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**LITERARY ANALYSIS OF PERCY JACKSON AND THE
OLYMPIANS: THE LIGHTNING THIEF BY RICK
RIORDAN THROUGH A MYTHOLOGICAL APPROACH**

Thesis Submitted to Obtain the Bachelor Degree in English

STUDENT:

YENDRY MILENA ZUÑIGA MORALES

THESIS MENTOR:

LIC. RIGOBERTO GUTIERREZ ALBENDA

SEDE ARANJUEZ

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Dedication

First of all, I want to dedicate this investigation to my mother, she is the only person in this world that has been there for me no matter what, I know that everything that I have achieved is because of her and her constant support. She taught me to always do my best and never give up on my dreams.

Second, to my brother because he is always asking me things about my research, he showed me that he really cares for me and for what I do.

Abstract

The objective of the research “Literary Analysis of Percy Jackson and the Olympians: The Lightning Thief by Rick Riordan Through a Mythological Approach” was to analyze how the main character deals with the personal problems he goes through but, also how he deals with the fact that during twelve years he did not know he was a demigod and that his father was Poseidon. Moreover, he has to learn how to handle his problem with Zeus because he thinks he stole his lightning bolt.

The researcher used the mythological approach in order to have a better understanding of the history of the Greek mythology; in this way she would know how to related to the book and how to applied in the investigation.

With this investigation the researcher found that the main character grows up in every aspect and that is what helped him to overcome the difficulties that he affronts throughout the story.

Resumen

El objetivo de la investigación “Análisis Literario de Percy Jackson y los Olímpicos: El Ladrón del Rayo a través de un enfoque mitológico” es analizar como el personaje principal lucha con los problemas personales que atraviesa, también como lucha con el hecho de que durante doce años no supo que era un semidiós y que su padre era Poseidón. Además, tiene aprender a cómo manejar su problema con Zeus porque él piensa que Percy fue quien le robo el rayo.

La investigadora uso el enfoque mitológico para así, poder tener un mejor entendimiento de la historia de la mitología griega, de esta manera sabrá como relacionarla con el libro y como aplicarla en la investigación.

Con este análisis se encontró que el personaje principal crece en cada aspecto y eso fue lo que lo ayudó a superar las dificultades que afronta durante toda la historia.

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CHAPTER I

INTRODUCTORY FRAMEWORK

Greek mythology has always been a major topic of interest since the Bronze Age. This complot of gods and goddesses have called the attention of thousands of people worldwide. People of all countries, eras, and stages of civilization have developed myths about the world origin and detailed life and adventures of these gods, heroes, and other mythological creatures existence through books, poems, paints, and other art manifestations, as in the poems Iliad and Odyssey from Homeric, and the works of Hesiod, Theogony, Works and Days.

In the 21st century, Greek mythology still influences upon industry. Many brands name their products after some mythical name. This is the case of the Nike sneakers, that have adopted the name of the goddess of victory or the web site Amazon.com named after the mythical female warriors race.

There are still authors who use Greek mythology as an inspiration for their books, for example, Rick Riordan, the writer of *Percy Jackson and the Olympians: The Lightning Thief*. The present investigation will analyze that book from a mythological approach. The researcher will deeply analyze the mythological characters that appear throughout the book and also what they represent in the Greek mythology.

1.1 Problem Statement

Throughout the whole story, Percy Jackson has to deal with different situations that require an immediate answer. The situations that occur throughout the story are sent by the Greek God Zeus because it is known that he is angry cause he thinks that Percy Jackson has stolen his lightning bolt, but the truth is that in some way Percy is trying to return the lightning bolt to Zeus even though he has not stolen it. A lot of fights take place and in some funny way the main character always ends up being the hero without him knowing so. People will think that he does not have enough power to overcome the challenges that Zeus has for him, because he is described as a weak kid. At the end, with the help of his friends, he makes the right choices. But, the real question of this investigation is: How does Percy Jackson deals with the challenges that Zeus has for him and how does this influences in his body and mind to make him discover all the power he has inherited from his father Poseidon?

1.2 Objectives of the Investigation

1.2.1 General Objective

- To carry out a literary analysis of the characters of the book Percy Jackson and the Olympians: The Lightning Thief from a mythological approach and what they represent in the Greek mythology

1.2.2 Specific Objectives

- To analyze the literary theories, themes, motifs, and symbols that appear in the book, as well as the author's biography and the plot of the book
- To analyze the results obtained from the applied instruments

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- To identify the reasons that led to investigate the *book Percy Jackson and the Lightning Thief*

1.3 Justification

To analyze the main character, that is, Percy, and describe his characteristics and the way he lives before realizing that he is a demigod and his father is one of the three big Greek gods.

To analyze and characterize the variety of mythological characters and creatures that appear in the story so that people get interest in this book.

First, to investigate the similarities and differences of the book with the real Greek mythology and define the most important aspects of the book and what other situations can be added or what parts of the book can be improved.

Second, to introduce this kind of book in schools or high schools to change the same boring contents to something more fresh that can be interesting for students, in order to catch the students attention, and increase their desire of learning throughout this kind of book that is more juvenile, and not from other old fashioned books that kids do not read nowadays, and if they do so, they are not going to understand.

Third, to start changing the way teachers teach from books. Using modern and interesting books for the students. In addition, this type of literature is interesting for young teachers between the ages 22-35. Nowadays they are more involved in this kind literature.

Furthermore, one of the reasons that leads to carry out this investigation is to awaken people to the wonderful world of reading, and show how this can be a way of relaxing and getting out of the real world for a while.

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With this investigation, the writer also wants people to know and get interest in literature with the purpose of expanding their knowledge, not only in topics such as the one in this book, but also other topics such as romance, drama, or science fiction. This will be helpful for everyone and the knowledge acquire can be applied in personal life, as well as in school, high school, college, or in any job.

Besides that, with this investigation the writer wants to make a major change in the young community, especially in kids and teenagers because reading from a young age may prevent many things, for example, it may prevent bad habits, such as, drugs alcohol, loss of interest in school, and many others.

Finally, as a conclusion of this justification, the writer wants to leave a moral and also a seed of curiosity regarding books and have many people interested in the wonderful world of reading.

1.4 Antecedents

To present the research that has been done on the topic, it is important to know a little bit about the history of the book and where the idea came from.

Where did the idea come from?

My son Haley asked me to tell him some bedtime stories about the Greek gods and heroes. I had taught Greek myths for many years at the middle school level, so I was glad to comply. When I ran out of myths, he was disappointed and asked me if I could make up something new with the same characters.

I thought about it for a few minutes. Then I remembered a creative writing project I used to do with my six graders-I would let them create their own demigod hero, the son or daughter of any god they wanted, and have them describe a Greek-style quest for that hero. Off the top of my head, I made up Percy Jackson and told Haley all about his quest to recover Zeus' lightning bolt in modern America. It took about three nights to tell the whole story, and when I was done, Haley told me I should write it out as a book.

I had a lot to do already, but I somehow found the time to write the first Percy Jackson book over the next year. I just really enjoyed writing it. The story was so fun, and different from my adult fiction, that I found myself spending a lot time on it. Now, I am sure glad I did! (Riordan, n.d)

Now, that it has been explained where he got the idea of Percy Jackson and The Olympians from, it is important to mention some others of his works.

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Rick Riordan is the number #1 New York Times bestselling author of over twenty novels for young readers, including the Percy Jackson series, the Kane Chronicles, the Magnus Chase series and the Trails of Apollo. He is also the author of the multi-award-winning Tres Navarre mystery series for adults.

During fifteen years, Rick taught English and history at public and private middle schools in the San Francisco Bay Area and in Texas. While teaching in San Antonio, Saint Mary's Hall honored him with the first Master Teacher Award.

While teaching full time, Riordan began writing mystery novels for grownup. His *Tres Navarre* series went on to win the top three national awards in the mystery genre- the Edgar, the Anthony and the Shamus. Riordan turned to children's fiction when he started *The Lightning Thief* as a bedtime story for his oldest son. Today, eighty-six million copies of his books are in print in the United States, and rights have been sold in 37 countries. Rick Riordan now writes full-time. (Riordan, n.d)

As well as the researcher, there are many people out there that are interested in the same topic and have been researching from different perspective, and analyzing the topic under different approaches.

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1.4.1 In 2015, Dani Irawan presents a thesis with the name: STRUCTURAL ANALYSIS OF THE PLOT IN RICK RIORDAN'S "PERCY JACKSON AND THE OLYMPIANS: THE LIGHTNING THIEF"

where the following objectives are stated:

Based on the research question above, the research purpose are (1) to know the elements of the plot in *Percy Jackson and The Olympians: The Lightning Thief*. (2) To know how the elements of plot compose the plot structure of the story and (3) to know the kind of plot in *Percy Jackson and The Olympians: The Lightning Thief* novel. With the following conclusion of composing the plot structure of the story, the researcher divides the story into tree stories. The first story is looking for half-blood camp. The second story is finding the lightning bolt. The last story is returning the lightning bolt. In analyzing any of this stories, the researcher uses actant when analyzing the story. The last step is finding the kind of plot of the novel. The plot of the novel is dramatic or chronological because the plot of the story is presented in chronological order. Also, the novel has a closed plot because the problem it is solved. So, those are the researcher ways when analyzing the plot of *Percy Jackson and The Olympians: The Lightning Thief* novel using Gremials Structuralism. (Irawan,2015, p. 55)

Basically in this thesis the writer pretends to explain everything that goes hand by hand in the plot of the book *Percy Jackson and the Olympians: The Lightning Thief*.

