



EXPEDITIONARY
LEARNING

Grade 6: Module 1: Unit 1: Lesson 10

Selecting Evidence and Partner Writing: Aligning “The Hero’s Journey” and *The Lightning Thief* (Chapter 5)



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can cite text-based evidence to support an analysis of literary text. (RL.6.1)</p> <p>I can describe how the plot evolves throughout a literary text. (RL.6.3)</p> <p>I can cite text-based evidence to support an analysis of informational text. (RI.6.1)</p> <p>I can adjust my writing practices for different time frames, tasks, purposes, and audiences. (W.6.4)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can explain the relationship between a quote from <i>The Lightning Thief</i> and a quote from “The Hero’s Journey.”• I can select evidence from “The Hero’s Journey” that aligns with <i>The Lightning Thief</i>.• I can write a paragraph (with a partner) to describe how excerpts in <i>The Lightning Thief</i> align to “The Hero’s Journey,” citing evidence from both texts.	<ul style="list-style-type: none">• Entrance Ticket• Selecting Evidence recording form• Partner Writing paragraph



Agenda	Teaching Notes
1. Opening <ul style="list-style-type: none">A. Unpacking Learning Targets (5 minutes)B. Connecting “The Hero’s Journey” and <i>The Lightning Thief</i>: Carousel of Quotes (10 minutes) 2. Work Time <ul style="list-style-type: none">A. Independently Selecting Evidence in Informational Texts: Aligning Percy’s Experiences with the Hero’s Journey (15 minutes)B. Partner Writing: Using Evidence from Two Texts (10 minutes) 3. Closing and Assessment <ul style="list-style-type: none">A. Reflecting on the Learning Targets (5 minutes) 4. Homework <ul style="list-style-type: none">A. First draft read of Chapter 6: “I Become Supreme Lord of the Bathroom”	<ul style="list-style-type: none">• Review Carousel Brainstorm protocol (Appendix 1).• In advance: Prepare the four quotes on the Carousel of Quotes handout on chart paper around the room (one chart per quote). Consider making two charts with the exact same quote, so there are eight charts total.• In this lesson students begin to practice analyzing the text in writing. This is an initial low-stakes writing task. Note that the focus of this unit has primarily been on close reading. The writing here is intended to address W.6.9 more broadly, rather than all the specific aspects of W.6.2. Unit 2 devotes much more time to heavily scaffolding students’ writing (W.6.2). Here, the goal is more to “write about your reading.” The lesson reviews and reinforces work with paragraph writing that many students may have had in previous grades, and serves as a scaffold for their End of Unit Assessment in Lesson 13.• In Work Time C, students write on their own, but have a partner to think with. In advance: Place students in writing partnerships. It is easier for students to plan and write in pairs than in their usual triads. They will be doing this with a writing partner. Consider strategic writing partnerships that will support students in this process.



Lesson Vocabulary	Materials
hero’s journey, align, archetype, claim; meadow (58), satyr (59), recoil (60), archery (62), metaphysical (67)	<ul style="list-style-type: none"> • Carousel of Quotes: Connecting <i>The Lightning Thief</i> and the “The Hero’s Journey” (one per student) • Carousel of Quotes: Connecting <i>The Lightning Thief</i> and the “The Hero’s Journey” (for Teacher Reference) • Chart paper for Quote Charts (four or eight pieces) • Markers (one per triad, different colors) • Equity sticks • Selecting Evidence from “The Hero’s Journey” (one per student) • Partner Writing: Using Evidence from Two Texts (one per student) • Writing with Evidence anchor chart (co-created with students during Lesson 8). • Homework: Purpose for Reading—Chapter 6 (one per student)

Opening	Meeting Students’ Needs
<p>A. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Read the learning targets: <ul style="list-style-type: none"> * “I can explain the relationship between a quote from <i>The Lightning Thief</i> and a quote from “The Hero’s Journey.” * “I can select evidence from “The Hero’s Journey” that aligns with <i>The Lightning Thief</i>.” * “I can write a paragraph (with a partner) to describe how excerpts in <i>The Lightning Thief</i> align to ‘The Hero’s Journey,’ citing evidence from both texts.” • Zoom in on the word <i>align</i>. Tell students that this means to line up or make parallel. Point out that students may have been able to figure this out since it sounds like the word “line” and the root “lign” actually means “line.” Tell students that today they are going to try to “line up” what is happening to Percy with the steps they read about in the article “The Hero’s Journey” from the previous lesson. • Ask students to show a quick thumbs-up if they understand the targets, or thumbs-down if not. Some students may be unclear about the third target; reassure them that it will become clearer as they dig into Work Time. 	<ul style="list-style-type: none"> • Discussing and clarifying the language of learning targets helps build academic vocabulary.



