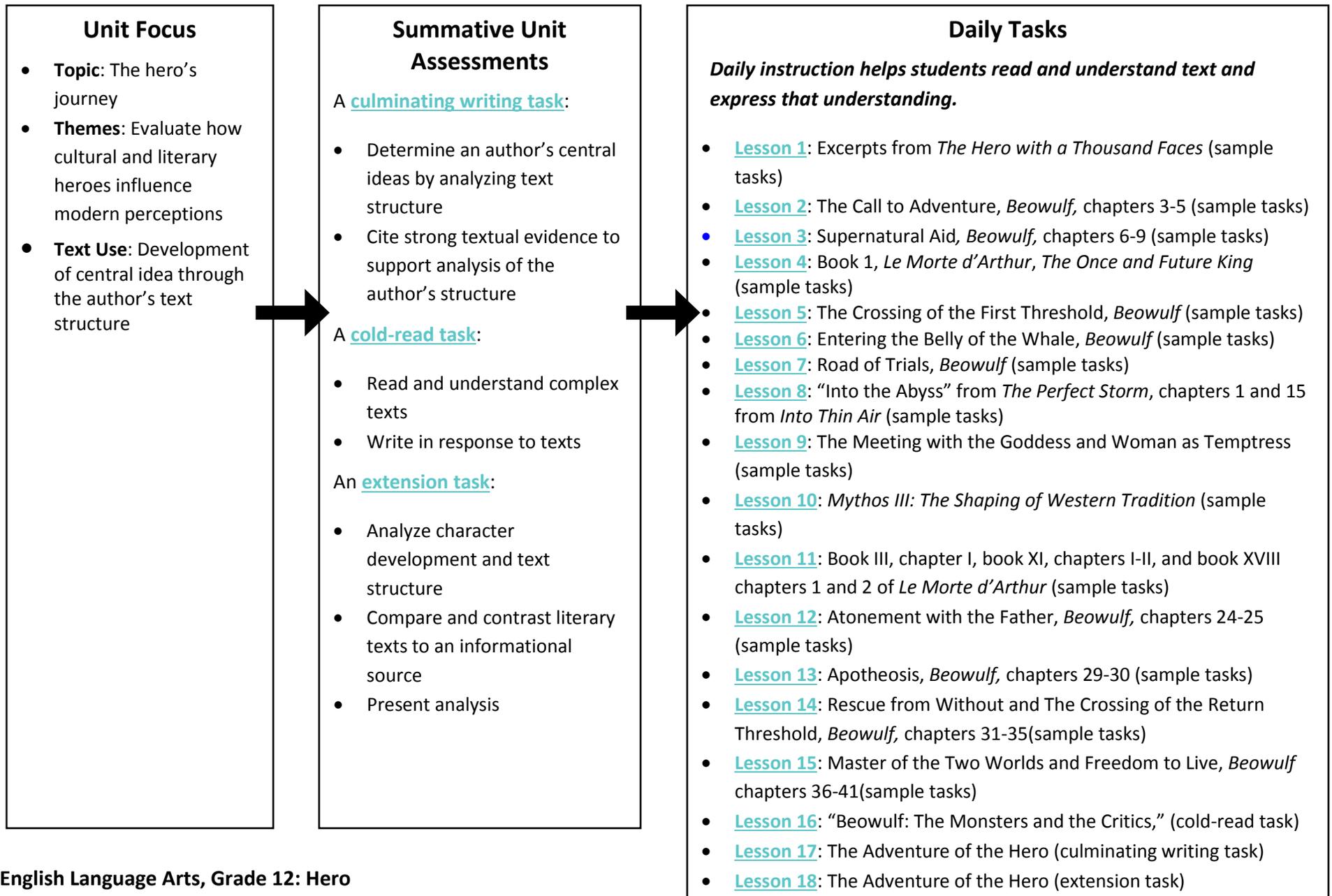


UNIT: HERO

<p>ANCHOR TEXT</p> <p>Excerpts (Example) from <i>The Hero with a Thousand Faces</i>, Joseph Campbell (Informational)</p> <p>RELATED TEXTS</p> <p><u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> • Beowulf • Excerpt from <i>Grendel</i>,¹ John Gardner • <i>Le Morte d’Arthur</i>, Sir Thomas Malory • Excerpt (Merlin’s training of Arthur) from <i>The Once and Future King</i>, T. H. White <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> • Excerpts from <i>The Perfect Storm</i>, Sebastian Junger, and <i>Into Thin Air</i>, John Krakauer • “Beowulf: The Monsters and the Critics,” JRR Tolkien <p><u>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</u></p> <ul style="list-style-type: none"> • <i>Mythos III: The Shaping of Western Tradition</i>, PBS 	<p>UNIT FOCUS</p> <p>Students explore the essential qualities of a leader and/or hero and the journey required for someone to become one. They consider how Anglo-Saxon and medieval writings have influenced the concept of modern-day heroes in literature. Students analyze the structure of texts that describe a hero’s path, evaluating how author’s choices contribute to the meaning of the work as a whole.</p> <p>Text Use: Development of central idea through the author’s text structure</p> <p>Reading: RL.11.12.1, RL.11-12.2, RL.11-12.3, RL.11-12.5, RL.11-12.6, RL.11-12.9, RL.11-12.10, RI.11-12.1, RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.9, RI.11-12.10</p> <p>Writing: W.11-12.1a-e, W.11-12.2a-d, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.8, W.11-12.9a, W.11-12.10</p> <p>Speaking and Listening: SL.11-12.1a-d, SL.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.6</p> <p>Language: L.11-12.2a-b, L.11-12.3a, L.11-12.4a-b, L.11-12.5a-b, L.11-12.6</p>
	<p>CONTENTS</p> <p>Page 1: Text Set and Unit Focus</p> <p>Page 2: <i>The Hero with a Thousand Faces</i> Unit Overview</p> <p>Pages 3-5: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p>Page 6: ELA Instructional Framework</p> <p>Pages 7-11: Text Sequence and Use for Whole-Class Instruction</p>

¹ **Note: the end of this chapter contains one instance of profanity. Please exercise discretion and omit this line or word.

Hero Unit Overview



SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK²

Read this section from chapter 1 of *The Hero with a Thousand Faces*:

Furthermore, we have not even to risk the adventure alone; for the heroes of all time have gone before us; the labyrinth is thoroughly known; we have only to follow the thread of the hero-path. And where we had thought to find an abomination, we shall find a god; where we had thought to slay another, we shall slay ourselves; where we had thought to travel outward, we shall come to the center of our own existence; and where we had thought to be alone, we shall be with all the world.

