

Adult Basic Education

# English Language Arts

---

## World Literature 3101B

### Study Guide

**Suggested Resources:** *World Mythology: An Anthology of the Great Myths and Epics* (8<sup>th</sup> Edition). 2006. McGraw-Hill Glencoe. ISBN 0-07-872909-2 (9-780078729096).

*The Crucible*, by Arthur Miller. 1952. Penguin Group. ISBN 978-0-14-048138-9 (9-7801404-481389).

One Selected Novel



**Table of Contents**

To the Student.....3

Unit 1: Africa and the Americas.....4

Unit 2: Novel Study #2.....5

Unit 3: Drama Study.....7

## To the Student

### ***Who should do World Literature 3101B?***

This course is meant for students who need to transfer two ABE credits into the High School Optional Languages Arts Category to graduate with a High School Diploma. This course is also meant for students who wish to study additional literature as an Adult Oriented Elective in ABE.

### ***What is the World Literature 3101B Study Guide?***

The Study Guide describes all the work that is required for the completion of this course. It also contains information on the resources being used and some notes to help you complete your work.

### ***How should I Use the Study Guide?***

Before beginning to do the work in this Study Guide, you will need to talk to your instructor about the course and the resources you will need. You should work through the Study Guide page by page, consulting with your instructor as you go.

### ***How is the Study Guide organized?***

The Study Guide is organized in two columns, as follows:

<b>Required Work</b>	<b>Suggested Resources/Notes</b>
This column provides a numbered list of all the work you are required to do for the course.	This column gives important information on the resources being used and some notes to help you complete the required work.

### **Important Note**

This Study Guide is intended to make it possible for you to work independently in Adult Basic Education. If you use the Study Guide correctly, you may be able to work on your own for certain periods of time. You should always make sure that your instructor is aware of what you are doing. Feel free to ask your instructor for help and guidance at all times.

### **Evaluation**

Your instructor will inform you of the evaluation scheme for this course.

## Unit 1: Africa and the Americas

<b>Required Work</b>	<b>Suggested Resources/Notes</b>
1. Read the introductory material on Africa on page 508.	<b>Remember to read the introduction to each of the assigned selections.</b>  <i>World Mythology</i> , page 508.
2. Read the Nigerian myth “The Creation of the Universe and Ife” on pages 509-514 of the text. Complete the <b>Questions for Response, Discussion and Analysis</b> , numbers 1-2, on page 514.	<i>World Mythology</i> , pages 509-514.
3. Read the Zairian myth “The Origin of Life and Fire” on pages 515-517 of the text. Complete the <b>Questions for Response, Discussion and Analysis</b> , numbers 1-4, on page 517.	<i>World Mythology</i> , pages 515-517.
4. Read the introductory material on the Americas on pages 568-569 of the text.	<i>World Mythology</i> , pages 568-569.
5. Read the Peruvian myth “The Children of the Sun” on pages 574-577 of the text. Complete the <b>Questions for Response, Discussion and Analysis</b> , numbers 1-4, on page 577.	<i>World Mythology</i> , pages 574-577.
6. Read the Native American myth “Lodge-Boy and Thrown-Away” on pages 622-624 of the text. Complete the <b>Questions for Response, Discussion and Analysis</b> on numbers 1-3, on page 624.	<i>World Mythology</i> , pages 622-624.
7. Read the MicMac myth “Caught by a Hair-String” on pages 643-652 of the text. Complete any four of the <b>Questions for Response, Discussion and Analysis</b> on page 652.	<i>World Mythology</i> , pages 643-652.

## Unit 2: Novel Study #2

<b>Required Work</b>	<b>Suggested Resources/Notes</b>
<p>1. In preparation for the novel study, you should review information related to reading a novel. Some suggestions for review material are given in the right hand column. Make sure you discuss with your instructor any terms related to novel reading you do not fully understand.</p> <p>2. Select and read another novel from the following list:</p> <ul style="list-style-type: none"><li>• <i>Flowers for Algernon</i>, by Daniel Keyes (America).</li><li>• <i>Ella Minnow Pea</i>, by Mark Dunn (America).</li><li>• <i>The Alchemist</i>, by Paulo Coelho (Spain and Africa).</li><li>• <i>Frankenstein</i>, by Mary Shelley (England).</li><li>• <i>I Am the Messenger</i>, by Markus Zusak (Australia).</li><li>• <i>Big Fish</i>, by Daniel Wallace (America)</li><li>• <i>The Ice Master</i>, by Jennifer Niven (Canada/Newfoundland and Labrador).</li></ul> <p>Questions:</p> <ol style="list-style-type: none"><li>a) What is the setting of the novel? What evidence in the novel tells you this?</li><li>b) Name and describe the main character in the novel. Describe him/her physically and describe his/her personality. Discuss your impression of him/her.</li><li>c) Name and describe a minor character. Describe her/him physically and describe her/his personality. Explain how s/he is important to the novel.</li><li>d) Describe a significant event in the novel and explain its significance to the novel (to the plot, the characters, the theme of the novel, etc.).</li><li>e) Explain one specific aspect of the culture described in the novel. How is the culture presented in the novel?</li><li>f) What are your personal feelings and thoughts about the novel based on one or more specific things you have read?</li></ol>	<p><u>Communicate</u>, pages 17-18.</p> <p><u>Communicate</u>, pages 3-4 (This material is related to short stories, but it can help you reading novels as well).</p> <p><u>Guide to Language, Literature, and Media</u>, Pages 32-52.</p> <p>If you are unsure which novel to choose, research each one on the internet to find out more information.</p> <p><i>The Ice Master</i> is more non-fiction than a novel, but it is included on the novel list as it is about Capt. Bob Bartlett, a Newfoundland and Labrador adventurer and hero.</p> <p>Your responses to the novel questions require a well developed paragraph containing a topic sentence, and six to ten sentences explaining your response. Specific examples from the novel must also be included.</p>

