

*The Lightning Thief* by Rick Riordan  
Module 1: Unit 3  
Creating a Hero's Journey

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# ORDINARY WORLD



Name: \_\_\_\_\_

Class Period: \_\_\_\_\_

Teacher: \_\_\_\_\_



Character Name:	<b>Strengths:</b>
Nick name:	
Age:	
Hair Color and Style:	<b>Weaknesses:</b>



Body Type: (height/weight)	<b>Likes :</b>	Scars or other distinguishing marks:	<b>Dislikes :</b>
Clothing "Style":		Hopes:	
Race/Ethnicity:		Fears:	

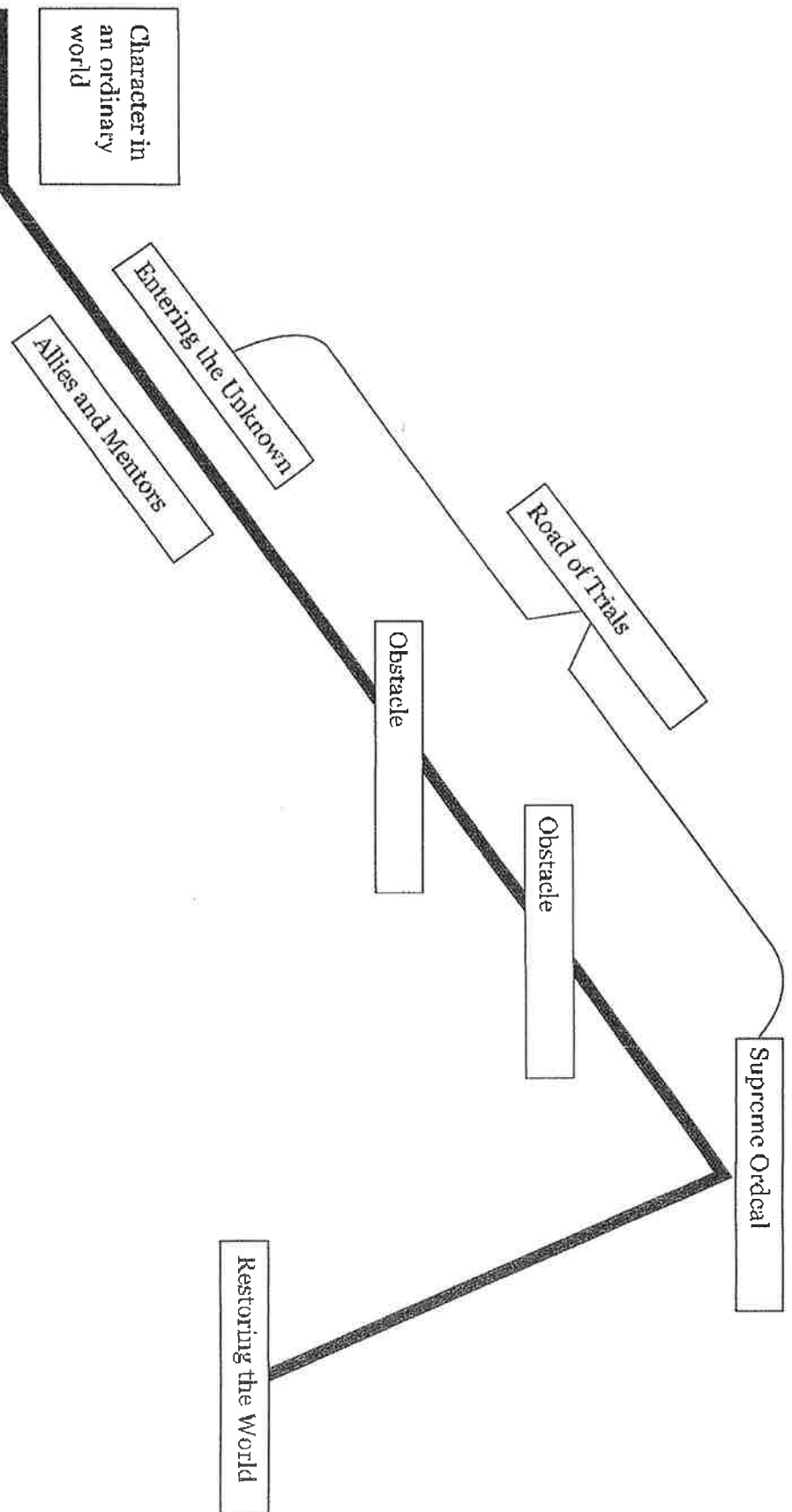


**EXPEDITIONARY  
LEARNING**

**GRADE 6: MODULE 1: UNIT 3: LESSON 1**  
Narrative Story Line—  
“Hero’s Journey”

Name: \_\_\_\_\_

Date: \_\_\_\_\_



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A long time ago, there was a hamlet, and in this small village there lived a farm girl named Marney. Marney's parents died when she was very young. She lived on a farm at the bottom of a large mountain with her loving grandparents. Marney's grandparents once had a fertile farm filled with an abundance of vegetables and fruits that her grandfather would take to the market to sell. The farm was rich with trees, birds, and animals of every species that made their homes on the farm. There was plenty for all, and all were happy.

But now things were different. Spring never arrived. The soil had become hard, and the seeds could not be planted. Food was scarce, so the animals that had once inhabited the land left to seek more bountiful homes, plentiful with food and shelter. Marney's grandparents were woeful, worried that they, too, would have to leave their home.

One evening, after a dinner of broth so meager, it ran from the spoon like water, Marney's grandfather, sat beside her at the fire. "Marney, you are a perceptive and sensitive child. As you know, things are not going well for us on the farm this year. Marney, you are the only person that can save the farm from demise."

"Tell me more, Grandpa," Marney said.

"When you were born, Lord Dismalt put an evil spell on our farm. He said that in the year that you turned ten, our beautiful and fertile farm would become barren, the trees would not bear fruit and the land would become so tough that no seeds would be planted. Soon the farm and all of us would perish. He told us that you were the only one who could save us and that you would have to travel up the forbidden mountain and overcome many obstacles in order to reach the golden key that would unlock the curse and redeem our land."

