



EXPEDITIONARY  
LEARNING

## **Grade 6: Module 1: Unit 1: Lesson 13**

**End of Unit 1 Assessment:** Drawing Evidence from Text: Written Analysis of How Percy's Experiences Align with "The Hero's Journey"



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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)            I can cite text-based evidence to support an analysis of informational text. (RI.6.1)            I can use evidence from a variety of grade appropriate texts to support analysis, reflection, and research. (W.6.9)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> <li>I can select evidence from both <i>The Lightning Thief</i> and “The Hero’s Journey” that shows how Percy is on a hero’s journey.</li> <li>I can write a summary of an excerpt from <i>The Lightning Thief</i>.</li> <li>I can write a paragraph explaining how Percy’s experiences align with the hero’s journey.</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 1 Assessment</li> </ul>

Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Engaging the Reader: Back-to-Back/Face-to-Face (5 minutes)</p> <p>B. Unpacking Learning Targets (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. End of Unit 1 Assessment (30 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Share: “I use to ... but now I ...” (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Read Chapter 9 of <i>The Lightning Thief</i>.</p>	<ul style="list-style-type: none"> <li>This assessment is “open book”: students may use their texts, notes, and other resources. However, unless they have specific accommodations, students should work independently.</li> <li>In advance: Consider students who need testing accommodations: extra time, separate location, scribe, etc.</li> </ul>



Lesson Vocabulary	Materials
<p>(Do not pre-teach any vocabulary for this assessment. Students may use their texts and notes as resources during the assessment.)</p>	<ul style="list-style-type: none"> <li>• Questions for Back-to-Back/Face-to-Face (For Teacher Reference)</li> <li>• End of Unit 1 Assessment: How Percy’s Experiences Align with “The Hero’s Journey” (one per student)</li> <li>• End of Unit 1 Assessment: How Percy’s Experiences Align with “The Hero’s Journey” (Answers for Teacher Reference)</li> <li>• 2 Point Rubric: Writing From Sources/Short Response</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Engaging the Reader: Back-to-Back/Face-to-Face (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that they will participate in a quick discussion activity that is both fun and will help them quickly review some big ideas for their assessment today. The game is called Back-to-Back/Face-to-Face. Give directions:               <ol style="list-style-type: none"> <li>1. When you say, “Go,” students are to silently walk around the room at a slow place.</li> <li>2. When you say, “Stop,” students should stop, find the nearest person to them and stand “back-to-back” with them.</li> <li>3. You will ask them a question. Students should remain back-to-back, and they have about 15 seconds of think time.</li> <li>4. When you say, “Face-to-face,” students should turn around and take 1 minute to share their thoughts.</li> <li>5. When you say, “Go,” the process starts again.</li> </ol> </li> <li>• Use the <b>Questions for Back-to-Back/Face-to-Face</b> (in Supporting Materials).</li> </ul>	<ul style="list-style-type: none"> <li>• Consider providing copies of Questions for Back-to-Back and Face-to-Face (in supporting materials) to select students who struggle with auditory processing.</li> </ul>
<p><b>B. Unpacking Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to return to their seats. Ask a volunteer to read today’s learning targets while the rest of the class reads along.               <ul style="list-style-type: none"> <li>* “I can select evidence from both <i>The Lightning Thief</i> and ‘The Hero’s Journey’ that shows how Percy is on a hero’s journey.”</li> <li>* “I can write a summary of an excerpt from <i>The Lightning Thief</i>.”</li> <li>* “I can write a paragraph explaining how Percy’s experiences align with the hero’s journey.”</li> </ul> </li> <li>• Tell students that these learning targets should look very familiar because these are the targets they have been doing for the past few lessons.</li> </ul>	



Work Time	Meeting Students’ Needs
<p><b>A. End of Unit 1 Assessment (30 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on all the hard work they have done over past weeks getting to know Percy Jackson and studying “The Hero’s Journey.” Tell students that today they will meet their learning targets and show all the learning they have accomplished in an End of Unit Assessment.</li><li>• Tell students that in this assessment they will be rereading an excerpt from Chapter 8. They will use Percy’s experiences in this chapter to answer questions, complete a graphic organizer about Percy and the hero’s journey, and then write a paragraph. Remind them that this task is very similar to what they have been practicing for the past few lessons.</li><li>• Give each student the <b>End of Unit 1 Assessment: How Percy’s Experiences Align with “The Hero’s Journey.”</b></li><li>• Circulate as students work, noting who is having difficulty and may need redirecting.</li><li>• If students finish early, encourage them to preview the list of recommended texts, and browse books if available.</li></ul>	<ul style="list-style-type: none"><li>• For ELLs, consider providing extended time for tasks and answering questions in class discussions. ELLs receive extended time as an accommodation on NY State assessments.</li></ul>



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Share: “I used to ... but now I ...” (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Gather students back in the whole group, preferably in a circle. Say: “You have learned many things throughout our study of <i>The Lightning Thief</i> and you have most likely changed your mind about ideas you had, ideas about Percy, ideas about myths, ideas about heroes.”</li> <li>• Tell students you are going to do a quick “go around” where everyone will share how they learned something new, or changed their thinking about something. They will do this by saying “I used to ... but now I ...”</li> <li>• Give an example: “I used to think that I couldn’t read a long book like this, but now I know I just have to break it up into smaller pieces” or “I used to think Percy was ... but now I think ...”</li> <li>• Give students a moment to think, and then go around to hear students’ comments.</li> </ul>	<ul style="list-style-type: none"> <li>• Post the sentence frame “I used to _____, but now I _____” for students to refer to if they get stuck.</li> </ul>
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Read Chapter 9 of <i>The Lightning Thief</i>.</li> </ul>	



