Module Summary

"A hero ventures forth from the world of common day into a region of supernatural wonder: fabulous forces are there encountered and a decisive victory is won: the hero comes back from this mysterious adventure with the power to bestow boons on his fellow man."

–Joseph Campbell

"There are only two or three human stories, and they go on repeating themselves as fiercely as if they had never happened before."

–Willa Cather

What are the few ancient stories repeated in each new generation? Why has the mythological hero's journey been recycled over thousands of years and retold by every culture? What powerful lesson does that journey teach us about the value of struggle and the relationship between failure and transformation?

Students encounter these questions and others throughout Module 2 as they read contemporary versions of the Indian epic *The Ramayana* and Homer's poem *The Odyssey*. These myths offer more than simple adventure; they expose students to an eternal, ubiquitous story that captures humankind's fundamental values and shared human experience. This narrative—identified as the monomyth by the American scholar Joseph Campbell—includes timeless archetypes and a structural framework that both play essential roles in the growth of a hero. Though they are ancient myths, *The Ramayana* and *The Odyssey* offer students a relevant and deeply human model of this hero: an extraordinary, but flawed individual who endures hard-fought struggle, experiences hard-earned transformation, and as a result, changes the world for the better.

The structure of the monomyth is one of personal alchemy, leading the hero down a difficult but necessary path. The path differs from one hero to the next, but the transformative journey is the same. Students examine the purpose and phases of this timeless hero's journey, as well as the various archetypes that support or impede the hero's progress and move the plot forward: characters such as the mentor, ally, and shadow. They consider how the order of theses stages—and their deletion or replacement in a particular myth—does not change the essence of the monomyth. The monomyth's structure is surprisingly flexible, but the underlying values it supports stay the same regardless of what time period or culture gives birth to the hero's story.

The module begins with students examining the genre of the monomyth by first reading *Ramayana: Divine Loophole*, a stunningly illustrated retelling of the Hindu story of Rama, told in words and vivid pictures by Sanjay Patel. This ancient myth is organized in three phases typical of the hero's journey: we meet the hero Rama in his ordinary world; then he embarks on an epic journey to defend what is good and defeat what is evil; and finally he returns home, able to become a king after overcoming the obstacles of his quest. Students examine this structure again in Gillian Cross's retelling of *The Odyssey*, which chronicles Odysseus's transformation through tests and trials from an extraordinary mortal to an epic hero. They complete their study of these two myths by deeply exploring other translations and the texts' illustrations to build their knowledge of the hero's journey and the archetypes it develops. By contrasting prose, verse, and illustrated translations of the myths,

students examine the impact of word choice on meaning and characterization, eventually transferring these understandings into their own writing.

After exposure to these classic monomyths, students connect ancient archetype to the contemporary world: Where, for example, do we also see circular journeys of transformation? Although he was invented thousands of years after Odysseus, doesn't Harry Potter follow the same basic archetypal path of a hero? Doesn't Luke Skywalker's story boil down to a young man reluctantly leaving home to defeat what is evil and becoming a courageous Jedi in the process? In fact, aren't all of our lives, in some sense, following this basic path? The monomyth speaks to the way we view the world: personal transformation, if it is powerful, is often painful and necessary. Becoming a hero in our own lives requires work, but it is worth it—both for ourselves and others.

Finally, students complete an End-of-Module (EOM) Task. Having begun the module by focusing on the structure, characters, and themes of the monomyth, students use their knowledge of this genre to create an original hero's journey. In this culminating narrative writing assignment, students outline their story, compose two scenes that each showcase a stage from different phases of the hero's journey, and present their idea to their peers. Their story reflects an understanding that the monomyth is less about the adventures the hero undertakes and more about the vital, personal growth the hero experiences that collectively benefits all people.

Essential Question

What is the significance and power of the hero's journey?

Suggested Student Understandings

- The monomyth genre is relevant to contemporary society because it captures a fundamental human experience that is timeless and universal.

- The monomyth has a long history and persistent influence in storytelling through its common stages and archetypal characters.

- The main values the genre supports are consistent across cultures and time periods, even as the monomyth's structure is flexible.

- The archetypal hero experiences transformation because of struggle and uses this personal growth to benefit others.

- Archetypes—such as the mentor, ally, and shadow—play an essential role in the hero's growth.

- Building knowledge about cultural beliefs–such as the Indian belief of following one's dharma or the Greek belief that man should perfect his arête–helps clarify stories produced by that culture.
- Writers use narrative techniques, such as dialogue and descriptive details, to help develop characters, setting, and themes.

Texts

CORE TEXTS

Myths (Literary)

- *The Odyssey*, Gillian Cross
- *Ramayana: Divine Loophole*, Sanjay Patel

SUPPLEMENTARY TEXTS

Article

- "The Hero's Journey Outline," Christopher Vogler

Audiobooks

- *Odyssey* Book 23 Translated by Robert Fagles (**http://witeng.link/0100**)
- *The Ramayana*, Book 6 by Valmiki (**http://witeng.link/0101**)

Essay

- "A Practical Guide to Joseph Campbell's *The Hero with a Thousand Faces*," Christopher Vogler

Journalism

- "Pixar Artist Sanjay Patel Gets Personal with 'Sanjay's Super Team,'" Rebecca Keegan (**http://witeng.link/0095**)

Myths

- *The Odyssey*, Trans. Geoffrey Steadman, "Book 9"
- *The Odyssey*, Trans. George Herbert Palmer, "Book 23"
- *The Odyssey*, Trans. Robert Fagles, "Book 23"

