# Enduring Heroes

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## Unit Summary

Greek mythology is referenced in our everyday lives. We wear Nike* shoes, shop for Midas* mufflers, and commend people for doing Herculean feats. But who were these people with special powers? Students read stories about the heroes of Greek mythology and compare the characteristics of Greek heroes to modern heroes. Students explore the question, *What is a hero?* and consider how the definition may change across time and culture. They then select a contemporary hero and write a myth based on the hero. The myths are written as digital books that can be shared with younger students or read to senior citizens as a service-learning project. This could be done as an integrated unit on Greek civilization.

## Curriculum-Framing Questions

- **Essential Question**
  What is a hero?
- **Unit Questions**
  What meanings do the Greek myths have for us today?
  How do you write a myth?
- **Content Questions**
  Who were the ancient Greek heroes and what were their stories?
  What are the qualities of a Greek hero?
  Who are modern heroes?

## Assessment Processes

View how a variety of student-centered assessments are used in the Enduring Heroes Unit Plan. These assessments help students and teachers set goals; monitor student progress; provide feedback; assess thinking, processes, performances, and products; and reflect on learning throughout the learning cycle.

## Instructional Procedures

### Week One: Heroes in History and Myth

Introduce the unit by posing the Essential Question to students, *What is a hero?* Have students record their own ideas in a journal. Then, hold a whole-class discussion around the question asking students to give examples of heroes in their lives. Use chart paper to record all definitions. Begin to generate a list of contemporary heroes. Explain to students that they will be learning about classical and contemporary heroes and reexamining their definition as they read about the heroes of the past and present.

Begin with a discussion of Greek myths. Show the presentation to gauge students' previous understanding about myths. Allow time for students to write and discuss the prompts in the presentation. After they view the presentation, explain that for Greeks, myths are traditional narratives that are passed down to convey commonly held beliefs about natural phenomena, the creation of the world, historical events, moral lessons, religious practices, and proper behavior. Ask students if they have family stories that have been passed down through generations. Ask students to describe the purpose of their stories.

Select some Greek myths about heroes. Be sure that the stories you select are age and reading-level appropriate. These might include stories* about Hercules, Theseus, Perseus, Atalanta, Jason, Bellerophon, and Odysseus. Assign stories to small reading groups. Decide if groups will read more than one story. If done over multiple days, each group could read a few stories. Instruct students to create charts that show a character's name and the character's heroic characteristics. Have students choose roles, such as note-taker (keeps the character chart), storyteller (summarizes the story to the rest of the class), and presenter (presents the chart to the class). Group members should take turns reading parts of the story or each student can read the story individually then hold a group discussion about the story.

After each group has read a story, ask each storyteller to summarize the story, and then ask the presenter to explain who the hero of the story is and what makes the character a hero. Keep a master list on chart paper with the hero's name and characteristics.

Next, look back at the class's original definition of a hero. Referring to the list of the Greek heroes' characteristics, discuss what the stories reveal about Greek culture, and discuss whether the Greeks would have a different concept of what a hero is than we do. Have students write their own definition of a hero in their journals. Have students share their definitions in pairs and then ask students to come to a consensus on a definition of a Greek hero as a class. Record the definition on the chart paper. Keep this definition visible throughout the unit.

**Week Two**
**Heroes of the Past and Present**
Ask the Unit Question, *What meanings do the Greek myths have for us today?* Discuss how the characteristics of Greek heroes differ from the heroes that we admire today. Add to the list of contemporary heroes.

Explain that Greek heroes are not always what we, today, might consider good role models. In some cases, their actions might seem violent and deceitful, but a deeper look at what they did reveals their true motives, which were usually what the Greeks admired. For example, explain that Perseus decapitated Medusa; however, one of his motives was loyalty to his family. Still, many heroes of the past possess the traits of physical strength and courage in the face of danger. Have students record their thoughts to the following question in their journals, *Why have our definitions of what a hero is changed over time?* Have students share their opinions in pairs.

**Heroes in Our Times**
Ask students to share their last journal entries in a whole class discussion. Have students name personal heroes and explain how their heroes' character traits match up with the list the class created about the Greek heroes. Have students record these traits in their journal.

In groups of three, allow students go to the Heroism in Action Thinkquest* and investigate at least three contemporary heroes. Have the class compare the heroes they studied, and revisit and alter, if necessary, their contemporary definitions of a hero. Discuss the changing definition of *hero* across time and culture. Add to the list of heroes. Review the list and discuss the different types of heroes on the list. The list may include celebrities. Discuss the difference between a hero and a celebrity and how a celebrity might be a hero.

Explain to students that they are going to choose one hero and write the hero's story as a myth. They should choose someone that they admire. This hero can be from the present or the past. Have students consider the following:

- Qualities that make the person great
- How the qualities were instilled
- What drives the person to accomplish heroic actions
- What makes the person a hero

Decide if students will be confined by a particular culture or time span. If not, encourage them to select individuals from different fields and cultures. Suggest some of the great figures of the twentieth century which may include Gandhi, Martin Luther King, Jr., Nelson Mandela, Mother Theresa, César Chávez, Anne Frank, Jackie Robinson, the Dalai Lama, Thomas Edison, and Rosa Parks. Other such figures, perhaps lesser known, are Rigoberta Menchu, Medgar Evers, Rachel Carson, Helen Caldecott, and Jane Goodall. Tell students they can also choose someone from their personal life as well. Show students how they can use the Web sites listed in the Resources section for selecting and researching their heroes.

Provide time for students to research and choose an appropriate hero. Conduct a class or small-group brainstorm to generate more ideas.

Explain that each student should focus on the following research questions:
- *What qualities made the hero heroic?*
- *What were the challenges the hero faced*
- *How did the hero overcome challenges?*
- *How did heroism change the hero's life?*

Explain that if students choose a hero in their personal life, an interview may be necessary to gather the needed information. Show students how to use the true heroes guide as they document their findings in their journals.

**Week Three**
**Examining a Myth**
Ask the Unit Question, *How do you write a myth?* Tell students that in order to write their own myths, they need to understand the structure of a myth. Use one of the myths that the students read and as a class, deconstruct the myth using the myth handout. Have students record the following in their journals:

- How the main character is introduced
- How the situation is explained
- Description of the main challenge

- How the main challenge is met
- The outcome of the the main challenge

Have students analyze myths, using the framework from the book *The Hero's Journey: A Guide to Literature and Life*, by Reg Harris and Susan Thompson. Explain to students that The Hero's Journey depicts a pattern for myths and for life and includes three main stages:

- **First stage:** The character faces separation from a familiar world.
- **Second stage:** The character faces initiation and transformation. The character's old ways of thinking and behaving are changed or destroyed, and the character experiences a new level of awareness, skill, and freedom.
- **Third Stage:** After meeting the challenges for initiation, the character returns to his or her world. With the return, the character is more capable and confident, and is treated as a hero by the community.

