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**My Lesson and Unit Links, Articles and Ideas**

TED- Huff Post, “SOLE Challenge” Award Winning Unit on Genius – “Siddhartha”:

<http://genius.com/Mr-cohen-unit-overview-and-guidelines-annotated>

<http://genius.com/2825096/Mr-cohen-hermann-hesses-chapter-1-the-brahmins-son/In-the-shade-of-the-house-in-the-sunshine-of-the-riverbank-near-the-boats>

**Part 1:** How to effortlessly combine Digital annotation, Flipped Teaching, Multiple Learning Strategies and a Self-Organized-Learning-Environment into any elementary, high school or university unit.

<http://www.youtube.com/watch?v=iJME5ebhiqQ&list=PLTAqkbpfAGJM5VJVq_1w8WHbxxlxu291u&index=2>

**Part 2:** How to effortlessly combine Digital annotation, Flipped Teaching, Multiple Learning Strategies and a Self-Organized-Learning-Environment into any elementary, high school or university unit.

<http://www.youtube.com/watch?v=jtl8ozmZ7Ao&list=PLTAqkbpfAGJM5VJVq_1w8WHbxxlxu291u&index=3>

**Part 3:** How to effortlessly combine Digital annotation, Flipped Teaching, Multiple Learning Strategies and a Self-Organized-Learning-Environment into any elementary, high school or university unit.

<http://www.youtube.com/watch?v=3ni3vX5fW7g&list=PLTAqkbpfAGJM5VJVq_1w8WHbxxlxu291u&index=4>

**Flip Teaching Introduction to Siddhartha Novel Study:** <http://www.youtube.com/channel/UCgmmWIwVrtNba-4PBTw4LcQ>

**Flip Teaching #1:**

<http://www.youtube.com/watch?v=5b-OZiBcx7Y&list=PLTAqkbpfAGJOzhLKeE33ittY1KiEbLaf5&index=3>

**Flip Teaching #2:**

<http://www.youtube.com/watch?v=aR-UW7sw58o&index=6&list=PLTAqkbpfAGJOzhLKeE33ittY1KiEbLaf5>

**Flip Teaching Interview #3:** <http://www.youtube.com/watch?v=EZay4mfeYsc&list=PLTAqkbpfAGJOzhLKeE33ittY1KiEbLaf5&index=10>

**Flip Teaching Interview #4:**

<http://www.youtube.com/watch?v=CI0EHARH2UM&index=11&list=PLTAqkbpfAGJOzhLKeE33ittY1KiEbLaf5>

**Flip Teaching Podcast:**

<http://www.youtube.com/watch?v=P6OFUOQslaQ&list=PLTAqkbpfAGJOzhLKeE33ittY1KiEbLaf5&index=7>

**Poetry Brain blog article on 18 Ways To Engage Your Students:**

<http://poetry.rapgenius.com/Mr-cohen-18-ways-to-engage-your-students-by-teaching-less-and-learning-more-with-rap-genius-lyrics>

**SOLE Collaboration with ‘The Art of Learning’** <http://theartoflearningproject.org/educate/category/programs/featured/>

**The Power of Media in the Classroom.**

Here is a self-centered documentary my students in my first year of students created on 1 day in their life. This was at a Toronto District School Board school in an economically disadvantaged community of downtown Toronto.

<http://www.youtube.com/watch?v=OipzydOBdxM&index=2&list=PLTAqkbpfAGJO4Fxd1WgdbzxUnUt3f0Uw>

At the end of the semester of the Canadian Pre-University Program High School classes I taught in Malaysia, I asked the students to create short videos of their experience

**Malaysian Classroom Environment#1:**

<http://www.youtube.com/watch?v=ggV7JoTLpb8&list=PLTAqkbpfAGJNlICV1qZKUht5uAnreNvLs>

**Malaysian Classroom Environment#2:**

<http://www.youtube.com/watch?v=Yn6_lq3glSI&list=PLTAqkbpfAGJNlICV1qZKUht5uAnreNvLs&index=2>

**Malaysian Classroom Environment #3:**

<http://www.youtube.com/watch?v=SoQUrhqIze0&list=PLTAqkbpfAGJNlICV1qZKUht5uAnreNvLs&index=3>

Self-Organized Learning Environment Introduction with Publisher Louis Jebb and panel via Skype in England.

<https://docs.google.com/document/d/1G3ZFkwM8LRzeGiTuOadYGmdVbN2lrjiJejXjBW1RlaI/edit?usp=sharing>

Nenad Bach: How to Create a Self-Organized-Learning Environment with a Guest Speaker via SKYPE:

<http://www.youtube.com/watch?v=UiidKbxUnS4>

**SOLE with New Technologies**

<http://www.youtube.com/watch?v=9FNjEtkJ8Jo&list=PLTAqkbpfAGJOOrGAfNcA3dtNGA5M--HOR&index=1>

**Self Organized Learning Environment Webinar**

<http://www.youtube.com/watch?v=NeyQj3_NumE&list=PLTAqkbpfAGJOzhLKeE33ittY1KiEbLaf5>

**Self-Organized Learning Environment Step by Step Article Guide**

<https://www.linkedin.com/profile/view?id=287722728&trk=spm_pic>

**SOLE Collaboration with ‘The Art of Learning’**

<http://theartoflearningproject.org/educate/category/programs/>featured/

**How to Incorporate One of your Passions into the Classroom**

See my upcoming courses for Educators and Teens here:

<https://jamiemasoncohen.com/courses/>

If I go on a trip to an intriguing place, I video tape it, show parts of it to my students and incorporate it into an upcoming unit theme.

Chronicles of Siem Reap: This was a trip I made to Cambodia to premiere my short film, “The Barber of Kigali”. I was an Ambassador of the Arts for the Canadian Government

<http://www.youtube.com/watch?v=vUWlYmH5Plg&list=PLTAqkbpfAGJO4Fxd1WgdbzxUnUt3f0Uwt&index=4>

**Tips for the 21st First Classroom**

<http://www.youtube.com/watch?v=ppvkNF5XOlI&list=PLTAqkbpfAGJOOrGAfNcA3dtNGA5M--HOR&index=2>

**Prepped and Polished Podcast Interview:**

<http://preppedandpolished.com/jamie-cohen-life-in-the-21st-century-classroom/>

**SIDDHARTHA**

An Interactive Digital Novel Study

**THE FLIPPED DIGITAL CLASS**

Length: 5-15 minutes each/1 online lesson per chapter

• Annotate the novel, Siddhartha, at your pace, in-class or wherever you are.

• Spend class time annotating the text, in discussion with students and asking

questions.

• Watch Mr.Cohen’s Online Videos as support for your ongoing digital annotation.

**PURPOSE OF THE UNIT**

1. To develop autonomous thinking skills in a 21st century innovative learning environment.
2. To learn and practice a leading edge form of QUOTATION ANALYSIS which will further develop your critical thinking and creative thinking skills in the process.
3. To be knowledge creators not passive receptors
4. To personalize and contextualize learning.
5. To build a collaborative, peer-driven digitally annotated text with daily, constructive guided feedback.

**TARGET:**

• APPLY THE HERO’S JOURNEY

• IN-DEPTH CHARACTER STUDY through digitally annotating SIDDHARTHA

**SIDDHARTHA, AN INTERACTIVE NOVEL STUDY**

Part One

**CHAPTER 1 ASSIGNMENT SUMMARY**

The Brahmin’s Son

• Characters: Siddhartha, Siddhartha’sfather, Govinda

• Stage of the Hero’s Journey

• Key Terms or Vocabulary

• Extension: Herman Hesse/

Map of Ancient India/Brahmin

Background of Siddhartha Gautama’s time period or geographic location/

Summary of Siddhartha Gautama’s life

**CHAPTER 2 ASSIGNMENT SUMMARY**

With The Samanas

• Life Lesson: Meditation

• Key Terms and Vocabulary

• Extension: Caste System

Buddha Boy/Map of Ancient

Nepal/Map of Modern Nepal/

**CHAPTER 3 ASSIGNMENT SUMMARY**

Gotama

• Characters: Siddhartha, Gotama, Govinda

• Stage of the Hero’s Journey

• Key Terms and Vocabulary

• Extensions: Interpretation of “Halachi 2” Segment of Traditional Jewish Thought on

