



BOARD TO PLAY // Cody Carswell (10) and Anna Saxon (10) watch in amusement as a player takes a turn playing their board game in English teacher Kevin Daiss' Pre-AP English. "I was laughing because another player in the game got pushed back on the game board. We were on teams of two, and it got really competitive," Saxon said. Saxon and Carswell continued the game to determine the winner. *Photo by Haley Burke.*

A HERO'S JOURNEY

Design by Chandler Prevatt.

PRE-AP WORLD LITERATURE CLASS PRESENTS BOARD GAMES FOR HERO'S QUEST STUDY

Liters of Sprite and family-sized bags of potato chips laid on a cluster of desks in the corner of the room. Christmas lights hung across the whiteboard as students made their way from the busy hallway to their desks. They carried large poster boards, each unique in its design and story. After setting down their boards and hurriedly gathering food from the array of snacks, they gathered in groups to begin their presentations.

English teacher Kevin Daiss assigned his sophomore Pre-AP class to create a board game following one of four different hero's quests. After receiving different stories, the groups worked to include the elements of a hero's quest in their board games.

"My group's story was 'The Odyssey,' so our game board included all the islands Odysseus stopped at, as well as the people he met," Susannah Fowler (10) said. "The game board basically included his whole journey to Ithaca, and [my group] even painted different islands that he traveled to."

The class had over two weeks to complete the

assignment, including five extra days due to school cancellation for Hurricane Irma. The ample amount of time allowed the students to read through their stories multiple times and make sure they found each archetype in a typical hero's quest. They decorated their boards to represent the journeys and archetypes in their stories.

"The best way to describe [our board game] was that it looked like a Monopoly board," Cody Carswell (10) said. "[The board game] was a rectangle and it went back to the beginning [of the board] because that's how our story worked. The main character starts somewhere and he ends up in the same place."

The class prepared for a "game day" where they presented their board games and played each game throughout the class period. The groups placed their games on desks throughout the room, along with a list of rules. After each group presented their story and game board, they rotated around the room to play the other games.

"When the bell rang for lunch, we still hadn't

finished playing everyone's game, so most people just stayed and finished because we were having so much fun, or [the students] quickly went to get lunch and then came back to play the games," Fowler said.

By creating board games, the students had a visual representation of how the hero's quest worked in literature.

The assignment taught the students what to look for in a hero's quest due to the amount of time they spent studying the elements of their stories.

"[This project] taught me what to look for in the hero's quest. It helped a lot also because we spent so much time looking for elements in the hero's quest as well as archetypes, so now it is easier to do annotations for other things because I know what to look for," Fowler said. "We have to apply the hero's quest to almost every story now, so we all know the elements by heart." *Story by Avery Householder.*

STUDENT'S TOP PICKS

STUDENTS PICK FAVORITE BOOKS FROM CLASS

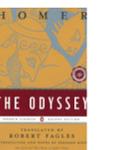
THE CRUCIBLE
Grant Thomas (11)



MUCH ADO ABOUT NOTHING
Hayden Clark (10)



THE ODYSSEY
Lydia Robinson (10)



ROMEO AND JULIET
Jordan Jennings (9)



SEEKING ANSWERS // Abigail Rice (11) asks a question to AP Language teacher Nicki Brewer during class. "The first week of English we did infographic stations to try and practice some grammar rules. I was asking Mrs. Brewer about comma splices," Rice said. Rice completed the other stations to enhance her grammar skills at the beginning of the year. *Photo by Avery Householder.*



SNACK TIME // Ansley Scott (10), Elliot Scarbrough (10), and Sydney Cobb (10) enjoy Sprite, chips, doughnut holes, and brownies before presenting their projects in Pre-AP English. "We made board games after a unit we did, and [decided] to have a fun day for the hardwork we did. We got to have cookies and brownies to celebrate," Scott said. Scott ate her snacks and competed against her peers to win the board game round. *Photo by Haley Burke.*



NARRATING // Alexandro Encarnacion (9) reads Shakespeare in English teacher Eli Dillard's freshman class. "[I was] reading 'Romeo and Juliet' in front of the class," Encarnacion said. Reading in front of the class was intended to make the book interesting and enjoyable for students. *Photo by Bailey Strickland.*



HERO'S JOURNEY // Holding up her game board, Susannah Fowler (10) presents her project to the Pre-AP class. "I'm holding up the board game to show the class the board and explaining the rules of the game and showing the symbols from 'The Odyssey' and how we interpreted them in the board," Fowler said. After explaining how her board corresponded with 'The Odyssey,' the class had the opportunity to play her game. *Photo by Haley Burke.*



"OVER THE YEARS MY FRIENDSHIPS HAVE CHANGED FROM MIDDLE SCHOOL. THEY USED TO BE FAIRLY LARGE. NOW I HAVE A MUCH SMALLER, BUT CLOSER GROUP OF COMRADES."
JACOB STRICKLAND (11)



"I GOT BETTER AT BASKETBALL WHEN I WAS 11. I PLAYED BASKETBALL BEFORE DOING HOMEWORK IN MY DRIVEWAY."
KUSH PATEL (10)



"WHEN I WAS 10 YEARS OLD, I LOVED THE HOLIDAY THANKSGIVING. PEOPLE DIDN'T HAVE THIS HOLIDAY IN CHINA, BUT MY FAMILY DID. WE ATE TURKEY AS A FAMILY TOGETHER. THIS IS [STILL] MY FAVORITE HOLIDAY."
JENNY ZHANG (12)