Campbell suggests that heroes develop in stages and that individuals prepare themselves for heroism through a series of challenges that they overcome. (RI.11-12.2, RI.11-12.3) In a multiparagraph essay analyze and evaluate how Campbell illustrates this argument in *The Hero with a Thousand Faces*. Does he succeed at making this argument? (RI.11-12.5)

Teacher Note: *Students should write an essay that analyzes the author’s structure, introduces and develops a topic, cites and organizes strong and relevant textual evidence, uses varied transitions to create cohesion, uses precise language, establishes and maintains a formal style and objective tone, and provides a related conclusion. (RI.11-12.1; W.11-12.2 a-f, W.11-12.4, W.11-12.5, W.11-12.10) The completed writing should use general academic and domain-specific words and phrases; demonstrate command of conventions of grammar, usage, punctuation, and spelling; and employ a variance of syntax for effect. (L.11-12.2b, L.11-12.3a, L.11-12.6) (Note: Use peer and teacher conferencing as well as small-group writing time to target student weaknesses in writing and improve student writing ability.) (W.11-12.4, W.11-12.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts? <ul style="list-style-type: none"> • Topic: The hero’s journey • Themes: Evaluate how cultural and literary heroes influence modern perceptions • Text Use: Development of central idea through the author’s text structure 	What shows students have learned it? <p>This task assesses:</p> <ul style="list-style-type: none"> • Determining an author’s central ideas by analyzing text structure • Citing strong textual evidence to support analysis of the author’s structure 	Which tasks help students learn it? <ul style="list-style-type: none"> • Lesson 1 (sample tasks) • Lesson 3 (sample tasks) • Lesson 6 (sample tasks) • Lesson 7 (sample tasks) • Lesson 13 (sample tasks) • Lesson 14 (sample tasks) • Lesson 17 (use this task)

² Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

COLD-READ TASK³

Read “Beowulf, The Monsters and the Critics” by JRR Tolkien independently and then answer a combination of multiple-choice and constructed-response questions⁴ about the text and in comparison to the other texts in the unit, using evidence for all answers. Sample questions:

1. In “Beowulf: The Monsters and the Critics,” Tolkien asserts that *Beowulf*, “is poor in criticism, criticism that is directed to the understanding of a poem as a poem.” Explain what he means by paraphrasing this line. How does Tolkien support this argument with evidence throughout the text? (**RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.10**)
2. In paragraph seven, Tolkien introduces the allegory, “A man inherited a field in which was an accumulation of old stone, part of an older hall... Of the rest he took some and built a tower.” Reread paragraph seven. What key message is he communicating through this allegory? What does the tower with its view represent? Interpret his use of allegory and analyze its role in developing the idea that, “only in the consideration of *Beowulf* as a poem, with an inherent poetic significance, that any view or conviction can be reached or steadily held.” (**RI.11-12.3, RI.11-12.4, RI.11-12.10, L.11-12.5**)
3. Tolkien structures his argument in defense of *Beowulf* by refuting critics and using comparative mythology. Analyze and evaluate the effectiveness of Tolkien’s use of comparative mythology to advance his argument. Does this structure render his points clear, convincing, and engaging? (**RI.11-12.1, RI.11-12.5, RI.11-12.10**)
4. Despite earlier critics’ dismissal of the importance of the monsters in *Beowulf*, Tolkien emphasizes “that the monsters are not an inexplicable blunder of taste; they are essential, fundamentally allied to the underlying ideas of the poem, which give it its lofty tone and high seriousness.” How does Tolkien support this claim over the course of the text? How does this claim support his appreciation of *Beowulf* as a poem? (**RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.10**)

³ **Cold-Read Assessment:** Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p>What should students learn from the texts?</p> <ul style="list-style-type: none"> • Topic: The hero's journey • Themes: Evaluate how cultural and literary heroes influence modern perceptions • Text Use: Development of central idea through the author's text structure 	<p>What shows students have learned it?</p> <p>This task focuses on:</p> <ul style="list-style-type: none"> • Reading and understanding complex texts • Writing in response to texts 	<p>Which tasks help students learn it?</p> <p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 2: (sample tasks included) • Lesson 3: (sample tasks included) • Lesson 6: (sample tasks included) • Lesson 7: (sample tasks included) • Lesson 9: (sample tasks included) • Lesson 12: (sample tasks included) • Lesson 13: (sample tasks included) • Lesson 14: (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 15: (sample tasks included) • Lesson 16: (use this task included)

EXTENSION TASK⁵

Throughout this unit we have read classic and modern tales of heroes and analyzed the stages of their journeys using Campbell's *The Hero with a Thousand Faces* as a guide. How does this change your perspective of previously read heroes? Do the main characters of your past literary experiences measure up to Campbell's model?

Work collaboratively to evaluate how the characters and structure of texts you have previously read represent classic myths and the heroic story (e.g., *Holes*, *Monster*, *The Odyssey*, *The Adventures of Huckleberry Finn*). (RL.11-12.1, RL.11-12.3, RL.11-12.5, SL.11-12.1a-b, SL.11-12.4, SL.11-12.6) For example, analyze how information from *The Hero with a Thousand Faces* connects and applies to the character development and structure of the text(s). (RL.11-12.3, RL.11-12.5, RI.11-12.3) As a group, chose one example and write an argument defending or disputing the heroism of the main character based on characteristics Campbell identifies. (RI.11-12.3, W.11-12.1, SL.11-12.2) Introduce and develop your argument with a logical organization and relevant evidence; create cohesion through words, phrases, and clauses; establish and maintain formal style and objective tone; and provide a related conclusion. (W.11-12.1a-e, W.11-12.4, W.11-12.5, W.11-12.10) Work together as a team to present your analysis to the class. (SL.11-12.4)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts? <ul style="list-style-type: none">• Topic: The hero's journey• Themes: Evaluate how cultural and literary heroes influence modern perceptions• Text Use: Development of central idea through the author's text structure	What shows students have learned it? <p>This task focuses on:</p> <ul style="list-style-type: none">• Analyzing character development and text structure• Comparing and contrasting literary texts to an informational source• Presenting analysis	Which tasks help students learn it? <ul style="list-style-type: none">• Lesson 2: (sample tasks included)• Lesson 3: (sample tasks included)• Lesson 4: (sample tasks included)• Lesson 5: (sample tasks included)• Lesson 6: (sample tasks included)• Lesson 7: (sample tasks included)• Lesson 8: (sample tasks included)• Lesson 9: (sample tasks included)• Lesson 11: (sample tasks included)• Lesson 12: (sample tasks included)• Lesson 13: (sample tasks included) Express understanding of text: <ul style="list-style-type: none">• Lesson 8: (sample tasks included)• Lesson 15: (sample tasks included)• Lesson 18: (use this task included)

⁵ Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)⁶ to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. *This plan presents sample whole-class tasks to represent how standards might be met at this grade level.*

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p>LESSON 1:⁷</p> <p>Excerpts from <i>The Hero with a Thousand Faces</i>, Joseph Campbell</p>	<p>TEXT DESCRIPTION: These excerpts from <i>The Hero with a Thousand Faces</i> emphasize some of Campbell’s most salient points about the hero journey and its relation to an individual’s rites of passage.</p> <p>TEXT FOCUS: These excerpts provide students with an introduction to Campbell’s point of view and rhetoric, allowing students to analyze his style while “chunking” the text in order to scaffold for instruction. (RI.11-12.6, RI.11-12.10)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read excerpts from the anchor text in groups, summarizing Campbell’s main ideas.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • The complexity of Campbell’s writing may challenge some students, so assign different excerpts to be read and summarized in small groups to create a jigsaw⁸ effect. Students should have access to general reference material in order to clarify the meanings of unknown words and phrases. (RI.11-12.2, L.11-12.4a-b) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • After summarizing Campbell’s idea(s), ask students in groups to analyze Campbell’s diction and syntax for their section. They should identify strong diction and syntax and describe its impact on his tone and style. • Then to contextualize the information, have each group write a one-sentence example of Campbell’s idea from real life or fiction (including TV and film). (RI.11-12.2, L.11-12.3a) <ul style="list-style-type: none"> ○ For example: “Typically, the hero of the fairy tale achieves a domestic, microcosmic triumph, and the hero of myth a world-historical, macrocosmic triumph.” ○ Examples from fiction would include Prince Phillip, the hero of <i>Sleeping Beauty</i>, who achieves domestic bliss, and Perseus, the hero of Greek myth, who challenged the gods and changed their relationship with men. • Be sure all members are active in cooperative learning so that they will come to the jigsaw prepared, having read the material under study. (SL.11-12.1a)

