • Break students into groups of 4. Ask each group to choose a movie they've seen that they think would fit inside this model of a "Heroes' Journey." Groups will then collaborate to complete a two-column chart with one of the seven stages, in order, on the left and an example from the chosen movie that satisfies that requirement on the right. Give students about 10m to brainstorm this information and write it in a chart. • Take another 10m to have each group share out with the whole group for about 2m each. Members of the audience should evaluate information being shared and contribute to the discussion if there is a need for more clarity of the points being made. • Introduce this Ted Talk to students: https://www.youtube.com/watch?v=KT4_KDNBVxi Allow it to set the tone for the unit. Debrief with the students before dismissing class.
Lesson 2	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p>Prologue: The Monomyth from <i>The Hero with a Thousand Faces</i> by Joseph Campbell</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • <i>The Hero with a Thousand Faces</i> by Joseph Campbell • Hero Unit Guidebook • Pen/paper 	<p><u>Guiding Question:</u> What is the style and structure of Joseph Campbell's book?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read excerpts from the anchor text in groups. (11-12.RI.KID.1) • Write a critical summary of Campbell's main ideas. (11-12.RI.KID.2) • Analyze the use of diction and syntax in how they are used to strengthen Campbell's argument. (11-12.L.KL.3) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • The complexity of Campbell's writing may challenge some students, so assign different excerpts from the Prologue (p. 1-46) to be read and summarized in small groups to create a jigsaw effect. Consider dividing students into three groups, having each group read one section of the Prologue. Students should have access to general reference material in order to clarify the meanings of unknown words and phrases. • After summarizing Campbell's idea(s), ask students to work in groups to analyze Campbell's diction and syntax for their section. They should identify strong diction and syntax and describe its impact on his tone and style. • Then to contextualize the information, have each group write a one-sentence example of Campbell's idea from real life or fiction (including TV and film). <ul style="list-style-type: none"> ○ For example: "Typically, the hero of the fairy tale achieves a domestic, microcosmic triumph, and the hero of myth a world-historical, macrocosmic triumph." ○ Examples from fiction would include Prince Phillip, the hero of <i>Sleeping Beauty</i>, who achieves domestic bliss, and Perseus, the hero of Greek myth, who challenged the gods and changed their relationship with men. • Be sure all members are active in cooperative learning so that they will come to the jigsaw prepared to share, having read the materials under study. • When completed, regroup students so that each excerpt is represented in their new group. Students should facilitate

a collaborative discussion on Campbell's excerpts, working with peers to promote civil discussion, propelling conversation, and responding thoughtfully to diverse perspectives. Students should complete their conversation with an organized list of Campbell's claims and how he used diction and syntax in each to propel his argument.

Text-Dependent/Text-Specific Questions: (Sample)

Myth and Dream

- How are the symbols of mythology created?
- How does the story of the dream on p. 2-3 strengthen Campbell's argument of timeless visions and the pantheon of dream?
- Explain the three lines quoted in the bottom of p. 4. What is Campbell's purpose of including this quote from *Oedipus Tyrannus*?
- Explain the term *palingenesis*. Why does Campbell argue we must experience this?
- Read the different descriptions of the theory of archetypes described on p. 13. Identify at least one thing upon which all the philosophers and psychologists might agree.
- What is Campbell saying in the last paragraph of Section 1? How does the extended metaphor serve as the introduction to the next section of the text?

Tragedy and Comedy

- How does the quote from Anna Krenina provide an effective structure to begin the next section of the text?
- Read this line on p. 21: "The happy ending of the fairy tale, the myth, and the divine comedy of the soul is to be read, not as a contradiction, but as a transcendence of the universal tragedy of man." What does that mean? How does this relate to the theme of the book?
- Synthesize the last few paragraphs and explain how man can transcend tragedy to end with comedy.

The Hero and the God

- Describe the nuclear unit of the monomyth.
- Summarize the Buddha's enlightenment as explained in the text.
- How does the story of Moses compare to the story of Buddha's enlightenment?
- What is important about the *return and reintegration with society*?
- On p. 30, how does Campbell explain the result of a fairy tale, legend, ritual, or myth omitting the archetypal pattern?

The World Navel

- What happens if God's grace does not pour into the living world?
- What is the "Tree of Life"?
- Explain the reason that a temple is erected and the effect it has on the site.
- Is there only one "World Navel"? Defend your claim with a quote from the text.
- If mythology does not hold as its greatest hero the merely virtuous man, then what is more important than virtue?

	<p><u>Daily Writing Practice</u> Students should complete their conversation with an organized list of Campbell’s claims and how he used diction and syntax in each to propel his argument.</p>
Lesson 3	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p>The Call to Adventure part 1: “The Adventure of the Hero,” chapter 1: “Departure” from <i>The Hero with a Thousand Faces</i> by Joseph Campbell</p> <p><i>Themes Across Centuries: Translator’s Insights: Burton Raffel Introduces “Beowulf”, p, 36-37 of textbook</i></p> <p><i>Beowulf</i>, chapters 1-4 (Begins on p. 40 of the textbook.)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Pearson English IV textbook • Pen/paper • <i>The Hero with a Thousand Faces</i> by Joseph Campbell • Hero Unit Guidebook 	<p><u>Guiding Question:</u> How do the four themes introduced by Burton Raffel compare to the key components of the “Heroes’ Journey”?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Determine Campbell’s central ideas in this chapter and analyze how he develops these ideas over the course of the chapter, including his use of comparative mythology. (11-12.RI.KID.2) • Analyze the impact of the author’s choices regarding the setting and introduction of characters. (11-12.RI.KID.3) • Cite evidence from the epic in order to validate or discredit Campbell’s claims. (11-12.RI.CS.5) • Interpret the use of kennings and determine the figurative and connotative meanings of words and phrases, analyzing the impact of these word choices on meaning and tone. (11-12.L.VAU.5) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • As a DO NOW, have students read p. 36-37 of the textbook. (5m) • Debrief the four main topics with students as an introduction to <i>Beowulf</i>. (5m) • Assign <i>The Hero with a Thousand Faces</i> to be read in small groups due to the complexity of Campbell’s text, which includes multiple allusions and comparative mythological references. • Introduce students to the poetic qualities of <i>Beowulf</i> by reading aloud. Page 40 of the textbook in Raffel’s translation begins the story at the end of chapter 1. Read aloud p. 40-44, pausing at the title of the second section. Where appropriate, pause the read aloud of these pages to check for understanding by asking the TDQs listed below. • Then have students independently or in pairs through the end of p. 48. • Assign “The Call to Adventure” to be read and summarized in small groups. • Provide students with a three-column graphic organizer. <ul style="list-style-type: none"> ○ Column 1: Lists the stages of Campbell’s monomyth (the Call to Adventure, Supernatural Aid, etc.). ○ Column 2: Includes details on Campbell’s central ideas for each stage including an example he uses to structure his claim. ○ Column 3: Includes details from <i>Beowulf</i> that exemplify or contradict Campbell’s claims as students read the text. • Have students complete each row for this stage, “The Call to Adventure.”