- *The Odyssey*, Trans. Robert Fitzgerald, "Book 23"
- *The Odyssey*, Trans. Samuel Butler, "Book 23"
- *The Odyssey*, Trans. Stanley Lombardo, "Book 23"
- *The Odyssey* Trans. T. E. Lawrence, "Book 23"
- *Ramayana*, Trans. Chakravarti Rajagopalachari, "Book IV Yuddha Kanda"
- *Ramayana*, Trans. K. M. K Murthy, "Book IV Yuddha Kanda"
- *Ramayana*, Trans. T. H. Griffith, "Book IV Yuddha Kanda"

Transcript

- "Ep. 1: Joseph Campbell and the Power of Myth–'The Hero's Adventure,'" Bill Moyers and Joseph Campbell

Videos

- "The Mythology of Star Wars," Bill Moyers and George Lucas (**http://witeng.link/0099**)
- "What Makes a Hero?" Matthew Winkler (**http://witeng.link/0098**)

Module Learning Goals

KNOWLEDGE GOALS

- Learn about the monomyth's persistence throughout cultures and time.
- Develop an understanding of how the monomyth reveals the universal human struggle of overcoming one's flaws.
- Evaluate the influence of the monomyth on a contemporary story.

READING GOALS

- Summarize and analyze how a particular sentences or sections of the text fit into its overall structure or genre and how its contribution impacts the development of the theme, setting, or plot (RL.6.2, RL.6.3, RL.6.5).
- Compare and contrast what is seen and heard in translations and audio/video versions of the text with what is perceived while reading, cite evidence to explain how these understandings contribute to a topic, text, or issue under study (RL.6.7, SL.6.2).
- Describe how a myth unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution (RL.6.3).

- Apply knowledge of affixes and roots to determine and verify the meaning of unknown or multiple-meaning words (L.6.4.b).

- Interpret figurative language in a text, and analyze how it impacts meaning (L.6.5.a).

- Explain and differentiate among the connotations of words with similar denotations (L.6.5.c).

WRITING GOALS

- Strengthen narrative writing by reviewing and revising for narrative techniques, precise words and phrases, relevant descriptive details, sensory language, and transition words based on guidance and support for peers and teacher (W.6.3.b, W.6.3.c, W.6.3.d, W.6.5, L.6.6).

- Use technology to produce, type, publish, and present narrative writing alongside visual displays to clarify information, alone and in collaboration with peers (W.6.6, SL.6.5, SL.6.6).

- When writing narratives with the task, purpose, and audience in mind, orient the reader by establishing a context, introducing a narrator and/or characters, organizing a natural and logical event sequence, and providing a conclusion that follows events (W.6.3.a, W.6.3.e, W.6.4).

SPEAKING & LISTENING GOALS

- In Socratic Seminars and other class discussions, reduce mental interference to enable effective listening and reflect aloud about knowledge gleaned from peers and share understanding through paraphrasing (SL.6.1.d, SL.6.6).

- When presenting ideas, maintain eye contact to engage listeners (SL.6.4).

LANGUAGE GOALS

- Edit writing for correct spelling (L.6.2.b, W.6.5).

- Choose and correctly use punctuation for clarity, interest, and/or emphasis and to set off nonrestrictive or parenthetical events (L.6.2.a, L.4.3.b).

- Recognize and correct vague pronoun-antecedent relationships and use intensive pronouns to improve clarity and add emphasis to sentence subjects, and develop character perspectives (W.6.3.d, L.6.1.b, L.6.1.d).

Module in Context

Knowledge: Students explore the hero's journey in this module by examining vividly illustrated retellings of *The Odyssey* and *Ramayana: Divine Loophole* to learn about the monomyth genre and mythological archetypes. The anchor texts allow students to explore Vogler's stages of a hero's journey and how it mirrors real life; a hero follows the call to adventure, faces his fears, and overcome his flaws to improve life for all people.

By studying the ideas of Christopher Vogler and Joseph Campbell, students learn about the timelessness of the monomyth and how it has shaped the storylines we follow today. With this foundation, students understand the importance of this genre to storytelling across time and cultures and how the hero's journey mirrors the struggle of human experience that they themselves face in their own lives.

Reading: Students hone their critical reading skills by working with two monomyth models—*Ramayana: Divine Loophole* and *The Odyssey*—which are complemented by a selection of prose and verse translations, an in-depth art study of the texts' illustrations, and audio/video versions of the texts. While reading the myths, students summarize and analyze how scenes and chapters fit into the classic structure of the monomyth, and they track character development to study how archetypes are created and for what purpose. In addition, they analyze how big ideas are conveyed in part through the development of characters and plot, and how some of these ideas morph into larger themes that speak to the universal human experience. Diving into translation work, students strengthen their knowledge of the monomyth's genre expectations, and they build a deeper understanding of how changes in diction across versions of one text alter character portrayals and the framing of the narrative. Studying illustrations, students better grasp not only the narrative elements and structure of the hero's journey, but also the artistic techniques used to create arresting images.

Writing: Module 2 builds upon students' understandings of explanatory writing, incorporating it into the analysis of the anchor texts. This module also introduces narrative writing and the production and publishing of technology-based presentations. Narrative writing is purposefully scaffolded so students are given the opportunity to experiment with context building, narrative techniques, transition words, precise word choice, and conclusions before drafting their own original myths in the EOM Task. Students create technology-based presentations to introduce their character and context as part of the third Focusing Question, giving students an opportunity to rehearse and perfect their production and delivery. For the EOM Task, students apply what they have learned to write two full scenes from their own original monomyth and use technology to present their ideas to their peers.

