

Illuminating Literature: *Characters in Crisis*

Teacher's Guide Sample

 Writing with
Sharon Watson

Illuminating Literature: Characters in Crisis — Teacher's Guide —

For Christian High Schools, Homeschools, and Co-ops

Sharon Watson

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Cover design: Sharon Watson

Special thanks to research assistants Hannah Ihms, Debbie, Emily, Anna, Esther, and Terry for letting me borrow their wise and elegant minds.

Companion books in this series:

Illuminating Literature: Characters in Crisis, student textbook

Illuminating Literature: Characters in Crisis,
Quiz and Answer Manual

Illuminating Literature: Characters in Crisis, Novel Notebook

FREE download at WritingWithSharonWatson.com/illuminating-literature-characters-in-crisis-gateway.

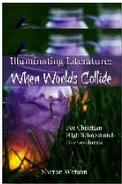
The approved versions of books students read in this course are available at WritingWithSharonWatson.com/illuminating-literature-characters-in-crisis.

Also by Sharon Watson:

[Illuminating Literature: When Worlds Collide](#)

Voted *The Old Schoolhouse's* Favorite High School Product 2015

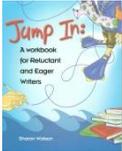
“Right away, my daughter commented on how easy to read and friendly the format was. She liked that Ms. Watson seemed to be speaking directly to her, in a casual tone, yet it was very instructional from the very first page. –Linsey K., mom



[Jump In](#)

Middle school writing curriculum published by Apologia and featured in Cathy Duffy's *102 Top Picks for Homeschool Curriculum*.

“Jump In . . . has revolutionized the way we learn writing, literally one skill at a time.” –Heather, mom



[The Power in Your Hands: Writing Nonfiction in High School](#)

“The dread is dead and my son is loving this course!”

–Kathy D., homeschoolbuzz.com



[Writing Fiction \[in High School\]](#)

“This course was one of the most entertaining and useful classes I took all year, if not one of my favorites from my entire high school career.” –Phillip, senior



[Their Blood Tinged](#)

Introduce your junior high students to the captivating world of literature with the eBook *Their Blood Tinged*. In 26 lessons, they will learn literary terms and story-writing techniques and discover the secret power of the author to grab their hearts.

Based on C. S. Lewis's *The Magician's Nephew*.



Approved versions of the novels, play, and short stories in this course:

<u>Title and Author</u>	<u>Publisher</u>	<u>ISBN</u>
“A Jury of Her Peers” by Susan Glaspell	in the textbook	
<i>Frankenstein</i> by Mary Shelley	Dover Publications	0-486-28211-2 or 978-0-486-28211-4
<i>Silas Marner</i> by George Eliot	Dover Publication	0-486-29246-0 or 978-0-486-29246-5
<i>Much Ado About Nothing</i> by Shakespeare	Dover Publications	0-486-28272-4 or 978-0-486-282725
“A White Heron” by Sarah Orne Jewett	in the textbook	
“The Garden of Forking Paths” by Jorge Luis Borges	link provided in the textbook	
“Haircut” by Ring Lardner	link provided in the textbook	
“The Lady, or the Tiger?” by Frank Stockton	in the textbook	
“Of the Passing of the First-Born” by W. E. B. Du Bois	in the textbook	
“A Child’s Christmas in Wales” by Dylan Thomas	link provided in the textbook	
<i>Sense and Sensibility</i> by Jane Austen	Dover Publications	0-486-29049-2 or 978-0-486-29049-2
Biography/Autobiography	student’s choice	
<i>The Hobbit</i> by J. R. R. Tolkien	Mariner Books	978-0-547-92822-7

The approved versions of novels and play students read in this course are available at WritingWithSharonWatson.com/illuminating-literature-characters-in-crisis.

Why use the approved versions? Chaos ensues when some of the students do not have the suggested version of each book. Students who use books from the library or from home are lost as we turn to specific pages and passages because the material in their books does not appear on the same pages as in our books. They spend so much time trying to keep up that they become frustrated and learn less than their peers do. Avoid this disaster.

Students reading the stories from a tablet will be able to keep up if they know how to use the Search function.

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SAMPLE

About This Course: Welcome, Teacher!

Welcome to a wonderful year of illuminating literature!

This year, your students will

- become familiar with literature terms and devices,
- gain an appreciation for fine literature,
- develop as knowledgeable and discerning readers, and
- gain tools to become more powerful fiction writers.

Illuminating Literature makes a literature class possible for you and your teens and makes difficult concepts easy for students to understand. Whether you are preparing your teens for college or for the rest of their reading lives, you and your teens will appreciate the relaxed and welcoming atmosphere of this series.

