

What Makes a Hero: Exploring Traits of a Hero & the Plot of Their Story



A Unit on Story Elements and Characterization

Colae Logue

Florida State University

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Rationale

Students nearing the end of their middle school experience are in particular need of language arts tools and activities that will prepare them for literature papers and the many other demands of high school. In my experience of working with students in the beginning stages of high school, I have found that they have great difficulty comprehending 9th grade high school literature like *The Odyssey* and *Romeo and Juliet* and actually *reading* the texts because they were not given effective strategies to comprehend it.

In my observations, 8th grade can be a year where teachers strive to observe fluency among students about to enter high school, but may not always consider comprehension, or overlook that a student lacks it until standardized test preparation nears. In her book, *Integrated Literacy Instruction in the Middle Grades*, Dr. Carroll states that a common problem is that “Some of our students are fluent; they can decode words quickly and accurately, so we assume that they are able to comprehend texts” (Carroll, 2004).

In this unit we will be practicing the crucial element of reading comprehension while learning about all of the parts that make up the whole or understanding a text. We will explore story elements and characterization to establish a meaningful understanding of plot structure by reading from a central text, *King Arthur and His Knights of the Round Table* by Roger Lancelyn Green and various other supporting texts such as film, music, short stories, and young adult novels. We will discuss epic characteristics of a hero, an unlikely hero, and practice strategies for determining characterization from information found in the text descriptions and insinuations.

I want to ignite the students' interest in studying the plot of selected short stories from *King Arthur* by incorporating additional texts that will help give students motivation to explore for themselves. A main focus for doing this is discussion. I will get students talking and writing about their text through outlets of interest. In his book *Response & Analysis*, Robert E. Probst states that (with good movies), "you'll have much to say, questions to ask, scenes to talk about...good movies, and good books want to be talked about" (Probst, 2004). By showing students elements of film and music that support our main text, they will further desire to know what happens next and explore for themselves. There won't always be an English teacher around for my students to get response questions and resources for tackling a text at the wave of a hand, so my purpose for using other texts to support our study of characterization and short story elements is to give students the tools for approaching a text independently.

I also believe in the use of collaboration. Because good literature will want to be talked about, I will open up the classroom as an area where my students can do just that. I know that a momentous discussion won't sprout from nothing, or even just the text itself, at first. It is for this reason that I plan to conduct activities where students will have guided practice in discussing our text. In this unit we will do role play of short stories, talk show skits, produce digital posters, and create Facebook profiles of main characters to spark students to reflect on elements of the text. As the students work together for these activities, they will be participating in literary discussions that will prepare them for high school structure while still performing in a setting that they are developmentally and cognitively able to connect to.

In this unit students will become familiar with citing textual resources in their journal responses and in-class writing. My thoughts behind this unit component involve preparing

students for citing texts in high school and college literary papers and also having them organize their thoughts, reactions, and class discussion notes into a concise, chronological collection that they can reference in their future projects.

I have designed this unit for advanced 8th graders as a preview to a creative writing unit that will immediately follow it. I specifically focus on text comprehension, characterization, and story structure with not creative story component so that the students may get a feel of the arrangement of a text's plot before constructing their own. I would plan to teach the unit during the fall semester so that the students have a chance to incorporate what they learn during this study throughout the rest of the year and especially in their own short story writing which they will be doing upon finishing this unit. The students will be familiar with story structure and the use of the elements and therefore it will be a smooth transition into writing their own words, in addition to writing literary analysis papers which will come at the end of their year and on into high school.

During the course of this unit, students will be working weekly to complete three main tasks that will demonstrate their understanding of story elements and the themes from the selected reading material. According to Chapter 17 of *Adolescent Literacy*, "Students who are immersed in reading and writing for real reasons for real audiences, on a daily basis, do fine on any assessment" (Brenner, Pearson, & Rief, 2007). In this unit, students will work on their final assessment components throughout the course of each week, and submit and present a digital Glogster poster, Literature Circle presentation, and will turn-in their reader response journals for a final grade on this material. Students will complete short weekly quizzes in addition to these components, but the focus will be on understanding the text and being able to retell and

rethink elements of it in their own words. I believe that this unit assessment will help the students with organization, collaboration, digital storytelling and the synthesis of ideas in order to demonstrate the knowledge they have gained, and make the text meaningful to *them*.

Goals, Objectives & Common Core Standards

8th Grade Standards

Students will be able to:

1. Identify and synthesize plot elements in various classroom texts
 - 1.1 Students will study the meaning of story elements and plot structure by practicing using these elements through citing textual examples as they read in their individual reading log journals and in open-book weekly quizzes.
 - 1.2 Students will work in literature circles to analyze elements of plot in their selected young adult novel.
 - 1.3 Students will create a Glogster poster in literature circle groups that displays their collaborative visual interpretation of plot elements of the readings from the main text.

Common Core Reading Literature Standard # 2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Common Core Speaking and Listening Standard # 5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

2. Locate and analyze character traits of a protagonist and other supporting characters in a story.
 - 2.1 Through interactive class activities including group work, poetry readings, role play, and quick writes, students will discuss the text, focusing on character qualities and their development.
 - 2.2 Students will keep a journal log of traits that they establish in their main text and supporting class texts.
 - 2.3 Students will work in groups to create a Facebook or other type of visual profile that displays character qualities based on what they gather from the text.

Common Core Reading Literature Standard # 3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Common Core Speaking and Listening Standard # 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners

on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- 3.** Establish relationships between the story structure of the main text and the structure of supporting texts
 - 3.1** Students will participate in class activities for supporting texts of films and passages from the Bible and modern young adult novels from literature circles
 - 3.2** Students will interact in groups by constructing a modern version of a plot from the reading and dramatizing the skit for the class

Common Core Reading Literature Standard # 9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Unit Outline: Daily Lesson Plans

(Each lesson is designed to fill a 50 minute class session)

Week 1: "The Two Swords"

Day 1

3 minutes: Distribute main text to each student: *King Arthur and His Knights of the Round Table* by Roger Lancelyn Green

10 minutes: Discuss main goals of the unit and give overview of essential questions we'll be answering throughout the unit **A, 1-A**

3 minutes: Distribute journal notebooks to each student & explain journal entry expectations

8 minutes: Hero discussion: traditional thoughts of a hero vs. the modern day hero

12 minutes: Intro to the text, focusing on setting, and exposition; medieval PowerPoint **A, 1-B**

6 minutes: Talk about setting and the text

8 minutes: Assign Week 1 reading "The Two Swords" & begin reading aloud for the rest of class

Day 2

Introductory (Hook) Activity

3 minutes: Clip from *How to Train Your Dragon* (Key up in advance: scene from Hiccup and his father in beg before first dragon training/clip from when Hiccup has to kill his first dragon).

