

The Epic Journey Writing Project

For the past few weeks, you've read about a great hero in search of everlasting life, you've seen a Wakandan king right the wrongs of the past, and you've analyzed how characters develop and change throughout the course of a text. Now it's your turn to write the next great epic adventure.

Your Assignment:

By the end of this unit, students will **create a creative short story** in which **an original character completes their own journey** as outlined by Joseph Campbell's Hero's Journey. Students will **create a character that changes over the course of their story**, ultimately learning something either about themselves or something that they can use to help others (for example, Gilgamesh becomes a wiser, better king, and T'Challa opens Wakanda's resources up to the rest of the world).

Tasks

Task One: Character Trading Card (25%)

Students will **develop their main character by creating a character trading card**. Students will be given a trading card template in which they **fill in the following information**:

- An **illustration/drawing** of their character
- A **physical description** of their character with **3 physical traits** their character has (hair color, eye color, height, build, etc.,)
- **3 strengths** their character has
- **1 weakness** their character has
- **1 goal** their character wants to accomplish by the end of their journey

Task Two: Storyboard Outline (25%)

Students will **plan their short story using a 12-square storyboard**, implementing elements of the hero's journey and narrative plot structure. Students will use a provided storyboard template in order to plan out their story **around the character they created in task one** so every component of the hero's journey and narrative plot structure are present in their writing. In order to receive full credit on this task, **students must**:

- Have **all 12 boxes** of their storyboards **completed**
- Have the **information** of their stories **labeled in a logical order**.
- Each box will **contain a drawing of what is happening** at that particular point in the story.
- Each box will **have a sentence explaining what is happening** at that point in the story.
- The main character **grows or changes** over the course of the story

Task Three: Illustrated Short Story (50%)

Students will **use the character they created** in task one and **expand on the story outline** they planned in task two **in order to create a fully-developed short story**. Students' will individually create an original short story that demonstrates students'

knowledge of the hero's journey and characterization. Students' final **short story** should include:

- **12 pages plus a title page** (one page per storyboard box)
- A **main character that changes throughout the story** with the help of at least 2 other characters
- All elements of Joseph Campbell's **Hero's Journey** are **present and developed within the story in a logical order**
- Each page as **an illustration** (can be hand-drawn, a picture cut and pasted, or a collage)

Project Timeline:

Day 1: Character Trading Card

Day 2: Storyboard

Days 3-5: Final Short Story

Rubric

| 50 point total | 12.5 points | 9.5 | 6.5 | 3.5 |
|------------------------------|---|--|--|---|
| Subject Matter | Student has selected appropriate scenes from the play that shows an understanding of topic. | Project mostly shows understanding of topic. | Project shows some understanding of topic. There may be issues of interpretation. | Project shows no understanding of topic. |
| Way Topic is Conveyed | Subject matter, setting, and characters are all clearly conveyed and are able to be understood by the reader. | Subject matter, setting, and characters are all conveyed and are mostly able to be understood by the reader. | Subject matter, setting, and characters are conveyed, but reader struggles to understand content. | Subject matter, setting, and characters are not conveyed clearly and are not able to be understood by the reader. |
| Visual Presentation | Text and graphics are clearly legible. Student has taken great care to present the piece. The space is filled and materials are chosen with care. | Text and graphics are mostly legible. Some care is shown in presentation. Acceptable use of space and materials. | Text and graphics are somewhat legible. Little care is shown in presentation. Adequate use of space. | Text and graphics are not legible. Piece is presented carelessly. Not presentation quality. |
| Content | Student has gone beyond the content requirement. | Student has met the content requirement. | Student has nearly met requirements. | Student has not met the content requirement. |