⁷ **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> When completed, regroup students so that each excerpt is represented in their new group. Students should facilitate a collaborative discussion on Campbell’s excerpts, working with peers to promote civil discussion, propelling conversation, and responding thoughtfully to diverse perspectives. Students should complete their conversation with an organized list of Campbell’s claims and how he used diction and syntax in each to propel his argument. (SL.11-12.1b-d)
<p>LESSON 2:</p> <p>The Call to Adventure part 1: “The Adventure of the Hero,” chapter 1: “Departure” from <i>The Hero with a Thousand Faces</i>, Joseph Campbell</p> <p>Beowulf, chapters 3-5</p>	<p>TEXT DESCRIPTION: According to Campbell, the hero begins in a mundane situation and then receives information that calls them to venture into the unknown. Beowulf, in Geatland, hears tales of the woes of King Hrothgar and his people at the hands of Grendel, and he vows to travel to give his aid. Once arriving, Beowulf and his men are greeted by a guard and are eventually accepted at King Hrothgar’s hall, Herot.</p> <p>TEXT FOCUS: Students determine Campbell’s central ideas in this chapter and analyze how he develops these ideas over the course of the chapter, including his use of comparative mythology. (RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5, RI.11-12.10) Pairing Beowulf with the anchor text will allow students to analyze the impact of the author’s choices regarding the setting and introduction of characters. (RL.11-12.3, RL.11-12.10) Students cite evidence from the epic in order to validate or discredit Campbell’s claims. (RL.11-12.1) Beowulf also offers many opportunities to interpret the use of kennings and determine the figurative and connotative meanings of words and phrases, analyzing the impact of these word choices on meaning and tone. (RL.11-12.4, L.11-12.5)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read part 1: “The Adventure of the Hero,” chapter 1: “Departure” in small groups, then read and annotate Beowulf, chapters 3-5. Finally, students use their knowledge of part 1, chapter 1, to evaluate Beowulf using a graphic organizer.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> Assign <i>The Hero with a Thousand Faces</i> to be read in small groups due to the complexity of Campbell’s text, which includes multiple allusions and comparative mythological references. Introduce students to the poetic qualities of Beowulf by reading chapter 3 aloud. Then have students independently read chapters 4-5.

TEXT SEQUENCE	TEXT USE
	<p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Assign “The Call to Adventure” to be read and summarized in small groups. <ul style="list-style-type: none"> ○ Provide students with a three-column graphic organizer. <ul style="list-style-type: none"> ▪ Column 1: Lists the stages of Campbell’s monomyth (the Call to Adventure, Supernatural Aid, etc.). ▪ Column 2: Includes details on Campbell’s central ideas for each stage including an example he uses to structure his claim. ▪ Column 3: Includes details from <i>Beowulf</i> that exemplify or contradict Campbell’s claims as students read the text. ○ Have students complete each row for this stage, “The Call to Adventure.” ○ Facilitate a whole-class discussion on Campbell’s central ideas in this stage, including how he develops and structures them using comparative mythology. (RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5) <ul style="list-style-type: none"> ▪ According to Campbell, what does the hero experience in this stage? ▪ What cultural myths does Campbell utilize to illustrate his point? ▪ Are there any variances in the way this stage is presented in the different cultural myths? • Begin by reading chapter 3 of <i>Beowulf</i>, calling students’ attention to the poetic elements of text: kennings, alliteration, and caesura. <ul style="list-style-type: none"> ○ Assign students examples of kennings to interpret from chapters 3-5 (battle-king, swan-road, sea-wood, sea-march, hearth-fellows, people-protector, mighty-one, Wise-and-Brave, anguish-days, etc.) and ask them to analyze their role in the text. (L.11-12.5) ○ Use this opportunity to review conventions of hyphenation with students. Ask students to explain how the author uses hyphenations in kennings. (L.11-12.2a) ○ Review annotating⁹ text then assign the remaining chapters 4-5 to be read independently. Students should annotate the text, paying particular attention to poetic device and character development. (RI.11-12.1, RI.11-12.3) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students complete the graphic organizer by noting details from <i>Beowulf</i> that exemplify or contradict Campbell’s claims in this stage in the third column. (RI.11-12.3, RI.11-12.5, RI.11-12.10, RI.11-12.3, RI.11-12.5, RI.11-12-10)

⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p>LESSON 3:</p> <p>Supernatural Aid—part 1: “The Adventure of the Hero,” chapter 1: “Departure” from <i>The Hero with a Thousand Faces</i>, Joseph Campbell</p> <p>Beowulf, chapters 6-9</p>	<p>TEXT DESCRIPTION: Campbell asserts that once the hero accepts the call, a guide or magical helper appears, or becomes known. In chapters 6-9 of Beowulf, Beowulf describes his past supernatural victories at king Hrothgar’s court and although welcomed by Hrothgar, he is challenged by Unferth. Beowulf answers Unferth’s challenge with a description of a heroic swimming match.</p> <p>TEXT FOCUS: Students determine Campbell’s central ideas in this chapter and analyze how he develops these ideas over the course of the chapter, including his use of comparative mythology. (RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5, RI.11-12.10) Pairing Beowulf with the anchor text will allow students to analyze the impact of the author’s choices regarding the setting and introduction of characters, including Beowulf’s boasts of past supernatural victories. (RI.11-12.3, RI.11-12.10) Students will cite strong and thorough evidence from the epic in order to validate or discredit Campbell’s claims. (RI.11-12.1)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read part 1: “The Adventure of the Hero,” chapter 1: “Departure”—Supernatural Aid—in small groups, then read and annotate Beowulf, chapters 6-9. Finally, students use their knowledge of part 1, chapter 1, to evaluate Beowulf using a graphic organizer.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Continue to assign <i>The Hero with a Thousand Faces</i> to be read and summarized in small groups due to the complexity of Campbell’s text, which includes multiple allusions and comparative mythological references. • Unless students need more scaffolding, continue to assign Beowulf as independent reading. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Assign Supernatural Aid to be read in small groups. <ul style="list-style-type: none"> ○ Instruct students to use the three-column graphic organizer from Lesson 2, which details the stages of Campbell’s monomyth, to add details on Campbell’s central ideas for this stage, including an example he uses to structure his claim. ○ Facilitate a whole-class discussion on Campbell’s central ideas in this stage, including how he develops and structures them using comparative mythology. Questions may include: (RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5) <ul style="list-style-type: none"> ▪ According to Campbell, what does the hero experience in this stage? ▪ What cultural myths does Campbell utilize to illustrate his point? ▪ Are there any variances in the way this stage is presented in the different cultural myths?