That night, Marney couldn't sleep. She put on her clothes and quietly crept out of the kitchen door into the dark night. She was frightened, but she couldn't let that stop her. She walked faster and faster until she reached the foot of the mountain, which was surrounded by a forest. The trees were so thick that it was impossible to find a path through the forest. Suddenly, a white goat appeared.

"Hello, goat. I am trying to find my way through this murky forest, dark and dense, so that I can save my family's farm, but I cannot find a path on which to walk. Do you think that you could help me, please?"

"Follow me," said the white goat.



Marney followed the goat as he munched a path for her through the forest. At the end of the forest, he turned to Marney and said, “I can go no farther. Good luck on your journey, my friend.” With that, the white goat vanished.

Marney began the steep climb up the incline of the dark mountain. Suddenly, it began to rain. The mountainside was slick, and Marney kept slipping and skidding into the mud. She began to weep, “Please, please can someone help me! I must make this trek to the dark castle to save my family’s farm.”

There before her appeared a giant white eagle. The bird spread its colossal wings, swooped down from the sky, picked Marney up, and flew her to the top of the mountain.

“Thank you for your help, eagle. Now I must find the golden key,” Marney said.

“Good luck on your journey,” the eagle replied. “The obstacles that you have faced are nothing like the one that lies ahead of you.” With that, the eagle flew away.

“Clang ... clang ... clang, clang,” something hard fell from the sky. It hit the side of the building and the roof of the entryway before landing at Marney’s feet. “You’re going to need this,” the eagle shouted from the blackened branch of a tree. Marney picked up the sword.

She walked toward the door of the castle and opened it ever so slowly. A cold breeze enveloped her. She walked down a dark hallway to the right, then turned a gloomy corner. There she saw him, the evil Lord Dismalt slobbering over a roasted vulture leg.

“Ho, there!” Marney called.

“What, is someone here?”

“Yes. It is I, Marney. When I was born, you put an evil curse on my family. I have come to get the magic key that will restore my family’s farm to what it once was.”

“I have no key, child.”

“You are a liar. It is there on the chain around your neck!”

“You will have to take this key from me. I will never give it up.”

Marney moved in closer. She pointed her sword at the evil Lord Dismalt. “Give me the key. Give me the key or we will fight to the death.”

At that, Lord Dismalt pulled his sword from its sheath and lunged toward Marney with all of his might. When he stood up, Marney realized that Lord Dismalt was only four feet tall. He had really skinny legs, so Marney decided to strike there first. She gave him one big kick to the shins, and Lord Dismalt fell on his knees crying. She zoomed in and stuck her sword in his face. “Give me the key, Dismalt, or face your death!”

“Oh, all right!” Dismalt yanked the key from around his neck and tossed it over to Marney. As he placed the key in Marney’s hand, he transformed into a radiant white pony.

Marney climbed upon his back and rode him safely back to her grandparents’ farm.

When they saw her, Marney’s grandparents were overjoyed. Marney dismounted and noticed that her grandfather was carrying a box. “What’s that?” Marney asked.



"This is your last challenge, Marney. The key will unlock this box."

Marney put the key in the box and turned it to the right. The box popped open, and from it flowed the spring.

At that moment, the flowers bloomed. The soil became rich and fertile. Marney could hear the birds in the sky and the animals returning to their homes. Marty had saved spring and restored her family farm! And as for Lord Dismalt ... well, he lives happily in the paddock, munching grass and basking in the light of day!

Stage of the "Hero's Journey"	The Lightning Thief	<i>My Hero's Journey</i>
<p><b>The Ordinary World</b></p> <p><i>How do we meet your hero?</i></p> <p><i>Where does your hero's journey begin?</i></p>		
<p><b>The Call to Adventure</b></p> <p><i>What happens to set your hero on his or her journey?</i></p>		

Stage of the "Hero's Journey"	The Lightning Thief	<i>My Hero's Journey</i>
<p><b>Supernatural Aid/Meeting with the Mentor/Allies and Helpers</b></p> <p><i>Who is going to help your hero on the journey?</i></p> <p><i>How does your hero meet these helpers?</i></p>		
<p><b>Road of Trials</b></p> <p><i>What are some obstacles your hero and allies must overcome?</i></p>		



Stage of the "Hero's Journey"	The Lightning Thief	<i>My Hero's Journey</i>
<p><b>Supreme Ordeal</b></p> <p><i>What is the climax of your hero's journey?</i></p>		
<p><b>Magic/Flight Master of Two Worlds/Restoring the World</b></p> <p><i>How does your hero get home? What happens once the hero is home?</i></p>		

## DIALOGUE RULES, WORKSHEET, AND WRITING ASSIGNMENT

What is dialogue? It is conversation between characters in a story and is very important to add interest to the piece and to move the plot forward. There are some rules to dialogue, however, that you want to make sure you know.

### Dialogue Rules

**RULE #1: A direct quotation begins with a capital letter.**

Jimmy shouted, "See you at the game!"  
"Is it true?" asked Cindy.

**RULE #2: When a quotation is interrupted into two parts with words like "he asked" or "the teacher demanded," the second part begins with a lower case letter.**

"What are some of the things," Mrs. Baskin inquired, "that make school so much fun?"  
"One thing I like," replied Sarah, "is recess!"

**RULE #3: When writing dialogue, all punctuation marks at the end of the quotation go inside the quotation marks.**

"Let's visit the museum," suggested Samantha.  
Jon replied, "Didn't we go there last weekend?"  
"But when we did," Beth added, "we didn't see the Ancient Egyptian exhibit."

