

Grade: 11		Subject: World Literature 1					
Teachers: Nimon							
Unit # 2 Title: Creation Stories and Archetypes							
Time Frame (calendar and # of weeks):							
Standard(s): RL 1, 2, 5, 7; SL 1, 2, 4 L 1, 2, 3, 4, 5, 6 W 3, 5, 6							
Big Idea(s): Archetypes, Stock Characters, Patterns, Mythos							
Essential Questions		Enduring Understandings					
<ul style="list-style-type: none"> • How does literary criticism and theory help readers understand a text? • What myths, symbols, or patterns reemerge in human story-telling? • Why do different cultures share similar myths? • How might a creation story affect and reflect a culture? • What is an archetype? • Who were Carl Jung and Joseph Campbell? 		<ul style="list-style-type: none"> ➤ Literary criticism can be used as lenses of understanding to help readers uncover various layers of textual meaning. ➤ Archetypes, patterns, and symbolic associations help readers recognize, understand, and analyze textual images and symbols. ➤ Stories – and their characters, patterns, and themes – can unite the diversity of humankind. ➤ Myths shape and reflect the fears, values, and beliefs of society. 					
Areas of Focus		Suggested Instructional Strategies					
Prioritized CPIs <u>CCSS.ELA-LITERACY.RL.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <u>CCSS.ELA-LITERACY.RL.11-12.2</u> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an		<ul style="list-style-type: none"> ➤ Literary Theory and Archetypalism <table border="1" style="width: 100%;"> <tr> <td style="background-color: #e0e0e0;">Tier 1 → Activities/Strategies (Knowledge/Comprehension)</td> </tr> <tr> <td> Students will define the following terms: Literary theory, criticism, archetype (<i>shadow, persona, and anima</i>). Students will also familiarize themselves with Carl Jung and Joseph Campbell. Students will read excerpts from Carl Jung and participate in class discussion about his concept of the collective unconscious and shared mythology. They will discuss the purpose of theory and how thinking of texts as socially reflective and can promote a reader’s understanding of the literature and the culture from which it comes. </td> </tr> <tr> <td style="background-color: #e0e0e0;">Tier 2 → Activities/Strategies (Application/Analysis)</td> </tr> <tr> <td> Students will analyze common archetypes as outlined by Carl Jung in his main texts and distinguish the differences between the shadow, persona, and anima in terms of the individual. </td> </tr> </table>		Tier 1 → Activities/Strategies (Knowledge/Comprehension)	Students will define the following terms: Literary theory, criticism, archetype (<i>shadow, persona, and anima</i>). Students will also familiarize themselves with Carl Jung and Joseph Campbell. Students will read excerpts from Carl Jung and participate in class discussion about his concept of the collective unconscious and shared mythology. They will discuss the purpose of theory and how thinking of texts as socially reflective and can promote a reader’s understanding of the literature and the culture from which it comes.	Tier 2 → Activities/Strategies (Application/Analysis)	Students will analyze common archetypes as outlined by Carl Jung in his main texts and distinguish the differences between the shadow, persona, and anima in terms of the individual.
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<p>objective summary of the text. CCSS.ELA-LITERACY.RL.11-12.7</p> <p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. CCSS.ELA-LITERACY.SL.11-12.1</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-LITERACY.SL.11-12.2</p> <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. CCSS.ELA-LITERACY.SL.11-12.4</p> <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, CCSS.ELA-LITERACY.W.11-12.1</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.ELA-LITERACY.W.11-</p>	<p>Students will diagram his 12 Common Archetypes with characters from modern TV shows or movies.</p> <p>Tier 3 → Activities/Strategies (Synthesis/Evaluation)</p> <p>Students will build on their 12 Common Archetype diagram and choose one of the characters they associated with a particular archetype. They will write a short essay explaining why the TV or movie character they chose fits into the categorization of that particular archetype. Teacher can differentiate project by permitting students to create collages, playlists, or comic strips of archetypal choices or encouraging students to associate themselves with an archetype and write an explanation of their choice.</p> <p>➤ Creation Myths</p> <p>Tier 1 → Activities/Strategies (Knowledge/Comprehension)</p> <p>Students will familiarize themselves with the names, era, and geographic locations of certain creation myths.</p> <p>Students will participate in class discussions about creation myths, their purposes and how they reflect specific cultures. They will discuss their importance and their varied forms of transmission (where they can be found, how they appear, when they were written or spoken).</p> <p>Tier 2 → Activities/Strategies (Application/Analysis)</p> <p>They will read a number of these myths together in class or at home and discuss variations and similarities. Students will outline the stories' plots through annotation, note-taking and graphic organizers. They will also identify shared archetypes (in characters, themes, or plot). Students will look for and chart any Jungian archetypal symbols in the texts.</p> <p>Tier 3 → Activities/Strategies (Synthesis/Evaluation)</p> <p>Students will compare and contrast the plots, characters, and themes of various creation myths.</p> <p>Students will split into groups and each group will be assigned a creation myth. Groups will read their myths and create posters that catalog and diagram the plot and archetypes. Each group will present their findings to the class, who will add this new information to the classroom-reading charts. Students will self-assess using presentation rubrics.</p> <p style="text-align: center;">Performance Tasks/Assessments</p>
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<p>12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-LITERACY.W.11-12.3</p> <p>12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. CCSS.ELA-LITERACY.W.11-12.4</p> <p>12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.W.11-12.9</p> <p>12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Tests and Quizzes</p> <ul style="list-style-type: none"> -Vocabulary Test -Reading Comprehension Quizzes <p>Writing Assignments</p> <ul style="list-style-type: none"> - Reading responses to Jung - Analysis of 12 Common Archetypes and TV/Movie character - Self-reflection and archetypes <p>Projects</p> <ul style="list-style-type: none"> - 12 Common Archetype Diagram - Creation Myth Posters
<p>Resources:</p> <p>Texts:</p> <p>“Chapter Four: Mythological and Archetypal Approaches,” <i>A Handbook of Critical Approaches to Literature</i>, 3d. ed., edited by Wilfred L. Guerin, Earle Labor, Lee Morgan. New York. Oxford UP, 1992</p> <p>“Jungian Psychology and its Archetypal Insights” <i>A Handbook of Critical Approaches to Literature</i>.</p> <p>“Myth and Dream,” <i>The Hero with a Thousand Faces</i>, Joseph Campbell</p> <p>“Folk Stories of Creation,” <i>The Hero with a Thousand Faces</i>, Joseph Campbell</p> <p>Primary Source Materials:</p> <p>Apache Creation Myth</p> <p>“Corn and Medicine,” Cherokee Creation Myth</p> <p><i>Enuma Elish</i>, Babylonian Creation Myth</p> <p>“Odin and Ymir,” Norse Creation Myth</p> <p><i>Fusilat 41.9-41.18</i>, Islamic Creation Myth</p> <p>Genesis 1.1-2.3 (“Elohim”), Judeo-Christian Myth</p> <p>Genesis 2.3-2.24 (Yahweh), Judeo-Christian Myth</p> <p>Video(s):</p>	

Videos of novels

"Atum and the Egyptian Creation Myth" - <https://www.youtube.com/watch?v=uTy49JlgJZE>

"Hindu Creation Story" - <https://www.youtube.com/watch?v=Y9yWwFWpbRo>

"Chinese Creation" - https://www.youtube.com/watch?v=gtnLgc_pNbo&list=PLDFB99FC5A036A7CD&index=11

Internet Resources: