

# The Trickster Archetype

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# “The Embodiment of Ambiguities”

*“Always hungry for another meal swiped from someone else’s kitchen, always ready to lure someone else’s wife into bed, always trying to get something for nothing, shifting shapes (and even sex), getting caught in the act, ever scheming, never remorseful” (247).*

- Arguably the most recognizable of all the mythological archetypes
- Tricksters provide “real spark” in myth narratives – they reflect humanity.
  - “The Trickster is myth come alive to meet us where we live.” (247).



# Trickster Traits

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*“No matter where in the world we find this unique character, he persistently displays humanity’s highest aspirations and our basest impulses” (250).*



- Complex figures of play
- The comic relief of the mythological world
- Often selfish and dishonest
- Usually a shape-shifter
- Agents of chaos who (usually) get away with their mischief

# “Lords of the In-between”

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*“The Trickster does not suffer categorization lightly. He does not submit to the rules of his own society and will hardly sit still long enough for us to paint a clear picture of him, much less nail him down.” (252).*

- Tricksters are above all complicated figures that can take many different forms (literally).
- Ten fundamental aspects of Tricksters: creator, culture-bringer, opportunist, mischief-maker, amorous adventurer, hunger-driven manipulator, credulous victim of others’ tricks, lazy work avoider, transgressor, and clown of the body.



Two very different characters. Both Tricksters!

# Tricksters Across Cultures

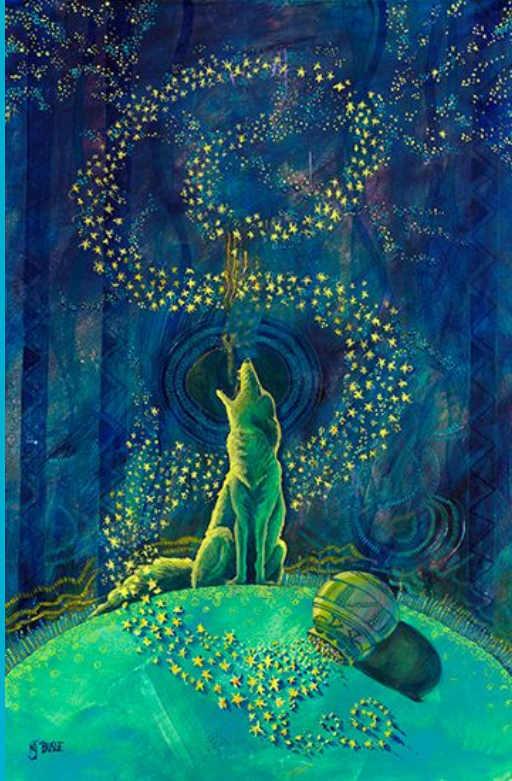
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- Tricksters take many forms across different cultures including: Loki (Norse), Reynard the Fox (European), Hermes (Greek), Ajapa and Anansi (African), Pa Pandir (Malaysian), Nasr-edden (Turkish)
- Native American folklore have many different Trickster characters to offer, including Raven, Mink, Rabbit, Spider-man, and Blue Jay, but perhaps the best known is Coyote.



# How Coyote Placed the Stars

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*“They look pretty good sitting there like that. I think I’ll leave it that way for everyone to see. Then when people look at them in the sky they will say, ‘There’s a story about that picture,’ and they will tell a story about me.” (268).*

- From the Wasco tribe
- Details the story of how Coyote trapped a family of wolves in the sky to make the Big Dipper.
- Coyote as creator, but also as the opportunist.

# SCAFFOLDING ACTIVITIES

The Trickster Archetype



# Scaffolding - Week One

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- Biographical Context for William Shakespeare
- The Life of William Shakespeare - Check for Understanding Activity
- A Midsummer Night's Dream - Key Vocabulary
- Act One - Dialectical Journal
- Assigned Readings - Act I - A Midsummer Night's Dream
- A Midsummer Night's Dream Discussion Questions - Act I
- Socratic Seminar Friday
- Students Submit Week One Dialectical Journal for Grading

# Biographical Context

## William Shakespeare of Stratford-upon-Avon

### William Shakespeare of Stratford-upon-Avon



William Shakespeare was an English poet, playwright, actor, and gentleman. He is also commonly known as the Bard and is widely regarded as the greatest writer in the English language. Shakespeare wrote at least thirty seven plays, over 150 sonnets, two lengthy narrative poems, and some shorter poems. He was born in Stratford-upon-Avon, England, in April 1564, and he died in the same location on April 23, 1616, at the age of 52. Shakespeare's theatrical company began performing in the late 1500s, and the company was awarded an official royal patent by King James I in 1603. Shakespeare and his wife Anne had three children; the last of his descendants was a granddaughter named Elizabeth Hall, who died in 1670.