As the class deconstructs the myth, discuss some of the common characteristics of myths. For example, discuss how gods and goddesses in myths appear superhuman and experience human emotions. Point out that myths often include magic, and review how gods and goddesses sometimes show up in disguise.

As an option, have each student group deconstruct another myth for more experience.

**Creating a Modern Day Myth**
After students have an understanding of how myths are written, explain the process for writing their own modern myth using their chosen character. It should follow the pattern of the hero's journey and include the characteristics of myths that have been discussed. As a resource, tell students to use Mythography* to find descriptions of Greek gods and goddesses to assist in defining character traits. Explain the format used for the myths they create is a digital book that include graphics and animation. Show examples. Have students choose an audience, such as younger students, family, or senior citizens.

Before they begin writing, ask students to fill out the goals section of the writing self-assessment. Instruct students to use their note cards and the myth planning guide as prewriting tools. Demonstrate how this is used with the myth planning example. As you take students through the steps of creating a myth, develop a rubric as a class. Use the example project rubric as a guide. Explain different aspects of the assignment and show examples. Assist students in defining the quality traits that should be included in the rubric and then differentiate each level accordingly. To help students develop their myths based on the framework they learned about earlier, use the myth storyboard. Show them the myth storyboard example, and then discuss and add criteria to the project rubric.

Make sure students use the project rubric to guide the creation of the digital books. When students finish drafts of their myths, ask them use the writing self-assessment to think about their work in preparation for meeting with their writing groups. Have students write, peer conference, and revise the myths before putting them into digital format. Conduct individual student conferences to give feedback and suggestions before the final books are due. The myth example can be used as an exemplar.

When completed, have students share their myths with the chosen audience and use the rubric to self-assess their work.

**Discovering Your Journey**
Discuss how the hero's journey is reflected in the books we read, the television shows we watch, and the movies we see. Encourage students who are interested to create a wiki* about the role of heroes in the lives of today's teenagers. Give them the wiki rubric to help them guide their work.

As a final reflection activity, ask students to think about their own lives and a situation when they took the hero's journey. Explain that students are to consider a challenge or a change that they have faced. For example, this could be moving to a new school, joining a sport's team, or making a new friend. If this is difficult, they can write about a friend or family member who experienced the hero's journey.

Have each student write a short reflective piece about their hero's journeys in their journals. Ask them to consider the Essential Question again, *What is a hero?* and describe how their thinking has changed since the beginning of the unit. Encourage students to examine the self-growth and discovery that resulted from their journey. This can be done as homework.

## Prerequisite Skills
- Keyboarding
- Word processing
- File management
- Basic Internet use
- Citation of electronic sources

## Differentiated Instruction
**Resource Student**
- Use myths that are written at an appropriate reading level
- Create a limited list of contemporary heroes, and preselect reading and research materials

**Gifted Student**

- Have the student write a myth by rewriting a Greek myth and placing a contemporary hero in the Greek myth that would represent the modern day equivalent

**English Language Learner**

- Allow the student to read and research in the student's first language but require the writing to be done in English

## Credits

Jonathan Ostenson participated in the Intel® Teach Program, which resulted in this idea for a classroom project. A team of teachers expanded the plan into the example you see here.

# From the Classroom

**Finding the Technology Fit**
Since he started computing with Ataris and Apples as a student in junior high school, Jon Ostenson has had a natural affinity for technology. When he started teaching high school English, however, Jon wondered whether computers were really essential in his English classroom. "I used to think they generally belonged in the math and science domains," he says. "but I've found computer technology to be invaluable. It's really basic, but technology has helped composition rise to a new level." One fundamental difference is in writing fluency, he notes. "When writing volume increases as it does when kids compose on the computer, it basically gives you a lot more to work with. Composing and revising are so much better--these kids are expressing themselves and writing as if it's second nature."

When the Intel® Teach Program course was offered for Timpview High School teachers in Provo, Utah, Jon was eager to see how he could incorporate technology to enhance writing and thinking in new ways. He chose to work on a tried-and true Greek mythology unit during the curriculum course, which became "Enduring Heroes."

**Heroes Across Time**
In "Enduring Heroes," students consider whether the hero archetype has persisted or changed from the classical Greek period to modern day. During their course of study, students read from Heroes, Gods and Monsters of the Greek Myths (by Bernard Evslin, Bantam Books, Inc., 1984). After they enjoy the exploits of Perseus (Medusa's foil) and other mythical heroes, students rewrite the stories as expository articles, and then publish them in a newspaper. Jon notes, "You give time to the things you value most. Making the newspaper was really worth it instructionally, but it was an arduous task, layout was really hard. Desktop publishing has just changed everything. Publishing software really helped us make better newspapers more easily, and with moreprofessional results." Being able to make polished products caused students to rise to the occasion in terms of their writing efforts, Jon says. "Kids are very engaged and interested in expressing themselves well. Projects like this teach kids composition as well as technical skills."
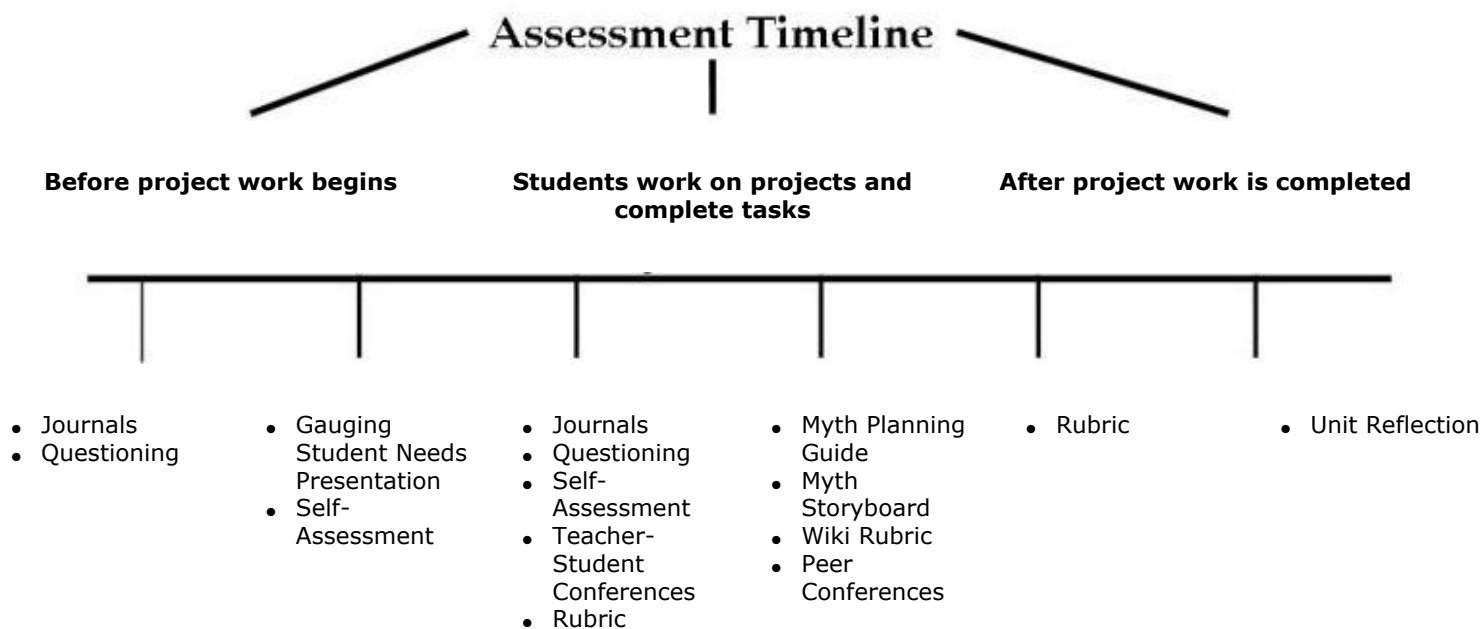
**A Composition Tip from Jon**
Microsoft® Word software lets the user select text and then insert a pop-up comment that relates to it. Jon has his students use this little tool when they engage in peer editing. "I rotate kids around eight computers and have them read each other's work. They can insert critical feedback in another student's document, and read what other editors have written as well. The focus of editing has shifted to the content, the ideas, rather than just mechanics."