**Unit 2: Novel Study #2**

<b>Required Work</b>	<b>Suggested Resources/Notes</b>
<p>g) What is the mood of the novel? Give specific examples of how the author creates that mood.</p> <p>h) Explain the main conflict presented in the novel.</p> <p>i) From what point of view is the novel written? How does this point of view affect the novel?</p> <p>j) Explain the organization of the novel. How is it important to the narrative?</p> <p>k) Choose a sentence or phrase that appeals to you. Explain why you selected it, its value in the novel, and its value to you.</p> <p>l) Is there any special language used (dialects, foreign words, slang, etc.) in the novel? Give specific examples and explain its use and purpose.</p> <p>m) Explain the author's use of humor, irony, symbolism, or metaphors. Give examples and explain the effect.</p> <p>n) What is the climax of the novel? What major conflicts lead up to it and what is the resolution afterward?</p> <p>o) What is the main theme presented in the novel? How does the author show this theme? Give specific examples.</p> <p>p) What did you learn from studying this novel? In answering this, you may comment on any aspect of the novel including how it is written. Give specific examples.</p>	

### Unit 3: Drama Study

<b>Required Work</b>	<b>Suggested Resources/Notes</b>
<p>1. In preparation for reading a dramatic work (play) you should review the “Exploring Drama” section on pages 188-195 of <i>Reference Points</i>.</p> <p>2. Read <i>The Crucible</i>, by Arthur Miller. It is recommended that you use the Penguin Plays edition.</p> <p>3. After reading <i>The Crucible</i>, complete ONE of the following items:</p> <ul style="list-style-type: none"><li>a) Extend the play by writing a script for one additional scene. This scene should be imaginative and establish a connection with the play. The script should include stage directions as well as dialogue between two or more characters. The scene can be set immediately after the final scene in the play or at some time in the future.</li><li>b) Create a visual (illustration, drawing or painting) that effectively represents a connection between the reader and the play. This visual could represent a character, a scene, or a theme from the play.</li><li>c) Create a poster to advertise a public performance of the play. The poster should capture the attention of the target audience (individuals interested in attending a play) through a combination of images and text.</li><li>d) Create a multimedia presentation that establishes a connection with the play. The multimedia presentation should use computer technology to enable the integration of all presentation elements (text, visuals, videos, sound, etc). The multimedia presentation should communicate information and ideas through the use of a slide show, presentation software, the internet, and any other effective means.</li></ul>	<p><i>Reference Points</i>, pages 188-195.</p> <p>The Penguin Plays edition of <i>The Crucible</i> is used in this course. Other editions of the play may work as well.</p>

### Unit 3: Drama Study

Required Work	Suggested Resources/Notes
<p>4. Complete any TWO of the following items. Your response should be in the form of a multi-paragraph essay containing a thesis statement, your responses to the item, and your reasons supported by specific examples from the play.</p> <ul style="list-style-type: none"><li>a) Is Reverend Samuel Parris simply a worried parent, or does he have other concerns? Support your opinion with examples.</li><li>b) Describe the character of John Proctor. Is he independent or a follower? Honest, or hypocritical? How does he feel about himself, and why might he feel that way? Explain with examples.</li><li>c) The principle accusers in <i>The Crucible</i> are young, unmarried women. Based on this play, what can you deduce about the status of single women in Puritan society? Could the celebrity effect of allegedly being able to identify witches change their status? In what way? Use the reading and personal experiences to support your argument</li><li>d) Some might say that, in John Proctor's case, honesty was definitely not the best policy. He could not save his friends and was hanged in the end. But given what we know about John's character, how do you think his life would have gone if he had confessed?</li><li>e) Arthur Miller wrote <i>The Crucible</i> in response to controversial investigations in the early 1950's that focused upon identifying and rooting out suspected Communists in the United States. Led by Senator Joseph McCarthy, special congressional committees interrogated those suspected and encouraged them to escape punishment by confessing and identifying other alleged Communists. Research McCarthyism and the associated congressional hearings and compare them to the Salem trials.</li></ul>	<p>Ask your instructor for help if you do not fully understand each question.</p> <p>Use Google or another search engine to research the biographies of some of the characters in the play. The following link is a starting point: <a href="http://law2.umkc.edu/faculty/projects/ftrials/salem/ASAL_BI.HTM">http://law2.umkc.edu/faculty/projects/ftrials/salem/ASAL_BI.HTM</a>.</p> <p>You can also research the Salem Witch Trials.</p>