Each novel, play, and short story has been selected for its characters in crisis, its literary value, and for its potential to help students make moral, ethical, spiritual, and life choices from a godly perspective.

While *Illuminating Literature: Characters in Crisis* is written from a Christian perspective and respects the Bible as the ultimate source of truth, the individual authors of this year’s list of books and short stories may or may not be self-described Christians. The material found in the individual books will reflect the authors’ worldviews and may occasionally contain words, characters, or events that could be offensive to some readers. However, your students will learn this year how to analyze stories and sort the wheat from the chaff.

The Books and Short Works

Below is the list of novels, plays, and short stories your students will be reading, along with the suggested publisher and the ISBNs. **It is highly recommended that your students use the suggested version of each book.**

<u>Title and Author</u>	<u>Publisher</u>	<u>ISBN</u>
“A Jury of Her Peers” by Susan Glaspell <i>Frankenstein</i> by Mary Shelley	in the textbook Dover Publications	0-486-28211-2 or 978-0-486-28211-4
<i>Silas Marner</i> by George Eliot	Dover Publications	0-486-29246-0 or 978-0-486-29246-5
<i>Much Ado About Nothing</i> by William Shakespeare	Dover Publications	0-486-28272-4 or 978-0-486-282725
“A White Heron” by Sarah Orne Jewett	in the textbook	
“The Garden of Forking Paths” by Jorge Luis Borges	link provided in the textbook	
“Haircut” by Ring Lardner	link provided in the textbook	
“The Lady, or the Tiger?” by Frank Stockton	in the textbook	
“Of the Passing of the First-Born” by W. E. B. Du Bois	in the textbook	
“A Child’s Christmas in Wales” by Dylan Thomas	link provided in the textbook	
<i>Sense and Sensibility</i> by Jane Austen	Dover Publications	0-486-29049-2 or 978-0-486-29049-2
Biography/Autobiography	student’s choice	
<i>The Hobbit</i> by J. R. R. Tolkien	Mariner Books	978-0-547-92822-7

Every effort has been made to use the version most available and cost effective. All page numbers in this teacher’s guide and in the student’s textbook are from those versions. This makes following along EASY.

Students can use a Kindle, NOOK, or other tablet that has a search function that the student knows how to use. Students using these devices and the search function keep up in class nicely and can track with the written material in the textbook.

Warning: Avoid this Potential Disaster.

Chaos ensues when students do not have the suggested version of each book. Students who use books from the library or from home are lost as we turn to specific pages and passages because the material in their books does not appear on the same pages as in approved versions of the novels. They spend so much time trying to keep up that they become frustrated and learn less than their peers do. Avoid this disaster.

Grades

Grading will be easy this year. In fact, some of it will be done for you when your students complete free online quizzes. Links to all online quizzes can be found at WritingWithSharonWatson.com/illuminating-literature-characters-in-crisis-gateway. Grades for each book will be based loosely on the following:

- Online “Yes, I read it” quiz, graded online (1-10 points)
- Online literary terms quiz, graded online (1-10 points)
- Participation in opinion survey online (1-10 points)
- Quality of participation in discussions (1-20 points)
- Successful completion of lessons and assignments (1-20 points)
- Successful completion of activities (1-10 points)
- Finishing the chapter’s novel, play, or short stories (1-20 points)

You’ll find a **grading grid** on the next page, marked for a possible 100 points per book. This grid will be placed at the end of each chapter in this answer key and labeled with the current book’s title. Please feel free to adjust each grid to your needs and expectations.

Opinion surveys have no correct answers; students are graded on participation. Their answers to the opinion surveys may help you develop a strategy for your discussion time.

You have permission to copy each grading grid as many times as needed for your own class, co-op, reading group, book-of-the-month club, or family.

If you prefer that students take the quizzes on paper, you’ll need *Illuminating Literature: Characters in Crisis, Quiz and Answer Manual*, available for sale at WritingWithSharonWatson.com/illuminating-literature-characters-in-crisis.

Sample Grading Grid

Online "Yes, I read it" quiz, graded online. 1-10 points	
Online literary terms quiz, graded online. 1-10 points	
Participation in opinion questions online. 1-10 points	
Quality of participation in discussions. 1-20 points	
Successful completion of lessons and assignments. 1-20 points	
Successful completion of activity. 1-10 points	
Finished reading the novel. 1-20 points.	
Total grade for current book	



Course Objectives

Objectives for each chapter appear in that chapter's answer key. Objectives for the whole course are as follows:

Skills

- To teach literary terms and writers' devices.
- To teach story elements such as setting, characterization, and point of view.
- To make students aware of and to improve vocabulary by giving Vocabulary Quizzolas.
- To give students a chance to prove they read each book by completing the online multiple-choice "Yes, I read it" quiz.
- To reinforce literary terms with online quizzes.
- To develop powerful fiction writers through writing exercises.
- To help students understand conflict in books and, therefore, in life.
- To develop discerning and savvy readers.
- To recognize what the author does to influence their hearts and minds.

