

TITLE OF LESSON:

English 2 Unit 3 Lesson 9 – Archetypes in Film, Continued  
*Where do we see archetypes in popular culture?*

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TIME ESTIMATE FOR THIS LESSON:

One class period

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MATERIALS

- Star Wars* – Movie
- Carl Jung and the Theory of Archetypes* – Reading
- In a Dark Time* – Reading
- Archetype Chart** – Student Page
- Butcher Paper or Posterboard
- Pens or markers
- VCR

**NOTE:** For today’s lesson, you will need to prepare in advance by renting the movie *Star Wars* (George Lucas, 1977), which should be available at any local video store.

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LESSON OBJECTIVES

- To identify Jungian archetypes in the film, *Star Wars*
  - To find evidence in the film that supports identifying particular archetypes
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial homework. Return any graded assignments.
- 2) **Daily Log** – Copy **Daily Log** below.
- 3) Journal Read Around – Have students pass last night’s journal response to the person sitting on their right. Then read them. When they are done, have them pass it again to the right and read them. Continue the process until each person’s journal has been read by each group member and the author’s own journal is returned. Then ask the students to decide on a group answer to this question: do the dreams/dream associations contain any of the archetypes mentioned by Jung? Which ones? Give them five minutes. At the end of five minutes, call time. Randomly call on a member of each group to present the group decision.
- 4) **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 they think their books contain examples of archetypes that are not mentioned by Jung. Ask for a volunteer to point one out. Ask if others agree that that particular symbol is an archetype, a symbol that would mean the same thing to anyone reading it. Ask the class if they can agree upon a meaning for the symbol.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	7 - Write down the dream you have tonight, or a dream you have had in the past (one page)  8 – Choose an image from <i>In a Dark Time</i> , and write a description of what archetype it represents (one page)		1. <i>Star Wars</i> 2. Archetype Poster	<i>Carl Jung and the Theory of Archetypes</i>  <i>In a Dark Time</i>	1. Write <b>Journal 7</b> . 2. Read <i>In a Dark Time</i> . 3. Write <b>Journal 8</b> . 4. Study Vocabulary. 5. Continue reading novels.

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## ACTIVITIES – INDIVIDUAL AND GROUP

1. *Star Wars* – Finish watching the movie *Star Wars*. Remind students to complete their **Archetype Charts** during the movie. They will do an activity with the charts following the movie, so these charts must be finished by the time it is over.
  2. Divide into Groups – Allow twenty-five minutes at the end of the period for the following activity. (Since the movie is two hours long, and would take two full periods to show, you may wish to cut part of it, or finish it tomorrow.) In each corner of the room, tape a large piece of butcher paper or poster board with the name of a character on it. Choose main characters that students are likely to have chosen for their archetype charts (some good choices: Darth Vader as the shadow, Luke Skywalker as the hero, Obi Wan Kenobi as the animus or wise old man, Princess Leia as the maiden, Chewbacca as the animal). Assign each student a corner, according to a character they wrote about (Choose four students who wrote about Darth Vader for a group, four students who wrote about Luke, etc. – each group should have about four people). There should be at least four groups (more, if necessary). Each member of the group should have their Archetype Chart, and each group should have at least one copy of the reading *Carl Jung and the Theory of Archetypes*. Also, give each group some pens for drawing/writing.
  3. Choose Roles – Have students select *Group Roles* (below).
  4. Archetype Poster -- Within groups, they must decide what archetype their character represents. They should use at least three pieces of evidence they have gathered from the movie, listed on their Archetype Charts. They should also use evidence from the reading *Carl Jung and the Theory of Archetypes*. Tell them to create an image or symbol that represents that character and the archetype it represents, and to include the evidence from their charts and from the reading on the poster. Each group will need to present a defense of their choice of archetype, including the three pieces of evidence they gathered from the movie, the reading, and their archetypes lists. They should also formulate a good question about archetypes in the movie (and/or elsewhere in popular culture) for a discussion to follow the presentations. Allow fifteen minutes to prepare the poster, the question, and the presentation of the defense. The purpose of this activity is to synthesize the reading and the movie, and also to practice aligning visual and textual symbols. The final project will integrate visual symbolism with evidence from the text, so this is necessary practice.
  5. Present – Call on each group to present their defense of their choice of archetype, and describe the symbolism of their poster. Tell the rest of the class to pay attention and make sure that the presenters are including all the necessary evidence. Have they mentioned at least three pieces of evidence from the movie? Did they include evidence based on the reading? If they did not, the students in the audience should ask for this. Post the images with the evidence in the room when students are finished.
  6. Wrap Up – Have each facilitator present the group’s discussion question and guide the class in discussing the film’s use of archetypes. Ask the students to consider other places they might see archetypes in popular culture. Point out the archetypes discussed in class today. Note some places they may have encountered these particular types before – in comic books, science fiction or fantasy television shows, video games. Ask for examples and for evidence of how they fit the archetype.
  7. *In a Dark Time* – Distribute the reading *In a Dark Time* to the students. Tell them they will do more practice with archetypes tonight. They should read the poem and select one image from it. Then they should write a one-page journal entry that describes what archetype this symbol represents. Encourage them to use their imagination. They may use evidence from the Jung reading, but they can also make things up. They should also create an image or symbol that represents that archetype. The purpose is to practice speculating about new symbols encountered in texts, and to join them with visual imagery.
  8. Review Homework – Tell students to write another journal entry about a (new) dream. Review the rest of the assignments below.
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## HOMEWORK

1. Write **Journal 7** about a (new) dream.
  2. Read *In a Dark Time*.
  3. Write **Journal 8** – Choose an image from *In a Dark Time*, and write a description of what archetype it represents (one page). Draw an accompanying image to illustrate the archetype, based on the poem.
  4. Study Vocabulary.
  5. Continue reading novels.
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## GROUP ROLES

**Facilitator** – Your job is to keep the group focused on the task at hand and to help them generate as many ideas as possible for the Archetype Poster and the discussion question. It is not your job to come up with the ideas. It is your job to encourage/help other group members to come up with the ideas.

**Notetaker** – Your job is to write out the evidence the group is giving you and put it on the Archetype Poster. 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.

**Illustrator** – Your job is to make an illustration of the character or the archetype for the poster. It is not your job to generate all of the ideas for the illustration. It is your job to help others give you as many ideas as possible for the illustration.

**Presenter** – Your job will be to help your group members to present the information in the Archetype Poster. It is not your job to conduct the entire presentation. It is your job to make sure that everyone in your group has a role in the presentation, that they can effectively convey their ideas, and that the presentation runs smoothly.

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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

### 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