



EXPEDITIONARY  
LEARNING

# **Grade 6: Module 1: Unit 1: Lesson 9**

## **Building Background Knowledge About the Hero's Journey, Part 2: Acts 2 and 3 Plus Focusing on Key Vocabulary in "The Hero's Journey"**



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

- I can cite text-based evidence to support an analysis of informational text. (RI.6.1)
- I can determine the main idea of an informational text based on details in the text. (RI.6.2)
- I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4)
- I can prepare myself to participate in discussions. (SL.6.1)

**Supporting Learning Targets**

- I can practice reading closely.
- I can gather important details and determine the main idea of an excerpt of the text “The Hero’s Journey.”
- I can use multiple strategies to determine the meaning of unfamiliar words in “The Hero’s Journey.”
- I can make connections between Percy Jackson and “The Hero’s Journey.”

**Ongoing Assessment**

- “The Hero’s Journey” recording form (begun in Lesson 8)
- Vocabulary in “The Hero’s Journey” recording form
- Exit Ticket

**Agenda**

- 1. Opening**
  - A. Unpacking Learning Targets and Sharing Gist Notes (5 minutes)
- 2. Work Time**
  - A. Close Read: “The Hero’s Journey” Acts Two and Three (20 minutes)
  - B. Vocabulary in “The Hero’s Journey” (15 minutes)
- 3. Closing and Assessment**
  - A. Exit Ticket: Making Connections between “The Hero’s Journey” and *The Lightning Thief* (5 minutes)
- 4. Homework**
  - A. First draft reading of Chapter 5 in *The Lightning Thief*

**Teaching Notes**

- Students continue working with the text “The Hero’s Journey” (from Lesson 8). Reinforce with students the importance of the concepts in this text: the hero’s journey archetype will help them understand more about Percy Jackson’s experiences, and will also serve as the foundation for students’ own writing during Unit 3.
- This text is challenging, both because of its vocabulary and because of the many abstract concepts. Withhold explaining too much, as students will understand more as they continue to reread, write, talk, and focus on key vocabulary. Encourage students as they persevere, and give specific positive praise when they are referring directly to the text.



Lesson Vocabulary	Materials
<p>hero, hero’s journey, archetype; uneventful, embark, supernatural, bestow, trials, ordeal</p>	<ul style="list-style-type: none"> <li>• “The Hero’s Journey” text (from Lesson 8; one per student)</li> <li>• “The Hero’s Journey” recording form (from Lesson 8; one per student)</li> <li>• Vocabulary in “The Hero’s Journey”: Strategies for Finding Word Meaning recording form (one per student)</li> <li>• Exit Ticket: Making Connections between “The Hero’s Journey” and <i>The Lightning Thief</i> (one per student)</li> <li>• Homework: Purpose for Reading—Chapter 5 (one per student)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Unpacking Learning Targets and Sharing Gist Notes (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Read the learning targets with students, or invite a student to read the learning targets aloud               <ul style="list-style-type: none"> <li>* “I can practice reading closely.”</li> <li>* “I can gather important details and determine the main idea of an excerpt of the text “The Hero’s Journey.””</li> <li>* “I can use context clues to determine the meaning of unfamiliar words in “The Hero’s Journey.””</li> <li>* “I can make connections between Percy Jackson and “The Hero’s Journey.””</li> </ul> </li> <li>• Students should recognize several of these targets from the previous lesson. Ask students to Think-Pair-Share: “What words seem most important in these targets?” Ask a few students to share out.</li> <li>• Ask students to show a quick thumbs up if they understand the targets, or thumbs down if not. Clarify as needed.</li> <li>• Ask students to get out their article, “<b>The Hero’s Journey</b>” (from Lesson 8). Remind students that it is fine if they didn’t totally understand the article. They will keep digging deeper. Invite students to turn and talk with a partner for two minutes, to share their gist notes at this point.</li> </ul>	



