When Perseus grew up, Polydectes gave him a series of challenging tasks to complete. Armed with a sword made by the god Hermes, winged sandals, and a shiny bronze shield given to him by the goddess Athena, Perseus slew the dreaded monster Medusa. This hideous creature had writhing snakes for hair, elephant-like tusks for teeth, and blood-red eyes. Whoever looked at her was instantly turned to stone.

1. Where do you think this quote came from? Why do you think this?

2. Study the picture posted at the front of the room.

   How is this picture of a sculpture connected to the quote? What details made you think this?
Examples of Nonlinguistic Representations of Learning Target Vocabulary in This Lesson

- Record
- Notice
- Explain
- Wondering
- Discuss
A long, long, long time ago, even before Perseus was born, his grandfather, Acrisios, the king of Argos, was given a prophecy that he would someday be killed by his grandson. To protect himself from this fate, the terrified king imprisoned his only daughter, Danae, in an underground dungeon so that she could never marry or have children. Certain that he would never be a grandfather, Acrisios relaxed. But Zeus, the great father of the gods, had other plans.

Zeus had been watching Danae and thought she was stunning—too beautiful to resist. He turned himself into golden rain and poured through the bronze bars in the roof of her elaborate dungeon. As the rain fell upon Danae, its magical powers caused a child to begin growing within her. Nine months later, she gave birth to a son and named him Perseus.

Outraged as well as frightened when he learned of a grandson’s birth, Acrisios enclosed mother and son in a chest, which he flung into the sea. After drifting about for a long time, the chest finally washed up on a distant island. A fisherman found it and brought it to his brother, King Polydectes, who took Perseus and his mother into his palace.

When Perseus grew up, Polydectes gave him a series of challenging tasks to complete. Armed with a sword made by the god Hermes, winged sandals, and a shiny bronze shield given to him by the goddess Athena, Perseus slew the dreaded monster Medusa. This hideous creature had writhing snakes for hair, elephant-like tusks for teeth, and blood-red eyes. Whoever looked at her was instantly turned to stone.

As success followed success, Perseus began to think about the stories he had heard about his grandfather, Acrisios. So, after a brief visit to his mother, the young hero set sail for Argos. Before he reached it, however, Acrisios got word that his long-lost grandson was coming and fled the city, for he still feared the prophecy.

While waiting for Acrisios to return, Perseus attended festival games being held in a neighboring town. A skilled athlete, Perseus entered the discus contest. As he prepared to throw it, he lost control and the heavy disk went hurtling into the crowd, striking a man and killing him. Alas, the tragic prophecy had proved true—the dead spectator was Acrisios. Perseus was so troubled about the accident that he chose to leave Argos and build his own city—the legendary Mycenae.
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Fist to Five Chart

I completely understand
I mostly understand
I understand pretty well
I could use more practice
I need help
I don't understand at all

(example from http://classroomcollective.tumblr.com/post/25456453723)
Exit Ticket: Reflecting on the Learning Targets

Directions:
* Read the learning target.
* Think and Respond: Did I meet this learning target?
* Provide Evidence: How did I meet the target? or What do I need to do to meet this target next time?

“I can cite evidence from the text when answering questions and discussing ‘Shrouded in Myth.’”

Did you meet this learning target?

What is your evidence for your answer?

I can use context clues to determine the meaning of unfamiliar words in “Shrouded in Myth.”

Did you meet this learning target?

What is your evidence for your answer?
Read each question.
Go back and reread Chapter 1, pages 1-4 with these questions in mind.
After reading, discuss the questions with your Triad.
Answer each question with complete sentences. Use evidence from the text to prove your answer.

1. What kind of student was Percy?

Evidence:

2. Why is Grover bullied by the other students?

Evidence:

3. What kind of student was Percy?

Evidence:
Exit Ticket: How do authors develop a narrator on character’s point of view?

What is the most important thing you learned about Percy in Chapter 1? How did the author show this about Percy? Provide one specific example as evidence from the text.
What challenges does Percy face in this chapter? How does he respond?

