

Heroes and Journey Class
May 20, 2007
Jill Dater

In this curriculum you will see a basic design for a Heroes and Journey Class. However, feel free adapt what I have given you for your own students and needs. I have a tendency to make a basic outline of what I am doing and change it to fit the students as I get to know them better. You will see a survey at the beginning of the packet that I give my students to find out their interests. Often, I will change the films and short stories based on what the survey tells me.

This subject has worked very well for me in the adult education setting. At the Pembroke Academy night program, I tend to have younger adults who have encountered many obstacles on their own journeys (the semester that I taught this course I had FOUR teenage mothers in class). Because of this, students seemed to respond to the idea of a journey and had stories that they wanted to tell. This allowed me to show them lots of different journeys from successful to unsuccessful and relate them to their own lives.

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Feel free to email me if you have any questions at adate@csd.k12.nh.us . I work at Concord High School during the day.

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Journey Class at a Glance

Class #1- Introductions, Outline of class, Discussion of Rite of Passage	Class #2- Rite of Passage example- reading or film, Rite of Passage Project work time	Class #3- Heroes and Heroines: What makes someone a hero? Who are heroes in our culture?
Class #4- The stages of a journey reading, "The Road not Taken" and journey poetry	Class #5-"Star Wars" introduction and reinforcement of stages	Class #6- Journey books, pick and introduction Body Outlines
Class #7- Body Project work time (Extra time read book)	Class #8- Body Project Conferences & writing * Book Conferences	Class #9- Short Story read as class * Book Conferences
Class #10- * Book Conferences	Class #11 *Intro and Begin Map Project	Class #12- Work on Map Project
Class #13- Present Map Project	Class #14- Journey Unit Final Project Choices	Class #15- Final Presentation of Journey Unit Choice Project

Above is a rough outline of what I do week to week in my journey class. Many of the finer details within the class syllabus change as I get going and start interacting with various students. Much of what I teach and the pacing of the class depend on the students within the class. I find that I need to be flexible with the actual class happenings because groups can take more or less time with projects depending on their interest and attention to detail. I try to get a better product by showing examples and regularly going over rubrics that I use to grade. Also, after assessing the class, I will divide short stories, novels, or poems either into small groups or give the same story (novel, poem, etc.) to the whole class depending on how I think they can handle the assignment.

Journey Unit
Adult Education @ Pembroke Academy
Jill Dater

Know:

1. Definition of journey: physical, mental, spiritual

Enduring Understandings:

1. Journeys are transformative in nature.
2. We are all on a journey together to discover new things about ourselves and others.

Essential Questions-

1. How is the idea of a journey significant to growth and self-discovery?
2. What is a mental, physical, and spiritual journey? When do you know that you have taken one?
3. How do people define themselves? How do these definitions change? What strategies do people use to discover themselves? Why is self-discovery important?
4. We are faced with many problems and struggles in our lives. What are some strategies to use for dealing with these problems? Which of these strategies are healthy and effective? Which are unhealthy and destructive? What's the difference?

Students will be able to do;

1. Explain how a journey is symbolic, what it symbolizes, and how it is significant to growth and self-discovery.
2. Identify and evaluate strategies for handling problems that arise in life.
3. Read and interpret a piece of literature and/or film for the journey portrayed.

Knowledge and Skills

1. Read a journey novel with notes (reading strategy) and apply the idea of a journey to your book. Be able to read, retain, and interpret a piece of literature.
2. Be able to write a well-organized paragraph about the journey within the novel. (writing)
3. Create a physical map of a journey of the main character within the book that shows that they have absorbed the idea of a journey. Use this map to work towards an understanding of how characters connect to each other. Work towards understanding of spiritual/mental journeys and symbolic journeys.
4. Participate and create a body project to connect with your own journey.

Performance Assessments

1. Regular reading quizzes.
2. A discussion grade for class discussion.
3. Create a journey map
4. Create a body project

Other Assessments:

1. See Challenge options
2. Supplemental Reading on Journey Theme
3. Journey Map

Challenge Options (worth 2 points on your quarter 1 grade)

DUE

- If you are reading Bean Trees, read the sequel Pigs in Heaven and do a book talk with Ms. Dater per. 1 or after school.
- Create a representation (paper, poster, journal, timeline, or other) of a personal (mental and/or physical) journey that you have taken.
- Write a short story of a person who is transformed by a journey that he or she has taken.
- Create an annotated bibliography (see me for a description of what this is) of journey books and films
- Watch a film about a journey. Write a 1-page reaction paper on how the character within the film transforms throughout the process of the film.

Name _____

Night Class Survey

Please indicate which films you would be interested in viewing. Also, you may offer suggestions of films that would help us understand the idea of a journey.

Fantasy- Check if you are interested or offer a suggestion

- Lord of the Rings Trilogy
- Chronicles of Narnia
- Harry Potter
- _____
- _____

Science-Fiction

- Stars Wars Trilogy (films after “A New Hope”)
 - Empire Strikes Back
 - Return of the Jedi
- Blade Runner
- Minority Report
- The Matrix
- War of the Worlds
- _____
- _____

Drama

- Catch Me if You Can
- Spanglish
- Rushmore
- Wonderboys
- 13
- Basketball Diaries
- Million Dollar Baby
- Donny Darko
- Good Girl
- _____
- _____

Mythology

- Troy
- Gladiator
- Helen of Troy
- _____
- _____

Any **READING** that you would suggest that would go along with our Journey theme:

Class #1 & 2-

RITE OF PASSAGE lesson plan

- A. **Quick Write-** What is a rite of passage? Have you gone through one? How do you know?
- B. **Brainstorm and Discuss-** Ask the students what they came up with. I normally generate a list of “rites of passage” in our culture.
- C. **Mini Lecture on Rite of Passage-** I normally take a few minutes to discuss rites of passage in other cultures. For example: Bar Mitzvahs, baptism, circumcision, walkabouts, etc... Also, I have included the website as a resource that I use for much of my unit. The reading on this website is called, “The Hero’s Journey Guide to Literature and Life”. It has more information and is well-worth the money as an addition to this curriculum.
- D. **Various Rites of Passage-** If you have computers, have students find other rites of passages in other cultures and report on one that they found on-line.
- E. **Birth, Marriage, and Death-** Most (if not all) cultures have some sort of marker of these three rites of passage. Have students discuss what happens in their own families around these three events. Have students get into sets of three and each pick a topic to do some research on. Each group should pick one culture to report on. You may have students simply report on the topic or create a poster to show their information.
- F. **Create your own Rite of Passage-** Attached is a worksheet that I use to get kids to create their own rite of passage. I stress that they are to CREATE their own rite of passage that does not already exist. Then I have students present this to the class.
- G. **Homework-** Between classes one and two, I have students write a paper with this topic: “What is a rite of passage, and what are some of the ways that you have participated in a rite of passage in your own life? What was it, and how did it feel to go through it?”

Film Options:

13

Basketball Diaries

Stand By Me (1886)

To Sir with Love (1969)

Breaking Away (1979)

Note: There is some talk that there are not enough rites of passages for young adults in American culture. You may want to talk about this with your students. Also, in our society what happens to you when you miss a rite of passage like graduating from high school or getting your driver’s license? Both the movies “13” and “Basketball Diaries” deal with kids who are avoiding through the use of drugs and alcohol growing up. The other three movies have more of a successful rite of passage. I have found that in my program, I have many students who got involved in things that did not allow them to participate in cultural rites of passage (the Prom for instance) and were interested in talking about this idea.

Name _____

Your own “Rite of Passage” Ritual

Step One: The significant event that you feel could define a “rite of passage” into adulthood. Write event below:

Step Two: List at least 3 reasons why this event is significant to an individual.

a. _____

b. _____

c. _____

Other reasons: _____

Step Three: Rituals must change the way a person thinks, feels, or sees. Change is essential for growth and success. Your ritual should help the initiate mark this change. List several ways a person’s thinking or attitude should change because of the ritual.

a. _____

b. _____

c. _____

Other reasons: _____

Step Four: Describe your ritual. Visualize what will happen and describe what you see happening. Use drawings, diagrams, or other aids to illustrate its stages and elements. (Feel free to use extra paper.)

Step Five: The DETAILS: Fill out all the elements that the ritual should include:

A. Where is the ritualistic location that is away from “everyday” life?

B. Describe the environment such as ritualistic decorations, lights, smells (such as incense), music, clothing, etc.

C. What creates a sense of mystery and/or danger/risk?

D. Who are the people in attendance? (an important MC, leaders, other people the initiate respects, significant speakers?)

E. What actions are done to symbolize the change to be made?

F. What games or challenges must be “passed”?

G. What is the final step in which the initiate symbolically assumes the new role and is “changed” by the rite (perhaps accepts a special object as a symbol of the change)?

Class #3-

Heroes and Heroines

- A. Discussion/Write: What makes someone a hero? Who are heroes in our culture? Note: I like to generate answers first and then look at commonalities between their responses. I often then put them in categories like Sports Figures, Political Leaders, The Average Person, Fictional Characters, etc... Then you can see if they have forgotten someone, perhaps including only physical type heroes and not people who stood up for what they believe in.
- B. "To Kill a Mockingbird" quote response. Have students respond to Atticus when he says, "Courage is not a man with a gun in his hand. It's knowing you're licked before you begin but you begin anyway and you see it through no matter what. You rarely win, but sometimes you do."
- C. Ask them to respond to what is "Real Courage"? Then, talk about that courage is not just physical (i.e. a firefighter saving someone from a burning building) but also mental (Rosa Parks).
- D. Heroes and Heroines- research. Attached is an internet research paper that will allow students to find their own heroes.
- E. Student Response paper: Have you ever been a hero? When and what happened? How were you heroic? OR Who is a hero in your life? What qualities does he/she have that are heroic?

Name _____

HEROES of our TIMES

Task #1- Find on-line 5 examples of HEROES or HERIONES in our time. Read about them and fill in the following information.

