**The Hero’s Journey Project (100 points)**

(This project is Due September 17, 2018)

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| **A. Power Point Presentation “Story and the Hero’s Journey Analysis”**1. Rent, attend or recall a movie or story that you think follows the hero’s journey archetype.
2. Take careful notes and identify each stage of the hero’s journey in the movie/story. Keep in mind that not all the stages will occur in the story you choose and different stages may seem out of order. At the top of each slide, identify the stage of the hero’s journey and include a brief definition of that stage. You must underline the definition. Underneath the definition, or on the next slide, identify the events in the story/movie that represent that stage.
3. Create a power point presentation on the stages of the hero’s journey you find in the story/movie. You must include film clips or pictures to illustrate your slides.
4. Check your spelling and grammar. I will take this into consideration, as I read your project.
5. Use the rubric provided by your teacher to make sure you complete all the requirements for this project.
6. Save your presentation on a flash drive and be ready to present it to class.
 | **B. Poster Board Presentation “Story and the Hero’s Journey Analysis”**1. Rent, attend or recall a movie or story that you think follows the hero’s journey archetype.
2. Take careful notes and identify each stage of the hero’s journey in the movie/story. Keep in mind that not all the stages will occur in the story you choose and different stages may seem out of order. Identify the stage of the hero’s journey and include a brief definition of that stage. You must underline the definition. Underneath the definition, identify the events in the story/movie that represent that stage.
3. Create a poster board that identifies the stages of the hero’s journey you find in the story/movie. You must include colorful drawings or pictures to illustrate the events that represent that stage.
4. Check your spelling and grammar. I will take this into consideration as I read your project.
5. Use the rubric provided by your teacher to make sure you complete all the requirements for this project.
6. Bring your poster and be ready to present it to class.
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 Each student will complete one of the following on The Hero’s Journey:

**The Hero’s Journey Project Rubric**

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|  | **Superior** | **Proficient** | **Basic** | **Below Mastery** |
| **Elements of the Hero’s Journey** | All 10 requirements of the hero’s journey are clearly represented. All examples are accurate and demonstrates knowledgeable understanding of the framework and thoughtful reading of the text.  | 8-9 required steps of the hero’s journey are represented, though some examples may be misplaced or inaccurate. Demonstrates an understanding of the framework and text.  | 7 of the required steps are represented and/or many of the examples are misplaced or inaccurate,Demonstrate only basic understanding of the framework and/or the text.  | Fewer than 6 of the required steps are represented and/or most of the examples are misplaced or inaccurate, Does not demonstrate an understanding of the framework and/or the text  |
| **Analysis/Creation** | At least one specific, meaningful detail (image, quote, ad/or description) to support each step. Demonstrates an in-depth understanding of both the text and the framework of the journey.  | Details (image, quote, description) are given to support most (at least 8) steps of the hero’s journey. Clear understanding of both the text and the framework of the journey. | Fewer than 7 details are given to support steps of the journey and/or some details are irrelevant or misplaced. Portions of the text are suggested but project lacks images, quotes, or descriptions. | Fewer than 6 details are given to support or exemplify steps of the journey and/or most details are irrelevant or misplaced. No quotes or images are used to describe steps of the journey. Not clear whether or not student understands text and/or journey. |
| **Presentation, Voice, and Style** | Neat, colorful, attractive representation of the hero’s journey. Ideas and information are clear and fully developed. Evidence of careful, quality work. Skillfully utilizes medium ti its full advantage presenting and connecting ideas about heroes ad text. Language/tone clearly conveys purpose and message. | Attractive/pleasing presentation is attempted. Ideas and information are clear. Utilizes appropriate medium to present ideas about heroes and texts clearly. Evidence of attention to detail. Language is appropriate to audience and purpose. | Representation of the elements of journey are present. Do not demonstrate careful, quality work. Errors or inappropriate medium interfere with presentation. At times language/tone may be inappropriate to audience and purpose. | Representation of steps is difficult to decipher, disorganized, lacks polished, finished appearance. Does not demonstrate careful work. Lack of care and/or inappropriate medium interferes with message, language/tone is inappropriate to audience or purpose. |
| **Mechanics, Organization, Conventions** | Ideas and information are well-organized and connected skillfully, revealing in-depth understanding . Demonstrates knowledgeable command of language conventions, evidenced by few to no errors (less than 3), none of which impair understanding. | Ideas and information are well-organized and clear.Demonstrates a command of language, conventions, illustrated by few (less than 6) errors, which do not impair understanding. | Ideas and information are loosely organized. Some connections are unclear or ineffective. Several (more than 7)errors in language conventions occasionally interfere with understanding. | Ideas and information are disorganized and seem disconnected or unrelated to one another. Errors in language conventions repeatedly distract the reader and make it hard to understand the writer’s message. No evidence of revisions or corrections. |

**Oral Presentation Rubric for The Hero’s Journey**

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|  | **Superior** | **Adequate** | **Minimal** | **Inadequate** |
| **Content** | The speaker provides a variety of types of content appropriate for the task, such as generalizations, details, examples and various forms of evidence. The speaker adapts the content in a specific way to the listener and situation. | The speaker focuses primarily on relevant content. The speaker sticks to the topic. The speaker adapts the content in a general way to the listener and the situation. | The speaker includes some irrelevant content and wanders off topic. Uses words and concepts that are inappropriate for the knowledge and experience of the audience (slang, jargon, technical language). | The speaker says practically nothing, The speaker focuses primarily on irrelevant content, appears to ignore the listener and the situation. |
| **Delivery** | The speaker delivers the message in a confident, poised, enthusiastic fashion. The volume and rate varies to add emphasis and interest. Pronunciation and enunciation are very clear. The speaker exhibits very few disfluencies, such as “ahs, “uhms”, or “you knows.” | The volume is not too low or too loud and the rate is not too fast or slow, The pronunciation and enunciation are clear. The speaker exhibits few disfluencies, such as “ahs, “uhms”, or “you knows.” | The volume is to low or too loud and the rate is too fast or slow. The pronunciation and enunciation are unclear. The speaker exhibits many disfluencies, such as “ahs, “uhms”, or “you knows.” The listener is distracted by problems in the delivery of the message and has difficulty understanding the words in the message. | The volume is so low and the rate is so fast that you cannot understand most of the message. The pronunciation and enunciation are very unclear. The speaker appears uninterested. |
| **Organization** | Very well-organized. Speaker helps listener understand the sequence and relationship of ideas by using organizational aids such as announcing the topic, previewing the organization, using transitions and summarizing. | Organized. The listener has no difficulty understanding the sequence and relationship among the ideas in the message. The ideas in the message can be outlined easily. | Organization is mixed up and random. The listener must make some assumptions about the sequence and relationship of ideas, | Message is disorganized. Audience cannot understand the message. |
| **Creativity** | Very original presentation of material; captures the attention of the audience. | Some originality apparent; good variety and blending of materials/media. | Little or no variation; material presented with little originality or interpretation. | Repetitive with little or no variety; insufficient use of material/media. |