- Facilitate a whole-class discussion on Campbell’s central ideas in this stage, including how he develops and structures them using comparative mythology.
 - According to Campbell, what does the hero experience in this stage?
 - What cultural myths does Campbell utilize to illustrate his point?
 - Are there any variances in the way this stage is presented in the different cultural myths?
- Go back to chapter 3 of *Beowulf*, calling students’ attention to the poetic elements of text: kennings, alliteration, and caesura.
 - kennings – two-word poetic renamings, like “whales’ home” for the sea
 - alliteration – repeated initial consonant sounds in stressed syllables
 - caesura- pauses for breath in the middle of lines
- Assign students examples of kennings to interpret from chapters 3-5 (battle-king, swan-road, sea-wood, sea-march, hearth-fellows, people-protector, mighty-one, Wise-and-Brave, anguish-days, etc.) and ask them to analyze their role in the text.
- Use this opportunity to review conventions of hyphenation with students. Ask students to explain how the author uses hyphenations in kennings.
- Review [annotating](#) text then assign the second section to be read independently. Students should annotate the text, paying particular attention to poetic device and character development. Notes can be written on sticky notes and place on the text.

Text-Dependent/Text-Specific Questions: (Sample)

Read aloud p. 40-44, pausing at the title of the second section. Where appropriate, pause the read aloud of these pages to check for understanding by asking these TDQs.

- What are the differences between the dwelling of Grendel and of Herot based on the description in the text?
- What judgments might we make about this creature’s relationship to society? What textual details contribute to these judgments? Cite your evidence.
- Pause after reading lines 28-29. Given the information in the text, how would you define the word “evil” in this context?
- Ask students to paraphrase the plot described in lines 34-40.
- Pause the read aloud and re-read lines 79-85. What details in the text illuminate that this is a war between good and evil?
- After reading aloud and stopping at the title of section two, note the word in blue on line 100. Share the information in the Vocabulary Builder note at the top of p. 44. Ask students what they think *inconsolable* would mean, based on the information given.
- Remind students that an epic hero embodies the values and ideals of the culture that produces him. Based on the

	<p>descriptions of Beowulf in lines 109-122, what qualities were valued by Anglo-Saxons? Cite your evidence.</p> <p><u>Daily Writing Practice</u> Have students complete the graphic organizer by noting details from <i>Beowulf</i> that exemplify or contradict Campbell's claims in this stage in the third column.</p>
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Week 2

Instructional Focus

Reading: Literature

11-12.RL.KID.3 Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

Reading: Informational Texts

11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

11-12.RI.IKI.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.

Lesson 4	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p>Supernatural Aid—part 1: “The Adventure of the Hero,” chapter 1: “Departure” from <i>The Hero with a Thousand Faces</i> by Joseph Campbell</p> <p><u><i>Beowulf</i>, chapters 6-9*</u></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Pearson English IV textbook • Pen/paper 	<p><u>Guiding Question:</u> How does each author convey his meaning to the readers?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Determine Campbell's central ideas in this chapter and analyze how he develops these ideas over the course of the chapter, including his use of comparative mythology. (11-12.RI.KID.2) • Analyze the impact of the author's choices regarding the setting and introduction of characters, including Beowulf's boasts of past supernatural victories. (11-12.RL.KID.3) • Cite strong and thorough evidence from the epic in order to validate or discredit Campbell's claims. (11-12.RI.IKI.8) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Continue to assign <i>The Hero with a Thousand Faces</i> to be read and summarized in small groups due to the complexity of Campbell's text, which includes multiple allusions and comparative mythological references. • Unless students need more scaffolding, continue to assign <i>Beowulf</i> as independent reading. • Assign “Supernatural Aid” to be read in small groups.

<ul style="list-style-type: none"> • <i>The Hero with a Thousand Faces</i> by Joseph Campbell • Hero Unit Guidebook • Copies of Beowulf for students from http://etc.usf.edu/lit2go/89/beowulf/ <p>*This section is not in the textbook. The link in the title provides a site with an audio reading that can be used while the text is projected. It also provides a PDF version of each chapter for easy printing/copying if the teacher prefers.</p>	<ul style="list-style-type: none"> • Instruct students to use the three-column graphic organizer from Lesson 3, which details the stages of Campbell’s monomyth, to add details on Campbell’s central ideas for this stage, including an example he uses to structure his claim. • Facilitate a whole-class discussion on Campbell’s central ideas in this stage, including how he develops and structures them using comparative mythology. Questions may include those listed below as TDQs. • Assign independent reading of Beowulf, chapters 6-9. Instruct students to note the poetic elements of text: kennings, alliteration, and caesura. • Students should annotate the text, paying particular attention to poetic device and character development. <p><u>Text-Dependent/Text-Specific Questions: (Sample)</u> For whole-class discussion on Campbell’s central ideas in this stage:</p> <ul style="list-style-type: none"> • According to Campbell, what does the hero experience in this stage? • What cultural myths does Campbell utilize to illustrate his point? • Are there any variances in the way this stage is presented in the different cultural myths? <p><u>Daily Writing Practice</u> Have students complete the graphic organizer by noting details from Beowulf that exemplify or contradict Campbell’s claims in this stage in the third column.</p>
<p>Lesson 5</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s):</u></p> <p>Book 1, chapters I-VII, <i>Le Morte d’Arthur</i>, Sir Thomas Mallory (GB)</p> <p>Chapters 5, 8, 13, and 18 from <i>The Once and Future King</i> by T. H. White (GB)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Pearson English IV textbook • Pen/paper • <i>The Hero with a Thousand Faces</i> 	<p><u>Guiding Question:</u> How do the two texts treat the similar topic?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Analyze the impact of the two authors’ choices regarding how to introduce and develop the characters of Merlin (Merlyn) and the young Arthur (Wart.) (11-12.RL.KID.3) • Cite strong and thorough evidence from Arthurian tales while evaluating the use of a supernatural aid or magical guide outlined in Campbell’s text. (11-12.RL.KID.3) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Assign <i>Le Morte d’Arthur</i> to be read independently, as the text is not as complex as Campbell or Beowulf, and it will serve as background for <i>The Once and Future King</i>. • After students independently reading book 1, chapters I-VII, of <i>Le Morte d’Arthur</i>, facilitate a discussion of the introduction and development of Mallory’s characters, emphasizing attention on Arthur and Merlin. The TDQs

<p>by Joseph Campbell</p> <ul style="list-style-type: none"> • Hero Unit Guidebook 	<p>listed below can be used to guide the discussion.</p> <ul style="list-style-type: none"> • Since the excerpts from <i>The Once and Future King</i> are quite numerous, assign students various chapters to read independently then eventually share information by constructing a jigsaw. <ul style="list-style-type: none"> ○ Instruct students to read and become an “expert” on their assigned chapter, paying particular attention to Wart’s training. ○ Have students summarize the plot of the chapter they read and take notes on the various ways Merlin acts a supernatural aid to the future king. • After reading the jigsawed chapters of <i>The Once and Future King</i> independently, place students in “learning” groups where each chapter is represented by an expert. Have students work together to create a fully annotated set of notes for the entire text. • Ask students in their groups to discuss the development of the characters by a different author in a different text. Have them discuss the following questions: <ul style="list-style-type: none"> ○ What are the similarities in how the authors portray the characters? ○ What are some noted differences? • Ask students to consider how the character Merlin/Merlyn functions as a supernatural aid or guide to Arthur. Does he fulfill Campbell’s specifications? <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <p>Book 1, Chapters I-VII, of <i>Le Morte d’Arthur</i></p> <ul style="list-style-type: none"> • How is the character of Merlin developed? Is he a supernatural guide or a tiresome meddler? • How is the character of Arthur developed? Is he a budding hero or naïve? <p><u>Daily Writing Practice</u></p> <p>Instruct students to write an argument to support their claim on which Merlin/Merlyn better adheres to Campbell’s vision of the magical guide in the heroic journey. Prompt students to use valid reasoning and relevant evidence from all three texts in their writing.</p>
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Week 3

Instructional Focus

Reading: Literature

11-12.RL.KID.3 Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.

