

**Enrichment in the Classics  
through  
Ethical Decision-Making  
SPR-2003-12**

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## **Enrichment in the Classics through Ethical Decision-Making**

### **Introduction**

The classics are often ignored in high school because of their difficulty and lack of accessibility. This project seeks to rectify this problem through 9-12 enrichment opportunities in English (Objective E of the district's Educational Program Goal) while simultaneously giving students chances to make ethical decisions. Each enrichment opportunity begins with an explanation of a section of a classic work, followed by an excerpt from the work that involves a thorny, challenging moral decision. Then, questions and considerations are posed about the decision in ways that make the decision relevant to students' everyday lives. Finally, students are given a writing assignment in which they must sort out the complexities of the decision and come to their own conclusions. These writing assignments are consistent with the standards and rubrics of state and national exams such as the Regents and Advanced Placement. The opportunities are designed to expand students' cultural literacy, encourage those students toward further independent reading of these seminal works, offer critical thinking challenges that spur mature decision-making, and enhance students' writing skills so they will be better prepared for state and national exams (Regents, AP) and for college coursework.

We began by planning out 15 enrichment opportunities from classic works, drawing from excerpts which have both the ethical gravity and the student accessibility to meet the goals outlined above. Furthermore, we forged a plan whereby the difficulty of the enrichment opportunities is raised incrementally from grade level to grade level. We

set forth four enrichment opportunities apiece in ninth grade, tenth grade and eleventh grade, with another three enrichment opportunities in the senior year. These opportunities have been created so that while earmarked for a particular grade in English classes, they can be adapted for other grades and disciplines (most prominently, Social Studies and World Languages). Then, our three members of this project worked on five enrichment opportunities apiece. Those opportunities each include useful background information and explanations of the classic work, the excerpt from the work, questions and considerations for the students, and a writing assignment consistent with the standards and rubrics of state and national examinations.

The final research project that follows includes the 15 enrichment opportunities, with all the material and information listed earlier. At an English department meeting in September, 2003 and at a faculty meeting in October, 2003, we plan to outline our findings and to provide our materials to other members of the departments. Piloting the research materials in English classes, we will periodically update members of the English department throughout the 2003-2004 school year. A project assessment will be submitted by June 25, 2004. The effectiveness of the project will be judged via a survey of teachers on the numbers of students who have taken these enrichment opportunities.

# **I. Ninth Grade Enrichment Works**

**A. *I Know Why the Caged Bird Sings* by Maya Angelou**

**B. *Lord of the Rings. Part One: The Fellowship of the Ring* by J.R.R.**

**Tolkien**

**C. Arthurian Legend: *Le Morte D'Arthur* by Thomas Malory and *Once and Future King* by T.H. White.**

**D. *The Decameron* by Giovanni Boccaccio**

## ***9A. I Know Why the Caged Bird Sings***

### Background and Explanatory Information

Appointed by Dr. Martin Luther King Jr. as a coordinator for the Christian Leadership Conference in the 1960's, appointed by Presidents Ford and Carter to lead the Bicentennial and National Woman's Commission, Maya Angelou is a civil-rights activist, actress editor, teacher, writer, and poet. Her role in Alex Haley's *Roots* earned her an Emmy nomination, *Just Give Me a Cool Drink of Water fore I Die*, a collection of poetry, was nominated for the Pulitzer Prize, and *I Know Why the Caged Bird Sings* was nominated for the National Book Award. But her greatest honor, perhaps, was when for the first time since Robert Frost was selected to write a poem for a President's Inauguration, she was asked by President Bill Clinton to compose and deliver a poem ("On the Pulse of Morning") at his 1993 Inauguration.

*I Know Why the Caged Bird Sings*, the first in a series of autobiographical sketches, is a poignant autobiography that depicts southern racism, ineffectual parenting, neglect, the adolescent forced into adulthood, childhood trauma, feminism, sexual awakening, and redemption through education and spiritual enlightenment. The story chronicles the life of Marguerite (Maya) Angelou, and her older brother Bailey, as they are abandoned by their newly divorced parents and sent to live in Stamps, Arkansas, with their paternal grandmother, a hard-working, strict, but loving woman, whose store serves as the gathering place for her family, the black community, and the black laborers who complete their Sisyphean task of picking cotton every day. Suffering from her parents' rejection, living in a foreign place (the Black South in the 1930s), Maya also feels inferior because she is Black, female, and, as she is reminded by family and friends, "unattractive." This notion is ironically connected to the white racism she encounters because Maya continually dreams of the day when she will wake from a dream to find herself a blond-haired beauty. The first two lines of the story begin as Maya is trying to recite a poem "What you looking at me for? I didn't come to stay..." - lines which could have been uttered from her psyche - serve as the underlying themes of displacement and beauty.

