ACTIVITY 1

PLAN

Suggested Pacing: 1 50-minute class period
Materials: Word Wall materials (index cards and markers), chart paper (optional)
ELA Timing: Use this activity before ELA Activity 1.3 to build knowledge about the Hero’s Journey.

TEACH

1. Read aloud the Language Objectives. Confirm understanding by asking volunteers to paraphrase each one. As needed, explain any challenging academic terms, such as demonstrate or comprehension. Start a Word Wall with these terms, as well as other academic vocabulary that students will encounter during the year.

2. Arrange the class into pairs. Direct each pair to work together to read the two sentences in the Quick Conversation box. Point out the phrase finds himself in another place and time and find her way home. Then guide partners to discuss their prior knowledge of the characteristics of a Hero’s Journey narrative. Direct one student in each pair to record the ideas they talked about. Encourage volunteers to share their ideas with the class.

TEACHER TO TEACHER

Some students might benefit from an introduction to expressions commonly used during classroom instruction and interactions. For example, explain the following, having student volunteers model as needed: Turn and talk to your partner. Raise your hand. Use text evidence in your answer. Revise your work. During instruction, be sure to model the mode of speech you expect your students to produce.

3. Ask students to complete the Genre Brainstorm graphic organizer by writing one characteristic of a Hero’s Journey narrative in each box. For example, students might write main character is a hero in the first box, hero goes on an adventure in the second box, and so on. Allow beginning students to draw or use their native language to express characteristics.

TEXAS STANDARDS ADDRESSED

English Language Proficiency Standards:
(1)(A), (1)(F), (2)(C), (2)(D), (2)(I), (3)(D), (3)(E), (3)(F), (3)(G), (4)(F), (5)(B), (5)(F)

Texas Essential Knowledge and Skills:
8.1(A), 8.1(D), 8.6(B), 8.6(F), 8.8(F), 8.8(A)
**Genre Brainstorm**

**Directions:** In Workshop 1A, you will be reading a Hero’s Journey narrative. Think about what you know about Hero’s Journey narratives; then, write some characteristics of Hero’s Journey narratives in the graphic organizer.

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**Summarize**

Use the new vocabulary you heard and learned through discussion to summarize your knowledge of Hero’s Journey narratives.

Some characteristics of a hero in a Hero’s Journey are ________________________________

I think one important part of any Hero’s Journey narrative is ________________________________

One Hero’s Journey narrative that I have read is ________________________________

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**ASSESS**

Look at students’ summaries to formatively assess their ability to express their knowledge of the genre Hero’s Journey narrative in writing using newly acquired basic vocabulary. Use the following questions as a guide. (5)(8)

- **BGN** Does the student primarily include high-frequency words or phrases to complete each sentence frame?
- **INT** Does the student include high-frequency vocabulary to complete each sentence frame?
- **ADV** Does the student include academic vocabulary related to the genre to complete the sentence frame?
- **ADV+** Does the student accurately include academic vocabulary related to the genre to complete the sentence frame?

**ADAPT**

If students need additional support expressing their knowledge of the genre Hero’s Journey narrative in writing using newly acquired basic vocabulary, guide students in a shared writing activity using visual context. Write three new sentence frames on chart paper and elicit student responses. For example, you might use the sentence frame *In the Hero’s Journey narrative I read, the hero struggles against ...* and show students an image of the cyclops from the *Odyssey* or Darth Vader from *Star Wars*. Place the completed sentences on the wall in your classroom so that students can use it as a reference.
Language Objectives

• Read an informational text to enhance and confirm background knowledge about Hero’s Journey narratives.
• Summarize the text with a peer and use a graphic organizer to identify key ideas and details.
• Use language supports to write a summary.

Read and Annotate
Read “A Hero’s Journey of Discovery” and annotate the text as you read.

• Use the My Notes area to write any questions or ideas you have about the informational text.
• Put a star next to words or phrases that are the key ideas of each paragraph.
• Circle unknown words or phrases.

Informational Text

What do Simba from The Lion King, Luke Skywalker from Star Wars, and Dorothy from The Wizard of Oz all have in common? All three of them are heroes on a journey to reach some kind of goal. In the process, they run into trouble, make some friends, and become stronger as a result of their experiences. This type of story plot is known as a Hero’s Journey and it has been found in stories throughout history.

Stage One: Departure

The Hero’s Journey is usually divided up into three stages, according to author and researcher Joseph Campbell. The first part of the tale is known as the Departure. Typically, the main character is going about his or her relatively ordinary life. For example, Dorothy was happy living with her Auntie Em and Uncle Henry on a Kansas farm. But then something happened. In Hero’s Journey stories, the main character is always faced with a problem, an obstacle, or a challenge. For Simba, it was the death of his father. For Luke Skywalker, it was to save a beautiful princess. For Dorothy, it happened when Miss Gulch threatened to take away Dorothy’s dog, Toto. Because this event upset Dorothy so much, she decided to run away. On her way out of town, she began having second thoughts. She felt guilty about leaving her Aunt and Uncle. A moment of doubt like this is found in almost all of these tales. It helps the reader better understand the character. It also shows how reluctant the hero might be to face the journey ahead.