Reading: Informational Texts

11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

11-12.RI.IKI.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.

Lesson 6	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p>The Crossing of the First Threshold—part 1: “The Adventure of the Hero,” chapter 1: “Departure” from <i>The Hero with a Thousand Faces</i> by Joseph Campbell</p> <p><i>Beowulf</i>, chapters 10-12 (Begins on p. 49 of the textbook at line 285.)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Pearson English IV textbook • Pen/paper • <i>The Hero with a Thousand Faces</i> by Joseph Campbell • Hero Unit Guidebook 	<p><u>Guiding Question:</u> How does Beowulf, the character, exemplify Campbell’s claims thus far?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Determine Campbell’s central ideas in this chapter and analyze how he develops these ideas over the course of the chapter, including his use of comparative mythology. (11-12.RI.KID.2) • Analyze the impact of the author’s choices regarding the development of Beowulf as a heroic character. (11-12.RL.KID.3) • Cite strong evidence from the epic in order to validate or discredit Campbell’s claims, identifying any evidence of Beowulf crossing the threshold, the existence of a guardian, and his release of the ego. (11-12.RI.IKI.8) • Contrast the points of view of all three authors, the heroic pattern versus the chain reaction of accidents. (11-12.RL.CS.6) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Continue to assign <i>The Hero with a Thousand Faces</i> to be read and summarized in small groups due to the complexity of Campbell’s text, which includes multiple allusions and comparative mythological references. <ul style="list-style-type: none"> ○ Instruct students to use the three-column graphic organizer from Lesson 2, which details the stages of Campbell’s monomyth, to add details on Campbell’s central ideas for this stage. ○ Facilitate whole-class discussion on Campbell’s central ideas in this stage, including how he develops and structures them using comparative mythology. Use the TDQs listed below to facilitate. • Assign independent reading of <i>Beowulf</i>, chapters 10-12 (p. 49-51 of textbook), instructing students to note the poetic elements of text: kennings, alliteration, and caesura. • Read chapter 12 of <i>Beowulf</i> (starts at line 366 in the textbook on p. 50) aloud, then facilitate a discussion on the elements of epic and epic hero seen in the text. Use the TDQs listed below to guide the discussion. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <p>Whole-Class Discussion</p>

	<ul style="list-style-type: none"> • According to Campbell, what does the hero experience in this stage? • What cultural myths does Campbell utilize to illustrate his point? • Are there any variances in the way this stage is presented in the different cultural myths? <p>Elements of Epic and Epic Hero</p> <ul style="list-style-type: none"> • Which details from the description of the battle between Beowulf and Grendel add realism? Which details add epic grandness? (The Think Aloud note on p. 50 will help scaffold this question if needed.) • Who is the more thoughtful and sensitive, Grendel or Beowulf? • Is Grendel truly a monster? • After Grendel is killed, Beowulf hangs Grendel’s arm high in the rafters of Herot as a sort of battle trophy. What purpose does this serve? Are there examples in modern day of similar practices? (Culturally Responsive Instruction note on p. 51.) <p><u>Daily Writing Practice</u> Have students complete the graphic organizer by noting details from Beowulf that exemplify or contradict Campbell’s claims in this stage in the third column.</p>
Lesson 7	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p>Entering the Belly of the Whale—part 1: “The Adventure of the Hero,” chapter 2: “Departure” from <i>The Hero with a Thousand Faces</i> by Joseph Campbell</p> <p><i>Beowulf</i>, chapters 19-22 (Textbook pages 51 of <i>The Monsters Lair</i> - to line 529 on p. 54.)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Pearson English IV textbook • Pen/paper 	<p><u>Guiding Question:</u> How does the assigned reading in <i>Beowulf</i> exemplify what is learned in the Campbell reading assignment for this lesson?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Determine Campbell’s central ideas in this chapter and analyze how he develops these ideas over the course of the chapter, including his use of comparative mythology. (11-12.RI.KID.2) • Analyze the impact of the author’s choices regarding the development of Beowulf as a heroic character. (11-12.RL.KID.3) • Cite strong and thorough evidence from the epic in order to validate or discredit Campbell’s claims. (11-12.RI.IKI.8) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Assign <i>Entering the Belly of the Whale</i> to be read in small groups. • Instruct students to use the three-column graphic organizer, which details the stages of Campbell’s monomyth, to add details on Campbell’s central ideas for this stage, including an example he uses to structure his claim. • Facilitate whole-class discussion on Campbell’s central ideas in this stage, including how he develops and structures them using comparative mythology. Use the questions listed below.

<ul style="list-style-type: none"> • <i>The Hero with a Thousand Faces</i> by Joseph Campbell • Hero Unit Guidebook 	<ul style="list-style-type: none"> • Assign independent reading of <i>Beowulf</i>, chapters 19-22, instructing students to note the poetic elements of text: kennings, alliteration, and caesura. • Remind students to read the World Literature Connection on p. 52 – “Battling Demons in the <i>Ramayana</i>”. Mention that the build up to the fight with Grendel’s mother positions the battle as a showdown of good and evil. Like Rama, <i>Beowulf</i> is the champion of his culture’s values, and so the stakes are high. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <p>Whole-Class Discussion</p> <ul style="list-style-type: none"> • According to Campbell, what does the hero experience in this stage? • What cultural myths does Campbell utilize to illustrate his point? • Are there any variances in the way this stage is presented in the different cultural myths? <p><u>Daily Writing Practice</u> Students will complete the graphic organizer by noting details from <i>Beowulf</i> that exemplify or contradict Campbell’s claims in this stage in the third column.</p>
<p>Lesson 8</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s):</u></p> <p>Road of Trials—part 1: “The Adventure of the Hero,” chapter 2: “Initiation” from <i>The Hero with a Thousand Faces</i> by Joseph Campbell</p> <p><i>Beowulf</i>, Chapter 23 (Begins on p. 54 of textbook at line 530. Ends on p. 56 at line 622.)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Pearson English IV textbook • Pen/paper 	<p><u>Guiding Question:</u> How does the stage of the hero described in the Campbell text compare to the details being told in this section of <i>Beowulf</i>?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Determine Campbell’s central ideas in this chapter and analyze how he develops these ideas over the course of the chapter, including his use of comparative mythology. (11-12.RI.KID.2) • Analyze the impact of the author’s choices regarding the development of <i>Beowulf</i> as a heroic character. (11-12.RL.KID.3) • Cite strong and thorough evidence from the epic in order to validate or discredit Campbell’s claims. (11-12.RI.IKI.8) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Assign <i>Road of Trials</i> to be read in small groups. • Instruct students to continue to use the graphic organizer from Lesson 2, which details the stages of Campbell’s monomyth, adding details on Campbell’s central ideas for this stage, including an example he uses to structure his claim. • Facilitate whole-class discussion on Campbell’s central ideas in this stage, including how he develops and structures

<ul style="list-style-type: none"> • <i>The Hero with a Thousand Faces</i> by Joseph Campbell • Hero Unit Guidebook 	<p>them using comparative mythology. Use the questions listed below.</p> <ul style="list-style-type: none"> • Assign independent reading of <i>Beowulf</i>, chapter 23, and remind students to note the poetic elements of text: kennings, alliteration, and caesura. • Review annotating text, then assign chapter 23 to be read independently. Students should annotate the text, paying particular attention to poetic device and character development. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <p>Whole-Class Discussion</p> <ul style="list-style-type: none"> • According to Campbell, what does the hero experience in this stage? • What cultural myths does Campbell utilize to illustrate his point? • Are there any variances in the way this stage is presented in the different cultural myths? <p><u>Daily Writing Practice</u></p> <p>Students will complete the graphic organizer by noting details from <i>Beowulf</i> that exemplify or contradict Campbell's claims in this stage in the third column.</p>
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Week 4

Instructional Focus

Reading: Literature

11-12.RL.KID.3 Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

Reading: Informational Texts

11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

11-12.RI.CS.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.