Idol- Worship/Dalai Lama/Bodhi Tree

**CHAPTER 4 ASSIGNMENT SUMMARY**

Awakening

• Characters: Siddhartha

• Key Terms and Vocabulary

• Stage of the Hero’s Journey

• Extension: The Four Noble Truths/

Part Two

**CHAPTER 5 ASSIGNMENT SUMMARY**

Kamala

• Characters: Kamala, Siddhartha

• Stage of the Hero’s Journey

• Key Terms or Vocabulary

• Extension: Women’s rights in modern India

**CHAPTER 6 ASSIGNMENT SUMMARY**

Amongst the People

• Characters: Kamaswami, the merchant, Siddhartha

• Stage of the Hero’s Journey

• Key Terms or Vocabulary

• Extension: Modern East Asian economy/Bollywood cinema

**CHAPTER 7 ASSIGNMENT SUMMARY**

Samsara

• Characters: Kamaswami, Siddhartha

• Stage of the Hero’s Journey

• Key Terms or Vocabulary

• Extension: The Eightfold Path

**CHAPTER 8 ASSIGNMENT SUMMARY**

By the River

• Characters: Siddhartha, Govinda

• Stage of the Hero’s Journey

• Key Terms or Vocabulary

• Extension: Karma/River as symbol

**CHAPTER 9 ASSIGNMENT SUMMARY**

The Ferryman

• Characters: Vasudeva,The Ferryman, Siddhartha

Stage of the Hero’s Journey

• Quotation Analysis Option

• Extension: Reincarnation/Ferryme or Boatmen in mythology/Phonecast

**CHAPTER 10 ASSIGNMENT SUMMARY**

The Son

• Characters: Siddhartha, The Son Vasudeva, The Ferryman

• Key Terms or Vocabulary

• Stage of the Hero’s Journey

• MM Quotation Analysis: Option

• **Extension**: The Hero’s Journey Project Option/Group Audio/Visual Phonecast

Post Discussion

**CHAPTER 11 ASSIGNMENT SUMMARY**

Om

• Characters: Siddhartha,

• Vasudeva, The Ferryman

• Stage of the Hero’s Journey

• MM Quotation Analysis: Option

• **Extension**: The Hero’s Journey Project Option/Group Audio/Visual Phonecast

Post Discussion

**CHAPTER 12 ASSIGNMENT SUMMARY**

Govinda

• Characters: Govinda, Siddhartha

• Stage of the Hero’s Journey

• **Concept**: Nirvana

• **Extension**: Nirvana/Articles on the novel, “Siddhartha”/The Hero’s Journey

Project Option

Group Audio/Visual Phonecast Post Discussion

• MM Quotation Analysis: Option

**SIDDHARTHA,** EVOLUTION OF THE BOOK FOR THE SHORT-ATTENTION SPAN STUDENT

***RAP GENIUS.COM***

AN ONLINE COLLABORATIVE platform TO ANNOTATE SIDDHARTHA

1. Log on to the website www.rapgenius.com

a) “Search” for “Herman Hesse” “Siddhartha” - this is our class

2. Play around and learn how to use the site at

<http://rapgenius.com/Rap-geniuseditors-contributor-guidelines-lyrics>

3.Begin POSTING at:

<http://rapgenius.com/Hermann-hesse-theson-of-brahman-siddhartha-1-lyrics>

**Do 4-10 of the following per Chapter:**

• Question or insight about one character

• Key Terms/Vocab. definitions or link

• Specific Example of a Stage in the Hero’s Journey and brief reason why

• Answer, question or comment on another student’s question, comment or answer.

• Add video, images or audio links on all of-the-above

**Multi-Media Extension Activity**

**(5 -7 For the whole novel)**

**SIDDHARTHA - SOME MULTI-MEDIA TOOLS TO USE**

IN YOUR DIGITAL ANNOTATION OF SIDDHARTHA ON RAP GENIUS

• Peer-to-Peer Phonecast discussion (Google Voice)

• Peer- to-Peer Podcas t discussion

• TED TALK

• iTunes U

• Blog

• Podcast

• Twitter and Vine

• Museum Website links

• News or magazine online articles

• Instagram

• Movie clips

• Songs

• Poetry

• Sound FX

• Create a digital mind map or timeline

• Google Maps

• Skype Interviews

• Garage Band

• Texting Summaries

• Pics 4 Learning

• Gamestar Mechanic

• Futebol TV

• Classik TV

• Youtube Education

• eHow

• Pages

**SIDDHARTHA** ANNOTATION/20 CT/APP/MEDIA 40 QA /10 = 50

Assessment of Siddhartha Novel Study

DAILY TEACHER FEEDBACK/QUESTIONS/UP-VOTE FOR INSIGHT AND EFFORT,

QUOTATION ANALYSIS, MULTI-MEDIA CONTRIBUTIONS RELATED TO THE

TEXT, PEER-DRIVEN, COLLABORATIVE ONLINE DISCUSSION

**Annotation of Text**

**= Novel IQ Points /20 TOTAL**

**Due: By Friday, March 22nd**

**500 Points**

Chapters 1-8 10/10

**450 Points**

Chapters 1-8 9/10

**400 Points**

Chapters 1-8 8/10

**350 Points**

Chapters 1-8 7/10

**300 Points**

Chapters 1-8 6/10

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Due: By Friday April 11th**

**300 Points**

Chapters 9-12 10/10

**270 Points**

Chapters 9-12 9/10

**240 Points**

Chapters 9-12 8/10

**210 Points**

Chapters 9-12 7/10

**180 Points**

Chapter 9-126/10

Every 200 Points over 500 = 1 bonus mark. Every Week Late = 1 Mark Off Each Section**Critical Thinking through Written Insights/**

**Creative Connections Through Multi-Media links integrated into text /20**

**Due: By Friday, March 22nd**

**for Chapters 1-8 /20**

• 6 to 10 *combination* of diverse, insightful, creative contributions in the form of text

and multi-media plus 3 Extensions connected to passages in the text.

• One of these extensions may be your *Hero’s Journey Project*.

• At this level students have shown real mentorship in engaging their peers with

informative, constructive f eedback on a wide range of other students’ comments. The student has created and researched links that make authentic connections

between media sources and the text. **A+**

• 4-5 combination of diverse, insightful, creative contributions in the form of text and

multi-media plus 3 extensions connected to the passages in the text. One of these

extensions may be your *Hero’s Journey Project*”. **A**

• 4 combination of somewhat insightful or creative contributions in the form of text and

some multi-media plus 2 extensions connected to the passages in the text. One of

these extensions may be your *Hero’s Journey Project*. **B + to A-**

• 3 combination of somewhat insightful or creative contributions in the form of text and

some multi-media plus 2 extensions connected to the passages in the text. One of

these extensions may be your *Hero’s Journey Project*. **B- to B+**

Under 3 combination of contributions in the form of mostly text. Under 2 extension are present. **C to C+**

**Critical Thinking through Digital Annotation of the Text/Creative Connections/Application of Multimedia presentation skills to text /20**

**Due: By Friday, April 11**

**for Chapters 9-12 /20**

• 6 to 10 combination of diverse, insightful, creative contributions in the form of text and

multi-media plus 2-3 extensions connected to passages in the text.

• One of these extensions may be your *Hero’s Journey Project*. At this level students have

also shown real mentorship in engaging their peers with informative, constructive

feedback on a wide range of other students comments and created and researched

links that make authentic connections between media sources and the text. **A+**

• 4-5 combination of diverse, insightful, creative contributions in the form of text and

multi-media plus 2 extensions connected to the passages in the text. One of these

extensions may be your *Hero’s Journey Project*. **A**

• 4 combination of somewhat insightful or creative contributions in the form of text and

some multimedia plus 2 extensions connected to the passages in the text.

One of these extensions may be your *Hero’s Journey* *Projec*t. **B+ to -A**

• 3 combination of somewhat insightful or creative contributions in the form of text and

some multi-media plus 2 extensions connected to the passages in the text. One of

these extensions may be your *Hero’s Journey Project*. **B- to B+**

Under 3 combination of contributions in the form of mostly text. Under 2 extension are

present. **C to C+**

**Multi-Media Quotation Analysis on 1 Quote (Your Choice) from Chapters**

**9-12 with a multi-media link related to your analysis attached.**

**Style**

(How it is written) /5

**Content**

(Substance of Writing and Quality of Media-Link) /5

Part 2: Siddhartha RG

Chapters 9 - 12 Annotation Due:

*Update on Requirements: 300 Points = 1o/10 600+ =1 B /Write a 12 -line blog =1 B*

Multi-Media Quotation Analysis on your Group’s Big Question

(see Quotation Analysis Hand-out for Structure of paragraph)

a) Thursday April 4th/Friday April 5th - Students are put into groups of 4.

b) Each group agrees on one of the following subjects and creates a big question such as

“Why” or a “What” or a “How” or a “Meaning beyond this class to me” that they will explore through their multi-media QA.

Topics: Choose 1: *Following your heart or bliss/Father-child relationships/Happiness/Inner peace/Benefits of Meditation/Learning about another culture/True friendship/Real Mentors/Lessons from Siddhartha’s life*

Friday, April 12th

c) Meet with your Group. Bring your MM QA. Discuss your explorations into your big

question.

Sum up your different viewpoints in one sentence each. Audio-record your

summary and add to the appropriate chapter on Siddhartha RG.

d) Meet with one group member from each of the other groups. Ask them what their

question was and what they found. Listen and respond. Then switch.

Due by the night of Wednesday, April 10th: On-line Survey of the Unit (This will be included in your Effort Mark out of /10.) If you don’t do it, you will be deducted 1 mark.

