

# The Quest: Small or Epic Journeys

If life is a journey, most humans are actively questing for something. We often spend our time:

- **Chasing a person:** winning a love interest, getting someone's approval/forgiveness/support, etc.
- **Chasing a status:** money, fame, mere survival, or a specific lifestyle we may have "someday"
- **Chasing an object:** the "one ring", the last horcrux, Ahab's whale, finding a piece of information
- **Chasing a bad guy:** seeking revenge, justice, or other unfinished business



The most famous quest stories are fantasy and science fiction

(i.e. *Lord of the Rings*, *The Wizard of Oz*), but many are historical, mystery, realistic, or classic: *The Great Gatsby*, *Moby Dick*, *The Iliad*, etc. For this narrative, choose one of the prompts below to write a short narrative that tells us about **a quest for one of the four categories above**.

## Some guidelines

- You have many plot options: a formal structure, like [the hero's journey](#), or just the span of a day.
- You may write about an entire day, or just a single moment/scene that made the entire day great, but either way it must contain a beginning, middle, and end; your story must focus on what things were like before (status quo), what happened that changed (inciting event), what great things occurred (rising action), and what you learned from it (resolution).
- Your quest CAN be somewhat silly or humorous (such as a quest for a sandwich), but it still has to "work" as a quest, meet the rubric/plot requirements, and make it sound really epic...
- Your story MAY have a plot twist/surprise ending, BUT your plot needs to "work". (Even surprise endings are usually either FORESHADOWED or at least PLAUSIBLE!)
- As usual, your stories must be school appropriate, and you may not write about your classmates.
- **\*Note:** In the prompts and directions I will use the word "you", but you ARE allowed to write in either first or third person narration, and your story can be autobiographical, completely fictional, or both.

## Prompt Options

1. Write about a final obstacle between you and your goal/quest. (You can choose to fail or succeed at overcoming this obstacle.)
2. Write about someone who never completes his or her quest and how he/she deals with it.
3. Write about a quest from a point of view OTHER than the hero (i.e. the damsel, mentor, sidekick, the quested object itself, etc.); look at character archetypes for inspiration!

## Story Starters

- This fight was between me and the cheese.
- All I wanted was to go to prom.
- As I looked down at his battle-scarred face, I knew that my dog had fought the good fight.
- I was so close, I could practically feel my fingers curl around it, its weight sinking into my palm.

**Challenge: How will you use TIME wisely to fit a complex journey into a SHORT story?**

# Narrative Rubric: The Quest

		4	3	2	1
Writing	W.3.a: <b>Introduction</b> (Does it hook the reader AND give everything we need to know?)	Story is particularly engaging AND gives ALL necessary context through effective “showing” instead of “telling”.	Story hooks the reader and gives necessary context to understand the premise (i.e. basic setting, main character, situation, etc.)	Story may only somewhat engage readers; necessary elements may be incomplete or unclear.	Story does not engage readers and/or does not include necessary elements to understand the story.
	W.3.c: <b>Plot</b> (Do the events build logically toward an ending?)	Student uses advanced plot structures and use of tone/mood to build the story toward a specific resolution and emotion.	Student writes a logical series of events that culminate toward a specific resolution and emotion (tone and outcome).	Story’s plot is incomplete, does not logically develop, or does not fully reach a clear conclusion.	Story’s events do not have a logical structure/ progression, and/or do not succeed in developing a clear conclusion.
	W.3.e: <b>Emotion or Lesson (Conclusion)</b> Does my story have a “point”?	The narrative, including the conclusion, has a theme, lesson, and/or emotion that is developed across the story.	Either the conclusion <u>OR</u> the narrative overall conveys a specific emotion, lesson, or message to the reader that fits the prompt.	The narrative partially expresses a larger idea, but may not be clear, finished, or successful.	The narrative does not express a larger meaning beyond a literal, surface-level story.
Language	L.2: <b>Grammar and Spelling</b> Is this my best proofreading?	The absence of errors indicates mastery of grammar and/or mastery of editing skills.	The general lack of errors shows mastery of grammatical concepts and/or proofreading skills.	Errors indicate a partial lack of understanding in grammar or proofreading.	Errors indicate a lack of understanding in grammar or proofreading.

Turn-In Guidelines	Effort Considerations	Self-Assessment
<input type="checkbox"/> Rubric on top <input type="checkbox"/> Final draft turned in	<input type="checkbox"/> Length guidelines met <input type="checkbox"/> Formatting incorrect <input type="checkbox"/> Title missing/vague	What are you proud of?
Teacher’s Comments		What could you probably still revise?
		Is this your best work? Why or why not?

ELA

Name: \_\_\_\_\_