

# Facilitation Guide

## Archetype Design

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### Activity Summary:

This extension activity is broken into three parts.

Parts 1 and 2 offer activities that can be integrated into specific Wit & Wisdom lessons or they can be facilitated as stand-alone workshops.

Part 3 offers a low tech and a high tech version of Archetype Paper Dolls where students create versions of their Hero, Shadow, Ally & Mentor in collage or Canva. If the teacher chooses to use Canva, it meets the 'technology' criteria of the EOM task.

### Assessment:

#### Formative:

[Character Design & Narrative Builder](#) (Pt 1)  
[Monomythstagram](#) Social Media Profile (Pt 2)

#### Summative:

[Archetype Design Rubric](#) - Low Tech (Pt 3)  
[Archetype Design Rubric](#) - High Tech (Pt 3)

### Additional Student Materials:

[Embodying the Hero](#) (Pt 2, Print)  
[Character Building Scenarios](#) (Pt 2, Print)  
[Paper Dolls](#) (Pt 3, Print Optional)  
[High Quality Exemplar](#) (Pt 3, View)  
Clever & Canva Access (Pt 3, High Tech)

### Lesson Connections:

#### Grade 6, Module 2

Parts 1 and 2 can be integrated into **Lesson 20**.  
Part 3 can be integrated into **Lesson 28**.

This extension is created as a tool to give kids an experience to help them write their narrative. It will have the most impact if it is complete before they begin to draft their narrative.

### Connection to Module Goals/EOM:

Students will use their knowledge of archetypes to build out four characters that will be used in their EOM task.

Learning Target: I can design the archetypes of my narrative. **(TI)**

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### Standards Alignment:

ELA:

**RL.6.3** – Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**W.6.3** – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**W.6.4** – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**SL.6.1** – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

### Teacher Background:

In order to facilitate the ‘high tech’ version of paper dolls in Part 3, teachers will need experience in Canva.

Specific skills: Searching elements, copy and paste of images, resizing of images, and moving images between layers.

Here is [Canva Skills Chart](#) that can be used to build capacity in teachers and students.

Coming soon: A clear process of the back end. How and where do students download and share work with the teacher? How does clever and canva interact? Etc...

Arts:

### Theatre

Part 2

**TH:Pr4.1.6.b** – Experiment with various physical choices to communicate character in a drama/theatre work.

**TH:Re7.1.6.a** – Describe and record personal reactions to artistic choices in a drama/theatre work.

### Visual Arts

Part 2

**VA:Re.7.2.6a** – Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.

Part 3

**VA:Cr2.1.6a** – Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

**VA:Re9.1.6a** – Develop and apply relevant criteria to evaluate a work of art.

### Media Arts:

**MA:Cr3.1.6.b.** – Appraise how elements and components can be altered for intentional effects and audience, and refine media artworks to reflect purpose and audience.

**MA:Pr5.1.6.a.** – Develop a variety of artistic, design, technical, and soft skills through performing various assigned roles in producing media artworks, such as invention, formal technique, production, self-initiative, and problem-solving.

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## Steps for Implementation:

### Part 1: Inspiration – Lesson 20

In this activity, students imagine their archetypes as prompts to help them pull characters from their personal schema.

#### Character Design & Narrative Builder (T3)

This graphic organizer can be completed via drawing or writing.

Additionally, this graphic organizer can be used as a formative assessment. (T4)

### Part 2: Embodying the Hero – Lesson 6 & Lesson 20

In this activity, students build on their knowledge of Tableau and come to class embodying their hero using costume, props and pose.

#### Module connections:

- Lesson 6 – precise word choice and illustrations supporting the development and understanding of a character
- Lesson 20 – Development of student's hero and context
  - Slide 8 activity – Sketch your hero using one of the art elements (handout 19A) to emphasize one of the hero's traits OR an aspect of their appearance

#### Setting up the activity

Tell your students that they will be becoming their hero – playing the role of their hero – in an upcoming class. It is up to you how much notice you choose to give the students, because they will be using props and/or costume pieces, at least a week is recommended.

Referring back to lesson 6 (handout 6A), discuss how physical characteristics, clothing, accessories, and prop choices can contribute to a character's development and understanding.

Although this activity can be introduced at the teacher's discretion, it is suggested that you introduce the activity during/around lesson 20 when students are sketching their heroes and making choices that emphasize their hero's traits.

In the slides, two illustrations from The Odyssey are provided – these images contain characters with specific visual elements that tell the viewer something about who they are.

The first image (p.11) is looked at in lesson 10 so students should be familiar with how the art vocabulary (handout 19A) is used in the image. See if the students notice anything about Odysseus that tells them something about his character.