The Hero’s Journey Project: Due: Friday, April 12th -- Create a link to an appropriate place

**SIDDHARTHA RG UNIT ASSESSMENT**

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PART 1: /10 /20 WEIGHT (3)

PART 2: /10 /10 WEIGHT (1.5)

110

-------------------------------------------------------------------------------------------------

**CHAPTERS 1- 8**

PART 1 EFFORT: 10/10 = 500 POINTS BONUS MARKS:

PART 1 QUALITY: /20 = SEE CRITERIA

Comments e-mailed directly to each student with Part 1 Mark.

**CHAPTERS 9-12**

PART 2 EFFORT: 10/10 = 300 POINTS

STUDENT'S POINTS: \_\_\_\_\_\_\_

PART 2 QUALITY: /*10* = SEE CRITERIA

INCLUDED in QUALITY: Participation in 'The Big Question' in-class group discussion

Multi-Media Quotation Analysis

Comments:

**SOLE SIDDHARTHA**

|  |  |  |  |
| --- | --- | --- | --- |
| The 5 W Summary for one of the Chapters from 9-12.  *(Who, What, When, Why,*  *How)*  Or  Y | The Pixar Summary  *Once upon a time….*  *Every day… One day….*  *Because of that….*  *Because of that….*  *Until finally….*  O G | Clarify Your Big Question (on cue cards)  *2 Quotation Analysis from the novel to explore it.*  *A: I learned that…*  *in response to the question……*  A | Draw an image or create a mind map of the QA for the big question or a key word or symbol that sums up the answer to the big question from the text or both |

Present as a group:

Chapter summary

**Q.A.** **and Lessons from the Big Question**

Show and Tell about the Mind Map

Brief Discussion on the Big Question/ Chapter.

Take photo and post to relevant chapter on RG.

WHAT'S NEXT FINISH RG 9-12 +Q A// EXAM REVIEW; SIDDHARTHA QUEST ION *//*

CREATE A CHART ON 4 CONSECUTIVE STAGES OF THE HERO'S JOURNE // 3 CHARACTER

OUTLINES BASED ON CHARACTERIZATION HAND-OUT // ESSAY PRACTICE QUESTION

**Siddhartha RG: By the Numbers**

The Results of the Student Survey conducted by Mr. J. Cohen for 2 1 D English Classes

THE TOP 10 SKILLS AND HABITS STUDENTS FEEL THEY DEVELOPED IN THE

ORDER THEY CHOSE THEM

1. See the world from a different culture's perspective.

2. To think more independently.

3. Increased motivation to learn

4. Practice asking big and meaningful questions

5. Take ownership of learning experience

6. Language and Creativity

7. More media literate

8. Improve reading and comprehension

9. How to collaborate with my peers effectively

10. The habit of becoming a lifelong learner

**1 Word Descriptions**

―――――――――――――――――――

Direct Quotations from Student Surveys

Addictive Exciting

Spectacular Stressful

Difficult Helpful

Extraordinary New

Innovative Visual

Better Different

Interactive Cool

**Numbers**

―――――――

Rated the Overall Experience

8/10

―――――――

Helped me see the world from a different perspective

67%

―――――――

Improved my critical thinking skills

57%

Does this way of learning a novel seem more meaningful and not boring to you than daily class lectures followed by a test at the end of a unit? 89% said, *"YES",*

Which of the 21st century skills do you feel you developed the most while doing this project? *Critical Thinking Skills*

Do you have any suggestions to improve the Unit?

"I would have liked two chapters a week so that we could move a bit slower and

have more deadlines,"

"We couldn't all work at the same time because the computer lab shares an IP

address."

""…summarize each chapter briefly in class after doing the work online."

"Students should comment on a couple sentences not highlight the whole

paragraph…"

" … class discussions on the novel: because it is easier to share my opinion that way and engaging to listen to the way the class expresses their opinions."

**Poll Results**

Found Flipped Videos Helpful 83%

Assessment was fair 96%

Difficulty of Novel was Biggest Challenge 48%

Helped me visualize more than regular notes 89%

Improved Digital Literacy 82%

**Numbers**

# of Students 41

Approximate # of Student Written Annotated Posts 900+

Multi-Media Connections 100+

**A Number of Firsts on Siddhartha RG**

By Mr. Jamie Cohen and the 41 students in his two Grade 9 English Classes

**Numbers**

# of Questions Answered on all Chapters by Mr. Cohen using Flipped Videos Podcasts and

directly on the Annotated Text 90+

U.S Hip-Hop and Poetry Website blog posts on our English Unit 3

Find the Grade 9 English student who:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| Had Tim Hortons for breakfast | Competed in a dance competition | Was named after a person in their family | Is wearing a t-shirt with a message on it | Can recite one line from a Shakespearian play. | **1**  Has Justin Beiber or Katy Perry on the ipod | **2**  Has Drake or Jay-Z on their ipod |
| **3**  Has written a short story or comic or article outside of school | **4**  Knows 2 people in this class | **5**  Does yoga or jobs regularly | **6**  Can define a "myth" | **7**  Has a bird | **8**  Can name a famous movie that is based on myth | **9**  Has a unique talent or skill |
| **10**  Has read every book in the Twilight series | **11**  Speaks 3 languages | **12**  Has a pink holder for their Blackberry or iphone | **13**  Favorite color is blue | **14**  Has an unusual phone application | **15**  Dots their letter “i” with a circle of smiley face | **16** |
| **17**  Has an older sibling at this school | **18**  Has an interesting hobby that he or she is passionate about | **19**  Plays a sport outside of school | **20**  Rows their eyes or just stares when they are annoyed or bored | **21**  Has read every Harry Potter novel | **22**  Read a graphic novel over the summer | **23**  Knows who Raoul Wallenberg is |
| **24**  Paints or draws | **25**  Tweets or has a blog | **26**  Has posted something on Youtube in the past 6 months | **27**  Had an adventure out of Canada over the summer | **28**  Has moved to Toronto from another city of country | **29**  Has a dog | **30**  Is wearing brightly colored shoelaces today |
| **31**  Read a book over the summer | Notes: The last book or graphic novel I read was: | | | | | |

**ENG1D - Practice Grade 9 Examination**

**Instructions: Read carefully.**

This section of the exam should take 45-50 minutes in duration. Please bring two or three pens

(bluelblack) or a dark pencil. Yellow pencils with cute pink trim may be accepted in an alternative

**UnIverse.**

Bring a highlighter to use as you read over the exam because it will make it look pretty. **It** is useful to

bring a watch, even though no 14-15 year old owns one anymore.

If you are thirsty, you are welcome to contribute to the demise ofthe environment and bring a bottle of

water. Kleenex will only be permitted if it is see-through so that you cannot laser print invisible cheat

notes on it.

Dictionaries are NOT permitted because I felt powerful writing the word, NOT in caps. Other than that,

break a leg because then it may give you an excuse to delay writing this examination .

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| Class: Jamie Cohen Lesson Plan  English Grade 9 | Topic: Application of the myth of  Pygmalion to the play, “Pygmalion” | Unit: Play Study: Pygmalion  Date: |
| Lesson #: 7 | Time: 1:25pm to 2:25pm 60 minutes | |
| Specific Expectations:   * Group report on themes in the novel * Reading and responding in journals to thematic issues, character development and specific passages.   Assessment/Evaluation:  Application of knowledge and skills (in familiar contexts).  Making connections within and between various contexts (e.g.) within the discipline; between disciplines; between personal experience and the world outside school)  Communication:  Communication to inform, to express an opinion in oral, visual and written forms, including media forms. | | |

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| ***Lesson Plan Specifics***  *Opening:* 1:25 -1:32  Tell the class: The target of today's class is to 1) understand the myth of Pygmalion through our individual learning styles  2) Apply connections to the myth of Pygmalion to the play, Pygmalion through quotation analysis and they will be given a small mark on how well they applied this knowledge by the end of class.  Hand-out the 1 page myth of Pygmalion. Explain to student that we will first read the play out loud as a class. I will tap the desk. If you want to read, read one sentence. If you do not want to read, say, "pass". No judgment if you don't feel comfortable reading in front of the class.  Tell students that they are to put themselves in groups based on learning styles:  Around the room, there are 6 Titles on construction paper for students to go to.  'Groups must be between 3 -5 students. Tell students to feel free to challenge  Themselves and grow by placing themselves into their learning style that needs the most work. For example: If you are a digital learner, you may want to go into the visual group. If you are visual, you may want to go into audio.  *Body: Part* 1: 1:32 -1:47  *This class will cater to different learning styles and multiple intelligences. Students have 15 minutes to complete the task. Each presentation is* 2: 4 *minutes in* *length. During the presentation of the main learning style task the students are to briefly discuss why they wrote, sang, performed what they did to interpret the myth. Teacher will circulate throughout the room getting down to students levels checking if students are hitting the specific expectations of the lessons.*  *Assign* 1 *captain per group /2 who focus on the main task plus present that part /2 who focus on the quotation analysis plus present that part*  *Group* 1: *Visual: Paint or draw a mural on the white board that illustrates Part 1 of the*  *Pygmalion myth. Use specific colors as symbolic representation and explain why you used those colors. You call also refer to part* 2 *(paragraph 2)*  Find 1 quotation in the play, Pymgalion from Act 1 or Act 2 that relates to the myth of  Pygmalion. Write 2 points how it relates to the myth based on either character or theme.  Use three "visual" words in your presentation to the class.  *Group* 2: *Audio: Write a song or poem that resonates with you on Part* 1 *of the Pygmalion myth. You call also refer to part* 2 *(paragraph 2)*  Find 1 quotation in the play, Pymgalion from Act 1 or Act 2 that relates to the myth of  Pygmalion. Write 2 points how it relates to the myth based on either character or theme.  Use three "visual" words in your presentation to the class.  *Group* 3: *Kinesthetic: Act out three tableauxs (narration is optional) on Part* 1 *of the*  *Pygmalion myth. Students can use props and make-shift sets with chairs* in *the room.*  Find 1 quotation in the play, Pymgalion from Act 1 or Act 2 that relates to the myth of  Pygmalion. Write 2 points how it relates to the myth based on either character or theme.  Use three "visual" words in your presentation to the class. | **Strategies:**  o seminar  o handout/worksheet  o lecture  o field trip  o debate  o writing activity  o Socratic lesson  o group work  o brainstorming  o presentation  o video/film  o four corners  o role-play  o reading analysis  o overhead  o other:  **Assessment & Evaluation:**  o quiz  o test/exam  o assignment  o project  o presentation  o peer evaluation  o self evaluation  o observation  o discussion  o worksheet  o oral questioning  o journal  o paragraph/essay  o other: |

