

# CRITICAL LENS: PSYCHOANALYTIC (FREUDIAN)

*“As we grew nearer, I felt the rest of Luz’s restraints stripped away, the lures and tangles and spores of the beast spilling through my system.”*

Teacher: Sarah Fullerton Subject/Grade: English, Grade 11	Time Allotment: One hour	
<b>Standard:</b> <b>Common Core Reading Standards, Key Ideas and Details</b>		
1. 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.  3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.		
<b>Objective (Explicit):</b> <ul style="list-style-type: none"> <li>• Students will be able to apply a Psychoanalytic critical lens to <i>The Last Days</i> by Scott Westerfeld and demonstrate their knowledge of the type of criticism and the novel in a multi-modal composition a la Pinterest board.</li> </ul>		
<b>Evidence of Mastery (Measurable, include variety of methods of checking for understanding):</b> <ul style="list-style-type: none"> <li>• Teacher will collect students’ informal project proposal to check for student understanding of the lecture and assignment.</li> <li>• Teacher will be able to gauge student understanding through overhearing students converse about the project and final discussion about the Youtube clip.</li> <li>• Pinterest project will be graded based on attached rubric for correct application of Psychoanalytic criticism, use of multi-modal principles, etc.</li> </ul>		
<b>Key vocabulary:</b> Psychoanalytic/Freudian Criticism, Pinterest, pins, pin board	<b>Materials:</b> <ol style="list-style-type: none"> <li>1. “Gangnam Style” parody clip: <a href="http://www.youtube.com/watch?v=7Fz70tP4E5c">www.youtube.com/watch?v=7Fz70tP4E5c</a></li> <li>2. PowerPoint to accompany Psychoanalytic criticism lecture</li> <li>3. Copies of Pinterest assignment sheet and rubric</li> <li>4. Sample Pinterest project</li> </ol>	
<b>Opening/Anticipatory Set: (state objectives, connect to previous learning, and make relevant to real life)</b> <ol style="list-style-type: none"> <li>1. Teacher will review today’s objectives in student-friendly language.</li> <li>2. Teacher will play this Youtube clip and tell students that by the end of the class period, they will be able to understand why it “makes sense when you think about it”: <a href="http://www.youtube.com/watch?v=7Fz70tP4E5c">http://www.youtube.com/watch?v=7Fz70tP4E5c</a></li> </ol>		
Instructional Input	<b>Teacher Will:</b> 1. Present a concise lesson with accompanying PowerPoint on Psychoanalytic/Freudian criticism.	<b>Students Will:</b> 1. Take Cornell notes during lesson (students are already familiar with Cornell Notes).
	<b>Differentiation</b> 1. Teacher will provide a cloze notes organizer for ELL students and students with IEPs.	

<b>Guided Practice</b>	<p><b>Teacher Will:</b></p> <ol style="list-style-type: none"> <li>1. Pass out assignment sheet and rubric for Pinterest project. Review the assignment. Show a sample project and explain how it meets the requirements.</li> <li>2. Instruct students to take a minute to brainstorm what critical question they will answer in their project and what character they will focus on. Have students write their ideas down.</li> <li>3. Instruct students to share their proposed idea with a shoulder partner. Move about the classroom to listen to students' ideas and offer input as needed.</li> <li>4. Collect student proposals to review and return to students during the next class meeting to address any misunderstandings before assignment is due.</li> </ol>	<p><b>Students Will:</b></p> <ol style="list-style-type: none"> <li>1. Review the assignment sheet and ask any relevant questions.</li> <li>2. Brainstorm and write down ideas for the project.</li> <li>3. Share project ideas with a shoulder partner and provide feedback to each other.</li> <li>4. Turn in project proposals.</li> </ol>
	<p><b>Differentiation</b></p> <ol style="list-style-type: none"> <li>1. Students have opportunities to confer with a partner (and then double-checked by the teacher) to make sure they are on the right track for the project.</li> </ol>	
<b>Independent Practice</b>	<p><b>Teacher Will:</b></p> <ol style="list-style-type: none"> <li>1. N/A</li> </ol>	<p><b>Students Will:</b></p> <ol style="list-style-type: none"> <li>1. Complete Pinterest assignment.</li> </ol>
	<p><b>Differentiation</b></p> <ol style="list-style-type: none"> <li>1. Pinterest project modifications will be made according to IEP stipulations on a case-by-case basis.</li> </ol>	
<p><b>Closure/Lesson Summary:</b> The class will re-watch the Youtube clip and then the teacher will facilitate a brief, informal discussion about how the "Gangnam Style" parody video "just makes sense" with Freud.</p>		