8 minutes: Quickwrite prompt: "How does what you've just read about Arthur as a boy relate to the clip from *How to Train Your Dragon*? What does this tell us about physical strength and having strength of character?" **A, 1-A**

5 minutes: Discuss responses to prompt

10 minutes: Introduce Literature Circle instructions for unit & talk about book choices

8 minutes: Assign Literature Circle groups according to reading level and student interest (Note: this will take background knowledge of students' individual reading level and preferences). **A, 1-C**

12 minutes: Students will work in their Lit. Circle groups to divide the book sections for each week (I will assist as needed)

4 minutes: Explain OYO reading of Lit. Circles is part of DAILY homework in addition to main text weekly readings

Day 3

10 minutes: Finish reading "The Two Swords" from Day 1

10 minutes: Discuss reactions to the text and Elements for this week: Setting & Exposition

2 minutes: Pass out Hero's Traits Log (ReadWriteThink) **A, 1-D**

15 minutes: Group work: students will use the main text to look up traits of Arthur from "the Two Swords". Students will keep their log in their journals.

5 minutes: Review group answers with whole class, calling on each group

8 minutes: Independent reading in Literature Circle novels, notes in journal

Day 4

15 minutes: Independent reading of Lit. Circle novels, I will walk and check journal notes & answer questions

15 minutes: Discuss Setting and Exposition, have students look for examples in text & highlight

5 minutes: Explain Monday's open book quiz format: Setting and Exposition

15 minutes: Literary Elements Mapping Activity (in class, teacher-led) for the Character of Arthur (ReadWriteThink) **A, 1-E**

5 minutes: Preview for Day 5 in Media Center, independent reading if time allows

Day 5

(Media Center)

10 minutes: Explain Glogster Poster Project & Monday Glogster Checks (Due Week 6). **A, 1-F**

32 minutes: Literature Circles meet with handouts **A, 1-C**

8 minutes: Explain HW, quiz reminder, and Assign new reading for Week 2: "The First Quest of the Round Table"

WEEKEND HW:

- Review Setting and Exposition notes for Day 6 Quiz
- Glogster updates from Week 1: "The Two Swords"
- Begin Week 2 reading and Lit. Circle work

Week 2: "The First Quest of the Round Table"

Day 6

(Glogster updates emailed to me from each student by the start of class today)

10 minutes: Answer questions before quiz

10 minutes: Open book quiz on story elements (1) Setting (2) Exposition **A, 2-A**

5 minutes: Collect quizzes and discuss what students wrote, having them respond freely

15 minutes: Read aloud from "The First Quest of the Round Table", having students take notes in their journals and traits log

10 minutes: Discuss the meaning of an "epic" story, and a "quest", talking about good vs. evil, time span of a story...see text, *A Glossary of Literary Terms*.

Day 7

10 minutes: Quickwrite # 2: "If you were to design qualifications for being a Knight, what would they be? List 3-5 qualities and explain each one." **A, 1-A**

10 minutes: Finish reading "The First Quest of the Round Table" and discuss the events of the quest and Gawain.

5 minutes: Have students update journal notes and their hero's traits log.

10 minutes: Literary elements mapping activity using the character of Gawain. **A, 1-E**

15 minutes: Independent reading of Literature Circle books

Day 8

5 minutes: Literature Circle housekeeping from Day 7, answer questions.

20 minutes: Read aloud the story of David & Goliath, 1 Samuel Ch. 17 **A, 2-B**

8 minutes: Discuss qualities of a hero found in David and talk about how it relates to *King Arthur* and “The First Quest of the Round Table”

6 Minutes: Discuss elements of “conflict” and “plot” (Exposition, Rising action, Climax, Falling Action, Resolution. Go over definitions of each element, having students take notes in their journals.

10minutes: Literary elements mapping using the conflict of “David and Goliath”. **A, 1-E**

Day 9

10 minutes: Continue with Day 8’s discussion of conflict and plot in the story of “David and Goliath”. Have students compare the “David and Goliath” text to similar ideas from *King Arthur* readings, taking notes as they discuss.

20 minutes: Role play activity: have students split into 4 groups and act out the story of David and Goliath in a setting of their choice (ex: mall, movie theater, the beach). Students should practice including elements of *conflict* in their *plot*. Each group will present their skit for the class.

5 minutes: Reflect on the activity by discussing elements of plot and conflict that the students used.

15 minutes: Independent reading for Literature Circles, plan to meet in Media center for Day 10

Day 10

(Media Center)

10 minutes: Glogster work on the computer (Due Week 6). **A, 1-F**

30 minutes: Literature Circles meet with handouts **A, 1-C**

10 minutes: Explain HW, Quiz reminder, Assign new reading for Week 3: “Sir Gawain & the Green Knight”

WEEKEND HW:

- Review Epic story, Quest, Conflict and Plot notes for Day 11 Quiz
- Glogster updates from Week 2: “The First Quest of the Round Table”
- Begin Week 3 reading and Lit. Circle work

Week 3: “Sir Gawain & the Green Knight”

Day 11

(Glogster updates emailed to me from each student by the start of class today)

10 minutes: Answer questions before quiz

15 minutes: Open book quiz on story elements (1) Conflict (2) Plot (3) Epic story (4) Quest **A, 3-A**

5 minutes: Collect quizzes and discuss what students wrote, having them respond freely

10 minutes: Read aloud from “Sir Gawain & the Green Knight”, having students take notes in their journals and traits log

10 minutes: Discuss the role of a “protagonist” and “antagonist” in a story...talking about how this relates to qualities in a hero. See text, *A Glossary of Literary Terms*.