Speaking and Listening: Students develop their speaking and listening skills in three Socratic Seminars about *Ramayana: Divine Loophole* and *The Odyssey* by following rules for collegial discussions and engaging in evidence-based, collaborative conversations. Students set and monitor speaking and listening goals: they practice reducing mental interference to enable effective listening; they reflect aloud the knowledge they acquire from others by paraphrasing their peers' insights and contributions; and they practice maintaining eye contact when presenting to achieve increased audience engagement.

Standards

FOCUS STANDARDS

Reading Literature	
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
Writing	
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 6 on page 53.)
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
Speaking and Listening	
SL.6.1.d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 6 Language standards 1 and 3 on page 52 for specific expectations.)

Language	
L.6.1.b	Use intensive pronouns (e.g., myself, ourselves).
L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.2.a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2.b	Spell correctly.
L.6.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
L.6.5.a	Interpret figures of speech (e.g., personification) in context.
L.6.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

CONTINUING STANDARDS

Reading Literature	
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6–8 text-complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading Informational Text	
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the Grades 6–8 text-complexity band proficiently, with scaffolding as needed at the high end of the range.
Language	
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Major Assessments

Focusing Question Task	Elements That Support Success on the EOM Task	Standards
1. Part 1: With a partner, complete the Character Archetype and Stages of a Hero's Journey tables for *Ramayana: Divine Loophole*. Part 2: On your own, write an explanatory essay in which you synthesize your understanding of *Ramayana: Divine Loophole* by explaining how this text illustrates the genre expectations of the monomyth as well as how it might diverge from those expectations.	▪ Build understanding of the monomyth's archetypes. ▪ Build understanding about the purpose behind the quest: the transformation of the hero. ▪ Strengthen understanding of the stages of a hero's journey. ▪ Develop knowledge about common themes conveyed in the hero's journey.	RL.6.1, Rl.6.2, RL.6.3, RL.6.5, W.6.2, W.6.4, W.6.9.a, L.6.6
2. Part 1: Complete the Character Archetype and Stages of a Hero's Journey tables for *The Odyssey*. Part 2: Write an explanatory essay in which you synthesize your understanding of *The Odyssey* by explaining how this text illustrates the genre expectations of the monomyth as well as how it might diverge from those expectations.	▪ Build understanding of the monomyth's archetypes. ▪ Build understanding about the purpose behind the quest: the transformation of the hero. ▪ Strengthen understanding of the stages of a hero's journey. ▪ Develop knowledge about common themes conveyed in the hero's journey.	RL.6.1, RL.6.2, RL.6.3, RL.6.5, W.6.2, W.6.4, W.6.9.a, L.6.6
3. Part 1: Choose one illustration from either of the texts that hasn't already been analyzed in class and that is significant to the development of the text's characters, plot, or setting. Write an explanatory essay in which you explain how two of the art elements or concepts in your chosen illustration help convey meaning about this significant moment. Part 2: Write a narrative scene of at least three paragraphs that conveys the story of your chosen illustration from the perspective of a character other than Rama or Odysseus.	▪ Craft a narrative from a character's unique point of view. ▪ Develop the narrative using context, narrative techniques, transition words, precise words and phrases, descriptive details, sensory language, and a conclusion. ▪ Produce clear and coherent writing appropriate for the task and audience.	RL.6.1, W.6.2, W.6.3, W.6.4, W.6.9.a, L.6.1.b, L.6.1.d, L.6.2.b, L.6.6

4. Part 1: Working with your small group, choose another text (book or film) with which you are all familiar and that you think is an example of the monomyth genre. Use the Character Archetypes and Stages of the Hero's Journey tables to organize the characters and events. Part 2: Then, still working with your group, create and present a five-minute "elevator speech" in which you explain how this text is an example of a monomyth, being sure to include the hero's flaw or weakness and how the hero overcomes this obstacle to make life better for all people.	▪ Strengthen understanding of the stages of a hero's journey, a hero's transformation, and archetypes. ▪ Develop a presentation using clear and coherent writing that is appropriate for the task and audience. ▪ Present ideas using eye contact, adequate volume, and clear pronunciation.	RL.6.1, RL.6.2, RL.6.3, RL.6.5, W.6.2, W.6.4, W.6.6, W.6.9.a, SL.6.1.d, SL.6.4, SL.6.6, L.6.6

New-Read Assessment	Elements That Support Success on the EOM Task	Standards
1. Compare and contrast the experiences of listening to a recording of and reading the text of the same excerpt from *The Odyssey*. Respond to multiple-choice questions and complete a short response about the content of the excerpt.	▪ Develop a deeper understanding of the Return with the Elixir stage and ally archetype. ▪ Analyze the use of precise word choice and relevant descriptive details.	RL.6.1, RL.6.3, RL.6.4, RL.6.7, W.6.9.a, W.6.10, SL.6.2, L.6.4.a
2. Read an excerpt from "A Practical Guide to Joseph Campbell's *The Hero with a Thousand Faces*" by Christopher Vogler, and respond to multiple-choice and open-ended questions about the content of the excerpt.	▪ Develop an understanding of the history and persistence of the monomyth genre. ▪ Build knowledge of how to effectively modify the archetypes and stages of a hero's journey.	RI.6.1, RI.6.2, RI.6.4, W.6.9.a, W.6.10, L.6.4.a