1. Hero or Heroine's name: _____

Year or Date when the person did his/her impressive deed or action: _____

Website where you found your information: _____

Explain in your own words what the person did to be considered heroic: _____

2. Hero or Heroine's name: _____

Year or Date when the person did his/her impressive deed or action: _____

Website where you found your information: _____

Explain in your own words what the person did to be considered heroic: _____

3. Hero or Heroine's name: _____

Year or Date when the person did his/her impressive deed or action: _____

Website where you found your information: _____

Explain in your own words what the person did to be considered heroic:

4. Hero or Heroine's name: _____

Year or Date when the person did his/her impressive deed or action: _____

Website where you found your information: _____

Explain in your own words what the person did to be considered heroic: _____

5. Hero or Heroine's name: _____

Year or Date when the person did his/her impressive deed or action: _____

Website where you found your information: _____

Explain in your own words what the person did to be considered heroic: _____

Part II- Evaluation:

1. Which of the heroes that you found, do you consider the most heroic? Explain why.

2. Which demonstrates bravery more, physical courage or mental courage? Explain your answer.

Class #4-

“The Stages of a Journey” reading

Check out the website www.yourheroicjourney.com for resources. I have adapted many of my lessons from the author’s information. If you purchase his teacher guide (or student guides as well), my note shells and basic journey map go along with the readings in this curriculum.

- A. Begin by reading Frost’s “The Road Not Taken” and discuss what the poem means in terms of a journey.
- B. Have students read the “Hero’s Journey” reading. Attached is an abridged version. In the teacher guide, there is a longer version. Have students fill out note shell.
- C. I normally then go over it as a group to make sure that no one missed anything and that they understand the concept.
- D. Attached are a selection of poems having to do with journeys. This is a selection that I liked, but you could use any poems that you like. There are guiding questions for each poem. Depending on time, you could make one group the “experts” on one poem and have a jigsaw share, you could do a round robin of stations with various poems, or you could go over each one together as a group.

The Road Not Taken

by [Robert Frost](#)



Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I--
I took the one less traveled by,
And that has made all the difference.

From *The Poetry of Robert Frost* by Robert Frost, edited by Edward Connery Lathem. Copyright 1916, 1923, 1928, 1930, 1934, 1939, 1947, 1949, © 1969 by Holt Rinehart and Winston, Inc. Copyright 1936, 1942, 1944, 1945, 1947, 1948, 1951, 1953, 1954, © 1956, 1958, 1959, 1961, 1962 by Robert Frost. Copyright © 1962, 1967, 1970 by Leslie Frost Ballantine.

Name _____

Hero's Journey Note Fill-In Sheet

As you read the article on the Hero's journey, fill out the note sheet.

The Great Adventure: The Hero's Journey or Quest isn't just a pattern from a myth but also can be reflected everywhere from TV to the great works of literature.

Parallels the Rite of Passage:

The Three Stages:

1. _____ Describe: _____

2. _____ Describe: _____

3. _____ Describe: _____

A map to experience:

Why should we study The Hero's Journey? _____

What is a journey? _____

Eight-step transformation- Describe the following in the space provided:

The Separation:

The Call: _____

What are the some of the forms a call can take?

a. _____

b. _____

c. _____

d. _____

The Threshold : _____

What are the functions of the "threshold guardians"? _____

Who are “helpers”? _____

Who is a “mentor” or “guide”? _____

The Initiation

The Challenges: _____

The journey’s challenges always seem to strike the initiate’s greatest weakness, his poorest skill, his shakiest knowledge, his most vulnerable emotions. Why?

Into the Abyss: What is the abyss? _____

What happens if the hero fails to conquer the abyss? _____

Transformation and Revelation:

What is the final step in the process? _____

Fear must _____

Ignorance must _____

What is a revelation? _____

The Atonement: _____

What is a “boon”? _____

The Return: _____

What happens if the return does not go smoothly? _____

The Journey is a Map

Why is it so common to see journey themes in television, movies, and books that we read today? _____

How does the journey connect to you? _____

JOURNEY POEM INTRODUCTION

Poem #1- “The Daffodils” by William Wordsworth

1. What is the “crowd” that the narrator sees?
2. How does the “crowd” make him feel? How do you know? Quote specific lines that tell you this.
3. Later in the poem, how does he feel about the event that begins the poem?
4. What does this poem have to do with life’s journeys?

Poem #2- “There Came a Day” by Ted Hughes

1. This poem is about the change in seasons. What season is the transition season?
2. What changes in the trees, sun, birds, seeds, and people?
3. How does the poem end?
4. What does this poem have to do with life’s journeys?

Poem #3- “Don’t Quite Know” by Roy Fuller

1. What do we know about the two people on the bus?
2. How does the poem change from beginning to end?
3. What does this poem have to do with life’s journeys?

Poem #4- “Travel” by Robert Louis Stevenson

1. Where does the narrator want to go? Quote specific lines that tell you this.
2. In the last two lines the narrator says, “And in the corner find the toys of old Egyptian boys.” What does this line imply about the world?
3. What does this poem have to do with life’s journeys?