11-12.RI.CS.6 Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

Lesson 9	Instructional Plan
<u>High-Quality Text(s):</u>	<u>Guiding Questions:</u> Were the acts of heroism and adventure worth the sacrifice? Or should heroism and adventure not cost human lives?

“Into the Abyss” from [The Perfect Storm](#) by Sebastian Junger (p. 84)

Chapters 1 and 15 from *Into Thin Air* by John Krakauer (GB)

Materials:

- Pearson English IV textbook
- Pen/paper
- *The Hero with a Thousand Faces* by Joseph Campbell
- Hero Unit Guidebook

Learning Targets

- Analyze the sequence of events in both excerpts, explaining whether the individuals and events develop Campbell’s ideas. (11-12.RI.CS.5)
- Analyze the authors’ point of view and evaluate their choices in structuring the texts. (11-12.RI.CS.6)

Agenda

- If individual copies of these excerpts are limited, assign reading of the chapters in small groups or, if necessary, use them for reading aloud.
- “Into the Abyss” describes a daring Coast Guard helicopter rescue operation that goes horribly wrong. The helicopter pilot and crew are forced to make crucial decisions, which include “ditching” the helicopter amid violent seas. In chapters 1 and 15 of *Into Thin Air*, the author describes the moments of his summit of Mt. Everest, including the confusion, dangers, and risks associated with the achievement.
- While reading the excerpted chapters from each text, instruct students to use a graphic organizer such as [Cornell Notes](#) to record the authors’ choices in sequencing events, style, and content.
- After reading the chapters, pose the following question to initiate a discussion.
 - How do the authors’ choices in sequencing events, style, and content contribute to the power of each text?
- Write the following quote from Joseph Campbell on the board:
 - “It is by going down into the abyss that we recover the treasures of life. Where you stumble, there lies your treasure.”
 - Source: This quote is from “A Joseph Campbell Companion: Reflections on the Art of Living” (1991) by Joseph Campbell.
- Then debate the following question using a [philosophical chairs debate](#): In light of the losses on each journey, does Campbell’s quote ring true?
 - Form two student-led groups—one that believes that the acts of heroism and adventure were worth the sacrifice and one that believes heroism and adventure should not cost human lives.
 - Have students work together (defining individual roles as necessary) to form written opening arguments and collect supporting evidence (from the anchor text, film review, and films) with the goal of convincing as many classmates as possible to join their side.
 - During the debate, students will line up in two lines facing each other, each line representing a different side of the debate. They will present their claims, reasons, and evidence; pose questions that elicit elaboration; and respond to others’ claims with relevant ideas.
 - As students delineate the claims of the “other side” and evaluate the soundness of the reasoning and sufficiency of the evidence, they may acknowledge new ideas and strong evidence by the “other side” and

	<p>modify their own views. To represent their change in views, they will “switch sides” by physically moving to the other line.</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A – Philosophical Chairs Debate</p> <p><u>Daily Writing Practice</u></p> <ul style="list-style-type: none"> • After the debate, instruct students to write a paragraph that introduces their final claim: Were the acts of heroism and adventure worth the sacrifice? Or should heroism and adventure not cost human lives? • Prompt students to acknowledge the opposing claim and support their claim with logical reasoning and relevant evidence to demonstrate an understanding of the text.
Lesson 10	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p>The Meeting with the Goddess and Woman as Temptress—part 1: “The Adventure of the Hero,” chapter 2: “Initiation” from <i>The Hero with a Thousand Faces</i> by Joseph Campbell</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Pearson English IV textbook • Pen/paper • <i>The Hero with a Thousand Faces</i> by Joseph Campbell • Hero Unit Guidebook 	<p><u>Guiding Question:</u> Why does <i>Beowulf</i> seem to deviate from Campbell’s model?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Determine Campbell’s central ideas in this chapter. (11-12.RI.KID.2) • Analyze how Campbell develops these ideas over the course of the chapter, including his use of comparative mythology. (11-12.RI.KID.2) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Assign <i>The Meeting with the Goddess and Woman as Temptress</i> to be read in small groups. • Instruct students to continue to use the graphic organizer from Lesson 3, which details the stages of Campbell’s monomyth, adding details on Campbell’s central ideas for this stage, including an example he uses to structure his claim. • Facilitate whole-class discussion on Campbell’s central ideas in this stage, including how he develops and structures them using comparative mythology. Use the questions listed below. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <p>Whole-Class Discussion</p> <ul style="list-style-type: none"> • According to Campbell, what does the hero experience in this stage? • What cultural myths does Campbell utilize to illustrate his point? • Are there any variances in the way this stage is presented in the different cultural myths?

	<p><u>Daily Writing Practice</u></p> <ul style="list-style-type: none"> Students will complete the graphic organizer by noting the absence of a goddess or a woman as temptress in <i>Beowulf</i> in the third column. Conclude the lesson by having students write a short argument identifying possible reasons for the epic to deviate from Campbell’s model, citing strong and thorough textual evidence to support their inferences drawn from the text.
Lesson 11	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p>Book III, chapter I; Book XI, chapter I and chapter II; and Book XVIII, chapter I and chapter II, <u>Le Morte d’Arthur</u> by Sir Thomas Mallory</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Pearson English IV textbook Pen/paper <i>The Hero with a Thousand Faces</i> by Joseph Campbell Hero Unit Guidebook 	<p><u>Guiding Question:</u> Which role does Guenever fulfill in Campbell’s monomyth?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Analyze the impact of the portrayal of woman as “Goddess” and “Temptress” in Arthurian legend, determining how this characterization advances or stalls the journey of the hero. (11-12.RL.KID.3) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Assign <u>Le Morte d’Arthur</u> to be read independently, as the text is not as complex as Campbell or Beowulf. Facilitate a class discussion on Mallory’s introduction and development of the character Guenever using the TDQs listed below. Ask students to consider how the character Guenever functions as a Goddess or Temptress to Arthur and Lancelot. Which role does she fulfill in Campbell’s stages? <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <ul style="list-style-type: none"> Merlin, “warned the king covertly that Guenever was not wholesome for him to take to wife, for he warned him that Launcelot should love her, and she him again.” What is the effect of Merlin’s ignored warning? Is the gift of the Round Table worth the future conflict? What is Guenever’s effect on other characters’ thoughts, feeling, and actions? How does Arthur’s idealization of Guenever contrast with her actions with Lancelot? <p><u>Daily Writing Practice</u></p> <p>Instruct students to write an argument to support their claim regarding which role Guenever fulfills in Campbell’s monomyth. Prompt the students to use valid reasoning and relevant evidence.</p>

Week 5

Instructional Focus

Reading: Literature

11-12.RL.KID.3 Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

11-12.RL.IKI.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.

