

Mythology to REALITY

Lauren Hewes
EDT 427
Field Experience #2
Multigenre Paper
11/21/06

To: heweslj@muohio.edu
From: hsenglishteacher@email.com
Sent: 2:30 pm 11/5/06
Subject: Re:Hello!

Lauren,

Don't worry about preparing. I'm hardly even prepared. If I remember correctly from my time at Miami, you should probably just observe this week. And, trust me, your observation will be **completely unrealistic**. I teach Advanced Composition for seniors and 10th grade honors English, which means there are ***no absences, no tardies and everyone does their homework***. When you start out as a teacher, this will not be the **case**.

I'm looking forward to having you. If you have any of those new ideas from the realm of higher education, feel free to pass them on! See you in the morning!

Mr. A
English Teacher

Mythology Unit

Honors English Notes

Myth-

- A **fiction or half-truth**, especially one that forms part of an ideology.
- A traditional or legendary story, usually concerning some being or hero or event, with or **without a determinable basis of fact or a natural explanation**.

Hero-

- Human being with characteristics a society admires and often wishes to emulate.
- He (or she) fights for the noble cause: those who cannot defend themselves, for; the preservation of a society; honor; and the noble way of life.
- Sets out on a journey: many struggles to overcome, sets out to accomplish a goal. Returns knowing who he (or she!) is because of it.

Scene: Car ride back to Oxford

Five Miami students sitting cozily in a Corolla after their first day of their second field experience. Several different conversations are going on at once.

Kylie: How was your first day Lauren?

Me: It was ok... I don't think I'm going to get to teach much though till next week though.

Kylie: Yeah me either. How is your teacher?

Me: I like him, he seems really cool. The class is learning about mythology and doing this cool assignment with dreams. They are recording every dream they have in a dream journal. They've been learning how archetypes and different symbols in myths can pop up in our subconscious. So they share their dreams in class while learning about these symbols and then they are going to analyze them to see what symbols carry into their dreams.

Kylie: That is cool.

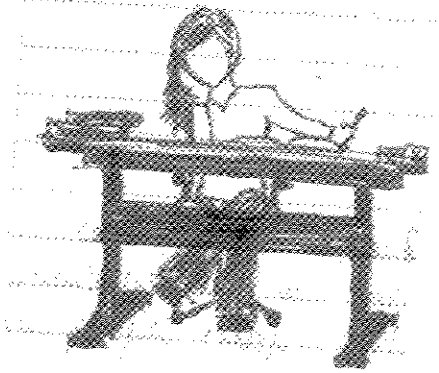
Me: Yeah I think I'm going to keep one too while I'm there, should be fun.

Kylie: Ha I wonder what kind of symbols you'll find.

Me: Haha who knows...

Achilles Heel

I try to hide it—
They can't know where it is.
All they have to do is tap it,
and my heroic façade crumbles.
A hero doesn't show their point of weakness.
Who am I to call myself a hero?
I don't want glory or fame—
to affect something greater than me,
and to help others be heroes
makes me want to be one myself.
A humble hero. Even humble heroes
have their Achilles heel.
What's mine you ask? Do I dare reveal it?
Self doubt, lack of confidence,
uncertainty, lack of direction.
The first step to being a humble hero:
Don't be afraid to reveal
your Achilles heel.



View from the corner...

*25 fifteen year olds: listening, participating, having fun
I could really like teaching kids like this...they dive in head first to everything they do! I didn't think kids like this existed...they want to do what Mr. A asks them to do.

Maps of story settings on the walls, character
interpretation drawings.

These are really good. I get excited about assignments like that. Students visualize things so much better—mental note: if I become a teacher, do a similar assignment.