1.4.2 In 2017, M. Hilman Rasyid Yudistira presents a thesis entitled: THE CONCEPT OF HERO IN RICK RIORDAN'S *PERCY JACKSON AND THE OLYMPIANS: THE LIGHTNING THIEF*

Where the following objectives are stated: 1. To describe the roles of action in *Percy Jackson and The Olympians: The Lightning Thief*. 2. To analyze the type of hero of the main character. With the following conclusion: After analyzing *Percy Jackson and the Olympians: The Lightning Thief* by Rick Riordan, the writer got some important points. First, the writer found out that there were some functions that had to be completed by the hero. Second, from these functions, the writer could explain the roles of action. Finally, the type of hero could be identified in order to describe the concept of hero in the novel.

In the first place, to be a hero, a person had to complete some functions or stages. In the book written by Vladimir Propp, there are 31 functions that showed full field a hero. However, the writer did not consider some of them. This means that not all of the functions appear or are described in this novel, and in first, only 20 functions have been applied by the writer of the thesis. Then, these 20 functions have also been divided into four groups of sphere. The first sphere is introduction. This sphere consists of assentation, interdiction, violation, reconnaissance, delivery, trickery and complicity. The second sphere is the body of the story. This sphere consists of villainy and lack, mediation, counteraction and departure. The third sphere is the Donor sequence.

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This sphere consists of the first function of the donor, hero's reaction, acquisition, guidance, struggle, branding, victory and liquidation. The last sphere is the hero's return which only consists of returning. (Hilman, 2017,p.65)

In this thesis the writer wants to explain the concept of hero of the author in the book *Percy Jackson and the Olympians: The Lightning Thief*.

1.4.3 In 2016, Wuri Lukito Sari, presented a thesis entitled: THE INTERPERSONAL CONFLICT OF PERCY IN SINGLE PARENT FAMILY AS SEEN IN RIORDAN'S *PERCY JACKSON AND THE LIGHTNING THIEF* NOVEL

In which the following objectives are stated: The researcher intends to examine the characteristics of Percy Jackson as the main character in novel *Percy Jackson and the Lightning Thief* who lives with his mother. The objectives of this study are to solve the two problems formulated. The first one is to explain the characteristics of Percy Jackson as the main character in the novel *Percy Jackson and the Olympians: The Lightning Thief* the supporting characters such as Grover, Annabeth, and Luke. The second one is to explain Percy's interpersonal conflict through his real father, this part is the conflict between son and father. The father left his son when he was an infant, but Percy faced the reality that his father needed his help. After analyzing the novel, the researcher found there were two points that could be concluded from this study. The first finding is the characterization of the main character of the novel, that is Percy Jackson, and the second finding is the interpersonal conflict dealing with his father. The character of Percy in the novel *Percy Jackson and the Olympians: The Lightening Thief* is

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described as a special kid who always causes trouble. He is troublesome, caring, responsible and brave. Being a troublesome kid is shown when Percy moves from one school to another school. He does not have many friends in school. His caring character is shown with the accident of the bull attack when his mother wants to deliver him to a half-blood camp. He has to face the truth that his mother disappears and he wants to save her. Percy also cares about other people when he realizes that the western field become the battle field if he did not find the thunder bold. This happened because there were many civil victims so he wanted to find the lightening bold. Percy really cares about his friend Grover. In addition, when Nancy bullied Grover, Percy wanted to take revenge on her and wanted to hit her but Grover calmed him down. This happened because Grover is his best friend and they are in the same elementary school. Besides he is a responsible person, it is proved when he decides to be responsible to find the thunder bold. He has to face the difficulties to find it and finally he can find the lightening thief and the thunder bold. He is also a brave person; it shows when he must fight a bull monster. The second one takes place when he is facing Medusa at the Garden Gnome Emporium. Percy can beat her to save Annabeth and Grover. The third one is when he accomplishes his quest to find the valuable perls that are stolen and saves his mother from underworld.

Besides, all the characters of Percy Jackson there are always support characters that always accompany Percy from the beginning of his journey namely Grover, Annabeth, and Luke. Grover is his best friend since he is his classmate, Annabeth is the daughter of Athena, God of wisdom and war strategy.

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He meets her in a half-blood camp and they become friends. Both, Grover and Annabeth accompany Percy during the long journey to find the lightning thief. Luke is the son of Hermes, God of Delivery. He is one of Percy's friends in the half-blood camp. Luke makes the situation worse. When Percy find out that he is the lightning thief.

Percy hates his father because his father has left him and his mother. When his father needed him to find the lightning thief, suddenly he thought that it was not fair to ask him for help, because he had ignored him twelve years. Maybe it is not fair for him but he realizes that the only way to save his mother and world is finding the lightning bold. (Lukito, 2016, p.36)

1.5 Scope

This investigation will:

- explain the differences of the normal world of Percy Jackson as a 12-year-old kid and the adventurous world of Percy Jackson as a demigod.
- investigate the background of Percy's friends Grover and Annabeth.
- research why they decided to help Percy in the mission of returning the lightning.
- investigate why the main character never knew about his father until he needed his son.
- discover all his power during the story.
- explore how being a demigod influence the real world and how he deals with that.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Literary Theories and Approaches

In this chapter, the writer will consider two theories according to the book *Percy Jackson and the Olympians: The Lightning Thief*. Throughout the chapter, these theories will be explained one by one and will be related to the corresponding part of the book. The approach used to analyze this book; the story is the mythological approach because, to understand, it is necessary to know the themes, symbols, and motifs of Greek mythology.

To start with the literary theories, it is important to know what literature is:

Literature, in its broadest sense, is any written work. Etymologically, the term derives from Latin *litaritura/litteratura* “writing formed with letters,” although some definitions include spoken or sung texts. More restrictively, it is writing that possesses literary merit. Literature can be classified according to whether it is fiction or non-fiction and whether it is poetry or prose. It can be further distinguished according to major forms such as the novel, short story or drama, and works are often categorized according to historical periods or their adherence to certain aesthetic features or expectations (genre). Taken to mean only written works, literature was first produced by some of the world’s earliest civilizations; those of Ancient Egypt and Sumeria, as early as the 4th millennium BC; taken to include spoken or sung texts, it originated even earlier, and some of the first

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written works may have been based on a pre-existing oral tradition... (Lumen, n.d)

Next, it is important to take into account the definition of theory:

A set of assumptions, propositions, or accepted facts that attempts to provide a plausible or rational explanation of cause-and-effect (causal) relationships among a group of observed phenomenon. The word's origin (from the Greek *thorós*, a spectator), stresses the fact that all theories are mental models of the perceived reality. (BusinessDictionary, n.d)

Since the definition of “literature” and “theory” have been established is important to define the two concepts in one, that is, literary theory.

By literary theory, we refer not to the meaning of a work of literature but to the theories that reveal what literature can mean. Literary theory is a description of the underlying principles, one might say the tools, by which we attempt to understand literature. All literary interpretation draws on a basis in theory but can serve as a justification for very different kinds of critical activity. It is a literary theory that formulates the relationship between author and work; literary theory develops the significance of race, class, and gender for literary study, both from the standpoint of the biography of the author and an analysis of their thematic presence within texts. (Brewton, n.d)

It is important to define the two theories presented in the book. The first one is the archetypal.

Archetypal criticism argues that archetypes determine the form and function of literary works, that a text's meaning is shaped by cultural and psychological

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myths. Archetypes are the unknowable basic forms personified or concretized in recurring images, symbols, or patterns which may include motifs such as the quest or the heavenly ascent, recognizable character types such as the trickster or the hero, symbols such as the apple or snake, or images such as crucifixion. (Delahoyde, n.d)

According to this theory, there are a lot of events in the book that corresponds to it.

First, it includes a lot of myths because the main topic of the book is Greek mythology. It starts from all the Greek gods that are mentioned throughout the book; these Greek gods are part of the principal characteristics of the theory. The recurring patterns of a hero also represent the theory. In this case, Percy Jackson, the hero of the story, faces many fights during his trip to the Olympus. On the other hand, during the narration, it can be seen that some certain images and objects concord with the theory.

The second theory is the psychological one.

According to the literary theories, the psychological theory can be defined as “Psychological criticism deals with a work of literature primarily as an expression, in fictional form, of the personality, state of mind, feelings, and desires of its author” literary lenses (n.d).

Even though the book is about Greek mythology, there are many aspects related to psychological theory. These psychological aspects refer mainly to the protagonist of the story, that is, Percy Jackson because from the beginning of the book it can be seen that he has some problems that are going to be explained later in the investigation.

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So far, the writer explains what literary theories are and which of them are applied in the investigation. But, it is important to explain the approach used in the investigation, which is mythological. To do so, it is necessary to define what myth is.

Myth is fundamental, the dramatic representation of our deepest instinctual life, of a primary awareness of man in the universe, capable of many configurations, upon which all particular opinions and attitudes depend (Guerin, 2005)

What is the mythological approach?

The myth critic is concerned to seek out those mysterious elements that inform certain literary works and that elicit, with almost uncanny force, dramatic and universal human reactions. The myth critic wishes to discover how certain works of literature, usually those that have become, or promise to become, "classics," image a kind of reality to which readers give perennial response--while other works, seemingly as well constructed, and even some forms of reality, leave them cold. Speaking figuratively, the myth critic studies in depth the "wooden hawks" of great literature: the so-called archetypes or archetypal patterns that the writer has drawn forward along the tensed structural wires of his or her masterpieces and that vibrate in such a way that a sympathetic resonance is set off deep within the reader. (Guerin, 1992)

Some examples of images in the mythological approach are:

1. Water: It is the mystery of creation; birth-death-resurrection; purification and redemption; fertility and growth. According to Jung, water is also the commonest symbol for the unconscious.