Poem #5- “The Poem” by Amy Lowell

1. The narrator does what in the first stanza with the twig? What in the second?
2. The twig is symbolic. What else could it represent?
3. Why did the writer title this poem “the poem”? Why not title it “The Twig”?
4. What does this poem have to do with life’s journeys?

Poem #6- “I’d like to Squeeze” by John Agard

1. How do you read this poem? Why the funky shape?
2. The poem says, “I’d like to squeeze it and squeeze it/till everybody has an equal share.” Who isn’t getting an equal share in our society or our world? What does he mean by this?
3. What does this poem have to do with life’s journeys?

Poem #7- “Sky in the Pie” by Roger McGough

1. What has the narrator ordered for dinner and what has he received?
2. What was the narrator like before and how does he change? Quote specific lines that tell you this.
3. What does this poem have to do with life’s journeys?

Class #5-

Reinforcement of the Journey Stages

- A. Watch the film “Star Wars” with the note sheet. (You could pick any number of films for this, but this is one of my favorites, so it is easy for me to discuss.)
- B. Then have students use the basic character journey sheet. I use this note sheet over and over during the class. You can apply it to almost any film or book with a journey theme.

Name _____

Star Wars: An Introduction to the Journey

Luke's Separation:

After the Cantina: What qualities does Luke have? Describe him (adjectives).

The cantina is Luke's **THRESHOLD** (jumping point of his journey)-
Despite Luke's claim that he is "ready for anything", is he really? What tells you that he is not?

The Helpers and Challenges

Who are Luke's three helpers? _____
Pick one and explain how you think they will help Luke on his journey?

The Abyss- This is the moment when the hero must come to terms with his own weaknesses and fears. This is the trash compactor scene in this film. Luke must go into the "belly of the whale". Water is present in many journeys and symbolizes rebirth. Luke is dragged and submerged into the murky water which symbolizes becoming more mature and becoming an adult. He can leave the whining Luke behind.

Revelation and Transformation

List 3 actions that show you that Luke has changed from child to adult:

- 1. _____
- 2. _____
- 3. _____

Luke has now changed and will now bring his “gifts” to the rebellion.