**RULE #4: Do not put a period at the end of a quotation followed by things like *she said*, *mom asked*, *he explained*, etc. Use commas, question marks, and exclamation marks but not periods. Periods end sentences.**

"My Algebra class is driving me crazy!" Paul yelled.  
"That's my favorite class," Becky replied.

**RULE #5: Make a new paragraph (indent) when a different person begins to speak.**

"Last night, I dreamt that I ate a giant marshmallow," Kevin said.  
"Was that anything like the dream you had about eating your way through a mountain of fruit cocktail?" asked Suzy.  
"Scariest," Kevin explained. "This time I woke up and my pillow was gone."

### OTHER REMINDERS:

- Always make it clear who is speaking in the dialogue.
- Try to avoid using the word "said" repeatedly.

## Beginning Your Narrative:

What time of day	
Who?	
What?	
Where?	

Now add a few imagery sentences or information about your Hero sentences and write your first paragraph below:



As writers, we often get stuck in particular patterns of writing, and one of these patterns is using the same verbs over and over again. One way to solve this problem is by replacing your general verbs with **strong action verbs**.

This table reveals several examples of general verbs and the vivid verbs that you can use to replace them. Keep in mind that each vivid verb has its own distinct meaning.

General Verb	Strong Action Verb
dislike	abhor, abominate, avoid, condemn, deplore, despise, detest, disapprove, hate, loathe, resent, scorn, shun
eat	consume, devour, dine, feast upon, gobble, ingest
like/love	admire, adore, appreciate, cherish, be fond of, worship
run	dart, dash, jog, lope, scamper, scurry, sprint
say/said	address, critique, define, establish, evaluate, examine, formulate, identify, propose, recommend, report, suggest, urge
walk	amble, hike, march, plod, saunter, stroll, stride, trek, trudge
work	employ, labor, toil, slave

## Show-Me Sentences

In the table below, there are two columns—one containing a telling sentence and one containing a space for rewriting that sentence into a descriptive scene. Rewrite each telling sentence into one or several sentences that recreate the scene more vividly. Think of word choice and use senses (e.g., smell, touch, sight, taste, sound) to show the scene—feel free to invent details within your revised sentences.

Telling Sentence	Showing-Me Sentence
<i>The old man stood in the grass and relaxed as the sun went down.</i>	<i>The grass caressed his feet and a smile softened his eyes. A hot puff of air brushed against his wrinkled cheek as the sky paled yellow, then crimson, and within a breath, electric indigo.</i>
My room was messy.	
She (he) is nice.	
I hate winter mornings.	
She (he) works hard.	
The game was a disaster.	



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Transitions** are words or phrases that show relationships between ideas. Transitions give the reader a clue about what comes next in a passage. Using transitions in your own writing will make your ideas flow from one to another.

Transition to Show Time	Transitions to Show Space
after	at the left, at the right
afterward	in the center
before	on the side
then	along the edge
once	on top
next	below
last	beneath
at last	under
at length	around
first	above
second	straight ahead
at first	surrounding
formally	opposite
rarely	at the rear
usually	at the front
another	in front of



Transition to Show Time	Transitions to Show Space
finally	beside
soon	behind
meanwhile	next to
at the same time	nearby
for a minute, hour, day, week, month, etc.	in the distance
during the morning, day, week, month, etc.	beyond
most important	in the forefront
later	in the foreground
to begin with	within sight
afterward	out of sight
generally	across
previously	under
in the meantime	nearer
eventually	adjacent
	in the background

