

# Facilitation Guide



## World Building Through Map Making

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### Activity Summary:

Students will create a map that illustrates their Hero's Journey Narrative (EOM) using visual elements to show significant places that align with their monomyth stages and character archetypes.

### Why the Arts:

This activity helps with a student's visualization of a Hero's Journey. This is a repeated rehearsal strategy that helps with retention of the material through drawing and creating.

### Assessment:

As students develop the pieces of their narrative, teachers can observe their maps and see if they have locations for their hero's journey stages and if they show context using symbols and drawings. Students can also use their map to share their narrative progress throughout the module.

At the end of the module, students can use their map as a supporting visual for their EOM task.

### Lesson Connections:

#### Grade 6, Module 2

Map step two aligns with context development - **lesson 20** - and can be paired with **handout 20A**.

Map step three aligns with **lesson 28**, students add the places where the hero meets the three other character archetypes (**handout 28B**.)

Map step 4 aligns with **lesson 31** and adds the connection of the places and expands on the journey to fill out the narrative.

### Connection to Module Goals/EOM Task:

This routine helps students construct their Hero's Journey Narrative visually, giving them a visual thinking support for the sequences and context of their narrative.

This activity can be extended and used as a visual support in the EOM presentation.

### Accessibility Notes:

[Map outlines](#) can be provided instead of map land drawing activity.

Pre-made map key can be given to students.

#### Extension/Expansion:

For teachers who are more comfortable with art materials, feel free to use a wide variety of materials to create the journey map - sequins, pastel, salt dough, etc.

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### Standards Alignment:

ELA:

**W.6.3** – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**SL.6.5** – Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Arts:

**VA:Cr3.1.6a** – Reflect on whether personal artwork conveys the intended meaning and revise accordingly.

#### State of Maryland:

A2

E:6–8:3

A3

E:6–8:2

A8

I:6–8:2

### Teacher Background:

Knowledge of maps/map keys

### Recommended Student Materials:

#### [Map Outlines](#)

Handout 20A

Handout 28B

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### Steps for Implementation:

#### Map Step 1 – Creating the Land

- Place about a handful of a small material – like uncooked rice – onto a piece of paper. Slightly spread the rice until it creates a shape that covers 60–75% of the paper.
- Without shifting the rice too much, trace along the outside edge following close to the edge to create a bumpy, unpredictable line to mimic the look of land on a map.
- If there are sections that are separate from the main land mass, outline those as well (see example in slides).
- Once outlined, clean up the material and admire your new land!
- Students can also use an already created [map outline](#) if needed

#### Map Step 2 – The Hero's Home/Ordinary World

- Students decide where their hero is from – mark it on the map with a small 'X'
- Using guiding questions (displayed or just verbally posed) help students think about the context of their hero's home
  - Does your hero live in a city? Out on a farm?
  - Is it warm or cold? What's the weather like?
- Have students name their hero's hometown and write it neatly on the map by their mark
- As students complete handout 20A, have them add indicators on their map around their hero's ordinary world and in the unknown world
  - Display various example fantasy maps (Lord of the Rings is a great example)
  - Encourage students to name major map elements like rivers, lakes, forests, mountain ranges, etc.
- At this time students can also mark the location of the conflict (handout 20A) on their map and add context details

#### Map Step 3 – Key Event Locations

- As students create the archetypal characters for their narrative (ally, mentor, shadow), have them think about where and how their hero meets each one (handout 28B)
  - Students can also be encouraged to think about where each character is from – is it a place on the map? Is it labeled yet? This helps with world building and adding context
- As students develop the stages of their hero's journey, have them add the locations of each event to the map (if they have not already done so) and mark these spots with an 'X' and a number to represent each journey stage:
  1. Call to Adventure
  2. Meeting with Mentor
  3. Tests, Allies, Enemies
  4. Ordeal OR Reward
  5. Resurrection OR Return with Elixir
- Encourage them to think of what environmental features impact each event and if they have indicated these on their map

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### Steps for Implementation:

#### Map Step 4 – The Journey

- View “Rama’s Journey” on pages 166 – 169 in Ramayana: Divine Loophole
  - What do they notice? Where do they see the evidence of the archetypes
- As students begin writing their EOM Hero’s Journey Monomyth (lesson 31), have them connect their locations to show the path of their hero
  - Try using a bright color and dashed line so the journey stands out on the map
- As they connect their main events, remind them to take note of the terrain their hero will go through on their journey – encourage visualization to help them deepen the context in their writing
  - How will the land impact their journey? How will they overcome these challenges?
  - How are they getting from one place to the next?
  - Who is with them?
  - What is the weather like? Does this cause problems?
- Students can view map examples and see what they notice and wonder – this can also be done with classmates’ maps towards the end of class

#### Peer Review Exercise – Lesson 34

- Students can show their map to a neighbor/table group and describe their hero’s journey as they follow the path on their map – this can help them think through the events of their story and catch any adjustments they might want to make, this also gives low stakes speaking and presenting practice
- Students who are not presenting will have a checklist with the required characters and journey stages that they can mark off as they listen, this will be given to the presenter when they are finished – this will help the presenter know if they have the required archetypal characters and hero’s journey stages

**EXTENSION OPPORTUNITY!** – Using the map as a summative assessment and/or integrating the map into the technology portion of the EOM.

To expand the map tool into a project, it is suggested that the teacher has students create a map key that indicates terrain, significant locations, and the journey path.

Show students example maps that include map keys (included in slides) and prompt discussion on what the symbols mean, how do you know, and how do you think the cartographer (map maker – good vocab word) chose what to include in the key/legend?

When creating their own map key students can have the opportunity to add even more world building elements to their maps. Students can create their key around lesson 20 and gradually add to it as they build their map throughout the unit.

To integrate their maps in their EOM presentations, students can create cut out paper characters (these can be represented using shapes or symbols if a student does not want to draw a mini version of each character) to move along their Hero’s Journey path. For each slide of their presentation, students can take a photograph of their map with their hero at the corresponding location. As the hero encounters other characters during the different stages of their journey, the other cutouts can be placed at the corresponding locations on the map.