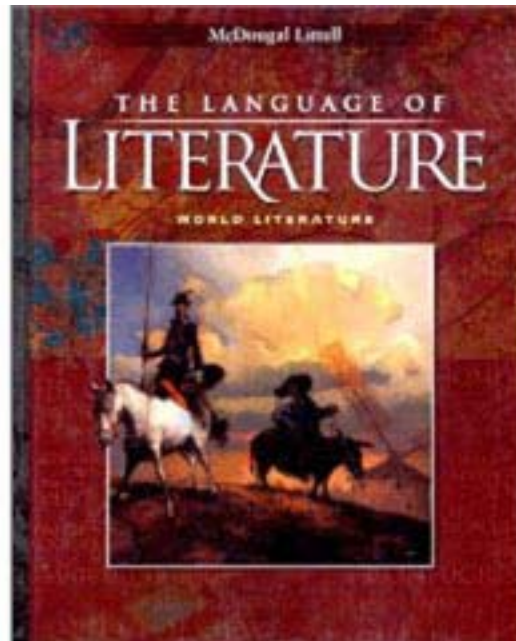


World Literature 10 - Text

Course Description

World Literature takes students around the globe and across time to study the culture, history, and artistic endeavors of many peoples. Students engage in a wide variety of activities, including practicing writing strategies, essays, creative writing, vocabulary and grammar practice, standardized test practice, speeches and presentations, hands-on art projects, and plenty of personal response.

In addition to reading widely in the course anthology, students will read longer works from many cultures, keep reading journals, and do creative book-related activities. The World Literature course focuses on the skills students need in preparation for college.



Learning Objectives:

- Students apply their knowledge of word origins to determine the meaning words encountered in reading
- Students analyze the patterns, arguments, and positions advanced in selections; in grades nine and ten, students read age appropriate literature.
- Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science.

- Students write coherent and focused essays and students' progress through the stages of the writing process as needed.
- Students combine the strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each, and to show a through command of the English language.
- Students learn reading, writing, listening and speaking conventions of the English language.
- Students deliver focused presentations of their own that convey clear perspectives and solid reasoning.
- Students deliver formal presentations that combine traditional strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of the English language.

Syllabus Sample

World Literature

Lesson 1

Mesopotamian and Egyptian Literature

We wish you a warm welcome to your World Literature course. You had better pack your intellectual bags and prepare yourself for a journey through time and space, for you are about to traverse the globe and visit several of its greatest minds. So put on your traveling shoes and let's get started.

Please read about Mesopotamia, Egypt, and the ancient Hebrews on pages 18 through 31.

1. Write a long paragraph about a book or movie you have enjoyed that tells a story about a quest. (250 words)

Read *from The Epic of Gilgamesh* on pages 34 through 46.

2. Do the “Activity” on page 47, in which you create a diagram, like the one demonstrated, for the *Gilgamesh* tale.

3. Answer question #7 on page 47 in a paragraph.

4. Do one of the two “Writing Options” or one of the two “Activities & Explorations” on page 48– your choice. Be sure to label which one you did for your teacher.

4. Do “Vocabulary in Action” on page 48.

Read about Egyptian culture on pages 50 and 51.

5. Write a paragraph about what you know about the Egyptians. It can include anything you have learned recently, or in the past.

Read *Adoration of the Disk* on pages 54 and 55, *I'm going downstream on Kingswater Canal* on page 57, and *Whenever I leave you I go out of breath* on page 58.

6. Do "Think Critically" #'s 3 and 4 on page 59.

7. Do "Extend Interpretations" #8 on page 59. Your answer should be written in a well-developed paragraph.

8. Do the "Activity" at the bottom of page 61, creating your own hieroglyphics for the following sentence:

My family tells me I will be happy if I get a good education.

You will create a total of 12 hieroglyphics. (You have the word "I" repeated twice, and you may omit the article "a." See if you can make the hieroglyphics for "my," "me," and "I" related to one another pictorially, just as the three words relate grammatically. ("I" is the subjective form; "me" is the objective form; "my" is the possessive adjective form of the first-person pronoun.) Be creative. Remember, you are writing pictorially.

