

English I

HERO'S JOURNEY

Overview

Joseph Campbell, a famous mythologist, conceived of a formula that almost every hero tends to follow. This journey is called the monomyth. In general, the hero goes through a departure, initiation, and a return.

In the *Odyssey*, we followed Odysseus through his journey after the Trojan War and his return home. He departs Troy. He goes through several trials of initiation when he overcomes all the obstacles of the gods and monsters. He finally returns home to defeat the suitors and reclaim his city.

Assignment

Using your knowledge of the monomyth, share your knowledge of a hero from a movie and analyze it for its adherence to the pattern of the hero's journey.

You should refer to the chart in this packet and the accompanying outline for help. You may choose a movie from the list in this packet or offer a suggestion. You will have to sign up quickly to reserve your choice.

Please be aware that this is *not* a comparison/contrast essay between the *Odyssey* and your movie. You are simply identifying and explaining the hero's journey within your movie. Please follow MLA format and use a minimum of **three direct quotes** from the film.

Due Dates

Outline-15 Points (See the suggested outline below): May 15

Rough Draft-25 Points (3-5 pages): May 18

Final Draft-50 Points (3-5 pages): May 21

Suggested Outline

The following is a suggestion for organizing your essay into five paragraphs and what type of information to include in your essay. Explain each of the following moments.

I. **Introduction**-Identify

- A. The film title (in italics) and director with a brief synopsis
- B. The hero (Why is the character the hero over other characters in the movie?)
- C. **Thesis statement**-some sort of statement affirming that the hero does in fact go on the hero's journey (Example: *Initially the most unlikely hero, Luke Skywalker follows the traditional monomyth by participating in the departure, initiation, and return of the hero's journey.*)

II. **The Departure**-Identify and explain

- A. The hero's call to adventure
- B. Hero's refusal of the call to adventure
- C. The purpose of the adventure or the problem the hero is to overcome and why
- D. Any supernatural aids and guides within the adventure
- E. Any thresholds, especially the first, the hero must cross
- F. The belly of the whale, or the near death experience that gives the hero the strength and momentum to continue his or her journey.

III. **The Initiation and the Tests**-Identify and explain

- A. The road of trials the hero undergoes
- B. The meeting with a mentor (wizard, goddess, teacher, for example)
- C. Any experience with a foreign place (an enchanted forest, for example)
- D. The hero's atonement (the climax of the story)
- E. The hero suffers (or dies and is reborn)

IV. **The Return**-Identify and explain

- A. Any refusal to return
- B. Any reminder of why the hero must return
- C. The crossing of the return threshold
- D. The changes we see in the hero
- E. The overall reward, or prize, the hero has brought back for himself and for greater society

V. **Conclusion**-Recapitulation (Identify)

- A. The thesis statement (reworded)
- B. The adventurer's overall adherence to the monomyth
- C. The overall purpose of the adventure and what the audience is supposed to understand.

If your character does not fulfill certain aspects of the monomyth, it might be interesting to explore and discuss why it is missing in the hero's journey.

Here is a List of Movie Options, But You May Select an Independent Film (Please talk to your parents, too, for more options).

<i>Avatar</i>	<i>Aladdin</i>	<i>Bambi</i>
<i>Bolt A Bug's Life</i>	<i>A Bug's Life</i>	<i>Alice in Wonderland</i>
<i>Casablanca</i>	<i>Brave</i>	<i>Beauty and the Beast</i>
<i>Finding Nemo</i>	<i>Buffy, the Vampire Slayer</i>	<i>Brother Bear</i>
<i>First Knight</i>	<i>Contact</i>	<i>Dances with Wolves</i>
<i>Forrest Gump</i>	<i>E.T.</i>	<i>Harry Potter</i>
<i>Guardians of the Galaxy</i>	<i>Elf</i>	<i>Iron Man</i>
<i>High School Musical</i>	<i>Field of Dreams</i>	<i>It's a Wonderful Life</i>
<i>Jungle Book</i>	<i>Frozen</i>	<i>Jurassic Park</i>
<i>Ladyhawke</i>	<i>Gladiator</i>	<i>Kung Fu Panda</i>
<i>Lion King</i>	<i>Goonies</i>	<i>Lilo and Stitch</i>
<i>Little Mermaid</i>	<i>Indiana Jones trilogy</i>	<i>Moana</i>
<i>Moana</i>	<i>Jaws</i>	<i>Never Ending Story</i>
<i>Pirates of the Caribbean</i>	<i>Labyrinth</i>	<i>Pinocchio</i>
<i>Rain Man</i>	<i>Mulan</i>	<i>Princess Frog</i>
<i>Rocky</i>	<i>O Brother, Where Art Thou?</i>	<i>Pursuit of Happyness</i>
<i>Spiderman</i>	<i>Pocahontas</i>	<i>Pirates of the Caribbean</i>
	<i>Pan's Labyrinth</i>	<i>Robin Hood</i>
<i>Star Wars trilogy (Episodes IV-VI)</i>	<i>Superman (Richard Donner)</i>	<i>Shrek</i>
<i>Tarzan</i>	<i>The Dark Crystal</i>	<i>The Force Awakens</i>
<i>The Hobbit</i>	<i>The Dark Knight trilogy</i>	<i>The Last Jedi</i>
<i>The Karate Kid</i>	<i>The Neverending Story</i>	<i>Toy Story</i>
<i>The Lord of the Rings trilogy</i>	<i>To Kill a Mockingbird</i>	<i>Troy</i>
<i>The Matrix trilogy</i>	<i>V for Vendetta</i>	<i>Up</i>
<i>The Princess Bride</i>	<i>Witness</i>	<i>Where the Wild Things Are</i>
<i>The Wizard of Oz</i>	<i>Wreck It Ralph</i>	<i>Winnie the Pooh</i>