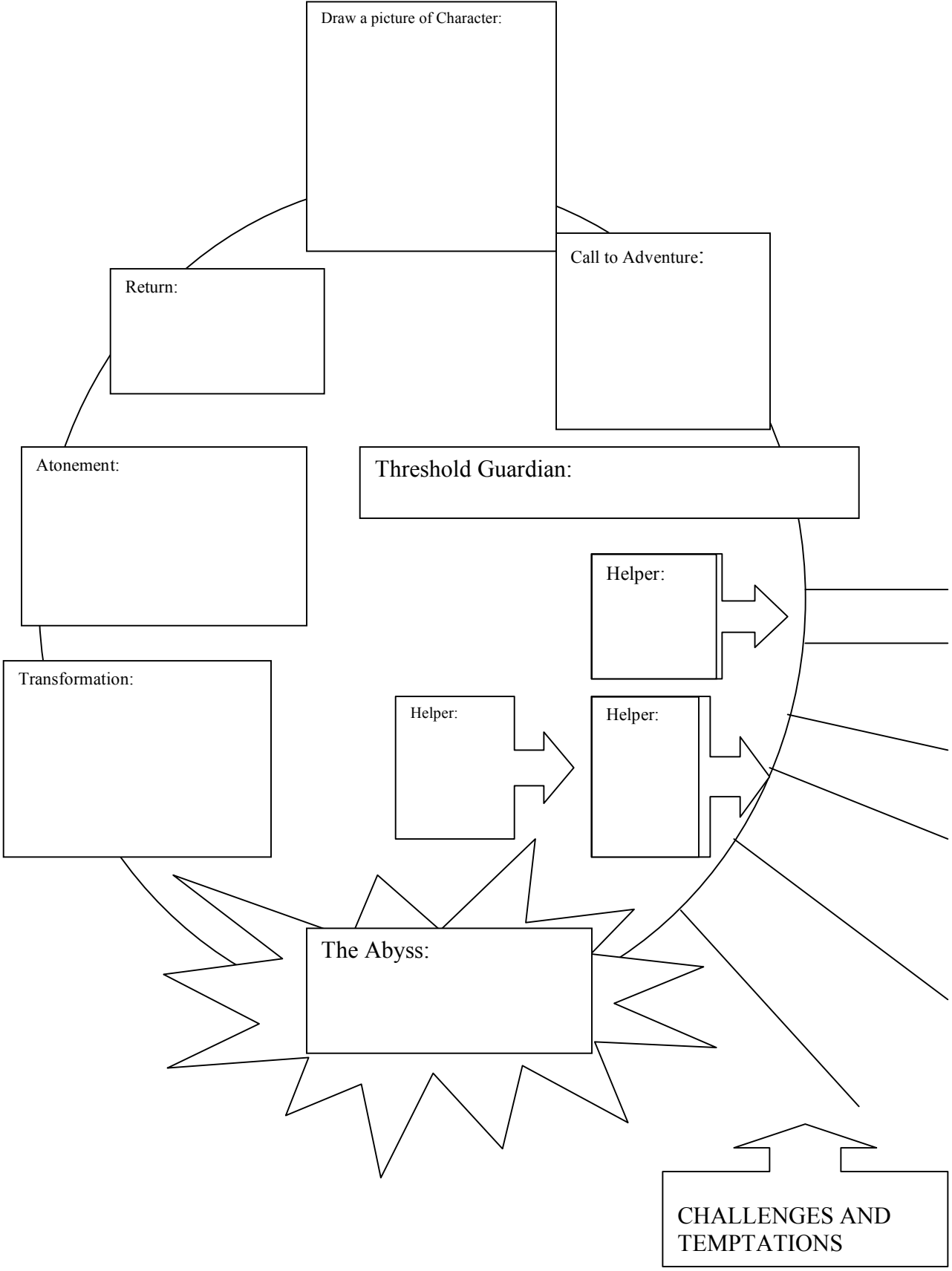
The Return

How does Luke’s actions during the battle represent the NEW Luke?

List adjectives that represent how Luke has changed.

ASSIGNMENT: Fill out the Transformation sheet based on what we have talked about.

Character's Journey
Name: _____
Book or Story: _____



Class #6

Journey Books Introduction and Pick, Body Outlines

A. I had students read independent books in this class, but you could pick just one book to read as a whole group. See attached handout to students that suggests titles and gives the requirement of the books. I happened to have a big box of books that all seemed to include a journey such as:

- “The Bean Trees” by Barbara Kingsolver
- “Walk Two Moons” by Susan Creech
- “The Lovely Bones” by Alice Sebold
- “Huck Finn” by Mark Twain
- “She’s Come Undone” by Wally Lamb
- “The Bee Season” by Myla Goldberg
- “Secret Life of Bees” by Sue Monk Kid
- books by Gary Paulsen
- “The Chosen” by Chaim Potok
- “Ordinary People” by Judith Guest
- “Peace Like a River” by Leif Enger

Some of these books have physical journeys, and others have mental journeys. Conferences with individual students helped the students to figure out which was which. This is a short list, and there are many more that you could add to the list. Feel free to email me if you are stumped for titles.

B. Give students the letter assignment for each reading, and they may assign their own reading timeline for the classes that you have. I have attached the letter assignment handout that I use. I also give them another blank hero map (see under class #5) that they need to fill out as they read for the journey project at the end. (Grading Rubric is attached)

C. Then introduce students to the body project- This is artistic project that takes a lot of time in class! Students used most of time allotted to them. It is a project that makes them explain their own personal journey in a visual way. See attached project write up. These came out GREAT and were used to decorate our adult ed office for months. By the end of the first night, all students should have traced and cut out their “bodies”. Some will be working on magazine clippings.

Your NEXT Assignment:

You must find a book that has a journey theme that you can read independently. I can recommend books to you, but you can pick whatever you want. Your book can be anything with a journey theme: science fiction, literature, young adult, sports, whatever. However, I get final approval or disapproval- NO SMUT!! You know what I mean! You will read this book independently for 30 minutes each class period. In class, you will be required to do writing on each reading. Bring your book with you next class (April 4). If you don't bring a book with you, I reserve the right to hand you something and dock you points towards your final grade.

Some suggestions:

Bean Trees by Barbara Kingsolver- A character named Missy leaves her hometown where everyone thinks she is going to become a loser and takes a road trip. When she gets to the Cherokee Nation, a mysterious woman leaves a baby in her car so she has to learn to take care of "Turtle"- the baby.

Home is Where the Heart Is by Billie Letts- A young girl gets pregnant by her boyfriend who leaves her at Wal-Mart. She has the baby in Wal-Mart and is taken in by some amazing people.

The Miracle Life of Edgar Mint by Brady Udall - About a Native American boy who begins his life by being run over by the mailman. He is bounced from one institution and foster home to another in hopes of finding happiness.

Ender's Game by Orson Scott Card- A Sci-Fi novel about a boy who is born a third child in a society that only allows a family to have two children. He has been bred for his military skills and abilities to play the "game" of strategy for killing aliens.

A Walk to Remember by Nicholas Sparks- Jamie is a minister's daughter and helps out the most popular guy in school. Her only rule is that he can't fall in love with her if he brings her to homecoming.

OR The Notebook by Nicholas Sparks- Where two characters from different backgrounds fall in love despite things that want to pull them apart.

Running with Scissors by Augusten Burroughs- A truly messed up individual. (Note: This book includes some homosexuality- don't pick this up if this offends you.)

Go Ask Alice by Anonymous- A girl descends into her own personal hell of drugs such as LSD. A first hand account.

ALL OF THESE ARE GOOD FOR TEENS:

- Monster by Walter Dean Myers
- Cut by Patricia McCormick
- Stargirl by Jerry Spinelli
- The First Part Last by Angela Johnson
- The Perks of Being a Wallflower by Stephen Chbosky
- **The Basketball Diaries (Paperback)**
by Jim Carroll
- **The Chocolate War by Robert Cormier**

Catcher in the Rye by Salinger- Holden Caulfield, the original lost boy who hated his life and his culture. He spends one lost weekend in New York City and never seems to find himself.

