

Point A to Point Sea is a temporary exhibit at the Texas Maritime Museum which exists from October 2, 2010 to March 30, 2010. In connection with the La Salle Odyssey permanent exhibit, the temporary exhibit features a variety of historic maritime navigation tools and explores their usage throughout history. During the course of the journey students discover a range of information through engaging, hands-on programming.

Program Outline...

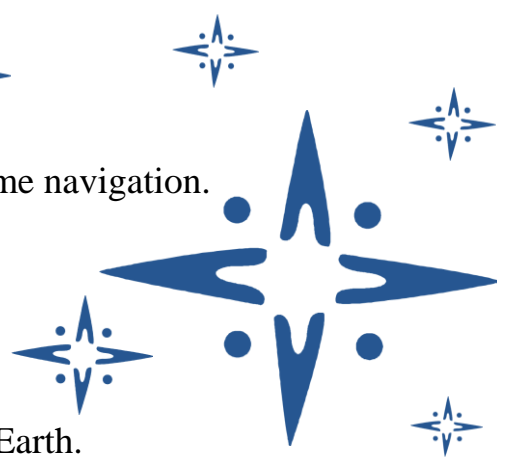
Section 1 – La Salle Odyssey Exhibit

- Sociology – life aboard a ship and the essential survival needs.
- Economics – 17th century trade.
- Geography – elements of mapping.
- History & Culture – What would have happened if La Salle had not gotten lost?



Section 2 – Point A to Point Sea Exhibit

- Scientific Investigation
- Numbers & Quantitative Reasoning
- Science, Technology & Society – history of maritime navigation.
- Spatial Reasoning – spheres and star patterns.
- Measurements – distance and location.
- Mathematical Tools – navigation equipment.
- Force, Motion & Energy – effects of magnetism.
- Earth & Space – relationship of sun, stars, and the Earth.



To reserve your journey at the Texas Maritime Museum, please contact the Education Director at educator@texasmaritimemuseum.org (email preferred) or via phone, 361-729-1271. In a brief message provide the following: 1) Name; 2) Contact Phone Number; 3) Best Time to Call; 4) Prospective Date and Time; 5) Estimated Number of Students; and 6) Grade.

***ACISD Schools are provided FREE Admission for Students and Teachers.
 Non-ACISD School Admission is \$1.50 per Student, Teachers FREE.**

For Teachers: TEKS Mathematics, Science & Social Studies

Kindergarten, TEKS Knowledge & Skills (b):

- I. **Mathematics** – Numbers and Counting; Pictorial Patterns; Measurements; Mathematical Tools
- II. **Science** – Scientific Investigation; Earth and Space
- III. **Social Studies** – History; Geography; Science, Technology and Society

Grade 1, 2 & 3, TEKS Knowledge & Skills (b):

- I. **Mathematics** – Numbers and Quantitative Reasoning; Pictorial Patterns; Spatial Reasoning; Measurements; Mathematical Tools
- II. **Science** – Scientific Investigation; Force, Motion and Energy; Earth and Space
- III. **Social Studies** – History; Geography; Science, Technology and Society

Grade 4 & 5, TEKS Knowledge & Skills (b):

- I. **Mathematics** – Numbers and Quantitative Reasoning; Geometry and Spatial Reasoning; Measurements; Mathematical Tools
- II. **Science** – Scientific Investigation; Force, Motion and Energy; Earth and Space
- III. **Social Studies** – History; Geography; Economics; Culture; Science, Technology and Society

Grade 6, 7 & 8, TEKS Knowledge & Skills (b):

- I. **Mathematics** – Numbers and Quantitative Reasoning; Geometry and Spatial Reasoning; Measurements; Mathematical Tools
- II. **Science** – Scientific Investigation; Force, Motion and Energy; Earth and Space
- III. **Social Studies** – History; Geography; Economics; Culture; Science, Technology and Society

Supplementary Materials:

- Mathanautical – Mapping 2
- Histcovery – The Lost La Salle 10
- Explorography – Navigation 13

Recommendation:

- Use the provided supplementary materials to participate in the creative writing contest hosted by the Texas Maritime Museum. Information is attached.

Contact Information:

Education Director
 Texas Maritime Museum
 1202 Navigation Circle
 Rockport, TX 78382

361-729-1271 (ex. 101)
 educator@texasmaritimemuseum.org



Information:

Maps are the basic tools of geography. They enable us to depict spatial phenomenon on paper. There are conventions used in cartography which allow a map to be read efficiently and quickly. A good map will have a **legend** or **key** which will show the user what different **symbols** mean. For instance, a square with a flag on top usually represents a school and roads are represented by a variety of widths and combinations of lines. Often a dashed line represents a border. Every map is a representation of a larger portion of the earth.

<p>Linear Features</p> <ul style="list-style-type: none"> Major Road Minor Road Dirt Road Vehicle Track Large Path Small Path Indistinct Path Narrow Ride Wide Ride Railway Power Line Stone Wall - high Stone Wall - low Stone Wall - ruined Fence - high Fence - low Fence - ruined <p>Water Features</p> <ul style="list-style-type: none"> Lake Ponds Uncrossable River Stream Major Ditch/Drain Minor Ditch/Drain Narrow Marsh Uncrossable Marsh Crossable Marsh Seasonal Marsh Waterhole Water Tank Well Special Water Feature 	<p>Rock Features</p> <ul style="list-style-type: none"> Rocky Pit Cave Impassable Cliffs Small Cliffs Large Boulders Small Boulders Group of Boulders <p>Other Man-Made Features</p> <ul style="list-style-type: none"> Building Ruin Boulder Field Tower/Mast Small Tower Cairn Trig. Pillar 	<p>Landforms</p> <ul style="list-style-type: none"> Contours Index Contours Slope Line Form Line Steep Earth Bank Earthwall Erosion Gullies Small Gullies Knolls Depressions Pits Platforms <p>Vegetation</p> <ul style="list-style-type: none"> Cemetery Stony Ground Sandy Ground Bare Rock Open Land Semi Open Land Rough Open Land Felled Area Undergrowth: Walk Undergrowth: Slow Run Forest: Run Forest: Slow Run Forest: Walk Forest: Impenetrable Forest: Run Direction Built-Up Area Out of Bounds Cultivated Land Orchard
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How to determine the distance on earth represented on the map?

