

**Common Core Standards:**

RL7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL7.3 Analyze how particular elements of a story or drama interact (e.g., how seeing shapes the characters or plot).

**Learners' Background:**

Students should have a basic understanding of theme, character, and plot.

**Student Learning Objective:**

- Students will be able to understand character and storyline archetypes of the hero's journey and analyze how these patterns fit a movie or book with which they are familiar.

**Essential Question(s):**

What are the common character and storyline archetypes in hero stories and how do they vary each time?

**Materials & Teacher-developed Resources:**

- A whiteboard, chalkboard, flipchart, or smartboard on which to create a chart
- Computer with ability to play a short video for the class

**Learning Activities:**

*Initiation (10 minutes):*

In small groups, ask students to choose a superhero—Batman, Spiderman, Wonder Woman, etc. Have students list everything they know about that hero. Groups should share out, and chart information on the whiteboard.

Discuss as a class: what common elements do we see? (Examples include loss of parents, trials and villains, love interest, mentor, superpowers or weapons, etc.)

Explain that most hero stories have common types of characters called archetypes. We're going to look at some of these archetypes and learn how to identify them in other stories.

*Development (30 minutes):*

Hand out hero archetypes worksheet. Ask students to take notes on the different kinds of hero archetypes. How are they the same/different? What are examples of each time? What are their special characteristics? They can use YouTube, ppt, or printouts to complete their research. Allow students to share out examples with the class.

Review the warm-up chart. What types of hero archetype is each of the superheroes?

*Time Extension:*

Go to <https://hero-me.com/>

*Closure (10 minutes):*

Exit slip: Ask students to think of a book or movie with a hero in it (not one that we've already discussed). Using the hero's journey chart provide evidence that it follows the hero's journey character and storyline archetypes.

*Homework:*

No homework for this assignment.

**Evaluation of Student Learning:**

Diagnostic—During initiation, assess students' understanding of character and plot.

Formative—During development and share-outs, assess students' understanding of the hero archetypes. Review students' exit slips.

Summative—what have students mastered

Ipsative—how have students improved from one activity to another

**Differentiation:**

- Notes on board—fill in the blank instead of independent notes.
- Students sharing ideas in groups.
- Give suggestions of familiar stories students could chart: Harry Potter, Hunger Games, Big Hero Six, Moana, How to Train Your Dragon, etc.