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a. The sea: It is the mother of all life; spiritual mystery and infinity; death and rebirth; timelessness and eternity; the unconscious.

b. Rivers: They represent death and rebirth (baptism); the flowing of time into eternity; transitional phases of the life cycle; incarnation of deities

2.Sun (fire and sky are closely related): It represents creative energy; law in nature; consciousness (thinking, enlightenment, wisdom, spiritual vision): father principle (moon and earth tend to be associated with female or mother principle); a passage of time and life.

a. Rising sun: It means birth, creation, and enlightenment.

b. Setting sun: It represents death.

3. Colors:

a. Red: It means blood, sacrifice, violent passion: disorder.

b. Green: It represents growth; sensation; hope; fertility; in a negative context may be associated with death and decay.

c. Blue: It usually represents highly positive; it is associated with truth, religious feeling, security, spiritual purity (the color of the Great Mother or Holy Mother).

d. Black (darkness): It means chaos, mystery, the unknown; death; primal wisdom; the unconscious; evil; melancholy.

e. White: It is highly multivalent, signifying, in its positive aspects, light, purity, innocence, and timelessness; in its negative aspects, death, terror, the supernatural, and the blinding truth of an inscrutable cosmic mystery (see, for

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instance, Herman Melville's chapter "The Whiteness of the Whale" in *Moby-Dick*).

4. Circle (sphere): It means wholeness, unity.

a. Mandala: It is a geometric figure based upon the squaring of a circle around a unifying center. Note that in its classic Asian forms the mandala juxtaposes the triangle, the square, and the circle with their numerical equivalents of three, four, and seven.

b. Egg (oval): It shows the mystery of life and the forces of generation.

c. Yang-yin: It is a Chinese symbol that represents the union of the opposite forces of the *yang* (masculine principle, light, activity, the conscious mind) and the *yin* (female principle, darkness, passivity, the unconscious.)

d. Ouroboros: It is the ancient symbol of the snake biting its tail, signifying the eternal cycle of life, primordial unconsciousness, the unity of opposing forces (cf. yang-yin)

5. Serpent (snake, worm): It is a symbol of energy and pure force (cf. libido): evil, corruption, sensuality; destruction; mystery; wisdom; the unconscious.

6. Numbers:

a. Three: It means light; spiritual awareness and unity (cf. the Holy Trinity): the male principle.

b. Four: It is associated with the circle, life cycle, four seasons; female principle, earth, nature; four elements (earth, air, fire, water).

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c. Seven: It is the most potent of all symbolic numbers--signifying the union of three and four, the completion of a cycle, perfect order.

7. The archetypal woman (Great Mother, the mysteries of life death, transformation):

a. The Good Mother (positive aspects of the Mother-Earth): It is associated with the life principle, birth, warmth, nourishment, protection, fertility, growth, abundance.

b. The Terrible Mother (including the negative aspects of the Mother-Earth): It means the witch, sorceress, siren, whore, femme fatale--associated with sensuality, sexual orgies, fear, danger, darkness, dismemberment, emasculation, death; the unconscious in its terrifying aspects.

c. The Soul Mate: It represents the Sophia figure, Holy Mother, the princess or "beautiful lady"—incarnation of inspiration and spiritual fulfillment (cf. the Jungian anima).

8. The Wise Old Man (savior, redeemer, guru): It represents the personification of the spiritual principle, representing "knowledge, reflection, insight, wisdom, cleverness, and intuition on the one hand, and on the other, moral qualities such as goodwill and readiness to help, which makes his 'spiritual' character sufficiently plain. . . . Apart from his cleverness, wisdom, and insight, the old man . . . is also notable for his moral qualities; what is more, he even tests the moral qualities of others and makes gifts dependent on this test. . . . The old man always appears when the hero is in a hopeless and desperate situation from

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which only profound reflection or a lucky idea can extricate him. But since, for internal and external reasons, the hero cannot accomplish this himself, the knowledge needed to compensate the deficiency comes in the form of a personified thought, i.e., in the shape of this sagacious and helpful old man".

9. Garden: It represents paradise; innocence; unspoiled beauty (especially feminine); fertility.

10. Tree: "In its most general sense, the symbolism of the tree denotes the life of the cosmos: its consistence, growth, proliferation, generative and regenerative processes. It stands for inexhaustible life, and is therefore equivalent to a symbol of immortality"

11. Desert: It represents spiritual aridity; death; nihilism, hopelessness.

12. Mountain: It means aspiration and inspiration; meditation and spiritual elevation. "the mountain stands for the goal of the pilgrimage and ascent; hence it often has the psychological meaning of the self".

These examples are, by no means exhaustive, but represent some of the more common archetypal images that the reader is likely to encounter in literature. The images we have listed do not necessarily function as archetypes every time they appear in a literary work. The discreet critic interprets them as such only if the total context of the work logically supports an archetypal reading. (Guerin, 1992)

2.2 Themes, Symbols, Motifs

Throughout the book, many literary devices help to understand clearly the idea of the writer, that is why these concepts will be explained with the corresponding information taken from the book.

2.2.1 Themes

The first literary device are themes that are defined in WritingExplained.com (n.d) as “The theme of a literary work is a salient abstract idea that emerges from the treatment of its subject matter. Common themes are love, war, deceit, revenge, fate, destiny.” In other words, the themes are those repetitive situations that are like the most important because represents what the literary work is about.

2.2.1.1 Identity

Since the beginning of the book, Percy describes himself as a lonely or bad kid who always gets in trouble, in school he had no friends except for Grover. He sees him as a kid with no identity because, he does not know who is his father or what the future holds for him. There are also, other aspects that make him feel like a kid with no identity; first, doctors diagnosed him with ADHD and dyslexia, throughout the story, he realizes that his weaknesses were signs of a demigod. His identity is tested when had had to make choices about his future.

2.2.1.2 Versions of Reality

In the book *Percy Jackson and the Olympians: The Lightning Thief* exist two co-existing worlds. One is the normal world where everyone lives and then, there is the immortal world,

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that is the world of the Greek gods. During the story, Percy realizes that normal humans are unaware of the existence of the immortal world. However, he learns how to exist both worlds.

2.2.1.3 Isolation

Percy has always been a lonely kid, in school or whatever place he always is sunk in his world. When he finds out he is a demigod he thought that it could be more social because the kids at the camp Half-Blood are like him. But even though he continues being alone because all of them are classified in cabins and he is the only one who is alone in a cabin.

In the story, Percy is not the only one who suffers from isolation, Hades was sent to the underworld by his brother Zeus, being isolated for many years leads him to anger, hatred, and violence; and is always trying to take revenge from his brothers for what they did to him.

Another character who as well as Percy and Hades suffer from isolation is Luke. His father never really care about him so since he was a little kid he had to be alone and that is what leads him to steal the lightning thief and his desire to cause a war between gods.

2.2.1.4 Love

Love is a constant in the story, and it is shown in different ways. A clear example is the love that Sally feels for her son, she always cares about his child and that is a proof of the love that she feels for his son, she would do anything to keep Percy safe from the monsters that try to kill him. On the other hand, Percy feels the same for his mother and will do anything to take care of her. Love is what keeps Percy motivated to overcome the difficulties throughout the story, and helps him to do the right things and help him to rescue his mother from the underworld.

2.2.1.5 Family

In this book, everyone compounds a big family but they can be destructive one to another. A clear example is a toxic relationship between the brother: Zeus, Poseidon, and Hades, there is so much tension between them and they do not trust each other. When the lightning thief is stolen from Zeus he accused his brother Poseidon because, he thought that he sends his son to steal it from him.

On the other hand, it can be seen how Percy loves his little family that is just his mother because he does not like his stepfather Gabe, however, he enjoys spending time with his mother. At the beginning of the story, Percy does not know who is his father, but when he realizes who is he hated him because he left him when he was a baby. When Percy went to the Olympus to return the lightning bolt he talked to his father and understands that he left him because. it was an order from Zeus but, he is truly proud of what his son has done.

2.2.1.6 Traditions and Costumes

The idea of the book is based on the ancient Greek god and goddesses. In the novel is present the traditions and costumes, some view tradition and customs as a means of manipulating people, while others revere tradition and customs for the way they protect and celebrate humanity and civilization. Percy realizes that he is part of those traditions and throughout the story, he understands how meaningful traditions and costumes are for the Greek gods.

2.2.1.7 Language and Communication

The book teaches that there are many ways of communicating if we open our minds, we can communicate with animals and gods. Percy is dyslexic and has attention deficit disorder, which means that he struggles with reading and writing English and paying attention in

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school but, then he realizes that he's a demi-god and that his brain is hardwired for Ancient Greek and not modern English, throughout the course of this story, it can be seen that the character communicates via dreams, animals, names, green mist, and more.

2.2.1.8 Lies

Lying does not necessarily mean saying something that is not true, but it also means keeping information from someone as Percy does when he prefers just tell to Chiron a part of what the Oracle told him. It can be said that the entire story is built upon lies and deception because there are tricky characters, thought and some of them read minds so they can ruin other people's plans. It becomes clear that lying is not a very easy task when gods and goddesses are involved.