Building Knowledge

process: series of actions

doubt: feeling of being unsure

reluctant: not eager

A Hero’s Journey of Discovery

1 What do Simba from The Lion King, Luke Skywalker from Star Wars, and Dorothy from The Wizard of Oz all have in common? All three of them are heroes on a journey to reach some kind of goal. In the process, they run into trouble, make some friends, and become stronger as a result of their experiences. This type of story plot is known as a Hero’s Journey and it has been found in stories throughout history.

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Stage Two: Initiation

3 The second section of the journey is called Initiation. This is when the conflict of the story is found as the hero faces danger and fear, but finds others to help him or her survive. For Dorothy, the giant threat came from the Wicked Witch of the West. The witch put many challenges in the young girl’s way, including scary flying monkeys, a poisonous field of poppies, and threatening apple trees. For Simba, obstacles were his evil uncle Scar and the hyenas. For Luke, it was Darth Vader and his mindless storm troopers.

4 Nevertheless, Dorothy kept fighting for the goal: to get back home again. Along the way, she met characters who helped her in her battles (Scarecrow, Tin Man, and Cowardly Lion). In the same way, Luke met Han Solo, Obi Wan Kenobi, and a couple robots. Simba met Pumbaa and Timon. Due to the support of these side characters, the hero has the confidence and encouragement to keep going and achieve his or her goal. This resolution might be in the form of rescuing a princess, defeating an enemy, or, in Dorothy’s case, finding a way to help her friends and then going back home.

Stage Three: Return

5 Finally, the third stage of the Hero’s Journey is reached: Return. In this part of the story, it is time to return home victorious! This is the falling action of the story. Sometimes the side characters come along for support, while other times they stay behind. (Dorothy’s friends stay in Oz.) This part of the journey is when the important lessons learned are revealed. It is also when readers can see how much the hero has grown, changed, and developed after the trials he or she has endured. For Luke, it was realizing he was important and could help protect his people. For Simba, it was the knowledge he truly was the right king. And for Dorothy, it was simple: There is no place like home.

endured: lived through difficult experiences

survive: live after facing challenges

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ACTIVITY 2 continued

Have students read the directions to the Reading Closely to Identify Key Ideas and Details task. Model how to use the organizer to identify one key idea from the text and its supporting details. Then have students complete the graphic organizer using the words and phrases that they starred as the key ideas in each paragraph.

Reading Closely to Identify Key Ideas and Details

“A Hero’s Journey of Discovery” describes the three main stages of the Hero’s Journey. Reread the parts of the informational text that you starred and complete the graphic organizer that follows.
Write a Summary
Write a summary of “A Hero’s Journey of Discovery.” Use the information from your graphic organizer to help you write your summary.

MODEL
There are three basic stages of a Hero’s Journey. First, the narrative has a departure. In this stage, the character is going about his or her life when something happens that causes the hero to be faced with a problem, obstacle, or challenge. Next, the Hero’s Journey has an initiation. In this stage, the hero must overcome danger and fear. The initiation phase includes the story’s climax and resolution. Finally, the hero returns home. This stage is the story’s falling action. At the end, readers can see how much the hero has grown or changed as a result of his or her journey.

LANGUAGE RESOURCES
Signal Words
When you summarize, it is important to identify the most important parts of the text. Use signal words to help the reader know the relationship between your ideas.
Examples:
First,
Then
Next,
In addition,
Last,
Finally,
At the beginning/end,

ACTIVITY 2 continued
9 Call on a volunteer to read aloud the Write a Summary directions. Remind students that in a summary, they use their own words to explain the most important ideas in the text. Point out the Language Resources box with signal words and have a volunteer read aloud the content. Then, ask students to add other signal words they know of to the list. Finally, read aloud the model, drawing attention to the signal words first, next, finally, and at the end.

10 Have students write their summaries. Remind them to use the ideas in their graphic organizers and the signal words in the Language Resources box. Circulate to answer questions, provide assistance, and check understanding.

11 When students are finished, have volunteers share their summaries.

ASSESS
Use students’ summaries to formatively assess their ability to demonstrate comprehension of the informational text, “A Hero’s Journey of Discovery.” Use the following questions as a guide.

(4)(G)

BGN Is the student able to summarize the text with substantial support?

INT Is the student able to summarize the text with moderate support?

ADV Is the student able to summarize the text with little support?

ADV+ Is the student able to summarize the text with no support?

ADAPT
If students need additional support identifying key ideas and details for a summary, work together to summarize each of the paragraphs of “A Hero’s Journey of Discovery.” Read aloud the text and demonstrate how to mark the key ideas. Then, work with students to put each key idea into their own words. Provide sentence frames if needed, such as: A Hero’s Journey narrative is different from other narratives because ____, In the first stage of the hero’s journey, ____.
ACTIVITY 3

PLANNED

Suggested Pacing: 1 50-minute class period
Materials: index cards (optional)
ELA Timing: Use this activity before ELA Activity 1.6.