Socratic Seminars	Elements That Support Success on the EOM Task	Standards
1. Analyze the big ideas developed in *Ramayana: Divine Loophole*, particularly those conveyed by character responses to moral dilemmas.	▪ Develop a deeper understanding of archetypes, particularly the hero as he struggles to pass tests. ▪ Deepen understanding of how character development supports and advances a text's big ideas. ▪ Use appropriate eye contact, adequate volume, and clear pronunciation.	RL.6.1, RL.6.2, RL.6.3, SL.6.1.d, SL.6.4, SL.6.6

2. Analyze what big ideas in *The Odyssey* have developed into themes; explain how the text illuminates them; and consider why these themes are often conveyed in the monomyth.	▪ Strengthen understanding of the monomyth genre by analyzing its common themes. ▪ Develop a deeper understanding of the purpose behind the hero's transformation. ▪ Use appropriate eye contact, adequate volume, and clear pronunciation.	RL.6.1, RL.6.2, SL.6.1.d, SL.6.4, SL.6.6
3. Compare and contrast Sita and Penelope, their relationships with the hero in each story, and their function in the hero's journey.	▪ Deepen understanding of the relationship between and among heroes and allies. ▪ Use appropriate eye contact, adequate volume, and clear pronunciation.	RL.6.1, RL.6.3, SL.6.1.d, SL.6.6

End-of-Module Task	Elements That Support Success on the EOM Task	Standards
Part 1: Plan your original monomyth using the Character Archetypes and Stages of the Hero's Journey tables. Part 2: Choose two stages to fully develop into narrative scenes. Part 3: Use technology to create a presentation, and choose one of your narrative scenes to present in a fluent read to share your hero and their journey with the class.	▪ Demonstrate an understanding of the monomyth genre. ▪ Develop a narrative using context, narrative techniques, transition words, precise words, and a conclusion. ▪ Use technology and fluent reading to produce, publish, and clarify ideas.	W.6.3, W.6.4, W.6.5, W.6.6, L.6.1.b, L.6.1.d, L.6.2.a, L.6.2.b, L.6.6, SL.6.1.d, SL.6.4, SL.6.5, SL.6.6

Vocabulary Assessments*	Elements That Support Success on the EOM Task	Standards
Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.	▪ Acquire and use grade-appropriate academic terms. ▪ Acquire and use domain-specific or text-critical words essential for communication about the module's topic.	Assessment 1: L.6.4.a L.6.4.b Assessment 2: L.6.4.a L.6.4.b L.6.5.c

*While not considered Major Assessments in Wit & Wisdom, Vocabulary Assessments are listed here for your convenience. Please find details on Checks for Understanding (CFUs) within each lesson.

Module Map

	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
Focusing Question 1: How does *Ramayana: Divine Loophole* exhibit the genre expectations of the monomyth?				
1	*Ramayana: Divine Loophole*, pages 1–9 and 124–131	Wonder What do I notice and wonder about *Ramayana: Divine Loophole* and its author?		▪ Notice and wonder about text and illustration details to build knowledge about *Ramayana,* its author, and Hindu mythology (RL.6.4, W.6.10, SL.6.2). ▪ Express the relationship between *myth* and a related content word in writing (L.6.5.b).
2	*Ramayana: Divine Loophole*, pages 10–23	Organize What's happening in *Ramayana: Divine Loophole*?	Examine Why is establishing a story's context important?	▪ Explain how Patel establishes context in *Ramayana: Divine Loophole* by introducing its main characters, setting, and central conflict (RL.6.1, RL.6.5, W.6.3.a). ▪ Explain how the concepts of dharma and karma help establish context in *Ramayana: Divine Loophole* (RL.6.1, W.6.10). ▪ Apply knowledge of the roots *serv* and *cosm* to discover the meaning of words in context (L.6.4.b).

Focusing Question 1: How does *Ramayana: Divine Loophole* exhibit the genre expectations of the monomyth?				
3	*Ramayana: Divine Loophole,* pages 24–37 and 132–145	Reveal What does a deeper exploration of characters and sequence of events reveal in *Ramayana: Divine Loophole*?	Examine Why is logical sequence in narratives important?	▪ Analyze the logic of *Ramayana: Divine Loophole*'s sequence of events (RL.6.5, W.6.3.a). ▪ Explain how Vishvamitra functions as a mentor archetype for Rama (RL.6.1, W.6.10). ▪ Use context clues to determine the meaning of adjectives in the text, and apply knowledge of the *–ity* suffix to change adjectives to nouns (L.6.4.a, L.6.4.b).
4	*Ramayana: Divine Loophole*, pages 38–55 and 130	Reveal What does a deeper exploration of structure reveal in *Ramayana: Divine Loophole*?	Experiment How do context and sequence in narratives work? Examine Why is correct pronoun case important?	▪ Analyze how the structure of the *Ramayana: Divine Loophole* functions and advances its plot (RL.6.1, RL.6.5, W.6.10). ▪ Outline the sequence of events for a new scene in the *Ramayana: Divine Loophole* and draft an opening paragraph that establishes context (W.6.3.a). ▪ Identify the case of pronouns in the text (L.6.1.a).
5 ✔SS	*Ramayana: Divine Loophole*, pages 56–63 and pages 156–163	Distill What are the big ideas of *Ramayana: Divine Loophole*?	Examine and Experiment How does reflecting aloud work? Experiment How does pronoun case work?	▪ Reflect aloud to improve participation in an academic discussion with peers (RL.6.2, RL.6.3, SL.6.1, SL.6.6). ▪ Determine one of the big ideas illuminated in *Ramayana: Divine Loophole* so far and explain how it is conveyed by particular details (RL.6.1, RL.6.2, W.6.10). ▪ Revise incorrect pronoun case in writing (L.6.1.a).