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| *Group* 4: *Digital: Write a graphic organizer for Part 2011 the white board (you call also include Part* 1) *(provide models of graphic organizers)*  Find 1 quotation in the play, Pygmalion from Act 1 or Act 2 that relates to the myth of  Pygmalion. Write 2 points how it relates to the myth based on either character or theme.  Use three "visual" words in your presentation to the class.  *Group* 5: *Audio/Visual Find a real-life photograph from one of the books and give a verbal explanation collecting it to Part* 2 *of the Pygmalion myth. Create sound effects (on computer or ipod is acceptable) that also connect the photograph to the myth in solid.*  Find 1 quotation in the play, Pymgalion from Act 1 or Act 2 that relates to the myth of Pygmalion. Write 2 points how it relates to the myth based on either character or theme.  Use three "visual" words in your presentation to the class.  *Group* 6: *Digital/Kinesthetic/Audio: Find* 5 *props and put them ill a specific order that best shows the series of events that take place ill Act* 2 *of the Pygmalion Myth. Use solid effects only from your cell phones to goes with each prop.*  Find 1 quotation in the play, Pymgalion from Act I or Act 2 that relates to the myth of Pygmalion. Write 2 points how it relates to the myth based on either character or theme.  Use three "visual" words in your presentation to the class.  Body Part 2: 1:47- 2: 22 Students present in 2 - 4 minute presentation time slots. Brief 1-2 point positive  reinforcement follows by the teacher.  Conclusion: 2:22 - 2:25 Briefly point out a few positive things (I from each group) that you observed, heard, resonated with me that shows your understanding of the myth and ability to apply your knowledge of the myth to the play.  Homework: Write a paragraph on the quotation your group used to do a "Quotation Analysis."  Have students clean-up if necessary.  **Resources:** 30 Hand-outs of the myth of Pygmalion/Students must have their copy of the play, Pygmalion  Group I: White board markers, white board or paint brushes, paint and large paper, water in cup  Group 2: White board markers/white board  Group 3: Props within the classroom  Group 4: White board markers/white board/graphic organizer models  Group 5: "Life" or "Time" magazine photos of the year book with yellow sticky tab.  Group 6: Props around the room, cell phones.  Construction paper with titles of each learning style group  **Accommodations / Modifications:** Students can choose a group that matches their learning style or challenge themselves by choosing a learning style that he or she needs to develop. Giving students a choice develops self-awareness of their strengths and areas that need improvement. It also reinforces and encourages the belief that is positive to move outside of our comfort zones to get better in areas we need to work on.  **Teaching Strategies:** This lesson integrates several strategies for providing comprehensive input for students who require various accommodations: 1) Scaffolding: will support individual student's understanding through visual, auditory, or tactile supports for the multiple learning styles and intelligences they have displayed in class on some level.  2) Modelling - through ' clues' and written examples at each station to help initiate and promote clarity.  3) Cooperative/Collaborative Learning: In small groups, students are assigned specific tasks and presented with a defined role in the group. This will focus students on clarifying and negotiating meaning with one another.  4) Brainstorming: Helpful written handouts at each situation will 1) state specific tasks   * Homework: Reading and responding in journals to thematic issues, character development and specific passages by writing down the quotation your group used and writing a paragraph using the "Quotation Analyis" model. |

*Assign* 1 *captain per group /2 who focus on the main task plus present that part /2 who focus on the quotation analysis plus present that part*

*Group* 1: *Visual: Paint or draw a mural on the white board that illustrates Part 10f the Pygmalion myth. Use specific colors as symbolic representation and explain why you used those colors. You can also refer to part* 2 *(paragraph 2)*

Find 1 quotation in the play, Pygmalion from Act 1 or Act 2 that relates to the myth of Pygmalion. Write 2 points how it relates to the myth based on either character or theme.

Use three "visual" words in your presentation to the class. *(optional)*

*Assign* 1 *captain per group /2 who focus on the main task plus present that part /2 who focus on the quotation analysis plus present that part*

*Group* 2: *Audio: Write a song or poem that resonates with you on Part* 1 *of the Pygmalion myth. You can also refer to part* 2 *(paragraph 2)*

Find 1 quotation in the play, Pymgalion from Act 1 or Act 2 that relates to the myth of Pygmalion. Write 2 points how it relates to the myth based on either character or theme.

Use three "audio" words in your presentation to the class. *(optional)*

*Assign* 1 *captain per group /2 who focus on the main task plus present that part /2 who focus on the quotation analysis plus present that part*

*Group* 3: *Kinesthetic: Act out three tableauxs (narration is optional) on Part* 1 *of the Pygmalion myth. Students can use props and makeshift sets with chairs in the room.*

Find 1 quotation in the play, Pymgalion from Act 1 or Act 2 that relates to the myth of Pygmalion. Write 2 points how it relates to the myth based on either character or theme.

Use three "kinesthetic" words in your presentation to the class. (optional)

*Assign* 1 *captain per group /2 who focus on the main task plus present that part /2 who focus on the quotation analysis plus present that part*

*Group* 4: *Digital: Write a graphic organizer for Part* 2 *on the white board (you can also include Part* 1) *(provide models of graphic organizers)*

Find 1 quotation in the play, Pygmalion from Act 1 or Act 2 that relates to the myth of Pygmalion. Write 2 points how it relates to the myth based on either character or theme.

Use three "digital" words in your presentation to the class.

*Assign* 1 *captain per group/12 who focus on the main task plus present that part /2 who focus on the quotation analysis plus present that part*

*Group* 5: *Audio/Visual Find a real-life photograph from one of the books and give a verbal explanation connecting it to Part* 2 *of the Pygmalion myth. Create sound effects (on computer or ipod is acceptable) that also connect the photograph to the myth in sound.*

Find 1 quotation in the play, Pymgalion from Act 1 or Act 2 that relates to the myth of Pygmalion. Write 2 points how it relates to the myth based on either character or theme.

Use a combination of three "audio and visual" words in your presentation to the class.

*Assign* 1 *captain per group* /2 *who focus on the main task plus present that part* /2 *who focus on the quotation analysis plus present that part*

*Group* 6: *Digital/Kinesthetic/Audio:*

*Find* 5 *props and put them in a specific order that best shows the series of events that take place in Act* 2 *of the Pygmalion Myth. Use sound effects only from your cell phones to goes with each prop.*

Find 1 quotation in the play, Pygmalion from Act 1 or Act 2 that relates to the myth of Pygmalion. Write 2 points how it relates to the myth based on either character or theme.

Use one digital/one kinesthetic word/one audio words in your presentation to the class.