THIS IS JUST THE BEGINNING OF A LIST. COME ASK ME IF YOU NEED OTHER SUGGESTIONS!

Reading Response Letter

Type 3 Writing (Worth 10 points)

Project Summary: You will be placed in a reading group with 2-3 people. Each time you meet you will have a letter written to share with the group. In each letter you will include your thoughts on one of the characters within your reading. Please think about what makes the one character tick. Use quotes to defend your ideas about your character. You may include questions that you have about the character as well.

Purpose: You have three roles.

First, you will write a letter about a character in the reading.

Second, you will share your ideas with your reading group.

Third, you will bring 3-4 copies of each letter that you write to your reading group to give to the other students.

Writer's Role: You will write a letter. Include a greeting (Dear Reading Group) and an ending (Sincerely,)

Audience: Your reading group is a group critics for the book 'Zine called "Books-for-Us".'

Form: 1 page letter that includes 2-3 quotes from the readings and follows one character within the book and his/her personal journey. Please include questions that you had about the reading as well. Please include Type 3 in the heading.

Focus Correction Areas:

1. Write in letter form (See attached page)
Type 3 and date
Letter
Greeting
Closing
2. 2-3 Quotes with evidence about what you liked about them
3. Character analysis with what motivates the character on his/her personal journey.

Procedures

1. While reading, choose one character to focus your letter on.
2. While reading, use a sticky note to identify quotes that you want to use later in your letter. Write down any questions that you might have. If your questions are not answered in the reading, use them in your letter.
3. After finishing reading, you should have plenty of quotes and questions to choose from.
4. Using the format from this page, write a letter to your reading group. This is a ONE DRAFT piece of writing. Make sure that you edit your own draft before turning it in. I encourage you to do this on the computer (copies are easier), but it is not required.

5. Make a copy for each member of your reading group. Make sure that you have a copy as well. There will be a penalty if you have to make a copy during class time.
6. In your group, you need to read your letter to the group and discuss the character that you have chosen. You must keep the discussion going for 5 minutes. Be ready for questions, confusions, and deeper level explorations into character.
7. Read the next section of reading and do another letter. Continue until your book is finished.
8. By the end of the process, you should be fully comfortable with the journey of one character in your letter.

LETTER FORMAT BELOW:

Pembroke, NH

September 9, 2007

Reading Group
Pembroke, NH 03301

Dear Reading Group,

I loved the reading we did last night! I especially liked (quote #1). The reason I liked this was because it reminds me of a time when I
The character showed If I were this character, this is how I would act when....

The second quote I liked was (quote #2) because.....
This quote shows that the character is.....

These are some of the questions that I am still left with after this reading.... Do you have any answers for why this is?

Thank you so much for reading my letter. I look forward to reading yours.

Sincerely,
Ms. Dater

Name _____

Grading Rubric for Reading Response Letters for Journey Books

FCAs

1. Write in Letter Form- Type 3 and date, # letter, Greeting, Closing- out of 2 points

How you did: _____ points awarded _____

2. 2-3 Quotes with evidence about what you liked about them- out of 4 points

How you did: _____

_____ points awarded _____

3. Character analysis with ideas connected to a character's journey- out of 4 points

How you did: _____

_____ points awarded _____

Overall points awarded: _____ out of 10

Any other comments:

Name _____

Grading Rubric for Reading Response Letters for Journey Books

FCAs

1. Write in Letter Form- Type 3 and date, # letter, Greeting, Closing- out of 2 points

How you did: _____ points awarded _____

2. 2-3 Quotes with evidence about what you liked about them- out of 4 points

How you did: _____

_____ points awarded _____

3. Character analysis with ideas connected to a character's journey- out of 4 points

How you did: _____

_____ points awarded _____

Overall points awarded: _____ out of 10

Any other comments:

Dater
PA Night Class

Body Project

Assignment Summary:

The point of this project is to show visually your own journey through life. To do this you will first trace your body on a large piece of paper, then cut it out. After this, you will clip pictures from newspapers, magazines, photocopied family photos, memorabilia, etc... to represent your journey. Hint: you can place things that are important to your heart, over your heart and places that have made you think, in your head. Make this project something that represents you and who you are.

Steps for completion:

1. Find a buddy to help you trace your body on the newsprint. This does not have to be 100% accurate (how am I going to know if you make your tush a little slimmer???) and be sensitive to your partner if he/she just wants the basic outline (think chalk outline of bodies in crime scenes).
2. Cut your body out of the piece of paper.
3. Find magazine clippings, newspaper pictures, old family photos (you should probably photocopy or color copy these), light objects, etc... to correspond with your journey so far in life. Think about what makes you you.... Include events that have shaped you, things that are important to you, and your personality traits. **THESE ALL NEED TO CORRESPOND TO YOUR JOURNEY THROUGH LIFE!**
4. Paste the pictures in the appropriate places.
5. Include at least 25 words on the body either through cut-outs or direct lettering on the body.
6. Sign up for a conference with me to explain what you put where and why. Expect to talk for at least 15-20 minutes with me.