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# Grade 6: Module 1: Unit 1: Lesson 13

## Supporting Materials



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6. **What is a hero?**
7. **Is Percy Jackson a hero?**
8. **How has Percy Jackson changed from the beginning of the book until now?**



.....  
**Name:**

.....  
**Date:**

**Standards addressed:**

I can cite text-based evidence to support an analysis of literary text. (RL.6.1)

I can cite text-based evidence to support an analysis of informational text. (RI.6.1)

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)

I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)

***How do Percy's experiences in Chapter 8 align with the hero's journey?***

After reading pages 107–112 of Chapter 8 in *The Lightning Thief*, complete the graphic organizer and write a constructed response that answers the question and supports your position with evidence from the novel and from the informational text.

**Directions:**

1. Reread these four parts of "The Hero's Journey" before closely reading pages 107–112 in *The Lightning Thief*. This will help focus your reading as you find evidence.

(In Chapter 8, from pages 107–112, Percy's experience can be aligned to four different parts of the hero's journey):

- "Entering the Unknown"
- "Supernatural Aid"
- "Allies and Helpers"
- "The Road of Trials"





2. Choose one experience in *The Lightning Thief* and match it with a stage of the hero's journey.
3. Gather evidence from *The Lightning Thief*.
4. Gather evidence from "The Hero's Journey."
5. Complete Part 1, the Choosing Evidence graphic organizer to help you plan your paragraph.
6. Complete Part 2, the paragraph. Write your paragraph on the lines provided.



.....  
**Name:**

.....  
**Date:**

**Part 1, Graphic Organizer: Choosing Evidence: Percy Jackson and “The Hero’s Journey” (Chapter 8)**

<b>Stage of the “Hero’s Journey”</b>	<b>Percy’s Experience: Challenge and Response Quote from <i>The Lightning Thief</i></b>	<b>Quote from “The Hero’s Journey”</b>

What can we learn about Percy, as a hero, based on his response to a challenge he faces?

.....





**Part 1, Graphic Organizer: Choosing Evidence: Percy Jackson and “The Hero’s Journey” (Chapter 8)**

<b>Stage of the “Hero’s Journey”</b>	<b>Percy’s Experience: Challenge and Response Quote from <i>The Lightning Thief</i></b>	<b>Quote from “The Hero’s Journey”</b>
<p>Entering the Unknown</p>	<p>“Despite all that, I liked camp. I got used to the morning fog over the beach, the smell of hot strawberry fields in the afternoon, even the weird noises of monsters in the woods at night.”</p> <p>Challenge: Percy lost his mother and has been forced into a new, strange place.</p> <p>Response: Percy has begun to find his place there and even like it.</p>	<p>“As they embark on their journey, the heroes enter a world they have never experienced before. It might be filled with supernatural creatures, breathtaking sights, and the constant threat of death.”</p>
<p>What can we learn about Percy, as a hero, based on his response to a challenge he faces?</p> <p><b>We can learn from this that Percy is a hero who is able to adapt to new and difficult challenges.</b></p>		



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

Focus on one experience in *The Lightning Thief*, and show how that experience aligns to "The Hero's Journey."

**In Chapter 8, Percy has begun to settle into Camp Half-Blood and into a routine. However, he is still struggling with the loss of his mother and he is having a hard time figuring out his talents. One experience in Chapter 8 that shows Percy on a hero's journey is his coming to a new setting. In *The Lightning Thief*, it says, "Despite all that, I liked camp. I got used to the morning fog over the beach, the smell of hot strawberry fields in the afternoon, even the weird noises of monsters in the woods at night." This aligns to the Entering the Unknown stage of the hero's journey. In "The Hero's Journey," it says, "the heroes enter a world they have never experienced before. It might be filled with supernatural creatures, breathtaking sights, and the constant threat of death." Percy is surrounded by supernatural creatures like monsters and cool sights like the field of strawberries. And he's definitely scared he is going to die. Percy's response to this challenge shows that he is a hero who can adapt to new and difficult challenges.**



Use the below rubric for determining scores on short answers in this assessment.

<b>2-point Response</b>	The features of a 2-point response are:
	<ul style="list-style-type: none"><li>• Valid inferences and/or claims from the text where required by the prompt</li><li>• Evidence of analysis of the text where required by the prompt</li><li>• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt</li><li>• Complete sentences where errors do not impact readability</li></ul>
<b>1-point Response</b>	The features of a 1-point response are:
	<ul style="list-style-type: none"><li>• A mostly literal recounting of events or details from the text as required by the prompt</li><li>• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Incomplete sentences or bullets</li></ul>
<b>0-point Response</b>	The features of a 0-point response are:
	<ul style="list-style-type: none"><li>• A response that does not address any of the requirements of the prompt or is totally inaccurate</li><li>• No response (blank answer)</li><li>• A response that is not written in English</li><li>• A response that is unintelligible or indecipherable</li></ul>

<sup>1</sup>From New York State Department of Education, October 6, 2012.