

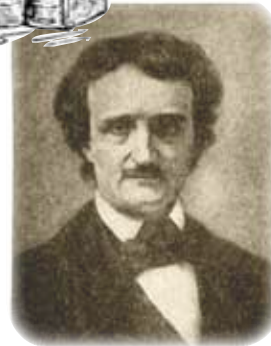
A Syllabus for Introduction to Literary Analysis

To Be Used in Conjunction with:

Teaching the Classics by Adam & Missy Andrews

Windows to the World by Lesha Myers

By Jill Pike



Student Homework Pages



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A Syllabus for Introduction to Literary Analysis

Student Homework Pages

This book belongs to _____

Intro to Literary Analysis

Semester 1 Grade Sheet

Student Name: _____

Semester 1 (17 weeks)

Date	Lesson	Description	Assignment	Due Date	Points Possible	Student Grade
	TTC 1	Read "Ransom of Red Chief," Style and Context homework sheet.	Style homework and vocabulary quiz		50	
	TTC 2	Setting homework sheet	Setting homework		50	
	TTC 3	Character homework sheet	Character homework		50	
	TTC 4	Plot and Conflict homework sheet	Plot and Conflict homework		50	
	TTC 5	Theme homework sheet	Theme homework		50	
	WW 1	Annotation homework sheet	Annotation and Paragraph		50	
	WW 2	Allusions homework, Part 1	Oral Report on Allusion		50	
	WW 3	Allusions homework, Part 2	<u>Exercise 3: Biblical Allusions: "The Lamb"</u>		25	
	WW 4	Plot & Suspense homework, Part 1	<u>Exercise 4: Plot Analysis</u> Read "Contents of a Dead Man's Pockets."		100	
	WW 5	Plot & Suspense homework, Part 2	Begin reading <i>To Kill a Mockingbird</i> . Begin list of vocabulary, characters, and places.			
	WW 6	Literature Study: <i>To Kill a Mockingbird</i> Part 1	Vocabulary Quiz		10	
	WW 7	Literature Study: <i>To Kill a Mockingbird</i> Part 2	Repeat <u>Exercise 4: Plot Analysis</u> .		50	
	WW 8	Literature Study: <i>To Kill a Mockingbird</i> Part 3	<i>To Kill a Mockingbird</i> paragraphs		50	
	WW 9	Literary Analysis Essay, Part 1	Write thesis statement. Begin outline.			
	WW 10	Literary Analysis Essay, Part 2	Write body paragraphs.			
	WW 11	Literary Analysis Essay, Part 3	Refine body paragraphs.		100	
	WW 12	Literary Analysis Essay, Part 4	Finish introduction and conclusion. Write final draft due at Lesson 13.			
Semester Total					685	

Student Name: _____

Semester 2 (16 weeks)

Date	Lesson	Description	Assignment	Due Date	Points Possible	Student Grade
	WW 13	The Writer's Toolbox (Start reading <i>Jane Eyre</i> .)	Begin reading <i>Jane Eyre</i> . Read "Cinderella" and "The Necklace."			
	WW 14	Characterization, Part 1 (Finish reading <i>Jane Eyre</i> .)	<u>Exercise 6: Characterization</u>		50	
	WW 15	Characterization, Part 2	<u>Exercise 7: Characterization Essay</u> (due at Lesson 17)		50	
	WW 16	<i>Jane Eyre</i> Discussion and Character Arc	<i>Jane Eyre</i> Character Arc		10	
	WW 17	Symbolism & Emphasis	Symbols from <i>Jane Eyre</i>		10	
	WW 18	<i>Jane Eyre</i> Discussion and Essay	Choose a question and create an outline. Read and annotate "A Jury of Her Peers."		100	
	WW 19	Theme and Worldview, Part 1	Begin writing the <i>Jane Eyre</i> essay, due at Lesson 21.			
	WW 20	Theme and Worldview, Part 2	<u>Exercise 12: Journal Writing</u> Finish <i>Jane Eyre</i> essay.		10	
	WW 21	Setting	<u>Exercise 13: Setting & Character</u> ("Tell-Tale Heart")		10	
	WW 22	Imagery & Figures of Speech	Read "Fight With a Cannon." Complete <u>Exercise 14: Language Analysis</u> .		20	
	WW 23	Point of View	<u>Exercise 15: Changing POV</u>		100	
	WW 24	Tone	<u>Exercise 18: Analyzing POV and Tone</u>		10	
	WW 25	Irony	Begin <u>Exercise 20: Irony in Poetry</u> (due at Lesson 27). Finish Biblical Allusions.		100	
	WW 26	<i>Hamlet</i> ; <u>Exercise 1: Biblical Allusion</u> project due.	Finish Exercise 20.		300	
	WW 27	<i>Hamlet</i> ; <u>Exercise 20: Irony in Poetry</u> essay due.	Final Exam		100	
	WW 28	<i>Hamlet</i> ; Final Exam due.	<u>Exercise 21: Reflective Journal</u>		100	
Totals					970	