Focusing Question 1: How does *Ramayana: Divine Loophole* exhibit the genre expectations of the monomyth?			
6	*Ramayana: Divine Loophole*, pages 64–81 and 146–155	Reveal What does a deeper exploration of precise word choice and illustrations reveal in *Ramayana: Divine Loophole*?	Examine Why is precise word choice in narrative writing important?	▪ Analyze how precise word choice and illustrative details develop characters for a particular purpose (RL.6.1, RL.6.2, RL.6.3, RL.6.4). ▪ Use context and morphemic clues to determine meaning of *mobilized* (L.6.4.a, L.6.4.b).
7	*Ramayana: Divine Loophole*, pages 82–99	Reveal What does a deeper exploration of Patel's illustrations reveal in *Ramayana: Divine Loophole*?	Experiment How does precise word choice in narrative writing work?	▪ Employ precise word choice in the drafting of a scene's second paragraph (W.6.3.a, W.6.3.d). ▪ Analyze how illustrations advance the text's plot, convey its themes, and develop its characters (RL.6.1, RL.6.2, RL.6.3). ▪ Use context and knowledge of the suffix *-ive* to determine the meaning of adjectives in the text (L.6.4.a, L.6.4.b).
8	*Ramayana: Divine Loophole*, pages 100–113 "What Makes a Hero?" "Hero's Journey Outline"	Reveal What does a deeper exploration of structure reveal in *Ramayana: Divine Loophole*?	Experiment How do descriptive details in narrative writing work?	▪ Compare two versions of the monomyth structure and determine how their stages align (RI.6.5, RI.6.7, SL.6.2). ▪ Employ descriptive details in the drafting of a scene's third paragraph (W.6.3.a, W.6.3.d). ▪ Use knowledge of the roots *viv* and *vit* to determine the meaning of words in context (L.6.4.a, L.6.4.b).

Focusing Question 1: How does *Ramayana: Divine Loophole* exhibit the genre expectations of the monomyth?				
9 ✔FQT ✔VOC	*Ramayana: Divine Loophole,* pages 114–123	Know How does the monomyth genre build my knowledge of *Ramayana: Divine Loophole*?		▪ Write an explanatory essay about how *Ramayana: Divine Loophole* aligns to the monomyth's expectations and themes, after aligning the text's structure and archetypes to those of the genre (RL.6.1, RL.6.2, RL.6.3, RL.6.5, W.2, W.4, W.9, L.6.6). ▪ Apply knowledge of contextual and morphemic clues to correctly define words in context (L.6.4.a, L.6.4.b).

Focusing Question 2: How does *The Odyssey* exhibit the genre expectations of the monomyth?				
	TEXT(S)	**CONTENT FRAMING QUESTION**	**CRAFT QUESTION(S)**	**LEARNING GOALS**
10	*The Odyssey,* Cross, pages 8–25	Wonder What do I notice and wonder about *The Odyssey*?		▪ Examine settings and characters to build understanding about *The Odyssey* (RL.6.4, W.6.10). ▪ Achieve deeper understanding of words by distinguishing among connotations of synonyms (L.6.5.c).

Focusing Question 2: How does *The Odyssey* exhibit the genre expectations of the monomyth?				
11	*The Odyssey*, Cross, pages 26–47	Organize What's happening in *The Odyssey*?		▪ Explain how the Greek concept of *arête* builds understanding of Odysseus's development as the hero archetype (RL.6.3, W.6.10). ▪ Identify how the first three chapters' sequence of events fit into the structure of the monomyth (RL.6.1, RL.6.3, RL.6.5). ▪ Use the relationship between an unknown word and surrounding words to better understand the unknown word (L.6.5.b).
12	*The Odyssey*, Cross, pages 48–73	Reveal What does a deeper exploration of character reveal in *The Odyssey*?		▪ Analyze scenes that depict Odysseus's *arête, hubris*, and *humility*, and explain how they establish Odysseus as the hero archetype (RL.6.1, RL.6.3, RL.6.5). ▪ Expand word knowledge of select words in *The Odyssey* using the Frayer Model; use the relationship between words to better understand a word's meaning (L.6.5.b, L.6.6).

Focusing Question 2: How does *The Odyssey* exhibit the genre expectations of the monomyth?				
13	*The Odyssey*, Cross, pages 74–99	Distill What are the big ideas of *The Odyssey*?	Examine Why is dialogue in narratives important? Execute How do I use correct pronoun case in writing?	▪ Determine one of the big ideas illuminated in *The Odyssey* so far, and explain how it is conveyed by particular details (RL.6.1, RL.6.2, W.6.10). ▪ Analyze how disappointment and failure teach Odysseus valuable lessons and how his responses support the text's big ideas in an academic discussion with peers. (RL.6.1, RL.6.2, RL.6.3, SL.6.1, SL.6.6, W.6.10) ▪ Use correct pronoun case in writing (L.6.1.a).
14	*The Odyssey*, Cross, pages 100–119	Reveal What does a deeper exploration of narrative techniques reveal in *The Odyssey*?	Examine Why are narrative techniques important?	▪ Analyze how Cross uses narrative techniques to develop characters and plot (RL.6.1, RL.6.3, RL.6.5). ▪ Distinguish among the connotations of *pine* (L.6.5.c).
15	*The Odyssey*, Cross, pages 120–137	Reveal What does a deeper exploration of plot reveal in *The Odyssey*?	Experiment How do narrative techniques in a scene work? Execute How do I use transitions in narrative writing?	▪ Analyze how an event develops archetypes, advances a text's big ideas, and fits into a text's structure (RL.6.1, RL.6.2, RL.6.3, RL.6.5). ▪ Employ narrative techniques in the drafting of a scene's paragraphs (W.6.3.b). ▪ Add appropriate transitions to a paragraph to clarify the relationships among ideas (W.6.2, L.4.3.a).