A map represents a portion of the earth's surface. Since an accurate map represents the land, each map has a "scale" which indicates the relationship between a certain distance on the map and the distance on the ground. The map scale is usually located in the legend box of a map, which explains the symbols and provides other important information about the map. A map scale can be printed in a variety of ways.

A **ratio or representative fraction (RF)** indicates how many units on the earth's surface is equal to one unit on the map. It can be expressed as 1/100,000 or 1:100,000. In this example, one centimeter on the map equals 100,000 centimeters (1 kilometer) on the earth. It also means that one inch on the map is equal to 100,000 inches on the land (8,333 feet, 4 inches or about 1.6 miles). Or even 1 paperclip on the map is equal to 100,000 paperclips on the ground. Other common RFs include 1:63,360 (1 inch to 1 mile) and 1:1,000,000 (1 cm to 10 km).

A **word statement** gives a written description of map distance, such as "One centimeter equals one kilometer" or "One centimeter equals ten kilometers." Obviously, the first map would show much more detail than the second because one centimeter on the first map covers a much smaller area than on the second map. The first two methods of indicating map distance would be ineffective if the map is reproduced by a method such as photocopying and the size of the map is modified. If this occurs, and one attempts to measure an inch on the modified map, it's not the same as an inch on the original map.

A **graphic scale** does solve this problem because it is simply a line marked with distance on the ground which the map user can use along with a ruler to determine scale on the map. In the U.S., a graphic scale often includes both metric and U.S. common units. As long as the size of the graphic scale is changed along with the map, it will be accurate. Maps are often known as **large scale or small scale**. A large scale map refers to one which shows greater detail because the representative fraction (e.g. 1/25,000) is a larger fraction than a small scale map which would have an RF of 1/250,000 to 1/7,500,000. Large scale maps will have a RF of 1:50,000 or greater (i.e. 1:10,000). Those between 1:50,000 to 1:250,000 are maps with an intermediate scale. Maps of the world which fit on two 8 1/2 by 11 inch pages are very small scale, about 1 to 100 million.

How to determine the orientation of a map?

With a north arrow (pointing in the correct direction), a user can determine direction. Some maps, such as topographic maps, will point to "true north" (the north pole) and to magnetic north (where your compass points, to northern Canada). Usually, you won't see something quite as detailed as a compass rose but a map does need to provide orientation.

- A **neatline** is the border of a map. It helps to define the edge of the map area and obviously keeps things looking "neat." Since the map is a flat representation of the curved surface of the earth, all maps are inherently inaccurate. There are a variety of projections which have been formulated for different uses.
- A map's **title** provides important clues about the cartographer's intentions and goals. You can hope to expect entirely different information on a map titled "Unemployment in Jefferson County" versus "Topography of Mount St. Helens."
- **Color** appears so often on maps that we often take it for granted that mountains are brown and rivers are blue. Just as there are many types of color maps, there are also many different color schemes used by cartographers. The map user should look to the legend for an explanation of colors on a map. Our expectations of colors on a map leads to some problems when it is used for elevation. Elevation is often represented as a sequence of dark greens (low elevation or even below sea level) to browns (hills) to white or gray (highest elevation). Since many people associate green with a fertile region, many map users will see lower elevations, which may be deserts, and assume those areas are filled with lush vegetation. Also, people may see the reds and browns of mountains and assume that they are barren, Grand Canyon-type landscapes of desolation but the mountains may be forested and covered in brush. Additionally, as water always appears bright blue on a map, the user is often inclined to visualize any water on a map as pristine and clear blue - even though it might be entirely different color due to pollution.