Mr. A always seems so laid back—
Poster on the wall:

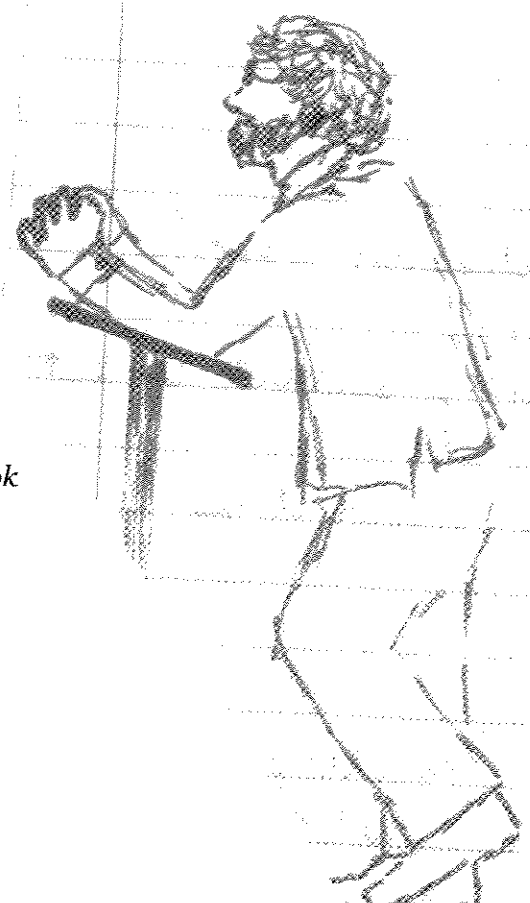
“You must be some kind of stupid!”

(quote from principal). Sign above
cactus sitting on the ledge:

“Please don’t touch the cactus
it’s afraid of intimacy.”

Class is fun, students laugh

*Hmm...teaching IS hard that's for sure. But it doesn't look
so terrible. Note to self:
it is possible to teach lightheartedly and with humor.*



Goddess-

- Goddesses are creators; givers of life
- Fulfill the role of teaching in every myth.
- Teach heroes who they are and how to be a hero.

My Dream Journal

Entry #1

I was walking through a field of flowers toward a castle. But the castle was a school. I could tell because there were golden school busses parked outside. Somehow I knew I was a goddess but I wasn't sure of what. I remember jumping into the air and flying up into the highest tower of the castle, which apparently was my classroom. I landed in the room, having flown through the window, and my students (who were all different kinds of animals for some reason) stared blankly at me. One raised his hand, he was an elephant, and asked me what I was doing there. I opened my mouth to speak but no words came out, I didn't have a voice. I started to get nervous. Suddenly my voice came back, loudly, I began to yell, "I'm here because..." then I woke up.

Dream Symbols-

- *Animals*: To dream that animals can talk, represents superior knowledge. Its message is often some form of wisdom. Alternatively, a talking animal denotes your potential to be all that you can be.
- *Flying*: To dream that you are flying, signifies a sense of freedom where you had initially felt restricted and limited.
- *Education*: a dream that takes place in school may be a metaphor for the lessons that you are learning from your waking life.

After many hours of reading up on Greek myths to plan my lesson of

Oedipus, I glanced through my lesson plan still terribly unsure of how effective it was going to be. Mr. A's advice came to my mind as panic started to well up inside of me: "Don't plan too much, things never go how you expect them too. If you know what you're want to accomplish you'll be golden." Well I had planned enough discussion questions to last me all day, I guess its time to rock and roll. *So why do I feel like I'm being thrown to the lions? There has to be some myth where the heroine faces 25 monsters that threaten her confidence ...Lauren their not monsters. They are sophomore honors kids, they'll probably beg you to teach them things. Ok, ok just chill out you'll be fine. Good pep talk Lauren, you almost believed yourself.*

"Hey guys that's all I have for you, Miss Hewes is going to teach you all today," Mr. A said.

students applaud

"(Nervous laugh) Well thanks guys...you might want to hold the applause till AFTER I teach..."

"Miss Hewes if Oedipus believed in fate he wouldn't have tried to change his destiny."

"Miss Hewes I don't think you can change your fate. I DO think the choices you make determine how your fate comes to reality."

