



EXPEDITIONARY
LEARNING

Grade 6: Unit 3

Overview



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Unit 3: Elements and Theme of Mythology in The Lightning Thief

This short unit is the culmination of the study of the hero’s journey in Unit 1 and the elements and themes of mythology in Unit 2. Students write their own “hero’s journey” narrative that follows the stages of the archetypal hero’s journey and contains elements and a theme of classic mythology. Students revisit the informational text “The Hero’s Journey” from Unit 1 and use this in the planning of

their own narrative. This serves as scaffolding toward the Final Performance Task. For the mid-unit assessment, students write an expository paragraph in which they explain the ways in which their narrative follows the archetype. Students then engage in a series of writer’s craft lessons around narrative writing as they draft their narratives. As an end of unit assessment, students write their best independent drafts of their “My Hero’s Journey” narrative before they revise and publish it.

Guiding Questions And Big Ideas

- **What makes a myth?**
- **Why do myths matter?**
- *All stories have universal elements and themes.*

Guiding Questions and Big Ideas

- **What is the hero’s journey?**
- **What makes a myth?**
- *The hero’s journey is an archetypal storyline used over the course of centuries.*
- *Myths contain specific elements and have significant themes that can be used in my own writing.*

Mid-Unit 3 Assessment

Crosswalk between My Hero’s Journey and “The Hero’s Journey” Informational Text

This assessment centers on NYSP12 ELA CCLS W.6.3, W.6.4, and W.6.11c.. Students will write a paragraph explaining the ways in which their own “My Hero’s Journey” narrative follows the archetypal hero’s journey. The explanation itself addresses students’ ability to write an expository paragraph; students’ plan for their narrative addresses their ability to organize a sequence of events for a narrative.

End of Unit 3 Assessment

Final Draft of Hero’s Journey Narrative

This assessment centers on NYSP12 ELA CCLS W.6.3, and W.6.4. Students engage in a series of writer’s craft lessons for narrative writing: They draft, revise, and submit their best independent draft of their “My Hero’s Journey” narrative.



Final Performance Task:

My Hero's Journey Narrative

In this performance task, students will have a chance to apply their knowledge of the elements and purpose of myth as well as their deep understanding of the hero's journey. Through a series of narrative writing lessons, students will create their own hero's journey story that includes key elements of myth. Students will create a hero set in the ordinary world. They will then create a problem and a series of events that align with the stages of the hero's journey. They will use descriptive details, sensory language, and transitional phrases to create an engaging reading experience. They will write a conclusion that naturally unfolds from the series of events. **This performance task centers on NYSP12 ELA Standards RL.6.3, W.6.3, W.6.4, W.6.5, W.6.6, W.6.11c, L.6.2 and L.6.3.**

Content Connections

This module is designed to address English Language Arts standards and to be taught during the literacy block of the school day. However, the module intentionally incorporates Social Studies and Science content that may align to additional teaching during other parts of the day. These intentional connections are described below.

NYS Social Studies Core Curriculum

- 6.6 Classical civilizations developed and grew into large empires characterized by powerful centralized governments, advanced commerce and trade systems, and complex social hierarchies. The scientific and cultural achievements of these civilizations continue to impact the world today.
 - * 6.6.a The classical era was marked by an increase in the number and size of civilizations.
 - * 6.6.b Classical civilizations maintained social order through various political systems that corresponded to the values of their citizens.
 - * 6.6.f Ancient civilizations made scientific, cultural, and political discoveries that have shaped our understanding of the world today.
- 6.7 Major religions and belief systems developed as civilizations grew, which unified societies, but also became a major source of tension and conflict.
 - * 6.7.a Belief systems and religions are sets of mutual values that help to explain the way the world and humanity work.
 - * 6.7.b Over time, civilizations developed belief systems and religions that differed across place but shared similar themes.
 - * 6.7.c Belief systems and religions unify groups of people and are woven into the social organization of societies.

Central Texts

“The Golden Key” Written by Expeditionary Learning for instructional purposes.



This unit is approximately 2 weeks or 10 sessions of instruction.

Lesson	Lesson Title	Supporting Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 1	“The Hero’s Journey”: Using a Graphic Organizer to Deconstruct Percy Jackson’s Hero’s Journey and Plan a New Hero’s Journey Narrative	<ul style="list-style-type: none"> I can describe how the plot evolves throughout a literary text. (RL.6.3) I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense: <ol style="list-style-type: none"> I can establish a context for my narrative. (W.6.3) I can organize events in a logical sequence. (W.6.3) I can effectively engage in discussions with diverse partners about sixth- grade topics, texts, and issues. (SL.6.1) 	<ul style="list-style-type: none"> I can use “The Hero’s Journey” to describe how Percy Jackson’s adventures in <i>The Lightning Thief</i> follow the hero’s journey archetype. I can use the Narrative Story Line—Hero’s Journey graphic organizer to begin to plan my own hero’s journey narrative. 	<ul style="list-style-type: none"> Narrative Story Line—Hero’s Journey graphic organizer (completed with Percy Jackson’s hero’s journey) Narrative Story Line—Hero’s Journey graphic organizer (completed with ideas for students’ own hero’s journey narrative) 	<ul style="list-style-type: none"> Selecting and Evaluating Books
Lesson 2	“The Hero’s Journey”: Analyzing a Model Narrative and Continuing to Plan a New Hero’s Journey Narrative	<ul style="list-style-type: none"> I can describe how the plot evolves throughout a literary text. (RL.6.3) I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.6.3) I can effectively engage in discussions with diverse partners about sixth- grade topics, texts, and issues. (SL.6.1) 	<ul style="list-style-type: none"> I can analyze the story line of the model narrative. I can use “The Hero’s Journey” to describe how the model narrative follows the hero’s journey archetype. I can use the notes on my Narrative Story Line—Hero’s Journey graphic organizer to begin to plan my own hero’s journey narrative. 	<ul style="list-style-type: none"> Exit Ticket: Hero’s Profile (from Lesson 1) Narrative Story Line—Hero’s Journey graphic organizer (completed with the model narrative’s hero’s journey) Narrative Story Line—Hero’s Journey graphic organizer (completed with ideas for their own hero’s journey narrative) Hero’s Journey Narrative: Plan graphic organizer 	