**Coming Soon to a Theater Near You**
When asked what lies ahead, Jon describes an interest in extending narrative composition beyond the printed page. "I'd like to work with film. I can imagine teaching kids the cinematic and literary parallels in storytelling. Films are a way of telling stories through different media. It's very interactive, and it helps anchor the same important ideas and foundation skills I try to address in literature and writing."

# Assessment Plan

## Assessment Plan

**Assessment Timeline**

**Before project work begins** | **Students work on projects and complete tasks** | **After project work is completed**

- Journals
- Questioning

- Gauging Student Needs Presentation
- Self-Assessment

- Journals
- Questioning
- Self-Assessment
- Teacher-Student Conferences
- Rubric

- Myth Planning Guide
- Myth Storyboard
- Wiki Rubric
- Peer Conferences

- Rubric

- Unit Reflection

Journal writing is used throughout the unit to respond to informal questions as well as Curriculum-Framing Questions. Questioning is also used throughout the unit to spark discussion, monitor learning, and promote higher-order thinking.

The unit begins with tapping students' prior knowledge about mythology with the presentation to gauge student needs. Teachers review the myth planning guide as well as a myth storyboard to monitor student understanding and progress during the unit. Students use the writing self-assessment form to set goals for their writing and to think about their myths before meeting with their writing group. A project rubric is used by students and the teacher to guide and assess student work. Peer conferencing and student-teacher conferences are conducted to assess student work along the way and give students an opportunity to revise and edit work before turning in a final product. Students who choose to create a wiki use the wiki rubric to monitor their work. A reflection is given at the end of the unit to allow students to reflect on the unit and their understanding of a hero's journey and how it relates to them personally.

Designing Effective Projects: Enduring Heroes
# Content Standards and Objectives

## Targeted Content Standards and Benchmarks
**Utah Education Standards**
**Language Arts**
Standard 2: Students read functional, informational, and literary texts from different periods, cultures, and genres.
Objective 3: Demonstrate competency in reading and interpreting LITERARY text.

- Recognize the features of each literary genre to increase understanding and appreciation of literature, e.g., myth, essay, poetry, young adult literature, classics.

Standard 10: Students write functional, informational, and literary texts for various purposes, audiences, and situations.
Objective 3: Demonstrate competency in writing LITERARY text.

- Use writing process strategies to construct a literary text, e.g., myth, essay, poetry.
- Use the features of each literary genre, e.g., character, plot, meter, setting, chronology.
- Use the elements of literature, e.g., theme, metaphor, symbolism, types of conflict, dialogue.

**Social Studies (World History)**
Standard 2: Students will comprehend the contributions of classical civilizations.Investigate the purpose and influence of religions and philosophies on classical civilizations of Greece, Rome, China, and India.

- Examine the essential elements of the belief systems of Greek mythology, Judaism, Christianity, Confucianism, Buddhism, Hinduism, and Islam

## Student Objectives
Students will be able to:

- Define heroism in Greek culture and modern times
- Evaluate how heroism changes or stays the same over time
- Evaluate contemporary heroes
- Conduct research effectively, using the information literacy process
- Write a myth with a contemporary hero

# Resources

## Materials and Resources
### Printed Materials
- Harris, R. & Thompson, S. (1997). *The hero's journey: A guide to literature and life.* Napa, CA: Ariane Publications.
- Low, A. (1985). *The Macmillan book of Greek gods and heroes*. New York: Macmillan Publishing Company.

### Internet Resources
### Greek Mythology
- Greek Heroes
  www.mythweb.com/heroes/heroes.html*
  Clearly written and animated stories about Greek heroes
- MythNet
  http://infotoronto.com/mythnet/mythnet/html/index.html*
  Information about Olympian gods and Greek heroes
- Mythography
  www.loggia.com/myth/gods.html*
  Descriptions of Greek gods and goddesses

### Contemporary Heroes
- Academy of Achievement
  www.achievement.org/autodoc/pagegen/mainmenu.html*
  A Museum of Living History that organizes biographies of achievers by category of contribution
- American Library Association, Great Web Sites for Kids
  www.ala.org/parentspage/greatsites/people.html#a*
  Offers a "Biographies" section with a comprehensive list of biography Web sites
- Biography Dictionary
  www.s9.com/biography*
  A searchable database of biographies
- Biography.com
  www.biography.com*
  A general resource about famous people
- Distinguished Women of Past and Present
  www.DistinguishedWomen.com*
  Biographies of important women
- National Women's History Project
  www.nwhp.org*
  An excellent resource on women's history, including stories of many remarkable and heroic women
- The Hero's Journey
  www.yourheroicjourney.com/Journey.shtml*
  A thorough explanation of the hero's journey

### Writing Myths
- Writing with Writers
  http://teacher.scholastic.com/writewit/mff/mythswshop_index.htm*
  An online myth writing workshop with an author

### Technology—Hardware
- Computers for reading myths, conducting Internet research about contemporary heroes and Greek heroes, creating electronic books, and sharing electronic books
- Internet connection for access to Web resources for research

### Technology—Software
- Presentation software is used by students to create electronic books
- Encyclopedia on CD-ROM may be used for research purposes