Activity 1 - Create a Map Based on the Descriptions of a Fictional Place

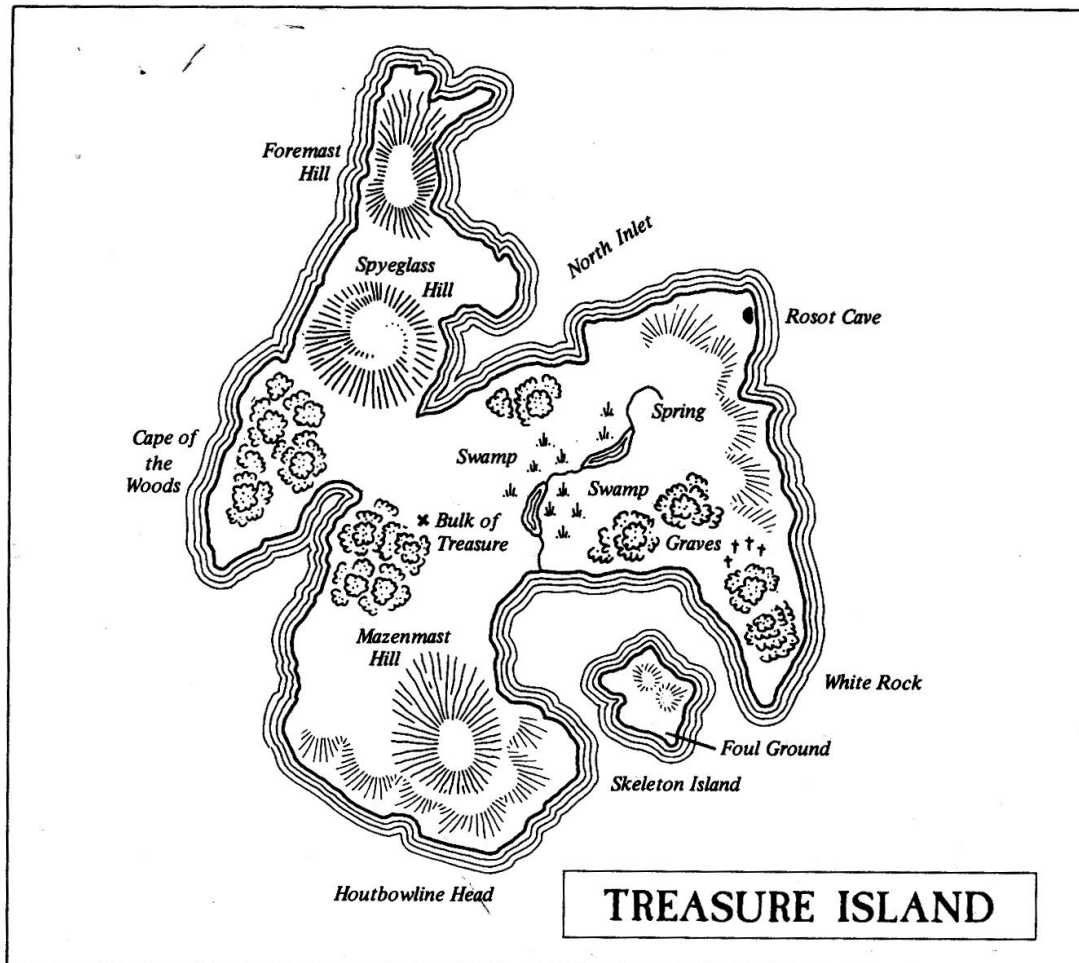
(TEKS Knowledge & Skills: Reading Comprehension, Geography, Spatial Relations, Measurement)

- I. Provide students with descriptive excerpts, or read aloud descriptive excerpts from fictional worlds such as:
 - a. Land of Oz, from the *Wizard of Oz*
 - b. Narnia, from the *Chronicles of Narnia*
 - c. Treasure Island, from *Treasure Island*
- II. As a class or individually, ask students to draw a map based on descriptions in the literature.

Treasure Island, from *Treasure Island* (description provided by the [Dictionary of Imaginary Places](#))

Treasure Island is some ten miles long and five miles wide, off the coast of Mexico. Near its southern point lies a cluster of rocks known as Skeleton Island which Treasure Island forms a cove around. Treasure Island and Skeleton Island are joined by a spit of sand at low tide with the southeast side of Treasure Island called White Rock and the southwest side called Haul-Bowline Head. The White Rock area is heavily wooded and the final resting places for many men who venture to the island. There are three hills on Treasure Island, running north to south in a row. They are known respectively as Fore-mast Hill, Main Mast or Spy-Glass Hill, and Mizzen Mast Hill. The middle hill is the highest, rising two to three hundred feet above the others. A natural harbor, known as Captain Kidd's Anchorage, lies on the south coast. It is almost landlocked, with trees coming right down to the high-water mark. Two swampy streams or rivers empty into this sheltered bay; the foliage around their mouths has an almost poisonously bright appearance. Travelers have one alternative anchorage, the North Inlet, a narrow estuary with thickly wooded shores.

The south-west coast of the island around the point known as Haul-bowline Head is made virtually inaccessible by cliffs between forty and fifty feet high. To the north, the cliffs give away to sandy beaches and then to the tree-clad Cape of the Woods. The only buildings on Treasure Island are a stockade and a log house of pine hidden in the woods near the southern anchorage. Built over a freshwater spring on a knoll, the stockade can hold about forty people. It was obviously designed for defensive purposes and is pierced with loopholes for muskets on every side. Much of the island is covered in grey woods, with occasional clumps of taller trees of the pine family. Low evergreen oaks are common. Flowering shrubs and clove trees are found on the rising ground above Captain Kidd's Anchorage.