Opening (continued)	Meeting Students’ Needs
<p>B. Connecting “The Hero’s Journey” and <i>The Lightning Thief</i>: A Carousel of Quotes (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to work in their triads for this part of the lesson. Tell student that a very important reading skill they will be using, now and many times in their future reading lives, is to make connections and describe the relationship between two texts. It’s almost like thinking about how two texts “talk to each other.” Tell students that this is something they probably do without realizing it, but today they will think about these connections, talk about them, and write about them. • Think-Pair-Share: <ul style="list-style-type: none"> * “When you think about <i>The Lightning Thief</i> and ‘The Hero’s Journey,’ how do think these two texts are related?” • Listen for answers like: “Maybe they are related because Percy is a hero” or “They are related because Percy is going to go on a journey.” Confirm similar initial comments. • Tell students that you have selected quotes from both <i>The Lightning Thief</i> and “The Hero’s Journey” to help them think more about the relationship between the two texts. Using chart paper or a document camera, show students the first set of connected quotes: “I have dyslexia and attention deficit disorder and I had never made above a C- in my life” and “Heroes possess some ability or characteristic that makes them feel out-of-place.” • Think-Pair-Share: <ul style="list-style-type: none"> * “What is the relationship between these two quotes?” Listen for answers like: “These quotes are related because Percy’s has characteristics that make him feel out of place, and this is a challenge many heroes face.” • Distribute the Carousel of Quotes: Connecting The Lightning Thief and ‘The Hero’s Journey’ recording form. Tell students they will have a few minutes to silently read these quotes, think about them, and jot down their initial ideas about the relationships between them. Circulate and support students as they work. 	<ul style="list-style-type: none"> • For students needing additional supports, you may want to consider using the Carousel of Quotes: Connecting <i>The Lightning Thief</i> and “The Hero’s Journey” recording form (more scaffolded version) in the supporting materials of this lesson. This version has key words highlighted to support students in making connections between quotes. • For students who struggle with following multiple-step directions, consider displaying these directions using a document camera or Smartboard. Another option is to type up these instructions for students to have in hand.



Opening (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• After 2 to 3 minutes, pause students in their independent work. Tell them that now that they have read and thought independently, you would like for them to discuss their thinking with their triads. Direct students’ attention to the quote charts hanging around the room. Tell students that these charts have the same quotes as their recording forms. Distribute markers to each triad and assign each triad a starting point. Give directions:<ol style="list-style-type: none">1. At each chart, let a different member of your triad read the two quotes aloud.2. Give each person a chance to share their thinking from their recording forms.3. Discuss the relationship between these quotes.4. Using your triad marker, use the space below the quotes to write the relationship between them.5. Move to the next chart with a new pair of quotes.• Students will have just 6 to 7 minutes for this part of the activity. Consider using a timer to move students efficiently from one chart to the next. Note that it is not essential that all groups get to all four charts.• Ask students to begin. Circulate to listen and to gauge how well students are beginning to connect the concepts from the archetypal journey with specific events from the novel.• After 6 to 7 minutes, ask students to return to their seats. Ask:<ul style="list-style-type: none">* “What is the most important connection between Percy’s experiences and ‘The Hero’s Journey?’ Why”• As time permits, use equity sticks to call on a few students to share their thinking with the class.	



Work Time	Meeting Students’ Needs
<p>A. Independently Selecting Relevant Evidence in Informational Texts: Aligning Percy’s Experiences with the Hero’s Journey (15 minutes)</p> <ul style="list-style-type: none"> • Tell students that you have created a graphic organizer similar to the one from their Carousel of Quotes. Show students Selecting Evidence from “The Hero’s Journey” recording form. Point out that you have already pulled excerpts and quotes from <i>The Lightning Thief</i> in order to get them started. However, unlike in the Carousel of Quotes, they will be responsible for finding a quote from “The Hero’s Journey.” • Give students directions: <ol style="list-style-type: none"> 1. Read the excerpt from <i>The Lightning Thief</i>. 2. Think: Does this excerpt align with the archetype of “the hero’s journey?” 3. Go back to “The Hero’s Journey” to confirm your thinking and gather evidence. 4. Discuss your findings with your triad. 5. If Percy’s experience does align, complete the graphic organizer with the stage of the hero’s journey Percy is at, as well as the quote from “The Hero’s Journey” that is your evidence. • Tell students that they will have about 10 minutes to work in their triads. Invite students to begin. Circulate to listen in and support as needed. Challenge students to refer directly back to each text, and probe: “What is the connection you’re noticing? Why is that important?” Encourage students in this early work of analyzing texts. • After about 10 minutes, refocus students whole group. Ask: <ul style="list-style-type: none"> * “How do Percy’s experiences align with the hero’s journey?” Invite volunteers to share their connections with the class. 	<ul style="list-style-type: none"> • Many students may benefit from a charted list of these directions. • To further support select students, consider creating a more scaffolded version of the Selecting Evidence from “The Hero’s Journey” recording form. For example, you can highlight key words and phrases from the novel (similar to the more scaffolded version of the Carousel of Quotes: Connecting <i>The Lightning Thief</i> and the “The Hero’s Journey” recording form). Additionally you can partially fill in the recording form or provide an additional example.