Helping her to overcome issues are her loving brother, Bailey (blessed with good looks and a paternal instinct), Momma (the grandmother), Vivian (the children's mother who, when Maya is eight years old, takes the two to live with her in St. Louis), her love of literature, and Vivian's second husband, Clidell, whose complex advice serves as the ethical dilemma in chapter 29. In the final chapters of the memoir, Maya is faced with her ultimate crisis: pregnancy. It is here where the entire weight of her heartbreaking experiences will be lifted or will diminish her for the rest of her life.

## Story Impressions/Pre-reading

Story Impressions is a pre-reading activity that uses key ideas and allows you to develop your own story or impression. After the story is created, you will be asked to read the original. It will be interesting to find similarities and differences between your ideas and those of the author.

Directions: Read through the following key words and phrases. They are clues to tell you about the story you are going to read. Can you predict what this story will be about? Using the clues below, write your prediction in the space provided.

Strict, but loving Grandmother \_\_\_\_\_

Southern Black girl and younger brother \_\_\_\_\_

Ugly girl, beautiful brother \_\_\_\_\_

Children shuffled between parents, across the country \_\_\_\_\_

Christian values \_\_\_\_\_

Childhood trauma \_\_\_\_\_

Revenge \_\_\_\_\_

Silence \_\_\_\_\_

Rebellion \_\_\_\_\_

Awakening \_\_\_\_\_

## Story Impressions/Post-reading

Directions: After reading *I Know Why the Caged Bird Sings*, compare your prediction to the author's version of the story. List three similarities and there differences in the space provided below.

Similarities: 1.

2.

3.

Differences: 1.

2.

3.

\* This Anticipation Guide has been created based on examples provided in a workshop by Elaine Hauptman: "Teaching Metacognitive Strategies for the Enhancement of Content Area Curriculum."

**Excerpt from the Work**

Read chapter 29, pages 185-191 from the following edition: Angelou, *I Know Why the Caged Bird Sings*. New York: Random House, 1969.

Consideration of the Moral Issues Involved – Questions

Chapter 29 of *I Know Why the Caged Bird Sings*

1. Describe the people who rent rooms from Vivian and Clidell. Do they enable Marguerite to learn about herself? In what ways? (185-186) \_\_\_\_\_  
\_\_\_\_\_
2. Marguerite is ready to “let go” of Clidell, and not allow herself to be affected by him in any way. What changes her perception about him? (186) \_\_\_\_\_  
\_\_\_\_\_
3. Why doesn’t Marguerite condemn Clidell for teaching her how to play poker? (186) \_\_\_\_\_  
\_\_\_\_\_
4. While walking with Clidell, people would say, “Clidell, that’s sure your daughter. Ain’t no way you can deny her.” (186-187) Cite two reasons why this statement is ironic.  
\_\_\_\_\_
5. Why would it make Marguerite feel “special”? \_\_\_\_\_  
\_\_\_\_\_
6. Why does the word “deny” have a note of irony in it? \_\_\_\_\_  
\_\_\_\_\_
7. Discuss the conversations Marguerite has with Stonewall Jimmy, Just Black, Red Leg, et al. (187-188) \_\_\_\_\_  
\_\_\_\_\_
8. Why are these men so willing to accept Marguerite as an equal? (187-188) \_\_\_\_\_  
\_\_\_\_\_
9. Discuss the story Red Leg tells about a white charlatan. (187-188) How does he and Just Black swindle the con artist himself? (187-190) \_\_\_\_\_  
\_\_\_\_\_

10. Why does Marguerite say, “Life demands a balance. It’s all right if we (the Blacks) do a little robbing now.” (191)\_\_\_\_\_

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11. How does Marguerite acknowledge that showing a lack of education in certain situations is necessary for survival? (191)\_\_\_\_\_