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> Assign independent reading of <i>Beowulf</i>, chapters 6-9, instructing students to note the poetic elements of text: kennings, alliteration, and caesura. <ul style="list-style-type: none"> Review annotating text, then assign chapters 6-9 to be read independently. Students should annotate the text, paying particular attention to poetic device and character development. (RL.11-12.1, RL.11-12.3) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> Have students complete the graphic organizer by noting details from <i>Beowulf</i> that exemplify or contradict Campbell’s claims in this stage in the third column. (RL.11-12.3, RL.11-12.5, RL.11-12.10, RI.11-12.3, RI.11-12.5, RI.11-12-10)
<p>LESSON 4:</p> <p>Book 1, chapters I-VII, <i>Le Morte d’Arthur</i>, Sir Thomas Mallory</p> <p>Chapters 5, 8, 13, and 18 from <i>The Once and Future King</i>, T. H. White</p>	<p>TEXT DESCRIPTION: These chapters from <i>Le Morte d’Arthur</i> depict the supernatural intervention of Merlin in Arthur’s conception, preparation, and eventual coronation as king. Similarly, although more lightheartedly, these chapters from <i>The Once and Future King</i> depict Merlyn’s unorthodox training of a young Wart (Arthur) as he is fostered in Sir Ector’s home.</p> <p>TEXT FOCUS: Pairing these texts allows students to analyze the impact of the two authors’ choices regarding how to introduce and develop the characters of Merlin (Merlyn) and the young Arthur (Wart.) (RL.11-12.1, RL.11-12.3) Students will cite strong and thorough evidence from Arthurian tales while evaluating the use of a supernatural aid or magical guide outlined in Campbell’s text. (RL.11-12.1)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students independently read and analyze book 1, chapters I-VII, of <i>Le Morte d’Arthur</i>, then they participate in a discussion of Mallory’s character development. Students then independently read sections of <i>The Once and Future King</i> and participate in group discussion of the same characters developed by a different author and write a claim on which character better adheres to Campbell’s description of a magical guide.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> Assign <i>Le Morte d’Arthur</i> to be read independently, as the text is not as complex as Campbell or <i>Beowulf</i>, and it will serve as background for <i>The Once and Future King</i>. After independently reading book 1, chapters I-VII, of <i>Le Morte d’Arthur</i>, facilitate a discussion of the introduction and development of Mallory’s characters, emphasizing attention on Arthur and Merlin. (RL.11-12.3) <ul style="list-style-type: none"> How is the character of Merlin developed? Is he a supernatural guide or a tiresome meddler?

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ How is the character of Arthur developed? Is he a budding hero or naïve? ● Since the excerpts from <i>The Once and Future King</i> are quite numerous, assign students various chapters to read independently then eventually share information by constructing a jigsaw.¹⁰ <ul style="list-style-type: none"> ○ Instruct students to read and become an “expert” on their assigned chapter, paying particular attention to Wart’s training. ○ Have students summarize the plot of the chapter they read and take notes on the various ways Merlin acts a supernatural aid to the future king. ● After reading the jigsawed chapters of <i>The Once and Future King</i> independently, place students in “learning” groups where each chapter is represented by an expert. <ul style="list-style-type: none"> ○ Have students work together to create a fully annotated set of notes for the entire text. (RI.11-12.2) ● Ask students in their groups to discuss the development of the characters by a different author in a different text. Have them discuss the following questions: <ul style="list-style-type: none"> ○ What are the similarities in how the authors portray the characters? ○ What are some noted differences? ● Ask students to consider how the character Merlin/Merlyn functions as a supernatural aid or guide to Arthur. Does he fulfill Campbell’s specifications? <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Instruct students to write an argument to support their claim on which Merlin/Merlyn better adheres to Campbell’s vision of the magical guide in the heroic journey. Prompt students to use valid reasoning and relevant evidence from all three texts in their writing. (RL.11-12.1, W.11-12.1, W.11-12.4, W.11-12.10)
<p>LESSON 5:</p> <p>The Crossing of the First Threshold—part 1: “The Adventure of the Hero,” chapter 1: “Departure” from <i>The Hero with a Thousand Faces</i>, Joseph Campbell</p> <p>Beowulf, chapters 10-12</p>	<p>TEXT DESCRIPTION: The Crossing of the First Threshold is the point where the hero actually crosses into the field of adventure, after meeting a “threshold guardian” and overcoming his own ego. In chapters 10-12 of Beowulf, the Danes retire for the evening, leaving Beowulf and his men waiting for Grendel in the mead hall. After Grendel attacks the men, an aware Beowulf engages the monster in a battle ending in Grendel’s defeat. The final chapter of Gardner’s novel <i>Grendel</i> depicts this same mead hall battle from the point of view of the monster, Grendel.</p> <p>TEXT FOCUS: Students determine Campbell’s central ideas in this chapter and analyze how he develops these ideas over the course of the chapter, including his use of comparative mythology. (RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5, RI.11-12.10) Pairing Beowulf with the anchor text allows students to analyze the impact of the author’s choices regarding the development of Beowulf as a heroic character. (RL.11-12.3, RL.11-12.10) Students cite strong evidence from the epic</p>

¹⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p>Chapter 12 of <i>Grendel</i>, John Gardner **Note: the end of this chapter contains one instance of profanity. Please exercise discretion and omit this line or word.</p>	<p>in order to validate or discredit Campbell’s claims, identifying any evidence of Beowulf crossing the threshold, the existence of a guardian, and his release of the ego. (RL.11-12.1) By reading the battle scene from <i>Grendel</i>, students can contrast the points of view of all three authors, the heroic pattern versus the chain reaction of accidents. (RL.11-12.6)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read part 1: “The Adventure of the Hero,” chapter 1: “Departure”—The Crossing of the First Threshold—in small groups, then read and annotate <i>Beowulf</i>, chapters 10-12. Students use their knowledge of part 1, chapter 1, to evaluate <i>Beowulf</i> using a graphic organizer. Finally, a whole-class reading of chapter 12 of <i>Grendel</i> facilitates a class discussion of the anti-hero.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Continue to assign <i>The Hero with a Thousand Faces</i> to be read and summarized in small groups due to the complexity of Campbell’s text, which includes multiple allusions and comparative mythological references. <ul style="list-style-type: none"> ○ Instruct students to use the three-column graphic organizer from Lesson 2, which details the stages of Campbell’s monomyth, to add details on Campbell’s central ideas for this stage. ○ Facilitate whole-class discussion on Campbell’s central ideas in this stage, including how he develops and structures them using comparative mythology. (RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5) <ul style="list-style-type: none"> ▪ According to Campbell, what does the hero experience in this stage? ▪ What cultural myths does Campbell utilize to illustrate his point? ▪ Are there any variances in the way this stage is presented in the different cultural myths? • Assign independent reading of <i>Beowulf</i>, chapters 10-12, instructing students to note the poetic elements of text: kennings, alliteration, and caesura. <ul style="list-style-type: none"> ○ Review annotating text, then assign chapters 10-12 to be read independently. Students should annotate the text, paying particular attention to poetic device and character development. (RL.11-12.1, RL.11-12.3) • Have students complete the graphic organizer by noting details from <i>Beowulf</i> that exemplify or contradict Campbell’s claims in the third column. (RL.11-12.3, RL.11-12.5, RL.11-12.10, RI.11-12.3, RI.11-12.5, RI.11-12-10) • Read chapter 12 of <i>Grendel</i> aloud then facilitate a discussion on the implications of the anti-hero’s point of view. <ul style="list-style-type: none"> ○ What is the meaning of the last line, "Poor Grendel's had an accident,...so may you all."? ○ Which Grendel is the more fully developed character? ○ Who is the more thoughtful and sensitive, Grendel or Beowulf? ○ Is Grendel truly a monster?

