

## UNIT 8 - Snapshots: Memories & Archetypes

Explore archetypes in our lives and what we learn from them.



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**POETRY DEVICE FOCUS:** Antithesis, Allusion, Biblical Allusion, Double Entendre, Imagery, Metaphor, Mythological Allusion, Simile, Symbolism

**BIG QUESTION:** How do we find meaning in our surroundings and interactions?  
What and who are the archetypes in our lives and what function do they serve?  
What is our personal narrative – hero’s journey? **SEE PAGE 3 FOR UNIT GOAL.**

### SECRETS & LIES WRITING PROMPT & AUTHOR’S CHAIR

1. Distribute two slips of paper to each student. The papers should all be the same color and size if possible.
2. Tell the student to NOT put their name on either slip of paper.
3. Tell the students that on one slip of paper they can write a secret but DO NOT IDENTIFY THAT IT IS A SECRET.
4. Tell the student to write a lie on the other slip of paper but DO NOT IDENTIFY IT IS A LIE.
5. During this time period no one should talk in the class or share their ideas.
6. When students are finished the slips of papers should be folded and collected and put in a bucket or hat or basket.
7. Mix the slips of papers up and then have students randomly choose a slip of paper.
8. They should NOT TALK ABOUT WHAT THEY GET.
9. Each student must decide whether the information on the slip of paper they chose is a secret or lie.
10. Give the students 10 to 15 minutes to write about the “secret or lie” that they chose. They can write a brief poem, story or reflection.
11. **Author’s Chair:** At the end of the allotted time allow people to volunteer to read what they wrote.
12. **This is the art of storytelling:** Infusing your view of the world to an event or idea.

### POEM ANALYSIS: *VALUES* PROMPT

- On the front page of this unit there is a poem entitled *Values*. This was a *Secrets and Lies* response.  
  
According to the instructions for the *Secrets and Lies* assignment – you are supposed to pull a slip of paper, read what is on the paper and decide whether it is a secret or a lie. Then you are supposed to write a response to the statement based on your perception of what the statement means.
- After reading the poem, can you guess what statement the writer pulled that inspired the poem *Values*?
- Because there is so very little time in the *Secret and Lies* assignment to respond to the prompt, a person can learn something about who they are and what they think. From the content of the poem, what do you think the writer learned about herself?
- Although there are specific answers to these questions – as the reader, interpreting the poem, there is no right or wrong answer – you just need to support your opinion with evidence from the poem.

### BLOG AND / OR FLIPBOARD: WHAT IS YOUR STORY?

- Before you continue with the writing and analysis assignments you will want to create a blog and / or Flipboard.
- With the Flipboard, you can easily incorporate music and images to enhance your writing.
- With your blog, you can easily post and add visuals.
- The Flipboard and blog can be private, shared with specific people, or open to the general public.
- Go to the **[TECHNOLOGY]** tab for instructions that will guide you through the process of creating a blog on Google and/or a Flipboard.
- Post your secret and lies writing assignment on your blog with the reflection of the process.
- You can also post any assignments completed from previous units.

### WHAT IS AN ARCHETYPE?

- In the **[RESOURCES]** tab there is a tab labeled **[ARCHETYPE WORKSHEET]**.
- Make a copy of the work sheet.
- Work with a partner to fill in the worksheet. Share your responses with the class.
- We are on our way to identifying and understanding archetypes.

## RESOURCES FOR UNDERSTANDING ARCHETYPES – AND YOUR HERO'S JOURNEY

- Watch the [ARCHETYPES IN LITERATURE PPT](#).
- Print out the handout [OVERVIEW OF ARCHETYPES - PDF](#) to get a list of various archetypes and their definitions.
- Watch the presentation [WHAT MAKES A HERO \(TED-ED\) BY MATTHEW WINKLER](#)
- Just for fun take the [WHAT ARCHETYPE ARE YOU QUIZ](#)



## UNIT LESSON GOAL:

YOU ARE GOING TO WRITE YOUR OWN HERO'S JOURNEY. IT CAN BE IN THE FORM OF POEMS, VIGNETTES AND STORIES OR YOU CAN WRITE ONE CONTINUOUS STORY.

