

Elizabeth Gathers  
ELAN 4400  
December 2003

### **Conceptual Unit: *A Hero Lies In You***

Every society (and every individual, for that matter) has its own heroes; everyone has a special figure or set of values they look to as a personal ideal of what is worth fighting for and what is right. People develop their heroes through social interaction, but also through literature (film, writings, and songs). This unit, which examines various types of literary heroes, is meant to share with the students the qualities that build a hero who can be looked up to.

I plan to center this unit toward ninth grade students, and I will include music, poetry, short stories, a novel, and films in order to appeal to student interest in several genres. Since ninth graders are just beginning the journey of high school and are struggling with personal identity and the choice of friends. This six-week unit is planned with the intention for the students to focus on what qualities they cherish in their personal heroes. The students will also discuss the journey that heroes take between being ordinary and becoming great, and they will reflect upon their personal journeys to become possible heroes for others.

After spending a four-week practicum in a ninth grade classroom, I observed over 100 students who were currently undergoing the difficult transition from middle school to high school. These students often seemed unsure about who to look up to and who to trust in their new environment, and I feel that a unit that centers on heroes and heroic qualities would allow these students a period for reflection so that they can discover what a hero is for them. While readings of *Great Expectations*, *To Kill a Mockingbird*, and *Romeo and Juliet* might be important to the ninth grade curriculum, the most important thing for a ninth grader is to feel that his or her needs are being met; a great way to make a student feel this way is to create a unit based on the identified need of a true, personalized definition of a hero for each individual.

The unit will begin with a discussion of two songs that deal with heroism: "Hero" and "The Devil Went Down to Georgia." "Hero," a ballad performed by Mariah Carey, focuses on the idea that each person can be a hero for someone and encourages listeners to find the heroes that lie within themselves. "The Devil Went Down to Georgia," a regional favorite by the Charlie Daniels Band, covers conflict between Hero and Villain. The two songs prepare

the student for both major aspects of the unit: the hero's journey and the student as a hero.

Students will also watch the film *Star Wars* and discuss the journeys of the various characters and the personification of the hero in the storyline. The discussion of this film will serve to spark the introduction of the unit project, a group presentation on a societal hero from either a film or a work of literature. Specifics on the assignment will be handed out on the final day of discussion on the film.

The students will also read Rudyard Kipling's "Gunga Din" and discuss unlikely heroes both in the poem and in their own lives. "The Most Dangerous Game" and "The Cask of Amontillado," two short stories often read in ninth grade classes, will also be included in the unit.

The main portion of the unit will be the novel, *The Princess Bride* by William Goldman. This novel will be an excellent choice for the young adults in this class because, while the novel is challenging, its fantastic qualities are akin to the fairy tales they enjoyed in younger years. Some of the students may have seen the popular film, which I plan to show in class, and may be interested in furthering knowledge of the work.

I am aware that many parents and faculty may be dismayed by my choice of novel, as it may seem an obvious choice to use *The Odyssey* for the finale of this unit. However, I feel that too many high school English classes are "by the book," teaching the same novels in every school, straight out of the stock textbook, and this novel will be an excellent choice because it is taught less often. The characters of Westley and Buttercup take separate journeys, so the novel shows perspectives of both male and female heroes. The novel is contemporary, only released 25 years ago, but the story is in keeping with the same ideals of fantasy and the hero's journey displayed in Homer's *Odyssey* and in Joseph Campbell's works discussing the formalized hero's journey.

The unit will close with presentations by the students on heroes of literature (ex. Cinderella) and film (ex. Indiana Jones) and how these characters have taken journeys to become heroes. These presentations will be done in groups of at least two students, and they will be presented over the course of the sixth week of the unit. This project will allow the students to work together on a final product and will allow them to choose someone they see as a hero to discuss and share with the class.

Students will respond to journal questions at least once a week in order to show

engagement with the topic and to build transfer for each further work discussed. They will also create a short essay (3-5 pages, double-spaced, 12-point font) on their personal heroes and/or the qualities they consider heroic by the end of the second week in order to show substantive thought on the topic. Students will complete a reflective essay (3-5 pages, double-spaced, 12-point font) on their personal journey as a hero by the end of the fourth week to show mastery of the concept of the hero's journey as applied to the social world.

Heroes develop over time, as do decisions as to what sorts of people deserve the title of "hero." As these ninth graders develop over the course of their freshman year, it is important for them to recognize which qualities they find heroic and which they find villainous. A unit on heroes will allow them to read classic works about heroic characters, learn to recognize heroes in literature, and solidify their visions of heroes in their new environment.

## Rubric

### Journal Assignments

Throughout this unit, you will be expected to complete one journal entry each week. Journal topics will be posted on the blackboard at the beginning of the class period, and will range from personal reflective topics (“What are 5 essential qualities for a hero?”) to topics related to the texts read as homework (“Which character do you consider most heroic in *The Princess Bride*? Why?”). These journals are meant to be helpful as preparation for your essay assignments and final project, so you should plan to keep them securely in your binder after they have been handed in, graded, and returned. Journals will be graded on a scale of 1-5, for a possible total of 30 points at the end of the six-week unit.