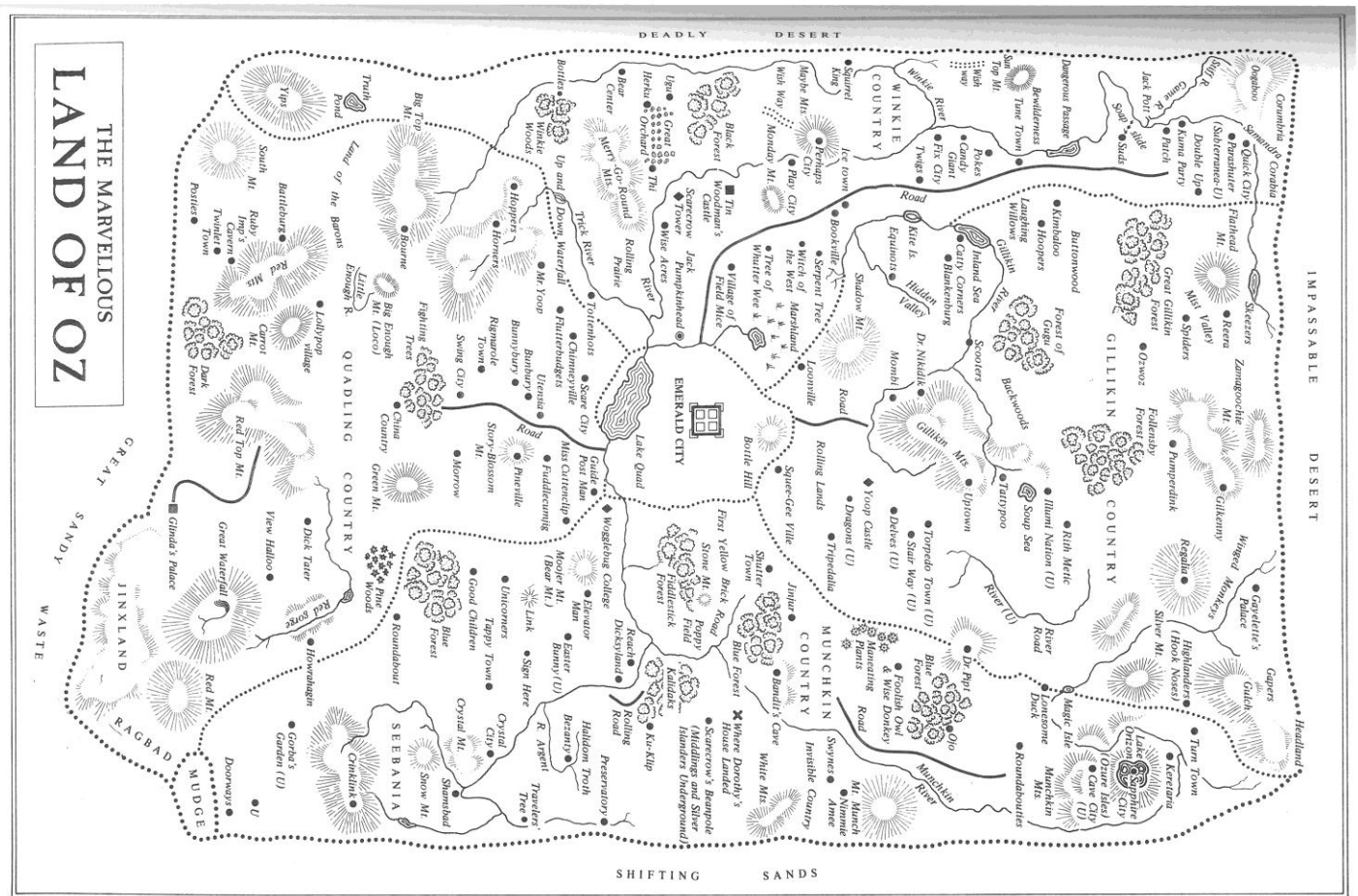
Oz, from the Wizard of Oz (description provided by the Dictionary of Imaginary Places)

Oz is a large rectangular country divided in four small countries: Munchkin Country to the east, Winkie Country to the west, Quadlink Country to the south and Gillikin Country to the north. The capital, Emerald City, stands in the exact center of Oz at the point where the four lands meet. However, access to Oz is never easy. The entire country is surrounded on all sides by a desert and anyone who sets foot on the sand is immediately turned to dust.

The main distinguishing mark between the different regions is the color which is matched by that of the country itself. In Munchkin country, blue is the dominate color; the grass, trees, and houses are all blue. The dominant color in Winkie Country is yellow; Quadlink Country is red and Gillikin Country Purple. All four colors appear on the flag of Oz, on which Emerald City is represented by a green star embroidered in the middle.

The countryside of Oz is mainly rich farming land, although there are areas of dense forests. One forest in the east of Munchkin Country is the haunt of the kalidah, an animal with the body of bear and the head of a tiger. The fighting trees of the south and the man-eating plants of the northeast of Munchkin Country still present a threat to strangers. The man-eating plants grow along the roadside of the Yellow Brick Road leading to the Emerald City.