2.2.1.9 Violence

Throughout the course of the story the factor violence is always present, when Zeus finds out that his lightning bolt has been stolen he immediately blames his nephew and that is when Zeus sends mythological creature with the mission of recover the lightning bolt and kill Percy. During the story, there are more and more fights that represent violence. In fact, violence forms the shadow that contrasts with the light in this novel, and the light is found in Percy's friendships and his relationship with his mother.

2.2.1.10 Memory

In the book is clear how memory is manipulated by Zeus. As the researcher mentioned before, Zeus sends mythological creatures to recover the lightning bolt and kill Percy, he does that by manipulating the creature's memory, and at the same time manipulate Percy though one of his powers of demigod that is communicating with his memory. The gods have been

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around for thousands of years, and so their memories and that culture's memory extend far back in time. This leads to all kinds of misinterpretations and manipulation of the past. It becomes clear that memory is powerful, and if someone could control a person's memory, it would have a lot of power over them.

2.3 Symbols

To have a better understanding of the symbols in the book is necessary to know the definition of the concept. "A symbol is a literary device that contains several layers of meaning, often concealed at first sight, and is representative of several other aspects, concepts or traits than those that are visible in the literal translation alone." (literary devices, n.d) Symbols can be people, objects or actions that represent something more than its literal meaning.

The concept of symbol is clear. It is time to start to explain the different symbols that appear through the narration of the book.

2.3.1 Lightning Bolt

The lightning bolt can be the most important instrument in Greek mythology, it is Zeus' weapon and also, it is a symbol of his power. The story happened thanks to the lightning bolt because Luke steals it from Zeus, and when Percy finds out that the lightning bolt was hidden in the shield he takes it back to Zeus after it safe his mother and avoids a war between gods.

2.3.2 Water

Water is an important symbol because the water is how Percy and the people that surround him get to the conclusion that he is the son of Poseidon. There are a couple of events that show that water is what helps Percy to overcome certain situations. When he gets in the camp

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Half-Blood he discussed with Clarisse the daughter of the god Ares, Percy is annoyed by the things that Clarisse said that he started to feel something inside of him, the water attacked Clarisse, that was a representation of how Percy used his power. In other situations, water helps Percy to heal and on other occasions help him to be more powerful.

2.3.3 Poseidon's Trident

When Poseidon replaced Oceanus as the Lord of the Seas, he thought that he needed a personal weapon and he created the trident that is also his symbols of power. He used it to fight with sea monsters and to manipulate the creatures that live in the oceans or sinking the ships of mortals who had angered him.

2.3.4 Minotaur Horn

The minotaur horn is the first symbol that appears in the story. When Percy found out that he is a demigod, his mother and his friends Grover tells him that he had to go to the Camp Half-Blood to be safe from the monsters that wanted to kill him, on their ways to the camp a minotaur surprise them and when the animal makes Sally disappear Percy fight with the minotaur until kill him. At the end of the fight, he plucks the minotaur horn to keep it as a reminder of his strength and bravery.

2.3.5 Riptide

The riptide is a gift that Percy receives from Chiron when he knows the truth about himself. Chiron got it from Poseidon to be passed on to Percy. The name of the sword is Anaklusmos and in ancient times was used to kill monsters. The sword was born from the ocean and was created by the ancient sea Titan Oceanus.

2.4 Motifs

Motifs are the third literary device use to analyze the book. In order to understand it better, needs to be explained. As it is explained in WritingExplained (n.d) motifs are: motif is a literary term that is an idea, object, or concept that repeats itself throughout a text. A motif gives clues to the theme or reinforces ideas an author wants to emphasize.

There are three motifs present in the book and are the followings:

2.4.1 Betrayal

Luke betrays the whole Camp Half-Blood by joining the Titan and makes everyone believe that he was in their team but the reality was that he was the one who steals the lightning bolt to Zeus and tries to create a war between all the Greek gods.

2.4.2 Love

Percy loves Annabeth, but she doesn't love him back. At the beginning Annabeth hates Percy, and one reason why she hates him is that all the internal problems that their parents Poseidon and Athena have had. Through the narration of the story, Annabeth realized that Percy was not that bad as she thought but anyways she just loves him as a friend.

2.4.3 Sacrifice

People sacrifice their lives for Percy to live in the series. Sacrifice is one of the most constant aspects of the book. While Percy was trying to save his mother a lot of people were involved in the mission and the most representative sacrifice in the book was when Grover stay in the underworld for Percy's mom to be able to escape from the underworld.

2.5 Author's Biography

Richard Russell Riordan Jr. better is known as Rick Riordan is The New York Times bestselling American author of the Percy Jackson and Olympians series. Born on June 5, 1964, Rick Riordan grew up in Texas. He attended the Alamo Heights High School, graduating in 1982. For higher education, Rick enrolled at the University of Texas in Austin double majoring in English and history. After graduation from the university in 1986, Rick Riordan chose teaching for a career. For 15 years Rick taught English, history and Greek mythology at various middle schools in the San Francisco Bay Area and in San Antonio. In 2002, he was presented the St. Mary's Hall's first Master Teacher Award for his exceptional teaching services.

Rick began to enjoy writing from an early age. He made many unsuccessful attempts of publishing his short stories in teenage years. At school, Rick was appointed the editor of the high school newspaper. It was not until graduation from college and teaching in San Francisco that Riordan took writing seriously.

Riordan's son, Haley who was diagnosed with ADHD and dyslexia held a keen interest in a subject his father taught, Greek mythology. Then in the second grade, Haley would often request upon Rick to tell him stories inspired by Greek mythologies. In order to fulfill his son's request, Riordan quickly invented the character of Percy Jackson, a twelve-year boy who suddenly discovers he is the son of a Greek God. Riordan began a creatively crafted imaginative tale of Percy's expedition to bring back Zeus's lightning bolt in present day America. After Rick finished telling the story in three nights, Haley requested him to write

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down the story as a book. Not wanting to disappoint his son, Riordan took out time to write down the story. To show his respect and care for dyslexic children, Riordan attributed some characteristics of this disease to Percy. Thus, Riordan's world famous Percy Jackson series came into being. (Famous Authors, n.d)

2.6 Book Plot

Meet Percy Jackson. He is twelve years old, and he decides to tell us the story of his past year. On the first day of summer, just after his sixth-grade year, Percy discovers that something is wrong with him. Or rather, something is right with him. He learns that he is a half-blood: half-human, half-god. He is taken to Camp Half-Blood in New York, a camp for kids just like him that is safe from monsters that like to attack half-bloods.

At camp, Percy learns more information about himself: his father is Poseidon, god of the Sea and brother to Zeus and Hades. When Zeus's master bolt (the thing that allows him to create lightning whenever he wants) is stolen, Poseidon is blamed for the theft. Zeus tells Poseidon that the master bolt must be returned to Mount Olympus by the summer solstice, or else he will declare war on Poseidon. Poseidon is miffed that his brother Zeus would even accuse him of such a thing.

Percy sets out on a quest to retrieve Zeus's master bolt, which is believed to be in Hades's captivity in the Underworld. Helping Percy are Grover, his BFF, and Annabeth, a smart demi-goddess and daughter of Athena. The three take a bus, a train, a truck, and a taxi cab to make their way across America, from New York

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to Los Angeles, where the gates of the Underworld are located. They stop in St. Louis, Denver, and Las Vegas along the way. During their quest, they battle vicious monsters like Medusa, they find disaster on the observation deck of the Gateway Arch, they are tricked by the god of war (Ares), they nearly lose their memories in an enchanted Vegas casino, and they are almost stretched to death.

Once in the Underworld, Percy finds that Hades does not have Zeus's master bolt, and he is missing his own symbol of power: the helm of darkness. Hades accuses Percy of stealing both the master bolt and the helm of darkness for his father, Poseidon. He accuses Poseidon of being power-hungry. To make things worse, the master bolt magically appears in Percy's backpack while he is talking to Hades.

After escaping Hades's wrath, Percy, Annabeth, and Grover encounter Ares, the god of war, on the Santa Monica beach. Percy questions Ares and discovers that Ares stole the master bolt and helm of darkness from the original thief (whose name we don't yet know). Ares has been tempted by the possibility of sparking one of the biggest wars of all time between the Big Three: Hades, Zeus, and Poseidon. Percy and Ares battle it out on the beach, and Percy wounds Ares, winning the helm of darkness. Ares curses Percy.

Percy returns the helm of darkness to Hades and takes a plane to New York City where he finds Mount Olympus on the 600th floor of the Empire State Building. Percy meets Poseidon and Zeus for the first time and tells them everything that he knows and suspects. He tells them that he believes Kronos, king of the Titans who ruled in the age before the Greek gods, is getting ready to wage war on the

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Olympians (the Greek gods and goddesses). Percy has been having dreams about Kronos in which Kronos talks to him. Zeus doesn't want to hear it. Poseidon tells Percy that he is proud of him and that he must make a choice when he goes home to his mom's apartment in Queens, NY.

That summer at Camp Half-Blood, Percy has a great time living the life of a hero. He procrastinates making a decision about whether he will stay at Camp Half-Blood year round, or whether he will go home and live with his mom in Queens.

On the last day of camp, Percy is lured into the woods by his friend, Luke. Luke confesses to Percy that he was the original thief of the master bolt and the helm of darkness. He tells Percy that he serves Kronos and that Kronos is planning to defeat the Olympians and get rid of them. Luke vanishes, leaving a deadly scorpion to sting Percy. Percy nearly dies from this scorpion bite, but is rescued by wood nymphs who take him to safety. Percy's teacher, Chiron, nurses him back to health. Percy decides to go home and live with his mother for his seventh-grade year. (Shmoop Editorial Team, 2008)

CHAPTER III

METHODOLOGICAL FRAMEWORK

The purpose of the chapter III in the investigation is to explain every detail and define the research method that will be used to let the readers know more about the process of the analysis and understand better the concept of the book.