Day 12

10 minutes: Quickwrite # 3: “Take a look ahead at pg. 98-99 of the text. Describe and predict why Gawain’s experience parallels qualities of a story’s protagonist and a hero’s struggles.” A, 1-A

10 minutes: Discuss quickwrite responses and finish reading “Sir Gawain and the Green Knight” aloud.

5 minutes: Have students update journal notes and their hero’s traits log.

10 minutes: Literary elements mapping activity using the character of The Green Knight. A, 1-E

15 minutes: Independent reading of Literature Circle books

Day 13

5 minutes: Literature Circle housekeeping from Day 12, answer questions.

10 minutes: Watch video clip from the film (key up in advance), “The Chronicles of Narnia: The Lion, the Witch and the Wardrobe”. (Ending battle scene with Peter and the White Witch).

10 minutes: Discussion of the struggles of a protagonist. Are there times when a protagonist struggles with their quest? Have students talk about their own struggles with a hard task or similar examples from books/films they have seen, taking journal notes as they go.

15 minutes: Silent reading time for Lit Circle texts.

10 minutes: Additional time for Lit. Circle planning (groups may meet).

Day 14

5 minutes: Students will silently read Shakespeare’s Sonnet LIII: “What is your substance, whereof are you made”, then I will read it again, aloud. A, 3-B

20 minutes: Discussion and journal notes on the relevance of Shakespeare’s sonnet and the “substance” of a hero, paying attention to unusual terms from the sonnet (Ex. “constant heart”).

15 minutes: Literature Circles, class discussion. Each group will briefly discuss where they are in their reading and “production” process of their novel activities. Discuss what is going well, what isn’t address any issues.

10 minutes: Silent reading time for Literature circles; I will be available to answer questions. Plan to meet in media center for next day.

Day 15

(Media Center)

10 minutes: Glogster work on the computer (Due Week 6). A, 1-F

30 minutes: Literature Circles meet with handouts A, 1-C

10 minutes: Explain HW, Quiz reminder, and assign new reading for Week 4: “The First Quest of Sir Lancelot”

WEEKEND HW:

- Review Protagonist and Antagonist, “Sir Gawain and the Green Knight”, Shakespeare Sonnet LIII, and journal notes for Day 16 Quiz
- Glogster updates from Week 3: “Sir Gawain and the Green Knight”
- Begin Week 4 reading and Week 4 Lit. Circle work

Week 4: “The First Quest of Sir Lancelot”**Day 16**

(Glogster updates emailed to me from each student by the start of class today)

10 minutes: Answer questions before quiz

15 minutes: Open book quiz: story elements protagonist/antagonist & last week’s texts **A, 4-A**

5 minutes: Collect quizzes and discuss what students wrote, having them respond freely

10 minutes: Read aloud from “The First Quest of Sir Lancelot”, having students take notes in their journals and traits log.

10 minutes: Introduce terms: theme and characterization. Discuss how these terms relate to qualities in a hero and in plot structure. See text, *A Glossary of Literary Terms*.

Day 17

10 minutes: Quickwrite # 4: “From what we read yesterday of ‘The First Quest of Sir Lancelot’, predict how you think the story will end. Use what you’ve learned about plot structure to help you in your answer.” **A, 1-A**

10 minutes: Discuss quickwrite responses and finish reading “The First Quest of Sir Lancelot” aloud. Compare students’ quickwrite predictions to the ending of the story.

5 minutes: Have students update journal notes and their hero’s traits log.

25 minutes: Talk Show theme/characterization activity **A, 4-B**

Day 18

5 minutes: I will introduce the song, “Love Live” and play it for the class. **A, 4-C**

15 minutes: Discussion and journal notes on the relevance of “Long Live” and finding the theme of this song. Students will highlight key words that help them determine theme. Students will take note on this activity to help them with the “Soundtrack Designer” component of their literature circles.

20 minutes: Literature Circles, class discussion. Each group will briefly discuss where they are in their reading and “production” process of their novel activities, emphasizing the soundtrack component from the previous activity. Address problems, answer questions.

10 minutes: Silent reading time for Literature circles; I will be available to answer questions.

Day 19

Independent reading day

10 minutes: We will discuss Day 16-18 activities and answer questions.

30 minutes: In-class reading time for Literature Circles. (Students should be more than halfway through their assigned books.) I will do informal journal checks and discuss any missing assignments that students may have missed so far in the unit activities.

10 minutes: Lit Circle groups meet and discuss what to bring to Media Center for Day 20.

Day 20

(Media Center)

10 minutes: Glogster work on the computer (Due Week 6). A, 1-F

30 minutes: Literature Circles meet with handouts A, 1-C

10 minutes: Explain HW, Quiz reminder, and assign new reading for Week 5: "Sir Percival of Wales"

WEEKEND HW:

- Review characterization and theme, "The First Quest of Sir Lancelot" and journal notes for Day 21 Quiz
- Glogster updates from Week 4: "The First Quest of Sir Lancelot" Due Mon.
- Begin Week 5 reading and Week 5 Lit. Circle work

Week 5: "Sir Percivale of Wales"

Day 21

(Glogster updates emailed to me from each student by the start of class today)

10 minutes: Answer questions before quiz

15 minutes: Open book quiz: story elements theme/characterization & last week's texts A, 5-A

5 minutes: Collect quizzes and discuss what students wrote, having them respond freely

10 minutes: Read aloud from "Sir Percivale of Wales", having students take notes in their journals and traits log.

10 minutes: Discuss story elements from the reading & characteristics of Sir Percivale being an unlikely hero because of his birth/rank. Students can review the story elements we have covered in the past weeks and apply them to this text, drawing upon prior knowledge and trying to identify as many story components as they can.

Day 22

10 minutes: Quickwrite # 5: "Look at pg. 204 of the text. Write about how this scene displays qualities of an unlikely hero. Use examples from the dialogue to support your answer." A, 1-A

10 minutes: Discuss quickwrite responses and finish reading "Sir Percivale of Wales" aloud.

5 minutes: Have students update journal notes and their hero's traits log.

25 minutes: Work through Literary Elements Mapping Activity as a class for each: "Character Map", "Conflict Map", "Resolution Map", "Setting Map". Instructor will lead activity, calling upon students to fill-in the story information. A, 1-E

Day 23

5 minutes: Answer questions from Day 22/text readings

25 minutes: Facebook characterization activity **A, 5-B**

10 minutes: Discuss group Facebook presentations, make connections & reference text as needed. (Students should review journal notes during this time and add information to their hero's traits logs).