There are multiple Trickster figures in Shakespeare's plays, such as the Fool in *King Lear*. This daring character challenges Lear's authority so slyly that the monarch remains oblivious to the fact that he is being manipulated. Viola from *Twelfth Night* and Iago from *Othello* are also commonly considered Trickster characters. As we begin our unit on the Trickster Archetype, you will be challenged to identify the Trickster character(s) that Shakespeare has incorporated into *A Midsummer Night's Dream*.

#### Citation:

Orgel, Stephen, and A. R. Braunmuller, editors. "William Shakespeare, the Complete Works." *William Shakespeare, the Complete Works*; by William Shakespeare, New Pelican Text, 2002, pp. xlvii-xlviii.

# THE LIFE OF WILLIAM SHAKESPEARE



## CHECK FOR UNDERSTANDING ACTIVITY

William Shakespeare's nickname is \_\_\_\_\_. Shakespeare was born in \_\_\_\_\_, which is located in the following country: \_\_\_\_\_.

List three jobs Shakespeare had during his lifetime. 1. \_\_\_\_\_, 2. \_\_\_\_\_, 3. \_\_\_\_\_.

How many plays did Shakespeare write (that we know of) during his lifetime? \_\_\_\_\_.

Some of Shakespeare's most famous plays are: *Othello*, *Twelfth Night*, *The Tempest*, *Romeo and Juliet*, *Hamlet*, *A Midsummer Night's Dream*, *King Lear*, and *Much Ado About Nothing*. What Shakespearean plays do you think the following images depict?



According to the Shakespeare's biographical data, which character in *King Lear* served as a Trickster character? \_\_\_\_\_

Who were the Tricksters in *Twelfth Night* and *Othello*? \_\_\_\_\_ and \_\_\_\_\_.

# A Midsummer Night's Dream

## Key Vocabulary

A MIDSUMMER NIGHT'S DREAM - KEY VOCABULARY		
TERM	MEANING	PASSAGE FROM PLAY CONTAINING THIS TERM
Love-token	Keepsake given as a token of love.	Stand forth, Lysander, and my gracious duke. This man hath bewitch'd the bosom of my child; Thou, thou, Lysander, thou hast given her rhymes. And interchanged <u>love-tokens</u> with my child: Thou hast by moonlight at her window sung, With feigning voice.
Obscenely	In a lewd and obscene manner.	BOTTOM: We will meet; and there we may rehearse most <u>obscenely</u> and courageously.
Minimus	The fifth digit; the little finger or little toe.	LYSANDER: Get you gone, you dwarf; you <u>minimus</u> , of hindering knotgrass made; You bead, you acorn.
Shrewishness	A nature given to nagging or scolding.	HELENA: I pray you, though you mock me, gentlemen, Let her not hurt me. I was never curst; I have no gift at all in <u>shrewishness</u> . I am a right maid for my cowardice; Let her not strike me.
Beshrew	Wish harm upon; invoke evil upon.	HERMIA: Lysander riddles very prettily; Now much <u>beshrew</u> my manners and my pride, if Hermia meant to say Lysander lied.
Abridgement	A shortened version of a written work.	THESEUS: Say, what <u>abridgement</u> have you for this evening?
Dwarfish	Atypically small.	And are you grown so high in his esteem; Because I am so <u>dwarfish</u> and so low?
Preposterously	So as to arouse or deserve laughter.	PUCK: Then will two at once woo one. That must needs be sport alone; And those things do best please me That befall <u>preposterously</u> .
Changeling	A child secretly exchanged for another in infancy.	PUCK: The king doth keep his revels here to-night: Take heed the queen come not within his sight; For Oberon is passing fell and wrath, Because that she as her attendant hath A lovely boy, stolen from an Indian king; She never had so sweet a <u>changeling</u> .
Canopied	Covered with or as with a canopy.	I know a bank where the wild thyme blows, Where oxlips and the nodding violet grows, Quite over <u>canopied</u> with luscious woodbine, With sweet musk-roses and with eglantine: There sleeps Titania sometime of the night Lull'd in these flowers with dance.