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| Class: ENG. GRADE 9 | Topic: The Oral Storytelling Tradition in Myth |
| Unit: Mythology | Time : 60 Minutes |
| Specific Expectations: Study of poetry/music/short stories connected  To mythology | |
| Lesson Specifics:  Design the class in the shape of a campfire.  Desks are shaped in U with the center open.  Wild animal FX are played as students enter.  On the whiteboard, write: Welcome to Native Storytelling Ceremony.  Please put your bags down.  Get out a pen and sit somewhere quietly.  Get out: Grade 9 Anthology on pg. 23.  Put the box on the desk with the lamp.  Have flashlight ready to shine on each student's page as they read aloud.  Teacher sits in a seat that faces whole class.  Teacher says: "For thousands of years, Native people like all cultural groups have been passing on myths orally - Oral storytelling is like  Broken telephone. Play one game of broken telephone by repeating the first line of "The Raven."  Once it is finished, say: "Today we will experience what Native cultures have practiced for thousands of years. We will tell a story or a myth as a class by reading it aloud together.  In Native Cultures in North America, this was an event that young people looked forward to. It was a ceremony, a learning experience and it was fun. The stories were told by an Elder - me - the leader of the tribe who had been told the story by his elders (parents and  grandparents). And now he was sharing it with the young people of the tribe.  We will read the story together. If you do not feel comfortable reading aloud, quietly say, "pass".  As we read the story together, I will act out key parts of the story  In the middle of the campfire ... at times I will ask for your help  In re-creating the story. | |

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| I have also given each of you a worksheet which has the 6 Ws on it.  You may have seen these questions before. This is one of many ways to assess and evaluate if you understand the basic elements of a story. The target of this exercise is to be able to answer most of these questions as a result of reading and acting out this story together.  Go through the story by moving around the circle with a flashlight in dark and having students read I paragraph each. After each paragraph summarize the events and ask the students the W6 questions as they arise in the story.  The key moments to dramatize are: the clumsy Raven, the birth and transformation of the Raven into the hemlock needle, the box full of light, the earth becoming light when the Raven steals the light, the Eagle clashing with the Raven - forcing the Raven to drop the light, the moon and the stars created by the Raven dropping the light on part of the earth, the old man crying because his box was stolen and then smiling because he can see his daughter - as beautiful as a hemlock.  Then go through the W 6 questions as a class by asking the students for answers.  Tell students to jot down point-form answers to W6. |
| Resources: Desks in shape of a campfire/ wild animal sound FX CDflashlight,  Grade 9 Anthology/big box/lamp with light! |
| Accommodations *I* Modifications: If students do not feel comfortable, they can "pass" during reading  Aloud period. |
| Homework: |
| Reflections & Improvements: This class has worked well to hit the target: W6 and to put  Experiential, real-world teaching into practice for this unit, and  to open students' minds to the universality of storytelling and common threads all cultures have in common. |

**Jamie Cohen: Lesson Plan**

Grade 9 English: Period 6: 1:25pm to 2:25pm

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| Class: English Grade 9 | Topic: Review of 12 Stages of The Mythological Hero’s Journey in the film, “The Wizard of Oz” | Lesson #15 | |
| Unit: Mythology | Time: 60 minutes |
| Specific Expectations:  Overall Expectations: | • Independent film study and written analysis  • Research and present use of mythical allusions  • (Media Studies): Use knowledge of the elements,  intended audiences, and production practices of a  variety of media forms to analyze specific media  • (Language): Use listening techniques and oral | **Assessment & Evaluation** | |
|  | Quiz/ Test/ Exam  Assignment/ Summative  Homework Check  Notebook  Project |
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|  | communication skills to participate in classroom  discussions and more formal activities such as  story-telling, role playing, and presenting for specific purposes  1 :25 - 1 :30 - Students enter/attendance through team cards |  | Presentation  Peer Evaluation  Self Evaluation  Observation |
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| **Lesson Plan Specifics**  This class will cater to different  learning styles and multiple  intelligences.  Station 1: Comic Strip: Visual,  Linguistic, Spatial, Interpersonal  (social)  Station 2: Create Lvrics for a Song:  Auditory, Linguistic, Musical,  Social  Station 3: Granhic Organizer:  Visual, Linguistic, Logical-  Mathematical, Spatial, Social  (interpersonal)  Station 4: Color-Svmbol Painting:  Visual, Bodily-Kinesthetic, Spatial  Station 5: Create a series of  Tableaux with narrator: Bodily-Kinesthic, Social (interpersonal), Linguistic, Visual | Students have 1 minute to find their card which will  be in front of a station: See attached sheet to show breakdown of each of the 5 stations.  1:30 -1:33 Hook/Target/Expectations/Groundrules::  • Say: "Most would say: Impossible!" Pause. I  probably should have told you sooner, but I can't  help you get home. You'll have to get home in  your groups of allies.  • Show students the door with red slippers and a  video clip of the Ordinary World in "The Wizard  of Oz" on the DVD. |  | Communication  Worksheet |
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|  | Group Assessment Rubric - formal evaluation by the  teacher that will be administered through  observation of individual students within each group during group work - process and presentation  Paragraph on one stage of the hero's journey based on their group work and completing a self-evaluation on the back of their card. Students must complete the  evaluation  Before leaving the "special world" to get home. |  |  | |
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| **Teaching/Learning Strategies** | | |
|  | | Seminar  Handout / Worksheet  Lecture  Field Trip  Debate  Writing Activity  Socratic Lesson  Group Work  Small Group Discussion |
| **Resources:**  Activity Station 1: Venn Dia/Sound  FX (Written analysis - S.E, oral comm.)  Activity Station 2: Lyrics/Harmony  (Oral Comm., written analysis- S.E)  Activity Station 3: Comic Strip (Storytelling G.E)  Activity Station 4: Art Show  (Mythical allusions - S.E)  Activity Station 5: Role-Play  (Storytelling, oral comm. Skills-G.E) | Visual/Auditory: Full scap, sound FX CD, stage  notes, written instructions per student of each activity  Auditory: Soundtrack of film, CD player, copy per  student of lyrics to "Somewhere Over the Rainbow",  full scap paper, stage notes (1 per group).  Visual: 6 large cue cards - 1 sheet per box,  Visual/Kin: 2 canvas, paint, garbage bags  Kin/Visual: Costumes, Props |  | |
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| **Accommodations / Modifications And Teaching Strategies** | Each team will be assigned a captain. The captain's role will be to manage his group to make sure they finish tasks on time, to answer his group's questions and to assist students with learning challenges. The groups have been selected to match students who have different learning styles and different strengths.  **Teaching Strategies**  This lesson integrates several strategies for  providing comprehensive input for students who  require varies accomodations: 1) *Scaffolding::* will  help support individual student's understanding  through visual, auditory or tactile supports chosen  for the mUltiple intelligences they have displayed in  class on some level.  2) *Modelling* - through 'clues' and written examples  at each station to help initiate and promote clarity.  *3) Bridging* - This entire lesson is a review that taps  into prior knowledge and builds on it through the  multiple intelligences best suited to individual  students |  | |
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| **Assessment / Evaluation** | • Say: "There it is. Home. In the next 45 minutes  I want to do the very best job that I can as the  Wizard -- and today you can call me Mr. Cohen  or The Wizard, to make sure that will be able to  get home to the 'ordinary world' to re-write your  1 paragraph on how 1 stage of the Hero's  journey applies to "The Wizard of Oz'.  • By the end of this journey, I want you to take  the knowledge you learn here today in the  special world and add a new dimension of  understanding to your paragraph on one of the  stages of the hero's journey.  • 1 :33-1 :40: Explanation of each work area along  theYBR:.  • 1 :40 - 1 :50 - Students work on their First  Activity/Stage  • 1 :50 - 2: 15- Students present their First  Activity/Stage  Each presentation is 3-5 minutes with brief post-discussion/additions to work presented on Stage(s)  • 2:15: 2:17 – Conclusion/Wrap it -- Say,"  Include a reminder of next day's culminative in-class  paragraph.  • 2: 17-2:25: Clean-up - Each group carefully  places objects in their "stage container". Each  group is responsible for cleaning up their work  area. Each student is responsible for moving  one desk back to the proper position. Class is  over.  • Checklist which asks students to assess their  understanding of specific expectations; evaluates  their learning process, develops and encourages  insights and personal responsibility into their  own strengths and talents.  • It directly contributes to setting students up for  success for the assessment of the paragraph  which will follow during the next class.  Students will fill out a self-evaluation checklist card  and hand it in next class with their paragraph. This  will build metacognitive development in students by  enabling students to be autonomous learners.  It helps the teacher build a clearer understanding of  a student's learning style and true comprehension  level while assessing his or her work in this unit.  (Intrapersonal or Individual) = nurturing multiple intelligence |  | Portfolio  Conferencing  Oral Questioning  Journal  Rubric  Check List  Other (specify) |
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|  | *4)* ***Contextualization:***Words are embedded in  context through visuals, video clips, graphic  organizers to serve to contextualize language.  *5)* ***Schema Building:***This lesson brings to light the  connections that exist between and across the  concepts of curriculum. For example: graphic  organizers, story mapping.  *6)* ***Cooperative/Collaborative Learning:***In the  small groups, students are assigned specific tasks  and presented with a defined role in the group. This  will focus students on clarifying and negotiating  meaning with one another  a) ***Brainstorming.***  Helpful written handout at each station which will:  1. State specific task  2. Strategies and Clues to help |  | Large Group Discussion  Computer  Jigsaw |
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| **Homework:** | Focus on one of your journal entries. Bring it in next class and be prepared to re-write it in class and hand it in at the end of class. Bring your novel to read if you think you may finish early.  Complete your self-evaluation and attach it to your paragraph next class. |  | Brainstorming  Demonstrative  Guest Speaker  Presentation  Video / Film  Presentation  Think-Pair-Share  Four Corners  Role Play  Reading Analysis  Overhead / Power Point  Lab  Other (specify) |
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**Part 1:**

**Applying The Hero's Journey to**

**The Wizard of Oz**

**Notes Compiled by**

**Mr.Cohen**

**Part 2:**

**The Mythic Structure of The Hero's Journey**

**From the book, "The Writer's Journey" by Christopher Vogler**

**The Hero's Journey in "The Wizard of Oz"**

*Stage 1* - *The Ordinary World*

• Most stories take the hero out of the ordinary, mundane world and

into a special world, new and alien.

