****Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ #\_\_\_\_\_\_ Block\_\_\_\_

**The Sandlot and Heroes Notebook Check**

**Honors**

**Notebook Check 1 What Makes a Hero?**

**Notebook Check 2 The Heroic Journey Definitions**

**Notebook Check 3 The Heroic Journey Sandlot**

**Notebook Check 4 *The Sandlot* Viewing Guide**

**Notebook Check 5 *The Sandlot* Viewing Guide**

**Notebook Check 6 *The Sandlot* Viewing Guide**

**Notebook Check 7 *The Sandlot* Viewing Guide**

**Notebook Check 8 *The Sandlot* Viewing Guide**

**Notebook Check 9 *The Sandlot* Evaluation**

**Double Bonus Writing Notebook Check**

**Louisiana State Standards 9-10**

* Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
* Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
* Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  
  Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
* Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
* Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
* Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
* Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**Notebook Check 1:** **What Makes a Hero?**

Objective Annotate and analyze the infographic.

Identify the title and legend, and make notes about the organization, images and author/illustrator’s purpose.****

1. Who is your favorite Avenger? Why? (If you don’t have a favorite, examine the infographic and make a choice based on the information provided?
2. Consider why an artist/designer might choose the categories of “strength,” “skill,” “brains,” “gadgets,” and “heart” to assess superheroes.

a. What do these categories suggest about successful superheroes?

b. What other categories might the artist/designer include to examine superheroes?

1. Examine the section beneath each superhero that list “greatest strength,” “greatest weakness,” and “swagger meter.”

a. What is “swagger?” Why is swagger important to the superhero identity? What do you notice about each superhero in relationship to these categories?

1. What kind of reaction does this infographic produce in a reader/viewer? For example, do you agree with the information as it is presented? Why or why not?
2. It is important to consider that superheroes symbolize the types of heroes that we long for in our everyday lives.

While everyday heroes do not possess superhuman strength, their personality and behavior can and does mimic those heroes we idealize in literature and film.

|  |  |
| --- | --- |
| **Make a list of character traits that we associate with real life heroic deeds.** | |
| Yours | Others |

|  |  |
| --- | --- |
| **Notebook Check 2-3: The Heroic Journey**  **The Heroic Journey:**  (I**ntrigued by mythology, author Joseph Campbell studied the myth and made the) claim that nearly all myths, and some other story types, have similar ideas and the heroes' adventures are almost identical in their format. The different stages of adventure identified have come to be called the "hero's journey."** | |
| Objective:   * gain exposure to the central elements of the hero's journey monomyth. * apply the elements of the hero's journey to a movie plot in preparation for reading a more advanced text. | | |
| **Definition** | **“The Sandlot”** | |
| **The Call** | | |
| **The moment the hero is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**  **The hero either makes the decision \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_or \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the journey.** |  | |
| **Allies** | | |
| **Allies \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ during the journey. They may appear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ during the journey and be \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, or even \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** |  | |
| **Preparation** | | |
| **The hero's preparation for the journey may be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ex. training, supplies, etc.), \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ex. learning information), or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **(ex. gaining courage).** |  | |
| **Guardian(s) of the Threshold** | | |
| **These are the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the hero faces that \_\_\_\_\_\_\_\_\_\_\_\_\_ or\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ of the journey. They may be \_\_\_\_\_\_\_\_\_\_\_\_\_ (ex. physical barriers or person who opposes the hero) or \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ (ex. fear and doubts).** |  | |
| **Crossing the Threshold** | | |
| **The actual beginning of the hero's journey where he/she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_.Often the hero realizes that this new place, the "underworld," he/she must acquire\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **to function successfully.** |  | |
| **The Road of Trials** | | |
| **The hero faces a series of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_that test his/her \_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_ in the "underworld." It may even seem that he/she has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of getting out of a dangerous situation.** |  | |
| **The Saving Experience** | | |
| **Just when things are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_for the hero, he/she either \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_that "saves" him/her, enabling him/her to \_\_\_\_\_\_\_\_\_\_\_\_\_the journey's goal.** |  | |
| **The Transformation** | | |
| **The hero is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, is now understanding the "underworld," and is adapting accordingly. This transformation is sometimes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, often \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and/or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** |  | |
| **The Return** | | |
| **The hero returns to the "\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_," but now sees life \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because of the journey.** |  | |
| **Sharing the Gift** | | |
| **The hero shares the gift of \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_-- gained through the journey-- with the his/her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** |  | |

**Notebook Check 4-8*The Sandlot* Viewing Guide**

Objective: Analyze a film and identify and apply knowledge of the elements of literature and figurative language.

**BIG IDEA: HOW DO EXPERIENCES CHANGE A PERSON/PEOPLE?**

Literary Element and Figurative Language Review

Setting Point of View

Conflict Protagonist/antagonist

Flashback Foreshadowing

Simile Metaphor

Symbols and symbolism Idioms

Irony

Dynamic Character: a literary or dramatic character who undergoes an important inner change, a change in personality or attitude

Suspense: he pleasurable emotion of anticipation and excitement regarding the outcome or climax of a book, film etc. The unpleasant emotion of anxiety or apprehension in an uncertain situation.

Mood Vs Tone: If tone is the author's attitude toward a subject, then mood is how we are made to feel as readers, or the emotion evoked by the author.

* The point of the movie when the narrator flashbacks is when…

Draw and label parts of the plot line and list details from the movie that coincide with each part of the plot.

