

World Literature

This year students will be exploring other cultures through literature. To help them prepare over the summer, students should read *Beowulf* (translated by Heaney) as well as another novel originally written in a language other than English, and/or a book by Christian author C.S. Lewis. Students should complete the following assignments to go along with their reading. In this process, there is to be NO collaboration with other students. Any assistance from the internet, movies, or secondary sources such as Sparknotes, Cliff Notes, or Wikipedia will be viewed as cheating. If you have questions about format, email your 10th grade teacher (mdouglas@pcagreenwood.org). These journals and the project are due at the end of the first full week of school.

Part 1: *Beowulf* (translated by Seamus Heaney) → Dialectical Journals

Returning students should remember these from last year. However, even they should read through the following instructions to help refresh them on how to properly create DJs.

The term "dialectic" means "using the process of question and answer to investigate the truth of a theory or opinion." The "dialectic" was the method Socrates used to teach his students how to be actively engaged in the struggle to obtain meaning from an unfamiliar and challenging work. A dialectical journal is a written conversation with yourself about a piece of literature that encourages the habit of reflective questioning. You will use a double-entry format to examine details of a passage and synthesize your understanding of the text.

Instructions

1. Purchase a spiral bound notebook or composition book OR **create a computerized response journal ← Preferred** (see example)
2. Write the number of pages in your novel here . (Round up or down to the tenth's place.)
3. Divide your novel into twenty (20) equal sections and write a response for every section. (E.g.: 253 pages ... $253/20 = 13$. This example shows you should write a response every 13 pages.)
4. Draw a vertical line down the middle of the page
5. Label the left column TEXT and the right column RESPONSE
6. In the TEXT column, copy passages word for word from the novel, including quotations marks and page numbers; **you should have TWENTY**.
7. How do you choose what passages to write down? Passages become important if:
 - i. Details in the passage seem important to you
 - ii. You have an epiphany
 - iii. You learn something significant about a character
 - iv. You recognize a pattern (recurring images, ideas, colors, symbols, descriptions, details, etc.)
 - v. You agree or disagree with something a character says or does
 - vi. You find an interesting or potentially significant quotation

vii. You notice something important or relevant about the author's writing style

viii. You notice effective use of literary devices

ix. You think that the passage contributes to or reveals a theme in the novel

8. In the RESPONSE column, write about the passages. DO NOT MERELY SUMMARIZE THE PLOT OR RESTATE THE PASSAGE IN YOUR OWN WORDS.

9. Label each passage with one of the letters below (RE, CH, CO, P, LD, RF, T, M, I). With the exception of literary devices, **you may not use the same label more than once.**

a. **(Reaction) RE=** Describe what the passage makes you think or how it makes you feel and why.

b. **(Characterization) CH=** Analyze details or dialogue uses to show you aspects of the identities of the characters.

c. **(Connection) CO=** Make connections to other places in the novel or to your life, or to the world, or another story that you have read.

d. **(Prediction) P=** Anticipate what will occur based on what is in the passage.

e. **(Literary Device) LD=** Analyze the author's writing using literary terms (see list of possibilities below)

f. **(Reflect) RF=** Think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just about the way things are?

g. **(Theme) T=** Determine the passage contributes to the author's overall message or messages about some aspect or aspects of life.

h. **(Mood) M=** Determine the way the passage establishes the mood or tone of a scene and explain how that might be important.

i. **(Inquiry) I=** Ask questions about what is happening, what a detail might mean, or things you are curious about.

10. Each RESPONSE must be at least 50 words (include word count at the end of each response. First person writing (using the pronoun "I") is acceptable in the RESPONSE column

IMPORTANT: It is important to always explain why you think something or like something or don't understand something.

Sample Journal Entry:

TEXT	RESPONSE
<p>"He might have hurt me a little,' Atticus conceded, 'but son, you'll understand folks a little better when you're older. A mob's always made up of people, no matter what. Mr. Cunningham was part of a mob last night, but he was still a man...So, it took an eight-year-old child to bring 'em to their senses didn't it?" (159-160).</p> <p>NOTE the quotation marks, punctuation, and MLA format</p>	<p>(LD). The tone here is matter-of-fact. Atticus admits that Mr. Cunningham could have harmed him, but he explains that Mr. Cunningham's actions were not entirely his own; he was influenced by the crowd as is common for many people. It takes Scout recognizing him and talking to him to make Mr. Cunningham realize that what he is doing is wrong. (61 words)</p> <p>NOTE word count; NOTE labeling of response type</p>

Literary Devices you can use for responses

- Alliteration
- Epic
- Onomatopoeia
- Subplot
- Tone
- Allusion
- Epic hero
- Oxymoron
- Suspense
- Theme
- Antagonist
- Fable
- Paradox
- Symbol
- Autobiography
- Foreshadowing
- Personification
- Biography
- Genre:
 - poetry
 - prose
 - drama
- Plot:
 - exposition
 - climax
 - resolution
- Blank verse
- hyperbole
- Point of view (1st, 3rd, limited, omniscient)
- Characterization -direct, indirect
- Imagery
- Protagonist -static, flat, etc
- Irony -dramatic, verbal, situational
- Repetition
- Rhyme
- Conflict
- Metaphor
- Satire
- Dialect
- Meter
- Setting
- Diction
- Mood
- Simile

Review of Requirements:

On the cover of your response:

--- Write your name; title of book and author; page count for entire book

TEXT side of journal:

---- You have ten excerpts from ten evenly spaced sections of the novel

---- You have quoted and used quotation marks (watch placement of marks)

---- Your citation has a page number and is according to MLA standards (see example)

RESPONSE side of journal:

---- You have ten responses

---- You have a variety of responses; they are labeled (RE, CH, CO, P, LD, RF, T, M, I)

---- Your response has word count; each must be at least 50 words.