### Reflective Journals

#### **A journal receiving a score of 5 (check-plus):**

- Responds to the prompt at the beginning of class
- Supports all claims with examples from personal experience/reflection
- Shows clear reflection on the topic and personal connection to the response

#### **A journal receiving a score of 3 (check):**

- Responds to the prompt at the beginning of class
- Gives a minimal amount of examples and support for claims made
- Shows evidence of some personal reflection on the topic

#### **A journal receiving a score of 1 (check-minus):**

- Does not respond directly to the question asked
- Fails to support claims with reflective examples from personal experience
- Shows little to no evidence of personal reflection on the topic

### Literature-Based Journals

#### **A journal receiving a score of 5 (check-plus):**

- Responds to the prompt at the beginning of class
- Supports all claims with specific examples from the text
- Shares examples of personal experience/reflection in addition to textual examples
- Shows clear reflection on the topic and personal connection to the response

#### **A journal receiving a score of 3 (check):**

- Responds to the prompt at the beginning of class
- Gives a minimal amount of examples and support from text
- Shares little to no examples from personal experience/reflection
- Shows evidence of some personal reflection on the topic

#### **A journal receiving a score of 1 (check-minus):**

- Does not respond directly to the question asked
- Fails to support claims with examples from text
- Fails to share examples from personal experience/reflection
- Shows little to no evidence of personal reflection on the topic

## **Literature Response Assignments**

During this unit, you will complete four major reading assignments at home: “Gunga Din,” “The Most Dangerous Game,” “The Cask of Amontillado,” and *The Princess Bride*. Rather than writing academic papers on each of these works, you will be required to complete a response assignment for each of these, as well as for *Star Wars* and one of the two songs discussed on the first day of class (“The Devil Went Down to Georgia” or “Hero”). Response assignments are personal, and can include art, performance, essays, poems, letters, and countless other forms of response. These assignments are to allow you to reflect on the song/film/poem/story/novel and share with me what you have taken away from the work. This is a chance to be creative! Literature Responses will be graded on a scale of 1-5, for a possible total of 30 points at the end of the six-week unit.

### **For ALL Response Assignments**

#### **A response receiving a score of 5 (check-plus):**

- Responds directly to the text
- Shows evidence of reflection and thought, as well as time put into the assignment
- Chooses a specific aspect/character of the story and focuses on it
- Is presented clearly and neatly; much effort is evident
- Shows evidence of a personal connection/opinion created with the work
- If a written assignment, is relatively free of mechanical/spelling errors (unless written in a vernacular or dialect other than standard English)

#### **A response receiving a score of 3 (check):**

- Responds directly to the text
- Shows evidence of some reflection and thought
- Chooses a specific aspect/character of the story and focuses on it
- Is presented neatly and clearly
- Shows evidence of academic thought, but no personal connection to the work
- If a written assignment, may have a few mechanical/spelling errors (unless written in a vernacular or dialect other than standard English)

#### **A response receiving a score of 1 (check-minus):**

- Does not respond directly to the text
- Shows evidence of little to no reflection or thought
- Does not choose a specific aspect/character of the story
- Is presented in a hurried manner; is evidently not prepared with much care/effort
- Shows evidence of no personal connection to work
- If a written assignment, may have several mechanical/spelling errors (unless written in a vernacular or dialect other than standard English)

## **Essay Assignments**

You will have two essay assignments during the six-week unit, and each will be worth a total of 100 points (50 for format and 50 for content). After each essay is graded, you will have up to a week after it is returned to you to revise it for a higher grade. This is meant to allow you a chance to learn from and correct your areas of opportunity, although you are not required to submit a revised version if you feel your original draft is sufficient.

### **Reflective Essay Assignment: Personal Heroes and Heroic Qualities**

During this unit, we will be examining several different literary heroes while we engage in the ongoing conversation of what makes a hero. Every one of us has a specific list of qualities we find heroic, as we have discovered from some of our early class discussions. Perhaps you even have a hero of your own, whether it is someone you know, a historical figure, or a character. In this essay of 3-5 pages (double-spaced, 12-point font, 1-inch margins), describe your personal hero (if you have one) or the characteristics your ideal hero might have. What are the ingredients for your “hero sandwich”?

#### **An essay receiving a grade of A (45-50) for content:**

- Shows evident originality of thought
- Contains a central idea/thesis that is well-developed
- Is characterized by a clear, logical procession of thought is easy to follow
- Shows careful choice of wordings
- Contains adequately developed and supported arguments

#### **An essay receiving a grade of B (40-44) for content:**

- Contains a central idea/thesis that is well-developed
- Is characterized by adequate, logical procession of thought
- Indicates competence, but lacks originality in thought

#### **An essay receiving a grade of C (35-39) for content:**

- Contains a central idea/thesis that is developed well enough for basic understanding
- Indicates some competence, but lacks the vigor of thought and expression characteristic of an A or a B paper

#### **An essay receiving a grade of D (30-34) for content:**

- Indicates below-average development of thesis or failure to present a coherent central idea
- Indicates erratic procession of thought
- Would receive a C with more thought development

#### **An essay receiving a grade of F (0-29) for content:**

- Indicates failure to state a thesis
- Indicates incoherent procession of thought
- Indicates no personal connection to the essay material

#### **An essay receiving a grade of A (45-50) for format:**

- Is well-constructed and organized
- Contains fluent manipulation of language
- Shows sophisticated control of mechanics

#### **An essay receiving a grade of B (40-44) for format:**

- Is well-constructed and organized
- Contains very few minor mechanical errors (no serious errors)

**An essay receiving a grade of C (35-39) for format:**

- Is less well-organized than an A or B paper
- Contains few minor mechanical errors (no serious errors)