# ACT I - DIALECTICAL JOURNAL

## A MIDSUMMER NIGHT'S DREAM - DIALECTICAL JOURNAL

Use this journal to identify trickster characters, the specific actions of the tricksters, and how the actions of tricksters impact other characters in the play.  
Include: Thoughts, Connections, Questions, Predictions, Inferences, & Interpretations

### ACT ONE

Textual Evidence	Scene #	Personal Commentary
Quote:		
Context:		
Quote:		
Context:		

# ACT I - DISCUSSION QUESTIONS

## A MIDSUMMER NIGHT'S DREAM - DISCUSSION QUESTIONS

### ACT ONE

**What was the proper role for women and daughters in Athenian society according to Egeus and Theseus?**

**What do Lysander and Hermia plan to do about their situation?**

**Why do Lysander and Hermia tell Helena their plan?**

**Why does Helena betray her best friend, Hermia?**

**Is Hippolyta enthusiastic about marrying Theseus? Why or why not?**

# A Midsummer Night's Dream

Socratic  
Seminar  
Friday

## A MIDSUMMER NIGHT'S DREAM



### ACT I - SOCRATIC SEMINAR

To prepare for this discussion students must accomplish the following:

1. Read Act I in its entirety
2. Complete Act I Dialectical Journal
3. Complete Act I Discussion Questions
4. Be prepared to explicitly state where in the text your evidence is located
  - a. Things to consider:
    - i. Do the speakers raise positive points
    - ii. Do the speakers offer evidence for support
    - iii. Do the speakers acknowledge others before raising their own issue
    - iv. Do the speakers dare to disagree

**\*\* NOTE: DIALECTICAL JOURNALS AND DISCUSSION QUESTIONS MUST BE SUBMITTED FOR GRADING AT THE END OF TODAY'S DISCUSSION**

# Scaffolding - Week Two

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- Act Two - Dialectical Journal
- Assigned Readings - Act II - A Midsummer Night's Dream
- A Midsummer Night's Dream Discussion Questions - Act II
- Socratic Seminar Friday
- Students Submit Week Two Dialectical Journal and Discussion Questions for Grading

# ACT II - DIALECTICAL JOURNAL

## A MIDSUMMER NIGHT'S DREAM - DIALECTICAL JOURNAL

Use this journal to identify trickster characters, the specific actions of the tricksters,  
and how the actions of tricksters impact other characters in the play.  
Include: Thoughts, Connections, Questions, Predictions, Inferences, & Interpretations

### ACT TWO

Textual Evidence	Scene #	Personal Commentary
Quote:		
Context:		
Quote:		
Context:		

# ACT II - DISCUSSION QUESTIONS

## A MIDSUMMER NIGHT'S DREAM - DISCUSSION QUESTIONS

### ACT TWO

**Why are Oberon and Titania quarreling?**

**What effect has their quarrel had on nature, on the seasons, and on humans?**

**Why won't Titania give up the changeling to Oberon?**

**What does Oberon send Puck to find?**

**What does Oberon tell Puck to do about Demetrius and Helena?**

# A Midsummer Night's Dream

Socratic  
Seminar  
Friday

## A MIDSUMMER NIGHT'S DREAM



### ACT II - SOCRATIC SEMINAR

**To prepare for this discussion students must accomplish the following:**

1. Read Act II in its entirety
2. Complete Act II Dialectical Journal
3. Complete Act II Discussion Questions
4. Be prepared to explicitly state where in the text your evidence is located
  - a. Things to consider:
    - i. Do the speakers raise positive points
    - ii. Do the speakers offer evidence for support
    - iii. Do the speakers acknowledge others before raising their own issue
    - iv. Do the speakers dare to disagree

**\*\* NOTE: DIALECTICAL JOURNALS AND DISCUSSION QUESTIONS MUST BE SUBMITTED FOR GRADING AT THE END OF TODAY'S DISCUSSION**

# Scaffolding - Week Three

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- Act Three - Dialectical Journal
- Assigned Readings - Act III - A Midsummer Night's Dream
- A Midsummer Night's Dream Discussion Questions - Act III
- Socratic Seminar Friday
- Students Submit Week Three Dialectical Journal and Discussion Questions for Grading