# What Do You Know about Myths?

# Write: What do you think of when you hear the following names.

- Zeus
- Venus
- Cupid
- Hercules
- Achilles
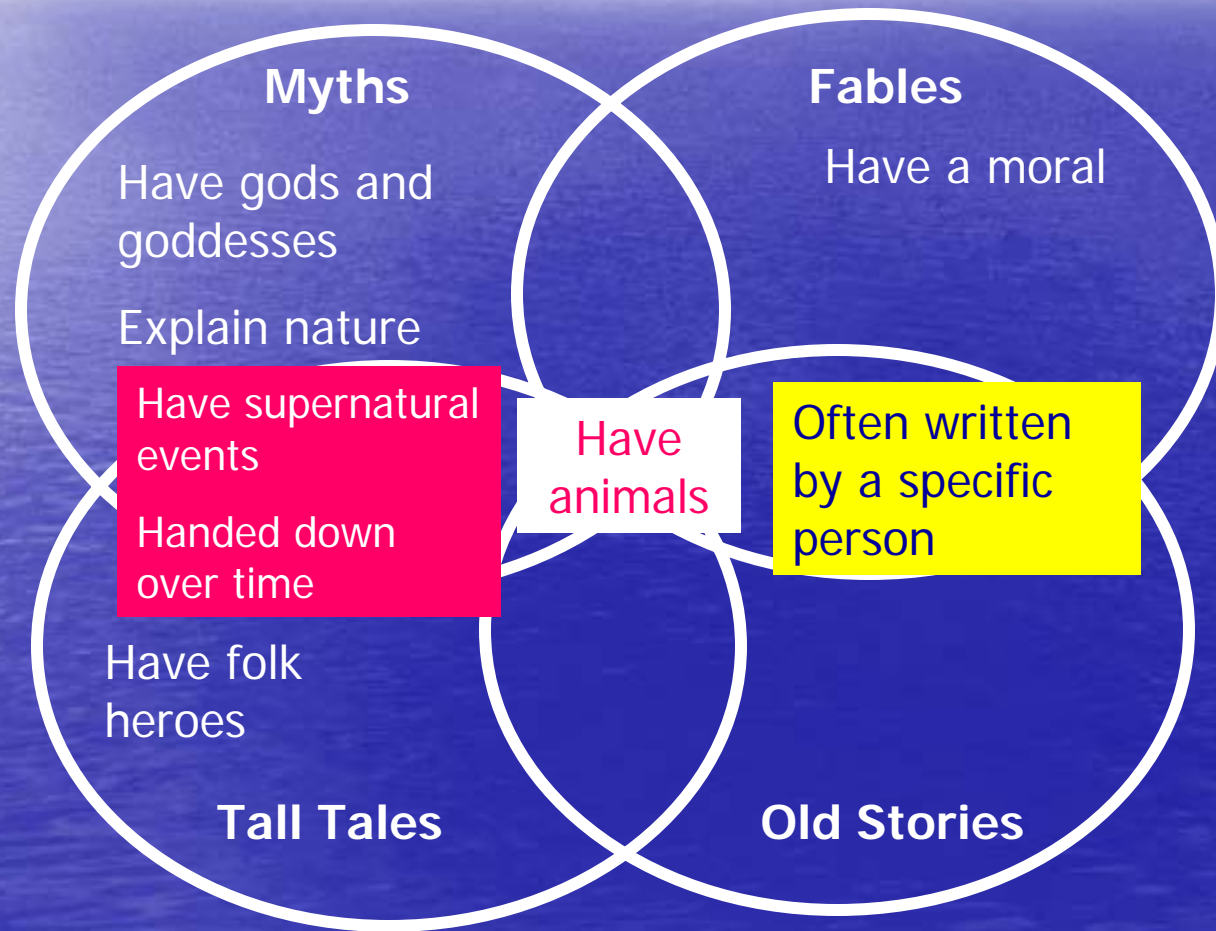
# Brainstorm and Discuss:
# What myths do you know?

(sample responses)

- The Twelve Labors of Hercules
- White Buffalo Woman
- The Cyclops
- Arachne

# Which of the following stories are myths? What makes them a myth?

- Theseus and the Minotaur
- The Odyssey
- Pygmalion
- The Tortoise and the Hare
- Pandora's Box
- Romeo and Juliet
- The Trojan Horse
- Paul Bunyan
- The Coyote

# Make a Venn Diagram: What are the characteristics of each of the kinds of stories below?

**Myths**

Have gods and goddesses

Explain nature

Have supernatural events

Handed down over time

Have folk heroes

**Fables**

Have a moral

Have animals

Often written by a specific person

**Tall Tales**

**Old Stories**

# Think about These Questions

- Why do people have myths?
- Why do different cultures have similar myths?
- Are myths important?

# Creating a Myth Planning Guide

**Directions:** You will be writing a myth about a modern-day hero in the style of a Greek myth. Use the following as a guide to start planning your myth.

**General questions about the contemporary hero's life and achievement(s):**

| Question | Contemporary | My Myth (Based on Greek Mythology) |
|---|---|---|
| **Hero**<br>• Who is the hero?<br>• What is the hero famous for? | | |
| **Age**<br>• How old is the hero? | | |
| **Hero's Qualities**<br>• What are the hero's qualities?<br>• What are the hero's symbols? | | |
| **Family**<br>• Who is in the hero's family? | | |
| **Location**<br>• Where does the story take place? | | |
| **Characters**<br>• Who are the other characters?<br>• What gods or goddesses represent the characters?<br>• What are their features? | | |
| **Challenge**<br>• What is the challenge? | | |
| **Obstacles**<br>• What gets in the hero's way? | | |
| **Overcoming Challenges**<br>• How does the hero overcome the challenges? | | |
| **Results**<br>• What are the results of the hero's achievements? | | |

# Creating a Myth: Storyboard

**Directions:** Use your myth planning guide to create a storyboard for your myth. The framework of your story should be based on the hero's journey. Use the questions to help you.

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**Separation**
**The Call**
- What causes the person to start the journey?
- How is the hero called to the adventure?
- Is the call something hoped for or dreaded?
- What is the purpose of the journey?
- Where does the journey begin?

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**The Threshold** (with guardians, helpers, and mentor)
- What special friends or helpers does the hero have?
- Does the hero receive magical help, advice, or a good luck charm from a helper?
- Does anyone help prepare the hero for the journey?
- Does the helper appear throughout the story?
- Who is guarding the threshold?
- What obstacles does the hero face before the hero is ready to begin the journey?

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**Initiation and Transformation**
**The Challenges**
- What are the person's fears?
- What challenges does the hero face?
- How does the person overcome the challenges?
- What assistance does the hero receive to overcome these trials?

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**The Abyss**
- What is the greatest challenge that the hero faces?
- How does the hero face the challenge?
- What does the challenge mean for the hero?

**The Transformation**
- What qualities does the hero develop as a result of the experience?
- What does the hero leave behind?

**The Revelation**
- How has the hero changed as a result of the experience?
- How is the hero different?

**The Atonement**
- How does the hero accept the new powers?
- What has the hero learned as a result of the journey?

**The Return** (to the known world)
**The Return** (with a gift)
- What is the hero's gift?
- What does the hero do with the gift upon returning?
- Does the hero share the experience and wisdom gained with others?
- How do others receive the hero upon the hero's return?
- Does the hero come back to everyday life?
- Does anything get in the way of returning to a normal life?