Reading: Informational Texts

11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

Lesson 12

Instructional Plan

High-Quality Text(s):

Atonement with the Father—part 1: “The Adventure of the Hero,” chapter 2: “Initiation” from *The Hero with a Thousand Faces* by Joseph Campbell

***Beowulf*, chapters 24-25
(Begins on p. 56 of textbook at line 623. Ends on p. 58 at line 713.)**

Materials:

- Pearson English IV textbook
- Pen/paper
- *The Hero with a Thousand Faces* by Joseph Campbell
- Hero Unit Guidebook

Guiding Question: How is Beowulf’s battle with the dragon different from the other battles he has fought?

Learning Targets

- Determine Campbell’s central ideas in this chapter and analyze how he develops these ideas over the course of the chapter, including his use of comparative mythology. (11-12.RI.KID.2)
- Analyze the impact of the author’s choices regarding the development of Beowulf as a heroic character. (11-12.RL.KID.3)
- Cite strong and thorough evidence from the epic in order to validate or discredit Campbell’s claims. (11-12.RL.IKI.7)

Agenda

- Assign *Atonement with the Father* to be read in small groups.
- Instruct students to continue to use the three-column graphic organizer from Lesson 3, which details the stages of Campbell’s monomyth, adding details on Campbell’s central ideas for this stage, including an example he uses to structure his claim.
- Facilitate whole-class discussion on Campbell’s central ideas in this stage, including how he develops and structures them using comparative mythology. Use the questions listed below.
- Assign independent reading of *Beowulf*, chapters 24-25 (p. 56-57 of textbook), instructing students to note the poetic elements of text: kennings, alliteration, and caesura.

Text-Dependent/Text-Specific Questions: (Sample)

Whole-Class Discussion

	<ul style="list-style-type: none"> • According to Campbell, what does the hero experience in this stage? • What cultural myths does Campbell utilize to illustrate his point? • Are there any variances in the way this stage is presented in the different cultural myths? <p><u>Daily Writing Practice</u> Students complete the graphic organizer by noting details from Beowulf that exemplify or contradict Campbell’s claims in this stage in the third column.</p>
Lesson 13	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p>Apotheosis—part 1: “The Adventure of the Hero,” chapter 2: “Initiation” from <i>The Hero with a Thousand Faces</i> by Joseph Campbell</p> <p><u>Beowulf</u>, chapter 29-30*</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Pearson English IV textbook • Pen/paper • <i>The Hero with a Thousand Faces</i> by Joseph Campbell • Hero Unit Guidebook <p>*This section is not in the textbook. The link in the title provides a site with an audio reading that can be used while the text is projected. It also provides a PDF version of each chapter for easy printing/copying if the teacher prefers.</p>	<p><u>Guiding Question:</u> How is Beowulf’s battle with the dragon different from the other battles he has fought?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Determine Campbell’s central ideas in this chapter and analyze how he develops these ideas over the course of the chapter, including his use of comparative mythology. (11-12.RI.KID.2) • Analyze the impact of the author’s choices regarding the development of Beowulf as a heroic character. (11-12.RL.KID.3) • Cite strong and thorough evidence from the epic in order to validate or discredit Campbell’s claims. (11-12.RL.IKI.7) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Assign Apotheosis to be read in small groups. • Instruct students to continue to use the three-column graphic organizer from Lesson 3, which details the stages of Campbell’s monomyth, adding details on Campbell’s central ideas for this stage, including an example he uses to structure his claim. • Facilitate whole-class discussion on Campbell’s central ideas in this stage, including how he develops and structures them using comparative mythology. Use the questions listed below. • Assign independent reading of Beowulf, chapters 29-30, instructing students to note the poetic elements of text: kennings, alliteration, and caesura. • Review annotating text, then assign chapters 29-30 to be read independently. Students should annotate the text, paying particular attention to poetic device and character development. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <p>Whole-Class Discussion</p> <ul style="list-style-type: none"> • According to Campbell, what does the hero experience in this stage?

	<ul style="list-style-type: none"> • What cultural myths does Campbell utilize to illustrate his point? • Are there any variances in the way this stage is presented in the different cultural myths? <p><u>Daily Writing Practice</u> Students complete the graphic organizer by noting details from Beowulf that exemplify or contradict Campbell’s claims in this stage in the third column.</p>
Lesson 14	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p>Rescue from Without and The Crossing of the Return Threshold—part 1: “The Adventure of the Hero,” chapter 3: “Return” from <i>The Hero with a Thousand Faces</i> by Joseph Campbell</p> <p><u><i>Beowulf</i></u>, chapters 31-35* (Ch. 34-35 are included in the textbook, p. 58, line 714, to p. 62, line 805.)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Pearson English IV textbook • Pen/paper • <i>The Hero with a Thousand Faces</i> by Joseph Campbell • Hero Unit Guidebook <p>*Chapters 31-33 are not in the textbook. The link in the title</p>	<p><u>Guiding Question:</u> How is Beowulf’s battle with the dragon different from the other battles he has fought?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Determine Campbell’s central ideas in this chapter and analyze how he develops these ideas over the course of the chapter, including his use of comparative mythology. (11-12.RI.KID.2) • Analyze the impact of the author’s choices regarding the development of Beowulf as a heroic character. (11-12.RL.KID.3) • Cite strong and thorough evidence from the epic in order to validate or discredit Campbell’s claims. (11-12.RL.IKI.7) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Assign “Rescue from Without” and “The Crossing of the Return Threshold” to be read in small groups. • Instruct students to continue to use the graphic organizer from Lesson 3, which details the stages of Campbell’s monomyth, adding details on Campbell’s central ideas for this stage, including an example he uses to structure his claim. • Facilitate whole-class discussion on Campbell’s central ideas in this stage, including how he develops and structures them using comparative mythology. Use the questions listed below. • Students read <i>Beowulf</i>, chapters 31-35 and note poetic elements of text: kennings, alliteration, and caesura. • Review annotating text, then assign chapters 31-35 to be read independently. Students should annotate the text, paying particular attention to poetic device and character development. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <p>Whole-Class Discussion</p> <ul style="list-style-type: none"> • According to Campbell, what does the hero experience in this stage? • What cultural myths does Campbell utilize to illustrate his point?