Focusing Question 2: How does *The Odyssey* exhibit the genre expectations of the monomyth?				
16	*The Odyssey*, Cross, pages 138–157	Reveal What does a deeper exploration of Odysseus and his family reveal in *The Odyssey*?	Execute How do narrative techniques in a scene work?	▪ Analyze how Odysseus and Telemachus's depictions in the beginning of the Return phase emphasize their status as heroes (RL.6.1, RL.6.3). ▪ Employ narrative techniques to complete the drafting of a well-paced, engaging scene (W.6.3). ▪ Use the relationship between the words *jubilant* and *triumphant* to better understand the words (L.6.5.b).
17 ✔SS	*The Odyssey*, Cross, pages 158–171	Distill What are the themes in *The Odyssey*?	Execute How do I reflect aloud in a Socratic Seminar?	▪ Analyze how the final chapter supports the text's big ideas and solidifies some of its themes (RL.6.1, RL.6.2, RL.6.3). ▪ Analyze what big ideas in the story have morphed into themes, and explain how the text illuminates them (RL.6.1, RL.6.2, SL.6.1, SL.6.4, SL.6.6).
18 ✔FQT	*The Odyssey*, Cross, pages 172–175	Know How does the monomyth genre build my knowledge of *The Odyssey*?	Examine Why are intensive pronouns important?	▪ Write an explanatory essay about how *The Odyssey* aligns to the monomyth's expectations and themes, after aligning the text's structure and archetypes to those of the genre (RL.6.1, RL.6.2, RL.6.3, RL.6.5, W.6.2, W.6.4, W.6.9, L.6.6). ▪ Identify and explain the function of intensive pronouns in sentences (L.6.1.b).

	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
Focusing Question 3: How do translations of _The Odyssey_ and _Ramayana_ expand our understanding of these texts?				
19	_Ramayana: Divine Loophole_, covers and pages 80–81, 112–113	Reveal What does a deeper exploration of illustrations reveal in _Ramayana: Divine Loophole_?	Execute How do I establish characters in narrative writing? Experiment How do intensive pronouns work?	▪ Analyze illustrations to deepen understanding of _Ramayana: Divine Loophole_ (RL.6.1, W.6.10). ▪ Add emphasis to a sentence through correct use of an intensive pronoun (L.6.1.b).
20	_The Odyssey_, Cross, pages 82–89, 99 "The Mythology of Star Wars"	Reveal What does a deeper exploration of illustrations reveal in _The Odyssey_?	Execute How do I establish context in narrative writing? Execute How do I use intensive pronouns in narrative writing?	▪ Analyze illustrations to deepen understanding of _The Odyssey_ (RL.6.1, W.6.10). ▪ Develop context to orient the reader to the setting and conflict (W.6.3.a). ▪ Use intensive pronouns to add emphasis to nouns (L.6.1.b).

Focusing Question 3: How do translations of *The Odyssey* and *Ramayana: Divine Loophole* expand our understanding of these texts?				
21	*The Odyssey*, Cross, page 166 *The Odyssey*, Fagles, "Book 23" excerpt *The Odyssey*, Steadman, "Book 9" excerpt *The Odyssey*, Palmer, "Book 23" excerpts *The Odyssey*, Fitzgerald, "Book 23" excerpts *The Odyssey*, Butler, "Book 23" excerpts *The Odyssey*, Lombardo, "Book 23" excerpts *The Odyssey*, Lawrence, "Book 23" excerpts	Wonder What do I notice and wonder about these translations of "Book 23" of *The Odyssey*?	Excel How do I improve characters and context in narrative writing?	- Contrast the experience of reading and listening to an Odyssey translation (RL.6.1, RL.6.7, W.6.10, SL.6.2). - Analyze how Penelope's character is depicted in multiple translations of the same scene (RL.6.1, RL.6.3, W.6.10). - Evaluate and revise character and context to strengthen writing (W.6.3.a, W.6.5).

Focusing Question 3: How do translations of *The Odyssey* and *Ramayana: Divine Loophole* expand our understanding of these texts?				
22	*The Odyssey*, Cross, pages 11, 86, 151, 156, 171 T*he Odyssey*, Fagles, "Book 23" excerpt *The Odysse*y, Steadman, "Book 1" excerpts *The Odyssey*, Palmer, "Book 23" excerpts *The Odyssey*, Fitzgerald, "Book 23" excerpts *The Odyssey*, Butler, "Book 23" excerpts *The Odysse*y, Lombardo, "Book 23" excerpts *The Odyssey*, Lawrence, "Book 23" excerpts	Know How do these illustrations and translations build my knowledge of *The Odyssey*?	Examine Why is using technology to produce and publish our work important?	▪ Analyze illustrations to deepen understanding of Penelope's character (RL.6.1, W.6.10). ▪ Compare and contrast how Penelope's character is depicted in illustrations and different translations (RL.6.1, RL.6.3, RL.6.9, W.6.10). ▪ Explain how connotations of a word can affect the meaning of a text (L.6.5.a).