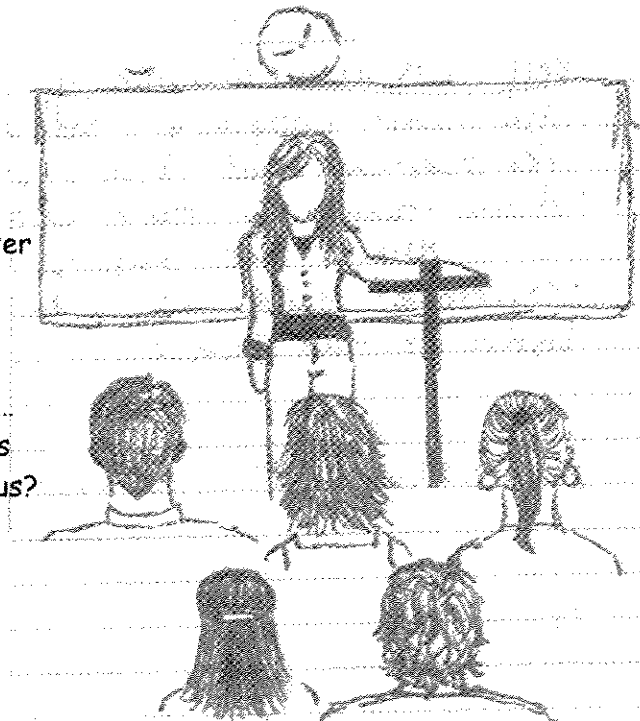
"Yeah Miss Hewes I agree with that. When Oedipus chose to leave his home he thought he could change fate. And his whole life right up till the end he believed he did change it. But he couldn't escape it."



Field Journal

Teaching Reflection:

- Good lesson! That went so much better than I thought it would.
- Rework beginning questions
- Fun? Did I just have fun?
- I think I could see myself doing this...
- Why do I feel like the students ideas on fate were about me instead of Oedipus?



My Dream Journal Entry #2

I'm back in the school/castle, I'm still a goddess. This time my class room of animal-students are smiling back at me. I feel like I just walked in in the middle of something. I'm still not saying anything, but the students keep smiling. I turn around to write something on the black board and instead of a blackboard there's a huge mirror. When I look in it I have no face. I have a body, just no face. I'm not surprised by this and walk over to my desk, and sit down. One of my students raises their hand again, this time it's a duck, and says, "You can't change what you're meant to be...what are you doing here?" When I go to answer my voice is gone again, but I can almost whisper. I get up to look in the mirror again and my face is still gone. Then I wake up.

Dream Symbols-

- *Faceless*: you are still searching for your own identity and finding out who you are.
- *Mirror*: To see your own reflection in the mirror, suggests that you are pondering thoughts about your inner self. The reflection in the mirror is how you perceive yourself

Myths (half-truths) of Teaching:

1. Teaching is **impossibly hard**—Not all aspects of teaching are scary and seemingly impossible. It can be fun, even with all the consuming grading an English teacher has. Hard times are where learning happens—for teachers just as much as students.
2. Teachers are **perfect**—A teacher isn't expected to be perfect. It's ok to mess up, it's ok to do worse on your first period lesson and improve it by third. It's ok if you don't know the answer. Perfection itself is a myth—improvement comes from a teacher learning new and better ways of doing things.



My Dream Journal

Entry #3

I'm staring at my animal-students and suddenly I start to dance. I feel like I've never been happier. They stare blankly at me until suddenly all of them break in to dance too! Then we all start laughing, out of breath. I turn around to the mirror where the blackboard is supposed to be and I see my face. I know it's me but it looks a little different than I do now. I can't really explain it, just different. I turn and start running for the window. I take a giant leap and fly out into the sky. I fly for what seems like a half hour. Then I wake up.

Dream Symbols-

- *Dance:* To dream that you are dancing, signifies freedom from constraints and harmony/balance with yourself. You are working in cooperation with yourself.
- *Face:* To see your own face in your dream, denotes the persona you choose to show to the world
- *Flying:* To dream that you are flying, signifies a sense of freedom where you had initially felt restricted and limited.