**An essay receiving a grade of D (30-34) for format:**

- Contains serious mechanical errors (or several minor errors)
- Could receive a C with more careful proofreading

**An essay receiving a grade of F (0-29) for format:**

- Contains major structural errors
- Contains major mechanical errors which can include:
  - Comma splices, run-ons, and fragments
  - Misspelling of 3 or more common words
  - Lack of pronoun/antecedent agreement
  - Faulty tense use
  - Lack of parallel structure

**Textual Essay Assignment: Character Connection**

Novels like *The Princess Bride* can often be confusing because they contain so many characters and scenes. For this assignment, you will choose one of the characters below. You will be following this character throughout the novel, taking notes on the character's activity and general personality. You should include in your essay how your character interacts with others in the novel and how your character contributes to the hero's journey in the novel (note: you should make sure to define who you think the novel's hero is). Your essay should be 2-3 pages long if you are covering a minor character and 3-5 pages if you are covering a major character (double-spaced, 12-point font, 1-inch margins). Be reflective and creative in your response!

**Major Characters**

1. William Goldman
2. Buttercup
3. Westley
4. Prince Humperdinck
5. Count Rugen
6. Inigo Montoya
7. Fezzik, the Turk
8. Vizzini, the Sicilian

**Minor Characters**

9. Annette
10. Adela Terrell
11. King Lotharon
12. Queen Bella
13. Countess Rugen
14. Buttercup's Father
15. Buttercup's Mother
16. The Albino
17. Princess Noreena
18. Yeste
19. Domingo Montoya
20. Fezzik's Father
21. Miracle Max
22. Valerie
23. Yellin

**An essay receiving a grade of A (45-50) for content:**

- Shows evident originality of thought
- Contains a central idea/thesis that is well-developed
- Is characterized by a clear, logical procession of thought is easy to follow
- Shows careful choice of wordings
- Contains adequately developed and supported arguments
- Contains unique insight into literature

**An essay receiving a grade of B (40-44) for content:**

- Contains a central idea/thesis that is well-developed
- Is characterized by adequate, logical procession of thought
- Indicates competence, but lacks originality in thought
- Contains appropriate insight into literature

**An essay receiving a grade of C (35-39) for content:**

- Contains a central idea/thesis that is developed well enough for basic understanding
- Indicates some competence, but lacks the vigor of thought and expression characteristic of an A or a B paper
- *FAILURE TO SUPPORT ANY CLAIMS ABOUT TEXT WITHOUT EVIDENCE FROM THE WORK WILL RESULT IN A GRADE OF C FOR CONTENT!*

**An essay receiving a grade of D (30-34) for content:**

- Indicates below-average development of thesis or failure to present a coherent central idea
- Indicates erratic procession of thought
- Would receive a C with more thought development
- Contains superficial/literal analysis of literature

**An essay receiving a grade of F (0-29) for content:**

- Indicates failure to state a thesis
- Indicates incoherent procession of thought
- Indicates no personal connection to the essay material
- Contains no mention of literature

**An essay receiving a grade of A (45-50) for format:**

- Is well-constructed and organized
- Contains fluent manipulation of language
- Shows sophisticated control of mechanics

**An essay receiving a grade of B (40-44) for format:**

- Is well-constructed and organized
- Contains very few minor mechanical errors (no serious errors)

**An essay receiving a grade of C (35-39) for format:**

- Is less well-organized than an A or B paper
- Contains few minor mechanical errors (no serious errors)

**An essay receiving a grade of D (30-34) for format:**

- Contains serious mechanical errors (or several minor errors)
- Could receive a C with more careful proofreading

**An essay receiving a grade of F (0-29) for format:**

- Contains major structural errors
- Contains major mechanical errors which can include:
  - Comma splices, run-ons, and fragments
  - Misspelling of 3 or more common words
  - Lack of pronoun/antecedent agreement
  - Faulty tense use or lack of parallel structure

**Group Assignments**

Group assignments are important because they allow you a chance to work with your fellow students and develop interpersonal skills while deepening your understanding of the work. You will be graded on your group assignments in this class in three ways: the content and format assessments used on your essays and an evaluation done by your group members on your participation in the group.

**Group Presentation Assignment: Heroes of Literature**

For your final project in our hero unit, you will work in a group with 2-3 other students to choose a hero from a song/film/poem/story/novel and discuss him/her as a hero. Does this character go through Joseph Campbell's "hero's journey" to become a true hero? What characteristics and/or events make the character heroic? Your group will be expected to research their character and produce both a written project and an engaging oral presentation on the character.

Your presentation will be graded in three ways: format, content, and evaluation by group. Format and content assessments will be based out of 90 points each and will cover both the written and the oral presentation. You will then complete an evaluation on the effort and work of each group member... evaluations will be compiled to be worth 20 points. This project is worth a total of 200 points, so it is a great chance to show off your strengths and to be creative!