Focusing Question 3: How do translations of *The Odyssey* and *Ramayana: Divine Loophole* expand our understanding of these texts?				
23	*Ramayana: Divine Loophole*, page 114 *Ramayana*, Griffith, "Book IV: Yuddha Kanda" excerpts *The Ramayan*, Valmiki, Book 6 *Ramayana*, Rajagopalachari, "Book IV: Yuddha Kanda" excerpts *Ramayana*, Murthy, "Book IV: Yuddha Kanda" excerpts	Wonder What do I notice and wonder about these translations of Book IV of *Ramayana: Divine Loophole*?	Experiment How does using technology to produce and publish work?	▪ Contrast the experience of reading and listening to a Ramayana translation (RL.6.1, RL.6.7, W.6.10, SL.6.2). ▪ Analyze how Sita's character is depicted differently in two translations of the same scene (RL.6.1, RL.6.3, W.6.10). ▪ Revise writing to include verbs that more precisely convey meaning (L.6.5.a).
24	*Ramayana: Divine Loophole*, pages 114–117, 121 *Ramayana*, Griffith, "Book IV: Yuddha Kanda" excerpts *The Ramayan*, Valmiki, Book 6 *Ramayana*, Rajagopalachari, "Book IV: Yuddha Kanda" excerpts *Ramayana*, Murthy, "Book IV: Yuddha Kanda" excerpts	Know How do these illustrations and translations build my knowledge of *Ramayana: Divine Loophole*?	Examine and Experiment How does establishing point of view in narratives work?	▪ Analyze illustrations to deepen understanding of Sita's character (RL.6.1, W.6.10). ▪ Compare and contrast how Sita's character is depicted in illustrations and different translations (RL.6.3, RL.6.9, W.6.10). ▪ Experiment with establishing point of view (W.6.3.a, W.6.5). ▪ Apply knowledge of contextual and morphemic clues and word connotations to correctly define words in context (L.6.4.a, L.6.4.b, L.6.5.c).

Focusing Question 3: How do translations of *The Odyssey* and *Ramayana* expand our understanding of these texts?				
25 ✔NR ✔SS	*The Odyssey*, Fagles, "Book 23" excerpt *Ramayana: Divine Loophole* *Ramayana*, Griffith, "Book IV: Yuddha Kanda" excerpts *Ramayana*, Rajagopalachari, "Book IV: Yuddha Kanda" excerpts *Ramayana*, Murthy, "Book IV: Yuddha Kanda" excerpts *The Odyssey*, Cross *The Odyssey*, Steadman, "Book 9" excerpt *The Odyssey*, Fitzgerald, "Book 23" excerpts *The Odyssey*, Butler, "Book 23" excerpts *The Odyssey*, Lombardo, "Book 23" excerpts *The Odyssey*, Lawrence, "Book 23" excerpts	Wonder What do I notice and wonder about these translations of *The Odyssey* or *Ramayana: Divine Loophole*?	Excel How do I improve my use of technology to produce and publish? Examine Why are restrictive elements important?	▪ Apply an understanding of language and content to a new text through independent reading and analysis (RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.7, RL.6.7, W.9.a, W.6.10, SL.6.2, L.6.4.a). ▪ Compare and contrast Sita and Penelope and their function in the texts (RL.6.1, RL.6.3, SL.6.1.d, SL.6.6, W.6.10). ▪ Evaluate and revise a technology-based presentation by examining its content and structure (W.6.5, W.6.6, W.6.10, SL.6.5, L.6.2.b). ▪ Recognize and understand the purpose of restrictive elements (L.6.2.a).

Focusing Question 3: How do translations of *The Odyssey* and *Ramayana* expand our understanding of these texts?				
26	*Ramayana: Divine Loophole* *The Odyssey*, Cross	Know How do *The Odyssey* and *Ramayana: Divine Loophole* build my knowledge of the monomyth genre?	Execute How do I use technology to produce and publish work? Execute How do I use eye contact while presenting? Examine Why are nonrestrictive elements important?	▪ Publish and present ideas using technology (W.6.6, W.6.10, SL.6.1.d, SL.6.4, SL.6.5, SL.6.6, L.6.2.b). ▪ Recognize and understand the purpose of nonrestrictive elements (L.6.2.a).
27 ✔**FQT**	*Ramayana: Divine Loophole* *The Odyssey*, Cross	Reveal What does a deeper exploration of an illustration reveal in *The Odyssey* or *Ramayana: Divine Loophole*?	Execute How do I establish and maintain point of view in a narrative scene? Examine Why are nonrestrictive elements important?	▪ Analyze an illustration and write a narrative of the illustrated scene from the perspective of a non hero character (RL.6.1, W.6.2, W.6.3, W.6.4, W.6.9.a, L.6.1.b, L.6.1.d, L.6.2.b, L.6.6). ▪ Recognize and understand the purpose of nonrestrictive elements (L.6.2.a).

	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
Focusing Question 4: How does the monomyth genre persist in and influence the stories we tell?				
28 ✔**NR**	"A Practical Guide to Joseph Campbell's *The Hero with a Thousand Faces*"	Know How does Vogler's memo build my knowledge about the persistence of the monomyth genre?	Experiment How do nonrestrictive clauses work?	▪ Apply an understanding of language and content to a new text through independent reading and analysis (RI.6.1, RI.6.2, RI.6.4, W.6.9.b, W.6.10, L.4.4.a). ▪ Explain one of Vogler's central ideas (RI.6.2, W.6.10). ▪ With support, add detail to sentences by adding nonrestrictive clauses (L.6.2.a).

