**Name**: April J. Niemela

**Course/Grade**: English 9

**Lesson Title**: World Mythologies: Archetypes in Literature

**Time Required**: Four weeks

**Description**: This unit on world mythology begins by introducing the five major archetypes: hero, destroyer, temptress, transgressor, and trickster. From whole-class discussion on the topic of mythology to a jigsaw where students collaborate to craft archetype definitions, characteristics, and examples, students add to their understanding of the topic. Students then consider the epic hero of a world myth and note his/her characteristics across the length of the text. There are several projects for this unit: the first offers a choice between three interactive, informative options (two technology-based; one creative writing) designed to capture student knowledge garnered during this project; the second engages students around a class wiki where they work in small groups to track their chosen world hero’s journey.

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS   * [CCSS.ELA-Literacy.RL.9-10.3](http://www.corestandards.org/ELA-Literacy/RL/9-10/3/) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. * [CCSS.ELA-Literacy.RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). * [CCSS.ELA-Literacy.RL.9-10.5](http://www.corestandards.org/ELA-Literacy/RL/9-10/5/) Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. * [CCSS.ELA-Literacy.W.9-10.2](http://www.corestandards.org/ELA-Literacy/W/9-10/2/) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. * [CCSS.ELA-Literacy.W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | ***Transfer*** | |
| *Students will be able to independently use their learning to…*  Explore and make connections with diverse mythologies from around the world  Investigate a mythology deeply and share it with others in a meaningful way | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*   * Universality: certain literary works transcend historical and cultural contexts as they teach us something valuable about the human condition. * These literary works exist within every culture and can be understood on a symbolic or archetypal level. * Archetypes have been used throughout history, with commonalities existing across time and culture. * Epic heroes, in particular, exhibit those characteristics most valued by a given culture and often explore the most common failings of the human condition. * Epic heroes have been referenced throughout literary history, with commonalities existing across time and culture. | ESSENTIAL QUESTIONS   * What is the historical and contemporary significance of mythology? * What is an archetype and in what ways does an archetype function in literature? * How can understanding archetypes support a deeper understanding of classic or contemporary text? * What are the characteristics of an epic hero? * In what ways do the stories of epic heroes play a role in defining accepted behavior for a given culture? * How does the inclusion of a tragic flaw enrich the story of an epic hero? * How can understanding the archetypal epic hero support a deeper understanding of classic or contemporary text? |
| ***Acquisition*** | |
| *Students will know…*   * Identify the historical and contemporary significance of mythology; * Identify five archetypes in literature and describe ways in which each archetype functions; * Create a product that demonstrates knowledge regarding the definition, characteristics, and behavior of an archetype; provide an example from classic or contemporary literature. * The importance of global mythologies and the importance they play. | *Students will be skilled at…*   * Analyzing global literature for specific archetypal characters. * Creating a product that demonstrates knowledge regarding the definition, characteristics, and behavior of an archetype; provide an example from global literature. |
| **Stage 2 – Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| 1. Provides evidence of close listening, basic recall, and textual evidence  4. Demonstrates team-work, well-researched knowledge, and a comparison/contrast of various archetypes in an organized fashion.  5. Applies knowledge across genre boundaries, providing concrete examples from the text.  6. Demonstrates an understanding of archetypes, applies information across genres, and provides evidence from research in a presentation that is well-organized, engaging, and informative.  7. Participates in class wiki, recording evidence from text, and providing commentary on why that text is important.  8. Applies knowledge gained from class activity to world literature.  9. Thoughtfully and carefully compares and contrasts two world heroes, Odysseus and one of the student’s choosing in an effective and engaging digital story. Chooses pictures that complement the text of the script. | Performance Tasks:   1. Three Truths and a Lie: view video clip and identify the three truths and the lie. 2. QuickWrite: Based upon the video clip, what are the reasons that mythology has both historical and contemporary significance? 3. Cloze Activity: view video clip a second time and fill in the blanks. 4. Jigsaw Activity: each group chooses an archetype to study, creating a web of characteristics, behaviors, and examples. Jigsaw and complete a graphic organizer providing information for each archetype. 5. Quick Write: Identify a character in a book or movie who embodies the characteristics or behavior of an archetype. Provide concrete examples regarding how this character fits the mold. 6. Students choose one of three assignment options:    1. Create an informational poster for an archetype, including title, definition, characteristics, and both a classic and a contemporary example from literature. Present to class.    2. Select an archetypal character from mythology to write an I Am poem about, using examples from the text to illustrate archetype characteristics. Find the template for the poem at <http://freeology.com/wp-content/files/iampoem.pdf>. Type up and recite to class.    3. Create a video for the class that defines the chosen archetype, describes the behavior and characteristics, and provides an example from classic or contemporary literature. Include pictures, narration and/or music, and words. 7. Complete whole-class activities around Odysseus: this serves as a class model for subsequent assignments. 8. Choose a short story from World Literature and track the characteristics of an epic hero across the length of the story. 9. Write a script that compares and contrasts Odysseus with the world hero; create digital story. | |