**A presentation receiving a grade of A (81-90) for content:**

- Shows evident originality of thought
- Contains a central idea/thesis that is well-developed
- Is characterized by a clear, logical procession of thought is easy to follow
- Shows careful choice of wordings
- Contains adequately developed and supported arguments
- Contains unique insight into literature
- Contains a presentation that is clear and engaging, including visual aids

**A presentation receiving a grade of B (72-80) for content:**

- Contains a central idea/thesis that is well-developed
- Is characterized by adequate, logical procession of thought
- Indicates competence, but lacks originality in thought
- Contains appropriate insight into literature
- Contains a presentation that is engaging, but at times unclear or without much planning

**A presentation receiving a grade of C (63-71) for content:**

- Contains a central idea/thesis that is developed well enough for basic understanding
- Indicates some competence, but lacks the vigor of thought and expression characteristic of an A or a B paper
- *FAILURE TO SUPPORT ANY CLAIMS ABOUT TEXT WITHOUT EVIDENCE FROM THE WORK WILL RESULT IN A GRADE OF C FOR CONTENT!*
- Contains a presentation that is not well planned or is confusing

**A presentation receiving a grade of D (54-70) for content:**

- Indicates below-average development of thesis or failure to present a coherent central idea
- Indicates erratic procession of thought
- Would receive a C with more thought development
- Contains superficial/literal analysis of literature
- Contains a presentation that is unplanned or contains no visual aids

**A presentation receiving a grade of F (0-53) for content:**

- Indicates failure to state a thesis
- Indicates incoherent procession of thought
- Indicates no personal connection to the essay material
- Contains no mention of literature
- Contains a presentation that is unplanned, contains no visual aids, and is completely unclear

**A presentation receiving a grade of A (81-90) for format:**

- Is well-constructed and organized
- Contains fluent manipulation of language
- Shows sophisticated control of mechanics

**A presentation receiving a grade of B (72-80) for format:**

- Is well-constructed and organized
- Contains very few minor mechanical errors (no serious errors)

**A presentation receiving a grade of C (63-71) for format:**

- Is less well-organized than an A or B paper
- Contains few minor mechanical errors (no serious errors)

**A presentation receiving a grade of D (54-70) for format:**

- Contains serious mechanical errors (or several minor errors)
- Could receive a C with more careful proofreading

**A presentation receiving a grade of F (0-53) for format:**

- Contains major structural errors
- Contains major mechanical errors which can include:
  - Comma splices, run-ons, and fragments
  - Misspelling of 3 or more common words
  - Lack of pronoun/antecedent agreement
  - Faulty tense use
  - Lack of parallel structure

**Final Unit Grade**

Your final grade for this six-week unit will be formed by adding all of your assignment grades together. Below are all of the graded assignments for the six weeks and the point amounts assigned to each. The list of total points assigned to each letter grade is listed at the bottom.

Journal 1 (Personal)	5
Journal 2 (Personal)	5
Journal 3 (Literature-Based)	5
Journal 4 (Personal)	5
Journal 5 (Literature-Based)	5
Journal 6 (Literature-Based)	5
Song Response	5
<i>Star Wars</i> Response	5
“Gunga Din” Response	5
“The Most Dangerous Game” Response	5
“The Cask of Amontillado” Response	5
<i>The Princess Bride</i> Response	5
Reflective Essay (Format)	50
Reflective Essay (Content)	50
Textual Essay (Format)	50
Textual Essay (Content)	50
Group Presentation (Format)	90
Group Presentation (Content)	90
Group Presentation (Group Evaluation)	20
<b>Total Points for Six Weeks</b>	<b>460</b>

**A = 414-460****B = 368-413****C = 322-367****D = 276-321****F = 0-275**

## Unit Schedule

### WEEK ONE

#### **Day One**

**5m:** Sponge Activity: While listening to the song “Hero” (Mariah Carey, 1994), students will fill out their personal “hero sandwich” worksheet as Journal 1. Attendance will be taken. (Note: This worksheet is attached as Appendix 1).

**10m:** Class Definition of a Hero, Part 1: Students will discuss their essential heroic qualities in small groups of four students, each sharing their “hero sandwich” from the journal activity.

**10m:** Class Definition of a Hero, Part 2: Students will return to the full class to discuss as a large group their personal and small group definitions.

**10m:** Introduction to unit. Explain to class which materials will be read, and discuss the importance of having a hero as a high school student.

**15m:** Listen to “The Devil Went Down to Georgia” with class and discuss the character of Johnny as a hero (with respect to the class “hero sandwich”).

**4m:** Assign Homework:

- Read “Gunga Din” for discussion on Day Two.
- Create a response to one of the two songs we listened to in class. This response can be written or artistic, but it should be an entrée to the student’s involvement in the unit. This response will be due in class on Day Three.

#### **Day Two**

**5m:** Attendance and Housekeeping.

**15m:** Class Discussion: Who are some famous unexpected heroes? Look at examples of them in movies, YA literature, and works we have already read. Discuss Gunga Din as an example of an unlikely hero.

**20m:** Group Response: As a small group assignment, students will create a visual response to “Gunga Din.” This group response is meant to help the students understand how the response assignment works.

**10m:** Groups will present their “Gunga Din” responses to the class to wrap up the assignment.

**4m:** Assignment Reminder:

- Responses to songs will be due at the start of class on Day Three.

#### **Day Three**

**5m:** Attendance, Housekeeping, and students turn in responses to songs.

**15m:** Introduction to Joseph Campbell’s Hero’s Journey. Hand out worksheet with steps of the journey for students to use while watching the movie. (Note: This is attached as Appendix 2).

**30m:** Begin watching *Star Wars*.

**4m:** Questions/Comments on unit and movie.

## Day Four

**50m:** Watch *Star Wars*. Attendance will be taken after the start of the film.

**4m:** Assign Homework:

- Responses to *Star Wars* will be due at the start of class on Day Six. Students should choose one character to respond to, and they should respond to this character as a hero or anti-hero.