Attitude

- To engender a love of fine literature.
- To make it possible for those who do not like reading or might not have participated in literature classes to be successful and thrive in one.
- To delight students who already love literature classes by showing them the beauties of the novels and of the English language.
- To avoid sucking the life out of the class due to beating each novel until it begs for mercy.

Course

- To provide a two-semester literature class for language arts requirements.
- To provide a safe place where students can discuss the grand themes and spiritual, ethical, moral, cultural, and personal topics in these novels.
- To give students a chance to participate in group activities.
- To allow students to express their opinions and interpretations in non-graded, multiple-choice questions online.
- To interpret these novels from a balanced perspective, not just from a socio-economic, political, racial, or gender-based perspective.
- To provide activities that fit a number of learning styles.
- To examine literature in a relaxed atmosphere.
- To view literature through the lens of the truths found in the Bible.

Alone or in a Group?

This course can be completed by the self-guided homeschool student with very little input from the teacher. It also can be used in a co-op, a reading group you develop for your

students, or a classroom setting. Students will benefit the most from the discussions and group activities if they have a group to participate with, of course.

The course is developed from reading groups I taught called Book-of-the-Month Clubs in which students read a book of the month and then discussed it. You may do the same, if you wish, or devise your own method of meeting as a group.

Beginning at the bottom of this page, you'll find a suggested schedule for conducting a once-a-month class.

Whether you choose to meet weekly, every other week, or monthly, you'll be giving your students a lasting gift of a love for fine literature and an understanding of some of the grander themes of human existence. And students will have a much clearer understanding of how the author influences their hearts and minds.

Facebook Group

If you lead a group, you may want to create a secret Facebook group for only your students and their parents. This way, you can discuss issues or ask questions of the students on the weeks you don't meet. In each chapter, you'll find specific questions and links you can use in your Facebook group. In addition, homeschool families can use these suggestions and links at home.

The Novel Notebook

Your students will need the Novel Notebook. Make sure they have one at the beginning of the course.

You and your students can download the **FREE 85-page Novel Notebook** with the questions, journaling questions, and colorful worksheets like character maps already in it. Go to WritingWithSharonWatson.com/illuminating-literature-characters-in-crisis-gateway.

Suggested Teaching Schedule for a Book-of-the-Month Club

When I conduct a book-of-the-month club, our very first meeting includes fun icebreakers and a few minutes on how the club is going to work. Then I address literature, character labels, and forces of antagonism. After our break, I set up the first book for them, talking about what to look for, who the author is, and any literary terms or writers' devices they should know ahead of time.

In subsequent meetings, I use the first and largest time slot (1 and ½ hours) to follow up on the book students have just read. We talk about its themes, issues, and so forth. After a short break, I use the next time slot (1 hour) to set up the next book so they know what to look for and are not going into the book cold.

The months on the next pages correspond to the headings and subheadings found in the student's textbook. In each month, students will need to bring the current novel *and* the next novel to class.

These schedules are meant as examples and suggestions; adapt them to your needs where necessary. Sometimes discussions will be so lively that you will not have time for anything else.

The chapter sections titled Investigate, Summarize, Imitate, or Paraphrase can be practiced and/or started in class. Consider giving students a week to complete their version of the assignment and telling students to email their homework to you. That way it will be completed while they still remember how to do it, and you won't have to collect papers at the next meeting.

The quizzes and Vocabulary Quizzolas are not mentioned below. It is assumed they will be completed at home or online and given grades there.

The Your Choice of Activities sections are optional. Feel free to assign or ignore them.

Included are some fun ideas for rewards you can give your students for finishing the reading assignments. Feel free to invent your own brand of tomfoolery.

Month 1

Students read and complete all of Lesson 1 before coming to the first class. Feel free to discuss anything from this, especially the survey. This will open students up to discussion. Explain how grades will be given. Explain about the Novel Notebook and how to download it.

Start Here chapter (1 hour): Icebreakers • Character Labels • Forces of Antagonism • Investigate (If there's time, do this together in class with a story all students are familiar with). Tell them the due date for their at-home version of this, perhaps one week from class.

5-minute BREAK

"A Jury of Her Peers" set-up (1 ½ hours): Suggested Reading and Homework Plan: Preview (explain the schedule and what is due at what times) • Empathetic Characters • Investigate! (Do this in class with a story all are familiar with and then assign it with choice of students' book. Give due date.) • Literary Terms: Text and Context • What Is the Writer's Aim? • Fun Fact • Setting and Point of View • Your Choice of Activities (explain and give due date) • Assign any reading you want your students to do in chapter 1 before coming to class next time.