THE FOLLOWING POEMS AND EXERCISES ARE TO HELP YOU IDENTIFY DIFFERENT ARCHETYPES AND TO HONE YOUR WRITING SKILLS TO BE ABLE TO WRITE WITH SENSORY DETAIL.

### **WRITING ABOUT THE SOUND OF A VOICE: THE SOUNDS OF YOUR STORY**

- Think of someone whose voice you know very well.
- What qualities does the voice have?
- Do you know other people that have that same type of voice? It may not sound exactly like the same voice, but the person might have similar qualities as the voice of the person you are describing.
- How does that voice make you feel? Are there phrases that the person says often?
- What does that person's voice say about the person and the impact their voice has on you?
- WRITE ABOUT THE SOUND OF THE VOICE THAT YOU KNOW WELL.

### **POEM ANALYSIS: MY MOTHER'S VOICE**

- **COMPARE/CONTRAST:** Who is Carmen McRae? What type of voice does she have? What is the poet saying by using this person to describe the voice? What type of personality does the person have?
- The voice is compared to other singers and poets, and quotes from them. From these examples, what is the overall ideal of this person. Use the text to support your answer.
- **ARCHETYPE:** Does she fit the qualities of an archetypal mother or might she be some other archetype?  
Just because the person has the title of mentor or mother or father doesn't mean that they are most like that archetype, although a person can represent more than one archetype.

### **METACOGNITION (THINKING ABOUT HOW YOU THINK)**

Create questions to help you analyze the poem or vignette you wrote describing a voice.

Post the questions and response in your blog.

### **WRITING TO A PHOTO: SIGHT FOCUS**

- Bring a photo to class and write a story or poem about the person or people in it.
- Choose one or two physical features or style of clothes to focus on to help to describe the person's personality.
- Describe the light and shadow of that person. In other words, describe the positive and negative qualities of the person or location.

### **POEM ANALYSIS: DIMINUTIVE**

- What type of person is being described in the poem?
- Is this a person you would like to know, why or why not? Use examples from the poem.
- What type of physical features does this person have based on what is described.
- What archetype would you assign this person?
- What type of personality does this person have and according to the list of archetypes, which one best fits this person?

### **METACOGNITION (THINKING ABOUT HOW YOU THINK)**

Create questions to help you analyze the poem or vignette that you wrote regarding the photo.

Post the questions and response in your blog.

### **WRITE ABOUT AN OBJECT: CREATING MEANING**

- Think of a person and an object that you might associate with that person.
- It could be any type of object the main focus is that the person you are writing about has a special connection to that object.
- You do not have to be correct, in other words, what you think the connection is may not be what the person thinks of the object.
- Conduct basic research on the object, where it originated, its uses, especially if it has more than one use, are there variations in the object and if so does the person use or associate with the various uses or do they just choose one use for it? If possible either get a picture of the object or the object itself to study.
- Write about that connection and what you think the connection symbolizes.
- This object will help you define an archetypal role the person plays in your life.

### **POEM ANALYSIS: AFRICAN VIOLETS**

- What do African Violets look like? Where do they naturally grow and what type of care do they need?
- What do the plants symbolize?
- How are the plants a metaphor?
- What archetype would the person be who has the African Violet?

### **METACOGNITION (THINKING ABOUT HOW YOU THINK)**

Create questions to analyze the poem or vignette you wrote regarding an object and person.

Post the questions and response in your blog.

### **WRITE ABOUT SOMEONE WHO HELPED YOU: CONFLICT RESOLUTION**

- Write about a person that has helped you out in some way. How do you know this person?
- What type of person are they? What types of activities have you done with this person?
- What are some of their physical features?
- What was the situation where you needed this person's help? What was the outcome?
- What type of memory of either the person or the situation do you have?