10 minutes: Silent reading time for Literature circles; I will be available to answer questions.

Day 24

Independent reading & journal editing day

10 minutes: We will discuss Day 21-23 activities and answer questions.

30 minutes: In-class reading time for Literature Circles & journal editing. (Students should be almost finished reading their assigned books.) I will do informal journal checks and discuss any assignments that students may have missed so far in the unit activities, getting ready for journal submission on Day 26.

10 minutes: Lit Circle groups meet and discuss what to bring to Media Center for Day 25.

Day 25

(Media Center)

10 minutes: Glogster work on the computer (Due Week 6). **A, 1-F**

30 minutes: Literature Circles meet with handouts **A, 1-C**

10 minutes: Explain HW, Quiz reminder, and pass out Journal Rubrics **A, 5-C**

WEEKEND HW:

- Review terms from this week on “Sir Percivale of Wales” and journal notes for Day 26 Quiz
- Glogster updates from Week 5: “Sir Percivale of Wales” Due Mon.
- Edit journals to turn-in on Day 28
- Finish reading novels for Literature Circles
- Week 6 Duedates: Day 28 Journals Due & Glogster presentations; Day 29-30 Lit Circle Presentations

Week 6: Wrap up & Literature Presentations

Day 26

(Glogster updates emailed to me from each student by the start of class today)

10 minutes: Answer questions before quiz

15 minutes: Open book quiz: story elements/texts **A, 6-A**

5 minutes: Collect quizzes and discuss what students wrote, having them respond freely

5 minutes: Pass out Lit. Circle Rubrics **A, 6-B**

25 minutes: Work time: students may conference with me if they have questions about their journals; students may work on their Glogster and Lit. Circle Projects. Prepare to meet in the computer lab for Day 27

Day 27

(Media Center Work Day)

15 minutes: Students will finish working on their Glogsters and prepare them for presenting on

Day 28

30 minutes: Students will meet in their literature circle groups to put together their roles and prepare to present and turn in on Day 29/Day 30

5 minutes: Answer questions about presentations

Day 28

5 minutes: Collect Student Reading Journals

45 minutes: Individual Glogster Poster Presentations A, 1-F

*If time allows, Lit Circles may have last-minute discussions/work time

Day 29

50 minutes: Lit Circle group presentations Pt 1 A, 6-B

Day 30

40 minutes: Lit Circle group presentations Pt 2 A, 6-B

10 minutes: Unit wrap up/final words/Intro to upcoming creative writing unit!

Appendix A

Week 1

1-A: Copy of essential questions & Quickwrite prompts Weeks 1-5

Essential Questions:

- What makes a Hero? In fiction? In reality?
- How can we identify heroic qualities?
- What are the story elements of a hero's journey?

Quickwrite 1: (Day 2) "How does what you've just read about Arthur as a boy relate to the clip from *How to Train Your Dragon*? What does this tell us about physical strength and having strength of character?"

Quickwrite 2: (Day 7) "If you were to design qualifications for being a Knight, what would they be? List 3-5 qualities and explain each one."

Quickwrite 3: (Day 12) "Take a look ahead at pg. 98-99 of the text. Describe and predict why Gawain's experience parallels qualities of a story's protagonist and a hero's struggles."

Quickwrite 4: (Day 17) "From what we read yesterday of 'The First Quest of Sir Lancelot', predict how you think the story will end. Use what you've learned about plot structure to help you in your answer."

Quickwrite # 5: (Day 22) "Look at pg. 204 of the text. Write about how this scene displays qualities of an unlikely hero. Use examples from the dialogue to support your answer."

1-B: PowerPoint of Setting, Exposition, and Medieval Time Period
www.getemreading.com/kingarthur.ppt**1-C:** Lit Circle Roles Description (readwritethink.org)

-Using only 6 of the possible 9 roles (some components are covered in whole-class activities)

Books for each group:

- *The Chronicles of Narnia: The Lion The Witch and The Wardrobe* –C.S. Lewis
- *The Chronicles of Narnia: Prince Caspian*–C.S. Lewis
- *The Hero and the Crown*-Robin McKinley
- *Eragon*-Christopher Paolini

- *The Lightning Thief*-Rick Riordan

Casting Director:

http://www.readwritethink.org/files/resources/lesson_images/lesson877/CastingDirector.pdf

Critic: http://www.readwritethink.org/files/resources/lesson_images/lesson877/Critic.pdf

Dialogue Director:

http://www.readwritethink.org/files/resources/lesson_images/lesson877/DialogueDirector.pdf

Director: http://www.readwritethink.org/files/resources/lesson_images/lesson877/Director.pdf

Production Designer:

http://www.readwritethink.org/files/resources/lesson_images/lesson877/Production.pdf

Soundtrack Designer:

http://www.readwritethink.org/files/resources/lesson_images/lesson877/Soundtrack.pdf

1-D: Hero's Traits Log http://www.readwritethink.org/files/resources/lesson_images/lesson784/hero-log.pdf

1-E: Literary Elements Mapping Activity <http://www.readwritethink.org/files/resources/interactives/lit-elements/>

1-F: Glogster Poster Rubric Handout (With instructions & Final Grading Rubric attached)

-Instructions-

Go to: <http://www.glogster.com/>

You will update images and quotes to Glogster each week from the 5 selections we're reading from *King Arthur* and will present your individual poster the final week of this unit. The first day of each week, I will check your progress on adding content from each story we read to ensure you have enough information to present during the final week of this unit.