TEACH

1 Have students follow along as you read aloud the Language Objectives. After the first Language Objective, model restating it using your own words. Read the next Language Objective aloud and then ask a volunteer to explain it using his or her own words. Repeat with the last two Language Objectives.

2 Tell students that you will be discussing some of the words that they will use to speak and write about the Hero’s Journey narrative. Read aloud the information about the QHT chart as students follow along in their books. Choral Read each criterion, one at a time. Provide comprehensible input (such as gestures, drawing, showing images or graphics, and miming) by shaking your head “no” for the Q criterion and giving an example question for one of the words listed on the page. Follow suit with the remaining criteria, using clear gestures and examples. Then have students work independently to rate each of the words in the chart to indicate how well they know them.

3 Read the terms aloud one at a time, modeling the pronunciation, and have students chorally repeat them. Then, have a volunteer read aloud the definition. Clarify each term using illustrations or gestures to give meaning. For example, you may show a photograph of a landscape to illustrate the word setting. Encourage students to seek clarification when needed, modeling the use of expressions such as: Can you say that again, please? What does _____ mean? How do you pronounce this word? Have students practice saying these expressions and encourage them to use them to seek clarification regarding word meaning.

ACADEMIC VOCABULARY

The chart presents words you will use in discussion and writing. Think about each word. Circle Q, H, or T to indicate how well you know it. Work with a partner and take turns explaining what each term means in your own words. Listen closely when your partner is speaking and take notes in the “In Our Own Words” column.

<table>
<thead>
<tr>
<th>Word or Phrase</th>
<th>Definition</th>
<th>In Our Own Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>conflict</td>
<td>the main problem or struggle</td>
<td></td>
</tr>
<tr>
<td>genre</td>
<td>type or category of writing</td>
<td></td>
</tr>
<tr>
<td>narrative</td>
<td>a type of writing that tells a story or describes a sequence of events</td>
<td></td>
</tr>
<tr>
<td>pacing</td>
<td>how fast story events happen; fast pacing covers time quickly, while slow pacing slows down to give more details</td>
<td></td>
</tr>
<tr>
<td>point of view</td>
<td>the perspective from which the story is told</td>
<td></td>
</tr>
</tbody>
</table>

Cognates

The English word protagonist and the Spanish word protagonista are cognates. They both mean “the main actor” and come from the Greek roots protos, meaning “first,” and agonistes, meaning “actor” or “competitor.”

<table>
<thead>
<tr>
<th>Word CONNECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating Q H T</td>
</tr>
<tr>
<td>I have seen this word or phrase, but I have questions about its meaning.</td>
</tr>
</tbody>
</table>

TEXAS STANDARDS ADDRESSED

English Language Proficiency Standards:
(1)(A), (1)(C), (1)(E), (2)(C), (2)(I), (3)(E), (3)(F), (3)(G), (3)(H), (4)(C), (5)(E)

Texas Essential Knowledge and Skills:
8.2(A), 8.2(B), 8.10(D)(i)
Vocabulary Practice

**Practice 1.** Fragments and Complete Sentences

Write “S” if the words form a complete sentence. Capitalize and punctuate the sentences. Write “F” if the words are a sentence fragment. Change the fragments into complete sentences.

1. __F__ the conflict
   - The main problem or struggle is the conflict.

2. __F__ the genre describes
   - The genre describes the type or category of writing.

3. __S__ point of view is the perspective from which a story is told
   - Point of view is the perspective from which a story is told.

4. __S__ the protagonist is the hero or main character
   - The protagonist is the hero or main character.

5. __F__ the setting is the place and time in which a story happens.
   - The setting is the place and time in which a story takes place.

6. __F__ pacing is how fast
   - Pacing is how fast story events happen.

**Practice 2.** Scrambled Sentences

Rearrange the words into sentences, and add the correct punctuation and capitalization.

7. **tell narratives or stories events of describe sequences**
   - Narratives tell stories or describe sequences of events.

8. **made-up than novels short stories are and shorter**
   - Short stories are made-up and shorter than novels.

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**ADAPT**

If students need additional support understanding complete sentences, provide pairs with four index cards, each with one phrase written on them: two shiny new cars, go down the street, drive very fast, and the action star and his director. Remind students that a complete sentence has a subject and a verb and expresses a complete thought. Have students work to create complete sentences from these phrases by putting the cards together. Possible sentences might be: Two shiny new cars go down the street. Two shiny cars drive very fast. The action star and his director go down the street. The action star and his director drive very fast. Provide sentence frames or starters if students need additional practice.

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**ASSESS**

Look at students’ vocabulary practice responses to formatively assess their understanding of complete sentences. Use the following descriptions as a guide. (5)(E)

- **BGN** Does the student frequently use primary-language word order, significantly hindering their ability to write clearly?
- **INT** Does the student use primary-language word order?
- **ADV** Does the student have a grasp of basic English language structures?
- **ADV+** Does the student rarely exhibit errors associated with second-language acquisition?