<p>provides a site with an audio reading that can be used while the text is projected. It also provides a PDF version of each chapter for easy printing/copying if the teacher prefers.</p>	<ul style="list-style-type: none"> • Are there any variances in the way this stage is presented in the different cultural myths? <p><u>Daily Writing Practice</u> Students complete the graphic organizer by noting details from Beowulf that exemplify or contradict Campbell’ claims in this stage in the third column.</p>
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Week 6

<p><u>Instructional Focus</u> Reading: Literature 11-12.RL.KID.3 Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning. 11-12.RL.IKI.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.</p> <p>Reading: Informational Texts 11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary. 11-12.RI.CS.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>Writing 11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
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Lesson 15	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p>Master of the Two Worlds and Freedom to Live—part 1: “The Adventure of the Hero,” chapter 3: “Return” from <i>The Hero with a Thousand Faces</i> by Joseph Campbell</p>	<p><u>Guiding Question:</u> How is Beowulf’s battle with the dragon different from the other battles he has fought?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Determine Campbell’s central ideas in this chapter and analyze how he develops these ideas over the course of the chapter, including his use of comparative mythology. (11-12.RI.KID.2) • Analyze the impact of the author’s choices regarding the development of Beowulf as a heroic character. (11-12.RL.KID.3) • Cite strong and thorough evidence from the epic in order to validate or discredit Campbell’s claims. (11-12.RL.IKI.7)

[Beowulf](#), chapters 36-41 (Ch. 36 begins on p. 62 of textbook, lines 806-842. Ch. 41 begins on p. 63, lines 843-869. For Ch. 37-40, use [the link](#) to the online document to project the text, use the audio provided of the text, and/or print PDF copies of the text.)

Materials:

- Pearson English IV textbook
- Pen/paper
- *The Hero with a Thousand Faces* by Joseph Campbell
- Hero Unit Guidebook
- Internet access and projector to project the *Beowulf* text

Agenda

- Assign *Master of the Two Worlds* and *Freedom to Live By* to be read in small groups.
- Instruct students to continue to use the three-column graphic organizer from Lesson 3, which details the stages of Campbell's monomyth, adding details on Campbell's central ideas for this stage, including an example he uses to structure his claim.
- Facilitate whole-class discussion on Campbell's central ideas in this stage, including how he develops and structures them using comparative mythology. Use the questions listed below.
- Assign independent reading of *Beowulf*, chapters 36-41, instructing students to note the poetic elements of text: kennings, alliteration, and caesura.
- Then conduct a modified [Socratic seminar](#) (fishbowl discussion) based on the following question: According to Joseph Campbell's *The Hero with a Thousand Faces* does Beowulf qualify as a mythic hero? How does the structure of *Beowulf* compare with the structure developed by Campbell in his text? What are the implications of both of these texts on the journey of the individual?
 - Instruct students to use their completed graphic organizer to support their discussion or allow students to prepare for the seminar by developing their claims and gathering evidence in advance of the seminar.
 - During the seminar, divide the class into two circles (inner and outer), define norms, and remind students of the difference between debate and discussion.
 - Then have the inner circle discuss the questions for a certain time limit, inviting others in the inner circle to speak so all voices are heard, posing and responding to additional questions, bringing the conversation back on track as needed, and acknowledging when opinions are changed and views are modified based on evidence provided during the discussion.
 - As the inner circle (speakers) discuss, each person in the outer circle can evaluate a person in the inner circle's use of evidence to determine the evidence that is relevant or irrelevant and the evidence that most strongly supports the speaker's claim. Track evaluations, make comments, and ask questions using a graphic organizer, journals, or on a backchannel platform like [Edmodo](#) or [TodaysMeet](#). Then swap positions of the circles.

Text-Dependent/Text-Specific Questions: (Sample)

Whole-Group Discussion

- According to Campbell, what does the hero experience in this stage?
- What cultural myths does Campbell utilize to illustrate his point?
- Are there any variances in the way this stage is presented in the different cultural myths?

Socratic Seminar

- According to Joseph Campbell's *The Hero with a Thousand Faces* does Beowulf qualify as a mythic hero?

	<ul style="list-style-type: none"> • How does the structure of Beowulf compare with the structure developed by Campbell in his text? • What are the implications of both of these texts on the journey of the individual? <p><u>Daily Writing Practice</u> Following the seminar, instruct the students to write a well-developed essay in a timed setting in which they develop a position on the seminar question: <i>According to Joseph Campbell's The Hero with a Thousand Faces does Beowulf qualify as a mythic hero? Prompt students to introduce claims in their writing and distinguish those claims from opposing claims gleaned from the seminar.</i></p>
Lesson 16	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p><u>"Beowulf: The Monsters and the Critics" by JRR Tolkien</u></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • <i>The Hero with a Thousand Faces</i> by Joseph Campbell • Hero Unit Guidebook • Pen/paper • Teachers have the option to print the Cold-Read Questions for student reference. The questions are included in a one-pager on page 4 of this document: http://bit.ly/2GEOinV 	<p>*For this lesson, students will complete a formative assessment to demonstrate mastery of skills that have been practiced in the unit. It is important that students receive no assistance or scaffolding on this task in order for it to be considered a "cold-read." Teachers have the option of using either of the provided texts.</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read a complex text independently to evaluate the effectiveness of the claims. (11-12.RI.CS.5) • Evaluate the topic in multiple diverse formats and media, specifically through the use of allegory. (11-12.RL.IKI.7) • Determine Campbell's central ideas in this chapter and analyze how he develops these ideas over the course of the chapter, including his use of comparative mythology. (11-12.RI.KID.2) • Analyze the impact of the author's choices regarding the development of Beowulf as a heroic character. (11-12.RL.KID.3) • Cite strong and thorough evidence from the epic in order to validate or discredit Campbell's claims. (11-12.RL.IKI.7) • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.PDW.4) <p><u>Agenda</u></p> <p>COLD-READ TASK</p> <ul style="list-style-type: none"> • The Acocella article from <i>The New Yorker</i> is a modern commentary on Tolkien's translation of <i>Beowulf</i> and includes information from and in reference to the "Monsters and the Critics" lecture. • The Tolkien text from a lecture given in 1936 is a criticism of key aspects of Beowulf's heroic journey and is of the same level of complexity as the anchor text. It offers students the opportunity to determine how Tolkien's central ideas are developed over the course of the text, analyze and evaluate the structure of his argument, and interpret his use of allegory.

- Teachers may take two days to complete this task, with one day for reading the text and the next day to complete the writing task.

Text-Dependent/Text-Specific Questions: (Sample)

- Students should read the text independently and then answer a combination of multiple-choice and constructed-response questions about the text and in comparison to the other texts in the unit, using evidence for all answers.
 - Question 1: In “Beowulf: The Monsters and the Critics,” Tolkien asserts that Beowulf, “is poor in criticism, criticism that is directed to the understanding of a poem as a poem.” Explain what he means by paraphrasing this line. How does Tolkien support this argument with evidence throughout the text?
 - In paragraph seven, Tolkien introduces the allegory, “A man inherited a field in which was an accumulation of old stone, part of an older hall... Of the rest he took some and built a tower.” Reread paragraph seven. What key message is he communicating through this allegory? What does the tower with its view represent? Interpret his use of allegory and analyze its role in developing the idea that, “only in the consideration of Beowulf as a poem, with an inherent poetic significance, that any view or conviction can be reached or steadily held.”
 - Tolkien structures his argument in defense of Beowulf by refuting critics and using comparative mythology. Analyze and evaluate the effectiveness of Tolkien’s use of comparative mythology to advance his argument. Does this structure render his points clear, convincing, and engaging?
 - Despite earlier critics’ dismissal of the importance of the monsters in Beowulf, Tolkien emphasizes “that the monsters are not an inexplicable blunder of taste; they are essential, fundamentally allied to the underlying ideas of the poem, which give it its lofty tone and high seriousness.” How does Tolkien support this claim over the course of the text? How does this claim support his appreciation of Beowulf as a poem?