## Day Five

**44m:** Finish watching *Star Wars*.

**8m:** Short class discussion of heroes in *Star Wars*. Remind students of their response, due on Day Six.

## WEEK TWO

### Day Six

**5m:** Sponge Activity: Who is your hero? Students will respond to this question as Journal 2. Attendance will be taken at this time.

**10m:** Assign Essay 1. Discuss prompt and rubric.

**15m:** Class Discussion: Campbell and *Star Wars*. Assuming Luke is the hero, where do we find each piece of Campbell's journey in the film? (Note: Answers to the worksheet in Appendix 2 are attached as Appendix 3).

**20m:** Who is the Hero? In this activity, students will group themselves by the character they feel is most heroic in the film (suggested groups: Luke, Hans, Leia). Each group will come up with an argument as to why their character is most heroic, citing examples from the film.

**4m:** Questions and Comments to wrap up *Star Wars*. Assign Homework:

- Read "The Cask of Amontillado" for class on Day Seven (pages 233-239).
- Essay 1 is due on Day Ten.

### Day Seven

**10m:** Small Group (3-4 students) Discussion of "The Cask of Amontillado." Can we trust the narrator? Who do we feel for in this short story, Fortunato or Montresor?

**10m:** Combine small groups into groups of 6-8. Create a 3-part tableau that tells the story from the point of view of Fortunato or Montresor (students' choice). This tableau will count as the Response to "The Cask of Amontillado."

**20m:** Groups present tableaux to class. Class will guess whose point of view the tableau is from and discuss how effective the pictures are in telling the story.

**10m:** Back to the Hero Sandwich: Do either of these characters fit our definition of a hero? Must a hero always be good or always have pure motives?

**4m:** Questions and Comments on "The Cask of Amontillado." Assign Homework:

- Read "The Most Dangerous Game" for class on Day Eight (pages 13-28).
- Remind students that Essay 1 is due on Day Ten.

### Day Eight

**5m:** Sponge Activity: What was your favorite part of the story? Who did you think would win? Who did you *want* to win? Response to these questions will count as Journal 3. Attendance will be taken at this time.

**15m:** Siding with the Bad Guy: Discuss “The Most Dangerous Game” as though Zaroff is the hero and Rainsford is an unwanted intruder. Allow students to argue with this point, as well.

**20m:** Sketch to Stretch: Students will respond to “The Most Dangerous Game” artistically. This will count as the Response to “The Most Dangerous Game.”

**10m:** Art Gallery: Students will leave their sketches at their desks and take the opportunity to tour the room, looking at each other’s responses.

**4m:** Questions and Comments on “The Most Dangerous Game.” Assign Homework:

- Students may take home their sketches if they wish to revise them. Revisions and originals will be due at the start of class on Day Nine.
- Remind students that Essay 1 is due on Day Ten. Students should bring either a rough draft or well-formed ideas about the direction of their essays to class on Day Nine.

## Day Nine

**5m:** Attendance and Housekeeping.

**10m:** Class Discussion: Revising our class Hero Sandwich. The class will offer suggestions of additions and changes to be made to our definition of a hero we created on Day One.

**25m:** Writing Workshop: In small groups of 3-4 students, students will share their ideas and plans for Essay 1. If they have rough drafts with them, they may share them with the groups. The groups can offer suggestions for the essay to the writers.

**10m:** Preparation for the Novel: Class Discussion. What do you know about *The Princess Bride*? What do you expect about reading this novel? What are your concerns?

**4m:** Questions and Comments on the short stories. Assign Homework:

- Remind students that Essay 1 is due on Day Ten.

## Day Ten

**5m:** Attendance and Housekeeping.

**10m:** Forming Groups: Work Ethic Activity. Students will take a quiz that will identify them as a red (leader), yellow (enthusiast), white (organizer), or blue (emoter). Groups for the project will be determined by an equal distribution of work ethic personalities... each group will have one red, one yellow, one white, and one blue. This is based on the notion that each student has something unique to bring to the group, and the group cannot function without him or her. (Note: This quiz is attached as Appendix 4).

**10m:** Assign Group Presentation. Discuss assignment and rubric.

**25m:** Group Work. Groups should take this time to choose the hero they plan to present on, as well as choose times to work together outside of class. Groups should turn in a sheet of paper with the names of the four group members and the name of the hero they will study.

**4m:** Questions and Comments on Group Presentation. Assign Homework:

- Read *The Princess Bride*, pages 1-30.

## **WEEK THREE**

### **Day Eleven**

**5m:** Attendance and Housekeeping.

**10m:** Class Discussion: What do you think so far? What do you think of the concept of this novel?

**20m:** Map of Florin: Introduction to the places we will encounter in *The Princess Bride*. The instructor will draw a map of Florin and Guilder on the board, which students can copy if they wish. The importance of the map is that Goldman's novel is based on the idea that the "original Morgenstern text" was a historical piece, and in order to understand all of the happenings of the novel, it is best to know the layout of where these events take place.

**15m:** Introduce "Minor Characters" Essay (Essay 2). This short essay, of no more than three pages, will focus on a minor character in *The Princess Bride*. Each student will choose his or her own minor character from the list provided during this time period, and the assignment and rubric will be explained. This essay will be due at the start of class on Day Twenty-Five.