# GRADE 6: MODULE 1: UNIT 3: LESSON 7 My Hero's Journey Narrative Writing Rubric

NAME: \_\_\_\_\_

	4	3	2	1
<b>Act I Ordinary World Call to Adventure</b>	<p>*You clearly set up a <b>detailed</b> description of both your hero and his/her ordinary world</p> <p>*The Call to Adventure <b>clearly</b> follows the Hero's Journey and ends with the quest</p>	<p>*The reader has a <b>general</b> sense of your hero and the ordinary world. More description may be needed</p> <p>*The Call to Adventure follows the general sense of the Hero's Journey</p>	<p>*You may be missing too much information about your hero and/or the ordinary world</p> <p>*You are missing important information</p>	<p>*Too much information is missing</p>
<b>Act II Road of Trials Supreme Ordeal</b>	<p>*Your character enters the unknown and continues on The Hero's Journey</p> <p>*You have a Road of Trials event that is <b>fully developed</b></p> <p>*You have a <b>fully developed</b> Supreme Ordeal</p>	<p>*You may need more development in your Road of Trials</p> <p>*You may need to develop your Supreme Ordeal with more action</p> <p>*The overall conflict is clear, but may need to be developed in more depth</p>	<p>*Lack of detail causes story to be missing what is needed to be a hero's journey</p> <p>*Overall conflict is either missing or not clear</p>	<p>*Not enough information to be considered a developed story</p> <p>*You may just have a few events that don't really connect to an overall problem</p>
<b>Act III Magic Flight Confronting the Father Restoring the World</b>	<p>*You bring your hero back home by following <b>all</b> components of Act III in <b>detail</b></p> <p>*Your story feels like it comes to a close</p>	<p>*You bring your hero back home by following <b>most</b> of the components in Act III</p> <p>*Or you may follow all components, but they aren't fully developed</p>	<p>*Your conclusion is lacking major components of the Hero's Journey</p>	<p>*Your story is not complete</p>
<b>Show Me Writing</b>	<p>*<b>Fabulous</b> use of specific word choice. The reader can see, feel, hear, smell, and/or taste exactly what is happening.</p> <p>*Use of sensory imaging is complete <b>and thoroughly enhances</b> meaning.</p> <p>*<b>Fabulous</b> verbs and precise adjectives were included.</p>	<p>*Very specific word choice and use of sensory imaging throughout. May still need to further <i>show</i> the reader more to enhance meaning.</p> <p>*More active verbs could have been included.</p>	<p>*More than half of your description uses specific word choice. However, you may need to further develop the senses and show the reader more specific details.</p>	<p>*Your writing is still telling the reader, even if you have good word choice.</p>
<b>Pacing</b>	<p>*<b>WOW!!</b> This is <b>very</b> interesting. You included just the right amount of important information and didn't linger on too much about the <i>boring</i> stuff. I really enjoyed reading your <b>entire</b> paper.</p>	<p>*Your paper is <b>fairly</b> interesting overall. There were a couple places where you needed to have a change in time or place to keep the story moving along.</p>	<p>*You linger too long on sections of your story that don't really need development.</p> <p>*You need to start a new paragraph in many places</p>	<p>*No one should be scoring in this section</p>
<b>Additional Criteria Elements of Myth Context clues Dialogue Theme</b>	<p>*<b>All</b> additional criteria is included in paper</p> <p>*Additional criteria is done correctly</p> <p>*Dialogue is punctuated correctly throughout the majority of the paper</p>	<p>*Missing <b>one</b> component or lacking quality</p> <p>*May have <b>numerous</b> dialogue punctuation errors</p>	<p>*Missing <b>multiple</b> components</p> <p>*No attempt at correctly punctuating dialogue</p>	<p>*Major errors</p>
<b>Conventions</b>	<p><b>There are very few errors in the paper.</b></p> <p>*Capitals, periods, commas, etc... are used correctly.</p> <p>*Spelling is accurate.</p> <p>*Grammar usage is consistent and shows control.</p>	<p>*Spelling is correct on simple words, but not always right on the harder words.</p> <p>*There may be some mistakes on capitals, commas, and grammar that causes a slight distraction while reading your scene</p>	<p>*Spelling may not always be correct even on the simple words</p> <p>*There may be a number of mistakes on capitals, commas, and grammar that make the paper difficult to read.</p>	<p><b>The editing on this paper is not under control yet.</b></p> <p>*The numerous mistakes make the paper difficult to read and understand.</p> <p>*You are missing capitals, commas, and end punctuation everywhere.</p>

TOTAL POINTS= \_\_\_\_\_ OUT OF 28