The Research Paper Scoring Guide

Description	5 Exceptional	4 Skilled	3 Proficient	2 Developing	1 Inadequate
Focus: The text focuses on a topic to inform a reader with ideas, concepts, and information that creates a unified whole.	The text clearly focuses on a compelling topic that informs the reader with ideas, concepts, and information that creates a unified whole.	The text focuses on an interesting topic that informs the reader with ideas, concepts, and information that creates a unified whole.	The text has a topic that informs the reader with ideas, concepts, and information that creates a unified whole.	The text has an unclear topic with some ideas, concepts, and information.	The text has an unidentifiable topic with minimal ideas, concepts, and information.
Development: The text presents facts, extended definitions, concrete details, quotations, and examples. The text provides a conclusion that supports the topic and examines its implications and significance.	The text provides significant and relevant facts, extended definitions, concrete details, quotations and/or examples that thoroughly develop and explain the topic. The text provides an engaging conclusion that supports the topic and examines its implications and significance.	The text provides relevant facts, extended definitions, concrete details, quotations, and/or examples that sufficiently develop and explain the topic. The text provides a competent conclusion that supports the topic and examines its implications and significance.	The text provides facts, extended definitions, concrete details, quotations, and/or examples that develop the topic. The text provides a conclusion that supports the topic and examines its implications and significance.	The text provides facts, definitions, details, quotations, and/or examples that attempt to develop and explain the topic. The text may provide a conclusion that supports the topic.	The text contains limited facts and examples related to the topic. The text may or may not provide a conclusion.
Audience: The text anticipates the audience's background knowledge of the topic. The text includes formatting, graphics, and/or multimedia when useful to aiding comprehension.	The text consistently addresses the audience's knowledge level and concerns about the topic. The text includes effective formatting, graphics, and/or multimedia that enhance comprehension.	The text anticipates the audience's knowledge level and concerns about the topic. The text includes appropriate formatting, graphics, and/or multimedia that strengthen comprehension.	The text considers the audience's knowledge level about the topic. The text includes formatting, graphics, and/or multimedia when useful to aiding comprehension.	The text illustrates an inconsistent awareness of the audience's knowledge level about the topic. The text may include some formatting, graphics, and/or multimedia that may be distracting or irrelevant.	The text lacks an awareness of the audience's knowledge level about the topic. The text includes limited or inaccurate formatting, graphics, and/or multimedia that impedes comprehension.
Cohesion: The text explains the relationship between ideas and concepts. The text includes appropriate and varied transitions and syntax.	The text strategically uses words, phrases, and clauses to link the major sections of text. The text explains the relationships between the topic and the examples and/or facts.	The text skillfully uses words, phrases, and clauses to link the major sections of the text. The text identifies the relationship between the topic and the examples and/or facts.	The text uses words, phrases, and clauses to link the major sections of the text. The text connects the topic and the examples and/or facts.	The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the topic and the examples and/or facts.	The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the topic and the examples and/or facts.

Language and Style: The text presents a formal style and objective tone and uses language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the topic.	The text presents an engaging, formal, and objective tone. The text uses sophisticated language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	The text presents a formal, objective tone. The text uses precise language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	The text presents a formal, objective tone. The text uses relevant language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	The text illustrates a limited awareness of formal tone. The text attempts to use language, vocabulary, and some techniques such as metaphor, simile, and analogy.	The text illustrates a limited or inconsistent tone. The text uses imprecise language, vocabulary, and limited techniques.
Conventions: The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in which they are writing (MLA).	The text intentionally uses standard English conventions of usage and mechanics while specifically attending to the norms of the discipline in which they are writing (MLA).	The text demonstrates standard English conventions of usage and mechanics while suitably attending to the norms of the discipline in which they are writing (MLA).	The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in which they are writing (MLA).	The text demonstrates some accuracy in standard English conventions of usage and mechanics.	The text contains multiple inaccuracies in Standard English conventions of usage and mechanics.

Special thanks to Mrs. Baltz for providing this analysis guide.

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