As you read, think about these questions. Use your evidence flags to mark specific passages in the text to discuss with your triad. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.
1. What news does the headmaster of Yancy Academy send to Percy’s mom?

2. Who’s conversation does Percy overhear? What are they discussing?

3. How do Percy and Grover travel back to NYC?
I can cite text-based evidence to support an analysis of literary text. (RL.6.1)

How has the author, Rick Riordan, helped us to get to know Percy so far in *The Lightning Thief*? Use evidence from the text to support your thinking.
What does Percy think about in this chapter?
What do we learn about him based on these thoughts?

As you read, think about these questions. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.
1. What did Percy’s mother, Sally, want to do with her life? Why didn’t she?


2. Where do Percy and his mother go? Why is this place special?


3. Who shows up to get Percy and his mother in the middle of the night? What is strange about him?


What has been more important so far in helping you to learn about Percy as a character, his actions or his inner thoughts? Hint: There is not a single “right” answer to this question. Just decide which you think has been more important, and choose one example from the novel to support your answer.
What challenges does Percy face in this chapter? How does he respond?

As you read, think about these questions. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.
<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>anti-</td>
<td>against</td>
<td>antifrost</td>
</tr>
<tr>
<td>de-</td>
<td>opposite</td>
<td>defrost</td>
</tr>
<tr>
<td>dis-</td>
<td>not; opposite of</td>
<td>disagree</td>
</tr>
<tr>
<td>en-, em-</td>
<td>cause of</td>
<td>encode, embrace</td>
</tr>
<tr>
<td>fore-</td>
<td>before</td>
<td>forecast</td>
</tr>
<tr>
<td>in-, im-</td>
<td>in</td>
<td>infield</td>
</tr>
<tr>
<td>in-, im-, il-, ir-</td>
<td>not</td>
<td>injustice, impossible</td>
</tr>
<tr>
<td>inter-</td>
<td>between</td>
<td>interact</td>
</tr>
<tr>
<td>mid-</td>
<td>middle</td>
<td>midway</td>
</tr>
<tr>
<td>mis-</td>
<td>wrongly</td>
<td>misfire</td>
</tr>
<tr>
<td>non-</td>
<td>not</td>
<td>nonsense</td>
</tr>
<tr>
<td>over-</td>
<td>beyond</td>
<td>overlook</td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
<td>prefix</td>
</tr>
<tr>
<td>re-</td>
<td>again</td>
<td>return</td>
</tr>
<tr>
<td>sem; semi-</td>
<td>half</td>
<td>semicircle</td>
</tr>
<tr>
<td>sub-</td>
<td>under</td>
<td>submarine</td>
</tr>
<tr>
<td>super-</td>
<td>over or above</td>
<td>superstar</td>
</tr>
<tr>
<td>trans-</td>
<td>across</td>
<td>transport</td>
</tr>
<tr>
<td>un-</td>
<td>not</td>
<td>unfriendly</td>
</tr>
<tr>
<td>under-</td>
<td>below</td>
<td>undersea</td>
</tr>
</tbody>
</table>
Directions: Read each sentence from *The Lightning Thief*. Use your knowledge of prefixes and the context to determine the meaning of the **bolded** word in each sentence.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Word Meaning</th>
<th>How did I determine the meaning of the word?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zeus did indeed feed Kronos a mixture of mustard and wine, which made him <strong>disgorge</strong> his other five children who, of course, being immortal gods, had been living and growing up completely undigested in the Titan’s stomach. (page 6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overhead, a huge storm was brewing, with clouds blacker than I’d ever seen over the city. (page 8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>She was standing at the museum entrance, way at the top of the steps, gesturing impatiently at me to come on. (page 10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Percy,” he said. “Don’t be discouraged about leaving Yancy. It’s ... it’s for the best.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In the previous lesson, you did some thinking about Chapter 4: “My Mother Teaches Me Bullfighting.” On this assessment, you get a chance to show what you know about how to analyze this novel on your own. You may use your novel, your evidence flags, and any notes in your journals from our work together for this assessment.

