

Heroes and Villains

Sample Syllabus - Day version

Date	Time	Concept	Activity
Week One: Monday Day 1	Academic Session 1 9:00 am – 10:15 am	Warm up writing	Journal: What makes a hero?
		Establish rules and administrative details	Review and sign the Honor Code and Acceptable Computer Use Policy
		Build a cohesive community and safe academic environment	Icebreaker: Two Truths and a Lie
			Read the poem "Risks." Discuss what lines are meaningful to us and share a risk that each of us is taking over the summer
	Academic Session 2 10:25 am – 11:30 am	Introduce ideas and preconceived notions about heroes and villains, discussion	Create a collage using magazines centered on the word "Hero" with words and images; repeat the process with "Villain." Discuss collages and repeated themes.
	Academic Session 3 12:30 pm – 1:30 pm	Reading, writing in Response Journal	Introduce Response Journal, process and purpose
		Determine prior knowledge	Administer Pre-assessment
	Academic Session 4 1:40 pm – 2:30 pm	Using words to verbalize concepts	Introduce "Word Wall" where students can post new and interesting words from readings or environment
			Found poem: response to collage of both Hero and Villain concepts using words found in magazines
	Homework	Reflection	Write about impressions of the day and any insights or concerns
Reading: Begin formation of concept of Hero's Journey		Read <u>Gilgamesh the Hero</u> Chapters 1-4 and record thoughts about Hero's Journey in Response Journal	
Tuesday Day 2	Academic Session 1 9:00 am – 10:15 am	Warm up writing	Journal: "There is no one like Gilgamesh." Explain this quote in context of the reading of sections 1-4
		Introduce idea of perspective and how perception changes accepted roles	Read <u>The True Story of the Three Little Pigs</u> . Discuss perspective. What might other fairy tale characters think of this text (Little Red Riding Hood, Goldilocks, etc.)?
	Academic Session 2 10:25 am – 11:30 am	Introduce the epistolary novel concept, writing	Have students create at least 3 journal entries, letters, etc. from the perspective of other fairy tale characters in response to <u>The True Story of the Three Little Pigs</u>

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	Academic Session 3 12:30 pm – 1:30 pm	Word Processing	Go to computer lab and type out your epistolary novel pieces
	Academic Session 4 1:40 pm – 2:30 pm	Reading, writing in Response Journal	Read <u>Gilgamesh the Hero</u> ; record thoughts in Response Journal; Chapters 5-8
		Workshop – peer editing	Students share epistolary novel pieces and receive feedback from peers.
	Homework	Writing	Continue revisions of writing
Reading		Finish <u>Gilgamesh the Hero</u> ; record thoughts in Response Journal; Chapters 9-12	
Wednesday Day 3	Academic Session 1 9:00 am – 10:15 am	Warm up writing	Journal: Was Gilgamesh truly a hero? Why or why not? What about Enkidu?
		Group presentations	Students will share their collage and found poem, explaining their conception of hero and villain
		Introduce the hero's journey. Think about examples in Gilgamesh.	Handout of Joseph Campbell's Hero's Journey steps. Emphasize that not all elements are present in all stories.
	Academic Session 2 10:25 am – 11:30 am	Discuss elements of Hero's Journey/Check for understanding	Break students into groups and have them illustrate without words, letters or symbols the parts of the story that fit with each of the steps of the hero's journey.
	Academic Session 3 12:30 pm – 1:30 pm	Reading, writing in Response Journal	Read "The Frog King" handout, write in journal about how it fits the hero's journey
		Visual representation of hero's journey	Finish Illustrations of Hero's Journey. Place illustrations in a plotline on the wall in the classroom.
	Academic Session 4 1:40 pm – 2:30 pm	Applying the steps of the hero's journey to another narrative	Analyze as a group the hero's journey in "Frog King;" Break class into 3 groups and have each group argue their character's hero's journey (Princess, Frog, King) by finding 5 elements from chart
		Visual representation of the hero's journey	Finish group illustrations. Have groups place illustrations on a plot line in the classroom and discuss why this scene depicts that stage in the journey
	Homework	Writing	Write about impressions of the day and any insights or concerns
		Reading	Read "Impressions of an Indian Childhood" p 68-86 in American Indian Stories by Zitkala-Sa
Thursday Day 4	Academic Session 1 9:00 am – 10:15 am	Warm up writing	Journal: If Zitkala-Sa is going on a hero's journey, what steps did she accomplish in "Impressions of an Indian Childhood"
		Writing from personal experience	Using a personal anecdote, write about a time when you went on a hero's journey.
	Academic Session 2	Applying structure to a	Continue your personal hero's journey making sure

