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|------------------|----------------|-------------|--|
| Title of Lesson: | Archetypes     | Age Level:  | 8 <sup>th</sup> -9 <sup>th</sup> Grade |
| Curriculum Area: | Theater Arts   | Time Frame: | 60 minutes                             |
| Developed By:    | Jess Lee Harms | Lesson:     | 1                                      |

### Enduring Understanding

Universally recognizable archetypes connect our cultures throughout time.

### Student Objective

Students will be able to identify and create an archetypal character.

| Knowledge   | Skills  |
|---|---|
| Students will understand that...  | Students will be able to...   |
| <ul style="list-style-type: none"> <li>Archetypes are universally recognizable</li> </ul> | <ul style="list-style-type: none"> <li>Collaboratively create and perform a short scene using archetypal characters that demonstrates an understanding of the device</li> </ul> |

### Massachusetts Curriculum Frameworks

1.15 Demonstrate an understanding of a dramatic work by developing a character analysis.

1.16 Demonstrate an increased ability to work effectively alone and collaboratively with a partner or in an ensemble.

### National Core Arts Standards

Perform: TH:Pr4.1.HSI

- Examine how character relationships assist in telling the story of a drama/theatre work.

Create: TH: Cn10.1.HSI

- Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.

### Hook/Warm-up:

**Time:**

#### Chalk Talk

On three different pieces of butcher paper is drawn an outline of a princess, dragon, or hero/prince. Before class, tape the butcher paper drawings to the wall in three different areas. Divide class into three groups and assign the groups to a character. For each round, groups rotate one character. *If your class is particularly large, you can double this activity by have two butcher paper drawings for each character and having six groups.*

Assign each group to begin at one of the butcher paper drawing stations. For accountability, you can assign each group a different color marker. For this activity, provide 3 minutes at each station before rotating to the next butcher paper drawings to complete the following:

Round One:

- On the outside of the character write things you know about the perfect or typical example of this character.

Round Two:

- On the inside of the character write things the perfect or typical example or this character wants.

Round Three:

- Read what the other groups have written, and circle *three* things that would make a perfect or typical example of this character.

#### Debrief

Ask groups to rotate one more time, returning to their original butcher paper drawing. In their group discuss:

Observe

- Begin by reading on the entire page. What do see that you think someone else may not notice?

Analyze

- Why do you think the group before you selected those three things that would make a perfect or typical example of this character? Do you agree or disagree with their selection? Why?
- Is there anything missing about the perfect or typical example of this character? If so, go ahead and add it.

20 min.

### Class Share

Share the three selections your group has made for the perfect or typical example of this character.

### Unscramble

Prepare in advance an envelope for each group that has the definition “a perfect or typical example” written on the outside. Then inside each envelope place index cards with the letters of the word “archetype.” Make sure they are all scrambled!

Directions: ***At each group location is an envelope with a definition that reads “a perfect or typical example,” and attached are index cards with mixed up letters. Unscramble the letters to make a word that matches the definition “a perfect or typical example.”***

### Archetype Instruction

Once a group has found the correct answer, or three minutes have passed, confirm or reveal “archetype” and its definition. ***The prince, princess, and dragon are all archetypes. An archetype is a perfect or typical example of a person or thing. On the butcher paper, you drew and wrote about the perfect or typical example of a prince, princess, or dragon, and you made each character an archetype.***

Apply

- Why do we use archetypes in theatre?
- What are the challenges of using an archetype in theatre? What are benefits?

## Body:

Time:

### Scene Creation

Directions: ***Let’s go back to the prince, princess, and dragon, because these archetypes are found in many stories. In your group, you are going to create a short scene that uses all three of our archetypes. You may add additional characters as needed to tell your story. You must use everyone in your group for your story, and remember that a story has a clear beginning, middle, and end. You have four minutes to practice your scene before you present it to the class. Your time begins now. If groups are large, side-coach them to develop the scenic elements with their bodies, or a soundscape, soundtrack, or sound effects.***

Present your scenes for the class.

12 min.

### Debrief

On the board scribe the following chart and add to it throughout the debrief:

| Archetypes  | Voice | Body | Objectives and Tactics |
|-------------|-------|------|------------------------|
| Prince/Hero |       |      |                        |
| Princess    |       |      |                        |
| Dragon      |       |      |                        |

8 min.

Observe

- What was something you noticed that you think others may not have noticed?
- What was something that surprised you?

Analyze

- What is shared about the princess archetype across our scenes?
- What is shared about the prince/hero archetype across our scenes?
- What is shared about the dragon archetype across our scenes?

Apply

- What suggestions would you give to make the dragon more of an archetype? *(if needed, perhaps begin to discuss physicality and vocal choices)*
- What suggestions would you give to make the prince/hero more of an archetype?
- What suggestions would you give to make the princess more of an archetype?
- What other archetypes can you think of? What are the hallmarks of that archetype? *(examples may be a witch, grandma, bully, etc.)*

|   |                 |
|---|-----------------|
| <p><b>Scene Creation 2</b></p> <p>Look at the chart on the board and continue to fill it out with the class if any elements are missing. After they have identified the hallmarks, invite students to change one hallmark of a character archetype and consider how it would change the character and then the story. For instance, all elements of the prince stay the same except his voice.</p> <ul style="list-style-type: none"> <li>• What movies or productions can you think of that use archetypes or go against archetypes?</li> <li>• Why do they use or go against archetypes?</li> </ul> <p>Directions: <b><i>Create a new scene that goes against archetypes. You may add additional characters as needed to tell your story. You must use everyone in your group for your story, and remember that a story has a clear beginning, middle, and end. You have four minutes to practice your scene before you present it to the class. Your time begins now.</i></b></p> <p><b>Debrief</b></p> <p>Observe</p> <ul style="list-style-type: none"> <li>• Which hallmarks of archetype did you notice in these scenes?</li> <li>• Which parts were the most interesting? Why?</li> </ul> <p>Analyze</p> <ul style="list-style-type: none"> <li>• What did you notice about these scenes, as compare to the scenes we saw previously? What aspects are similar and different?</li> <li>• Which aspects of the archetype were altered? What are the effects of these changes?</li> </ul> <p>Apply</p> <ul style="list-style-type: none"> <li>• What are the challenges in going against archetype? What are the benefits?</li> </ul> | 15 min.         |
| <b>Wrap-up:</b>   |                 |
| <p><b>Because, But, So (from the Hochman Method)</b></p> <p>Students will complete all three sentence stems as their exit ticket.</p> <ul style="list-style-type: none"> <li>• Archetypes are used in theatre, because...</li> <li>• Archetypes are used in theatre, but...</li> <li>• Archetypes are used in theatre, so...</li> </ul>   | Time:<br>5 min. |

This lesson plan was created by Jessica Harms and shared on 2/4/16, [maitschapter@gmail.com](mailto:maitschapter@gmail.com).

Community link: <https://www.schooltheatre.org/communities/community-home/digestviewer/viewthread?MessageKey=30cdd2d3-56d9-4e02-8e46-2565d1383288&CommunityKey=35d3756e-031c-447e-a020-14aeb57718f1&tab=digestviewer#bm30cdd2d3-56d9-4e02-8e46-2565d1383288#bm0>

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