Name: _____

Grade: _____/50

1. Read “The Ransom of Red Chief” by O. Henry. Highlight any words that you don’t know and look up their meaning. Write them on the back of this page or in the margin of the story. There will be a quiz for which you may refer to these notes, so don’t neglect this! Vocabulary Quiz: _____/10 points
2. Look for the following style in “The Ransom of Red Chief” by O. Henry. Write down examples from the story (3 points per element).

Onomatopoeia (Find at least 1–3 points total.) This is any sound word or place where sounds are expressed: “The fire hissed.” “He shouted, AAARGH!”

Alliteration (Find at least 2–6 points total.) Look for repeated first letters: Sammy gang in the shower.

Imagery (Find at least 1–3 points total.) This can be a phrase that puts an image in your mind, such as, “She waddled up to the stove.”

Simile (Find at least 4–12 points total.) This includes any phrase where two things are compared using *like* or *as*. Examples: He was as crazy as a loon. She was bouncing like a ping-pong ball.

Allusion (Find at least 2–6 points total.) Look for allusions to other stories or events, e.g., “He had Olympian features,” referring to the gods of Olympus.

3. Research, print out, and present author information on O. Henry. Google “O. Henry biography,” and see what you get! **Be sure to pre-read it before class.** (Attach printout for 10 points.)

The Ransom of Red Chief

by O. Henry

It looked like a good thing: but wait till I tell you. We were down South, in Alabama--Bill Driscoll and myself--when this kidnapping idea struck us. It was, as Bill afterward expressed it, 'during a moment of temporary mental apparition'; but we didn't find that out till later.

There was a town down there, as flat as a flannel-cake, and called Summit, of course. It contained inhabitants of as undeleterious and self-satisfied a class of peasantry as ever clustered around a Maypole.

Bill and me had a joint capital of about six hundred dollars, and we needed just two thousand dollars more to pull off a fraudulent town-lot scheme in Western Illinois with. We talked it over on the front steps of the hotel. Philoprogenitiveness, says we, is strong in semi-rural communities therefore, and for other reasons, a kidnapping project ought to do better there than in the radius of newspapers that send reporters out in plain clothes to stir up talk about such things. We knew that Summit couldn't get after us with anything stronger than constables and, maybe, some lackadaisical bloodhounds and a diatribe or two in the *Weekly Farmers' Budget*. So, it looked good.

We selected for our victim the only child of a prominent citizen named Ebenezer Dorset. The father was respectable and tight, a mortgage fancier and a stern, upright collection-plate passer and forecloser. The kid was a boy of ten, with bas-relief freckles, and hair the colour of the cover of the magazine you buy at the news-stand when you want to catch a train. Bill and me figured that Ebenezer would melt down for a ransom of two thousand dollars to a cent. But wait till I tell you.

About two miles from Summit was a little mountain, covered with a dense cedar brake. On the rear elevation of this mountain was a cave. There we stored provisions.

One evening after sundown, we drove in a buggy past old Dorset's house. The kid was in the street, throwing rocks at a kitten on the opposite fence.

'Hey, little boy!' says Bill, 'would you like to have a bag of candy and a nice ride?'

The boy catches Bill neatly in the eye with a piece of brick.

'That will cost the old man an extra five hundred dollars,' says Bill, climbing over the wheel.

That boy put up a fight like a welter-weight cinnamon bear; but, at last, we got him down in the bottom of the buggy and drove away. We took him up to the cave, and I hitched the horse in the cedar brake. After dark I drove the buggy to the little village, three miles away, where we had hired it, and walked back to the mountain.

Bill was pasting court-plaster over the scratches and bruises on his features. There was a fire burning behind the big rock at the entrance of the cave, and the boy was watching a pot of boiling coffee, with two buzzard tailfeathers stuck in his red hair. He points a stick at me when I come up, and says:

'Ha! cursed paleface, do you dare to enter the camp of Red Chief, the terror of the plains?'

'He's all right now,' says Bill, rolling up his trousers and examining some bruises on his shins. 'We're playing Indian. We're making Buffalo Bill's show look like magic-lantern views of Palestine in the town hall. I'm Old Hank, the Trapper, Red Chief's captive, and I'm to be scalped at daybreak. By Geronimo! that kid can kick hard.'