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	10:25 am – 11:30 am	personal narrative	to include at least 5 elements on the hero's journey list.
	Academic Session 3 12:30 pm – 1:30 pm	Reading, writing in Response Journal	Read "The School Days of an Indian Girl" p 87-103
	Academic Session 4 1:40 pm – 2:30 pm	Workshop	Share/workshop your personal hero's journey in class (using workshop form)
	Homework	Reflection	Write about impressions of the day and any insights or concerns
		Reading	Read "An Indian Teacher Among Indians" p104-113
		Revision	Edit your personal hero's journey as needed
Friday Day 5	Academic Session 1 9:00 am – 10:15 am	Warm up writing	Journal: Who would the villain be in Zitkala-Sa's story (from Wednesday's and Thursday's readings)? Why?
		Workshop, peer-editing	Students will share their personal hero's journey and classmates will critique using workshop form
	Academic Session 2 10:25 am – 11:30 am	Discussion	Elements of a good (bad) villain. Monster vs. villain spectrum. Villain vs. anti-hero.
		Introduce concept of Anti-hero vs. villain	Students will make a Venn diagram comparing/contrasting villains and anti-heroes, find examples in literature of both
	Academic Session 3 12:30 pm – 1:30 pm	Reading, writing in Response Journal	Read Poe, "The Fall of the House of Usher," look for characteristics of villain or anti-hero
	Academic Session 4 1:40 pm – 2:30 pm	Application of anti-hero characteristics	Create an anti-hero. Draw a picture of them and create a biography. Write a story about an adventure undertaken by your anti-hero
	Homework	Reflection	Write about impressions of the day and any insights or concerns
		Reading	Finish "The Fall of the House of Usher" Remember to use your reading journal
		Writing	Finish anti-hero story
	Week Two: Monday Day 6	Closed for July 4 holiday	
Tuesday Day 7	Academic Session 1 9:00 am – 10:15 am	Warm up writing	Journal: Who was the villain in "The Fall of the House of Usher" Why? Is there a hero?
		Intro to Graphic Novels	Discuss the elements of a Graphic Novel
		Creative interpretation of Hero/villain	Create your own Superhero. What would the costume look like? What would the super powers be? Would your character be a hero or an anti-hero? Handout
			Create a villain/an archrival and their costume/super

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			powers/ back story
	Academic Session 2 10:25 am – 11:30 am	Creating full characters through detail in characterization	Comic Book – focus on characterization – think of back story of villain and fill in detail of characters
	Academic Session 3 12:30 pm – 1:30 pm	Reading, writing in Response Journal	Read Comic Books/Graphic Novels-note how comic books are arranged, format, tone, illustrations
	Academic Session 4 1:40 pm – 2:30 pm	Plot outline with structure	Graphic Novel – create an outline of the plot, covering at least 5 points of the hero's journey
	Homework	Reflection	Write about impressions of the day and any insights or concerns
		Reading	Begin reading "Old Indian Legends" in American Indian Stories by Zitkala-Sa p1-32
Wednesday Day 8	Academic Session 1 9:00 am – 10:15 am	Warm up writing	Journal: Where does Iktomi fall on the hero/villain spectrum? Why?
		Creating representative illustrations	Graphic Novel – focus on illustrations – do they depict action? Does the action follow the plot?
	Academic Session 2 10:25 am – 11:30 am	Accurate dialogue to represent action	Graphic Novel – focus on dialogue – majority of comic book story is through dialogue, work on realistic language
	Academic Session 3 12:30 pm – 1:30 pm	Reading, writing in Response Journal	Read comic books/write in response journal how your comic is similar or differs from those provided in the classroom
	Academic Session 4 1:40 pm – 2:30 pm	Peer editing/workshop	Students will share their Graphic Novel and receive feedback from peers
		Group Reading and discussion of villain	"The Cask of Amontillado" by Edgar Allan Poe
	Homework	Writing	Edit your Graphic Novel as needed
		Reading	Finish reading "Old Indian Legends" in American Indian Stories by Zitkala-Sa p 33-63
Thursday Day 9	Academic Session 1 9:00 am – 10:15 am	Warm up writing	Journal: Which was your favorite of the legends and why?
		Discuss oral tradition	Telephone game with 5 complex sentences summarizing Iktomi legends
		Grouping characteristics into archetypes	Discuss the role of the trickster in Native American literature and in African American literature
		Group reading	Read: "Hungry Spider," "Rabbit Races with Turtle," and "Aunt Fox and the Fried Fish"
	Academic Session 2 10:25 am – 11:30 am	Critical reading,	Read and discuss Uncle Remus' Tar baby stories, show clip of Disney's "Song of the South"
	Academic Session 3 12:30 pm – 1:30 pm	Reading, writing in Response Journal	Begin Anne Frank 1-43