Lesson	Lesson Title	Supporting Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 3	Mid-Unit Assessment and Establishing a Context for My Hero’s Journey Narrative	<ul style="list-style-type: none"> I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.6.3) I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.9) 	<ul style="list-style-type: none"> I can explain in writing how my plan for a hero’s journey narrative aligns with the archetype for “The Hero’s Journey.” I can establish a context for my hero’s journey narrative in a way that engages and orients the reader. 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment: Crosswalk between My Hero’s Journey Narrative and “The Hero’s Journey” Informational Text Hero’s Journey Narrative: Plan graphic organizer 	<ul style="list-style-type: none"> Structure of an Explanatory Paragraph
Lesson 4	Writing: Getting Feedback, Setting Goals, and Drafting	<ul style="list-style-type: none"> I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.6.3) 	<ul style="list-style-type: none"> I can use feedback from my End of Unit 2 Assessment to set goals for myself as a writer. I can use feedback from my Hero’s Journey Narrative: Plan graphic organizer to make revisions to my plan. I can use my plan to draft my hero’s journey narrative. 	<ul style="list-style-type: none"> Exit ticket: Narrative Story Line—Checking My Progress 	
Lesson 5	Writing to Show, Not Tell: Dialogue, Sensory Words, and Strong Action Verbs	<ul style="list-style-type: none"> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (W.6.3) <ul style="list-style-type: none"> b. Use narrative techniques, such as dialogue, pacing, and descriptions to develop experiences, events, and/or characters. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 	<ul style="list-style-type: none"> I can use precise words and phrases and sensory language to convey experiences and events in my hero’s journey narrative. 	<ul style="list-style-type: none"> Draft narratives Exit ticket: How Do Writers Make Their Stories Show, Not Tell? 	



Lesson	Lesson Title	Supporting Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 6	Writing: Analyzing the Conclusion of “The Golden Key” and Drafting a Compelling Conclusion for the Hero’s Journey Narrative	<ul style="list-style-type: none"> I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5) I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.6.3) e. I can write a conclusion to my narrative that makes sense to a reader. (W.6.3) 	<ul style="list-style-type: none"> I can list the similarities and differences between the conclusion of an analytical piece of writing and the conclusion of a narrative. I can analyze the conclusion of the model narrative, “The Golden Key,” to identify the qualities that make it compelling. I can write a compelling conclusion for my hero’s journey narrative. I can use criteria to provide kind, specific, and helpful feedback to my peers. 	<ul style="list-style-type: none"> Venn Diagram: Similarities and Differences between Conclusions in Analytical Writing and Narratives Draft hero’s journey narrative conclusion What Makes the Conclusion of “The Golden Key” Compelling? note-catcher Narrative Conclusion: Stars and Steps recording form 	<ul style="list-style-type: none"> Qualities of a Compelling Narrative Conclusion
Lesson 7	End of Unit Assessment—Final Draft of Hero’s Journey Narrative	<ul style="list-style-type: none"> I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.6.3) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4) 	<ul style="list-style-type: none"> I can use transitional words and phrases to move my story from one moment to the next. I can use my draft to write a final, best version of my hero’s journey narrative. 	<ul style="list-style-type: none"> End of Unit 3 Assessment: Final Draft of Hero’s Journey Narrative 	



Optional: Experts, Fieldwork, And Service

Experts:

- If possible, invite a local author in to share their experience of writing narratives, and the importance of planning, drafting, revision, and imagination.

Fieldwork:

- Take students to see a narrative on stage. Have students plot this narrative on a narrative arc to connect it to their learning.

Service:

- Have students run a narrative-based book drive in which they collect gently used books to donate to a local charity.

Optional: Extensions

- With an art teacher, coordinate a series of lessons in which students create beautiful illustrations to accompany their hero's journey narrative.
- With a drama teacher, students can plan a scene from their hero's journey narrative which they act out for other students and families.



Preparation and Materials

This unit includes a number of routines that involve stand-alone documents.

1. Binders or Journals

Students will continue to receive model texts and planning tools for this unit. Additionally, students will be drafting their own narratives on lined paper. It is suggested that students have a binder in which to collect these materials and refer back to them. Alternately, teachers who prefer to use journals or writers' notebooks can use the recording forms as a template with which to model for students to create these structures independently.

2. Independent Reading

- Students read *The Lightning Thief* for homework throughout this unit.
- Each night, they read some chapters and reread others.
- Consider providing a reading calendar to help students, teachers, and families understand what is due and when.
- See stand-alone document.