**Subject area/course**: Hero Literary Analysis

**Grade level/band**: 11

**Task source**: New Hampshire Task Bank; Author: Kathleen Burnell

**Hero Literary Analysis**

**TEACHER'S GUIDE**

1. **Task overview**:

The task asks students to identify the cycle of the hero’s journey in a text, analyze the effectiveness of this technique, and apply what they learned to their own lives or a contemporary situation.

Students will read their choice book after a library resource visit or from a teacher-generated list of texts that use the hero’s journey structure. Students will receive several mini-lessons and activities on the hero cycle. Students will follow a writing process to compose an analytical essay to demonstrate their comprehension of their novel and application of the hero cycle as a structure. They will explain the elements of the hero’s journey and how those elements relate to the events in their novel. They will analyze how the hero’s journey shows the protagonist’s development and evaluate the effectiveness of the author’s technique. Students conclude by drawing a lesson from what they learned in the analysis; the conclusion should go beyond repeating what is in the essay to connect the analysis to the student’s life.

Students will include multiple correctly cited examples from both the novel and additional texts to support their analysis.

1. **Aligned standards:**

**1. Primary Common Core State Standards**

**[CCSS.ELA-Literacy.RL.11-12.1](http://www.corestandards.org/ELA-Literacy/RL/11-12/1/)** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**[CSS.ELA-Literacy.RL.11-12.3](http://www.corestandards.org/ELA-Literacy/RL/11-12/3/)** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**[CCSS.ELA-Literacy.W.11-12.1](http://www.corestandards.org/ELA-Literacy/W/11-12/1/)** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**C**[**CSS.ELA-Literacy.W.11-12.4**](http://www.corestandards.org/ELA-Literacy/W/11-12/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[**CCSS.ELA-Literacy.W.11-12.5**](http://www.corestandards.org/ELA-Literacy/W/11-12/5/) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[**CSS.ELA-Literacy.W.11-12.9**](http://www.corestandards.org/ELA-Literacy/W/11-12/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research.

**2.** **Critical abilities**

* **Analysis of Information:** Integrate and synthesize multiple sources of information (e.g., texts, experiments, simulations) presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
* **Communication in Many Forms:** Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

1. **Other standards**

*New Hampshire Competencies*

* **Writing Arguments Competency**: Students will demonstrate the ability to analyze and critique texts or topics and support claims and reasoning with sufficient evidence for intended purpose and audience.
* **Reading Literature Competency**: Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print literary texts.

1. **Time/schedule requirements:**

This task is designed to take about 2-3 weeks to complete, depending on scheduling.

1. **Materials/resources:**

* Hero Cycle Chart
* Hero Cycle Graphic
* Hero Cycle Formative
* Quote Integration/Transition Words/Works Cited Guide
* Student instructions and Rubric

Additional teacher materials: Books (library), handouts for each mini lesson (referenced above), exemplars for analytical essays, student instructions and rubric.

Note - materials on the hero cycle are widely available both in print and on the Internet. Some possible resources:

* Preparing for the Journey: An Introduction to the Hero Myth (NCTE): <http://www.readwritethink.org/classroom-resources/lesson-plans/preparing-journey-introduction-hero-1152.html>
* The Hero's Journey Resource Page (ELA Common Core Lesson Plans): <http://www.elacommoncorelessonplans.com/literature-reading-standards/the-heros-journey-resource-page.html>
* The Hero's Journey (pdf file): <http://www.mythologyteacher.com/The-Hero's-Journey.php>
* The Hero's Journey: Cultural Values and the Struggle Against Evil (pdf file): <https://www.ecu.edu/cs-educ/TQP/upload/tqpHeroJourneyAug2014.pdf>

1. **Prior knowledge:**

* Using and citing quotations, using paraphrase
* Using MLA formatting
* Familiarity with analytical writing using the writing process
* This assignment would be effective if used after students have studied epics and/or mythology

1. **Connection to curriculum:**

Possible additional mini lessons and student activities on:

* MLA Formatting
* Quote Integration
* Hero Cycle Features
* Reading Comprehension Skills
* Analytical Writing –Structure, Purpose, and Features
* Socratic seminars, Peer editing, Writing conferences, Journal reflections

1. **Teacher instructions:**

* Students choose books after book talks in the library or from a teacher-generated list
* Students receive direct instruction in:
  + Hero Cycle
  + Analytical Writing Structure, Purpose and Features
* Students may need review on quotation and citation
* Students are given 1 week to draft their essays outside of class.
* Students participate in peer editing
* Students participate in writing conference/revision sessions
* Students turn in their final draft of analytical essay for summative assessment
  + This is a 2-3 week unit.

1. **Student support:**

* Increased time
* Graphic organizers
* Exemplars
* Multimodal instructional techniques
* Small group or one on one support

1. **Extensions or variations:**

* Movies may be used as the primary narrative text in place of or in addition to written texts.
* Students may compare and contrast the use of the hero cycle in a novel and a movie adaptation of the novel. How does the movie use the technique from the novel? Is it effective?
* Students create a poster and give a talk on the use of the hero’s journey in their text of choice.
* Students research relevant secondary sources and use these sources in the analysis.

1. **Scoring:**

Student work can be scored using the Hero Literary Analysis rubric.