Anything not listed in the above schedule or not finished in class is left for students to complete at home.

Month 2

"A Jury of Her Peers" follow-up (1 ½ hours): 5-Star Report • Any questions from the Novel Notebook you want to discuss • Literary Terms: Explicit and Implicit • Literary Term: Subtext of the Dialog • Narrator and Viewpoint Character • Character in Crisis • Theme: Sing It • Questions for Discussion (Choose the ones you want to discuss.) Any lessons or sections you do not have time for in class can be assigned.

5-minute BREAK with licorice ropes, yellow candy to signify the canary, or chocolate-covered cherries (relating to the canned cherries) for all students who finished reading the story and/or handed in their homework. Let students guess what the particular candy has to do with the story.

Frankenstein set-up (1 hour): Suggested Reading and Homework Plan: Preview • Imitate! (assign and give due date) • Context • Fun Facts • Literary Terms: Annotation and Eponymous • Point of View • The Rhythm of *Frankenstein* (This is especially important to understanding the novel.) • Stuff You'll Want to Know: Chapter by Chapter (Explain that this is their guide through the novel and that it contains literary terms for their quiz.) • Your Choice of Activities (give due date) • Suggested Reading and Homework Plan • Assign any lessons or sections you do not have time for in class.

Also, assign any lessons or sections in the chapter on *Silas Marner* to read to prepare for the next class.

Select and assign specific questions in the chapter on *Frankenstein* in the Novel Notebook.

Month 3

Frankenstein follow-up (1 ½ hours): 5-Star Report • Any questions from the Novel Notebook you want to discuss • Literary Terms: Chiasmus and Empathetic Characters • Characters in Crisis • Archetype: A Discussion • Questions for Discussion (Choose the ones you want to discuss.) • Any lessons or sections you do not have time for in class can be assigned.

5-minute BREAK with individual bags of trail mix for the many times Victor rambled through the mountains, for all students who finished reading the story. Let students guess what the trail mix has to do with the story.

Silas Marner set-up (1 hour): What Are the Clues about a Character? • Genre and Setting • The Shape of the Novel • Novel Notebook • Stuff You'll Want to Know: Chapter by Chapter (Explain that this is their guide through the novel and that it contains literary terms for their quiz.) • Imitate! (Assign and give due date, preferably one week from today's class.) • Your Choice of Activities (Give due date.) • Suggested Reading and Homework Plan • Assign any lessons or sections you do not have time for in class.

Also, assign any lessons or sections in the chapter on *Much Ado About Nothing* you want students to read to prepare for the next class.

Month 4

Silas Marner follow-up (1 ½ hours): 5-Star Report • Any questions from the Novel Notebook you want to discuss • Characters in Crisis • Theme • Plot and Subplot • Personification Versus Anthropomorphism • Questions for Discussion (Choose the ones you want to discuss.) • Any lessons or sections you do not have time for in class can be assigned.

5-minute BREAK with gold-wrapped chocolate coins for all students who finished reading the story. Let students guess what the chocolate coins have to do with the story. (That won't be too difficult!)

Special note: If next month is your Christmas (December) meeting, consider the following activity. Tell students to buy or make a gift worth \$2.00 or less to give to someone in a blind drawing next month. The catch? The gift has to have something to do with *Much Ado About Nothing*. I've done this fun gift exchange every year in the Book-of-the-Month Club, and students seem to enjoy it. I do not recommend assigning names to each other; something invariably happens and someone misses class or forgets a gift, which is so deflating to the intended recipient.

Much Ado About Nothing set-up (1 hour): Forces of Antagonism: Ahem. A Review • Paraphrase! (Assign and give due date, preferably one week from today's class.) • Novel Notebook • Literary Term: Motif • The Language of Shakespeare • Genre and Setting • Stuff You'll Want to Know: Act by Act (Explain that this is their guide through the play and that it contains literary terms for their quiz.) • Your Choice of Activities (Give due date.) • Suggested Reading and Homework Plan • Assign any lessons or sections you do not have time for in class.

Also, assign lesson one in chapter 5 ("An Assortment of Short Works") to read to prepare for the next class.

Month 5

Much Ado About Nothing follow-up (1 ½ hours): 5-Star Report • Any questions from the Novel Notebook you want to discuss • Characters in Crisis • Love. But It Gets Worse • The Classical Unities • Questions for Discussion (Choose the ones you want to discuss.) • Any lessons or sections you do not have time for in class can be assigned.