Focusing Question 4: How does the monomyth genre persist in and influence the stories we tell?				
29 ✔**FQT**	"Ep. 1: Joseph Campbell and the Power of Myth–'The Hero's Adventure'"	**Know** How does this text build my knowledge about how the monomyth influences our culture?	**Examine** Why is reducing mental interference important?	▪ Analyze a quotation to determine the author's central idea and generate word meaning from context (RI.6.2, RI.6.4, W.6.10). ▪ Synthesize understanding of a contemporary text by aligning its structure with that of the monomyth genre and analyzing how this structure develops the story's main archetypes and hero's transformation (RL.6.1, RL.6.2, RL.6.3, RL.6.5, W.6.2, W.6.4, W.6.6, W.6.9.a).
30	"Ep. 1: Joseph Campbell and the Power of Myth–'The Hero's Adventure'"	**Know** How do these presentations build my knowledge of the monomyth genre?	**Execute** How do I reduce mental interference before listening?	▪ Present understanding of how the monomyth genre influenced a contemporary text (RL.6.1, RL.6.2, RL.6.3, RL.6.5, SL.6.1.d, SL.6.4, SL.6.6, L.6.6). ▪ Evaluate peers' presentations to build understanding about the monomyth genre (W.6.10, SL.6.1.d, SL.6.4).
31 ✔**EOM**	*Ramayana: Divine Loophole* *The Odyssey,* Cross "The Hero's Journey Outline" "A Practical Guide to Joseph Campbell's *The Hero with a Thousand Faces*"	**Know** How do the module texts build my knowledge of the monomyth genre and narrative writing?	**Experiment** How do narrative scenes work in the End-of-Module Task? **Examine** Why are parentheses used to set off nonrestrictive clauses?	▪ Deconstruct and evaluate exemplar narrative scene (RL.6.1, RL.6.3, W.6.3, W.6.10). ▪ Evaluate and revise characters and context to strengthen writing for original monomyth (W.6.3.a, W.6.5). ▪ Recognize the use and effect of parentheses as a way to set off nonrestrictive elements (L.6.2.a).

Focusing Question 4: How does the monomyth genre persist in and influence the stories we tell?			
32 ✔**EOM**	*Ramayana: Divine Loophole* *The Odyssey,* Cross "The Hero's Journey Outline" "A Practical Guide to Joseph Campbell's *The Hero with a Thousand Faces*"	Know How do the module texts build my knowledge of the monomyth genre and narrative writing?	Execute How do I use narrative scenes to respond to the End-of-Module Task? Experiment How do dashes around nonrestrictive elements work?	▪ Plan selected stages of the hero's journey for original monomyth (W.6.3.a, W.6.4, L.6.2.b, L.6.3.a). ▪ Recognize the effect of dashes as a way to set off nonrestrictive elements (L.6.2.a).
33 ✔**EOM**	*Ramayana: Divine Loophole* *The Odyssey,* Cross "The Hero's Journey Outline" "A Practical Guide to Joseph Campbell's *The Hero with a Thousand Faces*"	Know How do the module texts build my knowledge of the monomyth genre and narrative writing?	Execute How do I use narrative scenes to respond to the End-of-Module Task? Execute How do I use nonrestrictive elements in narrative writing?	▪ Draft narrative scenes for original monomyths by applying knowledge of genre and using effective narrative elements (W.6.3, W.6.4, W.6.5, L.6.2.b, L.6.3.a). ▪ Add details to narrative writing through nonrestrictive elements (L.6.2.a).
34	*Ramayana: Divine Loophole* *The Odyssey,* Cross "The Hero's Journey Outline" "A Practical Guide to Joseph Campbell's *The Hero with a Thousand Faces*"	Know How do the module texts build my knowledge of the monomyth genre and narrative writing?	Excel How do I improve my narrative scene? Excel How do I help others improve their use of the style and conventions learned throughout the module?	▪ Evaluate and revise narrative scene by examining its content, structure, development, and style (RL.6.1, RL.6.4, RL.6.5, W.6.3, W.6.4, W.6.5, L.6.2.b, L.6.3.a). ▪ Plan and draft a presentation of original monomyth using technology (W.6.6). ▪ Provide effective style and conventions feedback on another student's narrative draft (W.6.2.c, L.6.1.a, L.6.1.b, L.6.2.a).

Focusing Question 4: How does the monomyth genre persist in and influence the stories we tell?				
35	*Ramayana: Divine Loophole* *The Odyssey*, Cross "The Hero's Journey Outline" "A Practical Guide to Joseph Campbell's *The Hero with a Thousand Faces*"	Know How do the module texts build my knowledge of the monomyth genre and narrative writing?	Excel How do I improve my use of technology and fluency skills? Excel How do I improve my use of the style and conventions learned throughout the module?	▪ Evaluate and revise technology presentation of original monomyth by examining its content, structure, development, style, and conventions (RL.6.4, W.6.4, W.6.5, W.6.6, L.6.2.b). ▪ Evaluate your draft for style and conventions elements (W.6.2.c, L.6.1.a, L.6.1.b, L.6.2.a).
36	All module texts	Know How do the module texts build my knowledge of the monomyth genre and narrative writing?		▪ Use technology to publish writing and present ideas to others (W.6.3, W.6.4, W.6.6, SL.6.1.d, SL.6.4, SL.6.5, SL.6.6). ▪ Evaluate which hero's journey most closely follows the monomyth genre (RL.6.1, RL.6.3, RL.6.5, SL.6.2).