# Enduring Heroes
## Writing Self-Assessment

## My Goals for My Myth

Think about your past writing and write at least one goal for each area.

**Ideas:   How will you make your myth about an interesting or important topic?**

**Craft: What new writing techniques will you try?**

1.

2.

**Creativity: What risks will you take?**

**Conventions: What specific areas of spelling, punctuation, capitalization, or Standard English will you work on improving?**

1.

2.

## Myth First Draft Self-Assessment

1.   Goals: How well did you achieve your goals?

| Ideas | |
|---|---|
| Craft | |
| Creativity | |
| Conventions | |

2.   Organization: Do the different parts of your myth contribute to the meaning?

| | |
|---|---|
| **Beginning** | |
| **Middle** | |
| **Ending** | |

3. Style: Does your writing draw readers into your myth?

| | |
|---|---|
| **Concrete Nouns and Verbs** | |
| **Sentence Variety** | |
| **Conversation** | |
| **Flow** | |

4. Conventions: Have you proofread your myth for spelling, punctuation, capitalization, and Standard English?
5. Mark the sections of your myth that you are especially proud of.
6. Mark in a different way the sections of your myth that you are not happy with.
7. What questions will you ask your group members about your myth?

a.

b.

c.

d.

# Myth Rubric

| | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| **Characteristics of Myth** | My myth shows originality and creativity.<br><br>I include many unexpected elements, such as novel situations, unpredictable events, and unusual characters, which are realistically integrated into the myth and contribute effectively to its overall meaning.<br><br>My myth interprets a contemporary hero and the hero's heroic act, and is written as a Greek myth.<br><br>My myth includes several Greek gods and goddesses and portrays their characteristics accurately.<br><br>My myth follows all eight steps of the structure of the hero's journey correctly and accurately. | My myth shows some originality and creativity.<br><br>I include some unexpected elements, such as novel situations, unpredictable events, or unusual characters, which are integrated into the myth and contribute to its overall meaning.<br><br>My myth has some resemblance to the contemporary hero's accomplishments and is written as a Greek myth.<br><br>My myth includes some Greek gods and goddesses and portrays some of their characteristics accurately.<br><br>My myth follows six or seven steps of the hero's journey correctly. | My myth lacks originality and creativity.<br><br>My myth is predictable and/or includes unexpected elements that do not fit into the story.<br><br>My myth has no resemblance to the contemporary hero's accomplishments, or it is not written as a Greek myth.<br><br>My myth includes one or two Greek gods and goddesses, but it does not portray their characteristics accurately.<br><br>My myth follows four or five of the steps of the hero's journey, but they may not be correctly identified. | My myth shows no originality and uses other's ideas.<br><br>My myth has no resemblance to the contemporary hero's accomplishments, and it is not written as a Greek myth.<br><br>My myth does not include Greek gods and goddesses.<br><br>My myth does not follow the hero's journey. |
| **Writing** | My writing is clear and lively; the reader is engaged throughout.<br><br>I show evidence of prewriting exercises, drafts, peer editing, and revisions based on feedback. | My writing is relatively clear and interesting to the reader.<br><br>I show some evidence of prewriting exercises, one draft, or peer editing, and I have made some revisions based on feedback. | My writing is somewhat unclear or not very interesting to the reader.<br><br>I show little evidence of prewriting exercises, drafts, peer editing, and/or revisions. | My writing is unclear and hard to follow.<br><br>I show no evidence of prewriting exercises, drafts, peer editing, and/or revisions. |
| **Organization and Mechanics** | My myth is clearly organized in a way that contributes to the meaning.<br><br>My myth contains a well-developed setting, and characters are described in detail.<br><br>I used consistent formatting throughout my | My myth is organized in a way that contributes to the meaning.<br><br>My myth contains a developed setting, and characters are described.<br><br>I used inconsistent formatting but this does not interfere with the meaning of my | My myth is not organized, and the disorganization takes away from the meaning.<br><br>My myth's setting and characters are not fully developed and lack description.<br><br>I used inconsistent formatting that detracts | My myth is disorganized and incomprehensible.<br><br>My myth's setting and characters need to be developed more fully.<br><br>I used Inconsistent formatting that interferes with my presentation. |

| | | | | |
|---|---|---|---|---|
| | presentation.<br><br>I proofread my myth, and there are no errors. | presentation.<br><br>I proofread my myth, but it includes some errors that do not detract from the meaning. | from my presentation.<br><br>I proofread my myth a little but it includes many noticeable errors that detract from the meaning of my presentation. | I did not proofread my myth, and the errors significantly detract from the meaning of my presentation. |
| **Visual Presentation** | I use visuals to enhance and clearly represent my myth. The visuals are well-organized and show creativity.<br><br>The images create a distinct atmosphere or tone that matches different parts of the myth. | I use visuals to represent my myth. The visuals show organization and some creativity.<br><br>The images create an atmosphere or tone that matches some parts of the myth. | I chose visuals that do not adequately represent my myth. The visuals need improvement in organization.<br><br>The images add to an atmosphere or tone but they need improvement. | I chose visuals that are weak in representing my myth, and the organization is unorganized.<br><br>Images are not used, or they do not create an appropriate atmosphere or tone. |

**Peer Feedback Form**

Your name: _____

Peer reviewer's name: _____

Title of project: _____


Two compliments about the work are:

_____

_____

_____

_____


Two suggestions about the work are:

_____

_____

_____

_____


Note: Have the peer reviewer use "I" statements for this step:

- I would like to know more about…
- I am not sure what this means....
- I would like to know more details about....

Other ideas or comments:

_____

_____

_____


Note: Keep this form to refer to as you revise your work.