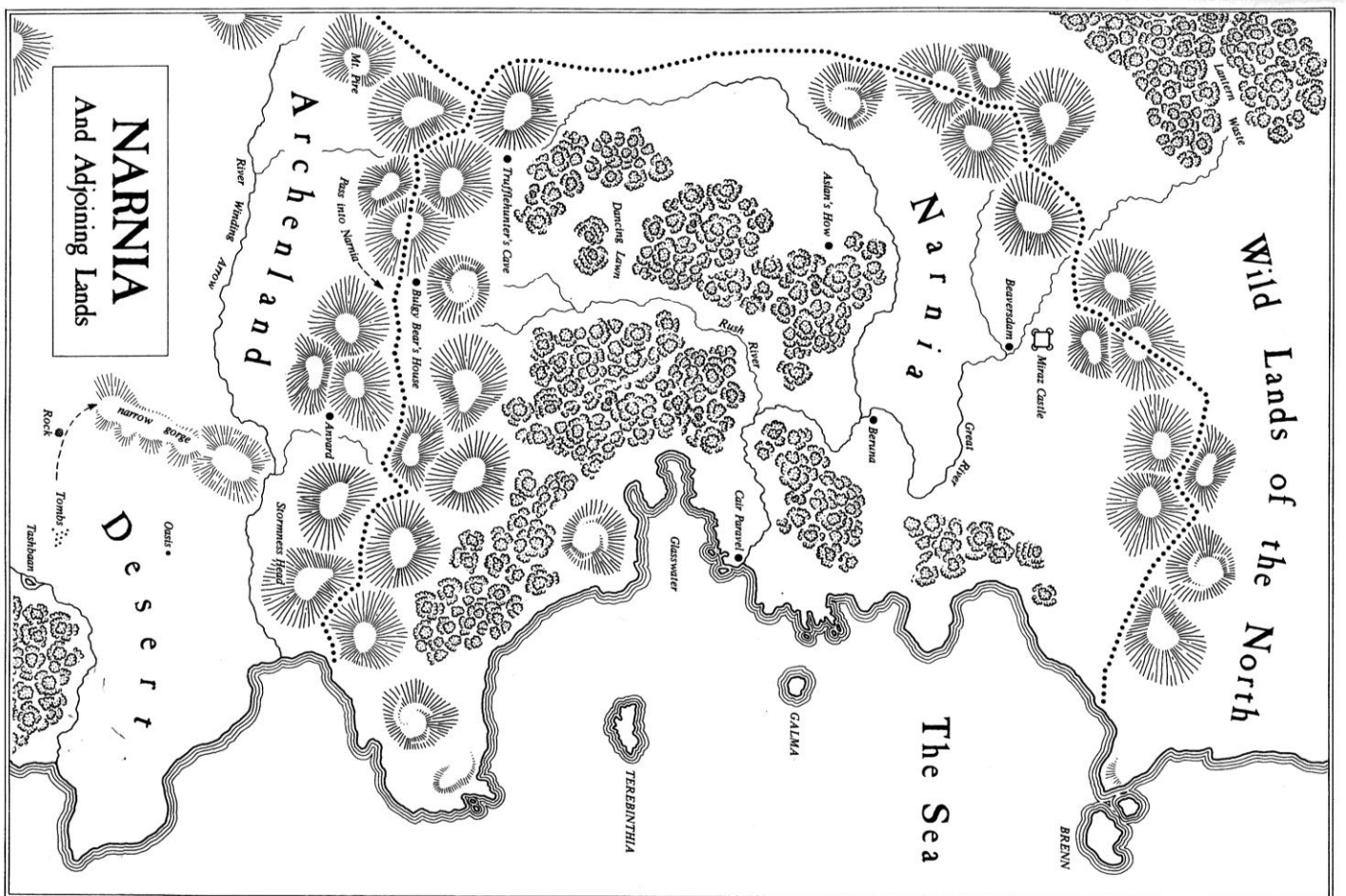
Far north is the home of the winged monkeys who live with the Gayalette, a princess and sorceress living in the ruby place to the north. Glenda the Good rules over the south of Oz.



Narnia, from the *Chronicles of Narnia* (description provided by the Dictionary of Imaginary Places)

Narnia is a land that lies between mountain ranges (which separate it from Archenland to the south), and wastes and moorlands (its frontier to the north). Eastward, Narnia is bound by the sea; westward, by precipitous mountains and cliffs. The Great River, which flows the length of the country, plunges down these cliffs into the Cauldron Pool – a deep hole of churning, bubbling water – and for much of its course runs between steep and often rocky banks. A tributary, rising in Lantern Waste, joins it at Beaversdam, after flowing for many miles through a deep gorge. The Great River crosses a varied landscape of lawns, rocks, heather and woods and eventually enters a wide valley where it becomes much shallower. At the shallowest part stands the walled, red-roofed town of Beruna, by the fords of the same name. Below Beruna, the Great River is joined by the Rush and then meanders through extensive forests before finally reaching the sea at Cair Paravel, capital of Narnia.

Cair Paravel stands on a small hill rising from a plain between two streams at the mouth of the Great River. Most of the country's coastline is wooded, although to the north-east the coastal forest soon gives way to a wide area of treeless marshland, with countless small islands and channels of water. The great mountains to the west loom over the Western Wilde, a region of high hills and broken mountain ranges against a background of ice mountains, always visible in the distance. The Eastern Sea provides a home for mermen and mermaids. One of the most remarkable sights in the whole of Narnia is Alsan's How, a large artificial mound in the great woods. The How stands on a hill above the forest and the sea can be seen from its summit. The How was built in ancient times and consists of a maze of tunnels, galleries and caves, entered by a way of a low stone arch.



Activity 2 – Creating a Fictional World

(TEKS Knowledge & Skills: Creative Writing, Geography, Spatial Relations)

- I. Imagine a country, continent, planet or place that does not already exist.
 - a. HINT! Choose a theme! Work with a topic you like or know a lot about. For example, if you are really into horses you could make your fictional world a place inhabited only by different breeds of horses! Maybe you like baseball; how about a fictional country with states and cities named after teams and players you know with a government run by the umpires!
- II. Write a description of the place. Remember to think about:
 - a. Who or what lives on the area?
 - b. What are the important landmarks? (Examples: natural features, borders between countries, man-made buildings and features)
 - c. How do the landmarks relate to each other? (Use directions, such as “North of the forest,” and distance.)
 - d. Recommended format for advance writing:

1. Begin with a general introduction. Get the reader interested in reading more about this wonderful place.
2. Next paragraph. Describe the first aspect of your map. Start your paragraph with a clear topic sentence, something general like, "The physical map shows many interesting features of planet Snort." Then, write a description of all the stuff you included on your physical map. Use directions (north, south, east, west) to direct the reader toward what you are talking about. Add stories or details in your writing that tell more than the map can. "The Green Forest is very mysterious because hikers are always disappearing there. Some people think the Great Green Goblin eats them!"
3. Next paragraph. Describe the second aspect of your map. Start your paragraph with a clear topic sentence, something general like, "The political map shows all the different countries and cities of planet Snort." Then, go on to describe all the stuff you included on your political map. Add stories or details in your writing that tell more than the map can. "In the city of Cheese, there is an annual celebration called the Cheddar Festival."
4. Feel free to add other stuff you think of. Draw a flag. Make up a national anthem. Discuss the wildlife. Finally, make sure you have some kind of written conclusion that wraps it all up.

