



## Grade 8 - Unit 2 - The Hero's Journey in Literature and Life

### Unit Focus

After the launch unit where students set reading plans and focused on independent reading volume and engagement, students will now move to learning and recognizing the archetypal pattern of the hero's journey in literature and film. Through this understanding of the journey, students will be able to analyze text on a deeper level using knowledge of the hero's journey stages in addition to evaluating the author's choices in a variety of media. Finally, students will make a comparison between two journeys across texts and reflect on themselves and the world around them in the form of a comparative essay. They will work alongside the teacher to navigate the hero's journey. Students will then transition into their own independent books. This unit ends with the comparative essay which will serve as the baseline for the literary essay unit.

### Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<b>Standards</b> <ul style="list-style-type: none"><li>Common Core<ul style="list-style-type: none"><li>English Language Arts: 8<ul style="list-style-type: none"><li>Reading Literature<ul style="list-style-type: none"><li>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-LITERACY.RL.8.1)</li><li>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (CCSS.ELA-LITERACY.RL.8.2)</li><li>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (CCSS.ELA-LITERACY.RL.8.3)</li><li>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS.ELA-LITERACY.RL.8.4)</li><li>Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (CCSS.ELA-LITERACY.RL.8.5)</li><li>Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (CCSS.ELA-LITERACY.RL.8.9)</li></ul></li></ul></li></ul></li></ul>	<i>Students will be able to independently use their learning to...</i> <b>T1</b> Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers. <b>T2</b> Evaluate the author's message, identify the author's purpose, and cite text evidence to support conclusions. <b>T3</b> Compare and contrast literary patterns across texts.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> <b>U1</b> Readers make inferences about a text by using text evidence to support their thinking. <b>U2</b> Great literature is intentionally crafted to explore enduring human themes transferable across time and place. <b>U3</b> Readers examine the connotative and figurative meaning of words to explore nuances in language across various genres and topics. <b>U4</b> Identifying a text's genre, purpose, and organizational structure helps readers analyze and comprehend the text. <b>U5</b> Readers and writers express their thinking clearly and build on the ideas of others.	<i>Students will keep considering...</i> <b>Q1</b> How do I support and prove my thinking? <b>Q2</b> How does this text challenge my thinking about this topic? How should I read it? <b>Q3</b> How do I figure out the meaning of unknown words/phrases/ concepts? <b>Q4</b> How do authors develop ideas, characters, and events within the text? <b>Q5</b> What process do effective speakers use to prepare and present information to a variety of audiences?

## Stage 1: Desired Results - Key Understandings

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS.ELA-LITERACY.SL.8.1)
- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS.ELA-LITERACY.SL.8.1.A)
- Speaking & Listening
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS.ELA-LITERACY.SL.8.4)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.ELA-LITERACY.L.8.2)
- Spell correctly. (CCSS.ELA-LITERACY.L.8.2.C)
- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS.ELA-LITERACY.L.8.4)
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS.ELA-LITERACY.L.8.4.A)
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). (CCSS.ELA-LITERACY.L.8.4.B)
- Language
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS.ELA-LITERACY.L.8.6)

### Madison Public Schools Profile of a Graduate

Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)

## Acquisition of Knowledge and Skill

### Knowledge

*Students will know...*

**K1** Text is intentionally crafted to explore societal and human themes.

**K2** Author's intentionally structure text to follow patterns and help readers understand and comprehend the text.

**K3** Morphemes: di-, dif-, dis-; ad-; Dia-; epi-

**K4** Archetype, monomyth, pre-separation, separation, call to adventure, protective figure, amulet, threshold, initiation, abyss, enlightenment, return, virtues, vices, introspection

### Skill(s)

*Students will be skilled at...*

**S1** Compare the elements of the hero's journey across texts and to their own lives.

**S2** Analyzing the structure of a text and how it impacts the character, plot, setting, etc.

**S3** Recognizing morphemes hold their own meaning.