1. What happens in this chapter? Just write a one- to two-sentence gist: What is this chapter mostly about?


2. Part A. Reread pages 52–56 and think about the challenges Percy faces, and his response to those challenges in the form of choices he makes during this episode in the novel. Complete the T-Chart below, citing evidence from the text. Be sure to actually “quote” sections of the text in your response.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>
2. Part B: What happens in this chapter? Just write a one- to two-sentence gist: What is this chapter mostly about?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. We all have strengths and weakness. Based on the choices Percy made on pages 52–56, do you have a good opinion of him? Why or why not? Cite evidence from the text to support your answer.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. How do the events of this scene show how Percy has changed as a character from the beginning of the novel up to this point? Cite evidence from the text to support your answer. You may use your novel, your evidence flags, and any notes in your journals from our work together.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
What or who do you think of when you think of the word “hero?” Provide reasons or examples to support your response.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Introduction:
Joseph Campbell, an American psychologist and mythological researcher, wrote a famous book titled *The Hero with a Thousand Faces*. Campbell discovered many common patterns that are in many hero myths and stories from around the world. He described several basic stages that almost every hero goes through.

Act 1: Separation
The Ordinary World
Heroes exist in a world that is considered ordinary or *uneventful* by those who live there. Often people in the ordinary world consider the heroes odd. They possess some ability or characteristic that makes them feel out-of-place.

*The Wonderful Wizard of Oz*: Dorothy in Kansas  
*The Hobbit*: Bilbo Baggins in Hobbiton

The Call to Adventure
Usually there is a discovery, some event, or some danger that starts them on the heroic path. Heroes find a magic object or discover their world is in danger. In some cases, heroes happen upon their quest by accident.

*The Wonderful Wizard of Oz*: The tornado  
*The Hobbit*: Gandalf the wizard arrives

Entering the Unknown
As they **embark** on their journey, the heroes enter a world they have never experienced before. It might be filled with **supernatural** creatures, breathtaking sights, and the constant threat of death. Unlike the heroes’ home, this outside world has its own rules, and they quickly learn to respect these rules as their endurance, strength, and courage are tested time and time again.

*The Wonderful Wizard of Oz*: Dorothy must learn the rules of Oz  
*The Matrix*: Neo must come to grips with the realities and unrealities of the Matrix

Supernatural Aid/Meeting with the Mentor
Supernatural does not have to mean magical. There are plenty of hero stories that don’t have wizards or witches. Supernatural means “above the laws of nature.”

Heroes are almost always started on their journey by a character who has mastered the laws of the outside world and come back to bestow this wisdom upon them. This supernatural character often gives them the means to complete the quest. Some of the time the gift is simply wisdom. Other times it is an object with magical powers. In every instance it is something the hero needs to succeed.

*The Hobbit*: Gandalf  
*Star Wars*: Obi-Wan Kenobi  
*Cinderella*: Fairy Godmother
Act 2: Initiation and Transformation

Allies/Helpers
Every hero needs a helper, much like every superhero needs a sidekick. Most heroes would fail miserably without their helpers. For example, in the Greek hero story of Theseus, Minos’ daughter Ariadne helps Theseus find his way through the Labyrinth. She does this by holding one end of a golden thread while Theseus works his way inward to slay the Minotaur. Without her help, Theseus would never have fulfilled his quest. He also would not have found his way out of the maze once he did.

Lord of the Rings: Samwise Gamgee
The Wonderful Wizard of Oz: The Tin Woodsman, Scarecrow, and Cowardly Lion

The Road of Trials
The road of trials is a series of tests, tasks, or ordeals that the person must undergo to begin the transformation. Often the person fails one or more of these tests, which often occur in threes. The heroes progress through this series of tests, a set of obstacles that make them stronger, preparing them for their final showdown.

The Supreme Ordeal
At long last they reach the Supreme Ordeal, the obstacle they have journeyed so far to overcome. All the heroes’ training and toil comes into play now. The journey has hardened them, and it’s time for them to show their prowess. Once this obstacle is overcome, the tension will be relieved. The worst has passed, and the quest, while not officially over, has succeeded.