# ACT III - DIALECTICAL JOURNAL

## A MIDSUMMER NIGHT'S DREAM - DIALECTICAL JOURNAL

Use this journal to identify trickster characters, the specific actions of the tricksters, and how the actions of tricksters impact other characters in the play.  
Include: Thoughts, Connections, Questions, Predictions, Inferences, & Interpretations

### ACT THREE

Textual Evidence	Scene #	Personal Commentary
Quote:		
Context:		
Quote:		
Context:		

# ACT III - DISCUSSION QUESTIONS

## A MIDSUMMER NIGHT'S DREAM - DISCUSSION QUESTIONS

### ACT THREE

**Why do the rest of the actors run off when Bottom reappears?**

**What does Puck plan to do when he follows after the other actors?**

**How are Puck and Oberon going to correct Puck's earlier mistake?**

**What is Oberon going to do about Titania?**

**How well does Puck's trickery work?**

# A Midsummer Night's Dream

Socratic  
Seminar  
Friday

## A MIDSUMMER NIGHT'S DREAM



### ACT III - SOCRATIC SEMINAR

**To prepare for this discussion students must accomplish the following:**

1. Read Act III in its entirety
2. Complete Act III Dialectical Journal
3. Complete Act III Discussion Questions
4. Be prepared to explicitly state where in the text your evidence is located
  - a. Things to consider:
    - i. Do the speakers raise positive points
    - ii. Do the speakers offer evidence for support
    - iii. Do the speakers acknowledge others before raising their own issue
    - iv. Do the speakers dare to disagree

**\*\* NOTE: DIALECTICAL JOURNALS AND DISCUSSION QUESTIONS  
MUST BE SUBMITTED FOR GRADING AT THE END OF TODAY'S  
DISCUSSION**

# Scaffolding - Week Four

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- Act Four - Dialectical Journal
- Assigned Readings - Act IV - A Midsummer Night's Dream
- A Midsummer Night's Dream Discussion Questions - Act IV
- Socratic Seminar Friday
- Students Submit Week Four Dialectical Journal and Discussion Questions for Grading

# ACT IV - DIALECTICAL JOURNAL

## A MIDSUMMER NIGHT'S DREAM - DIALECTICAL JOURNAL

Use this journal to identify trickster characters, the specific actions of the tricksters, and how the actions of tricksters impact other characters in the play.  
Include: Thoughts, Connections, Questions, Predictions, Inferences, & Interpretations

### ACT FOUR

Textual Evidence	Scene #	Personal Commentary
Quote:		
Context:		
Quote:		
Context:		

# ACT IV - DISCUSSION QUESTIONS

## A MIDSUMMER NIGHT'S DREAM - DISCUSSION QUESTIONS

### ACT FOUR

**What is Oberon's reaction to Titania's infatuation with Bottom?**

**What is Theseus's decision concerning the four young people?**

**Why can't the young people be sure whether they are awake or dreaming?**

**Why must the artisans hurry to the Duke's palace?**

**How has Bottom adjusted to the attention of Titania and her fairies?**

# A Midsummer Night's Dream

Socratic  
Seminar  
Friday

## A MIDSUMMER NIGHT'S DREAM



### ACT IV - SOCRATIC SEMINAR

**To prepare for this discussion students must accomplish the following:**

1. Read Act IV in its entirety
2. Complete Act IV Dialectical Journal
3. Complete Act IV Discussion Questions
4. Be prepared to explicitly state where in the text your evidence is located
  - a. Things to consider:
    - i. Do the speakers raise positive points
    - ii. Do the speakers offer evidence for support
    - iii. Do the speakers acknowledge others before raising their own issue
    - iv. Do the speakers dare to disagree

**\*\* NOTE: DIALECTICAL JOURNALS AND DISCUSSION QUESTIONS MUST BE SUBMITTED FOR GRADING AT THE END OF TODAY'S DISCUSSION**

# Scaffolding - Week Five

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- Act Five - Dialectical Journal
- Assigned Readings - Act V - A Midsummer Night's Dream
- A Midsummer Night's Dream Discussion Questions - Act V
- Socratic Seminar Friday
- Students Submit Week Four Dialectical Journal and Discussion Questions for Grading