Examples of content: (Any one of these, 1-2 for each week)

- Song
- Image
- Quote/Text
- Poem
- Cartoon
- Other graphic element (when in doubt, ASK ME)

You will be graded on the following:

Rubric:

Storyboard- multimedia : Glogster PosterTeacher Name: **Ms. Logue**

Student Name: _____

CATEGORY	4	3	2	1
Clarity and Neatness	Glogster is easy to read and all elements are so clearly written, labeled, or drawn that another student could create the presentation if necessary.	Glogster is easy to read and most elements are clearly written, labeled, or drawn. Another person might be able to create the presentation after asking one or two questions.	Glogster is hard to read with rough drawings and labels. It would be hard for another person to create this presentation without asking lots of questions.	Glogster is hard to read and one cannot tell what goes where. It would be impossible for another person to create this presentation without asking lots of questions.
Required Elements	Storyboard included all required elements: content supporting each of the five King Arthur stories.	Storyboard included most required elements: content supporting each of the five King Arthur stories.	Storyboard included only a few of the required elements: content supporting each of the five King Arthur stories.	One or more required elements was missing from the storyboard.
Structure and Planning	Poster demonstrated clear thought and planning in an exceptionally orderly format.	Poster demonstrated some thought and planning in an orderly format.	Poster demonstrated minimal thought and planning in a mildly ordered format.	Poster demonstrated no thought, planning, or order.
Use of Time	Used time well during each class period (as shown by observation by teacher, and documentation of progress in journal) with no adult reminders.	Used time well during most class periods (as shown by observation by teacher, and documentation of progress in journal) with no adult reminders.	Used time well (as shown by observation by teacher and documentation of progress in journal), but required adult reminders on one or more occasions to do so.	Used time poorly (as shown by observation by teacher and/or documentation of progress in journal) in spite of several adult reminders to do so.
Connections to Text	The student made substantial connections to the events of the text.	The student made some connections to the events of the text.	The student made few connections to the events of the text.	The student made no connections to the events of the text.

Week 2

2-A

Quiz 1: (Example answers in red) 4 points

1. What is the definition of a setting of a story?

The setting is the time and place of the story.

2. What is the setting of *King Arthur*?

Early medieval Britain, around the 14th Century.

3. What is the definition of exposition in a story?

Exposition is background information usually given at the beginning of a story.

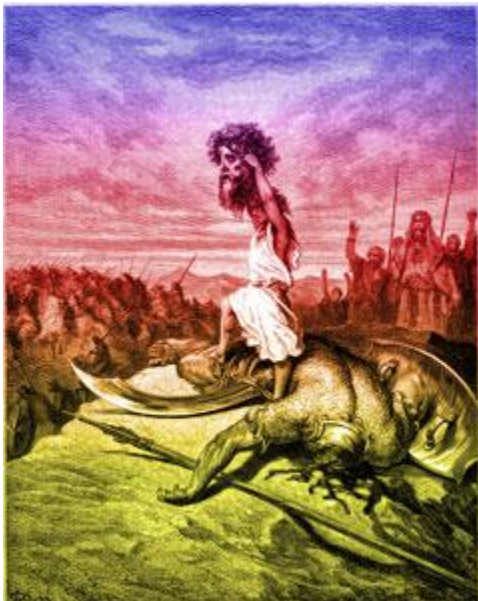
4. Find an example of exposition in the beginning of *King Arthur*. Include page numbers.

“After wicked King Vortigern had first invited the Saxons to settle in Britain,... the land was never long at peace.” (Pg 3.)

2-B

The Story of David and Goliath, 1 Samuel Ch. 17

<http://www.kingjamesbibleonline.org/1-Samuel-Chapter-17/>



¹ “Now the Philistines gathered together their armies to battle, and were gathered together at Shochoh, which [belongeth] to Judah, and pitched between Shochoh and Azekah, in Ephesdammim.

- ² And Saul and the men of Israel were gathered together, and pitched by the valley of Elah, and set the battle in array against the Philistines.
- ³ And the Philistines stood on a mountain on the one side, and Israel stood on a mountain on the other side: and [there was] a valley between them.
- ⁴ And there went out a champion out of the camp of the Philistines, named Goliath, of Gath, whose height [was] six cubits and a span.
- ⁵ And [he had] an helmet of brass upon his head, and he [was] armed with a coat of mail; and the weight of the coat [was] five thousand shekels of brass.
- ⁶ And [he had] greaves of brass upon his legs, and a target of brass between his shoulders.
- ⁷ And the staff of his spear [was] like a weaver's beam; and his spear's head [weighed] six hundred shekels of iron: and one bearing a shield went before him.
- ⁸ And he stood and cried unto the armies of Israel, and said unto them, Why are ye come out to set [your] battle in array? [am] not I a Philistine, and ye servants to Saul? choose you a man for you, and let him come down to me.
- ⁹ If he be able to fight with me, and to kill me, then will we be your servants: but if I prevail against him, and kill him, then shall ye be our servants, and serve us.
- ¹⁰ And the Philistine said, I defy the armies of Israel this day; give me a man, that we may fight together.
- ¹¹ When Saul and all Israel heard those words of the Philistine, they were dismayed, and greatly afraid.
- ¹² Now David [was] the son of that Ephrathite of Bethlehemjudah, whose name [was] Jesse; and he had eight sons: and the man went among men [for] an old man in the days of Saul.
- ¹³ And the three eldest sons of Jesse went [and] followed Saul to the battle: and the names of his three sons that went to the battle [were] Eliab the firstborn, and next unto him Abinadab, and the third Shammah.
- ¹⁴ And David [was] the youngest: and the three eldest followed Saul.
- ¹⁵ But David went and returned from Saul to feed his father's sheep at Bethlehem.
- ¹⁶ And the Philistine drew near morning and evening, and presented himself forty days.
- ¹⁷ And Jesse said unto David his son, Take now for thy brethren an ephah of this parched [corn], and these ten loaves, and run to the camp to thy brethren;
- ¹⁸ And carry these ten cheeses unto the captain of [their] thousand, and look how thy brethren fare, and take their pledge.
- ¹⁹ Now Saul, and they, and all the men of Israel, [were] in the valley of Elah, fighting with the Philistines.
- ²⁰ And David rose up early in the morning, and left the sheep with a keeper, and took, and went, as Jesse had commanded him; and he came to the trench, as the host was going forth to the fight, and shouted for the battle.
- ²¹ For Israel and the Philistines had put the battle in array, army against army.
- ²² And David left his carriage in the hand of the keeper of the carriage, and ran into the army, and came and saluted his brethren.
- ²³ And as he talked with them, behold, there came up the champion, the Philistine of Gath, Goliath by name, out of the armies of the Philistines, and spake according to the same words: and David heard [them].