**4m:** Questions and Comments. Assign Homework:

- Read *The Princess Bride*, Chapter 1 (pages 33-59).

### **Day Twelve**

**5m:** Attendance and Housekeeping.

**15m:** Discussion: From your reading of Chapter 1, what sort of story do you expect this to be? A comedy? An adventure? A romance? What aspects of the first chapter lead you to believe this?

**15m:** Revisions to the Hero Sandwich: Who is heroic in Chapter 1? Do we need to add or subtract characteristics from our Hero Sandwich to fit this text?

**15m:** Practice work on finding quotes to identify characters: This exercise is to help students in preparation for the Body Biographies in Week Four and Essay 2, due during Week Five. Students will be asked to find a quote which identifies a character's personality in some way, and they will read these quotes aloud to the class. The goal of the activity is to increase the students' understanding of how quotes from the text distinguish personality... and perhaps these quotes can be used in their Essay 2 assignment!

**4m:** Questions and Comments. Assign Homework:

- Read *The Princess Bride*, Chapter 1 (pages 33-59).

### **Day Thirteen**

**5m:** Attendance and Housekeeping.

**45m:** Group Work. Groups should take this time to work on their presentations. Each group will sign up for a presentation date during this time.

**4m:** Questions and Comments. Assign Homework:

- Read *The Princess Bride*, Chapters 2-4 (pages 63-81).

### **Day Fourteen**

**5m:** Attendance and Housekeeping.

**20m:** Discussion: How does the story match up with Campbell's journey so far? Who do you consider the hero—Westley? Buttercup? Humperdink? Someone else?

**15m:** Focused Discussion on royal characters: King Lotharon, Queen Bella, Prince Humperdink, Princess Noreena, and other nobles. How does Goldman present nobles in his text?

**10m:** The Hero Sandwich: Do we need to make any revisions before the action in the story picks up in Chapter 5?

**4m:** Questions and Comments. Assign Homework:

- Read *The Princess Bride*, Chapters 2-4 (pages 63-81).

## **Day Fifteen**

**5m:** Sponge Activity: Students will respond to the following question in a journal entry that will count for Journal 4: “Whose hero would you like to be? How well do you match up with our hero sandwich?” Attendance will be taken at this time.

**15m:** Return Essay 1 to the class and explain grade distribution again, along with the class average on the assignment. Explain that students will have the opportunity to revise their essays over the weekend for full credit if they are displeased with their grades, or they can remain with their current scores if they are happy with them.

**30m:** Work Period: Students may take this time to discuss concerns on Essay 1 with the instructor, work on Essay 2, catch up on reading, discuss material with other students, or work on group projects. As long as the students are working on material relevant to the course, they can use this time to catch up in the class.

**4m:** Questions and Comments. Assign Homework:

- Read *The Princess Bride*, Chapter 5- Part 1 (p. 85-132).

## **WEEK FOUR**

### **Day Sixteen**

**5m:** Attendance and Housekeeping.

**45m:** Group Work. Groups should take this time to work on their presentations. Each group will conference with the instructor to discuss their progress and concerns.

**4m:** Questions and Comments. Assign Homework:

- Read *The Princess Bride*, Chapter 5- Part 2 (p. 132-150).

### **Day Seventeen**

**5m:** Attendance and Housekeeping.

**10m:** Split students into groups of 4-5 for “Acting Up” assignment. For this assignment, students will be asked to choose one of Westley’s battles to act out for the class on Day Eighteen. Students should be reminded to adhere to all school rules when choosing props and blocking situations.

**30m:** Students will review the text and put together their presentations.

**9m:** Questions and Comments. Groups may meet quickly to discuss the major project assignment. Assign Homework:

- Read *The Princess Bride*, Chapter 5- Part 3 (p. 151-190).

### **Day Eighteen**

**5m:** Attendance and Housekeeping.

**30m:** Presentations of Battle Scenes.

**15m:** Back to the Hero Sandwich: Discussion. Who is the hero thus far? Why?

**4m:** Questions and Comments. Assign Homework:

- Read *The Princess Bride*, Chapter 5- Part 3 (p. 151-190).

## Day Nineteen

**5m:** Sponge Activity: Students will write a short journal which will count as Journal 5 for the unit. The journal will answer the questions: “Who is your favorite character so far? Why? Do you consider this character heroic?” Attendance will be taken at this time.

**15m:** Explain Body Biography assignment, using *Hamlet* examples from the *Principled Practice* text. Break students into groups for their assigned characters: Buttercup, Westley, Vizzini, Inigo, Fezzik, Prince Humperdink, Count Rugen, and any other characters they may have a strong attachment to. Explain that students will have two days to work on the assignment: for the first day, they will work on creating an artistic presentation of their character. For the second, they will work to add to their drawings using at least 10 quotes from the text.

**30m:** Students begin work on Body Biographies, focusing on the artistic aspects of the assignment. This assignment will count as the Response grade for *The Princess Bride*.

**4m:** Questions, Comments, and Clean-Up. Assign Homework:

- Read *The Princess Bride*, Chapter 6- Part 1 (p. 193-229).
- Students should look for quotes to use in their Body Biographies.

## Day Twenty

**30m:** Groups should finish work on the Body Biographies, adding their 10 quotes to their visual work done on Day Twenty. Each group may conference with the instructor if necessary. Attendance will be taken during the first few minutes of this.