# Enduring Heroes Wiki Rubric

|  | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| **Content: Unity** | All the content in my wiki supports a theme that says something interesting and important about the role of heroes in the lives of today's teenagers. | All the content in my wiki relates to the role of heroes in the lives of today's teenagers and is covered thoroughly in my wiki's pages. | Most of the content in my wiki relates to the role of heroes in the lives of today's teenagers, but I include irrelevant information in my wiki's pages. | Some of the content in my wiki is only vaguely related to the role of heroes in the lives of today's teenagers. |
| **Content: Breadth** | My wiki thoroughly covers a variety of aspects and points of view about the topic. | My wiki includes adequate information about the topic. | My wiki includes some information about the topic, but some important concepts are missing. | My wiki includes only superficial information about the topic. |
| **Content: Depth** | My wiki includes logical, meaningful connections, inferences, and conclusions related to the theme that I have drawn from accurate and timely information. | My wiki includes meaningful connections, inferences, or conclusions that I have drawn from accurate and timely information about the topic of my wiki. | My wiki includes some connections, inferences, or conclusions that I have drawn, but they are not all logical, and the information they came from is questionable. | My wiki includes mostly information I got from other sources, and my connections, inferences, and conclusions are not supported by good information. |
| **Organization** | My home page describes the purpose of the wiki and engages readers in the content while additional pages expand on important concepts. Links help readers move through the information in an easy and logical way. | My home page explains the topic of the wiki, and additional pages are organized to elaborate on the topic. Links help readers move through the information in a reasonable way. | My home page introduces the topic of the wiki, but additional pages may not be organized to connect with the topic. Links may connect readers to pages in ways that do not make sense. | My home page is too specific or too broad, and additional pages do not seem connected to my theme. Links do not help readers understand the topic in a reasonable order. |
| **Writing: Style** | I use concrete, vivid language and technical elements, such as bullets and numbers, to convey information in an | I use clear language and technical elements, such as bullets and numbers, to convey information | I try to use clear language and appropriate technical elements, but sometimes, my writing is predictable or | My writing is vague and confusing. I do not use technical elements to communicate effectively. |

| | interesting, concise way. | accurately and concisely. | confusing. | |
|---|---|---|---|---|
| **Writing: Conventions** | The writing in my wiki is free of spelling errors, punctuation, and capitalization errors, and nonstandard English, except where rules are broken effectively to communicate meaning. | The writing in my wiki is free of spelling errors, punctuation and capitalization errors, and nonstandard English. I may attempt to break rules to enhance meaning, but my efforts are not completely successful. | The writing in my wiki has some spelling errors, punctuation, and capitalization errors, or nonstandard English that interferes with the meaning I am trying to convey. | The writing in my wiki has so many errors that readers have difficulty understanding what I am saying. |
| **Appearance** | I use Web features, such as graphic and text elements, to make information more engaging, meaningful, and easy to understand. | I use Web features, such as graphic and text elements, to make information more engaging. | I use Web features, such as graphic and text elements, that are sometimes confusing and distract from the purpose of the wiki. | I use Web features, such as graphic and text elements, that are confusing and distracting. |

Name _____ Hero_____

True Hero Guide

<u>Heroes</u>
<u>Biography Journal Notes</u>

As you read your biography or autobiography, keep a journal and record…

- Connections:  How do you connect with this individual?  Why did you select this individual?  What strikes you about their life?  Their childhood?  Their challenges?  How they faced their challenges?
- Questions:  If you could ask this person anything, what would it be?  List any questions you'd like answered to clarify anything you are not sure of.
- Visualizing:  Walk through life through this person's eyes…what do you see?
- Inferring:  What do you infer about this person?
- Big Ideas:  Simply…what is the big idea about this individual?
- Synthesizing:  How has reading this autobiography or biography changed your way of thinking?  The way you see things?

*Journal Sample*

| Date | Strategy | Observation/Comment |
|------|----------|---------------------|
| *1/10* | *Connections* | *I connect with this individual because she came from a broken home and my parents are divorced.  I totally understand how she felt that she had to become the parent to take care of her younger siblings and had to be the "adult" because her mom was so depressed.  I also worry about money like she did.* |
| *1/11* | *Big Ideas* | *She overcame great obstacles to go to college, become a doctor, and help others.* |
| *1/12* | *Visualizing* | *I see her watching all the other teenagers go to the dances…wishing she could go.  Seeing all the other teenagers with their designer clothes…and her with the clothes from Goodwill…and the look in her eyes when her mom actually bought her a brand-new dress for graduation.* |

<u>Research Notes</u>

As you research books, journals, encyclopedias, or Internet resources, make sure to…

- Correctly cite your sources
- Obtain information on
    - Childhood – Where were they born?  When were they born?  What was their childhood like?  Their family?
    - Contribution – Why are they considered a hero?  What did they contribute to society?
    - Challenges – What challenges did they face?  How did they meet them?

*Research Sample*

| Source | Information |
|---|---|
| *Biographical Dictionary - http://www.s9.com/biography/* | *She was born on Tuesday, November 1, 1956, in Phoenix, Arizona.  She was the oldest of 10 children.* |
| *My Hero - http://www.myhero.com/home.asp* | *She had to drop out of school when she was in the eighth grade because she had to get a job when her father left the family.  She worked in the factories all day and then would come home to help her mom take care of her siblings.* |

# Examining a Myth

Choose a Greek myth to deconstruct. First, answer these general questions about the myth:

1. Who is the hero?

2. Who are the other characters?

3. What is the setting?

4. What is the main story line?

5. What is the challenge?

6. What obstacles does the hero face?

7. How does the hero overcome the challenges?

Now, take a look at the myth from the framework of the hero's journey (based on the book, *The Hero's Journey: A Guide to Literature and Life*, by Reg Harris and Susan Thompson, and adapted from the Web site www.yourheroicjourney.com/Journey.shtml).

In Greek myths, the heroes undergo a journey that culminates in them becoming heroes. This transformation can be referred to as the *hero's journey*. Use the framework of the hero's journey to analyze a myth. The guiding questions will help you with this.

## SEPARATION (from the known)

**The Call:** This is when the hero is called to the adventure. The hero may be called in different ways. The hero may choose the adventure or be dragged into it.

- What causes the person to leave?
- What form does the call take?
    o Something is taken from the character, the character's family, or the character's society, and the character seeks to get it back.
    o The character senses something missing in life and wants to find what is missing.
    o The character wants to save or restore honor to the character's country.
    o The character seeks to win the rights of something not permitted in society.
- Is the call something hoped for or dreaded?
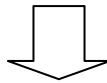
**The Threshold:** (with guardians, helpers, and mentor): This is the "jumping off point" for the adventure, from the known to the unknown, from security to challenge and danger. Sometimes when crossing the threshold, people, beings, or situations are encountered that block the passage. These "threshold guardians" may protect the character by keeping the character from journeys that the character is not prepared for, but when the character is ready, they step aside. Also at the threshold are helpers who provide assistance and direction, and may even provide a divine gift. These helpers may serve as guides who assist and help the hero stay focused.

- What special friends or helpers does the hero have?
- Does the hero receive magical help, advice, or a good luck charm from a helper?
- Does anyone help prepare the hero for the journey?
- Does the helper appear throughout the story?
- Who is guarding the threshold?
- What obstacles does the person face before being ready to begin the journey?
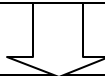
# INITIATION AND TRANSFORMATION

**The Challenges:** The journey into the unknown begins after passing the threshold. Along the journey, the hero faces many challenges. As the journey progresses, the challenges become more and more difficult. By facing these challenges and succeeding, the hero changes and grows. These challenges include differentiating real helpers from "tempters," who try to steer the hero off the path with fear, doubt, or distraction. They may disguise themselves as friends or counselors. The hero needs to learn to recognize true helpers. The challenges faced by the hero always reflect the hero's fears and weaknesses, and it is up to the hero to confront the challenge and conquer.