• Fish-out-of-water (Lunch room example)

• First we have to show him in the ordinary world to create a vivid

contrast with the strange, new world he is about to enter.

**The Hero's Journey in "The Wizard of Oz"**

In "The Wizard of Oz" - The story establishes Dorothy's drab, normal life

in Kansas before she is blown to the wonder world of Oz.

Eg. Kansas scene is in black and white

Oz scenes are in vibrant Technicolor

**The Hero's Journey in "The Wizard of Oz"**

*Stage* 2 - *The Call to Adventure*

• Hero is presented with a problem, challenge, or adventure to

undertake.

• Once presented with a call to adventure, she can no longer remain

indefinitely in the comfort of the ordinary world.

• What's at stake can be expressed as a question posed by the call.

• Will Dorothy get home again?

**Stage 3 – Resistance of the Call**

The hero or heroine resists change.

Dorothy refuses to believe that she is destined to be a leader at this stage

**The Hero's Journey in "The Wizard of Oz"**

*Stage* 4 - *Mentor (The Wise Old Man or Woman)*

• Relationship between the hero and the mentor is a common theme in

mythology.

• It is symbolic of the bond between parents and children, teacher and

student, doctor and patient.

• The function of mentors is to prepare the hero to face the unknown.

• He or she gives advice, guidance or magical equipment.

• In "The Wizard of Oz" - Gilda the Good Witch gives Dorothy guidance

and the ruby slippers that will eventually get her home again.

• The Mentor can only go so far with the hero. Eventually the hero must

face the unknown alone.

• Sometimes mentors give the hero a kick in the pants to get the

adventure going.

**The Hero' s Journey**

*Stage 5 - Crossing the First Threshold*

All heroes encounter obstacles on the road to adventure. At each gateway to a

new world there are powerful guardians at the threshold, placed to keep the

unworthy from entering.

They present a menacing face to the hero, but if properly understood, they can

be or even turned into allies.

They are not usually the main villain for bad guy. They will work for the

villain.

In "The Wizard of Oz", the Tin Woodsman, Cowardly Lion, and Scarecrow

come to the Wicked Witch's castle to rescue the kidnapped Dorothy .

The situation looks bleak. Our heroes are ambushed by three sentries and

overcome them, taking their uniforms and weapons. Disguised as soldiers, they join the end of the column and march into the castle.

*Stage 6 - Tests, Allies, Enemies*

The "getting to know you" scenes when the characters get acquainted with

each other and the audience learns more about them.

This stage also allows the hero to accumulate power and information in

preparation for the next stage.

Dorothy encounters her Tests, Allies, and Enemies on the Yellow Brick Road.

She is wise enough to know that requests for help should be honored with an

open heart. She earns the loyalty of the Scarecrow by getting him unhooked

from his post and by helping him learn to walk.

Her Enemy, the Wicked Witch, shadows her at every turn and waits for the

chance to strike.

The Witch influences some grumpy apple trees to become Enemies of Dorothy

and the Scarecrow. The Scarecrow proves his worthiness to be on the team by

outwitting the trees.

Dorothy wins the affection of the Tin Woodsman, by oiling his joints and

listening sympathetically to his sad story of having no heart.

The Witch appears again hurling a fireball at them.

To protect her dog Toto, Dorothy stands up to the blustering of the Cowardly

Lion, a potential Enemy and ends up making him an Ally.

The battlelines are clearly drawn. Dorothy has learned the rules ofthe Special

world and has passed many Tests.

*Stage 7 - APPROACH TO THE INMOST CAVE*

It's time to make final preparations for the central ordeal of the adventure.

Heroes at this point are like mountaineers who have raised themselves to a

base camp by the labors of Testing.

They are about to make the final assault on the highest peak.

***Obstacles***

Dorothy and friends leave the woods on the border of Oz and immediately see

the glittering Emerald City of their dreams.

They approach in joy, but before they reach their goal, the face a series of

obstacles and challenges that will bond them as a group, and prepare them for

the life-and-death struggle yet to come.

***Beware of Illusions***

First they are put to sleep by a field of poppies sown by the Wicked Witch's

magic. They are brought back to consciousness by a blanket of snow, courtesy

of Glinda the Good (mentor).

*Message* for the hero is clear: Don't be seduced by illusions and perfumes, stay

alert, don't fall asleep on the march.

It's time to make final preparations for the central ordeal of the adventure.

Heroes at this point are like mountaineers who have raised themselves to a

base camp by the labors of Testing.

They are about to make the final assault on the highest peak.

***Threshold Guardians***

Dorothy and friends reach the City, only to find their way blocked by a rude

sentry (Professor Marvel?)

*Message:* Past experience on the journey may be the hero's passport to new

lands. Nothing is wasted, and every challenge of the past strengthens and

informs us for the present. We win respect for having made it this far.

*APPROACH TO THE INMOST CAVE CONTINUED*

***Another Special World***

Message: You've entered another little Special World, with different rules and

values.

Details of several characters looking alike, or the same character taking a

variety of roles, is a reminder we are in a dream world by forces of comparison and transformation.

***Warning***

Our heroes feel pretty good. They go out singing about how the day is laughed

away.

Just then the Witch screeches over the city, "Surrender Dorothy!"

*Message:* It's good for heroes to go into the main event in a state of balance

with confidence tempered by humility and awareness of danger.

The Witch always seems to show up.

***Another Threshold***

Our heroes mock at the Wizard's door and an even ruder sentry (Professor

Marvel again in a transformed state), sticks his head out. His orders are "Not

nobody, not no how" is to get in to see the Wizard.

*Message:* When delayed by obstacles, heroes do well to get acquainted with

their fellow adventures and learn of their hopes and dreams.

*Stage 8: The Ordeal: The Wizard of Oz*

Dorothy kills the Wicked Witch, but faces an ordeal of the spirit: the death of her hopes of getting home.

Dorothy and friends, trapped by the Wicked Witch and her Threshold Guardian army, face their Supreme Ordeal.

The Witch is enraged at them for having penetrated her Inmost Cave and stolen her greatest treasure, the Ruby Slippers.

She threatens to kill them.

The Witch begins with the Scarecrow. She lights her broomstick and uses it as a torch to set him on fire.

Now the hero stands in the deepest chamber of the Inmost Cave, facing the greatest challenge and the most fearsome opponent yet.

Death and Rebirth: Heroes must die so that they can be reborn.

E.g. the death of a heroes greatest fears, the death of an old personality

Most of the time, they magically survive this death and are symbolically reborn.

They have passed the main test of being a hero.

Change: Heroes don't just visit death and come home. They return changed,

transformed.

How has Dorothy changed over the course of her journey?

Facing the Shadow: Some sort of battle or confrontation with an opposing force. E.g. Villain, antagonist, opponent.

Archetype: Shadow - a villain is an external character - the negative possibilities of the hero. The hero's greatest opponent is his shadow.

A shadow or a dark side is needed to give the hero some resistance to push against.

Death of a Villain - Sometimes the hero comes close to death at the Ordeal, but is the villain who dies.

However, the hero may have other forces, other Shadows to deal with before the adventure is over.

***Stage 9: Reward***

Heroes seize the sword of victory and lay claim to the Reward.

Instead of a sword, it's the burnt broomstick of the Wicked Witch that Dorothy takes.

She asks for it. The guards are glad the Witch is dead.

Another reward is the threshold guardians may be won over to the hero's side. The guards give her the broomstick gladly.

Dorothy and companions return to the Wizard's throne room where she lays the broom before the ferocious Head. She has completed her task. Now she claims their heroes'

Reward.

The Wizard balks at paying up.

Toto fulfills his purpose in the story. His animal intuition and curiosity get Dorothy in trouble in the first place, when he dug in Miss Gulch's flower bed. Now it is her savior.

As Toto noses around behind the throne, he discovers a little old man behind a curtain controlling the illusion of Oz.

The heroes see, through the eyes of the intuitive, curious Toto, that behind the illusion of a might organization is a human being with emotions.

At first the Wizard professes to be unable to help them, but with encouragement he provides rewards for Dorothy's helpers: a diplomas for the Scarecrow, a meal of valor for the Lion, and a windup heart for the Tin Woodsman. .

True reward is inner change but the scene acknowledges that it's important to get outward recognition as well. Father's approval

Now the Wizard says that there is nothing he can do for. Only Dorothy can grant herself the self-acceptance to get home, that is, be happy inside herself wherever she is.

The heroes have seized everything except the elusive prize of Home.

***Stages 10: The Road Back***

Once the lessons and Rewards of the great Ordeal have been celebrated and absorbed, heroes face a choice: whether to remain in the Special World or begin the journey to the Ordinary World.