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## Writing Assignment

In chapter 29 of *I Know Why the Caged Bird Sings*, Marguerite states “The needs of a society determine its ethics, and in the Black American ghettos the hero is that man who is offered only the crumbs from his country’s table but by ingenuity and courage is able to take for himself a feast. Hence the janitor who lives in one room but sports a robin’s-egg-blue Cadillac is not laughed at but admired, and the domestic who buys forty-dollar shoes is not criticized but is appreciated. Life demands a balance. It’s all right if we (the Blacks) do a little robbing now.” Given your reading and knowledge of the memoir, and knowing that Marguerite did not condemn Daddy Clidell’s friends for swindling a man out of \$40,000, create an argument deciding whether you agree or disagree with this assertion. Develop your argument considering both the practical and moral issues involved.

### **Be sure to incorporate the following guidelines in your work:**

- \* Devise a strong, intelligent argument deciding whether you agree or disagree with Marguerite’s assertion that ethics are determined by need.
- \* Incorporate into the argument both the practical and moral issues involved in the decisions and actions.
- \* Organize and develop the essay with a sharp introduction, body paragraphs supported by strong examples, and insightful conclusion
- \* Follow the standards of written standard English, including proper grammar, spelling, and punctuation

**9B. Lord of the Rings**  
**Part One: The Fellowship of the Ring**

Background and Explanatory Information

In 1937 J.R.R. Tolkien published *The Hobbit*, the fantasy adventure of Bilbo Baggins, a member of a simple pastoral race of human-like creatures. Bilbo, unlike other Hobbits, has a desire to travel and sets out on a quest. He travels with a band of dwarves and a wizard, battles giant spiders and a dragon and along the way *finds* a magic ring before returning home.

Although Tolkien began writing the continuation of the tale soon after, the Lord of the Rings trilogy was not published until the mid-fifties (later in the U.S.). Much has been made of the fact that Tolkien witnessed the devastation of WWI first hand and was writing in London during WWII. As he was also writing about evil, a great war, and an all-powerful weapon it is easy to draw parallels. Tolkien maintained that those events impressed upon him the oppression of war but other than that it did not influence his work.

His characters inhabit a fictional but complete world. Prior to *The Hobbit*, Tolkien had written *The Silmarillion*, an unpublished novel detailing the history of Middle Earth, the setting for his later works. He created numerous complete languages, alphabets, calendars, mythologies and histories for each race in his books. The genre is fantasy but also the Heroic Quest. Tolkien drew upon earlier epic works that blend history and legend such as the Scandinavian Beowulf, the Finnish Kalevala, the Icelandic Poetic Edda, and the English Sir Gawain and the Green Knight.

The LOTR trilogy concerns itself with the ancient history of the ring as well as its fate after the part of Bilbo is finished. *The Fellowship of the Ring* is the first book and the selected work. In it the Great War of the Ring is begun after the nature of Bilbo's ring is uncovered. It is the master ring forged by the Dark Lord Sauron to dominate all of the races of Middle Earth. Frodo Baggins inherits the ring from Bilbo and begins a hurried flight from the enemy. A council is held which determines that Frodo will bear the ring with eight companions representing all the races. The ring must be returned in

stealth to the heart of Sauron's territory to be destroyed. In addition to the external threat to him, Frodo must contend with the corrupting power of the ring.

Although the fellowship does not hold together, Frodo continues his journey in *The Two Towers*, making his way deeper into the enemy land of Mordor. The remaining members of the group become involved in outright battle with Sauron and his forces.

*The Return of the King* is the final book. Frodo is hunted by many and gnawed at by the evil power that he bears. In the end, the ring is destroyed but not without consequence. Although Middle Earth is saved its hobbits, elves, dwarves and other magical inhabitants begin to fade as man rises. A new age begins.

### Anticipation Guide\*

Before reading the excerpt, read the following statements and check the one with which you agree. Place your check in the “You” column. After reading the text, decide which statements support what you have read. Place a check in the “Author” column.