3.1 Research Approach

The research approach is a method of acquiring information from different sources in order to prove a statement. The research of the book *Percy Jackson and The Olympians: The Lightning Thief* is based on the mythological approach Guerin (1992) states:

The myth critic is concerned to seek out those mysterious elements that inform certain literary works and that elicit, with almost uncanny force, dramatic and universal human reactions. The myth critic wishes to discover how certain works of literature, usually those that have become, or promise to become, "classics," project a kind of reality to which readers give perennial response--while other works, seemingly as well constructed, and even some forms of reality, leave them cold. Speaking figuratively, the myth critic studies in depth the "wooden hawks" of great literature: the so-called archetypes or archetypal patterns that the writer has drawn forward along the tense structural wires of his or her masterpieces and that vibrate in such a way that a sympathetic resonance is set off deep within the reader.

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With the mythological approach, it will be easier for the writer to explain the reasons why certain events occur, as it is mythological, every detail will be explained based on the Greek mythology

3.1.1 Qualitative Research

Bhat (2018) defines:

Qualitative research is defined as a market research method that focuses on obtaining data through open-ended and conversational communication. This method is not only about “what” people think, but also “why” they think so. Therefore, the qualitative research methods allow for in-depth and further probing and questioning of the respondents, and based on their responses, the interviewer/researcher tries to understand their motivation and feelings.

Crossman (2018) says that qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help us understand social life through the study of target populations or places. People often frame it in opposition to quantitative research, which uses numerical data to identify large-scale trends and employs statistical operations to determine causal and correlative relationships between variables. Within sociology, qualitative research is typically focused on the micro-level of social interaction that composes everyday life, whereas quantitative research typically focuses on macro-level trends and phenomena.

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According to Spalding University (n.d) the characteristics of a qualitative research are:

The Design

Naturalistic: Refers to studying real-world situations as they unfold naturally; no manipulative and no controlling; the researcher is open to whatever emerges [i.e., there is a lack of predetermined constraints on findings].

Emergent: Acceptance of adapting inquiry as understanding deepens and/or situations change; the researcher avoids rigid designs that eliminate responding to opportunities to pursue new paths of discovery as they emerge.

Purposeful: Cases for study [e.g., people, organizations, communities, cultures, events, critical incidences] are selected because they are “information rich” and illuminative, that is, they offer useful manifestations of the phenomenon of interest; sampling is aimed at insight about the phenomenon, not empirical generalization derived from a sample and applied to a population.

The Collection of Data

Data: Observations yield a detailed, "thick description" [in-depth understanding]; interviews capture direct quotations about people's personal perspectives and lived experiences; they are often derived from carefully conducted case studies and review of material culture.

Personal experience and engagement: Researcher has direct contact with and gets close to the people, situation, and phenomenon under investigation; the researcher's personal experiences and insights are an important part of the inquiry and critical analysis to understand in order the phenomenon.

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Empathic neutrality: An empathic stance in working with study respondents seeks vicarious understanding without judgment [neutrality] by showing openness, sensitivity, respect, awareness, and responsiveness; in observation, it means being fully present [mindfulness].

Dynamic systems are attentive to the process; they assume change is ongoing, whether the focus is on an individual, an organization, a community, or an entire culture; therefore, the researcher is mindful of and attentive to system and situational dynamics.

The Analysis

Unique case orientation: Will assumes that each case is special and unique; the first level of analysis is being true to, respecting, and capturing the details of the individual cases being studied; cross-case analysis follows from and depends upon the quality of individual case studies.

Inductive analysis: It is the immersion in the details and specifics of the data to discover important patterns, themes, and inter-relationships; begins by exploring, then confirming findings, guided by analytical principles rather than rules.

Holistic perspective: The whole phenomenon under study is understood as a complex system that is more than the sum of its parts; the focus is on complex interdependencies and system dynamics that cannot be reduced in any meaningful way to linear, cause and effect relationships and/or a few discrete variables.

Context sensitive: They are places findings in a social, historical, and temporal context; researcher is careful about [even dubious of] the possibility or meaningfulness of generalizations across time and space; emphasizes careful comparative case analyses and extrapolates patterns for possible transferability and adaptation in new settings.

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Voice, perspective, and reflexivity: The qualitative methodologist owns and is reflective about her or his own voice and perspective; a credible voice conveys authenticity and trustworthiness; complete objectivity being impossible and pure subjectivity undermining credibility, the researcher's focus reflects a balance between understanding and depicting the world authentically in all its complexity and of being self-analytical, politically aware, and reflexive in consciousness.

3.2 Research Design

What is a research design? Bhat (2018) states that:

Research design is defined as a framework of methods and techniques chosen by a researcher to combine various components of research in a reasonably logical manner so that the research problem is efficiently handled. It provides insights about “how” to conduct research using a particular methodology. Every researcher has a list of research questions which need to be assessed – this can be done with research design.

What are the causes in order to find a solution to Percy’s Jackson problems related with the thief of the lightning?

The plan or strategy that will be implement are to obtain the information required to find a solution for the problem will be the content analysis in order to extract parts of the book where the events happen and are analyzed step by step, posting the problem and finding out how the problem emerged analyzing the reaction of the characters, and explaining in which way they solve the problem.

3.3 Information Sources

In other words, information sources are a way to get the needed information to support or prove a statement in a research work or investigation as Varshney (2011) states:

“An Information Source is a source of information for somebody, i.e. anything that might inform a person about something or provide knowledge to somebody. Information sources may be observations, people speeches, documents, pictures, organizations etc.”

There are different types of information sources that can be classified in two categories: documentary sources and non-documentary sources.

3.3.1 Documentary Sources

In this investigation, the only information source used will be the documentary sources.

As the words say, documentary source is information printed that can be touched, this documentary information can be found in: books, newspapers, or magazines

This documentary sources are classified in: primary sources, secondary sources, and tertiary sources.

3.3.1.1 Primary Sources

The primary sources of information are those that are the first published or the original document. The original documents present the main ideas of certain topic where researchers state more ideas about the topic producing new information. It may be the only source of information in existence.

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The primary source of information for this investigation is the original book *Percy Jackson and The Olympians: The Lightning Thief*. Which is essential in this investigation since it is the main topic of the investigation.

3.3.1.2 Secondary Sources

The secondary sources of information are those compiled from the primary sources of information, the information has been modified to be more accurate. Usually the secondary sources contain re packaged information rather than new.

The secondary sources of information for the investigation will be the biography of the author of the book Rick Riordan. The information will be extracted from the author's original website.

3.3.1.3 Tertiary Sources

The tertiary source of information is the information from secondary sources that has been digested, reformatted, and condensed, to put it into a convenient and easy to read form.

The tertiary and last source of information that the writer will consult is different investigations or thesis that has been done related to the topic of the book that is Greek mythology.

3.4 Analysis Categories

Different themes have been mentioned through the analysis. Now, each of the themes will be presented and analyzed according how they were presented on the book.

3.4.1 Isolation

Vocabulary.com (n.d) states that:

People who live in isolation are completely cut off from the rest of the world, as the hermit who lives in a lonely mountain cabin because no one understands his desire to collect thimbles. A really contagious illness can land patients in isolation at their local hospital, kept separate from the rest of the hospital, so they cannot share their disease with the other patients. A country can exist in isolation, left alone because other nations do not agree with policies.

At the beginning of the book, the main character describe himself as a lonely kid that is why the reference of isolation because he spends the majority of his time alone and does not have a lot of friends because everyone sees him as a trouble kid and no one wants to be around him.

3.4.2 Betrayal

Vocabulary.com (n.d) states that:

Betrayal means "an act of deliberate disloyalty," as when your friend told other people all your secrets.

This is an important aspect because of betrayal is why the whole story happens. Luke betrays the Half-Blood camp by stealing the lightning bolt because of the resentment he feels against his father Hermes, he betrayals the Half-Blood camp to try to start a fight between the Greek gods.

3.4.3 Greek Mythology

Cartwright (2012) states that:

Greek mythology, as in other ancient cultures, was used as a means to explain the environment in which humankind lived, the natural phenomena they witnessed and the passing of time through the days, months, and seasons. Myths were also intricately connected to religion in the Greek world and explained the origin and lives of the gods, where humanity had come from and where it was going after death, and gave advice on the best way to lead a happy life. Finally, myths were used to re-tell historical events so that people could maintain contact with their ancestors, the wars they fought, and the places they explored

Since the book is about Greek mythology is important to mention the concept of the term because, there are a lot of Greek god's names appear in the book, such as: Zeus, Poseidon, Hades, Hermes, Athenea and others.

3.4.4 Impatience

vocabulary.com (n.d) defines impatience as:

Is the tendency to be irritable or easily frustrated. (...) If you are easily annoyed or provoked, your impatience is showing. Impatience is also why you hate being late or having to wait for something or someone.

Impatience is a representative characteristic of the supreme god of the ancient Greek mythology, since the beginning of the book, Zeus send various sings to make demigods realize that he is angry for not having is lightning bolt. Zeus will start with Poseidon if his thunderbolt is not returned by the summer solstice.

3.5 Data Collection

Rouse (n.d) defines data collection as:

Is the systematic approach to gathering and measuring information from a variety of sources to get a complete and accurate picture of an area of interest. Data collection enables a person or organization to answer relevant questions, evaluate outcomes, and make predictions about future probabilities and trends.