- ²⁴ And all the men of Israel, when they saw the man, fled from him, and were sore afraid.
- ²⁵ And the men of Israel said, Have ye seen this man that is come up? surely to defy Israel is he come up: and it shall be, [that] the man who killeth him, the king will enrich him with great riches, and will give him his daughter, and make his father's house free in Israel.
- ²⁶ And David spake to the men that stood by him, saying, What shall be done to the man that killeth this Philistine, and taketh away the reproach from Israel? for who [is] this uncircumcised Philistine, that he should defy the armies of the living God?
- ²⁷ And the people answered him after this manner, saying, So shall it be done to the man that killeth him.
- ²⁸ And Eliab his eldest brother heard when he spake unto the men; and Eliab's anger was kindled against David, and he said, Why camest thou down hither? and with whom hast thou left those few sheep in the wilderness? I know thy pride, and the naughtiness of thine heart; for thou art come down that thou mightest see the battle.
- ²⁹ And David said, What have I now done? [Is there] not a cause?
- ³⁰ And he turned from him toward another, and spake after the same manner: and the people answered him again after the former manner.
- ³¹ And when the words were heard which David spake, they rehearsed [them] before Saul: and he sent for him.
- ³² And David said to Saul, Let no man's heart fail because of him; thy servant will go and fight with this Philistine.
- ³³ And Saul said to David, Thou art not able to go against this Philistine to fight with him: for thou [art but] a youth, and he a man of war from his youth.
- ³⁴ And David said unto Saul, Thy servant kept his father's sheep, and there came a lion, and a bear, and took a lamb out of the flock:
- ³⁵ And I went out after him, and smote him, and delivered [it] out of his mouth: and when he arose against me, I caught [him] by his beard, and smote him, and slew him.
- ³⁶ Thy servant slew both the lion and the bear: and this uncircumcised Philistine shall be as one of them, seeing he hath defied the armies of the living God.
- ³⁷ David said moreover, The LORD that delivered me out of the paw of the lion, and out of the paw of the bear, he will deliver me out of the hand of this Philistine. And Saul said unto David, Go, and the LORD be with thee.
- ³⁸ And Saul armed David with his armour, and he put an helmet of brass upon his head; also he armed him with a coat of mail.
- ³⁹ And David girded his sword upon his armour, and he assayed to go; for he had not proved [it]. And David said unto Saul, I cannot go with these; for I have not proved [them]. And David put them off him.
- ⁴⁰ And he took his staff in his hand, and chose him five smooth stones out of the brook, and put them in a shepherd's bag which he had, even in a scrip; and his sling [was] in his hand: and he drew near to the Philistine.
- ⁴¹ And the Philistine came on and drew near unto David; and the man that bare the shield [went] before him.
- ⁴² And when the Philistine looked about, and saw David, he disdained him: for he was [but] a youth, and ruddy, and of a fair countenance.

- ⁴³ And the Philistine said unto David, [Am] I a dog, that thou comest to me with staves? And the Philistine cursed David by his gods.
- ⁴⁴ And the Philistine said to David, Come to me, and I will give thy flesh unto the fowls of the air, and to the beasts of the field.
- ⁴⁵ Then said David to the Philistine, Thou comest to me with a sword, and with a spear, and with a shield: but I come to thee in the name of the LORD of hosts, the God of the armies of Israel, whom thou hast defied.
- ⁴⁶ This day will the LORD deliver thee into mine hand; and I will smite thee, and take thine head from thee; and I will give the carcasses of the host of the Philistines this day unto the fowls of the air, and to the wild beasts of the earth; that all the earth may know that there is a God in Israel.
- ⁴⁷ And all this assembly shall know that the LORD saveth not with sword and spear: for the battle [is] the LORD'S, and he will give you into our hands.
- ⁴⁸ And it came to pass, when the Philistine arose, and came and drew nigh to meet David, that David hasted, and ran toward the army to meet the Philistine.
- ⁴⁹ And David put his hand in his bag, and took thence a stone, and slang [it], and smote the Philistine in his forehead, that the stone sunk into his forehead; and he fell upon his face to the earth.
- ⁵⁰ So David prevailed over the Philistine with a sling and with a stone, and smote the Philistine, and slew him; but [there was] no sword in the hand of David.
- ⁵¹ Therefore David ran, and stood upon the Philistine, and took his sword, and drew it out of the sheath thereof, and slew him, and cut off his head therewith. And when the Philistines saw their champion was dead, they fled.
- ⁵² And the men of Israel and of Judah arose, and shouted, and pursued the Philistines, until thou come to the valley, and to the gates of Ekron. And the wounded of the Philistines fell down by the way to Shaaraim, even unto Gath, and unto Ekron.
- ⁵³ And the children of Israel returned from chasing after the Philistines, and they spoiled their tents.
- ⁵⁴ And David took the head of the Philistine, and brought it to Jerusalem; but he put his armour in his tent.
- ⁵⁵ And when Saul saw David go forth against the Philistine, he said unto Abner, the captain of the host, Abner, whose son [is] this youth? And Abner said, [As] thy soul liveth, O king, I cannot tell.
- ⁵⁶ And the king said, Enquire thou whose son the stripling [is].
- ⁵⁷ And as David returned from the slaughter of the Philistine, Abner took him, and brought him before Saul with the head of the Philistine in his hand.
- ⁵⁸ And Saul said to him, Whose son [art] thou, [thou] young man? And David answered, I [am] the son of thy servant Jesse the Bethlehemite.”

Week 3

3-A

Quiz 2: (Example answers in red) 4 points

1. Briefly explain an element of conflict from “The First Quest of the Round Table”. Use the text to help you in your answer.

(Answers will vary).

2. Explain the plot of either “The First Quest of the Round Table” OR the story of David & Goliath from last week by completing the following:

Exposition: _____

Rising Action: _____

Climax: _____

Falling Action: _____

Resolution: _____

(Answers will vary). Partial credit (1/2 pt.) may be given here.

Possible answers (David & Goliath)

Exposition: Saul had gathered his army in preparation to fight the Philistines and the Goliath.

Rising Action: David gathers his sling and stone to go fight Goliath.

Climax: David kills Goliath.

Falling Action: David beheads Goliath.