Here are the grading FCAs for this project:

1. You **MUST** fill the space with pictures. (10 pts.)
2. You **MUST** have at least 25 words that represent you and your journey. (10 pts)
3. Does it look good, pretty, and that you spent time on it? (10 pts.)
4. Must be representative of you and your journey through life so far (10 pts)
5. Conference and Explanation of project (10 pts)

WE WILL WORK ON THIS IN CLASS FOR 2 ½ DAYS. USE YOUR TIME EFFECTIVELY, AND THE ONLY HOMEWORK YOU WILL HAVE IS TO READ YOUR JOURNEY BOOKS.

Name _____
Dater _____
Journey Class _____

Body Outline of your Journey Grading Rubric:

6. You MUST fill the space with pictures. (10 pts.)
1 2 3 4 5 6 7 8 9 10
7. You MUST have at least 25 words that represent you and your journey. (10 pts)
1 2 3 4 5 6 7 8 9 10
8. Does it look good, pretty, and that you spent time on it (10 pts.)
1 2 3 4 5 6 7 8 9 10
9. Must be representative of you and your journey through life so far (10 pts)
1 2 3 4 5 6 7 8 9 10
10. Conference and Explanation of project:
1 2 3 4 5 6 7 8 9 10

Grade total _____ Letter Grade _____

- A= Outstanding effort, above and beyond expectations
- B= Quality work that met all expectations
- C= Required work accomplished but little attention to details or quality
- D= Barely met requirements or missing key elements, little attention to quality
- F= Did not meet the requirements of the project

COMMENTS:

Class #7- Book Groups and Body Project

- A. I started each class with a 30 minute read to get things going. This helped with late arrivals, etc...
- B. Book Groups and letter sharing. Students needed to share their letters in small groups and then pass them back to me.
- C. Work time on body projects.

Class #8- Same as above although I added a D and E

- D. Schedule and meet with each student for 20 minutes or so. (I made a schedule, so I had the same amount of time for each student.) Make them explain to you what the images mean on their “body”. They have to tell you their journey.
- E. Written assignment: Write about one event from your journey that taught you something that you use today. Write about something that changed you.

Class #9

- A. 30 minute read time.
- B. Book Conferences and letter share
- C. Share & conference on important event stories
- D. Mini- lesson on how to tell a story in a piece of writing.
- E. Hwk: to revise story for next class
- F. Read a short story with a journey theme OR watch a journey film such as “The Air Up There”- see attached handout

Class #10

- A. 30 minute read time.
- B. Book Conferences and letter share
- C. Share & Collect journey stories
- D. Read a short story with a journey theme OR watch a journey film such as “The Air Up There”- see attached handout
- E. A “RAFT” is attached as a writing exercise. This makes a student chose a “role”, “audience”, “format”, and “topic” to address. If you have extra time, it can be a fun writing activity.

Name _____

Film: "The Air Up There" Worksheet

This film traces the main character Jimmy Nolan's rite of passage from childhood to adulthood. We will talk about the three stages of the rite of passage. Take notes about these stages as you watch and during our discussion.

STAGE ONE- SEPARATION

How is Jimmy immature and childish at the beginning of the film?

How is Jimmy forced to separate from his own culture?

STAGE TWO- Initiation/transformation

List events that show you his transformation:

STAGE THREE- Return- How do we know that Jimmy has changed when he returns?

RAFT- Follow the line across as a writing exercise.

Role	Audience	Format	Topic
A frustrated teenager	A frustrated mother	A note	The journey that I am on...
A tourist	A friend at home	A poem	What I am learning on my journey...
A newspaper writer	An audience of teenagers	An article for a teen magazine	Why your journey to happiness should begin with yourself...
An artist	A person who appreciates art	An interview in a magazine	Why this piece of artwork symbolizes my journey...
A rolling stone	Another stone	A song (no Rolling Stones copies here)	The changes I have seen on my journey...
A grandfather/grandmother	A grandchild	A letter	The journey I have taken...
Reporter	Public	Obituary	YOU die at 100- your obituary about the journey that was your life

Class #11-

- A. Intro Poster Project- This project makes them put together their book and the steps in a journey. See attached.
- B. If you have struggling readers, I have done the same project with a film.

Class #12- Work on map project

Class #13- Present Map project to the class

JOURNEY UNIT POSTER PROJECT

There are 3 levels to this project. This point of this exercise is to move from literal understanding of the book to a more symbolic one.

LEVEL ONE- The physical Journey- 30 points

1. Create an accurate map of the route that your character has taken.

LEVEL TWO- The Spiritual/Mental Journey- 30 pts

Create a hero's journey map for your book.

LEVEL THREE- The Symbolic Journey- 40 pts.

Use the same map in level one, but add the following: Add pictures and writing of 4 places (10 pts each) that symbolize your character's journey. For example, if he/she went to college and expanded his/her knowledge you would place the college on your map and draw an enlarged brain and write me a paragraph about this. You MUST include the beginning and the ENDING of the journey and explain what your character has learned in each location.

