

TITLE OF LESSON

English 2 Unit 3 Lesson 29–Universal Archetypes  
*What is the significance of archetypes in literature and society?*

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – R3.0, 3.2, 3.5, 3.7; W1.0-1.2, 1.4, 1.6, 1.7, 2.0, 2.2a-d, 2.4a-d; W/O1.0-1.5; L/S1.0, 1.1, 1.3-1.6, 1.8, 1.9, 1.11-1.13, 2.0, 2.4a-d, 2.5a-d

MATERIALS

**Research Essay Guidelines** – Student Page  
**Research Essay Rubric**—Student Page  
Chart paper

LESSON OBJECTIVES

- To consider the meaning and use of archetypes
- To brainstorm research strategies and questions
- To draw personal and universal meaning from texts

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check—Students hand in completed Persuasive Essays, including first draft, second draft with editor’s marks, and final draft. Return any graded assignments and have students place them in the appropriate section of their binders.
- 2) **Daily Log** – Copy **Daily Log** below.
- 3) **Silent Sustained Reading**—Have students read for fifteen minutes. Remind them that they must be finished reading their novels by the next lesson (30). As they near the end of their novels, ask them to consider the significance of the work. What is the author trying to say about society and human existence? What is the book really about, beyond the plot? Ask students to write a short response to this question and have volunteers read their interpretations aloud.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			<ol style="list-style-type: none"> <li>1. Introduction to Research Project</li> <li>2. Goal Setting</li> <li>3. Group Work: Brainstorming</li> </ol>	<i>Bless Me, Ultima</i>	<ol style="list-style-type: none"> <li>1. Finish reading novels.</li> <li>2. Organize binders: due tomorrow</li> </ol>

ACTIVITIES – INDIVIDUAL AND GROUP

1. Intro: Research Project—Hand out **Research Essay Guidelines**. Review the directions with students. Explain that this research will be used as part of their final project, in which they will synthesize all of the information they have gathered on archetypes into a useful, well-composed website that people will be able to access and use. As an introduction to the website project, they will first write a Research Essay which explains clearly the usage and meaning of archetypes in *Bless Me, Ultima*.
2. **Goal Setting**: Hand out the **Research Essay Rubric**. Have students review the Performance Standards and evaluation criteria and circle the grade they hope to earn. Then have them write down three specific goals to set for themselves to help them to achieve that grade. Collect written goals and remind students that once they get



them back, they should refer back to them throughout their work on the essay and hand it in with their final essay packet.

3. Choose Archetypes and Form Research Groups— First, ask them to look back over the Archetype Wrap-up they did at the end of the novel. Have them choose three archetypes that they would be interested in studying in-depth through the end of the Unit. While students are making their choices, post pieces of chart paper around the room with the name of the archetype listed at the top. Explain that students will get up and go to their first choice of archetype; if too many people are interested in their first choice, then they should move to the next one on their list. Once students have chosen their archetypes, have them go to the archetype that they are most interested in and form groups. This may require some negotiation and flexibility, as groups should be about the same size and each group should have a different archetype.
5. Group Work: **Brainstorm**—Once groups have been formed, have students choose roles (See *Group Roles* below). Inform students that tomorrow they will be working in the computer lab doing research on their chosen archetype and today they must come up with research questions and strategies to maximize their computer time. Post the following directions for Group Work on the board:
  - a. What is your essential research question?
  - b. What sources do you already have? (Look through your notes and readings and pull the excerpts that you would like to use.)
  - c. What additional sources will you need?
  - d. How will you conduct a search? What are your keywords?
  - e. What do you already know about the archetype? What do you need to find out about it?
  - f. Who will be responsible for what portion of the research? (All work must be divided equally between group members!)

Give students a few examples of possible essential questions (e.g., How has the archetype changed over time? Does the archetype show up in multiple cultures? How does the archetype function to help or hinder society?) Once each group has answered these questions and brainstormed research strategies, be sure that each group member has a specific responsibility for the research session tomorrow. Everyone must come in tomorrow prepared to start their research, knowing what their subtopic and responsibilities are. Tell students that they will keep these groups until the end of the unit.

6. Review Homework—Students must finish reading their novels tonight. Their second Novel Evaluation Essay will be due Lesson 35, and they must be done with their reading before they begin brainstorming ideas for this essay. Remind them to organize their binders, which you will be collecting tomorrow.

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#### HOMEWORK

1. Finish reading novels.
  2. Organize binders. Due tomorrow.
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#### GROUP ROLES

**Facilitator** – Your job is to mediate the brainstorming session and keep the group focused on the tasks at hand. It is not your job to dictate the course of the session. It is your job to encourage/help other group members to participate, ensure that no single member is dominating the discussion, and engage the more reluctant group members. At the end of the session, you must make sure that everyone knows what their responsibilities will be in the computer lab tomorrow.

**Timekeeper**– Your job is to make sure the group is using their time effectively in the brainstorming session. Make sure to give a five-minute warning and a one-minute warning.

**Notetaker**—Your job is to take careful notes on the group’s discussion while contributing your own ideas. It is not your job to generate all of the ideas. It is your job to help others to give you as many ideas as possible to write. Make sure that each group member has a copy of your notes and that everyone clearly understands them.



Text Expert—Your job is to analyze the sources that the group already has for relevant information on the archetype. Along with the Facilitator, you must ensure that the talk does not stray too far off task. Ask questions and find relevant quotes to bring the discussion back to the texts.

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#### DOCUMENTATION FOR PORTFOLIO

##### **Unit 1**

Evaluation Essay #1  
Evaluation Essay #2  
Project 2  
Evaluation Essay #3  
Project 3 – Planning Your First Image  
Project 4 – Planning Your Second Image  
Novel Evaluation  
Project 5 – Planning Your Third Image  
Evaluation Essay #4  
Final Project Image  
English 2 Unit 1 Final Exam

##### **Unit 3**

Memory Poem  
Essay 1: Novel Evaluation  
Essay 2: Bless Me Ultima

##### **Unit 2**

Essay 1: War  
Essay 2: Communication  
Novel Evaluation 2  
Project 1 – Letters to the Editor  
Evaluation Essay #5  
Project 2 – Political Cartoons  
Project 3 – Editorials  
Project 4 – CyberSpeech  
Project 5 – Hard News Stories  
Novel Evaluation 3  
Final Project – Online Newspaper  
English 2 Unit 2 Final Exam

##### **Unit 4**

None