Accurate data collection is essential to maintain the integrity of research, making informed business decisions, and ensuring quality assurance.

3.5.1 Main Character

	Quote	Theory	Interpretation
Percy			
Being a hero			
Being a demigod			

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3.5.2 Mythological situation in the story

	Quote	Theory	Interpretation
Mission that the main character accomplishes			
Fights throughout the story			
Personal problems			

3.5.3 Percy's Friends

	Quote	Theory	Interpretation
Grover			
Annabeth			
Luke			

3.6 Collection Data Process and Data Analysis

In this part of the investigation the writer pretends explain the process of using the instruments and how they are going to be analyze. The instruments of this investigation are going to be analyze through tables that will contain quotes extracted from the book and will support the literary theories that were explained previously, in the first column that goes with the part of the story, the writer will extract parts of the book refereeing an action related to the theory to analyze later. In the second column will be mention the literary theory used to analyzed the quote. Finally, in the last column, where will be the interpretation of the writer related to the quote.

CHAPTER IV

DATA ANALYSIS

In this chapter, the information collected from the book and the sources to support the investigation as well as the literary theories that will be used to show the analysis of the book will be analyzed. In addition, the literary devices will be discussed in order to achieve a better understanding of the book.

4.1 Approaches to the Investigation

This investigation, that is, the analysis of the book *Percy Jackson and the Olympians: The Lightning Thief* will be analyzed through a mythological approach because, is the most useful approach for the information that the writer pretends to explain throughout the investigation.

First, it is important to know what literary criticism is.

Literary criticism is the comparison, analysis, interpretation, and/or evaluation of works of literature. Literary criticism is essentially an opinion, supported by evidence, relating to theme, style, setting or historical or political context. It usually includes discussion of the work's content and integrates your ideas with other insights gained from research. Literary criticism may have a positive or a negative bias and may be a study of an individual piece of literature or an author's body of work. (Dickinson, n.d)

To completely understand the research of the book it is important to know the approach of the investigation.

The myth critic is concerned to seek out those mysterious elements that inform certain literary works and that elicit, with almost uncanny force, dramatic and universal human reactions. The myth critic wishes to discover how certain works of literature, usually those that have become, or promise to become, "classics," image a kind of reality to which readers give perennial response--while other works, seemingly as well constructed, and even some forms of reality, leave them cold. Speaking figuratively, the myth critic studies in depth the "wooden hawks" of great literature: the so-called archetypes or archetypal patterns that the writer has drawn forward along the tensed structural wires of his or her masterpieces and that vibrate in such a way that a sympathetic resonance is set off deep within the reader. (Guerin,1992)

4.2 Theories Vs Literary Work

To support the investigation, the writer will analyze each aspect of the data collection instrument with quotes from the book that are backed up for the literary theories which according to Vince Brewton, “refer to any principles derived from the internal analysis of literary texts or from knowledge external to the text that can be applied in multiple interpretive situations.” (Brewton, n.d), with the purpose of making a clear relationship between the theory and the book. It will also contain an interpretation of the quote.

4.2.1 Main Character

Literary Theory		Quote	Interpretation
Psychological	Percy	<p>“I gave her my deluxe I'll kill-you-later stare. Then I turned to face Mrs. Dodd's, but she wasn't there. She was standing at the museum entrance, way at the top of the steps, gesturing impatiently at me to come on.</p> <p>How'd she get there so fast?</p> <p>I have moments like that a lot, when my brain falls asleep or something, and the next thing I know I've</p>	<p>In this quote, the researcher finds out that the protagonist Percy Jackson sees himself as a trouble kid as he said in the first pages of the book; because of his ADHD he thinks that everyone see him as a weird kid or that anyone wants to be his friend, except Grover, in a certain way, this depress him because he fell alone.</p>

		<p>missed something, as if a puzzle piece fell out of the universe and left me staring at the blank place behind it.</p> <p>The school counselor told me this was part of the ADHD, my brain misinterpreting things.”</p> <p>(Riordan, 2005, p.11)</p>	
Psychological	Being a hero	<p>“The bull-man screamed and flung me through the air. I landed flat on my back in the grass. My head smacked against a rock.</p> <p>When I sat up, my vision was blurry, but I had a horn in my hands, a ragged bone weapons the size of a knife.</p> <p>The monster charged.</p> <p>Without thinking, I rolled to one side and came up kneeling. As the monster barreled past, I drove the</p>	<p>When the adventure begins he became a hero in order to save his mother and his friend Grover but, when he realize the size and the power of the minotaur he freaks out because, he see himself just as a kid that does not have the enough power to defeat a minotaur. When his mother is in danger he get strength out of nowhere and kill the minotaur, in this part he realize that he is so brave</p>

		<p>broken horn straight into his side, right up under his furry rib cage. The bull-man roared in agony. He flailed, clawing at his chest, then began to disintegrate-not like my mother, in a flash of golden light, but like crumbling sand, blown away in chunks by the wind, the same way Mrs. Dodds had burst apart.</p> <p>The monster was gone.”(Riordan,2005, p.55)</p>	<p>and all the fears are just in his mind because he is capable of doing anything for the people he love.</p>
Mythological	Being a demigod	<p>“Then something happened. I felt a tug in the pit of my stomach. I heard the plumbing rumble, the pipes shudder. Clarisse's grip on my hair loosened. Water shot out of the toilet, making an arc straight over my head, and the next thing</p>	<p>In the previous quote, the main character realizes that he is brave; but, in the third quote he realizes how powerful he is. Since he has come into the camp Half-Blood and realize he is a demigod and that his powers were trying to come out. He</p>

		<p>I knew, I was sprawled on the bathroom tiles with Clarisse screaming behind me.</p> <p>I turned just as water blasted out of the toilet again, hitting Clarisse straight in the face so hard it pushed her down onto her butt. The water stayed on her like the spray from a fire hose, pushing her backward into a shower stall.</p> <p>She struggled, gasping, and her friends started coming toward her. But then the other toilets exploded, too, and six more streams of toilet water blasted them back. The show-ers acted up, too, and together all the fixtures sprayed the camouflage girls right out of</p>	<p>started feeling something inside him and it were his power. Despite, this happened when people made him feel angry, and he used his power to defend himself or defend people he loved.</p> <p>That was, when his friends started suspecting that he was the son of Poseidon, one of the most important Greek gods.</p>
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		<p>the bathroom, spinning them around like pieces of garbage being washed away. (...) The entire bathroom was flooded. (...)</p> <p>I looked down and realized I was sitting in the only dry spot in the whole room. There was a circle of dry floor around me. I didn't have one drop of water on my clothes." (Riordan, 2005, p.91)</p>	
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4.2.2 Mythological Situations in the Story

Literary Theory		Quote	Interpretation
Mythological	<p>Missions that the main character accomplishes</p>	<p>"You can't do that," I told Ares. "You can't just threaten people with a knife."</p> <p>Ares laughed. "Are you kidding? I love this country.</p>	<p>When Percy and his friends start their mission to save his mother from the underworld, on their way he their meet Ares. He asks them for a favor in order to help Percy</p>

		<p>Best place since Sparta. Don't you carry a weapon, punk? You should. Dangerous world out there. Which brings me to my proposition. I need you to do me a favor."</p> <p>"What favor could I do for a god?"</p> <p>"Something a god doesn't have time to do himself. It's nothing much. I left my shield at an abandoned water park here in town. I was going on a little ... date with my girlfriend. We were interrupted. I left my shield behind. I want you to fetch it for me." (Riordan, 2005, p.226)</p>	<p>to find a way to get into the underworld, one more time he realizes how powerful he is by recovering an item own by Ares. At that point in the story he start getting experience and more understanding about where he comes from.</p>
Mythological	Fights throughout the story	"Clarisse and her cabinmates came into the creek to get me, but I stood	Although the fight with the minotaur, had not being a real fight, he understood he

		<p>to meet them. I knew what to do. I swung the flat of my sword against the first guy's head and knocked his helmet clean off. I hit him so hard I could see his eyes vibrating as he crumpled into the water.</p> <p>Ugly Number Two and Ugly Number Three came at me. I slammed one in the face with my shield and used my sword to shear off the other guy's horsehair plume. Both of them backed up quick. Ugly Number Four didn't look really anxious to attack, but Clarisse kept coming, the point of her spear crackling with energy. As soon as she thrust, I caught the shaft between the edge of my</p>	<p>was a demigod. To capture the flag is a normal activity that is carried out in the Half-Blood camp. In order to capture the other team flag, they had to fight and that is the moment when Percy showed his skill was when he fought with Clarisse.</p>
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		<p>shield and my sword, and I snapped it like a twig.”</p> <p>(Riordan, 2005, p.122)</p>	
Psychological	<p>Personal Problems</p>	<p>“"Perseus," Poseidon said. "Look at me." I did, and I wasn't sure what I saw in his face. There was no clear sign of love or approval. Nothing to encourage me. It was like looking at the ocean: some days, you could tell what mood it was in. Most days, though, it was unreadable, mysterious.</p> <p>I got the feeling Poseidon really didn't know what to think of me. He didn't know whether he was happy to have me as a son or not. In a strange way, I was glad that Poseidon was so distant. If he'd tried to apologize, or</p>	<p>Is normal for a demigod not to know who his mother or father is and Percy Jackson is not the exception. He does not know his father, and when he finally gets to know him personally he has a mix of feeling that he really does not understand. He does not know what his father feel for him because Poseidon does not show any emotion and that is why Percy feel weird around him.</p>

		told me he loved me, or even smiled, it would've felt fake. Like a human dad, making some lame excuse for not being around. I could live with that. After all, I wasn't sure about him yet, either.” (Riordan, 2005, p.341)	
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4.2.3 Percy's Friends