Special note: If this is your Christmas (December) class, this is the time to conduct your blind drawing and let students distribute their \$2 gifts to the recipients. The recipients can either guess what the gift has to do with *Much Ado About Nothing* or the giver can explain.

5-minute BREAK with individually wrapped Lifesavers for all students who finished reading the story. Let students guess what the Lifesavers have to do with the play (the friar, Leonato, Beatrice, and Benedick working to save Hero's life; Benedick challenging Claudio to a duel but not having to fight him after all; love is a lifesaver of sorts).

"An Assortment of Short Works" set-up (1 hour): Literary Element: Point of View • Literary Term: Symbol • Imitate! (In lesson 4; explain, assign, and give due date, preferably one week from today's class.) • Novel Notebook • Your Choice of Activities (Give due date.) • Suggested Reading and Homework Plan • Assign any lessons or sections you do not have time for in class.

Also, assign lessons 2-4 (the short stories and essays) in chapter 5 ("An Assortment of Short Works").

Month 6

"An Assortment of Short Works" follow-up (2 hours): "A White Heron"—Questions about the Story and the Literature Angle • "The Garden of Forking Paths"—Questions about the Story and the Literature Angle • "Haircut"—Questions about the story and the Literature Angle • "The Lady, or the Tiger?"—Questions about the story and the Literature Angle • *The Souls of Black Folk*: "Of the Passing of the First-Born"—Questions about the essay and the Literature Angle • "A Child's Christmas in Wales"—Questions about you and the memoir and the Literature Angle • Any lessons or sections you do not have time for in class can be assigned.

5-minute BREAK with Hershey's Hugs for all students who finished reading all the stories. Let students guess what the Hugs have to do with one of the stories. (They are striped, similar to the tiger in "The Lady, or the Tiger?")

Sense and Sensibility set-up (1/2 hour): The Debate That Rages • Summarize! (Assign and give due date, preferably one week from today's class.) • Novel Notebook • Setting and Point of View • Stuff You'll Want to Know: Chapter by Chapter (Explain that this is their guide through the novel and that it contains literary terms for their quiz.) • Your Choice of Activities (give due date) • Suggested Reading and Homework Plan • Assign any lessons or sections you do not have time for in class. You may also want to assign The Hero's Journey in chapter 7, lesson 1 ("Biography/Autobiography") so students will be ready to discuss the phases in the next class.

Month 7

Sense and Sensibility follow-up (1 ½ hours): 5-Star Report • Characters in Crisis • Novel Notebook • Questions for Discussion

5-minute BREAK with lady fingers for all students who finished reading the novel. It won't take much to guess what lady fingers have to do with the novel, but it will be a fun groaner.

"Biography/Autobiography" set-up (1 hour): The Hero's Journey (Choose a book, movie, or fairy tale all students are familiar with and identify the phases with students, preferably on a whiteboard or some other visual aid) • Novel Notebook • Your Choice of Presentations (Students each will have 3-5 minutes in the next class to present their book's subject to the class using any of the presentation suggestions or other methods.)

Month 8

"Biography/Autobiography" follow-up (1 ½ -2 hours): Novel Notebook • Presentations

5-minute BREAK with something egg shaped (from Easter candy) for all students who finished reading their biography/autobiography and make a presentation. This signifies how we all begin as eggs, hatch, and then you never know what kind of story we'll be until we've lived it. Or find something car related, which will relate to the "auto" in autobiography and be a real groaner.

The Hobbit set-up (1/2 – 1 hour): Discussion of the Refusal (lesson 3) • Ask if any students have read any of J. R. R. Tolkien's work. Let them discuss this without giving away any of the story of *The Hobbit*. Talk about the maps in the front and back of the book. Tell them to look for the interpretation of the map's runes in the story. • Setting and Genre • Motif • Assign Imitate! and give a due date, preferably one week after today's class.

Month 9

The Hobbit follow-up (1 ½ hours): The Hero's Journey (You may want to draw the circle and line for the hero's journey on a board and fill it in with the students.) • 5-Star Report • Gollum • Character Goals • Empathetic Character • Novel Notebook • Questions for Discussion. Review the year's novels, play, and short stories. What have the students learned from them about literature? About life? Which were their favorites?

5-minute BREAK with fruit roll-ups for all students who finished reading *The Hobbit*. This represents Bilbo's handkerchief he left behind. Let them guess what the fruit roll-ups have to do with the story.

End-of-year party: This section is optional. I like to have a little celebration with snacks, drinks, and a game or two. If you want students to fill out an evaluation form for the class, now would be a good time to do that. However, you may simply want to dismiss the students early.

ANSWER KEY AND GUIDE

Chapter 0: Start Here

Teacher, this chapter is an introduction to literature and this year’s theme of characters, Characters in Crisis. Students will begin reading “A Jury of Her Peers” in the next chapter.