- Holding a helmet – soldier/warrior
- Outfit – shows time period and occupation, scarf cape shows status

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## Steps for Implementation:

The next illustration (p.14-15), also looked at in lesson 10, shows multiple gods with distinct costume pieces and accessories that emphasize their traits.

- Athene
- Zeus
  - Crown – king of gods
  - Lightning bolts – well known characteristic of Zeus across fables
- Poseidon
  - Trident – weapon associated with the ocean, well known prop of the god
  - Net shirt – nets are often used to catch fish in the ocean
- Hermes
  - Athletic looking clothing – suggests he moves great distances
  - Wings on his headpiece – Hermes is known as the messenger god who uses his small wings to bring these messages far and wide

Using the provided [Embodying the Hero Graphic Organizer](#), have students brainstorm what possible props or costume pieces they could create or acquire to emphasize the character traits of their hero when becoming them for class. Students can use the sketch they created of their hero to help guide them in this activity.

## Exit Ticket

As an exit ticket, students can be asked to describe what their hero would do in a specific scenario, for example: a nearby bridge starts to collapse, what does your hero do? Encourage them to consider their hero's flaws as well. Does your hero have the strength to hold up the bridge until everyone is a safe distance away? Can your hero help direct traffic to get people off the bridge quicker? Does your hero have the knowledge to provide medical care to injured people while waiting for emergency services? Does your hero have such low self confidence that they don't think they would be helpful?

This exit (or entry) ticket structure can be used with different scenarios leading up to the day the students will embody their character. Teachers can use the three [pre-created Character Building Scenarios](#) that are formatted as printable with two copies on each sheet (half sheets – cut in half after printing) or can post the questions as an assignment on google classroom or other online classroom platform. Teachers that would like to are encouraged to come up with their own scenario questions.

## Teacher Prep

For this activity, it is important to create opportunities to make choices based on the characteristics of their hero. It is up to the teacher how in depth the room preparation will be.

## Assessment

As a formative assessment, have students create a social media post from the perspective of their character using a [monomythstagram](#) template. Students will need to come up with a username, sketch a post, and create the caption – all while acting as their hero. Their post should showcase a trait of their hero.

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## Steps for Implementation:

### Part 3: Paper Dolls – Lesson 28

In this activity, students design versions of their archetypes.

Paper Doll Reference Sheets:

Here are the [Paper Doll reference sheets](#)\*. You can use them in three different low tech ways. \**Make a copy to edit your own.*

#### Low Tech (T2)

**Draw:** Students can use the Paper Doll reference sheet as drawing references. The teacher might say, “Here are some examples of how to draw the parts of your hero.” This version uses copy paper, pencil, and colored pencils.

**OR**

**Trace:** Students can use the Paper Doll reference sheets to trace using a window, lightbox, or vintage projector. This version uses copy paper, pencils, colored pencils, and printed reference sheets.

If you have limited window space or lightboxes, create a sign up sheet with a time limit as necessary.

#### Physical Facilitation Tip:

*Print two copies of the reference sheet sets per table. Keep each set in a manila folder. As these are reference sheets, students can reuse them over and over again and between multiple classes.*

*Always keep a stapled master copy in a golden sparkly folder on your desk that only you can access. This is for you only. This is so you can make copies as needed.*

**Collage:** Students can use the Paper Doll reference sheets to cut out and paste into collages. This version uses a folder with a printed set of references for each student, scissors, glue, pencils, and colored pencils. Bonus supplies: ultra fine tip sharpies and/or dual sided acrylic paint markers.

#### Collage Facilitation Tip:

*Scissors, Glue, Pencils and assorted markers can be stored in one bin for each table.*

**Summative Assessment:** Here is an [Archetype Design Rubric](#) that you can use to assess the Low Tech version. (T4)

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## Steps for Implementation:

### High Tech (T2)

Here is the Canva version of the [Paper Doll reference sheets](#)\*. You can use them in two different high tech ways. *\*Make a copy to edit your own.*

**1. Build from Bank:** Students can use the Paper Doll reference sheets to build their character.

- Students build their characters by duplicating images from the bank, editing as necessary, and combining the elements together. Use the [Canva Skills Chart](#) to support students.
- Digital Facilitation Tip: Coming in November

**2. Archetype Design Template:** Students can use the Canva [Archetype Design Template](#)\* to design their characters. *\*Make a copy to edit your own.*

- This includes a sentence about the special details for each archetype and a sentence about artistic design choices.
- [Here is a finished example.](#)
- Digital Facilitation Tip: Coming in November

### Summative Assessment:

Here is an [Archetype Design Rubric](#) that can be used to assess the High Tech Version of this activity. It aligns directly with the Archetype Design Template. **(T4)**