Literary Theory		Quote	Interpretation
Mythological	Grover	“Grover was an easy target. He was scrawny. He cried when he got frustrated. He must've been held back several grades, because he was the only sixth grader with acne and the start of a wispy beard on his chin. On top of all that, he was crippled. He had a note	At the beginning of the story Grover is described as a normal kid that goes to school but, throughout the story he shows his truth, when Percy, Sally and Grover are on the way to Camp Half-Blood and a mythological creature attacks, Grover has to defend

		<p>excusing him from PE for the rest of his life because he had some kind of muscular disease in his legs. He walked funny, like every step hurt him, but don't let that fool you." (Riordan, 2005, p.3)</p>	<p>Percy. In that moment Grover confess that he is Percy's protector, that he is responsible for his life.</p>
Mythological	Annabeth	<p>"Annabeth?" Mr. Brunner called to the blond girl. She came forward and Mr. Brunner introduced us. "This young lady nursed you back to health, Percy. Annabeth, my dear, why don't you go check on Percy's bunk? We'll be putting him in cabin eleven for now."</p> <p>Annabeth said, "Sure, Chiron."</p> <p>She was probably my age, maybe a couple of inches</p>	<p>Annabeth practically have spent the majority of her life in the camp because, at a short age she realizes she is a demigod, when she meets Percy she does not like him that much, but anyway she helps Percy to understand a little bit better the Greek world; she teaches him how to act, how to speak and many other things including helping him to figure out who his father is. When she confesses him the reason</p>

		<p>taller, and a whole lot more athletic looking. With her deep tan and her curly blond hair, she was almost exactly what I thought a stereotypical California girl would look like, except her eyes ruined the image. They were startling gray, like storm clouds; pretty, but intimidating, too, as if she were analyzing the best way to take me down in a fight.</p> <p>She glanced at the minotaur horn in my hands, then back at me. I imagined she was going to say, you killed a mino-taur! or Wow, you're so awesome! or something like that.</p> <p>Instead she said, "You drool when you sleep."</p>	<p>why she does not like him, she tells him that for a long time her mother, Athenea, used to date Percy's father, Poseidon and he cheat on her. Besides all the personal problems they had have, they started to getting closer as friends, and they went out of the camp to try to save Sally from the underworld.</p>
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		<p>Then she sprinted off down the lawn, her blond hair flying behind her.”</p> <p>(Riordan, 2005, p.63-64)</p>	
Mythological	Luke	<p>“Luke looked up and managed a smile. "Don't worry about it, Percy. The campers here, they're mostly good people. After all, we're extended family, right? We take care of each other."</p> <p>He seemed to understand how lost I felt, and I was grateful for that, because an older guy like him—even if he was a counselor—should've steered clear of an uncool middle-schooler like me. But Luke had welcomed me into the cabin. He'd even stolen me some toiletries, which was</p>	<p>Luke seems to be a nice guy at the beginning of the story, even though Annabeth helps Percy to understand the Greek world, Luke tries to be a guide for Percy giving him advices because he understands how Percy feels.</p> <p>When Percy, Grover, and Annabeth go out of the camp to save Sally, he helps them with some objects for find the pearls easier, including I those objects goes a shield.</p> <p>When Percy gets in the underworld and fight with Hades he finds out that the lightning bolt was hidden in the shield that Luke gave</p>

		the nicest thing anybody had done for me all day.” (Riordan, 2005, p.101)	him minute before leaving the camp. At the beginning Luke seemed to be a nice guy, but he ended up being the lightning thief.
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4.3 Themes, Symbols, and Motifs

In this section, the themes, motifs and symbols of the book *Percy Jackson and The Olympians: The Lightning Thief* will be analyzed. These elements will be exemplified with different parts of the book to reach the goal of the writer that is a better understanding of the book.

4.3.1 Themes

Themes are the main idea of the literary work and can appear in the majority of the book in some specific parts.

Themes	Interpretation
Love	In the majority of books; the theme of love is present and in Riordan’s book this is not the exception. Love can be expressed in different ways, one of them is the love of a mother. Mothers do everything to take care of their

	<p>children and Sally is one of them, she suffers for years to try to protect his child from the enormous world of the Greek gods to which he belongs, and she risks her life to keep her son safe.</p>
<p>Identity</p>	<p>The protagonist is a kid that really does not feel as a normal kid, during his childhood he always have been a kid with no identity, he does not even know who his father is and the super powers that he has. He see him as a trouble kid and all the other kids always reject him and that is why he feels like an stranger.</p>
<p>Version of Reality</p>	<p>At the beginning of the book, Percy thought that exist one reality, and never cross his mind the idea of the existence of a Greek god reality. When he realized who he was, he could not believe that a Greek world existed, he could not believe that when he was in his demigod mood, normal people could not see him or any mythological representation. When he realized about the existence of the other reality he started living in both at the same time.</p>

4.3.2 Symbols

“A symbol is a literary device that contains several layers of meaning, often concealed at first sight, and is representative of several other aspects, concepts or traits than those that are visible in the literal translation alone.” (literary devices, n.d). In other words, symbols can have different meanings, originally contains a denotation.

Symbols	Interpretation
Lightning bolt	The lightning thief is the object why all this story happens. The lightning thief is the most powerful object in the Greek World, and it belongs to Zeus, the most important Greek god. When the mythological object disappears, Zeus gets really mad and start blaming Poseidon’s son.
Water	Water is an important symbol in the story because it is what gives power to Percy in order to overcome all the fights. Water also represents Percy father because he is the Greek god that dominates the oceans.
Riptide	Anaklusmos is gift that Poseidon gives to his son Percy. This riptide is an important sword from the ancient times when Zoe Nightshade gave it to Hercules while he was on a quest to steal the Apples of Hesperides.

4.3.3 Motifs

As it is explained in WritingExplained (n.d), motifs are: motif is a literary term that is an idea, object, or concept that repeats itself throughout a text. A motif gives clues to the theme or reinforces ideas an author wants to emphasize. In other words, motifs are themes that are repeat in different parts of the literary text.

Motifs	Interpretation
<p>Love</p>	<p>It is a fact, that love is a constant theme in the book, it shows how Sally loves his son infinitely and she does everything in order to keep her son safe from the Greek world.</p> <p>Many types of love are present in the book, and one of them is the love that Percy start feeling for Annabeth but, she does not correspond him because she sees him just as a friend.</p> <p>Moreover, shows the love that Percy feels for his father, when he finally meets Poseidon he is very confuse but, it can be seen that he feel love for his father even though he does not know him.</p>

Sacrifice	<p>There is a lot of sacrifice in the book, starting with Poseidon. He sacrifices his son in order to continuing being a Greek god living in the Olympus. Zeus demands that any Greek god cannot stay with their children.</p> <p>Another sacrifice is the one that Sally makes for Percy, she sacrifices her love life to keep her son away of the Greek world, she has to suffer and being humiliated by a man just because his disgusting odor cover the smell of Percy's blood from the mythological creatures that wants to kill Percy.</p>
Betrayal	<p>Luke betrayals the whole Half-Blood Camp by becoming a servant of Kronos because, he is tired of always doing what Zeus wants. Moreover, Luke betrayals the trio of friends by putting the lightning bolt in the backpack that he gives Percy when he find out that they are going to the underworld.</p>

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

There are three objectives for the conclusions of this investigation. The first objective presents all the conclusions that the researcher has developed throughout the analysis of the book *Percy Jackson and the Olympians: The Lightning Thief*.

The second one is, to show if the objectives established at the beginning of the investigation were achieved. In this section, the analysis of the entire investigation with the theories used to analyze the quotes from the book along with the themes, symbols, and motifs have been included.

The third one is, to establish the recommendations that the researcher thinks may be helpful for people who want to carry out a similar investigation about this book.

5.1 Purpose of The Conclusion

The purpose of the conclusion is mainly to finish the investigation and to it show what the researcher has found and highlighted as the most important aspects of the research. Another important aspect of the conclusion is to help people who may be interested in researching this book.

The conclusion is intended to help the reader understand why your research should matter to them after they have finished reading the paper. A conclusion is not merely a summary of the main topics covered or a re-statement of your

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research problem, but a synthesis of key points and if applicable, where you recommend new areas for future research. For most college-level research papers, one or two well-developed paragraphs are sufficient for a conclusion, although in some cases, three or more paragraphs may be required.

(USCLibraries, n.d)

In the investigation, the researcher discovered some aspects that, at first, were not important but, throughout the investigation, the researcher realized that were necessary to carry out the investigation.

First, the researcher noticed the different aspects that led the main character to become a completely new person. Everything that happened throughout the story, from being a lonely kid to realize that he was the son of Poseidon, influenced his process of becoming a better version of himself.

Another important aspect that the researcher discovered throughout the investigation is that even though the book is about Greek gods, betrayal, and fights; love is a strong aspect in the book and is always present in the story. Love is given by different people. Sally, for example, who is Percy Jackson's mother, shows love for his son by sacrificing her love life with Gabe, who is Percy's stepfather and whose attitude toward Percy and Sally is very rude and disrespectful. She does so to keep Percy safe from the Greek god's world.

Another proof of love is from Percy's friends, since at the very beginning of the story his friends are always next to him, especially Grover, who is his protector. Grover has been there for every problem and every fight helping Percy no matter what.