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	Academic Session 4 1:40 pm – 2:30 pm	Constructing comparison/contrast essay	Students will write a compare and contrast essay about one legend from the Zitkala-Sa book and one of the trickster tales read in class .
	Homework	Journal Writing	Journal Prompt: If someone is evil, have they always been that way? What do you think caused the change if not?
		Reading	Anne Frank 46-90
Friday Day 10	Academic Session 1 9:00 am – 10:15 am	Peer editing/workshop	Students will share their compare and contrast essays and receive feedback from peers
		Critical Reading	Read “Black Cat” by Edgar Allen Poe and map out in illustrations the protagonist’s descent into villainy
	Academic Session 2 10:25 am – 11:30 am	Seeing the hero-villain spectrum	Read “Hop Frog” and discuss where the main character falls in the hero-villain spectrum. Is he dynamic?
		Discussion	What are the common elements in all of Poe’s stories
	Academic Session 3 12:30 pm – 1:30 pm	Reading, writing in Response Journal	Anne Frank 86-130
	Academic Session 4 1:40 pm – 2:30 pm	Applying elements to creative writing	Create a story that imitates the style of Poe, using the elements discussed earlier
	Homework	Reflection	Write about impressions of the day and any insights or concerns
		Reading	Anne Frank 130-173
		Writing	Finish Poe-esque story
Week Three: Monday Day 11	Academic Session 1 9:00 am – 10:15 am	Warm up writing	Journal: Define evil in your own words. Which character is the most evil so far?
		Discussion	Evil vs. Villain, are they one and the same or can you have one without the other?
	Academic Session 2 10:25 am – 11:30 am	Peer Editing	Share Poe-esque story, using workshop form, have students share what worked well or could be improved in story
	Academic Session 3 12:30 pm – 1:30 pm	Reading, writing in Response Journal	Anne Frank 173-218
	Academic Session 4 1:40 pm – 2:30 pm	Writing :First person perspective	Pretend you went into hiding. What would you write about in journals? What would you bring with you?
	Homework	Reflection	Write about impressions of the day and any insights or concerns
Reading		Anne Frank 218-263	
Tuesday Day 12	Academic Session 1 9:00 am – 10:15 am	Warm up writing	Journal: Who else was a hero in this book besides Anne? Why?

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		Discussion	Compare/contrast Zitkala-Sa to Anne Frank. Do circumstances make one character more heroic? Handout
	Academic Session 2 10:25 am – 11:30 am	Creative poetry	Create a character poem for both Zitkala-Sa and Anne Frank illustrating heroic qualities
	Academic Session 3 12:30 pm – 1:30 pm	Reading, writing in Response Journal	Anne Frank 263-308
	Academic Session 4 1:40 pm – 2:30 pm	Computer Lab	Type Poe story, character sketch poems
	Homework	Reflection	Write about impressions of the day and any insights or concerns
		Reading	Finish Anne Frank 308-341
		Writing	Complete quotation handout, prewriting for comparison/contrast essay of Zitkala-Sa and Anne Frank
Wednesday Day 13	Academic Session 1 9:00 am – 10:15 am	Warm up writing	Journal: What was your favorite classroom activity this session? Why?
		Expository Writing	Construct a comparison/contrast essay following the hero's journey of Anne Frank and Zitkala-Sa.
	Academic Session 2 10:25 am – 11:30 am	Showing evidence/proof	Continue working on essay, discuss citing evidence by including the quotations
	Academic Session 3 12:30 pm – 1:30 pm	Writing	Continue working on essay
	Academic Session 4 1:40 pm – 2:30 pm	Peer Editing	Share Zitkala-Sa and Anne Frank essay. Using workshop form, have students share what worked well or could be improved in story
	Homework	Revision	Make changes to Zitkala-Sa and Anne Frank essay based upon peer feedback
Thursday Day 14	Academic Session 1 9:00 am – 10:15 am	Warm up writing	Journal: How has your definition of hero changed over the past 3 weeks? Your definition of villain?
		Computer Lab	Type Zitkala-Sa and Anne Frank essay for final draft
	Academic Session 2 10:25 am – 11:30 am	Computer Lab	Complete final edits/revisions on any unfinished projects.
	Academic Session 3 12:30 pm – 1:30 pm	Vocabulary practice	Create a story with as many words from the word wall as you can in 45 minutes. Use dictionary if needed. Words must be in a context to show definition was understood.
	Academic Session 4 1:40 pm – 2:30 pm	Assess growth	Administer Post-assessment

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	Homework	Reflection	Write about impressions of the day and any insights or concerns
Friday Day 15	Academic Session 1 9:00 am – 10:15 am	Warm up writing	Journal: My experience at CTY this session was...
		Certificates	Award certificates to students based on unique characteristics
		Vocabulary Game	Practice some general vocabulary from the class in a game
	Academic Session 2 10:25 am – 11:30 am	Presentation Practice	Prepare for in-class presentations for parents in the afternoon
	Academic Sessions 3 and 4 12:30 pm – 2:30 pm	Open House Presentations and Closing Ceremony	Students read a passage from their favorite piece of writing. Families attend closing ceremonies.