NOTE:

- ❖ Neatness counts. You need to take your time. Use the computer if you cannot letter neatly or need graphics.
- ❖ You will have time to work on this in class, but you will most likely need to also do a portion of the work at home.
- ❖ Creativity counts! If you can think of a way to do this project in a creative way (yet still make the guidelines) then come talk to me.

Class #14 & 15

Present final choice of project. I normally give this as a sort of final but I have also attached a “test” or “Final” that I have given as well. Obviously, I tend to be more project oriented.

Journey Project Choice

Choices:

- A. Write a short story about a moment when you or a fictional character went through an “abyss” or transformational event that helped on the journey. (3-5 pages)
- B. Use a film and a character from that film to write out a journey map. Present the poster of the journey map and 3 key scenes in the movie that show the character development.
- C. Research 3 different cultures’ “Rites of Passages” rituals. Present to the class how they ritualize and celebrate adulthood. Create a poster to show what you learned.

FCA’s:

1. Fulfilled the requirement of the project:
2 4 6 8 10
2. Took time on the aesthetics, looks pleasing to the eye
2 4 6 8 10
3. Typed and spell-checked
2 4 6 8 10
4. Understanding of steps in a journey
2 4 6 8 10

DUE:

Will be presented in class on this day.

Journey Project Choice

Name _____

1. Fulfilled the requirement of the project:

2 4 6 8 10

2. Took time on the aesthetics, looks pleasing to the eye:

2 4 6 8 10

3. Typed and Spell-Checked

2 4 6 8 10

4. Understanding of steps in a journey:

2 4 6 8 10

5. Presented in a clear, confident manner that explained a journey:

2 4 6 8 10

Score _____ Grade _____

Journey Project Choice

Name _____

1. Fulfilled the requirement of the project:

2 4 6 8 10

2. Took time on the aesthetics, looks pleasing to the eye:

2 4 6 8 10

3. Typed and Spell-Checked

2 4 6 8 10

4. Understanding of steps in a journey:

2 4 6 8 10

5. Presented in a clear, confident manner that explained a journey:

2 4 6 8 10

Score _____ Grade _____

Name _____

Night Class Journey Test #1

You may use your notes and your packet for this test. If you did not bring your reading packet or your notes to class, you are out of luck and cannot look at someone else's packet or notes. Always come prepared for class.

Part I- Rite of Passage (5 pts. Each question)-

1. What is a rite of passage? Explain with an example:

2. What are the three parts of a rite of passage? Tell me the three and define them.

3. How did the character in the film "The Air Up There" go through a rite of passage? Explain.

Part II- A Hero's Journey (5 pts each question):

1. What are the qualities of a good hero? (List at least 5 qualities.)

2. Put these terms in order of how they appear in a journey; write the order in the space provided below (10 pts):

The abyss

Threshold guardian

return

Helpers/mentors

challenges and temptations

Transformation

call to adventure

Known world

Atonement

threshold

Order of Journey:

Letter of definition:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

3. Use the definitions to match to the words above (10 pts):
- A. the jumping off point of the journey, the intersection of the known world and the unknown.
 - B. Coming back to everyday life, contributing to one's society.
 - C. Any sort of trial that tests the initiate's greatest weaknesses, things that make him or her stronger.
 - D. A revelation- a sudden, dramatic change in the way one thinks or views life.
 - E. The person who holds you back from your journey until you are ready and then lets you go.
 - F. A guide for a person on their journey, a positive influence.
 - G. The reason that a person leaves on their journey, the realization of an imbalance or injustice in a person's life.
 - H. The ultimate dark moment in a person's journey where they have to face their greatest fears. They must lose themselves to the journey or die trying.
 - I. Regular life where the person taking the journey starts out.
 - J. The moment where the initiate is "at-one" with new self and is fully "reborn". This is where the initiate may receive a symbolic gift that they share with their community.

Part III- Hero's Journeys

A. STAR WARS (5 pts per question)

1. Explain what Luke Skywalker's journey is? How does he change from the beginning of the film to the end? What qualities does he develop?

2. Who is Luke Skywalker's threshold guardian (or guardians)? How do they protect him and IS it for his own good? What do you think?

3. Pick one other character from Star Wars, and explain how their journey intersects with Luke's. What does another character learn in the film?

B. Gawain and the Green Knight (5 pts each question)

1. Explain what Gawain's call to action is. What motivates him to leave for his journey?

2. Name 2 challenges and temptations that Gawain goes through and that teach him something. Explain both the challenge and what he learned.

3. As a result of Gawain's journey, how does his community, the Brotherhood of the Round Table, benefit?

C. Field of Dreams (5 pts each question)

1. How does Ray's journey change throughout the film?
What does he think his journey is about at the beginning, middle, and end of the film? (These are all three totally different things.)

2. What does the farm community think of his journey?
How do you know that they feel this way?

3. What does Terrance Mann (James Earl Jones) have to do with Ray's journey? Why is he there?

EXTRA CREDIT:

(+2) What does water symbolize in a rite of passage?

(+2) Where did Ray go to get Terrance Mann?

(+10) Play Six Degrees of Kevin Bacon, and trace Kevin Bacon to Kevin Costner in 6 moves or fewer.