Yes, sir, that boy seemed to be having the time of his life. The fun of camping out in a cave had made him forget that he was a captive himself. He immediately christened me Snake-eye, the Spy, and announced that, when his braves returned from the warpath, I was to be broiled at the stake at the rising of the sun.

Then we had supper; and he filled his mouth full of bacon and bread and gravy, and began to talk. He made a during-dinner speech something like this:

'I like this fine. I never camped out before; but I had a pet 'possum once, and I was nine last birthday. I hate to go to school. Rats ate up sixteen of Jimmy Talbot's aunt's speckled hen's eggs. Are there any real Indians in these woods? I want some more gravy. Does the trees moving make the wind blow? We had five puppies. What makes your nose so red, Hank? My father has lots of money. Are the stars hot? I whipped Ed Walker twice, Saturday. I don't like girls. You dassent catch toads unless with a string. Do oxen make any noise? Why are oranges round? Have you got beds to sleep on in this cave? Amos Murray has got six toes. A parrot can talk, but a monkey or a fish can't. How many does it take to make twelve?'

Every few minutes he would remember that he was a pesky redskin, and pick up his stick rifle and tiptoe to the mouth of the cave to rubber for the scouts of the hated paleface. Now and then he would let out a warwhoop that made Old Hank the Trapper, shiver. That boy had Bill terrorized from the start.

'Red Chief,' says I to the kid, 'would you like to go home?'

'Aw, what for?' says he. 'I don't have any fun at home. I hate to go to school. I like to camp out. You won't take me back home again, Snake-eye, will you?'

'Not right away,' says I. 'We'll stay here in the cave a while.'

'All right!' says he. 'That'll be fine. I never had such fun in all my life.'

Name: _____

Grade: _____/50

1. Read “After Twenty Years” by O. Henry. Use that story to answer the following questions.
 Check here if you read the story. (5 points)
2. What is the mood or atmosphere of the place where the story happens? Give examples from the text. Is it cheery or dismal? Quiet or frightening? Give examples from the story to prove your point. (10 points)
3. What kind of story would you expect in this kind of setting? (5 points)
4. Does the author say anything that gives you a hint that things are not all that they seem? Give examples. (5 points)
5. In what country or region does the story happen? How does this location contribute to the mood or atmosphere of the story? (5 points)
6. What actions do the characters make that add to the mood? Give examples. (5 points)
7. How long a period of time does the story cover? Does the time of day add to the overall mood of the story? (5 points)
8. What is the weather like in the story? Does this add to the feeling of the story? (5 points)
9. Among what kinds of people is the story set? What is their economic class? How do they live? Are they hopeful? Downtrodden? Depressed? Why? (5 points)

Name: _____

1. Read and annotate Connell’s “The Most Dangerous Game” using the checklist on page 24 of the Student Book.
 - Make several notes on every page of the story.
 - Highlight words you don’t know, look them up, and write their definitions in the margin. There will be a quiz on unusual words, and you may only reference your story.
 - React to the story with comments. Ask questions; try to answer them. See page 9 of your Student Book for more ideas on what to look for.
 - Try to find the things explained in *Teaching the Classics*: style, plot, setting, characters, theme.

2. Write a paragraph about the importance of annotation using the outline created in class.
 - At least three dress-ups, underlined
 - Sentence opener numbers in margin
 - No more than two of the same sentence opener in a row

ANNOTATION AND PARAGRAPH GRADE

Annotation

Notes appear on every page of the story	_____ /5
Definitions of unfamiliar words written in margin	_____ /5
Reactions to what is happening	_____ /5
Questions asked and answers attempted	_____ /5
Notes on style, setting, characters, theme	_____ /5

Paragraph

Student name on paper	_____ /1
Three dress-ups included and underlined	_____ /9
No more than two of the same sentence openers in a row, numbered	_____ /5
Less than three spelling/grammar errors (-1 point for each error over three)	_____ /5

In-Class Vocabulary Quiz _____ /5

Total _____ /50

Name: _____

1. Begin Exercise 1: Biblical Allusions Project on page 34. This week, read and write about two Biblical allusions. You will be working on this project all year, looking up and explaining two Biblical allusions per week, and it will be due at the beginning of Lesson 26. The first two will be due next week as part of this homework.
 - Write down the Bible reference, and write out a short summary (2–3 sentences). See if you can find an example of how that reference is alluded to in a story and the meaning behind the allusion.
 - Complete two Biblical allusions this week.

