



EXPEDITIONARY  
LEARNING

# Grade 6: Module 1: Unit 1: Lesson 12

## Writing with Evidence:

### Percy and the Hero's Journey (Chapter 7)



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can cite text-based evidence to support an analysis of literary text. (RL.6.1)
- I can cite text-based evidence to support an analysis of informational text. (RI.6.1)
- I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)
- I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)

**Supporting Learning Targets**

- I can select evidence from both *The Lightning Thief* and “The Hero’s Journey” that shows how Percy is on a hero’s journey.
- I can write a paragraph describing how Percy’s experiences align with “The Hero’s Journey.”

**Ongoing Assessment**

- Independent Writing paragraph

**Agenda**

- 1. Opening**
  - A. Unpacking Targets and Engaging the Reader: Favorite Lines of Chapter 7 (5 minutes)
- 2. Work Time**
  - A. Independent Writing: How Does Percy’s Experience Align with “The Hero’s Journey”? (25 minutes)
  - B. .Writing with Evidence: Peer Feedback (10 minutes)
- 3. Closing and Assessment**
  - A. Share (5 minutes)
- 4. Homework**
  - A. First draft read of Chapter 8, “We Capture a Flag”

**Teaching Notes**

- At the end of this lesson, collect student writing as a formative assessment. Notice what students are doing well, and where they need additional support. Writing with evidence will be become increasingly important and complex throughout the module.



Lesson Vocabulary	Materials
Evidence, paragraph	<ul style="list-style-type: none"> <li>• Equity sticks</li> <li>• Selecting Evidence: Percy Jackson and “The Hero’s Journey” (Chapter 7) (one per student)</li> <li>• Peer Feedback: Checking for Criteria (one per student)</li> <li>• Homework: Purpose for Reading—Chapter 8 (one per student)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Unpacking Targets and Engaging the Reader: Favorite Lines of Chapter 7 (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Read the targets:             <ul style="list-style-type: none"> <li>* “I can select evidence from both <i>The Lightning Thief</i> and “The Hero’s Journey” that shows how Percy is on a hero’s journey.”</li> <li>* “I can write a paragraph describing how Percy’s experiences align with “The Hero’s Journey.””</li> </ul> </li> <li>• Focus students on the second target</li> <li>• Activate student thinking with a Think-Pair-Share:             <ul style="list-style-type: none"> <li>* “What does the word ‘paragraph’ mean to you? What does a paragraph include?”</li> </ul> </li> <li>• Tell students you would love to hear more of their favorite lines from Chapter 7, “I Become Supreme Lord of the Bathroom.” Remind students what a “favorite line” might be: a short excerpt (often one sentence) that is either funny, intriguing, thought-provoking, or has beautiful language.</li> <li>• Give students 2 minutes of searching time, then invite them to share their favorite line with a partner. Use <b>equity sticks</b> to invite a couple of students to share with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• ELLs and other students may benefit from pictorial representations of learning targets. For example, for targets involving evidence, you might use a magnifying glass.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Independent Writing: How Does Percy's Experience Align with "The Hero's Journey"? (25 minutes)</b></p> <ul style="list-style-type: none"> <li>Tell students that today is the first time they are going to go through the writing process completely independently. In previous lessons, they chose evidence with help from you, they collected evidence with their triad, and they wrote in partnerships. Congratulate students on their learning and how much they have accomplished already. Tell them you cannot wait to see what they can do on their own!</li> <li>Distribute the <b>Selecting Evidence: Percy Jackson and "The Hero's Journey" (Chapter 7)</b> to each student. Tell them that this looks almost exactly like the assessment they will be doing in Lesson 13 coming up. Tell students that they will be focusing their work on pages 93–95 in Chapter 7. In this excerpt there are several examples of Percy having experiences that align to the hero's journey. Tell students that in Chapter 7, from pages 93–95, Percy's experience can be aligned to four different parts of "The Hero's Journey":             <ol style="list-style-type: none"> <li>"Entering the Unknown"</li> <li>"Supernatural Aid"</li> <li>"Allies and Helpers"</li> <li>"The Road of Trials"</li> </ol> </li> <li>Give students the following directions:             <ol style="list-style-type: none"> <li>Reread the four parts of "The Hero's Journey" listed before closely reading pages 93–95 in <i>The Lightning Thief</i>. This will help focus your reading as you find evidence.</li> <li>Choose one experience in <i>The Lightning Thief</i> and match it with a stage of the hero's journey.</li> <li>Gather evidence from <i>The Lightning Thief</i>.</li> <li>Gather evidence from "The Hero's Journey."</li> <li>Use your graphic organizer to help you write the paragraph.</li> </ol> </li> <li>Circulate as students work and notice where students are encountering difficulty. This assignment closely aligns with the assessment students will be completing in Lesson 13, so this is a great opportunity to do some "research" on where students need additional support or instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Consider posting directions for students to reference. This promotes independence and supports students who struggle with multi-step directions.</li> <li>Consider providing claim sentences or sentence starters to students who may have a difficult time getting started.</li> <li>Consider putting the stages of the hero's journey as well as the directions on a chart. This will assist students who have difficulty with multi-step directions.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Writing with Evidence: Peer Feedback (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• After students have completed their independent gathering of evidence and writing a paragraph, ask them to trade their work with their writing partner from Lesson 11. Remind students of the process they completed in that lesson, in which they checked their partner's writing against the criteria.</li> <li>• Distribute the <b>Peer Feedback: Checking for Criteria recording form</b> to each student. Ask students to take the next 10 minutes to read their partners' writing, and complete the checklist.</li> </ul>	<ul style="list-style-type: none"> <li>• Asking students to provide feedback to their peers based on explicit criteria benefits both students in clarifying the meaning of the learning target.</li> </ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Share: What can we learn about Percy, as a hero, based on his response to a challenge he faces? (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Gather the students in a whole group. Review the learning targets with students. Ask students to Think-Pair-Share: "We have learned a lot about Percy based on how he responds to challenges he has faced. How does one of these challenges help us to see him as a hero?" Cold call a few students to share their ideas about this.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students may benefit from being privately prompted before they are called upon in cold call. Although cold call is a participation technique that necessitates random calling, it is important to set a supportive tone so that use of cold call is a positive experience for all.</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Do a "first draft" read of Chapter 8, "We Capture a Flag." Use the <b>Homework: Purpose for Reading, Chapter 8</b> question to focus your reading and use your evidence flags to mark the specific areas in the book that support your answer.</li> </ul>	