### **POEM ANALYSIS: THE BOY NEXT DOOR**

- What do the two people in the poem have in common?
- What physical features are mentioned?
- What is the source of conflict?
- How does the person help? Is the person's help necessary?
- What type of memory is created from the experience and how do you know?
- What archetype might this be?

### **METACOGNITION (THINKING ABOUT HOW YOU THINK)**

Create questions to help you analyze the poem or vignette you wrote about being helped.

Post the questions and response in your blog.

### **WRITE ABOUT A CONFLICT OR CHALLENGE YOU CONQUERED WITHOUT HELP: PERSONAL GROWTH AND STRENGTH**

Write about a situation where there was a conflict you had to figure out how to resolve by yourself. It could be something that might seem minor but presented a great deal of frustration, or a situation that seemed overwhelming,

What did you learn about yourself that you didn't know before?

If possible, assign a mythological symbol to the challenge.

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### **POEM ANALYSIS: THE FIRST CODE OF A DRAGON SLAYER**

- There are two mythological creatures in this poem? Why? Which one is the problem and which one is the warrior.
- What is the problem and how is it overcome?
- Do you think she has vanquished the "problem" or will there be more? Why / why not?
- What archetype might this be?

### **METACOGNITION (THINKING ABOUT HOW YOU THINK)**

Create questions to help you analyze the poem or vignette you wrote about winning a conflict. Post the questions and response in your blog.

### **WRITE ABOUT A PERSON WHO IS CHAMELEON LIKE: BUILDING DISCERNMENT**

- Write about a person who seems confused or who has conflicted motives and actions.
- One suggestion is to create a literary or cinematic allusion to describe the person's confusion.
- The confusion could be as simple as someone who is a gossip and fills in the blanks of a discussion to appear knowledgeable or someone who is a hypocrite and changes their personality according to who they are around to someone who is blatantly deceitful. main point is that the person is like a chameleon.
- The person doesn't have to be someone you know personally.

### **POEM ANALYSIS: TREADMILL**

- This poem is about a famous celebrity. Do you know who it is from some of the descriptions provided?
- What is this person confused about? How do you know?
- Does it seem like the person will resolve the problem that has him conflicted? Why / why not?
- Could this person be symbolic of other people you may have read about or know?
- What type of archetype would this person be?

### **METACOGNITION (THINKING ABOUT HOW YOU THINK)**

Create questions to analyze the poem or vignette you wrote describing a conflicted person. Post the questions and response in your blog.

### **WRITE ABOUT A PERSON WHO GAVE YOU UNEXPECTED INSIGHT: WISDOM**

- How old was the person who gave you the advice? What did the person look like?
- Were they friendly or stern, or accepting? How did you feel about the person?
- What circumstances created the need for the advice?
- Did you follow the advice? Did you appreciate it?
- Did the person explain why they were giving you the advice or did they simply give it to you and leave it for you to figure out? Did you ask for the advice?

### **POEM ANALYSIS: SACRAMENT**

- What advice did the person get in the poem? Was the advice appreciated?
- Was the person who gave the advice kind, stern, or accepting?
- What did the person who gave the advice look like?

Use the poem to support your responses.

What type of archetype would this person be?

### **METACOGNITION (THINKING ABOUT HOW YOU THINK)**

Create questions to analyze the poem or vignette you wrote describing a time when you received advice. Post the questions and response in your blog.

### **FINAL REFLECTION**

Look at the archetypes that you identified from your writing in this unit.

What did you learn about yourself and the people you interact with?

Do you see any patterns in the way you view yourself?

Did you learn anything about the people you chose to write about?

How might these archetypes come together to make a story?

Your life is part of your oral tradition – your story.

Recognizing archetypes, symbols, and patterns in your life and your surroundings is one way to help encourage an objective, balanced, perspective and greater problem solving skills.

The more you understand yourself and the world around you the more you are able to make wise decisions.