Work Time (continued)	Meeting Students’ Needs
<p>B. Partner Writing: Using Evidence from Two Texts (10 minutes)</p> <ul style="list-style-type: none">• Distribute Partner Writing: Using Evidence from Two Texts. Tell students that they are now going to use the evidence they just collected to do some writing. They will make a <i>claim</i> about Percy based on evidence from the text.• Remind students of the important work they did studying the model paragraph in Lesson 8. Direct students’ attention to the Writing with Evidence anchor chart. Review the criteria students helped to create when writing with evidence.• Point out that students have already collected the necessary evidence for writing a paragraph that answers the question:<ul style="list-style-type: none">* “How do Percy’s experiences align with the hero’s journey?”• Think-Pair-Share: “We decided that a strong paragraph begins with a topic sentence, and that a topic sentence tells what the paragraph is going to be about. What would be an example of a strong topic sentence for the paragraph we are going to write today?” Guide students toward a sentence like: “Percy’s experiences in <i>The Lightning Thief</i> align with ‘The Hero’s Journey’ in several important ways.” Setting students up with a topic sentence will help get them started and guide their writing.• Give directions:<ol style="list-style-type: none">1. With your partner, study the model paragraph and the criteria from Lesson 8.2. Together, choose one stage of the hero’s journey from the Selecting Evidence from “The Hero’s Journey” recording form that you want to use in your writing.3. On your own, draft a paragraph using evidence from both texts.4. After finishing the paragraph, trade papers. Review the criteria again. Did your partner meet each part of the criteria?• Circulate and support students as they write. Push students to elaborate in their writing by asking questions like: “How are those two quotes related?” and “What does this tell us about Percy?”• After 7 to 8 minutes of writing, remind students to trade their writing and complete the criteria checklist at the bottom of their Partner Writing: Using Evidence from Two Texts recording form.• Collect these writing samples as a formative assessment.	<ul style="list-style-type: none">• Many students may benefit from a charted list of these directions.• Consider giving select students a personal copy of the Model Paragraph from Lesson 8. Having this model next to them will guide them in their organization and word choice.



Closing and Assessment	Meeting Students’ Needs
<p>A. Reflecting on the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Gather students back in a whole group. Read the learning target:<ul style="list-style-type: none">* “I can write a paragraph (with a partner) to describe how excerpts in <i>The Lightning Thief</i> align to “The Hero’s Journey,” citing evidence from both texts.”• Ask students to give you “fist to five” on this target. Explain that a fist means that they struggled meeting the learning target, five means that they really understood and accomplished, three means they struggled a little but they are getting there, and they can use any number in between.• Think-Pair-Share:<ul style="list-style-type: none">* “What was most difficult about this learning target?”	<ul style="list-style-type: none">• Checking in with learning targets helps students self-assess their own learning. This research-based strategy supports struggling learners most.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Do a “first draft” read of Chapter 6: “I Become Supreme Lord of the Bathroom.” Use the Homework: Purpose for Reading—Chapter 6 question to focus your reading. Use your evidence flags to mark the specific areas in the book that support your answer. <p><i>Note: Review students’ Selecting Evidence graphic organizers, as well as their writing, as formative assessment. These activities are building toward the End of Unit Assessment in Lesson 10, so it is important to see where students are experiencing difficulty.</i></p>	



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Supporting Materials



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Name: _____

Date: _____

Quote from <i>The Lightning Thief</i>	Quote from “The Hero’s Journey”	Explain the relationship between these two quotes
“I have dyslexia and attention deficit disorder and I had never made above a C- in my life.”	“Heroes possess some ability or characteristic that makes them feel out-of-place.”	These quotes are related because Percy has characteristics that make him feel out of place, and this is a challenge many heroes face.
“With a yelp, I dodged and felt talons slash the air next to my ear. I snatched the ballpoint pen out of the air, but when it hit my hand, it wasn’t a pen anymore. It was a sword—Mr. Brunner’s bronze sword, which he always used on tournament day.”	“Heroes find a mystic object or discover their world is in danger.”	
“I remember Mr. Brunner’s serious expression, his thousand-year-old-eyes. <i>I will accept only the best from you, Percy Jackson.</i> ”	“The mentor often gives the hero the means to complete the quest. Some of the time the gift is simply wisdom.”	