TEXT SEQUENCE	TEXT USE
<p>LESSON 6:</p> <p>Entering the Belly of the Whale—part 1: “The Adventure of the Hero,” chapter 2: “Departure” from <i>The Hero with a Thousand Faces</i>, Joseph Campbell</p> <p>Beowulf, chapters 19-22</p>	<p>TEXT DESCRIPTION: The belly of the whale represents the final separation from the hero’s known world and self, showing the hero’s willingness to undergo change. In chapters 19-22 of Beowulf, Grendel’s mother seeks her revenge for her son’s death as she kills one of Beowulf’s men. The hero then pursues and battles the fiend in her watery lair.</p> <p>TEXT FOCUS: Students determine Campbell’s central ideas in this chapter and analyze how he develops these ideas over the course of the chapter, including his use of comparative mythology. (RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5, RI.11-12.10) Pairing Beowulf with the anchor text will allow students to analyze the impact of the author’s choices regarding the development of Beowulf as a heroic character. (RL.11-12.3, RL.11-12.10) Students will cite strong and thorough evidence from the epic in order to validate or discredit Campbell’s claims. (RL.11-12.1)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read part 1: “The Adventure of the Hero,” chapter 2: “Departure”—Entering the Belly of the Whale—in small groups, then read and annotate Beowulf, chapters 19-22. Finally, students use their knowledge of part 1, chapter 1, to evaluate Beowulf using a graphic organizer.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Assign Entering the Belly of the Whale to be read in small groups. <ul style="list-style-type: none"> ○ Instruct students to use the three-column graphic organizer from Lesson 2, which details the stages of Campbell’s monomyth, to add details on Campbell’s central ideas for this stage, including an example he uses to structure his claim. ○ Facilitate whole-class discussion on Campbell’s central ideas in this stage, including how he develops and structures them using comparative mythology. (RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5) <ul style="list-style-type: none"> ▪ According to Campbell, what does the hero experience in this stage? ▪ What cultural myths does Campbell utilize to illustrate his point? ▪ Are there any variances in the way this stage is presented in the different cultural myths? • Assign independent reading of Beowulf, chapters 19-22, instructing students to note the poetic elements of text: kennings, alliteration, and caesura. <ul style="list-style-type: none"> ○ Review annotating text, then assign chapters 19-22 to be read independently. Students should annotate the text, paying particular attention to poetic device and character development. (RL.11-12.1, RL.11-12.3) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Students will complete the graphic organizer by noting details from Beowulf that exemplify or contradict Campbell’s claims in this stage in the third column. (RL.11-12.3, RL.11-12.5, RL.11-12.10, RI.11-12.3, RI.11-12.5, RI.11-12.10)

TEXT SEQUENCE	TEXT USE
<p>LESSON 7:</p> <p>Road of Trials—part 1: “The Adventure of the Hero,” chapter 1: “Initiation” from <i>The Hero with a Thousand Faces</i>, Joseph Campbell</p> <p>Beowulf, chapter 23</p>	<p>TEXT DESCRIPTION: This stage of the hero’s journey comprises a series of tests, tasks, or ordeals usually occurring in threes. In chapter 24 of Beowulf, the hero battles Grendel’s mother in her underwater cavern, successful only with a found giant’s sword, and emerges despite fear of his demise.</p> <p>TEXT FOCUS: Students determine Campbell’s central ideas in this chapter and analyze how he develops these ideas over the course of the chapter, including his use of comparative mythology. (RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5, RI.11-12.10) Pairing Beowulf with the anchor text allows students to analyze the impact of the author’s choices regarding the development of Beowulf as a heroic character. (RI.11-12.3, RI.11-12.10) Students cite strong and thorough evidence from the epic in order to validate or discredit Campbell’s claims. (RI.11-12.1)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read part 1: “The Adventure of the Hero,” chapter 1: “Initiation”—Road of Trials—in small groups, then read and annotate Beowulf, chapter 23. Finally, students use their knowledge of part 1, chapter 1, to evaluate Beowulf using a graphic organizer.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Assign Road of Trials to be read in small groups. <ul style="list-style-type: none"> ○ Instruct students to continue to use the graphic organizer from Lesson 2, which details the stages of Campbell’s monomyth, adding details on Campbell’s central ideas for this stage, including an example he uses to structure his claim. ○ Facilitate whole-class discussion on Campbell’s central ideas in this stage, including how he develops and structures them using comparative mythology. (RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5) <ul style="list-style-type: none"> ▪ According to Campbell, what does the hero experience in this stage? ▪ What cultural myths does Campbell utilize to illustrate his point? ▪ Are there any variances in the way this stage is presented in the different cultural myths? • Assign independent reading of Beowulf, chapter 23, instructing students to note the poetic elements of text: kennings, alliteration, and caesura. <ul style="list-style-type: none"> ○ Review annotating text, then assign chapter 23 to be read independently. Students should annotate the text, paying particular attention to poetic device and character development. (RI.11-12.1, RI.11-12.3) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Students will complete the graphic organizer by noting details from Beowulf that exemplify or contradict Campbell’s claims in this stage in the third column. (RI.11-12.3, RI.11-12.5, RI.11-12.10, RI.11-12.3, RI.11-12.5, RI.11-12.10)

TEXT SEQUENCE	TEXT USE
<p>LESSON 8:</p> <p>“Into the Abyss” from <i>The Perfect Storm</i>, Sebastian Junger</p> <p>Chapters 1 and 15 from <i>Into Thin Air</i>, John Krakauer</p>	<p>TEXT DESCRIPTION: “Into the Abyss” describes a daring Coast Guard helicopter rescue operation that goes horribly wrong. The helicopter pilot and crew are forced to make crucial decisions, which include “ditching” the helicopter amid violent seas. In chapters 1 and 15 of <i>Into Thin Air</i>, the author describes the moments of his summit of Mt. Everest, including the confusion, dangers, and risks associated with the achievement.</p> <p>TEXT FOCUS: These chapters from the two texts are modern occurrences of individuals entering the belly of the whale and experiencing a road of trials. Students analyze the sequence of events in both excerpts, explaining whether the individuals and events develop Campbell’s ideas. (RI.11-12.1, RI.11-12.3, RI.11-12.10) Students can also analyze the authors’ point of view and evaluate their choices in structuring the texts. (RI.11-12.1, RI.11-12.5, RI.11-12.6, RI.11-12.10)</p> <p><u>MODEL TASKS</u></p> <p>LESSON OVERVIEW: Students listen to a reading of “Into the Abyss” from <i>The Perfect Storm</i> and chapters 1 and 15 from <i>Into Thin Air</i>, taking notes on sequencing and author’s style. Students then debate Campbell’s claim that “the abyss” holds the treasures of life prior to writing an argumentative claim.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Since individual copies of these excerpts may be limited, assign reading of the chapters in small groups or, if necessary, use them for reading aloud. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • While reading the excerpted chapters from each text, instruct students to use a graphic organizer such as Cornell Notes¹¹ to record the authors’ choices in sequencing events, style, and content. (RI.11-12.5, RI.11-12.6) • After reading the chapters, pose the following question to initiate a discussion. <ul style="list-style-type: none"> ○ How do the authors’ choices in sequencing events, style, and content contribute to the power of each text? (RI.11-12.5, RI.11-12.6) • Write the following quote from Joseph Campbell on the board: <ul style="list-style-type: none"> ○ “It is by going down into the abyss that we recover the treasures of life. Where you stumble, there lies your treasure.” Source: This quote is from “A Joseph Campbell Companion: Reflections on the Art of Living” (1991) by Joseph Campbell. • Then debate the following question using a philosophical chairs debate:¹² In light of the losses on each journey, does Campbell’s quote ring true? (RI.11-12.2, RI.11-12.3)