- III. Draw a map based on your description.
 - a. Getting Started – The Map
 - A. Have students use a pencil and a blank piece of paper to sketch some different map ideas. Try to get the students to use random shapes rather than simple lines; use most of the page so details can be added later; Room for a compass and map key.
 - B. Next, have students add basic landforms that will be shown on the map. The three main landforms you should always include are: 1) Rivers 2) Lakes 3) Mountains
 1. As you decide where to put these landforms please remember:
 - a. Rivers **start** in mountains and **end** in oceans.
 - b. Rivers cannot flow uphill.
 - c. Small rivers join to make a big river / big rivers do not branch into smaller ones.
 - d. Lakes (usually) have a river going **in** and a river going **out**.
 2. Have students use a ruler and make a nice, neat box in the corner of the page for the map key. Also add a compass rose and scale somewhere on the map.



Information:

Essentially, La Salle became lost and is responsible for setting in motion a series of historical events culminating in modern Texas and American History.

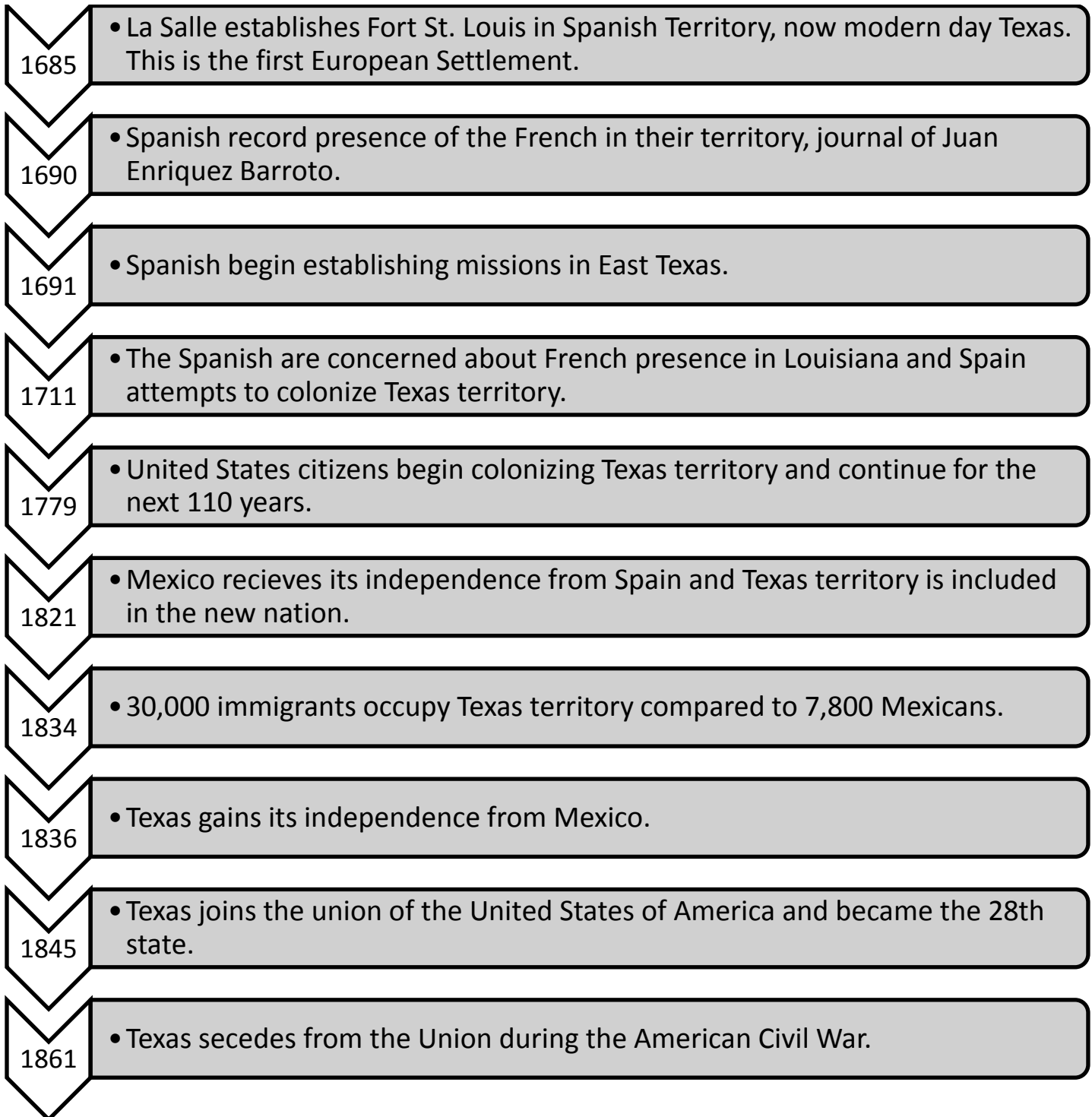
Rene Robert Cavelier, sieur de La Salle first journey to the New World in his early twenties. In 1669 La Salle had set out to explore the Great Lakes region of North America. By 1682 he had reached the Illinois country, establishing trading posts along the way. From the mouth of the Illinois River, he began a journey of more than a thousand miles, following the Mississippi River to its mouth in the Gulf of Mexico. There he laid claim, in the name of Louis XIV, king of France, to roughly one-third of the territory of today's continental United States and what would be called the Louisiana Purchase. In light of such monumental successes and the hope of conquering more territory—including the Spanish silver mines in northern Mexico—the king was persuaded to back La Salle's grandiose plan, providing ships, supplies, and personnel to carry out his vision. The king's largesse, however, had limits. Whereas La Salle saw a need for four ships, the monarch agreed to provide only two: the small frigate *Belle* and the escorting warship *Joly*. To augment his force La Salle—drawing ever more heavily on borrowed money—leased from private merchants two additional vessels, *L'Aimable* and the ketch *Saint François*, and purchased additional trade goods and supplies.

