

Unit 2 READING - *The Hero's Journey in Literature and Life*

Overview

After the launch unit where students set reading plans, created goals, and reviewed comprehension strategies, students now move to learning and recognizing the archetypical pattern of the hero's journey in literature and film. Through this understanding of the journey, students will be able to analyze text on a deeper level using knowledge of the hero's journey stages in addition to evaluating the author's choices in a variety of media. Finally, students think critically about characters and reflect on themselves and the world around them.

Reading Skills: Making Connections, Inferring

21st Century Capacities: Analyzing, Synthesizing

Stage 1 - Desired Results

ESTABLISHED GOALS/ STANDARDS

[CCSS.ELA-LITERACY.RL.8.1](#)

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-LITERACY.RL.8.2](#)

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

[CCSS.ELA-LITERACY.RL.8.3](#)

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

[CCSS.ELA-LITERACY.RL.8.4](#)

Determine the meaning of words and phrases

Transfer:

Students will be able to independently use their learning in new situations to...

1. Comprehend and engage with a variety of texts in order to become independent critical thinkers (Analyzing)
2. Evaluate the author's message and purpose, citing text evidence to support conclusions. (Analyzing)
3. Compare and contrast literary patterns across texts to engage with traditional characters, motifs, and lessons (Analyzing, Synthesizing)
- 4.

Meaning:

UNDERSTANDINGS: *Students will understand that:*

1. Readers notice and read critical scenes closely to understand, question, and interpret text.
2. Readers reflect on and question the text, considering different perspectives to examine author's message.

ESSENTIAL QUESTIONS: *Students will explore & address these recurring questions:*

- A. How does the character change in the course of the hero's journey?
- B. How do authors use characters to teach readers about real people and problems?
- C. Unit Focus: How can my understanding of archetypes help me analyze a story?

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<p>as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>3. Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema).</p> <p>4. Unit Focus: Readers learn about themselves and others through the examination of characters and problems.</p>	
<p>CCSS.ELA-LITERACY.RL.8.5</p>	Acquisition:	
<p>Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<p><i>Students will know...</i></p>	<p><i>Students will be skilled at...</i></p>
<p>CCSS.ELA-LITERACY.RL.8.9</p>	<p>1. Archetype, monomyth, pre-separation, separation, call to adventure, protective figure, amulet, threshold, initiation, abyss, enlightenment, return, virtues, vices, introspection</p>	<p>1. Analyzing a variety of media to identify elements of hero's journey (short stories, books, film)</p>
<p>Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p>2. Director's choices</p>	<p>2. Applying elements of hero's journey to their lives and the world around them</p>
<p>CCSS.ELA-LITERACY.SL.8.1.A</p>	<p>3. Honesty, courage, generosity, diligence, altruism, humility, reverence, patience, forgiveness, fidelity, envy, vengeance, intemperance, indifference, arrogance, selfishness, sloth, greed, cowardice, dishonesty</p>	<p>3. Analyzing director's choice in a given film segment</p>
<p>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p>		
<p>CCSS.ELA-LITERACY.SL.8.4</p>		
<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>		