¹¹ <http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

¹² <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Form two student-led groups—one that believes that the acts of heroism and adventure were worth the sacrifice and one that believes heroism and adventure should not cost human lives. ○ Have students work together (defining individual roles as necessary) to form written opening arguments and collect supporting evidence (from the anchor text, film review, and films) with the goal of convincing as many classmates as possible to join their side. (RI.11-12.1, SL.11-12.1a-b, W.11-12.8a-b, W.11-12.10) ○ During the debate, students will line up in two lines facing each other, each line representing a different side of the debate. They will present their claims, reasons, and evidence; pose questions that elicit elaboration; and respond to others’ claims with relevant ideas. (SL.11-12.1a-c, SL.11-12.4, SL.11-12.6) ○ As students delineate the claims of the “other side” and evaluate the soundness of the reasoning and sufficiency of the evidence, they may acknowledge new ideas and strong evidence by the “other side” and modify their own views. To represent their change in views, they will “switch sides” by physically moving to the other line. (SL.11-12.1d, SL.11-12.3) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● After the debate, instruct students to write a paragraph that introduces their final claim: Were the acts of heroism and adventure worth the sacrifice? Or should heroism and adventure not cost human lives? Prompt students to acknowledge the opposing claim and support their claim with logical reasoning and relevant evidence to demonstrate an understanding of the text. (RI.11-12.1, W.11-12.1a-b, W.11-12.9a, W.11-12.10)
<p>LESSON 9:</p> <p>The Meeting with the Goddess and Woman as Temptress—part 1: “The Adventure of the Hero,” chapter 2: “Initiation” from <i>The Hero with a Thousand Faces</i>, Joseph Campbell</p>	<p>TEXT DESCRIPTION: These stages in the hero’s journey describe a significant and all-powerful love as well as an earthly temptation that the hero must resist.</p> <p>TEXT FOCUS: Students will be able to determine Campbell’s central ideas in this chapter and analyze how he develops these ideas over the course of the chapter, including his use of comparative mythology. (RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5, RI.11-12.10)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read part 1: “The Adventure of the Hero,” chapter 2: “Initiation”—The Meeting with the Goddess and Woman as Temptress—in small groups.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> ● Assign The Meeting with the Goddess and Woman as Temptress to be read in small groups. <ul style="list-style-type: none"> ○ Instruct students to continue to use the graphic organizer from Lesson 2, which details the stages of Campbell’s monomyth, adding details on Campbell’s central ideas for this stage, including an example he uses to structure his claim.

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Facilitate whole-class discussion on Campbell’s central ideas in this stage, including how he develops and structures them using comparative mythology. (RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5) <ul style="list-style-type: none"> ▪ According to Campbell, what does the hero experience in this stage? ▪ What cultural myths does Campbell utilize to illustrate his point? ▪ Are there any variances in the way this stage is presented in the different cultural myths? <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Students will complete the graphic organizer by noting the absence of a goddess or a woman as temptress in <i>Beowulf</i> in the third column. (RI.11-12.3, RI.11-12.5, RI.11-12.10, RI.11-12.3, RI.11-12.5, RI.11-12-10) Conclude the lesson by having students write a short argument identifying possible reasons for the epic to deviate from Campbell’s model, citing strong and thorough textual evidence to support their inferences drawn from the text. (RI.11-12.1, RI.11-12.6, W.11-12.1)
<p>LESSON 10:</p> <p>Episodes 1 “Love as a Guide” and 2 “The Path of the Heart” from <i>Mythos III: The Shaping of Western Tradition</i>, PBS</p>	<p>TEXT DESCRIPTION: In these video lectures Campbell explores the two love forms of the Arthurian romances, lust-zeal and agape; he also discusses the Arthurian quest of the holy grail as it presents the first marriage for love.</p> <p>TEXT FOCUS: Students evaluate a filmed source of comparative mythology from Joseph Campbell presented in a different format, bridging the gap between his informational text and the study of Arthurian legend. (RI.11-12)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students view the video lecture as a class. Students take notes on Campbell’s central ideas and then participate in class discussion on how the video does and does not illustrate Campbell’s ideas.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Present the video to the whole class, pausing and facilitating discussion when necessary. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Instruct students to use a graphic organizer, such as Cornell Notes, to determine central ideas and analyze Campbell’s complex set of ideas and use of comparative mythology. (RI.11-12.1, RI.11-12.2, RI.11-12.3) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Conduct a class discussion based on the following question: How do the main ideas of Episode 1 “Love as a Guide” and Episode 2 “The Path of the Heart” offer new information that supports or challenges ideas expressed in part 1: “The Adventure of the Hero,” chapter 2: “Initiation”—The Meeting with the Goddess and Woman as Temptress from <i>The Hero with a Thousand Faces</i>? (RI.11-12.9)

TEXT SEQUENCE	TEXT USE
<p>LESSON 11:</p> <p>Book III, chapter I; book XI, chapters I-II; and book XVIII, chapters I and II, <i>Le Morte d'Arthur</i>, Sir Thomas Mallory</p>	<p>TEXT DESCRIPTION: In these chapters from <i>Le Morte d'Arthur</i>, Arthur professes love for and marries Guenever. Lancelot also falls in love with Guenever, but he goes on knightly quests to resist his temptation. Eventually Lancelot and Guenever have an affair, evoking criticism at court.</p> <p>TEXT FOCUS: Students analyze the impact of the portrayal of woman as “Goddess” and “Temptress” in Arthurian legend, determining how this characterization advances or stalls the journey of the hero. (RL.11-12.3, RL.11-12.5)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Read the chapters from <i>Le Morte d'Arthur</i> independently then discuss the role of Guenever in relation to Campbell’s journey of a hero. Students end the lesson by writing a claim about the function of her character in the text.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Assign <i>Le Morte d'Arthur</i> to be read independently, as the text is not as complex as Campbell or Beowulf. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Facilitate a class discussion on Mallory’s introduction and development of the character, Guenever. (RL.11-12.3) <ul style="list-style-type: none"> ○ Merlin, “warned the king covertly that Guenever was not wholesome for him to take to wife, for he warned him that Launcelot should love her, and she him again.” What is the effect of Merlin’s ignored warning? Is the gift of the Round Table worth the future conflict? ○ What is Guenever’s effect on other characters’ thoughts, feeling, and actions? ○ How does Arthur’s idealization of Guenever contrast with her actions with Lancelot? • Ask students to consider how the character Guenever functions as a Goddess or Temptress to Arthur and Lancelot. Which role does she fulfill in Campbell’s stages? <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Instruct students to write an argument to support their claim regarding which role Guenever fulfills in Campbell’s monomyth. Prompt the students to use valid reasoning and relevant evidence. (RL.11-12.1, W.11-12.1, W.11-12.4, W.11-12.10)