| Demonstrates effective team-work strategies, time-management, ability to consider both the micro and the macro and the connection between, and connects knowledge learned to global perspectives. | OTHER EVIDENCE:   1. Groupwork observations; 2. Packet assignments (quickwrites, etc); 3. Presentations | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*   * Anticipatory Set: Students will watch a 3:54 minute video clip providing an intro to mythology. <http://app.discoveryeducation.com/player/view/assetGuid/92E9B633-337D-443D-BCD6-755624946051> * Student Packet: Prior to viewing the video clip, students complete a “three truths and a lie” activity. Watch video. Complete a QuickWrite. Watch video a second time and complete a cloze passage. * Jigsaw Activity: Individually, students view the short video clip on their chosen archetype (Hero/Warrior; Destroyer; Temptress; Trickster; and Transgressor) and complete a web describing the main characteristics of their archetype. They will share with other group members in order to create a definition for their archetype based upon their common understanding. * Graphic Organizer: In their heterogeneous groups, students will share their archetypal information with one another, completing a graphic organizer than captures all of the knowledge. * QuickWrite: Students will identify a character in a book or a movie who embodies the characteristics or behavior of an archetype. They will provide concrete examples from the text regarding how this character fits the mold. * Assignment Options: Students will choose from the following options: 1) Create an informational poster for an archetype, including title, definition, characteristics, and both a classic and a contemporary example from literature. Present to class. 2) Select an archetypal character from mythology to write an I Am poem about, using examples from the text to illustrate archetype characteristics. Find the template for the poem at [**http://freeology.com/wp-content/files/iampoem.pdf**](http://freeology.com/wp-content/files/iampoem.pdf). Type up and recite to class. 3) Create a video for the class that defines your chosen archetype, describes the behavior and characteristics, and provides an example from classic or contemporary literature. Include pictures, narration and/or music, and words. * Focus on Hero: Explore Odysseus as a hero. Students will view a 2:02 minute video on Odysseus. <http://app.discoveryeducation.com/player/view/assetGuid/99A3721F-4E85-4B7D-80F1-314FD66F8448> * Student Packet: Prior to viewing the video clip, students complete a “three truths and a lie” activity. Watch video. Double check answer. Watch video a second time and complete a cloze passage. * Mini-Lecture: review the traits of an epic hero, as well as the tragic flaw of hubris. * Mini-Lecture: Introduce the elements of Greek Tragedy via the Discovery Skill Builder Activity: <http://app.discoveryeducation.com/player/view/assetGuid/E62A4E1E-4C41-4EF4-9D67-0EF5B6AF5D2D> * QuickWrite: Students will consider whether any of the traits of the epic hero are important today. If so, why? If not, why? And are there other traits that are more important that these? * Graphic Organizer: As we read *The Odyssey* together and as students add to their understanding of the epic hero traits, they create universal definitions for each trait and provide examples from the text for each trait. * Class Wiki Assignment: As we read The Odyssey, students are responsible for recording instances of Odysseus displaying the traits of an epic hero. These will be recorded in the class wiki. If they think of something that no one has added, they are welcome to add to another group’s wiki. The more details from the text that are provided, the more complete the database will be for the final character analysis essay. 1) Goal: Follow a character trait through the text of The Odyssey. Examine it in depth and provide evidence from the text to support the claims of a given trait. 2) Task: Each group of two or three students will be responsible for noting and recording instances found within the epic poem that support or negate their chosen theme. 3) Required: Universal definition of character trait. 4) Required: Book, Page, Line Number; direct quote; commentary or explanation * Small Group Assignment Options: Working together in their small group, students will create a presentation on their chosen character trait of an epic hero. Students will include the following in their presentations: epic hero character trait, universal definition, and examples from The Odyssey. They will also include pictures; narration and/or music, and words, and present it to the class. Students may choose from the following options. 1) Poster; 2) PowerPoint; 3) Skit * Solo Work: Students will provide the following in their packets: 1) dictionary definition of character trait; 2) their personal working definition of character trait that includes their own knowledge and examples from *The Odyssey*; 3) review their wiki page and determine the two most important examples of Odysseus portraying this trait (so far). Explain why each example is so important. * QuickWrite: Students will name a book or movie where the character displayed this particular character trait, describe the event, and explain the impact of this behavior. * Group Work: As a small group, students will discuss their individual findings. They will then collectively determine the top three examples from the text and record in a table. * QuickWrite: Students will determine whether or not they agree with their group’s final decision and why or why not. They will explain why an example(s) on their list didn’t make it to the final list. * Student Presentation Worksheet: Students will complete a worksheet that facilitates their poster; powerpoint; or skit work and review the rubric. * Character Analysis Essay Assignment: The student’s goal is to write a character analysis essay that substantiates the claim that Odysseus is, indeed, an epic hero. He/she will explore *at least* three character traits from the class wiki and analyze how this trait has been revealed through the words, actions, and behavior of Odysseus in the epic poem *The Odyssey*. By using valid reasoning and relevant and sufficient evidence, he/she will convince other classmates that Odysseus is, in fact, an epic hero. **Alternative Option:**  Students have the option of arguing that Odysseus is not a hero at all, regardless of the fact that he survived the 10 year odyssey back home. * Students will complete the graphic organizers that will facilitate their thinking and planning, as well as review the rubric for this assignment. | | |
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