Daily Writing Practice

N/A - Assessment

Week 7

Instructional Focus

Reading: Literature

11-12.RL.IKI.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.

Reading: Informational Texts

11-12.RI.CS.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the

structure makes points clear, convincing, and engaging.

Writing

11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

Language

11-12.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

Lesson 17	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p>From <i>Beowulf</i> (graphic novel) by Gareth Hinds (p. 77-79 of textbook)</p> <p>Beowulf vs. Dragon (YouTube)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Pearson English IV textbook • Pen/paper 	<p><u>Guiding Question:</u> What may be gained or lost when an ancient tale is retold or reexamined?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Explore a graphic novel to determine the process by which a reader comprehends this type of text. (11-12.L.KL.3) • Evaluate the story of Beowulf provided by the graphic novel and how the version interprets the source text. (11-12.RL.IKI.7) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • DO NOW: Read the Contemporary Connection note on p. 76 silently and independently. • After about 3 minutes, have students Turn-and-Talk with a neighbor to share one thing they learned from the reading in the Do Now. • Next, instruct the students to read p. 77-79 independently, paying equal amounts of attention to the graphics as the text. • Divide the class into small groups. <ul style="list-style-type: none"> ○ For each picture provided in the graphic novel, find a line or two from our text (p. 40-64) that describes the picture. ○ Ask students to provide evidence from the text and the context of the text to support choices expressed to the group. ○ Have groups share out in order to retell the story from the graphic novel. Ask students if it was easy for them to identify lines that might match the picture. • Show students this video (or part of this video) of the same part of the story where Beowulf fights the dragon:

	<p>https://www.youtube.com/watch?v=ICw6SGrDv_M (9:02)</p> <ul style="list-style-type: none"> ○ Explain to students that this video is really an animated graphic novel. Ask students: Which graphic portrayal was more effective to helping to understand the story – the graphic novel or the graphic animation? Be sure to push students to give evidence for their answer. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) <i>Beowulf</i> Graphic Novel (p. 77-79 of textbook)</p> <ul style="list-style-type: none"> • What contextual information, such as setting, mood, and circumstances, can you gather from the pictures in the graphic novel? • What focal point can be identified in the bottom cell? How does this artistic choice propel the story forward? • Explain the events depicted on p. 79. • On p. 79, what artistic techniques does Hinds use to single out Beowulf and depict him as an epic hero? • In what ways does Hinds build suspense for the battle with the dragon? <p><u>Daily Writing Practice</u> Students should complete a short essay on the following prompt:</p> <ul style="list-style-type: none"> • What is the value to an ancient tale being retold? What about these stories makes writers want to retell them? Give examples from <i>Beowulf</i>, using either the text we read, the graphic novel we viewed, or the animation we watched.
<p>Lesson 18</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s):</u></p> <p>Part 1: “The Adventure of the Hero” from <i>The Hero with a Thousand Faces</i> by Joseph Campbell</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • <i>The Hero with a Thousand Faces</i> by Joseph Campbell • Hero Unit Guidebook • Pen/paper 	<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Students will analyze and evaluate how Campbell illustrates his argument in <i>The Hero with a Thousand Faces</i>. (11-12.RI.CS.5) • Write an argumentative essay including specific claims and counterclaims. (11-12.W.TTP.1) <p><u>Agenda</u> CULMINATING WRITING TASK</p> <ul style="list-style-type: none"> • Read this section from chapter 1 of <i>The Hero with a Thousand Faces</i>: <i>Furthermore, we have not even to risk the adventure alone; for the heroes of all time have gone before us; the labyrinth is thoroughly known; we have only to follow the thread of the hero-path. And where we had thought to find an abomination, we shall find a god; where we had thought to slay another, we shall slay ourselves; where we had thought to travel outward, we shall come to the center of our own existence; and where we had thought to be alone, we shall be with all the world.</i>

	<ul style="list-style-type: none"> • Campbell suggests that heroes develop in stages and that individuals prepare themselves for heroism through a series of challenges that they overcome. In a multi-paragraph essay, analyze and evaluate how Campbell illustrates this argument in <i>The Hero with a Thousand Faces</i>. Does he succeed at making this argument? <p>Teachers may take two to three days to complete this task, with one day for reading the text and the next day to complete the writing task.</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A – Writing Assessment</p> <p><u>Daily Writing Practice</u> See Culminating Writing Task.</p>
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Week 8

Instructional Focus

Reading: Literature

11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.

Reading: Informational Texts

11-12.RI.CS.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Writing

11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

Lesson 19

Instructional Plan

High-Quality Text(s):

Part 1: “The Adventure of the Hero” from *The Hero with a*

Learning Targets

- Determine the central ideas of previously read texts. (11-12.RL.KID.2)
- Analyze the author’s choices of structure and constructing complex characters by evaluating the journey of the hero, using Campbell’s *The Hero with a Thousand Faces* as a guide. (11-12.RI.CS.5)

<p><i>Thousand Faces</i> by Joseph Campbell and outside texts</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • <i>The Hero with a Thousand Faces</i> by Joseph Campbell • Hero Unit Guidebook • Pen/paper 	<ul style="list-style-type: none"> • Write an argument defending or disputing the heroism of the main character based on characteristics Campbell identifies. (11-12.W.TTP.1) <p><u>Agenda</u></p> <p>EXTENSION TASK</p> <ul style="list-style-type: none"> • Throughout this unit we have read classic and modern tales of heroes and analyzed the stages of their journeys using Campbell's <i>The Hero with a Thousand Faces</i> as a guide. How does this change your perspective of previously read heroes? Do the main characters of your past literary experiences measure up to Campbell's model? • Work collaboratively to evaluate how the characters and structure of texts you have previously read represent classic myths and the heroic story (e.g., <i>Holes</i>, <i>Monster</i>, <i>The Odyssey</i>, <i>The Adventures of Huckleberry Finn</i>). For example, analyze how information from <i>The Hero with a Thousand Faces</i> connects and applies to the character development and structure of the text(s). As a group, chose one example and write an argument defending or disputing the heroism of the main character based on characteristics Campbell identifies. Introduce and develop your argument with a logical organization and relevant evidence; create cohesion through words, phrases, and clauses; establish and maintain formal style and objective tone; and provide a related conclusion. Work together as a team to present your analysis to the class. • Teachers may take multiple days to complete this task in order to provide scaffolding for students and to encourage students to work through every step of the writing process. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A – Writing Assessment</p> <p><u>Daily Writing Practice</u> From the Agenda above: <i>As a group, chose one example and write an argument defending or disputing the heroism of the main character based on characteristics Campbell identifies. Introduce and develop your argument with a logical organization and relevant evidence; create cohesion through words, phrases, and clauses; establish and maintain formal style and objective tone; and provide a related conclusion.</i></p>
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Week 9

Instructional Focus

Reading: Literature

11-12.RL.IKI.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.

Reading: Informational Texts

11-12.RI.IKI.7 Evaluate the topic or subject in multiple diverse formats and media.

11-12.RI.IKI.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.

Speaking and Listening

11-12.SL.CC.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance an style appropriate to task, purpose, and audience.