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Another aspect that the researcher finds out is how anger blinds people, in this case, Luke Castellan, son of Hermes. He was furious because the Greek gods never had time for their children, Zeus was the one who demanded it to be like that. The researcher realizes that Luke was tired of following Zeus rules and never had the opportunity to spend time with his father and that is why he decides to steal the lightning bolt. Luke wants revenge on Zeus and provoke a war between gods to take their place in the Olympus next to other demigods.

Furthermore, the researcher notices that other approaches can be used for the investigation, such as, the psychological one; with this approach the researcher finds out the events that affect the main character and how he processes all the information as well as his thoughts and feelings. At the beginning of the story, he thinks that he is not a normal kind because of his ADHD, his mother and doctors makes him think that he has a disorder and that is why he acts differently sometimes, but in fact, the truth is that this is a way to show his power as a demigod. When he realized that his powers, were not part of a disorder he got in shock and could not believe it. It was really hard for him to process this information.

The last aspect that the investigator discovers is, how powerful people's mind is. The researcher discovered the book *Percy Jackson and the Olympians: The Lightning Thief* a couple of years ago and never realized that the author had come up with the idea of the book because of his son. It is really adorable to see how the author describes how his son always asks him to tell bedtime stories. He says that he ran out of stories and created Percy Jackson. People need to have a giant imagination in order to create amazing stories like the one in this book.

5.2 Conclusion

This segment is going to be the explanation of how the investigator presents the achievement of the objectives throughout the analysis that has been established at the beginning of the investigation. The conclusions are completely based on the book *Percy Jackson and the Olympians: The Lightning Thief*, throughout the mythological approach that has been chosen to carry out the investigation.

5.2.1 To analyze the literary theories, themes, symbols, and motifs that appear in the book, as well as the author's biography and the plot of the book

This objective was achieved throughout the entire analysis of the book by applying the selected theory develop the objective. The archetypal and psychological theories helped the researcher to analyze the themes of the book in a way, that every detail is shown in the research. These theories help the researcher figure out the different themes that make up the story, for the researcher it is fascinating to see how in a Greek mythological book different themes may appear. In one way or another all the themes presented in the book are connected and make the story flow naturally.

5.2.2 To analyze the results obtained from the applied instruments

The second objective was achieved throughout the implementation of charts in Chapter IV. In this section, in order to have an explanation about the instrument, the researcher selected aspects of the story that called her attention from a quote the book that matches the aspect

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and that depending on the theory that supports the quote, the investigator was supposed to give the adequate interpretation of the quote related to the theory.

In this part of the investigation, the researcher realizes that Percy finds out his ways of thinking before acting and by interpreting the quotes the investigator discovers the real feeling of Percy for his father. This also helped to show his growth regarding emotions, personal problems, and the appearance of demigod powers and also helped the researcher to have a better understanding of why Luke had stolen the lightning bolt.

5.2.3 To identify the reasons that led to investigate the book *Percy Jackson and the Lightning Thief*

One of the reasons that led the researcher to investigate this book were that it was an interesting one. The researcher has always felt passion of reading, especially science fiction books. That is why the researcher decided to base her investigation on the book *Percy Jackson and the Olympians: The Lightning Thief*. It is known that the book is about Greek mythology but it is specially for kids, it is fun and easy to read.

Another reason that led the researcher to investigate this book was that she thought that this analysis would take her to read the book with another perspective. Even though she had read the book before the investigation, now, she understands the book much better.

5.3 Restatement of the Research Question

The researcher concluded this investigation successfully using the mythological approach. This approach helped the researcher to learn a lot of information about Greek mythology and the history of it.

Before explaining more, it is important to mention the research question of this investigation. How Percy Jackson deals with the challenges that Zeus has for him and how this influences in his body and mind to make him discover all the power he has inherited from his father Poseidon?

Throughout the investigation, the researcher explains how Percy overcomes all his problems in the immortal world of the Greek gods and goddesses. When Percy realizes that he is a demigod and that Zeus thinks that he has stolen his lightning bolt, he understands that the road will not be easy. Throughout the story Percy sees that the god Zeus can be really bad by sending mythological creatures to kill him, but then he starts learning how to focus and use his powers of demigod. When time passed, he got more control over his body and thoughts and that helped him to be more powerful.

The researcher concludes that in the end Percy overcomes all the difficulties that were there to make him fail, but with the help of his friend and the faith of recovering his mother, he learned that he could do whatever he had to do. Unfortunately, he knew that whatever the occasion is, there would always be someone who wanted to see you fail.

5.5 Recommendations

At the end of every research, it is important to give recommendations to other people who want to do a research based on the same topic or on a similar one. This is to help them to know how to carry out the investigation and how it should be, by giving tips on what they should do or what they should not do. As well as, giving some recommendations for where to look for information.

A recommendation that the researcher wants to point out is that if someone is going to research on the topic on Greek mythology it must read a lot of information about the Greek gods and their history. In fact, it is important to know all that information before start writing the investigation.

Ina addition, people to consult others investigations or stories related to the topic, or ask experts on the field of mythology, that may help to acquire knowledge on the specific topic and then will be easier to the researcher to begin her or his investigation.

Another recommendation for futures researchers on the same topic is that if they are going to do the analysis of a book, they must read the book completely in order to fully understand the story because there are people who base their investigations on books, but they never really read the book and just focus on the information that can be found on the internet and at the end they end up adding information that can be false.

The last recommendation that the researcher wants to give is that people must take their time to carry out an investigation, no one may finish an investigation in two or five days. It is a long process and the investigators must be patient in order to get excellent result.

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Annexes

Tribunal Examinador

Esta Tesis fue aprobada por el Tribunal Examinador de las Carreras de Inglés de la Universidad Internacional de las Américas, como requisito para optar por el grado de Bachiller en Inglés.



Lic. Rigoberto Gutiérrez Albenda



Lic. Joshua Masís Bermúdez



M.Sc. Dióces Arnáez Serrano
Director de las Carreras de Inglés

Carta del Director de Carrera

San José, 12 de diciembre de 2019

Señores,
Universidad Internacional de las Américas
Estimados señores:

El suscrito M.Sc. Dimer Amador Serrano, Director de las Carreras de Inglés, hace constar que ha revisado la Tesis del estudiante, Yendry Milena Zúñiga Morales, portadora de la cédula de identidad no. 5-0427-0479, que ha titulado: *Literary Analysis Of Percy Jackson and The Olympians: The Lightning Thief by Rick Riordan through a Mythological Approach*

La mencionada Tesis, responde a los requisitos exigidos en la Guía que nuestra carrera tiene para estos casos. Por tanto, se autoriza al autor para que lo presente ante el tribunal examinador nombrado para esta ocasión.

Atentamente,

M.Sc. Dimer Amador Serrano
Director de las Carreras de Inglés

Carta del Lector

San José, 12 de diciembre de 2019

Máster
Dinier Amador Serrano
Director de las Carreras de Inglés
Universidad Internacional de las Américas

Estimado señor:

La estudiante Yendry Milera Zúñiga Morales, portadora de la cédula de identidad no. S-0427-0479, ha presentado para su lectura y corrección de estilo la tesis denominada *Literary Analysis Of Percy Jackson and The Olympians: The Lightning Thief by Rick Riordan through a Mythological Approach*. He revisado y corregido la coherencia de los objetivos con el marco teórico, instrumentos y resultados, la calidad del trabajo y la relevancia del trabajo. Por lo tanto, hago constar que este se encuentra listo para ser presentado a la Universidad como trabajo de graduación.

Atentamente,



Lic. Joshua Masis Berrúdez



Universidad Internacional de las Américas Código de Ética

La suscrita Yendry Milena Zúñiga Morales, número de cédula 5-0427-0479 graduada del grado de Bachillerato de la Universidad Internacional de las Américas, se compromete a cumplir, durante el ejercicio profesional, con el Código de Ética de la Institución, que se rige por los siguientes principios:

PROBIDAD: actuar siempre con rectitud y honestidad.

PRUDENCIA: actuar con pleno conocimiento de la materia sujeta a su consideración.

JUSTICIA: permanente disposición hacia las funciones de la profesión, bajo los lineamientos legales que debe respetar todo profesional.

RESPONSABILIDAD: cumplir con los deberes, tanto en cantidad como en oportunidad.

DISCRECIÓN: guardar respeto sobre los hechos o informaciones de los que tenga conocimiento con motivo del ejercicio profesional, sin que esto perjudique las funciones y responsabilidades.

INDEPENDENCIA DE CRITERIO: no involucrarse o comprometerse con situaciones, intereses o actividades contrarias a la moral, a la sana crítica y que, por ley, sean incompatibles con las funciones profesionales correspondientes.

DIGNIDAD Y DECORO: actuar con sobriedad y moderación.

TOLERANCIA: evidenciar una actitud paciente y de comprensión ante las opiniones divergentes que puedan expresar otras personas.

EQUILIBRIO: desempeñar las funciones profesionales con sentido práctico, buena juicio y equidad.

ACTUALIZACIÓN: comprometer parte del tiempo en actualizar los conocimientos y adaptarlos en el desarrollo de la actividad profesional.

VOCACIÓN: mostrar siempre apego al trabajo y a la educación recibida, como fundamentos para el desempeño laboral.

BUENA FE: toda conducta o comportamiento, criterio emitido y labor desempeñada debe basarse en los más altos principios éticos y tendrá como fundamento la buena fe.

Yendry Milena Zúñiga Morales
Cédula: 5-0427-0479