**Multiliteracies Lesson Plan**

**Topic**: Character Archetypes

**Learning Goals:**

1. Comprehend and differentiate between the twelve different character archetypes
2. Research and apply knowledge of character archetypes to an oral presentation
3. Compose a summary paragraph using proper spelling and grammar
4. Recognize specific archetypes from designated traits and characteristics

**Curriculum Expectations:**

2.2 Conventions and Techniques: identify several different conventions and/or techniques used in familiar media forms and explain how they convey meaning and influence their audience

2.3 Clarity and Coherence: Communicate in a clear, coherent manner appropriate to the purpose, subject matter, and intended audience

**Materials:**

Students: PED or computer

Teacher: Computer with Internet access, projector, chart paper, markers, What Archetype? Worksheets

|  |  |
| --- | --- |
| **1.** **Motivation**  **Approximate Time:** **10 mins**  | Ask students what they think about when they hear the word “Archetype.” Have students type in code to join Mentimeter. Students will type in definitions and submit anonymously to the Mentimeter. Teacher will review answers with class <https://www.menti.com/alcuz82ixp5z> . Explain that they may not recognize the word “Archetype”, but they have most likely seen them before. Show them YouTube video: “What is an Archetype” <https://www.youtube.com/watch?v=dvYM4GIbYKg>   |
| **2.** **Outcome(s)**     | By the end of the lesson, students should at least understand what Archetypes are and how to identify them in contemporary texts. Hopefully, this encourages them to look for patterns in their everyday life so that they can think more critically about the world around them.  |
| **3.** **Pre-Assessment**  | Students should already know what a character is and how to look up information about characters on the Internet.  |
| **4.**  **Participatory** **Learning**  **Approximate Total Time: 60 mins**  **Video: 10 mins** **Researching: 10 minutes**  **Presenting: 15 mins** **Character building/ backstory: 25 mins**    | **What will the instructor do?**  Introduce instructional tool- video of twelve different archetypes on Sims. Students should take notes as they learn about the different archetypes (teacher can pause video if necessary) <https://youtu.be/TDYbfuo3yP8> At the end of the instructional video there is a “pop-quiz” to test students' knowledge of three new characters (assessment for learning) After watching the video, teacher will move onto explaining the rest of the lesson: Students will be put into pairs or groups of three and assigned one of the twelve archetypes. Students are to research the history of their assigned archetype. Each pair/group will be given a piece of chart paper to summarize their findings. The class will come together to briefly review history of each archetype and each group will present their findings (assessment as learning). The teacher will explain that students will be creating their own character on the sims. They will design a character based on one of the twelve archetypes (using their personality traits, physical features, and clothing). They are to use the instructional tool as a reference for their character. The teacher will give a brief introduction to the sims 4 and review how to use the program to design their character. Once they have created their character, they are to write a short paragraph or record a short podcast or video describing the character’s backstory/ storyline. This should be in line with their archetype but should not state outright the archetype that they are trying to portray (assessment for learning).  |
| **5.**   **Closing/ Continuation of Lesson**    | The next day, students will pull up their characters on their computers and have their printed off character backstory/storyline or video/podcast pulled up at their computer station. Each student will be given a handout that lists the twelve archetypes with a space below each for tally marks. Students will put these sheets next to their character backstory.  Students will spend the class circulating through each of their classmates’ characters during a “gallery walk”. At each “station” they will mark down which character archetype they think their classmate has created. Once everyone has had the chance to look at their classmate’s characters, students will return to their stations to see if they properly portrayed their character’s archetype.   |
| **6.**   **Post-Assessment**  | After this lesson the students should be able to recognize that Archetypes are an example of patterns that exist within our society, and that recognize those patterns can help them navigate the world around them.  The teacher will know that the students grasped the lesson based on the accuracy of their history presentations, reviewing their character and their backstory, and whether or not most students guessed the correct archetypes.  |
| **Accommodations/ Differentiation**  | * YouTube video can be played with closed captions turned on
* Students can choose to work alone for group work, or in pairs for individual work
* Instead of writing up character description, students can create podcast or short video to the same effect
 |

Which Archetype? Worksheet

**Use the chart below to mark the archetype you think your classmate’s character falls under.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| The Lover | The Hero | The Sage | The Explorer | The Magician | The Outlaw |
|  |  |  |  |  |  |
| The Innocent | The Caregiver | The Jester | The Creator | The Ruler | The Everyman |
|  |  |  |  |  |  |

Which Archetype? Worksheet

**Use the chart below to mark the archetype you think your classmate’s character falls under.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| The Lover | The Hero | The Sage | The Explorer | The Magician | The Outlaw |
|  |  |  |  |  |  |
| The Innocent | The Caregiver | The Jester | The Creator | The Ruler | The Everyman |
|  |  |  |  |  |  |