Lord of the Rings: Mount Doom
The Wonderful Wizard of Oz: Defeating the Wicked Witch
Act 3: The Return

The Magic Flight

After the heroes complete the Supreme Ordeal and have the reward firmly in hand, all that is left is for them is to return home. Just because the majority of the adventure has passed doesn’t mean that the return journey will be smooth sailing. There are still lesser homebound obstacles to overcome. At some point the hero must often escape with the reward. This can sometimes take the form of a chase or battle.

*The Hobbit: The Battle of Five Armies*

*The Lord of the Rings: Return to Hobbiton*

Confronting the Father

In this step the person must confront whatever holds the ultimate power in his or her life. In many myths and stories this is the father, or a father figure who has life and death power. Although this step is most frequently symbolized by an encounter with a male person or god, it does not have to be a male, just someone or thing with incredible power.

Master of Two Worlds/Restoring the World

Success on the heroes’ quest is life-changing, for them and often for many others. By achieving victory, they have changed or preserved their original world. Often they return with an object or personal ability that allows them to save their world.

The heroes have also grown in spirit and strength. They have proved themselves worthy for marriage, kingship, or queenship. Their success in the supernatural worlds allows them to return and be heroes in their own world.

*Lord of the Rings: Frodo saves the Shire*

*The Wonderful Wizard of Oz: Dorothy rids Oz of the Wicked Witch*
<table>
<thead>
<tr>
<th>Act</th>
<th>Central Idea/Stages in the Act</th>
<th>Important Details and Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
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</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>The Return</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Now that you have read and discussed “The Hero’s Journey,” reflect on the idea of “hero” that you had at the beginning of class. Has it changed? How? If it hasn’t changed, how can this idea of a hero’s “journey” become part of your idea of a “hero?”
### Vocabulary in “The Hero’s Journey”:
#### Strategies for Finding Word Meaning

<table>
<thead>
<tr>
<th>Word in Context</th>
<th>Meaning of the Word</th>
<th>What strategy did you use to find the meaning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heroes exist in a world is considered ordinary or uneventful by those who live there.</td>
<td></td>
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<td>It might be filled with supernatural creatures, breathtaking sights, and the constant threat of death.</td>
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<td>Heroes are almost always started on their journey by a character who has mastered the laws of the outside world and come back to bestow this wisdom upon them.</td>
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At long last they reach the Supreme Ordeal, the obstacle they have journeyed so far to overcome.
Think about the informational article you just read and the novel you have been reading.

What connections do you see between Percy’s experiences in *The Lightning Thief* and “The Hero’s Journey”?
Percy has just survived a traumatic night and is now in a completely unfamiliar and strange setting. This presents a unique challenge. How does Percy respond to this challenge? What inferences can you make based on his response? Consider his interactions with other characters as well as his inner thoughts.

Use your evidence flags to mark places in the text that show your thinking.
<table>
<thead>
<tr>
<th><strong>Quote from <em>The Lightning Thief</em></strong></th>
<th><strong>Quote from “The Hero’s Journey”</strong></th>
<th><strong>Explain the relationship between these two quotes</strong></th>
</tr>
</thead>
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<td>“I have dyslexia and attention deficit disorder and I had never made above a C- in my life.”</td>
<td>“Heroes possess some ability or characteristic that makes them feel out of place.”</td>
<td>These quotes are related because Percy has characteristics that make him feel out of place, and this is a challenge many heroes face.</td>
</tr>
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<td>“With a yelp, I dodged and felt talons slash the air next to my ear. I snatched the ballpoint pen out of the air, but when it hit my hand, it wasn’t a pen anymore. It was a sword—Mr. Brunner’s bronze sword, which he always used on tournament day.”</td>
<td>“Heroes find a mystic object or discover their world is in danger.”</td>
<td></td>
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<td>“I remember Mr. Brunner’s serious expression, his thousand-year-old-eyes. <em>I will accept only the best from you, Percy Jackson.</em>”</td>
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<td>“Grover blushed right down to his Adam’s apple. ‘Look, Percy I kind of have to protect you.’”</td>
<td>“Every hero needs a helper much like every hero needs a sidekick. Most heroes would fail miserably without their helpers.”</td>
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"His neck was a mass of muscle and fur leading up to his enormous head, which had a snout as long as my arm, snotty nostrils with a gleaming brass ring, cruel black eyes and horns ..."