The small fleet embarked from the French port of La Rochelle with high hopes of establishing a French colony on the Gulf and fulfilling La Salle's dream. Misfortunes began before the expedition reached the Antilles. On the coast of Haiti the *Saint François* was seized by pirates. Further along on the journey, grievous errors in maps and knowledge of geography led La Salle to believe the mouth of the Mississippi lay much farther west than it actually was. In January 1685 the remaining three ships made landfall on the Texas coast, some 400 miles from the Mississippi. The landing site was in the territory of the Karankawa, whose enmity the French soon aroused. It was uncharted territory, with no European settlement nearer than hostile Mexico or the post La Salle had established in Illinois.

A major setback was the wrecking of the *Aimable*, the store-ship carrying most of the would-be colony's supplies, which ran aground while trying to enter Matagorda Bay. A large portion of the supplies and provisions was lost as the ship broke up and sank. The warship *Joly*, due to return to France once La Salle reached his intended destination, carried *L'Aimable's* crew and a few persons who recognized the futility of the colony and refused to stay. Left behind was an array of fearful and homesick colonists who had no idea where they were.

While La Salle sought the Mississippi, a temporary settlement was set up on the bank of Garcitas Creek some five miles above its mouth in Lavaca Bay. Hardly worthy of being termed a fort, the settlement has been called Fort St. Louis only because of historical error. With the settlement complete, La Salle loaded the *Belle* in readiness for making a sea search for the Mississippi. He placed on board items that would be needed if he should find his river and fulfill his plan to move the settlement there. He then embarked on a mysterious journey westward, leaving the *Belle* in an insecure anchorage in the charge of the ship's mate, Tessier. On a cold winter day in 1687, the small French ship *Belle* ran aground on the Texas coast, the victim of a run of bad luck and a howling north wind and the remainder of the crew perished with it. Meanwhile, La Salle himself, with a few followers, had marched eastward, hoping to reach the post on the Illinois River. When nearing the country of the "Cenis," or Hasinai, in eastern Texas, he was brutally murdered by his own men. Almost two years later the twenty-odd persons remaining at the settlement on Garcitas Creek, Fort St. Louis, perished. More than a year after the *Belle's* loss, she was discovered by a Spanish expedition that had come looking for La Salle. The discovery was recorded in the diary of the pilot, Juan Enríquez Barroto, who recognized the little frigate as a warship from its six pieces of artillery and five swivel guns. The starboard side, the deck, and the prow were under water.

History Timeline:



Activity 1 - Alternate History Timeline

(TEKS Knowledge and Skills: Social Studies, Creative Writing, Economics, Government, History)

- I. How would this timeline be different if La Salle had not gotten lost?
 - a. Consider what you know about Texas history and American history.
 - b. Fill in the blank timeline provided with the alternate history.



Navigation Terms

(TEKS Knowledge and Skills: Reading and Comprehension, Vocabulary)

- Astrolabe - compact instrument used to observe and calculate the position of celestial bodies before the invention of the sextant
- Adventure - an undertaking usually involving danger and unknown risks
- Celestial - Objects or things related to the sky
- Chart- A mariner's map
- Compass- an instrument used to determine directions; a freely floating magnetized needle that points to magnetic North.
- Current- a large flow of air or a large body of water moving in a certain direction.
- Equator- the imaginary line of latitude circling the middle of the Earth, which is equidistant from the North and South Poles. The equator marks 0 degrees latitude.
- Explorer - a person who travels in search of geographical or scientific information
- Helm- the wheel, tiller, or steering apparatus of a ship
- Horizon- the line where the sky and the land or water appear to meet.
- Hydrography- the science of the measurement, description, and mapping of the surface water of the earth for use in navigation.
- Landmark- an easily visible land feature that serves as a guide.
- Latitude- imaginary lines running east and west on a globe used to measure distances north and south of the equator.
- Longitude- imaginary lines on a globe running north and south through the North and South poles, used to measure distances east and west of the Prime Meridian.
- Maritime - of, relating to, or bordering on the sea or other bodies of water
- Meridian- another name for lines of longitude; the Prime Meridian is the line of longitude that runs through Greenwich, England, and is designated as 0 degrees longitude.
- Nautical - of, relating to, or associated with seamen, navigation, or ships
- Navigate- to guide a ship or vessel across a sea or body of water.
- Obstacle - something that impedes progress or achievement
- Quadrant- an instrument used in navigation and astronomy for measuring the angle of celestial bodies above the horizon.
- Quest – an act of seeking
- Sextant - an instrument for measuring angular distances used especially in navigation to observe altitudes of celestial bodies (as in ascertaining latitude and longitude)
- Spyglass - a small telescope found on ships
- Telescope - a usually tubular optical instrument for viewing distant objects by means of the refraction of light rays through a lens or the reflection of light rays by a concave mirror
- Treasure - wealth (as money, jewels, or precious metals) stored up or hoarded

Activity 1 - Write a Quest Short-Story or Poem Utilizing Navigation through a Quest

(TEKS Knowledge and Skills: Reading and Comprehension, Vocabulary, Creative Writing)

The stages of the Hero Quest, as described in detail by Joseph Campbell in *The Hero With a Thousand Faces*, provide a framework for understanding the development of many hero stories for students. According to Campbell, a hero is any male or female who leaves the world of his or her everyday life to undergo a journey to a special world where challenges and fears are overcome in order to secure a reward (special knowledge, healing potion, etc.) which is then shared with other members of the hero's community. In myth, folklore, or fiction, each hero undergoes a similar experience.