Work Time	Meeting Students’ Needs
<p><b>A. Close Read: “The Hero’s Journey” Acts Two and Three (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to sit in their triads for this portion of the lesson.</li> <li>• Tell students that they now will continue to reread <b>“The Hero’s Journey” text</b> and collect important details on their <b>“The Hero’s Journey” recording form</b>. Remind students that they began to collect important details in the first act “The Separation” in Lesson 8. Review the meaning of <i>important detail</i> as a quote from the text that is essential to the author’s meaning and purpose. Tell student they will have time to discuss the important details they chose between each act, but should first try it out on their own.</li> <li>• Circulate and support students as they read. After 7-8 minutes, pause students in their reading. Invite students to use two minutes to share with each other the important details they recorded for “Act Two: Initiation and Transformation.”</li> <li>• Circulate to listen in and gauge students’ understanding, as well as patterns of confusion that may need to be clarified later with whole group. Listen for students to notice details that relate directly to the subheadings (e.g. that heroes need a “sidekick” which is like a helper or ally). Watch for students to be referring to specific words in the text.</li> <li>• Focus students briefly whole group to give specific positive praise when they do so. Do not spend a lot of time explaining the text; they will keep working with it and will uncover more on their own.</li> <li>• Allow students to continue reading “Act Three: The Return” for an additional 7-8 minutes before sharing their ideas again with their triads.</li> <li>• Consider inviting a few whole class shares in order to clear up any misconceptions or confusion about Acts Two and Three of “The Hero’s Journey.”</li> </ul>	



Work Time (continued)	Meeting Students’ Needs
<p><b>B. Vocabulary in “The Hero’s Journey” (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that today they are going to turn their attention to vocabulary in “The Hero’s Journey.” Remind them that paying attention to vocabulary, and using strategies like context clues or prefixes to figure out word meanings, are “things close readers do”</li> <li>• Think-Pair-Share:             <ul style="list-style-type: none"> <li>* “What two strategies for finding word meaning have we learned so far this year?” Remind students of these two strategies: using context clues and using root words and prefixes.</li> </ul> </li> <li>• Distribute the <b>Vocabulary in “The Hero’s Journey”: Strategies for Finding Word Meaning recording form.</b> Tell students that they should begin by reading the sentence and thinking about the bolded word. Think, “Can I use context clues around this word to help me determine the meaning? Does the word have a prefix and root word that can help me determine the meaning?” Remind students to refer to their Prefix List and “The Hero’s Journey” as necessary.</li> <li>• Circulate and support students as they work. After ten minutes, invite students to meet in their triads to discuss each word.</li> <li>• Collect students’ annotated texts and both of their recording forms to informally assess.</li> <li>• Emphasize to students that as they continue to read challenging texts in the coming months and years, they will often encounter vocabulary they don’t know. It is important to have lots of different ways to figure out words.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider posting vocabulary words during this lesson so students have a visual reference.</li> <li>• Consider giving select students pre-highlighted recording forms that highlight key words showing the relationship between the quotes. (see Supporting Materials)</li> </ul>



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Exit Ticket: What is the most important connection between Percy’s experiences and “The Hero’s Journey”? Why? (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Preview homework.</li> <li>• Distribute an <b>Exit Ticket</b> to each student. Tell them you would like them to independently consider the same question you posed to the class:               <ul style="list-style-type: none"> <li>* “What is the most important connection between Percy’s experiences and “The Hero’s Journey”? Why?”</li> </ul> </li> <li>• Remind students to support their thinking with reasons. (Student responses may vary).</li> <li>• Collect students’ Exit Tickets.</li> </ul>	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Do a “first draft” read of Chapter 5: “I Played Pinochle With a Horse.” Use the <b>Homework: Purpose for Reading—Chapter 5</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> <p><i>Note: Review students’ recording forms and annotated articles from today’s lesson to assess for comprehension. It is important students understand the arc of the hero’s journey in order to complete the reading and writing leading up to and including the End of Unit Assessment.</i></p>	



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## Supporting Materials



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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Word in Context	Meaning of the Word	What strategy did you use to find the meaning?
Heroes exist in a world is considered ordinary or <b>uneventful</b> by those who live there.		
As they <b>embark</b> on their journey, the heroes enter a world they have never experienced before		
It might be filled with <b>supernatural</b> creatures, breathtaking sights, and the constant threat of death.		
Heroes are almost always started on their journey by a character who has mastered the laws of the outside world and come back to <b>bestow</b> this wisdom upon them.		





At long last they reach the Supreme <b>Ordeal</b> , the obstacle they have journeyed so far to overcome.		
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.....  
**Name:** .....

.....  
**Date:** .....

Percy has just survived a traumatic night and is now in a completely unfamiliar and strange setting. This presents a unique challenge. How does Percy respond to this challenge? What inferences can you make based on his response? Consider his interactions with other characters as well as his inner thoughts.

Use your **evidence flags** to mark places in the text that show your thinking.