* What is the **setting** of the flashback? List at least 5 clues that help you determine the setting.

1.

2.

3.

4.

5.

* What is the **point of view** of the narrator?
* *A* ***symbol*** *in a story is an object, an animal, a person, an action, or an event that stands not only for itself, but also for something else. Symbols are of two types.*

|  |  |  |  |
| --- | --- | --- | --- |
| ***Conventional symbols*** | | ***Contextual symbols*** | |
| * *have a widely accepted meaning outside of the story Example: a nation's flag, a crucifix, a Star of David,* | | * *have meaning only within the story.* | |
| * *reinforce meaning by reference to a culturally shared conception of the object, animal, action, or event. Example: rain is often a symbol of life or fertility. The fact that a story is set in the spring can serve as a symbol for renewed life or purpose.* | | * *keep their meaning as an object, animal, person or event, but within the story, they also suggest something else.* | |
| **Describe the symbols used in this story, both those that have meaning outside of the story and those which have meaning only within the story. What does each stand for? What does each of the following symbolize?**   * **the sunrise ⚫ Bill’s sports room** * **The Beast ⚫**  **Benny’s PF Flyers** * **Making friends with The Beast** | | | |
| ***Conventional symbols*** | ***Both*** | | ***Contextual symbols*** |
|  |  | |  |

* Songs are used as symbols of the events in the movie. Give an example of a scene and the song that is used to **symbolize** the scene. How is it a symbol?

**BONUS:** What movie is playing in the movie theater and how is it **symbolic**?

**Characterization:**  Smalls' mother pushes him to find friends out of doors, even though he is not especially interested in sports. What kind of pressure does this put on Smalls, and what is revealed in his character by his efforts to meet new friends on the baseball field? List some character traits of Smalls at the beginning of the movie.

* When Scotty says, "If I had known what would happen when I got there, I probably never would have gone" what **literary element** is this is an example of? (HINT: after the story is finished, hints at the story’s ending are revealed)
* Who is the **protagonist** of the story? The protagonist is the main character or the person with whom the conflict is centered around.

**Characterization:** What seems to motivate Benny in his efforts to include Smalls' in the games? What does that say about Benny’s character?

* The MAIN **conflict** of the movie is

….which is person versus \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and internal/external.

* **RECALLING EVENTS:** The imaginative and creative side of young boys can be seen in the way they behave in two episodes in the film.

What is *imaginative and creative* in the scene involving the *sleepover and the efforts to get the ball* from the dog known as "the Beast"?

* When Scotty is using the Erector set to lift a ball when it hits his mom in the head, what **literary element** is this is an example of?
* When Bill tells Scotty to keep his eye on the ball he **figuratively** means …

How does Scotty take it **literally**?

* An example of **suspense** in the movie was when
* “You are dead as a doornail, Smalls” is an example of what **figurative language**?
* . What did Mom say about the ball that was like "salt in an open wound"?

This is an example of what **figurative language**?

* . What does Babe Ruth say about legends?
* Babe Ruth gives Benny several pieces of advice. What is one piece of advice he gave him?
* According to Babe Ruth, what is the difference between a **hero** and a **legend**?
* Who/what are some legends in this movie?

1.

2.

3.

* A **dynamic character** in the movie is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because he/she changed when
* What is ironic about the fact that Hercules is not mean?
* Who is the announcer and how do we know?

* At the end of the movie, the mood can best be described as…

Why? Provide evidence from the movie.

* At the end of the movie the **tone** can best be described as

A. nostalgic B. cynical C. sentimental D. moralizing

Why do you think so? Provide evidence from the movie.

* T**he theme of a story is the general idea or insight about life expressed by the author.**
* Theme is a universal and meaningful concept that emerges from the characters' actions and from the outcomes of conflicts described in the story. Theme is often thought of as the lesson that the author is trying to teach the reader or audience.
* More than one theme can be included in a work of fiction; however, there is usually one primary theme that ties together all of the elements of a story.
* Usually, a theme can be expressed in one sentence.

**What is the primary or central theme of this story? Use one sentence to describe it.**

List thematic ideas Themes

**Notebook Check 9: *The Sandlot* Evaluation**

**Objective: Evaluate a film for effectiveness**

**Evaluation**: Answer the question below and then answer at least one of the other bulleted questions in complete, grammatically correct sentences.

Step 1: Restate the question insert your opinion/argument/answer.

Step 2: Incorporate evidence from your viewing.

Step 3: Explain the connection from your opinion/argument/answer.

**HOW DO EXPERIENCES CHANGE a PERSON/PEOPLE? A d**ynamic character is a literary or dramatic character who undergoes an important inner change, a change in personality or attitude. **Explain who you believe is a dynamic character in the movie and why.**

* Did you learn anything from this movie? If you did, what was it?
* What is the message of this movie? Do you agree or disagree with it?
* Was there something you didn't understand about the film? What was that?
* What did you like best about the movie? Why?
* What did you like least about the film? Why?
* Who was your favorite character in the movie? Why?
* Who was your least favorite character in the film? Why?
* Did anything that happened in this movie remind you of something that has occurred in your own life or that you have seen occur to others?

**Double Bonus Notebook Check (2 stamps)**

**Writing Assignment**: Write a paragraph or two about the following writing prompt:

Write a continuation of the story of the Sandlot using details from the passage. Describe what you think might happen after the baseball game between Benny and Smalls. What might they say to each other? Use details that illustrate how their friendship has progressed over the years. Use dialogue and grammatical correctness.