Part 2: Translated Novel → Project of your choice for Honors [CP: Choose Part 2 or Part 3 and complete a project for either]

For the second novel, students may choose any novel that was originally written in a language other than English (EXCEPT *Metamorphosis* by Kafka) or may finish *Frankenstein* by Mary Shelley. Once read, students should complete one of the following assignments to go along with their book.

Project Options:

Choose one of the following:

- **Poetry Anthology** → Write at least 5 original poems and include at least 3 found poems that relate to the book's contents. Bind it like a book (with a cover and table of contents.) Also, write a forward that identifies the theme of the book.
- **Prezi** → Build an interactive presentation that leads the audience through a story summary (that does not give away the ending!!). It should include images, text, and embedded video. Your goal is to invite the audience to also read the book. You must include an introduction of your characters, an overview of plot, and a thematic concept as well as a thematic statement.
- **Character Party** → Plan a theme party for the characters from the story. Create an event planning folder that includes visuals and descriptions of each element and why you chose it. Your folder should include an invitation, a menu, and a seating chart as well as a plan for entertainment and decoration.
- **Setting Diorama** → Create a high quality shoebox diorama of a scene from the book you read. Write a detailed explanation of the scene and attach it to the diorama.
- **Theme CD** → Compile a selection of 5-8 thematically related songs that represent the book. Though you may make this a digital playlist, you must include a physical CD insert that includes a page for each song and a detailed explanation for how the lyrics relate to the novel.
- **Book Budget** → Based upon the activities and interests of the main characters, make a list of the supplies and services that were utilized in the story. Research and estimate the costs associated with the items and calculate the characters' total expenses. Create a spreadsheet (Google Sheets or Excel) for the data.
- **Board Game** → Based on the theme of the story, create a game that includes at least 10-12 trivia cards related to the plot, playing pieces that represent the characters, a method of movement and hazards related to the conflict(s) in the novel, and a detailed rule book.
- **Reading Reflections** → Choose and retell 2 main events from the book. For both events, explain your personal connections and support those connections with a personal story. All of your ideas must be thoroughly thought through and you must present them in the form of a scrapbook or a poster.
- **Original Song & Music Video** → Compose and record an original song (based on the plot & theme). You may use garageband or real instruments for this. Create an accompanying music video that pairs visuals with the music and lyrics. Upload the video to youtube (does not have to be a public video) and send Ms. Douglas the link.
- **Children's Pop-up Book** → Create a pop-up book that contains a minimum of 6 pop-up elements based on the book's content. The pictures and pop-ups must be paired with text.

Part 3: Book by C.S. Lewis → Essay for Honors [CP: Choose Part 2 or Part 3 and complete a project for either]

Choose one of the following books by C.S. Lewis, one you have not read previously. Read the novel and complete the related essay prompt.

<p>Mere Christianity</p>	<p>Philosophers and theologians often discuss the relationship (or conflict) between science and religion. Consider Lewis's views on this topic: does he see science as useful/valid in any respects? Is there anything that religion can offer that science cannot? What are your own thoughts regarding this subject?</p>
<p>Till We Have Faces</p>	<p>Choose one of the following thematic elements, and discuss why you think it is the most important in the text:</p> <ol style="list-style-type: none"> 1) Logic vs. Faith 2) Ugliness vs. Beauty 3) Sacrifice 4) Power 5) Truth
<p>The Screwtape Letters</p>	<p>Choose One:</p> <p>Essay Prompt #1 Lewis contends that Christians are generally intelligent, reasoning people capable of understanding God's plan and God's will. Screwtape advises that a basic devil tactic is to shift Christian focus to the mundane thereby lessening or blunting the thoughts of a human. Identify 6 examples of mundane that a modern devil might use to shift modern Christian thinking. Is the mundane an individual internal factor or can it be an external community factor?</p> <p>Essay Prompt #2 Lewis contends the human mind can be shifted to focus thinking on an abstract level as a means to avoid having to deal with the reality right in front of a person. Expand on the question whether this reality to abstraction is a permanent feature of American society as it relates to political campaigns.</p> <p>Essay Prompt #3 The literary tactic used by C.S. Lewis in The Screwtape Letters has often been imitated but never surpassed. Discuss why the decision to describe the Christian life from the standpoint of one trying to undermine it is so effective. How would the book have been</p>

	different had Lewis written a straight devotional book advocating certain characteristics of Christian maturity? Would have worked as well? Why or why not?
The Four Loves	Did you find this book helpful to you? Has it changed your outlook in any way? How would you go about putting Lewis' insights into practice in your own relationships?
The Great Divorce	Discuss the terms "Parable" and "Allegory." What characteristics does The Great Divorce share with these styles? Define the terms and cite examples of these characteristics from the text.

Format: This essay should be at least two (2) full pages, double-spaced. You should use 12 pt. font and standard (one inch) margins. If your essay is not formatted correctly, I will ask you to resubmit it and will automatically deduct five (5) points. You should also have an appropriate and interesting title. When you use quotes, you must write the page number immediately after the quote: "quote" (23).