You    Author

- |       |       |     |  |
|-------|-------|-----|--|
| _____ | _____ | 1.  | It is important to show pity, even to those who seek to harm you.                        |
| _____ | _____ | 2.  | A person is responsible for the mistakes of his ancestors and obligated to correct them. |
| _____ | _____ | 3.  | Fate and destiny guide a person’s life.  |
| _____ | _____ | 4.  | A tool can be inherently evil, regardless of the moral character of the user.            |
| _____ | _____ | 5.  | Good people live in harmony with nature.   |
| _____ | _____ | 6.  | Temptation should be resisted at any cost.   |
| _____ | _____ | 7.  | Bringing friends into danger is sometimes necessary.                                     |
| _____ | _____ | 8.  | It is foolish not to use any weapon available in time of war.                            |
| _____ | _____ | 9.  | Great deeds can only be accomplished with great wisdom, strength or ability.             |
| _____ | _____ | 10. | An inanimate object can corrupt a mind.  |
| _____ | _____ | 11. | A hero can easily become a villain.  |

\* This Anticipation Guide has been created based on examples provided in a workshop by Elaine Hauptman: “Teaching Metacognitive Strategies for the Enhancement of Content Area Curriculum.”

Excerpt from the Work

Read Book I, Chapter II The Shadow of the Past (p.45-71) and Chapter III Three is Company (p.72-95) and Book II, Chapter II The Council of Elrond (p. 268-304) from the following edition: Tolkien, J.R.R., *The Lord of the Rings Part One: The Fellowship of the Ring*. New York: Ballantine Books (a division of Random House), 1954.

Consideration of the Moral Issues Involved – Questions

Book I, Chapter II: “The Shadow of the Past”

1. Why are the elves and dwarves traveling so often through the Shire; what is happening beyond the world of hobbits? (47-50) \_\_\_\_\_  
\_\_\_\_\_
2. What happens to mortals who use the ring? (51) \_\_\_\_\_  
\_\_\_\_\_
3. What is the power of the ring? (55) \_\_\_\_\_  
\_\_\_\_\_
4. Who is Smeagol and how does he find the ring? What influence does it have on him? (58-59) \_\_\_\_\_
5. Why does the ring come to Bilbo? (61) \_\_\_\_\_  
\_\_\_\_\_
6. Why didn't Bilbo kill Gollum and why is this significant? (65) \_\_\_\_\_  
\_\_\_\_\_
7. What does Gandalf do when offered the ring? (67) \_\_\_\_\_  
\_\_\_\_\_
8. What is Sam's reaction to being sent on a journey with Frodo? (71) \_\_\_\_\_

Book I, Chapter III: “Three is Company”

1. What effect does summer in the Shire have on Frodo? (75) \_\_\_\_\_  
\_\_\_\_\_
2. Who is in Frodo's traveling party? \_\_\_\_\_  
\_\_\_\_\_
3. How much of the land they travel is Sam familiar with? (80) \_\_\_\_\_

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4. What group of travelers do the hobbits meet? (88)\_\_\_\_\_

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5. Why can't Frodo return to Bag End? (93)\_\_\_\_\_

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Book II, Chapter II: "The Council of Elrond"

1. What does Sauron ask the dwarves to do? (270)\_\_\_\_\_

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2. What is the purpose of the council? (271)\_\_\_\_\_

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3. What happened to the alliance of men and elves after the defeat of Sauron? (273-4)\_\_\_\_

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4. What does Boromir report is happening in Gondor and why does he come to the elves? (275)\_\_\_\_\_

5. Who is Aragorn and what is the significance of his broken sword? (276-8)\_\_\_\_\_

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6. Why does Aragorn join Gandalf in the search for Gollum? (282)\_\_\_\_\_

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7. What does Saruman the White propose to Gandalf? (291-2)\_\_\_\_\_

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8. Why does the council seek to destroy the ring rather than hide it? (298-9)\_\_\_\_\_

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9. What does Boromir wish to do with the ring and why is that idea rejected? (300)\_\_\_\_\_

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10. Who is the volunteer to take the ring to Mordor and why is he most qualified for this impossible task? (302-303)\_\_\_\_\_

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### Writing Assignment

Given your reading and knowledge of *The Fellowship of the Ring* and your own personal beliefs about the world today, create an argument deciding whether a person is obligated to follow the destiny fate chooses for him at any cost. Take into account what has been “gained or lost.” Develop your argument considering both the practical and moral issues involved.