**20m:** Groups will present their Body Biographies to the class.

**4m:** Questions, Comments, and Clean-Up. Assign Homework:

- Read *The Princess Bride*, Chapter 6- Part 2 (p. 230-252).

## WEEK FIVE

### Day Twenty-One

**5m:** Sponge Activity: Students will write a short journal entry which will count as the grade for Journal 6. Students will respond to the prompt: “What do you feel now, having read through the end of Chapter 6? Discuss your feelings for Prince Humperdink, Count Rugen, and Westley at the end of this chapter.” Attendance will be taken at this time.

**20m:** Discussion of Westley’s Death. Was Westley a hero? What happens when a hero dies?

**20m:** Preparation for the Film. What do you expect from the movie, which we will begin watching on Day Twenty-Three? What scenes are you most interested in watching? Do you see this as a comedy, a romance, a drama, or an adventure?

**10m:** Questions and Comments. Groups may meet quickly to discuss projects.

Assign Homework:

- Read *The Princess Bride*, Chapter 7 (p. 255-293).

**Day Twenty-Two**

**5m:** Attendance and Housekeeping.

**45m:** Group Work. Groups should take this time to work on their presentations. Each group will conference with the instructor to discuss their progress and concerns.

**4m:** Questions and Comments. Assign Homework:

- Read *The Princess Bride*, Chapter 7 (pages 255-293).

**Day Twenty-Three**

**50m:** Watch *The Princess Bride* film. Attendance will be taken.

**4m:** Questions and Comments on Part One of the film. Assign Homework:

- Read *The Princess Bride*, Chapter 8 (p. 297-315).
- Reminder that Essay 2 is due on Day Twenty-Five.

**Day Twenty-Four**

**50m:** Watch *The Princess Bride* film. Attendance will be taken.

**4m:** Questions and Comments on Part Two of the film. Assign Homework:

- Read *The Princess Bride*, Chapter 8 (p. 297-315).
- Reminder that Essay 2 is due on Day Twenty-Five.

**Day Twenty-Five**

**30m:** Watch *The Princess Bride* film. Attendance will be taken.

**10m:** Discuss the film in relation to the book. How would you rate the film as a version of the novel? How faithful is the film to the text?

**10m:** Discuss minor characters, both assigned and otherwise. How do these minor characters serve to help drive the story?

**4m:** Questions and Comments to wrap up *The Princess Bride*. Assign Homework:

- Group Presentations begin on Day Twenty-Six.

**WEEK SIX****Day Twenty-Six**

**5m:** Attendance and Housekeeping.

**45m:** Group Presentations.

**4m:** Questions and Comments.

**Day Twenty-Seven**

**5m:** Attendance and Housekeeping.

**45m:** Group Presentations.

**4m:** Questions and Comments.

**Day Twenty-Eight**

**5m:** Attendance and Housekeeping.

**45m:** Group Presentations.

**4m:** Questions and Comments.

### Day Twenty-Nine

**5m:** Attendance and Housekeeping.

**45m:** Group Presentations.

**4m:** Questions and Comments.

### Day Thirty

**5m:** Attendance and Housekeeping.

**25m:** Wrap-Up Discussion on Hero Presentations: What did you learn?

**20m:** Wrap-Up on Hero Unit: Final Revision of our Hero Sandwich.

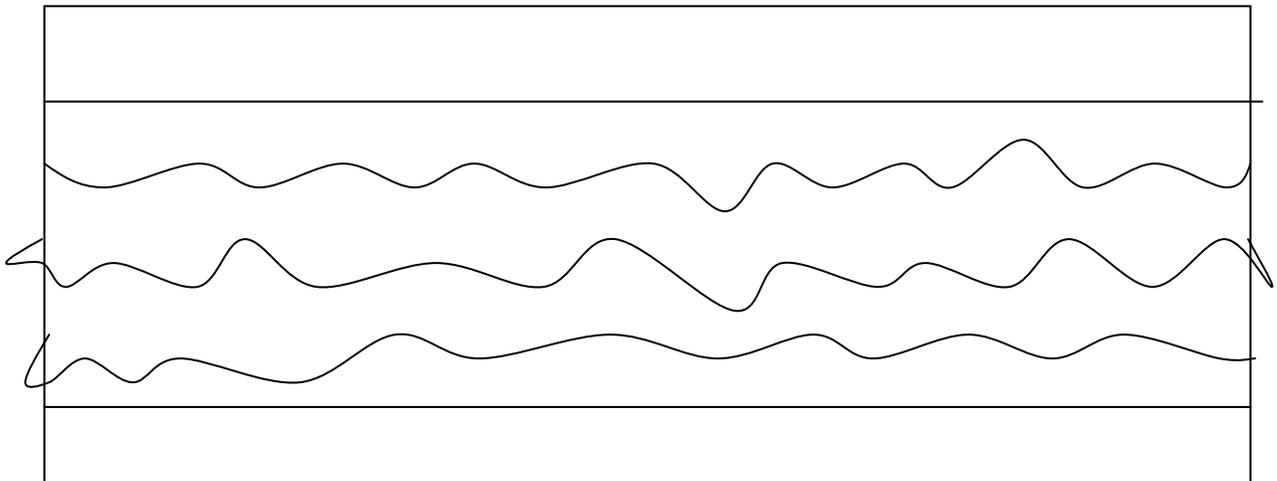
**4m:** Questions and Comments.