- What are the hero's fears?
- What challenges does the hero face?
- How does the hero overcome the challenges?
- What assistance does the hero receive to overcome these trials?
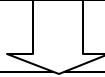
**The Abyss:** When the hero reaches the abyss, the hero faces the greatest fear and adventure. This is where the hero must "slay the dragon." Sometimes the hero is defeated by the challenge.

- What is the greatest challenge that the hero faces?
- How does the hero face the challenge?
- What does the challenge mean for the hero?

**The Transformation:** After the abyss is conquered, the hero has overcome fears and transformation is complete. As this happens, part of the hero dies and a new part is born. For example, fear dies and courage is born, or ignorance dies and enlightenment is born.

- What qualities does the hero develop as a result of the experience?
- What does the hero leave behind?
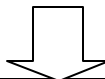
**The Revelation:** As transformation happens, the way the hero's thinking suddenly changes. This change makes the hero a different person.

- How has the hero changed as a result of the experience?
- How is the hero a different person?
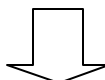
**The Atonement:** After the hero has been transformed, the hero achieves atonement, accepts a new self, and is fully reborn.

- How does the person accept the new powers?
- What has the person learned as a result of the journey?

# THE RETURN (to the known world)

**The Return:** (with a gift): Once transformation and atonement have been achieved, the hero must return to everyday life. When the hero returns, the hero discovers the gift which is given based on the hero's new level of skill and awareness. For example, the hero may become richer, stronger, a leader, or enlightened. After this gift is bestowed, the hero can contribute to society. This may mean saving or renewing a country or creating a city, for example. Sometimes, the hero's gift is not recognized, and the hero may be ostracized or even killed. At other times, the hero may choose to leave the community.

- What is the hero's gift?
- What does the hero do with the gift upon return?
- Does the hero share the experience and wisdom gained with others?
- How do others receive the hero upon the hero's return?
- Does the hero come back to everyday life?
- Does anything get in the way of a return to a normal life?

# Example: Creating a Myth Planning Guide

**Directions:** You will be writing a myth about a modern-day hero in the style of a Greek myth. Use the following as a guide to start planning your myth.

**General questions about the contemporary hero's life and achievement(s):**

| Question | Contemporary | My Myth (Based on Greek Mythology) |
|---|---|---|
| **Hero** | *Rosa Parks* | *Gaia—mother of Titans, mother of all* |
| **Age** | *42* | |
| **Hero's Qualities** | *Stood up for what she believed in—equality. She fought against segregation in the south. She was brave.* | *Earth mother. Manifested in enclosed spaces—the house, the courtyard, the womb, the cave. Sacred animals—snake, lunar bull, pig, bees. In her hand, poppy transforms to pomegranate. Symbol of unity of life and nature.* |
| **Family** | *Raymond—husband* | *Uranus (the sky)—husband* |
| **Location** | *Montgomery, Alabama—on a bus* | *On a chariot in ancient Greece* |
| **Characters** | *Bus driver* | *Hermes, messenger of Zeus—wore winged cap and winged shoes, robber, plunger, cattle driver, the patron of travelers* |
| | *Policemen* | *Ares—god of war* |
| | *MLK* | *Atlas—led the struggle between the Titans and Olympians; supported the sky on his shoulders* |
| | *Civil rights activists* | *Titans (over-reachers)* |
| **Challenge** | *She has to decide if she should continue to live her life abiding by the laws of segregation or stand up for what she believes in.* | *The Titans are treated as inferiors to the Olympians, even though they ruled before the coming of the Olympians. What should they do about their inferior status?* |
| **Obstacles** | *She has no rights and, as an African-American, is seen as an inferior person.* | *The Olympians were very powerful rulers led by Zeus. They had lots of powers.* |
| **Overcoming Challenges** | *She decides to stand up for what she believes in and take the risk of being arrested.* | *Gaia decides to take a stand against the Olympians. On the chariot, she transforms to …* |
| **Results** | *Her arrest brought about the protests for more than a year. MLK led the civil rights movement.*<br>*She says, " ...and to let it be known wherever we go that all of us should be free and equal and have all opportunities that others should have."* | *She gives birth to the Titans who work together to defeat the Olympians. They are opposed to war, so they try to do this nonviolently. Atlas leads the struggle. They use nonviolent means…Atlas holds up the heavens.* |

# Creating a Myth: Storyboard Example

**Directions:** Use your myth planning guide to create a storyboard for your myth. The framework of your story should be based on the hero's journey. Use the questions to help you.

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**Separation**
**The Call**

*Gaia—Earth Mother, makes a journey to visit Uranus—the sky*
*Goes by chariot*
*Chariots run by Olympians (enemy)*
*Disguises herself to board the chariot*
*Sits at front of chariot*


*Picture of Gaia*

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**The Threshold** (with guardians, helpers, and mentor)

*Other Titans on chariot—Leot and Koios*
*Holding poppy—gift for Uranus*
*Chariot driven by Hermes, messenger of Zeus*




*Picture of chariot*

---

**Initiation and Transformation**
**The Challenges**

*Hermes tells Titans to give up seats*
*Hermes transforms Titans as punishment*
*Unable to transform Gaia*
*Gaia resists Hermes*
*Turns poppy to pomegranate*

*Picture of Hermes*

---

**The Abyss**

*Gaia turns back from snake to self*
*She refuses to get off the chariot*
*Chariot stops and Ares gets on and takes Gaia*



*Picture of Ares*

**The Transformation**

*Gaia meets Zeus*
*Zeus sends her to underworld for 50 days and nights as punishment*
*Atlas (MLK) visits her*
*Gaia gives birth to Titans (civil rights activists) from pomegranate*
*Atlas leads Titans in struggle against Olympians—nonviolently*
*Olympian: Since they have refused to ride the chariots, he must carry them all on his shoulders*

*Picture of Atlas and the Titans, pomegranate*

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**The Revelation**

*Gaia's survival—bees to make honey*
*Shares honey with cellmates and saves them*

*Picture of honey and bees, helping people—sweetness*

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**The Atonement**

*Gaia is free*
*New strength*
*Continues struggles against Olympians*

*Olympus—Gaia*
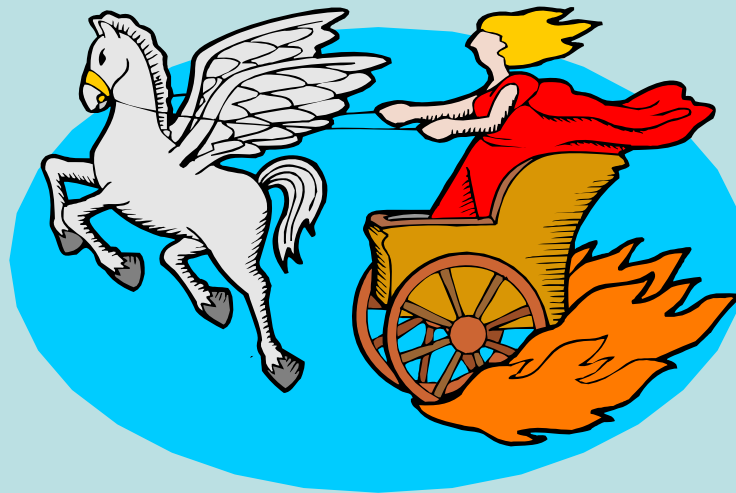
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**The Return** (to the known world)
**The Return** (with a gift)