Field Journal

I feel like I could do this if I wanted to. I feel like I kind of do want to. The more and more I observe and teach the more I think "this might be for me". It's only when I'm back in the class room being a student to I doubt my self. **Note to self: remember how you felt during these two weeks....

To: hseenglishteacher@email.com
From: heweslj@muohio.edu
Sent: 11:10 am 11/17/06
Subject: Thanks!

Mr. A,

I want to thank you for having me into your class room for the passed two weeks. It really gave me the opportunity to discover more of who I am and that I genuinely like teaching. I'm still not sure it's for me but I feel confident in the fact that I'm leaning towards it. Thanks for letting me watch you teach as well as the advice you gave when I taught.

*Lauren Hewes

To: heweslj@muohio.edu
From: hseenglishteacher@email.com
Sent: 4:00 pm 11/17/06
Subject: Re:Thanks!

Lauren,
I'm glad you had a good time. I enjoyed having you in class...you helped me think about why I do what I do, which is something we often forget in the hustle and bustle of daily life. Nice job, Lauren. You'll be a great teacher if you decide it's for you.

Mr. A
English Teacher

End Notes

1. I put the email from my cooperating teacher first to set up the environment I was placed in. I wanted to show that from the start I knew I was placed in a seemingly ideal situation in terms of teaching. That it was almost a fantasy classroom. The class notes on mythology start the theme of myth and heroes in my paper. Throughout my two weeks in field, the students were learning about mythology and its ideas are carried through my paper
2. This conversation with Kylie is in my paper to set up the dream journal idea. This was an actual assignment in Mr. A's class that I did participate in. I thought using entries from a hypothetical dream journal would help tie in a lot of my thoughts for this paper. All the entries are not actual dreams I had, but more symbolize where I was when I was placed in the second field experience. The poem describes my reasons for having doubts on teaching. This is important to set this up here to establish my inner struggles for the rest of the paper.
3. This page is pretty general, they are just my observations and thoughts from sitting in the back and watching Mr. A teach. The pictures I drew in field with this concept in mind for the paper
4. The goddess class notes lead directly into my first dream journal entry. It helped set up the symbol for me in my dream. Because I was a goddess in the dream, and a goddess' primary role in a myth is teaching, my dream can be "interpreted" that I am a teacher whether I realize it or not. The other symbols highlight the fact that I am at a point in my life where I am trying to figure out my role in life, and that I struggle with my reasons for being a teacher.
5. This page is representative of my first lesson that I taught. The drawing shows my uncertainty in my abilities and in my lesson. The writing is basically an inner monologue. The last part of it shows how bright the kids in my class were, how deep I was able to go with them in conversation, that the lesson was successful, and their quotes play further into my paper. These are exact quotes from my lesson.
6. This page shows a turning point for me in my field experience. The reflection shows the new realization that I could be a teacher and be decent at it. That I could really like it. That I am surprised by it. The picture is just to illustrate me teaching my lesson. The dream journal entry shows that even though I am beginning to see that teaching could be what makes me happy, that I am still uncertain and don't know who I am.
7. This page shows my conclusions on the myths of teaching. It shows the myths I believed until this field experience as well as the truth I learned about them. Even though they are myths, they carry partial truths. I was able to work through these this passed field.
8. My last dream journal entry shows that I have been liberated of this pressure and fear of what I am doing being an education major. Even though I'm not certain that I am a teacher, I am certain that my future is going to make me happy and that I will be able to find myself amongst all this inner struggle I have with my major. It also shows further my change in feelings toward teaching. That I can see myself loving it and being a teacher in the future. The last two emails high light this as well, and my cooperating teacher's role in it. The fact that he wrote "you helped me think about why I do what I do" gave me a sense of importance in the profession of teaching. Of being part of something greater, a greater good. Someday I want to be a part of something like that.