**Grade 6: Hero’s Journey Name:**

Hero’s Journey Children’s Book

**Unit Question:** What Makes a Hero?

**Expectations:** You will write and illustrate an original heroic myth.

**How to Get a Great Grade:**

Organization: Your book must ...

* Follow EACH STEP in the heroic journey plotline

Content: Your hero must …

* Use CHARACTERISTICS OF ONE OR MORE TYPES OF HERO to overcome challenges and DIFFERENT KINDS OF CONFLICT (internal, external, natural world, supernatural, etc.)

Investigation: Your book must include …

* At least 5 REFERENCES to commonly occurring character archetypes. (Note: Some characters can play the role of multiple archetypes.
* 2-3 references to recurring themes in folklore/fairytales (Hard work pays off, appearances can be deceiving, good triumphs over evil, greedy people may very well end up with nothing, etc.)
* At least one contemporary re-imagining of:

A character

A step along the hero’s journey

Communication: Your book must have ...

* 1 illustrated title panel
* 3+ illustrated panels
* 8+ panels of writing
* Your writing must be neat and dark (or ***typed***) and the font must be considered and relevant
* Your illustrations must either be colored, painted, collaged, repurposed, traced in fine-line sharpie, or computer printed

**Schedule:** Your Hero’s Journey is due by end of class on December 4th, 2017 so finishing touches and **illustrations** may be done over the weekend. You will have one class period on the 4th to put the finishing touches on your myth and put it together.

* Planning and writing will be done in class.
* Drawing and decorating may be done inside or outside of class.

Any items not done by the listed end of class below are homework for that night

 *\_\_\_\_ Friday:* Introduce assignment, review sample myths (Theseus, Achilles, Hercules, Odysseus, Perseus, etc.)

*\_\_\_\_ Monday:* Begin and finish pages 2-3 of assignment (you may need to finish this for HW)

*\_\_\_\_ Tuesday:* Begin and finish pages 4-6 of assignment (story outline)

*\_\_\_\_ Wednesday:* Follow page 7 of assignment (write your myth)

*\_\_\_\_ Friday:* Follow page 7 of assignment(write your myth, begin illustrations)

*\_\_\_\_ Over the weekend:* Create illustrations/collect illustration supplies to use in class

*\_\_\_\_ Monday:* Follow page 7 of assignment (put together your myth)

**Resources:** You can use your Hero notes, materials from Ancient Greece research, Star Wars analysis, your life and anything else you can find for inspiration. Use the stories from folklore we’ve discussed and any other inspiration provided in class or out.

Your Hero

1. **HERO:** Describe your hero's "basics." Your hero should be either human (either a mortal or a demigod) or an animal and begin in the ‘regular world’ . Remember, a character's other basics are things like name, male/female, age, job, looks, personality, and where they're from.

*Note:* If your hero is a demigod, make sure to write which god their parent is.

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2. **HERO'S ORDINARY WORLD/LIFE:** Describe where your hero is from. There may be other settings later on in the story (there'd better be, if they're going to "cross over" the ***threshold***), but this is where your hero starts. You could write a description of their location, their house, their family, and their daily life, small town, bigger city ... and if that daily life is totally boring, depressing, or lame.

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3. **CALL TO ADVENTURE:** Describe what ***problem*** happens that your hero is going to need to leave home to fix. Fixing this problem/facing this enemy is going to be what your hero does for their SUPREME TEST.

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 Challenges & Values

4. **VALUES:** What values do YOU think are important in a hero? Many of these could be different than the values the ancient Greeks.

Another way to think of values is to think of them as the **skills & strengths** your hero will use to overcome their tests (cleverness, purity of heart, selflessness, strength, etc.).

**Your hero will not start out with all of these values, skills, or strengths; they will learn them, practice them, or reveal that they have them as they face their tests.**

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**5. HERO'S BIGGEST FEAR/WEAKNESS:** Describe what **personal fear or weakness** your hero is eventually going to overcome in the climax (SUPREME TEST). This could be a fear or challenge that you yourself have (spiders, or standing up to bullies, or believing in yourself). A good fear or challenge has some connection to your hero's home life (like maybe it's the opposite of what their home life was like) and is something your hero will have to work at (it shouldn't come easily).

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Story Outline

**Instructions:** This story outline can be a rough draft OR more of a place to write out your ideas. You can also write specific dialogue or phrases that you think of, if you want to. Finally, you may include simple sketches to help you visualize each panel.

**Scene 1 (Title Panel):**

**Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Author:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Scene 2 (Set up):** Describe the setting, the hero, and the hero's home life.