Resolution: The Israelites win the battle.

3. What are some qualities of an epic story that we have discussed in “The First Quest of the Round Table”? Include pg. numbers.

(Answers will vary).

Examples include: Sir Gawain and the White Heart, good vs. evil, chivalry, difficult/impossible journey, and/or bravery.

4. Based on what you know from reading “The First Quest of the Round Table”, what is one word that also describes “quest”? _____ Ex: journey, mission, task, travel.

3-B

Shakespeare’s Sonnet LIII: “What is your substance, whereof are you made”

From: <http://www.poetryfoundation.org/archive/poem.html?id=174361>

BY WILLIAM SHAKESPEARE

What is your substance, whereof are you made,
That millions of strange shadows on you tend?

Since every one hath, every one, one shade,
 And you, but one, can every shadow lend.
 Describe Adonis, and the counterfeit
 Is poorly imitated after you;
 On Helen's cheek all art of beauty set,
 And you in Grecian tires are painted new.
 Speak of the spring and foison of the year:
 The one doth shadow of your beauty show,
 The other as your bounty doth appear;
 And you in every blessed shape we know.
 In all external grace you have some part,
 But you like none, none you, for constant heart.

Week 4

4-A

Quiz 3: 4 pts. (Answers will vary)

1. Who is the protagonist of “Sir Gawain and the Green Knight”? How do you know? Use support from the text to explain how you know. List pgs.
2. Who is the antagonist of “Sir Gawain and the Green Knight?” How do you know? Use support from the text to explain how you know. List pgs.
3. List something unusual you discovered from the end of “Sir Gawain and the Green Knight”. You may reference discussion notes and the text.
4. What is the meaning of the term, “constant heart”, from Shakespeare’s Sonnet LIII? Use your journal notes from class to help your answer.

4-B

Talk Show Characterization/Theme Activity (25 min)

In this activity, students will analyze theme and characterization from what we’ve just read of, “The First Quest of Sir Lancelot” by discussing the text as if it were an upcoming film.

- Divide students into groups of 4-5
- Have students develop interview questions centered on discussing the theme and main character of “The First Quest of Sir Lancelot” and choose a “Lancelot” actor, a film

director, film writer, and talk show host (to read the interview questions). Each group should have a minimum of 4 questions for the host to ask the filmmaker/actors.

- Have each group take their turn conducting their interview in front of the class.
- Instructor will guide each interview, making sure students stay on topic, and discuss theme and characterization in their interview.
- After all groups have gone, summarize discussion of the activity and ask students to restate what they learned about the theme and characterization of Sir Lancelot's quest.

4-C

"Long Live" by Taylor Swift

I still remember this moment
 In the back of my mind
 The time we stood with our shaking hands
 The crowds in stands went wild
 We were the kings and the queens
 And they read off our names
 The night you danced like you knew our lives
 Would never be the same
 You held your head like a hero
 On a history book page
 It was the end of a decade
 But the start of an age

Long live the walls we crashed through
 All the kingdom lights shined just for me and you
 I was screaming, "long live all the magic we made"
 And bring on all the pretenders
 One day we will be remembered

I said remember this feeling
 I passed the pictures around
 Of all the years that we stood there on the sidelines
 Wishing for right now
 We are the kings and the queens
 You traded your baseball cap for a crown
 When they gave us our trophies
 And we held them up for our town
 And the cynics were outraged
 Screaming, "this is absurd"

'Cause for a moment a band of thieves in ripped up jeans got to rule the world

Long live the walls we crashed through

All the kingdom lights shined just for me and you
I was screaming, "long live all the magic we made"
And bring on all the pretenders
I'm not afraid

Long live all the mountains we moved
I had the time of my life
Fighting dragons with you
I was screaming, "long live the look on your face"
And bring on all the pretenders
One day we will be remembered

Hold on to spinning around
Confetti falls to the ground
May these memories break ???

And you take a moment
Promise me this:
That you'll stand by me forever
But if God forbid fate should step in
And force us into a goodbye
If you have children someday
When they point to the pictures
Please tell them my name
Tell them how the crowds went wild
Tell them how I hope they shine

Long live the walls we crashed through
I had the time of my life with you

Long, long live the walls we crashed through
All the candlelight shined just for me and you
And I was screaming, "long live all the magic we made"
And bring on all the pretenders
I'm not afraid

Singing long live all the mountains we moved
I had the time of my life
Fighting dragons with you

And long, long live the look on your face
And bring on all the pretenders
One day we will be remembered

Week 5

5-A

Quiz 4: (4 points) (Answers will vary)

1. (2pts) What is the theme of “The First Quest of Sir Lancelot”? Use at least 2 examples from the text to show how you determined the story’s theme.
2. (2pts) How would you characterize Sir Lancelot? Use your journal notes and key words from the text to support your answer.

5-B

Facebook Character Activity (25 min)

See www.facebook.com for a tutorial model. (Teacher demonstration only; students will not use Facebook themselves).

Instructions:

- Divide students up into 5 groups, giving each group a piece of large poster paper & markers
- Assign each group a character from our weekly reading of *King Arthur*
 - Sir Gawain
 - King Arthur
 - Sir Lancelot
 - The Green Knight
 - Merlin
- Have each group of students sketch a Facebook page of their assigned character on their paper, detailing the following:
 - Basic Info: current city/hometown/networks
 - Sketch of profile picture
 - Favorite quotations
 - Education/Work
 - Likes & Interests (“About Me)
 - Wall: at least 3 comments from other story characters
 - 1 status update

- Have students share their Facebook posters and discuss their work with the class

