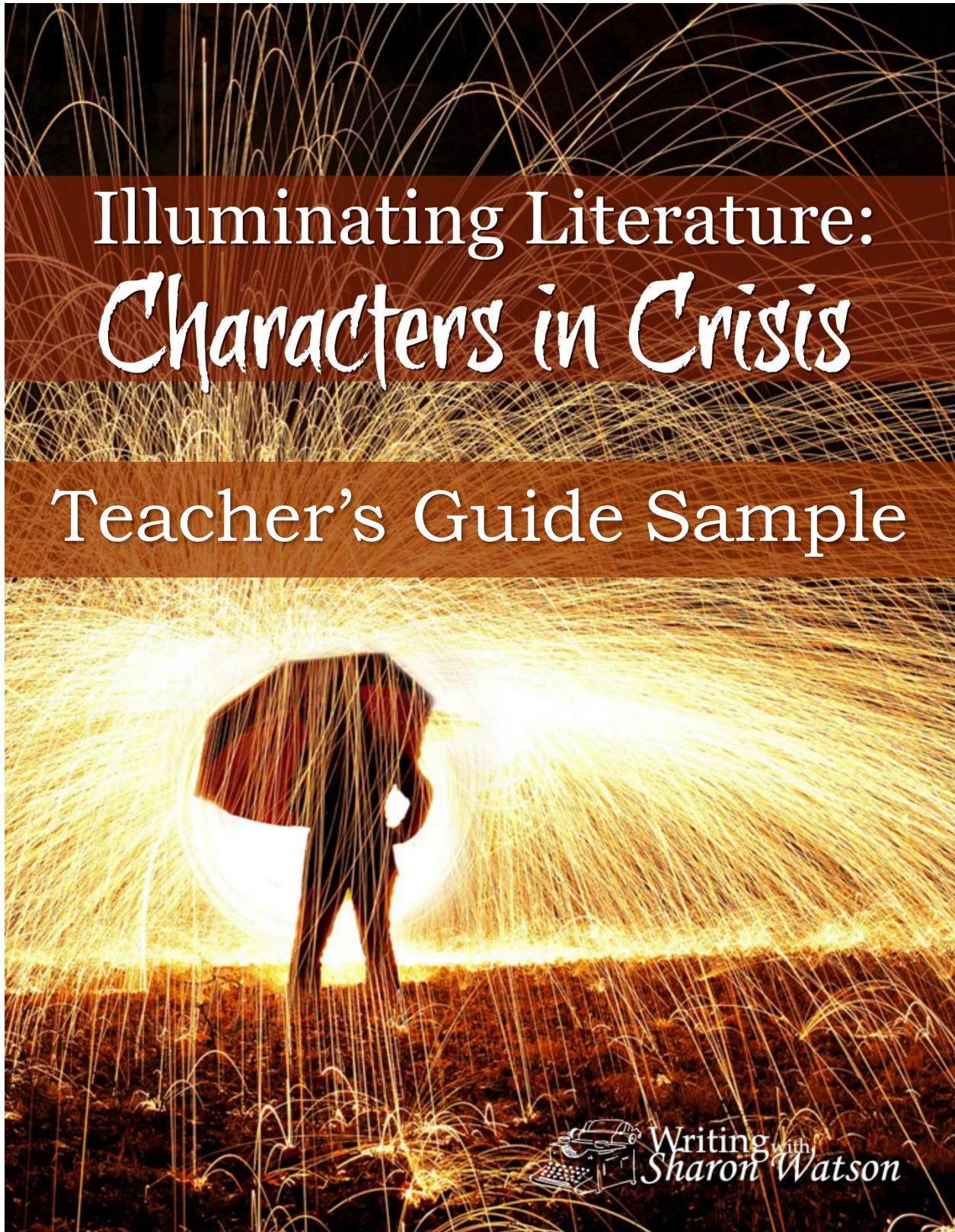


Illuminating Literature: *Characters in Crisis*

Teacher's Guide Sample



Writing with
Sharon Watson

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Textbook ISBN: 978-1-971136-92-9

Companion books in this series are available in paperback or digital versions:

Illuminating Literature: Characters in Crisis, Textbook

Illuminating Literature: Characters in Crisis,
Quiz and Answer Manual

Illuminating Literature: Characters in Crisis, Novel Notebook

Download the FREE Novel Notebook at

<https://writingwithsharonwatson.com/illuminating-literature-characters-in-crisis-gateway/>.

The coordinating versions of books students read in this course are available for purchase at <https://writingwithsharonwatson.com/illuminating-literature-characters-in-crisis/>

Meet the Author



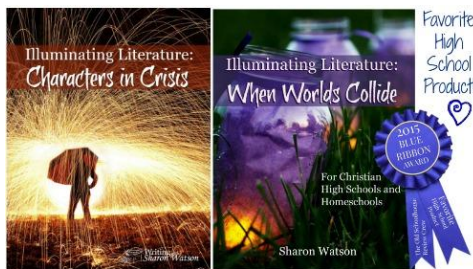
Sharon Watson is the author of [*Jump In*](#), our popular middle school course. She was forced to retire from homeschooling after 18 years when she ran out of her own children, but her love of teaching permeates her writing and literature courses. Sharon's popular course [*The Power in Your Hands: Writing Nonfiction in High School, 2nd Edition*](#) is based on her sought-after writing classes and is the sequel to *Jump In*.

Let her practical textbooks **teach writing for you**, in paperback or digital format:

- [*Jump In*](#)
- [*The Power in Your Hands: Writing Nonfiction in High School, 2nd Edition*](#)
- [*Writing Fiction \[in High School\]*](#)



Teens enjoy the relaxed way they learn **literature** with Sharon's Illuminating Literature series: [*Characters in Crisis*](#) and [*When Worlds Collide*](#). These unstuffy courses **prepare** your teens for college literature courses, **equip** them for the rest of their reading lives, and **reveal** the secret power of the author to influence their minds and hearts.



Coordinating 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 coordinating versions of novels and play students read in this course are available for purchase 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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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.

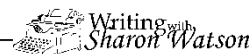
While *Illuminating Literature: Characters in Crisis* is written from a Christian perspective and respects the Bible as the ultimate source of truth, the individual authors of this year’s list of books and short stories may or may not be self-described Christians. The material found in the individual 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.

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.

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.

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.

Sample Month for a Book-of-the-Month Club

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.

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 read “A Jury of Her Peers” in the next chapter.

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

Question in text: “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 sample Grading Grid on page 6 of this sample. 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.

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.

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.

End of Teacher's Guide SAMPLE