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## Supporting Materials



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**Name:**

.....  
**Date:**

<b>Stage of the “Hero’s Journey”</b>	<b>Percy’s Experience: Challenge and Response Quote from <i>The Lightning Thief</i></b>	<b>Quote from “The Hero’s Journey”</b>

What can we learn about Percy, as a hero, based on his response to a challenge he faces?



How do Percy’s experiences in Chapter 7 align with the hero’s journey? After reading the excerpt from Chapter 7 of *The Lightning Thief* and “The Hero’s Journey,” write a constructed response that begins with a short summary of Chapter 7. Then focus on one experience in *The Lightning Thief* and show how Percy’s experience aligns to a stage in “The Hero’s Journey.” Conclude by describing what we can learn about Percy as a hero from his response to a challenge he faces. Use evidence from both texts to support your response.

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**Name:** .....

**Date:** .....

Read the criteria below. Read your partner's paragraph, keeping this checklist in mind. If your partner meets the criteria, place a ✓. If your partner needs to revise this because they did not meet the criteria, place a X.

Criteria Checklist:

Did your writing partner ...

\_\_\_\_\_ begin your paragraph with a topic sentence that makes a claim?

\_\_\_\_\_ use evidence from *The Lightning Thief* that supports their claim?

\_\_\_\_\_ use evidence from "The Hero's Journey" that supports their claim?

\_\_\_\_\_ make it clear how the quotes are connected?

\_\_\_\_\_ close the paragraph with a clear concluding statement?



.....  
**Name:** .....

**Date:** .....

How are Percy’s experiences in this chapter aligned to “The Hero’s Journey”?

As you read, think about this question. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.