“As they embark on their journey, the heroes enter a world they have never experienced before. It might be filled with supernatural creatures, breathtaking sights, and the constant fear of death.”
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<td></td>
</tr>
</tbody>
</table>
## Do Percy’s experiences in *The Lightning Thief* align with the hero’s journey?

<table>
<thead>
<tr>
<th>Stage of the “Hero’s Journey”</th>
<th>Archetype of the Hero’s Journey: Quote from “The Hero’s Journey”</th>
<th>Percy’s Experience: Quote from <em>The Lightning Thief</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Ordinary World</td>
<td>“They possess some ability or characteristic that makes them feel out-of-place.”</td>
<td>“But Mr. Brunner expected me to be as good as everybody else, despite the fact that I have dyslexia and attention deficit disorder and I had never made above a C- in my life.” (page 7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“The freak weather continued, which didn’t help my mood. One night, a thunderstorm blew out the windows in my dorm room. A few days later, the biggest tornado every spotted in the Hudson Valley touched down only fifty miles from Yancy Academy.” (page 17)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“The landscape was dotted with buildings that looked like ancient Greek architecture—an open-air pavilion, an amphitheater, a circular arena—except that they all looked brand new, their white marble columns sparkling in the sun. In a nearby sandpit, a dozen high school-age kids and satyrs played volleyball.” (page 62)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“The truth is, I can’t be dead. You see, eons ago the gods granted my wish. I could continue the work I loved. I could be a teacher of heroes for as long as humanity needed me.” (82)</td>
</tr>
</tbody>
</table>
I can write a paragraph (with a partner) to describe how excerpts in *The Lightning Thief* align to “The Hero’s Journey,” citing evidence from both texts.

“How do Percy’s experiences align with the hero’s journey?”

After choosing evidence from both *The Lightning Thief* and “The Hero’s Journey,” write a paragraph that shows how Percy’s experiences align with the hero’s journey. Remember to use evidence from both texts. Use the criteria checklist to make sure you have met all criteria for writing a strong paragraph.

**Criteria Checklist:**

*Did you ...*

- [ ] begin your paragraph with a topic sentence that makes a claim?
- [ ] use evidence from *The Lightning Thief* that supports your claim?
- [ ] use evidence from “The Hero’s Journey” that supports your claim?
- [ ] make it clear how the quotes are connected?
- [ ] close the paragraph with a clear concluding statement?
Percy’s new environment just means new kinds of challenges. What types of challenges does Percy face in this chapter? How does he respond?

As you read, think about these questions. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.
1. What new and surprising sights does Percy encounter in this passage? Choose one and describe it. Cite evidence to support your answer.

____________________________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________________________

2. What does Percy learn about Chiron in this passage? Cite evidence to support your answer.

____________________________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________________________
<table>
<thead>
<tr>
<th>Stage of the “Hero’s Journey”</th>
<th>Percy’s Experience: Quote from The Lightning Thief</th>
<th>Archetype of the Hero’s Journey: Quote from “The Hero’s Journey”</th>
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</thead>
<tbody>
<tr>
<td>Entering the Unknown</td>
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<tr>
<td>Supernatural Aid/ Meeting with the Mentor</td>
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<tr>
<td>Allies/Helpers</td>
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Exit Ticket: Reflecting on the Learning Targets

“"I can choose evidence from both *The Lightning Thief* and 'The Hero’s Journey' that shows how Percy is on a hero’s journey.”

On a scale from 1 to 5 (1 being very easy, 5 being very challenging) how did this learning target feel for you today?

<table>
<thead>
<tr>
<th>1—Very Easy</th>
<th>2—Somewhat Easy</th>
<th>3—Somewhere in Between</th>
<th>4—Somewhat Challenging</th>
<th>5—Very Challenging</th>
</tr>
</thead>
</table>

What makes this learning target either easy or challenging for you?
How are Percy's experiences in this chapter align with “The Hero's Journey”?