Quote from <i>The Lightning Thief</i>	Quote from “The Hero’s Journey”	Explain the relationship between these two quotes
“Grover blushed right down to his Adam’s apple. ‘Look, Percy I kind of have to protect you.’”	“Every hero needs a helper much like every hero needs a sidekick. Most heroes would fail miserably without their helpers.”	
“His neck was a mass of muscle and fur leading up to his enormous head, which had a snout as long as my arm, snotty nostrils with a gleaming brass ring, cruel black eyes and horns ...”	“As they embark on their journey, the heroes enter a world they have never experienced before. It might be filled with supernatural creatures, breathtaking sights, and the constant fear of death.”	



Name: _____

Date: _____

Quote from <i>The Lightning Thief</i>	Quote from “The Hero’s Journey”	Explain the relationship between these two quotes
“I have dyslexia and attention deficit disorder and I had never made above a C- in my life.”	“Heroes possess some ability or characteristic that makes them feel out-of-place .”	These quotes are related because Percy has characteristics that make him feel out of place, and this is a challenge many heroes face.
“With a yelp, I dodged and felt talons slash the air next to my ear. I snatched the ballpoint pen out of the air, but when it hit my hand, it wasn’t a pen anymore. It was a sword—Mr. Brunner’s bronze sword , which he always used on tournament day.”	“Heroes find a mystic (magical) object or discover their world is in danger.”	
“I remember Mr. Brunner’s serious expression, his thousand-year-old-eyes. <i>I will accept only the best from you, Percy Jackson.</i> ”	“The mentor often gives the hero the means to complete the quest. Some of the time the gift is simply wisdom .”	



Quote from <i>The Lightning Thief</i>	Quote from “The Hero’s Journey”	Explain the relationship between these two quotes
“ Grover blushed right down to his Adam’s apple. ‘Look, Percy I kind of have to protect you.’”	“Every hero needs a helper much like every hero needs a sidekick. Most heroes would fail miserably without their helpers.”	
“His neck was a mass of muscle and fur leading up to his enormous head, which had a snout as long as my arm, snotty nostrils with a gleaming brass ring, cruel black eyes and horns ...”	“As they embark on their journey, the heroes enter a world they have never experienced before. It might be filled with supernatural creatures , breathtaking sights, and the constant fear of death .”	



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Name:

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Date:

Do Percy’s experiences in *The Lightning Thief* align with the hero’s journey?

Stage of the “Hero’s Journey”	Archetype of the Hero’s Journey: Quote from “The Hero’s Journey”	Percy’s Experience: Quote from <i>The Lightning Thief</i>
The Ordinary World	“They possess some ability or characteristic that makes them feel out-of-place.”	“But Mr. Brunner expected me to be as good as everybody else, despite the fact that I have dyslexia and attention deficit disorder and I had never made above a C- in my life.” (page 7)
		“The freak weather continued, which didn’t help my mood. One night, a thunderstorm blew out the windows in my dorm room. A few days later, the biggest tornado ever spotted in the Hudson Valley touched down only fifty miles from Yancy Academy.” (page 17)



Do Percy’s experiences in *The Lightning Thief* align with the hero’s journey?

Stage of the “Hero’s Journey”	Archetype of the Hero’s Journey: Quote from “The Hero’s Journey”	Percy’s Experience: Quote from <i>The Lightning Thief</i>
		“The landscape was dotted with buildings that looked like ancient Greek architecture—an open-air pavilion, an amphitheater, a circular arena—except that they all looked brand new, their white marble columns sparkling in the sun. In a nearby sandpit, a dozen high school-age kids and satyrs played volleyball.” (page 62)
		“The truth is, I can’t be dead. You see, eons ago the gods granted my wish. I could continue the work I loved. I could be a teacher of heroes for as long as humanity needed me.” (82)



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I can write a paragraph (with a partner) to describe how excerpts in *The Lightning Thief* align to “The Hero’s Journey,” citing evidence from both texts.

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

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

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Criteria Checklist:

Did you ...

- _____ begin your paragraph with a topic sentence that makes a claim?
- _____ use evidence from *The Lightning Thief* that supports your claim?
- _____ use evidence from “The Hero’s Journey” that supports your claim?
- _____ make it clear how the quotes are connected?
- _____ close the paragraph with a clear concluding statement?



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Percy's new environment just means new kinds of challenges. What types of challenges does Percy face in this chapter? How does he respond?

As you read, think about these questions. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.