*Sigmund Freud,*  
**THE LAST DAYS,**  
and *Pinterest*

*Adapted from Jen Bozek, the OWL at Purdue*

**DUE DATE** \_\_\_\_\_

### **Freud and Literature**

So what does all of this psychological business have to do with literature and the study of literature? Put simply, some critics believe that we can "...read psychoanalytically...to see which concepts are operating in the text in such a way as to enrich our understanding of the work and, if we plan to write a paper about it, to yield a meaningful, coherent psychoanalytic interpretation" (Tyson 29). Tyson provides some insightful and applicable questions to help guide our understanding of psychoanalytic criticism.

### **Typical Questions**

- How do the operations of repression structure or inform the work? *Think of Luz's repression of Min's "inner beast..."*
- Are there any Oedipal dynamics—or any other family dynamics—at work here? *Such as Pearl's relationship with her mother or Min's relationship with her family?*
- How can characters' behavior, narrative events, and/or images be explained in terms of psychoanalytic concepts of any kind? For example: fear or fascination with death, sexuality (which includes love and romance as well as sexual behavior), etc.
- What does the work suggest about the psychological being of its author?
- Are there prominent words in the piece that could have different or hidden meanings? Could there be a subconscious reason for the author using these "problem words?" *Perhaps Zahler's "fexcellent" vocabulary?*

## Your Assignment

Pinterest combines graphics with short commentary organized on a themed “board.” Your assignment is to create a multi-modal composition in the form of a Pinterest board that answers one of these above questions by focusing on a character and/or situation in the book. I have provided you with some ideas if you “get stuck.”

You will find or create graphics relevant to the character or situation you choose are your focus. You will utilize the “comment” space below the picture to provide a psychoanalytic interpretation. You can digitally re-create a Pinterest board or create one by hand. Your board does NOT have to be an exact replica of the Pinterest format like my example: as long as I can tell that Pinterest was your inspiration (i.e. formatted with picture and caption/commentary underneath), you will be in the clear.

## Additional Requirements

- \_\_\_\_\_ 1. You must have at least **5** relevant pictures with commentary on your board.
- \_\_\_\_\_ 2. Your commentary under each photo must be **at least 4 sentences** long.

## Rubric

	<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>
<b>Commentary</b>	Commentary is 4+ sentences long. The comments are well-written and further the Psychoanalytic criticism.	Commentary has 3-4 sentences and is clearly worded. It may or may not directly answer a Freudian question.	Commentary has 2-3 sentences. The commentary may be more plot-based and may not lend itself to a Freudian lens.	Commentary has 1-2 sentences. It does not show evidence of the use of Psychoanalytic criticism.
<b>Visuals</b>	There are 5 relevant “pins” that are easily distinguishable as relating to the book’s plot and/or its characters.	There may be a pin missing or 1-2 pins need an explanation about their relevance to the text.	Student only has 2-3 pins and/or 3+ pins need an explanation about their relevance to the text.	Student only has 1-2 pins and/or the pins do not appear relevant to the novel.
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is distractingly messy or very poorly designed. It is not attractive.
<b>Clarity/Focus</b>	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.

# PINTEREST MULTI-MODAL COMPOSITION ASSIGNMENT—Teacher Sample

**Pinterest**

Add + About ▾  **Zombie** ▾

Following · Categories ▾ · Everything · Popular · Gifts ▾



This is me Zombie. A creature of Id. Luz tries to repress the beast inside me: they're afraid of it's primal power, afraid of what they don't understand.



**Zombie** via **Minerva** onto **Me.**



I have things to do, places to be. I know things. Luz's attempts to keep me inside only interfere with my ability to help save the world.



**Zombie** via **PEARL essence** onto **End of the World**



I cannot satiate my hunger. I must feed. Luz's remedies work... for now... but how long can the inner beast be contained?



**Zombie** via **la luz de la esoterica** onto **Recipes**



The humans are starting to notice. And their feeble attempts to staunch the world's bleeding will only result in their demise. They must give in and stop fearing the wrong monster.



**Zombie** via **NYC Press** onto **End of the World**