# ACT V - DIALECTICAL JOURNAL

## A MIDSUMMER NIGHT'S DREAM - DIALECTICAL JOURNAL

Use this journal to identify trickster characters, the specific actions of the tricksters, and how the actions of tricksters impact other characters in the play.  
Include: Thoughts, Connections, Questions, Predictions, Inferences, & Interpretations

### ACT FIVE

Textual Evidence		Scene #	Personal Commentary
Quote:			
Context:			
Quote:			
Context:			

# ACT V – DISCUSSION QUESTIONS

## A MIDSUMMER NIGHT'S DREAM - DISCUSSION QUESTIONS

### ACT FIVE

**Why does Theseus dismiss the stories of the four young people?**

**What is accomplished by having the Prologue tell the whole story that the actors are then going to enact?**

**In what way is Thisby's final speech humorous?**

**What does Oberon tell the fairies to do?**

**What is the purpose of Puck's final speech?**

# A Midsummer Night's Dream

Socratic  
Seminar  
Friday

## A MIDSUMMER NIGHT'S DREAM



### ACT V - SOCRATIC SEMINAR

**To prepare for this discussion students must accomplish the following:**

1. Read Act V in its entirety
2. Complete Act V Dialectical Journal
3. Complete Act V Discussion Questions
4. Be prepared to explicitly state where in the text your evidence is located
  - a. Things to consider:
    - i. Do the speakers raise positive points
    - ii. Do the speakers offer evidence for support
    - iii. Do the speakers acknowledge others before raising their own issue
    - iv. Do the speakers dare to disagree

**\*\* NOTE: DIALECTICAL JOURNALS AND DISCUSSION QUESTIONS MUST BE SUBMITTED FOR GRADING AT THE END OF TODAY'S DISCUSSION**

# Scaffolding - Week Six

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- Fun With Kahoot - Vocabulary Quiz
- Trickster Archetype Writing Assignment
- Lesson: Creating a Video Storyboard
- Sample Storyboard - “How Coyote Placed the Stars”
  - Storyboard Introduction
  - Scenes I - V
- Lesson: Create a Movie in iMovie

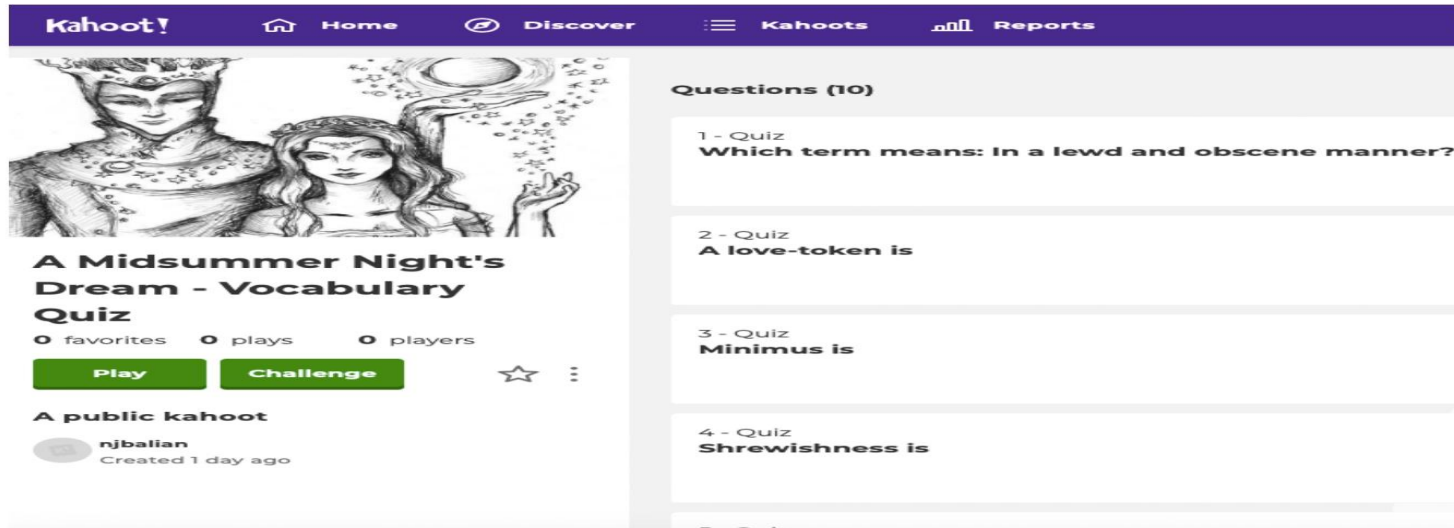
# Kahoot Vocabulary Quiz

## FUN WITH KAHOOT

### A MIDSUMMER NIGHT'S DREAM VOCABULARY QUIZ

Open the link below to access the quiz:

<https://create.kahoot.it/details/0d7cce6e-573b-493c-8c2c-8fec77c9267f>



The screenshot shows the Kahoot! interface for a quiz titled "A Midsummer Night's Dream - Vocabulary Quiz". The page features a navigation bar at the top with "Kahoot!", "Home", "Discover", "Kahoots", and "Reports". Below the navigation bar is a large illustration of characters from the play, including Oberon and Titania. The quiz title is prominently displayed, along with statistics showing 0 favorites, 0 plays, and 0 players. There are "Play" and "Challenge" buttons, a star icon for favorites, and a menu icon. Below this, it indicates the quiz is a "public kahoot" created by "njbalian" 1 day ago. On the right side, a list of questions is visible under the heading "Questions (10)".

**Questions (10)**

- 1 - Quiz  
**Which term means: In a lewd and obscene manner?**
- 2 - Quiz  
**A love-token is**
- 3 - Quiz  
**Minimus is**
- 4 - Quiz  
**Shrewishness is**
- 5 - Quiz

# Trickster Archetype Writing Assignment

## A MIDSUMMER NIGHT'S DREAM - TRICKSTER ARCHETYPE

**Directions:** In the space below, write a paragraph that describes the ways in which Puck, also known as Robin Goodfellow, acts as a trickster in this play. You must include evidence from the play to support your argument. Use quotes and proper MLA citations in your paragraph.

# Lesson: Creating a Video Storyboard

## CREATING A VIDEO STORYBOARD

1. Establish a timeline: When & where story takes place and decide if it's linear	2. Establish the basic plot of the story	3. Identify key scenes in your story	4. Identify key characters	5. Write a description of each main scene	6. Sketch thumbnails for the main scenes	7. Next to each sketch, make a notation of what is happening in each scene	8. Finalize the storyboard and use it to guide your video creation process
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\*\*Determine if you will use flashbacks, flash forwards, shifting perspectives, alternate outcomes, multiple timelines, time travel, etc.

# STORYBOARD

## “How Coyote Placed the Stars”

### CHARACTERS:

- A family of five wolves
- One coyote
- One dog, as companion to the eldest wolf
- Two grizzly bears

### SCENARIO:

In this Wasco Indian Legend, a trickster coyote sets out to discover the secrets of the sky. Through his cunning, he creates the star constellation known as The Big Dipper.

## Scene 1



There was once 5 brothers who were all wolves. The eldest of the wolf brothers brought along a dog. There was also a coyote who would always get a share of whatever food the wolves found.

## Scene 2



One day, the wolves saw something in the sky that caught their eyes, however, they did not want to tell coyote as they believed that he would try to interfere.

## Scene 3



Coyote eventually discovered that the wolves were looking into the sky and believed that they should try to reach it. Coyote shot arrows, one by one, forming a ladder in the sky for them to climb.

## Scene 4



Once they reached the sky, they discovered that what the wolves were staring at was two bears. Coyote was afraid of the bears, but the wolves and the dog were not. The wolves approached the bears and sat with them, peacefully.

## Scene 5



Coyote believed that the wolves and the bears made a nice picture, so he descended down the ladder, abandoning his friends, and removed all the arrows as he climbed. As he reached the ground, he looked up and saw all of the animals. Today, those animals form the shape of The Big Dipper.