TEXT SEQUENCE	TEXT USE
<p>LESSON 12:</p> <p>Atonement with the Father—part 1: “The Adventure of the Hero,” chapter 2: “Initiation” from <i>The Hero with a Thousand Faces</i>, Joseph Campbell and <i>Beowulf</i>, chapters 24-25</p>	<p>TEXT DESCRIPTION: In the center point of the journey, Campbell asserts that the hero must be initiated by whatever holds the power and be “killed” in order to undergo transformation. After defeating Grendel’s mother, King Hrothgar praises Beowulf, but lectures him on the dangers of pride. <i>Beowulf</i> chapters 24-25 celebrate Beowulf’s triumph over Grendel’s mother and warn of excessive pride through Hrothgar’s lecture.</p> <p>TEXT FOCUS: Students determine Campbell’s central ideas in this chapter and analyze how he develops these ideas over the course of the chapter, including his use of comparative mythology. (RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5, RI.11-12.10) Pairing <i>Beowulf</i> with the anchor text allows students to analyze the impact of the author’s choices regarding the development of Beowulf as a heroic character. (RI.11-12.3, RI.11-12.10) Students will cite strong and thorough evidence from the epic in order to validate or discredit Campbell’s claims. (RI.11-12.1)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read part 1: “The Adventure of the Hero,” chapter 2: “Initiation”—Atonement with the Father—in small groups, then read and annotate <i>Beowulf</i>, chapters 24-25. Finally, students use their knowledge of part 1, chapter 2, to evaluate <i>Beowulf</i> using a graphic organizer.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Assign Atonement with the Father to be read in small groups. <ul style="list-style-type: none"> ○ Instruct students to continue to use the three-column graphic organizer from Lesson 2, which details the stages of Campbell’s monomyth, adding details on Campbell’s central ideas for this stage, including an example he uses to structure his claim. ○ Facilitate whole-class discussion on Campbell’s central ideas in this stage, including how he develops and structures them using comparative mythology. (RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5) <ul style="list-style-type: none"> ▪ According to Campbell, what does the hero experience in this stage? ▪ What cultural myths does Campbell utilize to illustrate his point? ▪ Are there any variances in the way this stage is presented in the different cultural myths? • Assign independent reading of <i>Beowulf</i>, chapters 24-25, instructing students to note the poetic elements of text: kennings, alliteration, and caesura. <ul style="list-style-type: none"> ○ Review annotating text, then assign chapters 24-25 to be read independently. Students should annotate the text, paying particular attention to poetic device and character development. (RI.11-12.1, RI.11-12.3) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Students complete the graphic organizer by noting details from <i>Beowulf</i> that exemplify or contradict Campbell’s claims in this stage in the third column. (RI.11-12.3, RI.11-12.5, RI.11-12.10, RI.11-12.3, RI.11-12.5, RI.11-12.10)

TEXT SEQUENCE	TEXT USE
<p>LESSON 13:</p> <p>Apotheosis—part 1: “The Adventure of the Hero,” chapter 2: “Initiation” from <i>The Hero with a Thousand Faces</i>, Joseph Campbell</p> <p>Beowulf, chapter 29-30</p>	<p>TEXT DESCRIPTION: During Apotheosis, the hero is deified in a state of divine knowledge or experiences a period of rest, peace, and fulfillment. In Beowulf, chapters 29-30, Hygelac dies and Beowulf becomes the peaceful king of the Geats for 50 years until a thief disrupts a dragon.</p> <p>TEXT FOCUS: Students determine Campbell’s central ideas in this chapter and analyze how he develops these ideas over the course of the chapter, including his use of comparative mythology. (RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5, RI.11-12.10) Pairing Beowulf with the anchor text will allow students to analyze the impact of the author’s choices regarding the development of Beowulf as a heroic character. (RL.11-12.3, RL.11-12.10) Students will cite strong and thorough evidence from the epic in order to validate or discredit Campbell’s claims. (RL.11-12.1)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read part 1: “The Adventure of the Hero,” chapter 2: “Initiation”—Apotheosis—in small groups, then read and annotate Beowulf, chapters 29-30. Finally, students use their knowledge of part 1, chapter 2, to evaluate Beowulf using a graphic organizer.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Assign Apotheosis to be read in small groups. <ul style="list-style-type: none"> ○ Instruct students to continue to use the three-column graphic organizer from Lesson 2, which details the stages of Campbell’s monomyth, adding details on Campbell’s central ideas for this stage, including an example he uses to structure his claim. ○ Facilitate whole-class discussion on Campbell’s central ideas in this stage, including how he develops and structures them using comparative mythology. (RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5) <ul style="list-style-type: none"> ▪ According to Campbell, what does the hero experience in this stage? ▪ What cultural myths does Campbell utilize to illustrate his point? ▪ Are there any variances in the way this stage is presented in the different cultural myths? • Assign independent reading of Beowulf, chapters 29-30, instructing students to note the poetic elements of text: kennings, alliteration, and caesura. <ul style="list-style-type: none"> ○ Review annotating text, then assign chapters 29-30 to be read independently. Students should annotate the text, paying particular attention to poetic device and character development. (RL.11-12.1, RL.11-12.3) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Students complete the graphic organizer by noting details from Beowulf that exemplify or contradict Campbell’s claims in this stage in the third column. (RL.11-12.3, RL.11-12.5, RL.11-12.10, RI.11-12.3, RI.11-12.5, RI.11-12.10)

TEXT SEQUENCE	TEXT USE
<p>LESSON 14:</p> <p>Rescue from Without and The Crossing of the Return Threshold—part 1: “The Adventure of the Hero,” chapter 3: “Return” from <i>The Hero with a Thousand Faces</i>, Joseph Campbell</p> <p>Beowulf, chapters 31-35</p>	<p>TEXT DESCRIPTION: Rescue from Without illustrates the need of a guide or rescuer, especially if the person has been wounded or weakened. The Crossing of the Return Threshold explains the retaining, integrating, and sharing of wisdom learned on the quest. In Beowulf, chapters 31-35, the aged hero gathers a band of men to battle the dragon, but most are disloyal save one, Wiglaf. This warrior fights at Beowulf’s side; the hero is bitten by the dragon but manages to stab the beast. The bite proves to be fatal, and before he dies Beowulf instructs Wiglaf to look after his people.</p> <p>TEXT FOCUS: Students determine Campbell’s central ideas in this chapter and analyze how he develops these ideas over the course of the chapter, including his use of comparative mythology. (RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5, RI.11-12.10) Pairing Beowulf with the anchor text allows students to analyze the impact of the author’s choices regarding the development of Beowulf as a heroic character. (RI.11-12.3, RI.11-12.10) Students will cite strong and thorough evidence from the epic in order to validate or discredit Campbell’s claims. (RI.11-12.1)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read part 1: “The Adventure of the Hero,” chapter 3: “Return”—Rescue from Without and The Crossing of the Return Threshold—in small groups then read and annotate Beowulf, chapters 31-35. Finally, students use their knowledge of part 1, chapter 2, to evaluate Beowulf using a graphic organizer.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Assign “Rescue from Without” and “The Crossing of the Return Threshold” to be read in small groups. <ul style="list-style-type: none"> ○ Instruct students to continue to use the graphic organizer from Lesson 2, which details the stages of Campbell’s monomyth, adding details on Campbell’s central ideas for this stage, including an example he uses to structure his claim. ○ Facilitate whole-class discussion on Campbell’s central ideas in this stage, including how he develops and structures them using comparative mythology. (RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5) <ul style="list-style-type: none"> ▪ According to Campbell, what does the hero experience in this stage? ▪ What cultural myths does Campbell utilize to illustrate his point? ▪ Are there any variances in the way this stage is presented in the different cultural myths? • Students read Beowulf, chapters 31-35 and note poetic elements of text: kennings, alliteration, and caesura. <ul style="list-style-type: none"> ○ Review annotating text, then assign chapters 31-35 to be read independently. Students should annotate the text, paying particular attention to poetic device and character development. (RI.11-12.1, RI.11-12.3) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Students complete the graphic organizer by noting details from Beowulf that exemplify or contradict Campbell’s claims in this stage in the third column. (RI.11-12.3, RI.11-12.5, RI.11-12.10, RI.11-12.3, RI.11-12.5, RI.11-12.10)