The hero is determined to return to the Ordinary World and implement the lessons learned in the Special World.

The Wizard has prepared a hot-air balloon with which he hopes to take Dorothy on The Road Back to Kansas.

The people of Oz gather to see them off with a brass band.

Toto, seeing a cat in the arms of a woman in the crowd, runs after it, and Dorothy runs after Toto. In the confusion, the balloon wobbles off with the Wizard abroad and Dorothy is left behind, apparently in the Special World.

Dorothy guided by her instincts (the dog) knows deep down that this is not the way for her. Yet she is ready to take The Road Back, and keeps looking for the proper branching of the path.

***Stage 11: Resurrection***

For a story to feel complete, the audience needs to experience an additional moment of death and rebirth, similar to The Ordeal but a little different.

Resurrection is the hero's final exam, her chance to show what she has learned.

This is the CLIMAX: the last and most dangerous meeting with death. Heroes have to undergo a final purging and purification before reentering the Ordinary World.

The resurrection for Dorothy is recovering from the apparent death of her hopes when the Wizard accidentally floated off in the balloon. Just when it looks as though Dorothy will never achieve her goal of returning home, there is another appearance by the Good Witch, representing the positive energy that connects us to our family.

She tells Dorothy she had the power to return home all along. She didn't tell Dorothy because "She wouldn't have believed me. She had to learn it for herself."

The Tin Woodsman asks bluntly, "What have you learned, Dorothy? "She replies that she's learned to look for her "heart's desire" in her "own backyard."

Dorothy has learned that happiness and completion are within her.

***Stage 12: Return with the Elixir***

"No, Aunt Em, this was a real truly live place. And I remember some of it wasn't very nice. But most of it was beautiful. But just the same all I kept saying to everybody was.

'I want to go home."

Having survived all the ordeals, having lived through death, heroes return to their starting place, go home, or continue the journey.

If they are true heroes, they return with the elixir from the Special World; bringing something to share with others, or something with the power to heal a wounded land.

What the hero bring back with her from the Special World to share upon her return? It proves she's been there, it serves as an example for others, and it shows above all that death can be overcome.

Dorothy's Return begins with saying goodbye to her Allies and acknowledges the Elixirs of love, courage, and common sense she gained from them.

Then, tapping her heels and chanting, "There's no place like home," she wishes herself back to Kansas where she started.

Was the trip to Oz "real," or was it the dream of a girl with a concussion? In story terms, it doesn't matter; the journey was real to Dorothy.

She recognizes the people around her as characters from Oz. But her perceptions of them have changed as a result of her experience in the Special World. She focuses on what she's learned - there's no place like home.

Dorothy's statement that she will never leave home again is meant that she will never leave her own soul- not her house in Kansas.

She has incorporated every lesson she has learned from every being along the road. She is finally happy in her own skin and will feel at home no matter where she is.

The Elixir she brings back is this new idea of home, a new concept of Self.

**Grade 9 English Response Journal Self-Evaluation** **Checklists**

**Unit 1: Mythology**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mark: *115*

Use this checklist to check each completed journal entry in Unit 1.

Put a happy face, a circle or a yellow stick tab on the journal entry you wish

to be marked. Staple this page inside the front cover of your journal.

o 1. Traits I have that make me a hero *//Or//5* Modern Heroes

o 2. Heroic Pattern in Midas *///Or/ /* Comic Strip on a short myth

o 3. The Fantasy Journey

o 4. Stage 1 of the Hero's Journey

o 5. Stage 2-4 of the Hero's Journey

o 6. Stage 5-6 of the Hero's Journey

o 7. Stage 7 of the Hero's Journey

o 8. Stage 8-9 of the Hero's Journey

o 9. Stage 10-12 of the Hero's Journey

o 10. Reflect on the message of real-life hero, Rwandan genocide survivor,

Mr. Patrick Sharangabo or write a letter to him

o 11. Reflect on your learning in the first unit. 1 plus (4 marks)

‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐

Level 4 (10 Completed Journal Entries)/ 1 paragraph-1 page

Level 3 (7-9 Completed Journal Entries) 1 paragraph-1 page

Level 2 (6 Completed Journal Entries) 1 paragraph-l page

**Student's Self-Evaluation Rubric:**

**The Mythological Hero's Journey:**

**Unit 1: Mythology**

NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ MARK:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | 1 | 2 | 3 | 4 |
| Knowledge and  Understanding  Knowledge of content:  (form of text: 12 Stages of the Hero’s Journey)  \*\*Acquired the knowledge of 1-2 stages in detail. | Demonstrates limited knowledge of 1-2 stages of the hero’s journey | Demonstrates some knowledge of 1-2 stages of hero’s journey | Demonstrates considerable knowledge of 1-2 stages of hero’s journey | Demonstrates thorough knowledge of 1-2 stages of hero’s journey |
| Understanding of content (concepts = mythical archetypes, mythical themes/structures of the hero’s journey in “The Wizard of Oz”  Mythical allusions | Demonstrates limited knowledge of 1-2 stages of the hero’s journey | Demonstrates some knowledge of 1-2 stages of hero’s journey | Demonstrates considerable knowledge of 1-2 stages of hero’s journey | Demonstrates thorough knowledge of 1-2 stages of hero’s journey |
| Student’s Comments or observations about which type of learning suits him or her best based on today’s lesson: visual, auditory, tactile? |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Specific Expectations:

• (A) Independent film study and written analysis

• (B) Research and present use of mythical allusions

Overall Expectations:

• (C) Use knowledge of the elements, intended audiences, and production practices of a variety of media

forms to analyze to analyze specific media

• (D) Use listening techniques and oral communication skills to participate in classroom discussions and moral formal

activities such as storytelling, role-playing, and presenting for specific purposes.

**THE HERO’S JOURNEY PROJECT**

|  |  |  |  |
| --- | --- | --- | --- |
| **Purpose:**  To apply 5-12 stages of the hero’s journey through multi-media | **Why?**  To become more digitally  literate by learning the  tools and skills essential  for the 21st century  learner. | **Why?**  To create, discover, and  explore your strengths  and passions | **Why?**  Exam preparation for  the question on The  Hero’s Journey. |

**DIGITAL LITERACY**

“the ability to effectively and critically navigate, evaluate and create information using a range of digital technologies.”

21st Century Skills you will learn by doing this project:

• Digital literacy

• Interactive storytelling

• Innovative thinking skills

• System-based Problem solving and problem detecting

• Collaboration skills

• Constructive and rewarding social interaction

• Challenges the student to build technical, technological, artistic, cognitive, social and

linguistic skills suitable for the world of the future

• Meaningful creative and interpretive skills that embrace social technologies

• To develop skills necessary for success: discipline, persistence, adapt to change

• To synthesize, organize and interpret information for the purpose of creating multi-media

texts.

*1) Choose a project 2) You learn by doing – Just Start – Don’t overanalyze*

*3) Review class notes as you go 4) Edit later 5) Keep moving forward*

**GUIDELINE QUESTIONS FOR THE STAGES**

Referenced from “The Writer’s Journey”

|  |  |  |
| --- | --- | --- |
| **Stage 1: Ordinary World**  Where was the hero born?  Describe the place you were born?  What is one defining moment of your early childhood or teenage life? Consider introducing your hero in a way that is memorable and visually symbolic of his or  her life.  What theme could you interpret from the early life of your hero?  Provide a description of your hero’s personal history, physical description, education, family background, first job experience, early romances, dislikes and  prejudices as a youth, preferences in food, clothes, hair, car, other interests as a child or teenager.  Create a timeline, specifying what the character was doing and where he or she was at every stage of his or her life.  Find out what was going on in the world at these times. This can be part of the creation of the Ordinary World of the hero. What ideas, events, and people have  been the greatest influence on your hero? Why?  What were the hero’s early needs, goals, wounds, wishes, flaws, quirks, weaknesses.  Does your hero have a need or a goal that is universal in nature? In other words, could many young people relate to this need or goal?  **Stage 2 - Call to Adventure**  Review the definitions and examples of ‘A Call To Adventure’. What ‘Calls to Adventure’ has your hero received and how did he or she respond to them? Was there a call? Can you do without it? | **Stage 3: Refusal of the Call**  How does your hero refuse the call? What is your hero afraid of ? How are these fears expressed? In what ways have they refused the call and what are the consequences of Refusal? If the hero is willing to go on the Call to Adventure, are there other people  or forces that make the dangers clear to them? Has the hero accepted a Call to Adventure that he or she wish he or she refused?  **Stage 4: The Mentor**  Who were early mentors or role  models in your hero’s life? What did these mentors do or say or give to the hero to guide him or her? Does your hero have a conscience and how does it manifest itself at this stage in his life? Did your hero have a mentor at this stage in his or her life?  **Stage 5: Crossing the First Threshold**  What is the first threshold of the  hero’s life? How do you know we’ve gone from one world to another? How does the energy of the hero’s story feel different? Is your hero willing to enter the adventure or not? Are there guardian forces at the Threshold and how do they make the hero’s leap of faith more difficult? How  does the hero deal with Threshold  Guardians? What does the hero learn by Crossing The Threshold? Was your hero even aware he or she was crossing a threshold into a Special World at the time?  By crossing a threshold, what options or people is a hero giving up or leaving behind? | **Stage 6: Tests, Allies,**  **Enemies**  What is the Testing phase? How does the story’s Special World differ from the Ordinary World? In what ways is your hero tested? When does he or she make Allies or Enemies? Does your hero have no allies at this stage in his or her life? How does your hero react to the Special World with its strange rules and unfamiliar people.  **Stage 7: Approach to the**  **Inmost Cave**  Did your hero pass through “the belly of the whale” metaphorically like in the story, Moby Dick? What happens in the hero’s story between entering the Special World and reaching a major crisis in the world? What special preparations did he or she make leading up to the crisis? Did conflict build up and do obstacles get more difficult for the hero? Did your hero want to turn back at this stage, or are they fully committed to the adventure now? In what  ways is the hero, in facing external  challenges, also encountering inner psychological challenges such as doubts or increased fear?  **Stage 8: The Ordeal**  What is the ordeal in your character’s story? Does the hero’s story have an enemy(enemies)? Is the enemy’s power channelled through partners or underlings?  In what ways does the hero face death in the ordeal or a kind of symbolic death?  What is your hero’s greatest fear at this stage in his or her life? In what ways does he face it or not face it? |