HIEROGLYPHICS



That is all for this lesson. Be sure to store your work somewhere safe, so you can send it in with the next lesson. Remember, you will be sending in your work with every even-numbered lesson. Please label your lessons clearly with your name, the name of the class (World Literature) and the Lesson numbers, so your teacher can review your work and return it in a timely fashion.

Outline for World Literature

1. Mesopotamian, Egyptian, and Hebrew Literature

- a. Background readings
- b. Readings - *Gilgamesh*, *Adoration of the Disk*
- c. Reading questions and activities
- d. Personal response
- e. Art and graphic responses

2. The Old Testament, *Popol Vuh*

- a. Background readings
- b. Readings - *Genesis* and *Popol Vuh*
- c. Memorization and oral presentation of Psalm 104

3. Ancient India/*A Place Where the Sea Remembers*

- a. Background readings
- b. Readings - *Rig Veda*, *Ramayana*
- c. Reading questions and activities
- d. Begin *A Place Where the Sea Remembers* - Journaling instructions
- e. Introduction of the autobiographical essay assignment

4. Ancient Greece

- a. Background readings
- b. Readings - Poems by Sappho, Plato's *Apology*
- c. Reading questions and activities
- d. Vocabulary exercises
- e. Sentence Crafting
- f. Writing exercise
- g. Grammar exercise
- h. Continue reading *A Place Where the Sea Remembers* and journaling

5. *Oedipus Rex, A Place Where the Sea Remembers*

- a. Background readings
- b. Reading - *Oedipus Rex*
- c. Continue reading *A Place Where the Sea Remembers* and journaling

6. *A Place Where the Sea Remembers/Autobiographical Essay due*

- a. Finish book
- b. Final draft of essay
- c. Turn in Journal notes with essay

7. *Oedipus Rex*

- a. Finish play
- b. Play project begins (act a scene, or model of amphitheater)
- c. Vocabulary

8. *Oedipus Rex Project*

- a. Complete project
- b. Standardized test practice
- c. Vocabulary
- d. Sentence Crafting
- e. Writing exercise
- f. Grammar exercise

9. Ancient Rome

- a. Background readings
- b. *The Aeneid*
- c. Ovid
- d. *Landscape with the Fall of Icarus*
- e. Project: something that flies
- f. Short research on flight
- g. Standardized test practice

10. Ancient China/Problem-Solution Essay

- a. Instructions for essay
- b. Background readings
- c. Confucius/*Analects*
- d. *Tao Te Ching*
- e. Modeled verse (Lao-tzu)
- f. Reading response activity

11. Li Po/Problem-Solution Essay

- a. Poems by Li Po
- b. Stream-of-consciousness writing
- c. Reading questions and activities
- d. Poetry writing activity
- e. Work on problem-solution essay

12. Problem-Solution Essay due

- a. Final draft of essay
- b. Standardized test practice
- c. Vocabulary
- d. Grammar exercise
- e. Writing exercise

13. Literature of Japan

- a. Background readings
- b. Personal response
- c. Readings - tanka poetry, haiku
- d. Student haiku
- e. Vocabulary

14. Literature of the Middle East

- a. Readings - *from the Koran, the Rubaiyat of Omar Khayyam, Sindbad*
- b. Reading questions and activities
- c. *Sindbad* comic strip
- d. Vocabulary
- e. Metaphors

15. Rumi/West African Oral Literature/Oral Presentation

- a. Background readings
- b. Readings - *Birdsong from the Inside of the Egg, The Grasses*, three West African tales
- c. Oral presentation of one West African tale (preparation for next lesson)

16. West African Proverbs/Oral Presentation/Personality Profile Essay Introduction

- a. Readings - proverbs
- b. How to write a Personality Profile essay
- c. First draft
- d. Oral presentation

17. Personality Profile Essay

- a. Drafting and revising essay
- b. Standardized test practice
- c. Vocabulary
- d. Sentence Crafting
- e. Writing exercise