# Lesson: Creating a Movie in iMovie



## How to Create a Movie in iMovie

1. Click iMovie to create a new project
  - File > New Project
  - Give your project a name
  - Leave aspect ratio at 16:9
  - Leave frame rate at 30 FPS
  - Do not select a theme! You need to create an original document
  - Click Create
2. Go to File > Import to import your video clips from your library
  - Select a clip
  - Drag & drop a clip into your project window
  - Repeat until all clips are added
  - Add photos by selecting the photo icon – drag and drop photos in project window
  - Add text boxes into project window by selecting the T icon – type your text then drag and drop
  - Add transitions by clicking transitions icon
  - Select your transition
  - Drag and drop transitions between clips
3. Add Sound
  - To add music, click the music icon
  - Select your music
  - Drag and drop music in desired location
  - To add voiceovers – record the voiceovers with your device
  - Then drag and drop voiceovers the same way you add music
4. Add captions to your clips if desired
5. Edit and refine your final video by adding more transitions and music if necessary
6. Once your video is complete, you can export your movie by going to:
  - Share > Export Movie
  - Name your project
  - Select Desktop
  - Size to export: HD 1080
  - Click export
7. Your project will prepare and download to your desktop
8. Log into your YouTube account and upload the file to your YouTube account

**CONGRATULATIONS!!**

**YOU HAVE JUST CREATED, EDITED, & PUBLISHED YOUR OWN iMOVIE**

# Final Project

## The YouTube Video

# What Will Be in the Video?

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- An example of the Trickster Archetype in a 21st century text
  - This can be a TV show, Movie, Comic Book, Song, Poem, or Book
- Include an intro to the character chosen and the text they are from.
  - Must include 1 Character from a text.
    - Can include 2 characters from the same text, for example siblings.
- The Video needs to be at minimum **5 Minutes long**.
- Video must include
  - the traits that this character shows that are seen in the Trickster figure
  - Examples of trickster behavior from the chosen text
    - Such as clips, photos, or quotes

# What Will Be in the Video? Continued

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- As a guide, think of how to answer the following questions. Please include an answer to one in your video relating to your proof.
  - What clues in the text lead you to see this character as a Trickster?
  - Why do you consider this character a Trickster? Is it based on a preconceived notion of trickster or from the listed traits of one?
  - Do the other characters in the text refer to them as a Trickster or mischievous?
  - Does this character have special abilities like magic or even traits such as being good at persuasion?
- Example outline for a [video](#)

# What will be gained from making a video?

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- Students will demonstrate their understanding of the characteristics associated with the Trickster figure
- Apply the learned tools to contemporary works
- **CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**

# Matching Exercise Instructions

## Matching Activity Instructions

1. Match the Trickster with its persona; a Trickster can carry multiple identities.
2. Students mark the box with the corresponding letter attached to each Trickster.
3. Discuss why or why not you believe a Trickster fits into a certain box. One Trickster can fill multiple boxes; for example, the *Transgressor* box.

-That's the beauty of the Trickster, you can't tie it down to any one identity, he is a chameleon-like figure. They don't play simply one role.

-For #3, students could write, the box or boxes I saw the Trickster fitting in most likely was... (Example, I saw A & B fitting into \_\_\_\_\_ Trickster characteristic.)

\*(Students discuss what they came up with and what led them to that particular conclusion, share ideas amongst one another. Hopefully with this brief exercise, it'll help students in coming up with prototypes for their own Trickster figures, and the identities they want them to have.)\*

This is how I saw the Tricksters fit: ( Possible answer sheet)

**A** [Felix the Cat] = *Transgressor*

**B** [The Three Stooges] = *Clown of the body, Credulous victim of others's tricks, mischief maker*

**C** [Bugs Bunny] = *Credulous victim of others tricks, Culture bringer, Mischief maker, Opportunist*

**D** [Wile E. Coyote] = *Hunger-driven manipulator, Lazy work avoider*

**E** [Yogi Bear] = *Hunger-driven manipulator, Lazy work avoider*

**F** [Bart Simpson] = *Clown of the body, Lazy work avoider, Mischief maker, Opportunist, Transgressor*

**G** [Pepe Le Pew] = *Amorous adventurer*

# Matching Activity

## Match the Trickster

A Trickster can have multiple personas.



<i>Amorous adventurer:</i>			
<i>Clown of the body:</i>			
<i>Credulous victim of others tricks:</i>			
<i>Culture bringer:</i>			
<i>Hunger-driven manipulator:</i>			
<i>Lazy work avoider:</i>			
<i>Mischief maker:</i>			
<i>Opportunist:</i>			
<i>Transgressor:</i>			

# Kahoot time! (activity demo)

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Please go to [kahoot.it](https://kahoot.it)

[Kahoot! | Learning Games | Make Learning Awesome!](https://kahoot.it)

[Play Kahoot! - Enter game PIN here!](#)

Students will have fun and as well as review what they have learned in class.