The stages, simplified for student understanding, can be applied to many novels or stories students read, or to movies they watch. Further, students can write their own hero quest stories, using appropriate prompts. Finally, as an extension, students can publish their work.

Part A – Creating the Hero

Heroes or Heroines refer to characters who, in the face of danger and adversity or from a position of weakness, display courage and the will for self sacrifice—that is, heroism—for some greater good of all humanity.

When developing your hero it helps to outline his/her character by thinking of the following aspects:

1. Character's Name
2. Does the name mean anything?
3. Hometown or Place of Birth
4. Favorite Food
5. Biggest Fear
6. Goal in Life
7. Date of Birth
8. Did s/he go to school?
9. Does s/he have a family?
10. Hobbies
11. Attributes
12. Physical Descriptions
13. Flaws
14. Strengths
15. What was his/her upbringing or growing up like?
16. Friends
17. Enemies
18. What makes the character the person he or she is when the story begins?

The provided worksheets will help students create their own heroes.

Developing the Hero or Heroine



Name – Does the name mean anything?



Hometown or Place of Birth – Anything different about it?



Date of Birth – Anything special about it?



How did the hero/ine grow up? Happy childhood, sad childhood? Why? Did s/he go to school? Did s/he have a family?



What are his/her favorite foods, games, colors, etc...?



What are his/her hobbies or interests?



Physical Description – What does s/he look like? Are there any flaws or strengths?



What is his/her biggest fear?



Does s/he have any friends or enemies?

Part B - Developing the Hero's Journey

- I. The journey is divided into eight stages. Each of these stages must be completed if the initiate is to become a hero.
 - a. THE SEPARATION
 - i. *The Call* - The Call invites the character into the adventure, offering an opportunity to face the unknown and grow physically or magically. The initiate may choose willingly to accept the call or s/he may be thrust into the adventure. In general, the call comes as a realization of some imbalance or injustice in the initiate's life. Often the call comes when the initiate has had something taken from him, his family, or his society. S/he accepts the quest to reclaim what was taken. The call may involve a sensation that there is something lacking in life. The initiate goes in search of what is missing. Another type of call comes when something is not permitted to members of the society, and s/he sets out to win these rights for her people. Often the call involves a need to save honor.
 - ii. *The Threshold* - The Threshold of the journey is the point at which the initiate leaves the known world to enter the unknown. At this point the initiate will encounter a helper or guide. The guide may provide assistance or direction. The helper may also give a magical gift or power which will help to keep the initiate focused on the goal and provides a physical or psychological center. Helpers often appear when the initiate is in the greatest danger.
 - iii. *The Descent* - The descent is a voyage into uncharted territory, either physical or psychological. The initiate becomes more at risk.
 - b. THE INITIATION
 - i. *Tests and Ordeals* - On his journey the initiate faces a series of tests and ordeals which challenge him, and force him to grow physically or mentally. The tests validate the initiate's right to be a hero.
 - ii. *Into the Abyss* - The abyss represents the greatest challenge of the journey. Usually the initiate must face the abyss alone and overcome her greatest fears. The challenge is so great at this point that the initiate must give herself over completely to the quest. The initiate must lose herself in the adventure. Here is where the initiate must "slay the dragon." The dragon often is the thing the hero most dreads and needs to overcome.
 - iii. *The Transformation* - As a result of successfully meeting the challenge of the abyss the hero is transformed. The 2 transformation is the moment of death and rebirth. Often the transformation takes the form of a revelation, a discovery or insight about oneself or one's culture. This revelation involves a change in consciousness, a change in the way the hero(ine) views life.
 - iv. *The Atonement* - The atonement involves a process of accepting the new transformed self. In a spiritual sense, the transformation has brought the initiate into harmony with life and the world. Here s/he is given a gift bestowed because of a new level of skill and awareness. S/he may become stronger, a better leader, or spiritually enlightened. The initiate is now a hero.
 - c. THE RETURN
 - i. The return to everyday life is one of the most difficult stages of the journey. Now the hero must begin the task of bringing her new knowledge, understanding, or enlightenment back to her people. The hero may now renew the community or create a greater order. Sometimes, however, this return does not go smoothly. The hero(ine) finds frustration when her old world does not understand or accept her new found life view.

The provided worksheets will help students create their hero/ine's journey.

Part C – Writing the Quest

Using the information about the hero/ine and his/her journey, write the quest in the form of a short story or poem.

*Short stories and poem can be submitted to the Texas Maritime Museum to participate in the NaNoWriMo writing contest.

The Hero or Heroine's Journey

The Call

- What causes the hero/ine to leave Home?

The Threshold

- What is the hero/ine leaving and where does s/he plan to go?

The Descent

- What navigation tools does the hero/ine use on the journey?

Tests & Ordeals

- What challenges does the hero/ine encounter?

Into the Abyss

- What is the greatest challenge faced? Usually the hero/ine's greatest fear.

The Transformation

- What does the hero/ine discover?

The Atonement

- How is the hero/ine better?

The Return

- What happens when the hero/ine returns home?