

Introductory Unit—The Quest To The Teacher

Course objectives covered in this unit:
XII, XIII

Part I.

1. The teacher gives the students the information included on “Archetypal Characters,” “Common Archetypal Situations,” and “Typical Heroic Myth Pattern.”
2. As the students watch The Lion King, The Hobbit, or Star Wars, they fill out the chart “Archetypes in ____.”
3. Discuss the charts in a whole-group and discuss the theme of quest, in general, as pertains to the movie and to life.

Part II.

1. To help students focus on their own personal quest, students participate in goal-writing.
2. The teacher shares with the students the goals he or she has for the class for the year as well as personal goals.
3. The students discuss goal setting and create a list of three-five goals they have for this school year—their quest for the school year. Encourage students to go beyond the typical “passing to the 7th grade.”
4. The students write these goals on paper; the teacher laminates them; and the students keep these goals in a visible place in their binders. These goals will be the basis of an on-going reflection during the school year.
5. The students create a “QUEST CHEST” in which they will keep their written self-reflections and symbols to be completed after each major literary work. They should bring a large shoe box (or whatever the teacher decides) and decorate it to represent them and their where they are at this point in their quest.

“QUEST CHEST” – Year-Long Assignment:

The following assignment will appear after each of the major works:

The students will be given a goal self-reflection assignment to evaluate their progress.

The teacher gives the students guided questions such as the following for the students to use in their reflection. The students will respond in poetry, stream of consciousness, dialogue with themselves, etc.

How have you progressed thus far on the path to achieving your goal?

What specific actions have you taken so far which will aid you in achieving these goals?

What kinds of obstacles have you seen in your way?

How have you attempted to overcome these obstacles?

Have you been successful or not in overcoming these obstacles? Why or why not?

What have you learned about yourself so far?

What have you learned about overcoming obstacles? ----about achieving goals? --about goal setting?

The students will create a symbol which represents their challenge/quest/ at this point in their journey. The teacher may want to give the students an opportunity to explain why they created their symbol and what it symbolizes, or the teacher may wish to just have the students put these written reflections and symbols into the “QUEST CHEST” quietly. **At the end of the year, the reflections and symbols will be turned in as a product for the year.** At that time the teacher **may** wish to provide an opportunity to explain.