TEXT SEQUENCE	TEXT USE
<p>LESSON 15: Master of the Two Worlds and Freedom to Live—part 1: “The Adventure of the Hero,” chapter 3: “Return” from <i>The Hero with a Thousand Faces</i>, Joseph Campbell</p> <p>Beowulf, chapters 36-41</p>	<p>TEXT DESCRIPTION: The last two steps of Campbell’s monomyth describe transcendence of the hero and the freedom of fear and death. Beowulf chapters 36-41 comprise Beowulf’s funeral pyre and the lamenting of his death.</p> <p>TEXT FOCUS: Students determine Campbell’s central ideas in this chapter and analyze how he develops these ideas over the course of the chapter, including his use of comparative mythology. (RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5, RI.11-12.10) Pairing Beowulf with the anchor text allows students to analyze the impact of the author’s choices regarding the development of Beowulf as a heroic character. (RL.11-12.3, RL.11-12.10) Students cite strong and thorough evidence from the epic in order to validate or discredit Campbell’s claims. (RL.11-12.1)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read part 1: “The Adventure of the Hero,” chapter 3: “Return”—Master of the Two Worlds and Freedom to Live—in small groups, then read and annotate Beowulf chapters 36-41. Students use their knowledge of part 1, chapter 3, to evaluate Beowulf using a graphic organizer. Students end the lesson discussing and writing a claim about their evaluations of Beowulf as a mythical hero.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Assign “Master of the Two Worlds” and “Freedom to Live” to be read in small groups. <ul style="list-style-type: none"> ○ Instruct students to continue to use the graphic organizer from Lesson 2, which details the stages of Campbell’s monomyth, adding details on Campbell’s central ideas for this stage, including an example he uses to structure his claim. ○ Facilitate whole-class discussion on Campbell’s central ideas in this stage, including how he develops and structures them using comparative mythology. (RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5) <ul style="list-style-type: none"> ▪ According to Campbell, what does the hero experience in this stage? ▪ What cultural myths does Campbell utilize to illustrate his point? ▪ Are there any variances in the way this stage is presented in the different cultural myths? • Assign independent reading of Beowulf, chapters 36-41, instructing students to note the poetic elements of text: kennings, alliteration, and caesura. <ul style="list-style-type: none"> ○ Review annotating text, then assign the remaining chapters 36-41 to be read independently. Students should annotate, paying attention to poetic device and character development. (RL.11-12.1, RL.11-12.3) • Students complete the graphic organizer from Lesson 2 by noting details from Beowulf that exemplify or contradict Campbell’s claims. (RL.11-12.3, RL.11-12.5, RL.11-12.10, RI.11-12.3, RI.11-12.5, RI.11-12.10)

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Then conduct a modified Socratic seminar¹³(fishbowl discussion) based on the following question: According to Joseph Campbell’s <i>The Hero with a Thousand Faces</i>, does Beowulf qualify as a mythic hero? How does the structure of <i>Beowulf</i> compare with the structure developed by Campbell in his text? What are the implications of both of these texts on the journey of the individual? <ul style="list-style-type: none"> ○ Instruct students to use their completed graphic organizer to support their discussion or allow students to prepare for the seminar by developing their claims and gathering evidence in advance of the seminar. (RI.11-12.1, RL.11-12.1, W.11-12.8) ○ During the seminar, divide the class into two circles (inner and outer), define norms, and remind students of the difference between <i>debate</i> and <i>discussion</i>. (SL.11-12.1b) ○ Then have the inner circle discuss the questions for a certain time limit, inviting others in the inner circle to speak so all voices are heard, posing and responding to additional questions, bringing the conversation back on track as needed, and acknowledging when opinions are changed and views are modified based on evidence provided during the discussion. (SL.11-12.1c-d, SL.11-12.4, SL.11-12.6) ○ As the inner circle (speakers) discuss, each person in the outer circle can evaluate a person in the inner circle’s use of evidence to determine the evidence that is relevant or irrelevant and the evidence that most strongly supports the speaker’s claim. Track evaluations, make comments, and ask questions using a graphic organizer, journals, or on a backchannel platform like TodaysMeet. Then swap positions of the circles. (W.11-12.6, SL.11-12.3) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Following the seminar, instruct the students to write a well-developed essay in a timed setting in which they develop a position on the seminar question: According to Joseph Campbell’s <i>The Hero with a Thousand Faces</i> does Beowulf qualify as a mythic hero? Prompt students to introduce claims in their writing and distinguish those claims from opposing claims gleaned from the seminar. (W.11-12.1, W.11-12.4, W.11-12.10)

¹³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p>LESSON 16:</p> <p>“Beowulf: The Monsters and the Critics,” JRR Tolkien</p>	<p>TEXT DESCRIPTION: In “Beowulf: The Monsters and the Critics,” JRR Tolkien confronts critics who view <i>Beowulf</i> merely as an Anglo-Saxon historical source and argues that it be studied as a work of art. He brings attention to the literary merit of the text, including the monsters as key elements to the story.</p> <p>TEXT FOCUS: This article is a criticism of key aspects of Beowulf’s heroic journey and is of the same level of complexity as the anchor text. It offers students the opportunity to determine how Tolkien’s central ideas are developed over the course of the text, analyze and evaluate the structure of his argument, and interpret his use of allegory. (RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5, RI.11-12.10, L.11-12.5)</p> <p>MODEL TASKS</p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Task</p>
<p>LESSON 17:</p> <p>Part 1: “The Adventure of the Hero” from <i>The Hero with a Thousand Faces</i></p>	<p>TEXT DESCRIPTION: This task focuses on all of Part 1: The Adventure of the Hero from <i>The Hero with a Thousand Faces</i> in which Joseph Campbell describes the stages of a hero.</p> <p>TEXT FOCUS: Students will analyze and evaluate how Campbell illustrates his argument in <i>The Hero with a Thousand Faces</i>. (RI.11-12.2, RI.11-12.3, RL.11-12.5)</p> <p>MODEL TASKS</p> <p>SAMPLE SUMMATIVE TASK: Culminating Writing Task</p>
<p>LESSON 18:</p> <p>Part 1: “The Adventure of the Hero” from <i>The Hero with a Thousand Faces</i>, Joseph Campbell and outside texts</p>	<p>TEXT DESCRIPTION: This task focuses on all of part 1: “The Adventure of the Hero” from <i>The Hero with a Thousand Faces</i> in which Joseph Campbell describes the stages of a hero. Provide students with a list or have students brainstorm titles of previously read texts with a hero that can be evaluated using Campbell’s work.</p> <p>TEXT FOCUS: Students will determine the central ideas of previously read texts, analyzing the author’s choices of structure and constructing complex characters as they evaluate the journey of the hero using Campbell’s <i>The Hero with a Thousand Faces</i> as a guide. (RL.11-12.1, RL.11-12.3, RL.11-12.5, RI.11-12.3)</p> <p>MODEL TASKS</p> <p>SAMPLE SUMMATIVE TASK: Extension Task</p>