The bold-face headings you see below coordinate with the headings in the student textbook. This is true throughout this guide, with the exception of Key Themes, Facebook Posts, and Objectives.

Objectives

Objectives for this chapter are as follows (revise or add to this list, as desired):

- To introduce the topic of literature in a nonthreatening manner.
- To express their opinions about literature or reading for school assignments.
- To help students understand the terms *literature* and *literary classics*.
- To encourage students to think about why reading literature is different from reading popular fiction.
- To discuss questions about literature.
- To become familiar with common character labels.
- To look at characters from the writer’s perspective.
- To understand where their grades will come from.
- To learn about their need for the Novel Notebook, available for free at <https://writingwithsharonwatson.com/illuminating-literature-characters-in-crisis-gateway/>.
- To investigate a story of the student’s choice based on its characters and their conflicts.

Lesson 1

The Fun and Confusion of Literature

Teacher, the student is being asked questions in the text. Feel free to discuss these questions with them, and let students express their opinions.

Students are learning what novels and stories they will be reading in this course this year.

Your Opinion

Students are finishing this statement by checking boxes: “The last time I read a novel, short story, or play for class, I . . .” What other options would you like to add to this list? *Answers will vary.*

Grades

Students are learning what they will be graded on. See your generic Grading Grid on page 3 of this guide. Find specific ones at the end of each chapter.

Your Novel Notebook

Students are learning that they need to obtain and use the Novel Notebook for this course.

For a FREE download of a colorful Novel Notebook with all the questions and worksheets already in it, go to <https://writingwithsharonwatson.com/illuminating-literature-characters-in-crisis-gateway/>.

This Course's Philosophy

This course's philosophy is that these books are written by flawed humans who struggled with—or gave in to—sin and their sin natures, who may or may not have been Christians, whose stories may or may not agree with the truths written in the Bible, but whose stories reflect some redeeming truth and are, therefore, worth reading.

While literature can be uplifting and spur us to greatness, it also can be a disturbing reflection of our fallen state.

Why Read Literature?

Objectives:

- To interest students in the meaning of literature.
- To engage their interest in this course.

The terms *literary classics* or *the classics* refer to stories, poems, and plays that have not been written recently but have stood the test of time. In your opinion, what book written recently will be a literary classic in fifty years? Write your answer below: *Answers will vary.*

Lesson 2

Character Labels

Students are learning character labels such as protagonist, antagonist, round, flat, dynamic, and so on.

Forces of Antagonism

They are also learning the six types of conflicts characters can encounter.

Lesson 3

Investigate!

Objectives:

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- To identify character labels in a familiar book or movie.
- To identify the forces of antagonism that the protagonist has to deal with.

Grab a book or movie you enjoy. Write the name here: *Answers will vary.*

Fill out the blanks with characters from the book or movie. Then use the labels below to describe the characters.

Narrator • Viewpoint character • Round or 3-D • Flat or 2-D • Dynamic • Static • Stereotype or Stock • Foil • Christ figure • Threshold guardian • Mentor • Shapeshifter • Confidante • Primary • Secondary • Tertiary

Teacher, answers will vary and will depend on the book or movie students select. For instance, the protagonist Peter Pan is round but static. The lost boys are threshold guardians as Peter and the Darling children fly to the island. Smee is a stock character and is flat. Mr. Darling is a foil to Captain Hook. Long John Silver from Treasure Island is round, dynamic, and a shapeshifter (a mentor one time and an enemy another).

Main character or protagonist: _____

Other labels:

Antagonist: _____

Other labels:

One secondary character: _____

Other labels:

One tertiary character: _____

Other labels:

Write one sentence to explain the conflicts, problems, or troubles the protagonist in your book or movie encounters for each category below:

- Troubles with himself or herself (personal problems like fear or anger):
- Troubles with one other character:
- Troubles with society or The System:
- Troubles with nature:
- Troubles with God/the gods/fate:
- Troubles with technology/biotechnology/The Machine:

What is the main character's deep longing? Is this yearning fulfilled? Jot your musings here: *If we're sticking with Peter Pan here, his deep longing is to stay young (never grow up) or possibly to be accepted into the heart of a real mother. He is successful in never growing up. The deep yearning for a mother is partially met in Wendy but then is destroyed when he refuses to grow up or leave his world.*

What is his or her concrete, "I have to do this" goal? Is the goal met? *In Peter Pan, it's to defeat Captain Hook. Yes, he meets his goal.*

Another way to measure the level of conflict a protagonist is experiencing is to ask this question: What is at stake or what happens if he fails?