5-C

Student Journal/Traits Log Rubric

Student Reading Journal/Traits Log

CATEGORY	4	3	2	1
Organization	Student journal is organized, with clear labels on each section and day. Contains titles and is in order (Weeks 1-5)	Student journal is organized, with some clear labels on each section and day. Contains titles and is for the most part in order (Weeks 1-5)	Student journal is lacking organization, with few clear labels on each section and day. Contains few titles and is for the most part in disorder (Weeks 1-5)	Student journal has no organization, with no clear labels on each section and day. Contains no titles and is in disorder (Weeks 1-5)
Content	Journal contains superior relevant thoughts, notes and reflections of reading material from Weeks 1-5 in both class and independent reading and discussion	Journal contains adequate relevant thoughts, notes and reflections of reading material from Weeks 1-5 in both class and independent reading and discussion	Journal contains few relevant thoughts, notes and reflections of reading material from Weeks 1-5 in both class and independent reading and discussion	Journal contains no relevant thoughts, notes and reflections of reading material from Weeks 1-5 in both class and independent reading and discussion
Completion	Student journal contains their completed traits log and contains notes on each week's activities and characters	Student journal contains most completed traits log and contains notes on each week's activities and characters	Student journal contains few completed traits log and contains notes on each week's activities and characters	Student journal contains little to no completed traits log and contains notes on each week's activities and characters
Neatness	Student journal is very legible and presentable for review	Student journal is somewhat legible and presentable for review	Student journal is lacking legibility and presentable qualities for review	Student journal is not legible and lacks all qualities for review

Week 6

6-A

Quiz 5: (4 points) (Answers will vary)

1. (2pts) How does the character of the Red Knight display qualities of a villain (antagonist)? Use the text & list pg numbers.
2. (2pts) Explain the role of Sir Gawain in this story. List his involvement in the plot and note areas in this text where he is *not* presented as the main character.

6-B

Literature Circle Rubric

Storyboard- multimedia : Literature Circle Final Group Notebook & Presentation

CATEGORY	4	3	2	1
Clarity and Neatness	Storyboard is easy to read and all elements are so clearly written, labeled, or drawn that another student could create the presentation if necessary.	Storyboard is easy to read and most elements are clearly written, labeled, or drawn. Another person might be able to create the presentation after asking one or two questions.	Storyboard is hard to read with rough drawings and labels. It would be hard for another person to create this presentation without asking lots of questions.	Storyboard is hard to read and one cannot tell what goes where. It would be impossible for another person to create this presentation without asking lots of questions.
Use of Time	Used time well during each class period (as shown by observation by teacher, and documentation of progress in journal) with no adult reminders.	Used time well during most class periods (as shown by observation by teacher, and documentation of progress in journal) with no adult reminders.	Used time well (as shown by observation by teacher and documentation of progress in journal), but required adult reminders on one or more occasions to do so.	Used time poorly (as shown by observation by teacher and/or documentation of progress in journal) in spite of several adult reminders to do so.
Cooperation	Worked cooperatively with partner all the time with no need for adult intervention.	Worked cooperatively with partner most of time but had a few problems that the team resolved themselves.	Worked cooperatively with partner most of the time, but had one problem that required adult intervention.	Worked cooperatively with partners some of the time, but had several problems that required adult intervention.

Content	All content is in the students' own words and is accurate.	Almost all content is in the students' own words and is accurate.	At least half of the content is in the students' own words and is accurate.	Less than half of the content is in the students' own words and/or is accurate.
Required Elements	Storyboard included all required elements as well as a few additional elements.	Storyboard included all required elements and one additional element.	Storyboard included all required elements.	One or more required elements was missing from the storyboard.
Spelling & Grammar	No spelling or grammatical mistakes on a storyboard with lots of text.	No spelling or grammatical mistakes on a storyboard with little text.	One spelling or grammatical error on the storyboard.	Several spelling and/or grammatical errors on the storyboard.

Date Created: **November 09, 2010**

Appendix B

B-1

Grading Breakdown

- 1) Quizzes: **20pts** (5 @ 4 pts each=20pts)
- 2) Journals: **50pts**
- 3) Literature Circle participation & Final Group Presentation: **60 pts** (10 pts each wk for completion, 60pts total)
- 4) Glogster Poster & Presentation: **20pts**

Total unit points: **150**

B-2

Student Weekly Homework Assignments

WEEK 1 HW:

- Review Setting and Exposition notes for Day 6 Quiz
- Glogster updates from Week 1: "The Two Swords"
- Begin Week 2 reading and Lit. Circle work

WEEK 2 HW:

- Review Epic story, Quest, Conflict and Plot notes for Day 11 Quiz
- Glogster updates from Week 2: "The First Quest of the Round Table"
- Begin Week 3 reading and Lit. Circle work

WEEK 3 HW:

- Review Protagonist and Antagonist, "Sir Gawain and the Green Knight", Shakespeare Sonnet LIII, and journal notes for Day 16 Quiz
- Glogster updates from Week 3: "Sir Gawain and the Green Knight"
- Begin Week 4 reading and Week 4 Lit. Circle work

WEEK 4 HW:

- Review characterization and theme, "The First Quest of Sir Lancelot" and journal notes for Day 21 Quiz
- Glogster updates from Week 4: "The First Quest of Sir Lancelot" Due Mon.
- Begin Week 5 reading and Week 5 Lit. Circle work

WEEK 5 HW:

- Review terms from this week on “Sir Percivale of Wales” and journal notes for Day 26 Quiz
- Glogster updates from Week 5: “Sir Percivale of Wales” Due Mon.
- Edit journals to turn-in on Day 28
- Finish reading novels for Literature Circles
- Week 6 Due dates: Day 28 Journals Due & Glogster presentations; Day 29-30 Lit Circle Presentations

B-3

Materials

Main text

Folders w/ notebook paper to be used as journals

Computer

Smart Board/Projector screen

Poster board/large papers

Colored markers

Literature Circle books:

- Eragon
- Narnia: Lion, Witch and the Wardrobe
- Narnia: Prince Caspian
- Percy Jackson
- The Hero and the Crown

-Copies of the following: Also found in Appendix

- Student Hw Calendar for full 6 weeks of unit (Day 1) Subject to Change
- Literature Circle Worksheets from Read Write Think, 6 per student (1 for each role) (Day 2)
- Hero’s Traits Log from Read Write Think (Day 3)
- Glogster Project Handout and Rubric (Day 5)
- Quiz # 1, omit red example answers in copies (Day 6)
- Quiz # 2, omit red example answers in copies (Day 11)
- Shakespeare’s Sonnet LIII: "What is your substance, whereof are you made" (Day 14)
- Quiz # 3 (Day 16)

- “Long Live” song lyrics (Day 18)
- Quiz # 4 (Day 21)
- Quiz # 5 (Day 26)
- Lit. Circle Rubric (Day 26)

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