18. Personality Profile Essay due/End of Semester Review

- a. Reflection on semester, using vocabulary
- b. Four essay questions about semester's literature
- c. "Word Collage" (hands-on project)

19. Begin Second Semester/Literature of the Middle Ages

- a. Background readings
- b. Readings - *The Song of Roland, Perceval: The Story of the Grail, The Lay of the Were-Wolf*
- c. Reading questions and activities
- d. Illustration or rhymed couplet poem

20. Renaissance Literature

- a. Background readings
- b. Readings - *from the art of courtly love*
- c. Reading questions and responses
- d. Standardized test practice
- e. Vocabulary exercises
- f. Writing exercise
- g. Proofreading exercise

21. Sonnets

- a. Readings - Petrarch, Ronsard, Shakespeare, Labe, Sor Juana Inez de la Cruz
- b. Working with rhyme scheme
- c. Reading questions and activities
- d. Extended metaphor; meter

22. Comparison-and-Contrast Essay

- a. Essay instructions
- b. Draft essay
- c. Making a rubric to judge your work

23. *Don Quixote*/Comparison-and-Contrast Essay

- a. Background readings
- b. excerpts from *Don Quixote*
- c. *A Soldier of Urbina* (poem by Jorge Luis Borges)
- d. Reading questions and activities
- e. Work on essay

24. Comparison-and-Contrast Essay due

- a. Final draft of essay
- b. Vocabulary
- c. Standardized test practice
- d. Writing exercise
- e. Grammar exercise

25. The Age of Romanticism

- a. Background readings
- b. Defining Romanticism
- c. Applying Romantic and Neoclassical traits to people we know
- d. Readings - *The World is Too Much With Us*, *My Heart Leaps Up*, *A Slumber did my spirit seal...*, *from the Grassmere Journals*
- e. Reading questions and activities

26. Baudelaire, Rimbaud, Verlaine

- a. Background readings
- b. Readings - *Invitation to the Voyage*, *The Albatross*, *The Sleeper in the Valley*, *Autumn Song*.
- c. Reading questions and activities
- d. Writing a poem in the Romantic style

27. Realism/Leo Tolstoy

- a. Background readings
- b. Readings - *A Piece of String*, *How Much Land Does a Man Need?*
- c. Author study - Tolstoy
- d. Reading questions and activities
- e. Vocabulary
- f. "Comic" strip based upon *How Much Land Does a Man Need?*

28. Subject Analysis Essay on Pre-Revolutionary Russia

- a. How to write a Subject Analysis essay
- b. Drafting the essay
- c. Reading - *What Men Live By*
- d. Reading questions and activities

29. Chekhov/Tagore/Subject Analysis Essay

- a. Background readings
- b. Readings - *The Artist, A Problem*
- c. Irony
- d. Reading questions and responses
- e. Work on essay

30. *To Kill a Mockingbird*/Subject Analysis Essay due

- a. Standardized test practice
- b. Vocabulary
- c. Writing exercise
- d. Grammar exercise
- e. Instructions for *To Kill a Mockingbird* Response Journal

31. *To Kill a Mockingbird*/Rilke and Lorca

- a. Reading and journal writing
- b. Readings - *The Panther, The Guitar*
- c. Reading questions and activities

32. Virginia Wolf/Photo Essay/*To Kill a Mockingbird*

- a. Reading - *Professions for Women*
- b. Photo essay project - roles of women in today's society
- c. Read *To Kill a Mockingbird* and do journal

33. James Joyce/*To Kill a Mockingbird*

- a. Vocabulary
- b. Readings - *Eveline, To Kill a Mockingbird*
- c. Vocabulary
- d. Reading response
- e. Continue journaling *To Kill a Mockingbird*

34. Response Journal due/*Night*

- a. Background readings
- b. Begin reading *Night*

35. Tutorial Assessment/*Night*

- a. Take standards-based Assessment
- b. Continue reading *Night* to end

36. *Night* Essay Reading Questions

- a. Essay questions about the book
- b. Personal (essay) response to the book.