As you read, think about this question. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.
## Stage of the “Hero’s Journey”

### Percy’s Experience: Challenge and Response

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What can we learn about Percy, as a hero, based on his response to a challenge he faces?
How do Percy’s experiences in Chapter 7 align with the hero’s journey? After reading the excerpt from Chapter 7 of *The Lightning Thief* and “The Hero’s Journey,” write a constructed response that begins with a short summary of Chapter 7. Then focus on one experience in *The Lightning Thief* and show how Percy’s experience aligns to a stage in “The Hero’s Journey.” Conclude by describing what we can learn about Percy as a hero from his response to a challenge he faces. Use evidence from both texts to support your response.
Read the criteria below. Read your partner’s paragraph, keeping this checklist in mind. If your partner meets the criteria, place a √. If your partner needs to revise this because they did not meet the criteria, place a X.

Criteria Checklist:

Did your writing partner...

______ begin your paragraph with a topic sentence that makes a claim?
______ use evidence from *The Lightning Thief* that supports their claim?
______ use evidence from “The Hero’s Journey” that supports their claim?
______ make it clear how the quotes are connected?
______ close the paragraph with a clear concluding statement?
How are Percy’s experiences in this chapter aligned to “The Hero’s Journey”?

As you read, think about this question. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.
Standards addressed:
I can cite text-based evidence to support an analysis of literary text. (RL.6.1)
I can cite text-based evidence to support an analysis of informational text. (RI.6.1)
I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)
I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)

How do Percy’s experiences in Chapter 8 align with the hero’s journey?
After reading pages 107–112 of Chapter 8 in The Lightning Thief, complete the graphic organizer and write a constructed response that answers the question and supports your position with evidence from the novel and from the informational text.

Directions:
1. Reread these four parts of “The Hero’s Journey” before closely reading pages 107–112 in The Lightning Thief. This will help focus your reading as you find evidence.

   (In Chapter 8, from pages 107–112, Percy’s experience can be aligned to four different parts of the hero’s journey):
   - “Entering the Unknown”
   - “Supernatural Aid”
   - “Allies and Helpers”
   - “The Road of Trials”

2. Choose one experience in The Lightning Thief and match it with a stage of the hero’s journey.

3. Gather evidence from The Lightning Thief.

4. Gather evidence from “The Hero’s Journey.”

5. Complete Part 1, the Choosing Evidence graphic organizer to help you plan your paragraph.

6. Complete Part 2, the paragraph. Write your paragraph on the lines provided.
Part 1, Graphic Organizer: Choosing Evidence: Percy Jackson and “The Hero’s Journey” (Chapter 8)

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What can we learn about Percy, as a hero, based on his response to a challenge he faces?
Part 2, Paragraph prompt: *How do Percy’s experiences in Chapter 8 align with the hero’s journey?* After reading the excerpts from Chapter 8 of *The Lightning Thief* and “The Hero’s Journey,” write a constructed response that begins with a short summary of the beginning of Chapter 8. Then focus on one experience in *The Lightning Thief* and show how Percy’s experience aligns to a stage in “The Hero’s Journey.” Conclude by describing what we can learn about Percy as a hero from his response to a challenge he faces. Use evidence from both texts to support your response.

Focus on one experience in *The Lightning Thief*, and show how that experience aligns to “The Hero’s Journey.”
### 2 Point Response

The features of a 2 point response are:

- Valid inferences and/or claims from the text where required by the prompt
- Evidence of analysis of the text where required by the prompt
- Relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt
- Sufficient number of facts, definitions, concrete details and/or other information from the text as required by the prompt
- Complete sentences where errors do not impact readability.

### 1 Point Response

The features of a 1 point response are:

- A mostly literal recounting of events or details from the text as required by the prompt.
- Some relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt.
- Incomplete sentences or bullets

### 0 Point Response

The features of a 0 point response are:

- A response that does not address any of the requirements of the prompt or is totally inaccurate.
- No response (blank answer)
- A response that is not written in English
- A response that is unintelligible or indecipherable.
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