Lesson 20	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p>“So Who Wins the Big Prize? It’s the Host by Joe Rhodes,” <i>The New York Times</i>, February 17, 2008</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Student copies of the <i>New York Times</i> article • Pen/paper 	<p><u>Guiding Question:</u> Why does Drew Carey compare <i>The Price Is Right</i> to The Hero’s Journey?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Compare information presented in different formats. (11-12.RL.IKI.7) • Support opinion by using evidence from text. (11-12.SL.CC.4) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Distribute copies of the 2-page article to each student. If you’re unable to print and make clean copies of the text, consider projecting for students or even conducting a read aloud while asking students to take notes. • Students should be able to read this article independently and annotate points made within the interview that compare elements of the game show to the hero’s journey. • Divide students into groups of 3 or 4. Consider using one of these discussion protocols to build a structure where students can manage their group discussion on their own. Protocols help provide equity to the conversation as all students have a role and must participate. • Use the questions listed below to guide discussion as needed. • Teacher should circulate during small-group discussion to listen to arguments and evidence being shared. • Based on how groups are handling various questions, provide time for share-out as a whole group. There is no need to discuss every question as a whole group. Choose those that were overheard making strong cases that differ from arguments being made by other groups. These are the highest leverage questions to discuss in whole-group. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <ul style="list-style-type: none"> • Carey calls the contestant “an everyman plucked from obscurity.” What does this mean? How does it compare to

	<p>Campbell's perspective?</p> <ul style="list-style-type: none"> Remind students, who may not know, that on <i>The Price Is Right</i> contestants have to make a good bid on an item to get on stage, win a challenge game, spin a wheel to earn one of two spots in a finale showcase, and the showcase winner earns the biggest prize. The showcase winner is the ultimate "hero" of this journey. This is the information Carey is using to make his comparison. Is his comparison accurate? Is his comparison close to being accurate? Is his comparison completely off the mark? Which one and why? If Carey is claiming to be "there to help them on their journey," what part of Campbell's stages would he be a part of or what role would he have in Campbell's journey? The article provides highlights of Carey's career and where he's been on his "journey" to hosting <i>The Price Is Right</i>. Would you agree or disagree that Carey's path is similar to the "Hero's Journey" as explained by Campbell? Why or why not? Use evidence from the text to support your opinion. Look at the last couple of lines of the article. What does Campbell say about fear? Does the message at the end of the article align with the message that Campbell shares in his book? <p><u>Daily Writing Practice</u> Students should write out an answer to the last question as a final analysis of the article: <i>What does Campbell say about fear? Does the message at the end of the article align with the message that Campbell shares in his book?</i></p>
Lesson 21	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p><u><i>What Makes a Hero?</i></u> by Matthew Winkler, TedEd video</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Internet access with projector and speakers Pen/paper 	<p><u>Guiding Question:</u> What makes a hero?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Compare information presented in different formats. (11-12.RL.IK1.7) Support opinion by using evidence from text. (11-12.SL.CC.4) <p><u>Agenda</u> Follow the Lesson on TedEd.com</p> <ul style="list-style-type: none"> WATCH the video: http://ed.ted.com/lessons/what-makes-a-hero-matthew-winkler#watch THINK through these questions in whole-group format or in small groups with whole-group share out: http://ed.ted.com/lessons/what-makes-a-hero-matthew-winkler#review DIG DEEPER with discussion. <ul style="list-style-type: none"> Challenge the paradigm. Is the hero's journey formula so flexible that it can be applied to any story with a main character and a beginning-middle-end story arc? Try to identify a successful book or movie that defies the hero's

	<p>journey pattern.</p> <ul style="list-style-type: none"> ○ Divide students into small groups based on their chosen topic/story. As a group, have students consider how that story could be modified to conform to the hero's journey. Compare the two versions using a T-chart or other visual. ○ Give groups a chance to share-out. Each group should identify the story or movie that defies the hero's journey pattern then explain the T-chart comparison and ask for feedback from the audience. <ul style="list-style-type: none"> ● Come to a consensus as a whole group. Are there hero-like stories that defy the pattern explained by Joseph Campbell? Why or why not? <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) (From above) THINK through these questions in whole-group format or in small groups with whole-group share out: http://ed.ted.com/lessons/what-makes-a-hero-matthew-winkler#review</p> <p><u>Daily Writing Practice</u> As an Exit Ticket, have students answer this question on a sheet of notebook paper: <i>Are there hero-like stories that defy the pattern explained by Joseph Campbell? Why or why not?</i></p>
Lesson 22	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p>The Hero Today—Epilogue, chapter 3: “Return” from <i>The Hero with a Thousand Faces</i> by Joseph Campbell</p> <p>Joseph Campbell – On Becoming an Adult (YouTube)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> ● <i>The Hero with a Thousand Faces</i> by Joseph Campbell ● Hero Unit Guidebook ● Pen/paper 	<p><u>Guiding Question:</u> How does Joseph Campbell view today's society? How does he feel about democracy?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> ● Understand the perspective of a writer and how this perspective influences what the writer includes in a text. (11-12.RI.IK1.8) ● Support opinion by using evidence from text. (11-12.SL.CC.4) <p><u>Agenda</u></p> <ul style="list-style-type: none"> ● Divide the entire chapter into chunks of text. Assign different excerpts from the Epilogue (p. 387-391) to be read and summarized in small groups to create a jigsaw effect. ● Give students time to read their assigned excerpt. ● Provide time for students to share out summaries of excerpts, going in order of the text to improve comprehension. ● Have students watch this video (5:39): https://www.youtube.com/watch?v=aGx4llppSgU&t=2s ● Ask students how the thoughts Campbells shares in this video compares or contrasts with the last chapter of the Epilogue.

	<ul style="list-style-type: none"> Now discuss as a whole group what elements of Campbell’s perspective are relevant today. Which ideas do students perceive as true in today’s society? <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <ul style="list-style-type: none"> What elements of Campbell’s perspective are relevant today? Which ideas do you perceive as true in today’s society? <p><u>Daily Writing Practice</u></p> <ul style="list-style-type: none"> Exit Ticket: Students should respond to this prompt in a couple of paragraphs to consolidate their thinking through this lesson. <ul style="list-style-type: none"> Read this quote from Campbell’s Epilogue: "As individuals in modern society, we must become the hero to save society, instead of the reverse... and we must do so in the utter despair of loneliness." Do you agree or disagree with this statement? Use evidence from current events, local or global, to support your opinion.
<p>Lesson 23</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s):</u></p> <p><i><u>The Timeless Tale of the Hero’s Journey</u></i> (YouTube) Begin at 4:30.</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> Internet access with projector and speakers Pen/paper 	<p><u>Guiding Question:</u> How do writers and filmmakers use metaphors to strengthen the message they wish to share with the audience?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Analyze information presented in a variety of media formats. (11-12.RI.IKI.7) Connect new information about a topic to prior knowledge. (11-12.RI.IKI.7) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Watch this video with students: https://www.youtube.com/watch?v=SjPzt9tQ2HY Stop video periodically to ask questions that deepen the students’ understanding of the main idea – that the monomyth exists in modern day and that the monomyth reflects the human condition. Teachers may need more than one class period to view the entire video or may choose to only show clips that are relevant to their particular students. The goal of this video is to consolidate learning and provide closure before students move to the next learning topic. <p><u>Daily Writing Practice</u></p> <p>As an Exit Ticket, students should write out an answer to the Guiding Question: <i>How do writers and filmmakers use metaphors to strengthen the message they wish to share with the audience?</i></p>