*Atlas gives her a gift—golden chariot*
*Atlas shows her all the progress the Titans have made*

*Golden chariot*

# The Story of Gaia and the Chariot Boycott

# The Journey Begins

Gaia, the Earth Mother, decides to make a journey to visit her husband and son, Uranus, the sky. She rarely takes the occasion to go up to Uranus, since he usually comes to visit her. She calls for a chariot. Knowing that the chariots are run by the Olympians, who do not favor the Titans, she decides to disguise herself. She becomes a snake as she boards the chariot to the sky. It's a busy day in the heavens, so the chariot is very full. It's a long ride, so Gaia takes a seat. She knows that Titans are not supposed to sit at the front – these seats are reserved for the Olympians. But, Gaia is tired of this.
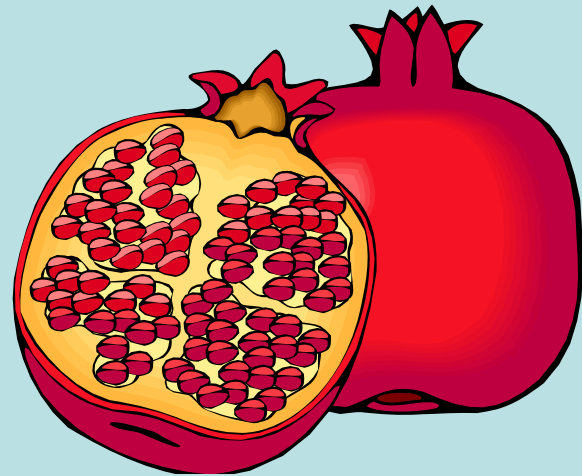
# On the Chariot

On the chariot, Gaia notices other Titans, such as Leto and Koios. She is holding a poppy that she plans to bring as a gift to Uranus. The chariot is being driven by Hermes, messenger of Zeus.
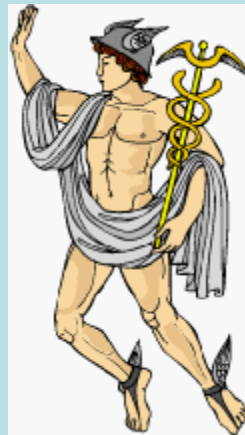
# The Power of the Pomegranate

As more and more Olympians get on the chariot, Hermes, with his winged hat and winged shoes, demands that the Titans move aside. With his powers, he threatens to transform them. One by one, he transforms the Titans – one into a stone, another into a raven, and another into a mouse. However, he was having trouble transforming the one remaining Titan – Gaia.  Hermes would not dishonor Zeus and was given strict orders to uphold the laws of the Olympians.

With all her might, Gaia resists transformation by Hermes. She grasps the poppy which turns to pomegranate and provides strength, fertility, and abundance.

# The Challenge of Gaia

Gaia transforms back from a snake to herself and tells Hermes that she will not get off the chariot – that she, a Titan, can ride on the chariot just as the Olympians. Hermes's wings fall off his shoes, and the wings on his hat turn to large ears.

The chariot comes to a halt and turns into several cattle. Gaia sits atop one of the cattle. She is approached by a bearded god, with a spear, followed by vultures and dogs.  Ares, son of Zeus and god of war, begins to battle with her. Gaia does not believe in war and battle, so she allows Ares to take her with him. She is led back down to Earth where she must face Zeus.

# Atlas Leads the Titans

Gaia comes before Zeus who tells her that as punishment, she is to stay in the chambers of the underworld – for fifty days and fifty nights, so that she may get a taste of the underworld. Her first night in the underworld, she is visited by Atlas. As she and Atlas discuss the plans for overtaking the Olympians, Gaia remembers the pomegranate that is tucked away under a scarf. She grasps it tightly and from its seeds, emerge numerous Titans. Atlas promises to lead these Titans in the struggle against the Olympians. Since they have refused to ride the chariots, he must carry them all on his shoulders to take them from the underworld back to Earth.

Under the leadership of Atlas and with the help of the Titans, the Olympians are defeated – not through bloodshed and war, but through nonviolent acts, such as boycotting the chariots. It is said that Atlas "supported the sky on his shoulders."

# Gaia's Powers

As Gaia fulfilled the rest of the days in Hades, she notices that she has new survival powers. She is able to produce bees who in turn produce honey which she survives on. When she hears others in Hades wailing out of hunger, she spills the honey and shares it with them. She recognizes that her actions, though small they may seem, can help many people.

# Gaia's Strength

At the end of the fifty nights, Gaia is ready to be free. She feels a new found sense of strength and is determined to continue the struggle against the Olympians, despite the possible consequences.

# The Gift

When Gaia is freed from Hades, she is met by Atlas. Atlas presents her with a gift – her own golden chariot. Atlas and Gaia board the chariot and Atlas shows Gaia the progress that the Titans have made – all because of her leading the way.

The Titans are now feasting with the Olympians at great banquets, shooting archery bows together, and acting in the same tragedies.
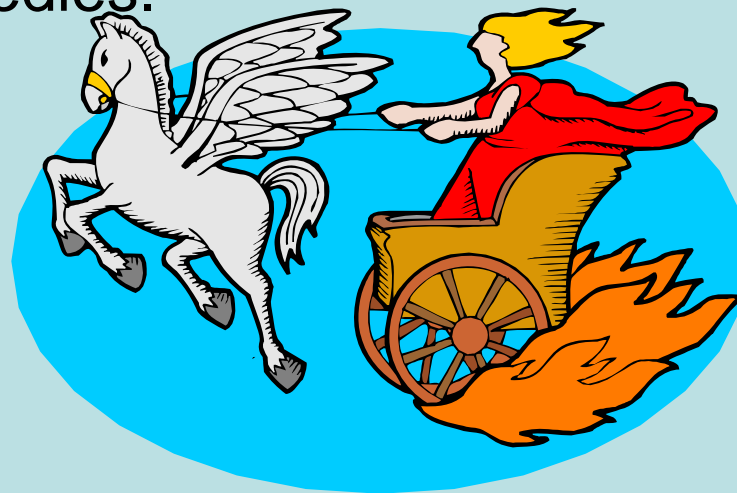
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- Microsoft Clipart

Research About Rosa Parks

- www.achievement.org/autodoc/page/par0bio-1