

hero FOR hire

What makes a hero? What makes a great leader?
Can you showcase (or develop) these qualities in yourself?

Background: Both epics we've read so far this year follow the hero cycle and include characters that were leaders of their people. Gilgamesh ruled Uruk, while Hrothgar ruled the Danes, and Beowulf led the Geats. As we've read, we've evaluated. Was Gilgamesh a good king? In what ways did Enkidu have the qualities he lacked? Did Hrothgar's inability to save his people from Grendel mean that he was an ineffective leader? What characteristics made the Danes feel that Beowulf might be their salvation? In this project, you'll continue examining your texts and your values to determine what leadership qualities were period- and culture-specific and what qualities stand the test of time. You'll also learn how to present these qualities in an attractive way to "win glory" in your own society -- by acquiring your chosen career.

Process:

1. Read *Beowulf*, paying close attention to the heroic code of the time period. Compare it with the heroic code found in *The Epic of Gilgamesh* and with your own heroic code. Complete class activities such as discussions and journals to dig deeper into the text.
2. Imagine that Beowulf had a little competition when trying to be chosen to defeat Grendel. Do you know enough about the heroic code of his day to compete with him? Learn about résumé writing and put your skills to the test by creating your own Scandinavian hero to apply for the job! Draft a résumé and cover letter that will knock Hrothgar right off his throne.
3. Once you've examined resume writing and experimented with showcasing your strengths as a fictional character, can you put your knowledge to use to showcase yourself? "Apply" for the job you chose for your I Am Project by creating your own *real* résumé, highlighting the strengths you feel are most applicable to the position.

Checklist: You'll turn in the following items.

- ____ Résumé and cover letter planning for hero résumé.
- ____ Résumé and cover letter for hero résumé.
- ____ Résumé and cover letter planning for personal résumé.
- ____ Résumé and cover letter for personal résumé.
- ____ Self-assessed rubric.

	EXCEPTIONAL (12-13 points)	PROFICIENT (11 points)	DEVELOPING (8-10 points)	BEGINNING (0-7 points)
Format and Conventions of Beowulf Résumé	Your hero résumé and cover letter are formatted correctly according to the template provided (including only 0-1 errors in spelling, grammar, text alignment and formatting, indentations, section order, etc.). This résumé shows that you can follow a format exactly.	Your hero résumé and cover letter are formatted correctly according to the template provided (including no more than 2-3 spelling, grammar, text alignment and formatting, indentations, section order, etc.) This résumé shows that you can follow a format nearly exactly.	Your hero résumé and cover letter are have over 3 errors in spelling, grammar, text alignment and formatting, indentations, section order, etc.	Your hero résumé includes numerous errors in formatting and/or conventions that make it unacceptable or difficult to read.
Format and Conventions of Personal Résumé	Your personal résumé and cover letter are formatted correctly according to the template provided (including only 0-1 errors in spelling, grammar, text alignment and formatting, indentations, section order, etc.), and perhaps even have appropriate personal flare.	Your personal résumé and cover letter are formatted correctly according to the template provided (including no more than 2-3 spelling, grammar, text alignment and formatting, indentations, section order, etc.)	Your personal résumé and cover letter are have over 3 errors in spelling, grammar, text alignment and formatting, indentations, section order, etc.	Your personal résumé includes numerous errors in formatting and/or conventions that make it unacceptable or difficult to read.
Originality & Creativity	The student created an imaginative resume for a Beowulfian hero. It demonstrated great understanding of the mood, poetics, values, and heroic code shown in the epic. It was crafted. Julie applauded when she read it. The student also created a unique and impressive resume to showcase herself.	The student created a resume for a Beowulfian hero. It demonstrated proficient understanding of the mood, poetics, values, and/or heroic code shown in the epic. The student also created an appropriate resume to showcase herself.	The student created a resume for a Beowulfian hero, but it did not demonstrate understanding of the mood, poetics, values, and/or heroic code shown in the epic. It might have revealed misunderstandings. The student's resume to showcase herself might not have been particularly impressive.	One or both of the student's resumes demonstrated considerable misunderstandings of the epic, resume purpose/format, marketing oneself appropriately, or other themes discussed in class.
Project Work	The student demonstrated tremendous organization, time management, and responsibility for learning (including finding resources, brainstorming, and using provided materials) during our project work.	The student demonstrated appropriate organization, time management, and responsibility for learning (including finding resources, brainstorming, and using provided materials) during our project work.	The student might have struggled with organization, time management, or responsibility for learning (including finding resources, brainstorming, and using provided materials) during our project work.	The student did not demonstrate appropriate organization, time management, and/or responsibility for learning during our project work. She may have procrastinated, lost materials, or not finished.