*1) Choose a project 2) You learn by doing – Just Start – Don’t overanalyze*

*3) Review class notes as you go 4) Edit later 5) Keep moving forward*

**GUIDING QUESTIONS FOR EACH STAGE**

|  |  |
| --- | --- |
| **Stage 9: Reward**  Was there a ‘campfire’ type moment in the hero’s life  when he gathered around with others to reflect on his journey? What has the hero of your journey learned by observing death? By causing death? By experiencing death? What do the heroes of your story take possession of after facing death or their greatest fears?  Has your hero absorbed any negative qualities from the enemy? Does the hero’s story change direction? Is a new goal or agenda revealed in this stage? Does your hero realize he has changed? Is there self-examination or realization of wider consciousness? Have they learned to deal with their inner flaws?  **Stage 10: The Road Back**  What are the advantages or disadvantages of heroes being ejected or chased from the Special World? Of leaving voluntarily? What has the hero learned or gained from confronting death, defeat, or danger? Did he or she feel heroic? What is the Road Back in your hero’s story?  Is it returning to the starting place? Setting a new destination?  Adjusting to a new life in the Special World?  **Stage 11: Resurrection**  What is the resurrection in your hero’s story?  What negative characteristics has your hero picked up along the way? What flaws were there from the beginning that still need to be corrected?  What flaws does the hero want to preserve, uncorrected?  Which are necessary parts of your hero’s nature?  What final ordeal of death and rebirth does your hero go through? What aspect of your hoer is Resurrected? Does the character grow through gradual changes to get to this point in his journey or a few major changes? Is the final change in your character visible in his or her new actions  or appearances? | **Stage 12: Return with the Elixir**  What is the elixir in your hero’s journey?  What is the elixir your hero brings back from  the experience?  Is it kept to himself or shared? In what ways  has the hero gradually taken more responsibility  in the course of the story? Is the Return a point  of taking greatest responsibility? Are there any  surprises in the final outcome? |

*1) Choose a project 2) You learn by doing – Just Start – Don’t overanalyze*

*3) Review class notes as you go 4) Edit later 5) Keep moving forward*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **DIGITAL TOOLS TO USE FOR YOUR PROJECT**  Experiment with at least 1-2 new digital tools | | | | |
| iMovie | Shutterstock,  Smithsonian  Images,  Notions  Illustrated, Pies  4 learning,  Photl.com | Gamestar  Mechanic  (Gaming  Project) | Youtube | Podcasting:  Audioboo,  Audiolio,  Podcaster 5 |
| Skype | iPhoto | DocScanHD | Scoop.it | Google, Voice,  Interview, italk |
| Evernote | Biteslide(Multi-media books) | GoogleMaps | Pheed | iTalk App. |
| Smartphone Camero | Instagram | www.cnn.com | Twitter | Museum sites |
| Pages | Garage Bond | Storyteller  Deluxe | ancestry.com | Animoto  Education  Program,  Flixtime,  Stupeflix |
| ipad or tablet | Action Movie | Futebol TV,  Classik TV | Mosher | Google Search  Stories |
|  | Nexvio's 8mm  Vintage  Camera App. | www.hark.com |  |  |

**The Hero Project Options**

Objective: To apply the stages of the hero's journey to authentic experiences and contexts

through media.

Due Date: Friday. March 15th - 22nd.

Delivery Options: E-mail it to me at jmcohen@tanenbaumchat.org or hand it in on a USB or

post it to our class wiki.

Some projects are meant to be presented. However, I know you'll want to share your inspiring, groundbreaking work so I will include a 'communication' part of the project, if you wish to do so.

**Can you work in pairs or a small group?** If you present to me how you'll collaborate and incorporate an appropriate amount of quality work per member, then I am open to it.

**1) CNN Heroes Project:** Research 1-2 CNN Heroes on the cnn.com website and Youtube

and on sources that you find connected to their cause and country: Find 5-8 examples of

the stages of the Hero's Journey in these two examples.

Write a paragraph for each blog on each example explaining why you chose it to represent

this stage and how it corresponds to this stage.

Also, reflect on each stage in why it is important, inspiring or what lesson

did it teach you and one step that a student could do to help this

cause right now.

For each stage, include a photograph or 30 second clip that you find as an attachment.

\*Contact the Hero and ask for a Skype interview or e-mail or twitter interview (Optional

but really cool if you can pull this off)

Format: 8-12 Blogs or Podcast (up to 5 minutes in length)/Create a picture book or Media Scrapbook using Apple's ibook (with brief descriptions spoken or written explaining how it relates to a stage in the hero's journey).

**2) Make a Video Game using 5-8 Stages of the Hero's Journey**

Explore the principles of game design on the website, Gamestar Mechanic by yourself or in a small group. This is a game-based learning platform that uses video game design to tell

interactive stories.

Knowing how to put together a successful game involves problem solving,

collaboration, art, storytelling and digital media literacy.

Students must go through several steps on the website:

1) Quest (Learn how to navigate the website)

2)Workshop (Design and create a new game)

3) Game Alley (Publish your game for a community of garners through the site) and

present your game to the class for a live demonstration.

**3) The Media Hero Scavenger Hunt**

Format: 8-12 blogs/ Create a picture book/Media Scrap Book using ibook/ For each

example briefly explain how it connects to a stage of the hero's journey.

Find an example of 8 stages **in** the Hero's Journey through (up to 2 each) of the following media sources:

Scenes from Disney films

An online non-violent video game or app.

Brand logos names and the stories behind their symbolic meaning.

A song based on the life of a real person

Twitter or Facebook accounts connected to Joseph Campbell or myth

lnstagram photos that could be interpreted as various stages of the hero's journey

One piece of modern art or renaissance art or African art or cave drawings from an art gallery, design, museum or archeology website

Youtube channel Series fictional TV show

Podcast or blog connected to Joseph Campbell or myth

**4) The R.O.M. Hero Experience**

Go the R.O.M. or the AGO or the Bata Shoe Museum in Toronto with a classmate, with

friends or with family and find 5-8 examples of different stages of the hero's journey

represented through ancient objects or through art.

Format: Digital Photo Book/Photo-Documentary of the trip/Digital

Documentary of the trip

**5) The Sports Hero Journey**

Watch 2 episodes of ESPN's "30 for30" show and find examples of 5-8 stages of the hero's

journey. Also, research the history behind 2 popular sports franchise logos and connect

them to one stage of the hero's journey.

Optional: Contact one of the heroes and ask for an interview.

**6) Searching for My Hero**

Do a 5-10 minute Hero's Journey documentary on a member of your

family, not including your parents or siblings. Research by interviewing

the family member and other members of your family about this person.

Use a smartphone or tablet as a video camera, still camera and editor, as

well as Skype, e-mail and twitter for your tools.

You can also include family photos, ancestry.com and interviews to trace

one family member's life through 5-8 stages of the Hero's Journey. Also,

include the life lessons learned from this journey (as a self-interview or

in written form and what the journey of discovery taught you about

learning about your family's history.)

**7)** **The Hero's Journey School Scavenger Hunt**

History, Geography, Jewish History, Languages, Science, Math, Art, Drama and any other

subject you currently take at school.

Find 1 example of each stage of the Hero's Journey in 5-8 different lessons or subject

matter learned in those classes. 1-2 examples per school subject.

Format: You can create the project as a digital picture book with each page representing a different example from a class. You can also include up to 2 brief interviews with teachers in these subjects about your findings in their class about the hero's journey or to ask them to expand on different areas that you have discovered.

**8) A Visual Short Story or Children's Story using each stage of the Hero's Journey**

The short story should have a hand drawn, computer drawn or photograph

from Google Images or Shutterstock corresponding to each stage

throughout the digital book.