If we are in an arena watching a bicyclist ride around the performance area, there's not much excitement or conflict there. Not much could go wrong. The conflict goes up a notch as we watch a unicyclist. A little more is at stake because of the unstable nature of a unicycle. Now we turn our eyes to the bicycle balanced thinly on the tightrope. Suddenly, the anxiety is high. There's much more at stake if the rider fails.

What is at stake for the protagonist in your chosen book or movie? What happens if he or she fails in any scene or in the story as a whole? Ponder here: *Answers will vary. If Peter Pan fails, it means death for him.*

SAMPLE

Chapter 1: "A Jury of Her Peers"

Key Themes

The main focus in students reading "A Jury of Her Peers" is twofold:

1. To understand the story, its context, and the premise it is making.
2. To understand how the author creates empathetic characters so students will be aware of how the author uses empathetic characters to influence their hearts and minds.

Facebook Posts

If your group or co-op meets monthly, you may want to keep in touch with the students and keep them interested in the short story with the following Facebook posts for your secret group. Feel free to devise posts that meet your needs.

- You'll find an interesting article in the Women Lawyers' Journal published in January 1927 when women in many parts of the United States still could not sit on juries. Read the short article and comment on the reasons given for women not allowed on juries or on the author's rebuttals to those reasons: <http://wlh.law.stanford.edu/wp-content/uploads/2011/01/the-woman-juror-15wlj151927.pdf>
- Watch this short video and determine if you agree with what is being said about if the women are better equipped than the men to pick up the clues of what really happened: <https://vimeo.com/37714720>
- Should a person's circumstances be taken into account when charged with a crime? Watch this video and tell us what you think: <https://vimeo.com/38140829>
- Here's a list of 10 ways writers are taught to create empathy for their characters. Which ones are used to create empathy for Minnie Wright in "A Jury of Her Peers"? <http://www.jerryjenkins.com/create-character-empathy/>

Before You Read the Story

Lesson 1

Objective:

- To record a baseline opinion with which to compare any changes of opinion as a result of reading "A Jury of Her Peers."

Before we get into our first story of the year, I'd like to ask you a strange question: Do you think it is acceptable for a wife to kill her abusive husband if it is not in self-defense?

Please write your answer here: *Answers will vary.*

Suggested Reading and Homework Plan

Below is a four-week plan that will make it easy for you to complete all the tasks in this chapter, including reading the short story.

Use the boxes to check off assignments as you finish them, if you wish.

Week 1:

- Complete lessons 1-2.
- Hand in your Investigate! assignment from lesson 1. Your teacher will tell you when this is due.

Week 2:

- Complete lesson 3 (read “A Jury of Her Peers”) and lessons 4-5. Complete the pages in your Novel Notebook for “A Jury of Her Peers.”

Week 3:

- Decide on one activity and begin work on it. You’ll find the list of activities at the end of this chapter. **Your teacher will tell you when this is due** (if at all).
- Complete lesson 6.
- Hand in your activity and sing a song of freedom.

Empathetic Characters

Objectives:

1. To understand how authors create empathetic characters.
2. To see that this creative process is intentional.
3. To be aware of how the author is pulling the strings for the benefit of the story and the author’s worldview, whether consciously or subconsciously.

Students are learning what **empathetic** means and are reading a list of qualities authors can use to create empathetic characters.

Teacher, this is a “gateway” lesson. It is foundational to understanding characters and stories and, in my opinion, is one of the most important ones in this course. Students do not always approach a story as a carefully crafted creation of someone’s mind and worldview. They see it as something that sprang forth spontaneously, forgetting that there is a writer behind the scenes, weaving away on a loom. This lesson seeks to open their eyes.

Investigate!



Objective:

- To identify the methods a particular author has used to gain empathy for the protagonist.

Teacher, this exercise can be done together in class to give students a better idea of the concept. You can assign it to be done again at home, if you wish.

Grab a favorite book or think of a movie you've enjoyed lately. Write your choice here: *Answers will vary.*

Now write at least three things the author does to make the main character empathetic so you'll be on his or her side. Use the list in the section Empathetic Characters or identify other methods the author uses. *Answers will vary.*

Were you surprised by anything you found? Write it here: *Answers will vary.*

Lesson 2

Literary Terms: Text and Context

Objectives:

- To learn the terms *text* and *context*, explained with examples.
- To learn the importance of filtering any story through the context of the Bible and a biblical worldview.

Students are learning what **text** and **context** mean in a literature class. They are also reading an example of how reading Jonathan Swift's "A Modest Proposal" with no context can lead readers to miss the whole point of his pamphlet. You can read "A Modest Proposal" by going to <http://www.online-literature.com/swift/947/>.

They are also learning to filter any story through the lens of a biblical worldview.

What Is the Writer's Aim?