2. Choose a Classical Allusion to present to the class. If you were chosen to do one of the challenge allusions on page 33 of the Student Book, research the song or story. Explain the meaning of that allusion in the story instead.
 - Write down the name of the Classical story. _____
 - Prepare a short summary of the story.
 - Give an example of how that allusion might look in literature and its meaning.

Classical Allusions

Between Scylla and Charybdis
 Song of the Sirens
 Achilles' Heel
 Sword of Damocles
 Trojan Horse
 Pandora's Box
 Herculean Task
 Gordian Knot
 Daedalus and Icarus
 Midas Touch
 Crossing the Rubicon
 Faustian Bargain

INITIAL BIBLICAL ALLUSIONS and ORAL REPORT GRADE

Biblical Allusion

- Student presented a short summary of the Biblical allusion. _____/10
- Student prepared an appropriate example of that allusion in literature (real or made up). _____/10
- Student adequately explained the meaning of the allusion he/she created. _____/5

Oral Report on Classical Allusion

- Student was adequately prepared with written notes. _____/10
- Student presented a short summary of the classical allusion. _____/5
- Student prepared an appropriate example of that allusion in literature. _____/5
- Student adequately explained the meaning of the allusion he/she created. _____5

OR

Oral Report on Challenge

- Student was adequately prepared with written notes. _____/10
- Student presented his or her research on the song or works. _____/10
- Student adequately explained the meaning of the allusion. _____/5

Total _____/50

Name: _____

1. Continue your Biblical Allusions Project (Exercise 1: Biblical Allusions Project on page 34).
 - Write down the Bible reference, and write out a short summary (2–3 sentences). See if you can find an example of how that reference is alluded to in a story and the meaning behind the allusion.
 - Complete two Biblical allusions this week.

2. Complete Exercise 3: Biblical Allusions: “The Lamb” in your Student Book (p. 36).
 - Annotate the poem, line by line.
 - Look up the three references and summarize.
 - Explain why you think Blake included the allusion in his poem, his purpose.

EXERCISE 3 GRADE

Exercise 3: Biblical Allusions: “The Lamb” (Student Book p. 36)

Student adequately annotated the poem.	_____/5
Student wrote down a summary of each Bible reference.	_____/10
Student provided a suggestion of Blake’s reason for the allusion.	_____/10

Total	_____/25
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WW Homework Lesson 19

Theme & Worldview: Part 1

Name: _____

1. Continue your Biblical Allusions Project (Exercise 1: Biblical Allusions on page 34).
 - Write down the Bible reference, and write out a short summary (2–3 sentences). See if you can find an example of how that reference is alluded to in a story and the meaning behind the allusion.
 - Complete two Biblical allusions this week.
2. Finish the first draft of your *Jane Eyre* literary analysis essay.
3. Look up the information you were assigned from “A Jury of Her Peers” (Exercise 10: Questioning the Story on pages 108–109 of the Student Book).

GRADE • JANE EYRE LITERARY ANALYSIS ESSAY (Due at Lesson 21)

Name on paper	_____ /1
Includes a title	_____ /4
Thesis statement answers the prompt	_____ /10
Each body paragraph includes a topic sentence that is related to the prompt	_____ /20
Grammar and Spelling (-1/error over 3)	_____ /10
<ul style="list-style-type: none">• three or fewer errors per paragraph• Only present tense verbs to describe the story’s action• Commas and periods that follow a quote go inside the quotation marks• No contractions	
Commentary shows /explains how your quotation or example proves your topic sentence	_____ /20
Quotations are introduced and blended	_____ /4
Quotations are properly documented with page number in parenthesis	_____ /4
Each body paragraph includes a clincher that goes beyond repeating/reflecting topic and wraps up the paragraph, proving the point	_____ /12
No “I” or “you” statements	_____ /5
Answered the question (copy the question answered below)	_____ /10
<hr/>	
Total	_____ /100

Name: _____

1. Continue your Biblical Allusions Project (Exercise 1: Biblical Allusions on page 34).
 - Write down the Bible reference, and write out a short summary (2–3 sentences). See if you can find an example of how that reference is alluded to in a story and the meaning behind the allusion.
 - Complete two Biblical allusions this week.

2. Finish your *Jane Eyre* literary analysis essay this week. Be sure to attach the grade sheet from last week to your essay when you hand it in.

3. Complete page 123 Exercise 12: Journal Writing at home this week.

EXERCISE 12: JOURNAL WRITING GRADE

“Jury of Her Peers” Exercise 12 Journal Writing

Student included overall reaction to the story	_____/4
Student reactions reference specific parts of the story	_____/3
Less than 3 grammar/spelling errors	_____/3
<hr/>	
Total	_____/10