

**Loud Bones: The Jewelry of Nancy Worden**  
**November 21, 2009 – January 17, 2010**

## Narrative (narrative)

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1. A narrated account; a story

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## Images



## Hero Medal Activity

Ask students to identify a person they know who is a hero to them and write a short story telling why. This cannot be a sports celebrity or movie star or universal hero like Buddha, Mohammed or Jesus Christ. It must be a person in their family, a mentor, teacher or close friend that has experienced something that fits the definition of the heroic adventure or ordeal. **Use the attached interview form** to organize the gathered information into the three main parts of the hero's journey; departure/separation, adventure and return. From the form, ask students to develop a story about the life of their hero (no more than one page).

Once students have completed their personal hero stories they will each create a medal to honor their hero. Instructions are included using Shrinky Dinks, but a less expensive option would be to use card stock and then laminate it or place it in a plastic badge holder.

Begin by researching/showing images of and discussing contemporary hero-related jewelry like the Congressional Medal of Honor [www.cmoths.org/](http://www.cmoths.org/) and the Purple Heart [www1.va.gov/opa/feature/celebrate/purple-heart.asp](http://www1.va.gov/opa/feature/celebrate/purple-heart.asp)

Using the following instructions, have students **draw an image of their hero in action. Because the focus is on the storytelling power of images, do not use words or letters.**

## Hero Medal Shrinky Dink Instructions

### Materials:

Shrinky Dinks Shrinkable Plastics Frosted Ruff N' Ready

Graphite Pencils (Optional)

Colored Pencils

Scissors

Standard Size Hole Punch (larger than 1/8")

Yarn/String/Cord (for Necklace)

Toaster Oven/Oven (capable of reaching 325 F)

Aluminum Cookie Sheet

6"x 6" squares of brown paper or aluminum foil with one corner folded up

### Directions:

1. ***Cut the Shrinky Dink sheets into quarters*** (4" x 5" rectangles)
2. Draw the image of the hero on the rough side of the Shrinky Dink paper (keep in mind the corners will be cut off, as well as a hole punched in the top)
3. Outline the image in pencil, then color in with colored pencils...or you can dive right in with the colored pencils and not have a pencil outline of image
4. Cut off sharp corners with scissors
- 5.

## Hero Interview Form

The full name of your hero is:

Where and when was your hero born?

What do they consider the most challenging experience of their life? (for example, serving in the military, moving a long way from home, starting a new career, divorce, recovering from the death of a loved one, etc.)

When did this experience happen and how old were they at the time?

Where did the experience take place?

Was your hero emotionally or physically separated from their family or community at that time?  
If so, how?

If the experience was a choice, what made them decide to accept or volunteer for this difficult experience?

What personality traits helped or hindered them in surviving the experience?

Were there previous experiences in their life that helped to prepare them for their journey?

How did they return or recover and what wisdom can they share with us that they learned from their experience?

Why did you choose this person for your hero?

## Bibliography

\**Cultural Atlas of Mesopotamia and the Ancient Near East*, Michael Roaf, Equinox (Oxford) Ltd, Oxford, England, 1990

\**The Hero with a Thousand Faces*, by Joseph Campbell, Princeton University Press, 1973 (first edition, 1949)

*A Book of Myths*, edited and retold by Roger Lancelyn Green, published by J.M. Dent and Sons Ltd, London, 1965

\**The Epic of Gilgamesh*, translated and edited by Benjamin R. Foster, WW Norton and Company, New York, 2001  
In narrative poem format

### For Younger Readers:

\**The Hero King Gilgamesh*, from *Looking at Mesopotamian Myths and Legends*, Irving Finkel, NTC Publishing Group, Chicago, 1998 (4-8)

\**He Who Saw Everything: The Epic of Gilgamesh*, retold by Anita Feagles, Young Scott Books, New York, 1966 (4-8)

\**The Sumerians (The Cradle of Civilization)*, Elain Landau, The Millbrook Press, Inc., Brookfield, CT, 1997 (6-9)

\**Gods, Goddesses and Monsters: An Encyclopedia of World Mythology*, Sheila Keenan, Scholastic Inc., New York, NY, 2000 (9-12)

a by Gilgamesh (5th c. BC) retold by Nancy Springer, 2000 (9-12)

\**Gilgamesh (The Hero)*, retold by David Parkins,



**Glossary:**

**amulet:**

## COMMON CURRICULUM GOALS

### LANGUAGE ARTS

#### *Literature*

#### **Literary Text: Examine content and structure of grade-level literary text.**

EL.04.LI.10 Compare and contrast tales from different cultures, and tell why there are similar tales in diverse cultures.

EL.05.LI.9 Identify and describe the function and effect of common literary devices, such as imagery, metaphor and symbolism.

EL.05.LI.10 Define figurative language, including simile, metaphor, exaggeration and personification, and explain the effects of its use in a particular work.

EL.05.LI.11 Differentiate among the different types of fiction, and apply knowledge of the major characteristics of each (e.g., folklore, mystery, science fiction, adventure, fantasy).

EL.07.LI.10 Explain the effects of common literary devices, such as symbolism, imagery and metaphor in a variety of literary texts.

EL.07.LI.12 Identify and analyze general themes, such as bravery, loyalty, friendship, loss and loneliness that appear in many different works.

EL.08.LI.09 Identify significant literary devices, such as simile, metaphor, personification, symbolism, dialect and irony which define a writer's style, and use those elements to analyze and evaluate the work.

EL.08.LI.12 Analyze the importance of the setting (place, time, customs) to the mood, tone and meaning of the text.

#### **Listen to and Read Literary Text: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.**

EL.06.LI.01

EL.07.LI.01

EL.08.LI.01 Listen to and read text to make connections and respond to historically or culturally significant works of literature than enhance the study of other subjects.

EL.06.LI.02

EL.07.LI.02 Demonstrate listening and comprehension of more complex literary text through class and/or small group interpretive discussions.

**Literary Text: Develop an Interpretation: Develop an interpretation of grade-level literary text.**

EL.05.LI.05 Identify the qualities of the character (e.g., courage, cowardice, ambition), and analyze the effect of these qualities on the plot and the resolution of the conflict.

EL.08.WR.27 Write Persuasive compositions:

Include a well-defined thesis that makes a clear and knowledgeable judgment or appeal.

*Reading*

**Listen to and Read Informational and Narrative Text across the subject areas at school and on own, applying comprehension strategies as needed.**