Objective:

- To learn the techniques authors use to reach reader's hearts or change their minds.

Today's writers and the great writers of yesterday know that their writing has a dual purpose: Aim for the head so people will learn something, and aim for the heart so readers will feel or react to something. This heart reaction is the secret of every beloved story, and it is powerful. It can change the way you feel about something and, therefore, how you think about it.

Students are reading an example of how John Grisham engineered *The Confession* to have the maximum impact on reader's hearts on the topic of capital punishment. This is not a tirade against Grisham or his beliefs or even his book. It is a revelation, showing students how stories are constructed to have a powerful impact on readers' hearts and opinions.

Fun Fact

The true murder story behind “A Jury of Her Peers.”

Setting and Point of View

The short story you are about to read takes place in the early 1900s in Dickson county, Iowa. This is a real area in northern Iowa and mostly rural. You'll notice that the mode of transportation is a horse-drawn buggy.

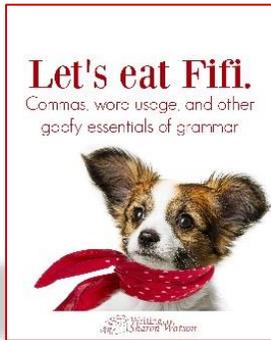
The point of view is third-person singular. Almost everything that happens in this story is filtered through the lens of only one character. See if you can guess which one [*Martha Hale*]. We'll discuss more about this after you've read the story.

End of Teacher's Guide SAMPLE

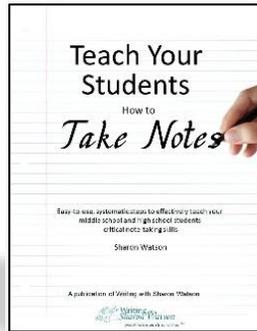
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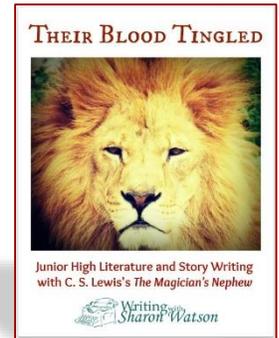
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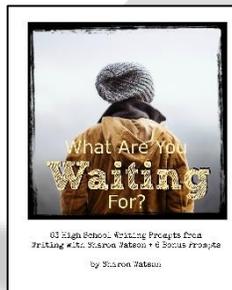
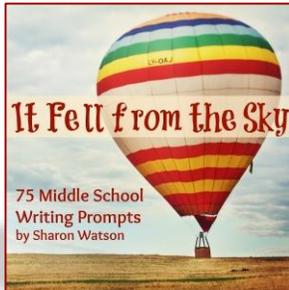
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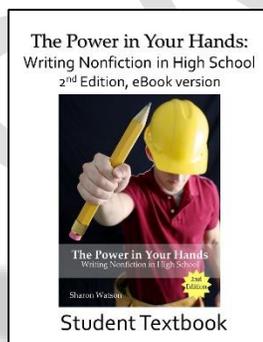


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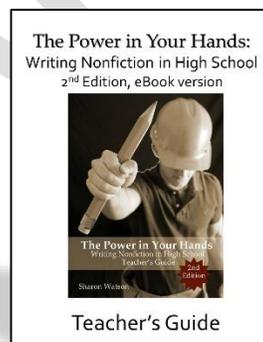


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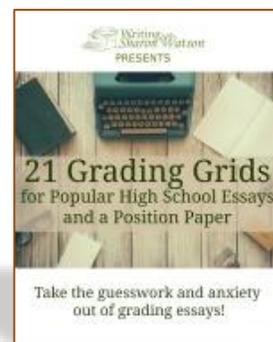
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Meet the Author



Sharon Watson is the author of *Jump In*, Apologia’s easy-to-use middle school writing curriculum featured in Cathy Duffy’s *102 Top Picks for Homeschool Curriculum*. She was forced to retire from homeschooling after 18 years when she ran out of her own children but her love of teaching permeates her writing and literature courses. Sharon’s popular course *The Power in Your Hands: Writing Nonfiction in High School, 2nd Edition* is based on her sought-after writing classes and is the sequel to *Jump In*.

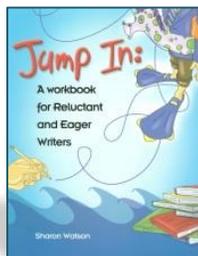
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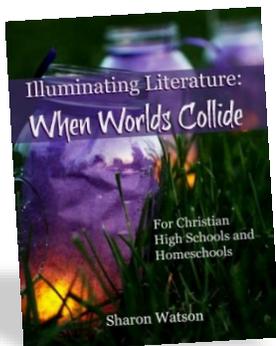
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