

TITLE OF LESSON

English 2 Unit 3 Lesson 6 – Archetypes
What is the collective unconscious?

TIME ESTIMATE FOR THIS LESSON:

One class period

MATERIALS

Carl Jung and the Theory of Archetypes – Reading

Questioner – Student Page

Summarizer – Student Page

Predictor – Student Page

Clarifier – Student Page

A bag of objects, prepared in advance (see *Activities*, Step 1 below for possibilities)

LESSON OBJECTIVES

- To write one sentence responses to a group of objects and compare responses
- To read an article about Carl Jung and pose questions, summarize, clarify, and make predictions
- To present thoughts about the reading to the class

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial homework. Return any graded assignments. Have students place in their binders.
- 2) [Daily Log](#) – Have students copy [Daily Log](#) below.
- 3) [Sustained Silent Reading](#) – Tell students to read silently for fifteen minutes, and make sure to read along with them. After silent reading, ask students if there are any examples in their books of authors using symbols. Try to find common symbols among the group; when one person presents a symbol, ask if anyone else found that symbol in their reading. Make sure to point out examples from your own book, if possible.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	4: Write down the dream you have tonight, or a dream you have had in the past (one page) This should be different than the dreams you wrote about before.		<ol style="list-style-type: none"> 1. Grab Bag 2. Reciprocal Teaching 3. Present 	<i>Carl Jung and the Theory of Archetypes</i>	<ol style="list-style-type: none"> 1. Write Journal 4. 2. Define Archetype. 3. Study Vocabulary. 4. Continue reading novels.

ACTIVITIES – INDIVIDUAL AND GROUP

1. [Grab Bag](#) – Bring out a bag of objects that you have prepared in advance. Try to find objects that evoke the idea of female, male, mother/nurturer, father/authority figure, shadow (or dark side), hero, child, family, wise old man, God, and trickster. (For example, you might have a baby rattle to symbolize mother or child; you might have a superman figure to symbolize hero. For the purpose of the exercise, make the objects as symbolic/clichéd as possible. If you cannot find objects that seem to symbolize those particular archetypes, just try to find objects that could evoke multiple types of responses.) Tell the students to bring out a sheet of paper and title it Archetypes. Tell them that you are going to remove objects from the bag, one by one. Each time you remove an object, they should write a sentence about it. It should not be a descriptive sentence (as in “It’s a blue and pink rattle, with bows on it”). It should be a sentence about what the object reminds them of. Tell them not to write about the rattle, but about what the rattle makes them think of. Each time you pull out an object, give

them this reminder. Allow a minute or so for each object you pull out. Repeat as many times as you like until you are out of objects.

2. Similarities – Ask for volunteers to read aloud some of their sentences. When a student reads a sentence about a particular object, ask if anyone had a similar response to the object, what it made them think of. (Hopefully, there will be some common responses, as this tends to happen with free-association!) Then ask the students to speculate why there are similarities. Perhaps someone will remember the theory of the Collective Unconscious. If no one remembers, remind the class and ask someone to say the definition. Tell the students that they will be reading about Jung’s theory of collective unconscious and archetypes today. This article will describe the types of symbols they were just writing about.
 3. **Reciprocal Teaching** – Tell students they will be using the **Reciprocal Teaching** strategy they have been working with since the beginning of their freshman year. During today’s class session, each group will take a **Reciprocal Teaching** role. One group will be clarifiers, one will be predictors, one will be summarizers, and one will be questioners. Divide the class into four groups, and remind them of the tasks for each role as you distribute the handouts for **clarifier, predictor, summarizer and questioner** (see *Group Roles* below for clarification). While the class does the reading, each group should consult their handouts to see what they will be facilitating for when the reading is finished. Then the class will conduct a discussion on the reading, with each group using their role to facilitate part of the discussion (e.g. the summarizers jot down what they believe the key points are and then use these to facilitate the creation of a class summary of the reading and the critical key points).
 4. Reading – Hand out the reading, *Carl Jung and the Theory of Archetypes*. Ask the class to decide how they will read this article (out loud- one person reads to the class while others follow along, each person reads a paragraph until the whole article has been read, each person reads one sentence until the whole article is read, or they read silently). Remind them to stop frequently to accomplish their assigned tasks. It may even be useful for you to indicate breaks in the article where they might pause to introduce questions, clarify meaning, summarize, and make predictions. Direct each group to make connections between the reading and their journal entries, as well as the grab bag exercise (for example, questioners should also incorporate questions about how visions of the future – their journal topic – relate to Jung’s theory).
 5. Facilitation and Student Led Discussion – Each group should present and facilitate part of the discussion, according to their **Reciprocal Teaching** role. During the discussion, ask the students to make connections between the Jung reading, the grab bag exercise, and their journal entries about visions. This should be a part of the questioning, the summarizing, etc. They whole class should be taking notes so that they come away with agreed upon ideas for each piece. After the presentations, collect the **Reciprocal Teaching** sheets. Tomorrow, they will discuss their own beliefs about this theory of archetypes.
 6. Archetypes – Tell students to take out their Unit 3 Vocabulary Lists and write the word Archetypes. Tonight, they should write a definition for this word, based on today’s reading. Tell them that the definition should be short and simple.
 7. Review Homework – Tell students to write another journal entry about a dream. These journal entries will be used when they begin to compile lists of symbols that are personally meaningful to them, in a future assignment. Tell them to look back over the dreams they have written about so far, and see if they can identify any of the archetypes mentioned in today’s article.
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HOMEWORK

1. Write **Journal 5** about a (different) dream.
 2. Study Vocabulary.
 3. Continue reading novels
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GROUP ROLES



Clarifier: Your job is to help your classmates dig up any information that will make the reading easier to understand. This might mean researching information related to the story like: history, culture, geography, information about the author, or words that are unfamiliar. It is not your job to do everything. It is your job to make sure your classmates provide you with the information necessary to fill out your sheet.

Predictor: Your role is to help your classmates gather information, make connections, and predict what will happen next or what the author might discuss next in the text. Predictions are based on information, not just guesses. Heading, subheadings, and questions found in the text will help with predictions. Be sure your group can answer the Why. It is not your job to do everything. It is your job to make sure your classmates provide you with the information necessary to fill out your sheet.

Summarizer: Your job is to help your class write a brief summary of the reading. They will need to write a statement that will give the key points, the main highlights, the gist, the essence of the reading assignment. There may be several big ideas or events that will be important to remember and discuss. It is not your job to do everything. It is your job to make sure your classmates provide you with the information necessary to fill out your sheet.

Questioner: Your job is to help your classmates develop a list of questions about the reading assignment that everyone will discuss. Usually the best questions come from your own thoughts, feelings, concerns, and reactions to what you read. Your task is to help people talk over the big ideas in the reading and share their reactions. You will lead the discussion and make sure that all participants contribute to the discussion. It is not your job to do everything. It is your job to make sure your classmates provide you with the information necessary to fill out your sheet.

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

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