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**Scene 3 (Call to Adventure):** Describe the call and the reason for going.
MAY meet a mentor here.

[ ] Reluctant hero? (“refusal of the call) [ ] Headstrong hero? (search for their destiny)

[ ] Meet a mentor?

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Story Outline

**Scene 4 Threshold Crossing** The hero begins their quest. If they haven't already, they should meet a mentor, receive advice, weapons, tools, training, and cross over the threshold into the adventure world.

[ ] Meet a mentor? [ ] Cross over?

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**Scene 5 (Rising Action, Test 1):** The hero faces their 1st of 3 tests. They should use a skill, strength, or value that you wrote on page 3 to overcome the test. It should be one of the 7 types of conflict from the last page of your unit packet.

Type of Conflict: Individual vs. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Scene 6 (Rising Action, Test 2):** The hero faces their 2nd of 3 tests. They should use a different skill, strength, or value that you wrote on page 3 to overcome the test. It should be a different one of the 7 types of conflict from the last page of your unit packet.

Type of Conflict: Individual vs. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Story Outline

**Scene 7 (Rising Action, Test 3):** The hero faces their 3rd of 3 tests. They should use a different skill, strength, or value that you wrote on page 4 to overcome the test. It should be a different one of the 7 types of conflict from the last page of your unit packet.

Type of Conflict: Individual vs. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Scene 8 (Supreme Test):** The hero faces their ultimate test. This is what all those other tests have prepared them for. They overcome their biggest fear or weakness too.

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**Scene 9 (Return Home):** The hero comes home, having become, well ... a hero!

[ ] Hero is celebrated [ ] Hero is not believed [ ] Other

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Writing Your Myth

Instructions:

**1. References to Themes in Folklore/Fairytales?** Go through your story outline and see if you can find FOUR references to popular folklore. Write the four best ones below … and if you didn’t find four, add some! You might need to go back and research at this point.

|  |  |
| --- | --- |
| Reference #1What scene? | Reference #2What scene? |
| Reference #3What scene? | MORE? |

**2. Write your myth:** Now you're ready to start WRITING OUT YOUR MYTH

***PLEASE, FOR THE LOVE OF ZEUS, USE YOUR OUTLINE!!!***

**3. Illustrate your myth:** After you finish writing your myth, you'll be able to figure out what you most want to illustrate.

**4. Put it all together!:** Now use a *glue stick* (not staples or tape, please … too messy) to compile your book in a good order. The paper can be folded into a “booklet” or done poster-style, front-and-back.

**5. Self-assess on the next page:** Use the self-assessment as a sort of check-list. Actually go back and read each part to see if it’s REALLY there. It’s not too late to add things you missed!

**6. Attach this packet to the poster/booklet and turn in!**

**Target 1:** Content

|  |  |
| --- | --- |
| **Achievement** | **Level descriptor** |
| 4 | My book shows a **perceptive** and **analytical** understanding of heroic traits and types of conflict (**includes a variety of both**). |
| 2 - 3 | My book shows a **good** understanding of heroic traits and types of conflict (**includes some of both**). |
| 2 | My book shows a **sufficient** understanding of heroic traits and types of conflict (**includes one of each**). |
| 1 - 2  | My book shows a **some** understanding of heroic traits and types of conflict (**missing one or both**). |
| Teacher comment |  |

**Target 2:** Organization

|  |  |
| --- | --- |
| **Achievement** | **Level descriptor** |
| 4 | My book follows (pretty much) **every step** of the heroic journeyin a **sophisticated** way. |
| 2 - 3 | My book follows (pretty much) **every step** of the heroic journey. |
| 2 | My book follows **most steps** of the heroic journey. |
| 1 - 2  | My book follows **some steps** of the heroic journey. |
| Teacher comment |  |

**Target 3:** Investigating

|  |  |
| --- | --- |
| **Achievement** | **Level descriptor** |
| 4 | My book includes **4 or more** **meaningful/relevant references** to themes from folklore. |
| 2 - 3 | My book includes **at least 3 meaningful/relevant references** to themes from folklore. |
| 2 | My book includes **at least 2 meaningful/relevant references** to themes from folklore. |
| 1 - 2  | My book includes **1 or no** **meaningful/relevant references** to themes from folklore. |
| Teacher comment |  |

**Target 3:** Communication

|  |  |
| --- | --- |
| **Achievement** | **Level descriptor** |
| 4 | My book is assembled **completely** according to the task instructions  |
| 2 - 3 | My book is assembled **often** according to the task instructions. |
| 2 | My book is assembled **sometimes** according to the task instructions. |
| 1 - 2  | My book is assembled **rarely** according to the task instructions. |
| Teacher comment |  |