## Appendix 1

### How to Create Your Very Own HERO SANDWICH!

When creating a Hero Sandwich, there are certain non-negotiable ingredients: the bread, the lettuce, the cheese, the meat... the ingredients that make a sub a sub. Everyone has their own special ingredients they add for their own unique flavors... extra meats, cheeses, and vegetables that make all of our ideal sandwiches different.

Today we will be discussing our definitions of heroes and the qualities we feel embody those definitions most. Below you will find a diagram of a sandwich... your very own HERO sandwich. In the places of the normal ingredients, write in the qualities you find most admirable in an individual. You can use this rubric for a hero when reading to determine which characters you find most heroic in the stories we read!



**Appendix 2**  
**Joseph Campbell's *The Hero With a Thousand Faces***  
*Connections to Star Wars Worksheet*

"I don't believe there are correct and incorrect interpretations: the capacity to accommodate multiple viewpoints is part of the secret of *Star Wars*' incredible ability to connect with people." ~ Jitterbug Fantasia *Star Wars* Website

## **I. Departure**

The call to adventure  
 Refusal of the call  
 Supernatural aid  
 Crossing the first threshold  
 The belly of the whale

## **II. Initiation**

The road of trials  
 The meeting with the goddess  
 Temptation away from the true path  
 Atonement with the Father  
 Apotheosis (becoming god-like)  
 The ultimate boon

## **III. Return**

Refusal of the return  
 The magic flight  
 Rescue from without  
 Crossing the return threshold  
 Master of the two worlds  
 Freedom to live

## **Common Mythic Elements**

Two Worlds (mundane and special)  
 The Mentor  
 The Oracle  
 The Prophecy  
 Failed Hero  
 Wearing Enemy's Skin  
 Shapeshifter (the Hero isn't sure if he can trust this character)  
 Animal familiar  
 Chasing a lone animal into the enchanted wood (and the animal gets away)

**Appendix 3**  
**Joseph Campbell's *The Hero With a Thousand Faces***  
*Connections to Star Wars Worksheet*  
*Answers*

"I don't believe there are correct and incorrect interpretations: the capacity to accommodate multiple viewpoints is part of the secret of *Star Wars*' incredible ability to connect with people." ~ Jitterbug Fantasia *Star Wars* Website

## **I. Departure**

The call to adventure  
 Refusal of the call  
 Supernatural aid  
 Crossing the first threshold  
 The belly of the whale

Princess Leia's message  
 Must help with the harvest  
 Obi-wan rescues Luke from sandpeople  
 Escaping Tatooine  
 Trash compactor

## **II. Initiation**

The road of trials  
 The meeting with the goddess  
 Temptation away from the true path  
 Atonement with the Father  
 Apotheosis (becoming god-like)  
 The ultimate boon

lightsaber practice  
 Princess Leia  
 Luke is tempted by the Dark Side  
 Darth and Luke reconcile  
 Luke becomes a Jedi  
 Death Star destroyed

## **III. Return**

Refusal of the return  
 The magic flight  
 Rescue from without  
 Crossing the return threshold

Master of the two worlds  
 Freedom to live

"Luke, come on!" Luke wants to stay to  
 avenge Obi-Wan  
 Millennium Falcon  
 Han saves Luke from Darth  
 Millennium Falcon destroys pursuing TIE  
 fighters  
 Victory ceremony  
 Rebellion is victorious over Empire

## **Common Mythic Elements**

Two Worlds (mundane and special)  
 The Mentor  
 The Oracle  
 The Prophecy  
 Failed Hero  
 Wearing  
 Enemy's Skin  
 Shapeshifter (the Hero isn't sure if he can  
 trust this character)  
 Animal familiar  
 Chasing a lone animal into the enchanted  
 wood (and the animal gets away)

Planetside vs. The Death Star  
 Obi-Wan Kenobi  
 Yoda  
 Luke will overthrow the Emperor  
 Biggs  
 Luke and Han wear stormtrooper outfits  
  
 Han Solo  
  
 R2-D2  
 The Millennium Falcon follows a lone TIE  
 fighter into range of the Death Star

## Appendix 4

### ***Work Ethic Activity***

*In this activity, you will be determining your Work Ethic Personality by answering the following true/false questions. Then, simply look to the key at the bottom to determine your Work Ethic. The color for which you have the most “true” answers is your personality.*

1. I am very organized.
2. In a group situation, I try to make sure everyone is equal.
3. When I have an opinion, I make sure I am heard.
4. I put others’ needs first.
5. I put my own needs first.
6. The grade is more important than the quality of product.
7. Having fun is most important.
8. Working hard is most important.
9. Feeling good about oneself is most important.
10. Building relationships is most important.
11. I like being the center of attention.

**Blue people are emoters**, and they answer “true” for 2, 4, 9, and 10. Emoters care most for the needs of others, and they are good listeners. Blues are considered the group “cheerleaders” because they make sure everyone’s ideas are heard.

**Yellow people are enthusiasts**, and they answer “true” for 3, 4, 7, and 11. Enthusiasts care about making others happy and are always having fun. Yellows are usually very creative.

**White people are organizers**, and they answer “true” for 1, 5, 6, and 8. Organizers are usually the group secretary, and they are very good at organizing and presenting material.

**Red people are leaders**, and they answer “true” for 1, 3, 4, and 6. Leaders are the members of the group who take charge, determining the course of the group’s work and setting the tone for the group environment. Reds are usually outspoken components of the group.