

Printing the Students Workbook

Pages 1 and 9 have color illustrations.

Introduction for the teacher

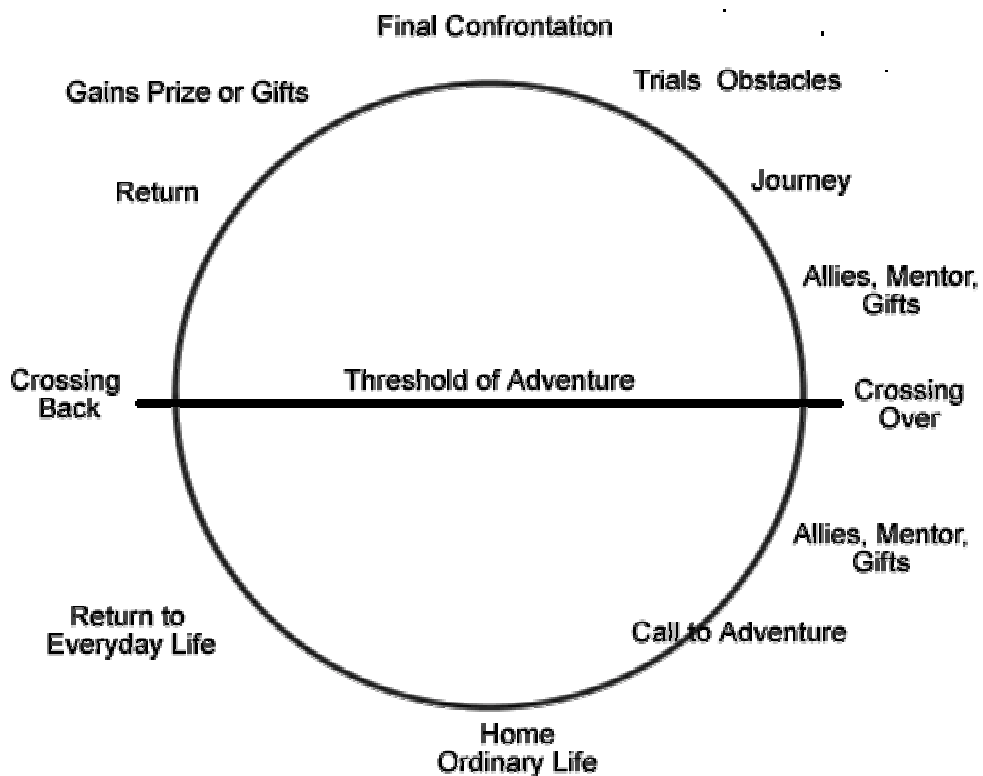
Introduction:

As an introduction, check for familiarity by asking questions such as, "What do you think of when they think of a hero?" "What kind of qualities does he or she possess?" "Can you name a hero or heroine and what makes them a hero or heroine?"

A list of characteristics and heroes/heroines is compiled from student answers.

Next introduce the idea of 'stages' in a story of a hero, using the patterns outlined in the tables on Pages 3 & 4.

The diagram below may be drawn on the board to clarify the stages in the Hero's Journey.



The Hero's journey can be divided into 3 very clear stages, the **DEPARTURE**, the **JOURNEY**, and the **RETURN**. Within each stage there are a number of stages which are present in many, though not all stories of this genre. This allows the Unit to be tailored to learning challenged as well as high achieving students, or alternatively, to introduce the idea of the hero's journey pattern as a simple 3 stage template, and expand on it with the sub-stages later in more detail.

Overall Pattern

- Ordinary Beginning
- Call to Adventure
- Threshold Crossing
- **Departure**
- Meeting Allies
- Gift
- Meeting the Mentor
- **Journey**
- Final Ordeal or Confrontation
- **Return**

The story of Theseus and the Minotaur is used here to introduce students to several ideas and concepts:

- Stories have a structure
- Gives students some familiarity with Myths and how today's stories follow a similar pattern
- Provides an introduction to the idea of a pattern in a story.

Optional Activity – Heros and the Heroic

After studying the Hero's Journey in detail, students may need some assistance putting the mythology of the Greeks into perspective. This activity is a broad discussion of what is heroic.

Discussion Points

Mythology is a way for cultures to pass values to a younger generation. The Greeks valued strength and courage so their myths concerned (mostly male) heros who were strong and courageous, and solved problems by violence.

Questions for Class discussion

1. Are the Greek myths appropriate for today's society? Why or why not?
2. What do we value as a society? (Technology, money, sex, etc.)
3. What are modern day myths and heros? (Bill Gates, Luke Skywalker)
4. What message are we passing on to younger generations as a result of our mythology?
5. Is this good or bad?

Teachers may want to list what students value on the board.

Optional Exercises for Students

1. Using the blank hero's journey worksheets, have students, either individually or in small groups, write their own myth and create their own hero's journey.
2. Encourage students to use their imagination, creating new monsters, tasks, characters (good and evil) countries, and Gods.
3. Read selected biographies of individuals engaged in some heroic or very special acts, with discussion following each. selection. Followed by a discussion their perceptions of the nature and characteristics of heroic actions.

Examples of Heroes -- Homer, Jason, Jesus, King Arthur, Siegfried, Huck Finn, Grimm's fairy tales, Hans Christian Anderson's stories, Flash Gordon, and J.R.R. Tolkien's fantasy characters

4. Students select biographies from a list of historical persons. Students read and consider/compare/contrast in terms of the character they have chosen with the heroes Journey.

Students match biographical facts with the Heros Journey using the worksheets provided, and decide if they are a hero or heroine or simply a person who performed one or more heroic deeds. Students must justify/explain with examples.

2. Students work in small groups to create a fictional hero for the 21st century, using a list of attributes on the board for guidance.

Possible Attributes:

- Fictional hero's name
- Physical description
- Special characteristics that only he or she has, e.g. Obi-Wan Kenobi's superior wisdom, Dorothy (Wizard of Oz) bravery etc.
- Values and morals plus examples
- A short history of the fictional hero explaining his or her mission or motivation for their actions and beliefs
- Types of problems that the fictional hero attempts to correct (may include villains)

Each group may present their fictional hero to the class.

More Extensive Activities as Small Groups of Individuals

1. Write out a hero's adventures in play form and perform for the class (or videotape them for the class to view).

2. Create a comic book of the play.

3. Groups of students create an ancient myth. Combine with an art project where students create artifacts, write out the myth on old paper, clay made to look like stone, etc. etc.

Teachers Resources

Ancient Greece

A comprehensive resource on the Greek world can be found at --

http://www.museum.upenn.edu/Greek_World/Index.html

Includes Daily Life, Economy, Maps, Archeology, and Religion.

Origins of Greek Mythology <http://messagenet.com/myths/neomyth.html>

Classical Greek Mythology <http://alexandria.simplenet.com/myth/index.html>

Greek Gods (Immortals) <http://www.messagenet.com/myths/immortals.html>

Greek Gods <http://www.mythweb.com/gods/>

Star Wars Resources

Online Scripts (these sites change frequently)

<http://www.bus.miami.edu/~jdavis/Starwars/sw-script.html>

<http://hem.passagen.se/wookiee/developm/>

<http://www.aldera.net/scripts/index.php>

<http://members.tripod.com/~RodneyT/anh.txt>

<http://www.wheelon.com/swscripts/scripts.htm>