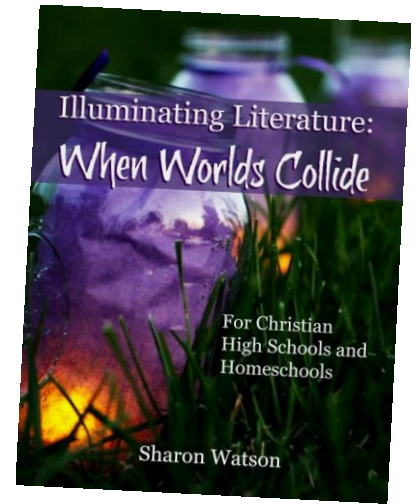


Suggested Weekly Schedule for *Illuminating Literature*: Month 1

There are no schedules for **weekly classes** in [*Illuminating Literature: When Worlds Collide*](#) because everyone's classes are of different lengths. What I would suggest for one class would only frustrate another.

You'll find a suggested schedule for **monthly classes** in the Teacher's Guide, pages 5-9.

However, for weekly classes, here's a rough approximation of a schedule you may want to try for your first month:



Week 1

Relax students with an ice breaker.

Students come to the class with lessons 1-3 in chapter 0 already done. Discuss their opinions on the differences between literature and popular fiction and what recent book they may think will be a classic one day.

Ask which conflict they thought was the most important one in the book they wrote about in lesson 3.

Explain about a novel's context and how it can change the meaning or give a deeper meaning to the novel (chapter 1, lesson 2). Ask them to give an example of context (historical context, author's life, current events of the time, and so on) that would have an impact on the meaning of any recent books they've read.

Explain the Novel Notebook and how to download it.

Review the Suggested Reading and Homework Plan (page 20) for *Pudd'nhead Wilson*. Assign lessons 1-3, due next week.

Decide if you want students to complete an optional activity at the end of the chapter (pages 49-53). Let them know your decision and whether they'll be turning them in or presenting them before the class.

Week 2

Teach foreshadowing and irony. Give some examples from real life and ask students for examples from life or from movies or books.

Assign the rest of lesson 4 to do at home.

Have students read “A Whisper to the Reader” in class. Have them figure out what it means. You may have to help them.

Make sure they’ve all downloaded the free Novel Notebook.

Assign chapters I-XII of *Pudd’nhead Wilson*.

Week 3

Ask if there are any questions about the story so far. What are their impressions of the story so far?

Ask questions 6-9 on page 26 of the Teacher’s Guide.

The title of chapter XI is “Pudd’nhead’s Startling Discovery.” What is his discovery? Ask students what will happen next or how they think the story will end. Caution those who have read the whole book not to spoil the plot or ending for others.

Point out the foreshadowing on pages 55 (Tom has the knife) and 56 (Tom will not let his palm be read—he has something to hide). Other examples of foreshadowing can be found in the Teacher’s Guide, page 25.

Discuss irony: The difference between the idyllic setting on pages 1-2 and the horrors, pain, fears, and prejudice festering in the town. You’ll also find many examples of irony listed in the Teacher’s Guide, pages 25-6.

Assign chapters XIII-XXI of *Pudd’nhead Wilson*.

Assign the “Yes, I read it” quiz, the literary terms quiz, and the opinion survey. Show students where to find the links and the passwords (page 36 in the student text).

Tell them to bring in their completed Vocabulary Quizzola for *Pudd’nhead Wilson*.

If you decided that students should complete an optional activity, let them know this is due next week. If you wish, you may tell them to email their activity to you before class.

Week 4

Discuss what worlds were colliding and what they mean. Focus on Roxy’s conflicts (pages 40-1 in the textbook). Ask why Roxy is the real protagonist of this story.

Let students discuss what they think of the novel and its ending. Ask why they think the original title of this novel is *The Tragedy of Pudd’nhead Wilson*.

Ask if there are any questions about the story. Discuss question 10 on page 26 of the Teacher’s Guide, and then move to any of the topical questions you want to on pages 26-8.

Quickly give answers to the Vocabulary Quizzola.

Students turn in their optional activity or present them before the class.

Assign lessons 1-2 of chapter 2, *The War of the Worlds* (pages 55-62) in the textbook for next week.