#### **Be sure to incorporate the following guidelines in your work:**

- \* Devise a strong, intelligent argument deciding whether a person is obligated to follow his destiny.
- \* Incorporate into the argument both the practical and moral issues involved in the decisions and actions.
- \* Organize and develop the essay with a sharp introduction, body paragraphs supported by strong examples, and insightful conclusion
- \* Follow the standards of written standard English, including proper grammar, spelling, and punctuation.

## 9C. ARTHURIAN LEGEND

### **Malory's *Le Morte D'Arthur* and White's *Once and Future King***

#### Background and Explanatory Information

Malory's *Le Morte D'Arthur*, written in and around 1470, tells the collective tale of a young boy's, Arthur's, rise from obscure squire to one of the greatest king legends ever created.

The tale of Arthur before his birth when his father, Uther Pendragon, wins a pivotal battle against the Duke of Cornwall in a time of feudal greed and struggle for power over all of Christendom (later to be named England). With the help of Merlin, a mischievous sorcerer, Uther is able to broker a deal whereby the Duke of Cornwall concedes to allow Uther to be the one true King of Christendom in return for land and a great deal of power, second only to Uther's own. This being achieved, the country is briefly thrust into a time of tenuous peace. However, several weeks later, Uther and Cornwall feast together at Uther's castle where Uther meets Igrayne, Cornwall's wife and falls madly in love with her. He propositions her when the two are alone, but Igrayne refuses and tells her husband. The two of them secretly leave that night. Uther then marches to the Duke's castle to once again do battle with him. While Uther's forces are doing battle with Cornwall's, Uther has Merlin, his magical sidekick, turn him into the semblance of the Duke, but Uther is forced to make a pivotal promise in return for Merlin's magical act, Uther must swear to Merlin that what comes from Uther's lust that night must be given to him. Uther hastily agrees, not knowing that his rash promise would eventually come back to haunt him. Uther goes to the castle that night while the Duke is out battling his very army, and because she thinks he is Cornwall, Igrayne fulfills her marital duties and has intercourse with Uther. Uther leaves. The real Duke dies in battle some times later and very shortly after, Igrayne has the child she conceived with Uther that night. After Cornwall's death, Uther immediately marries Igrayne. Merlin then takes the baby since he was what came of Uther's lust with Igrayne. Meanwhile, Morgan le Fay, Cornwall's real daughter, is sent off by Uther since she is not blood related to him and is a constant reminder of the treachery he engaged in with Igrayne.

Uther is a mighty and fierce king, but a decade and a half go by and the kingdom gradually begins to break apart. While this is occurring, Merlin has forced a farmer and

lowly knight, Ector, to raise Arthur. Hence, Arthur is raised not knowing of his own rightful heir to the throne. As Arthur grows up, he is apprenticed as a squire to Kay. T.H. White's version of the tale, *The Once and Future King*, chronicles Arthur's formative years and how being brought up in obscurity created a humble, educated, boy who yearns for nothing more than to be faithful to his master knight and brother, who treats him rather shabbily, and perhaps be worthy of becoming a great knight himself one day. Merlin, in White's version, is Arthur's "tutor" so to speak. So while Arthur remains ignorant of his great lineage, Merlin is able to craft and educate a great, but humble future leader.

After Uther's death, the country is thrown into chaos and feudal battles. One Christmas day, a magical sword appears in an anvil on top of a stone whose inscription reads, "Whoso pulleth this sword from this stone shall rightwise be King of all Christendom." It is decided by the most powerful lords and knights that a great tournament should be held, the winner of which, should gain the right to try to pull the sword from the stone. After many tournaments and victories, no one is able to pull it out. Fate intervenes and Arthur shows up with his brother Kay, a minor knight, who nonetheless has the right to fight in the tournament. While they are preparing to begin the tournament, Arthur tries to recover Kay's sword which had been stolen earlier, but is unable to find it or steal one himself. Of course, he stumbles upon the infamous sword in the stone and with a mighty effort pulls it out, only to run a give it to Kay, not claim the throne himself. After first acknowledging that he pulled it out, Kay recants and tells Ector, his father, that Arthur did so. Kay orders Arthur to put it back, which Arthur obediently does. Many knights try to pull the sword out, but only Arthur time and time again is able to do so. Some knights immediately swear allegiance to him, but others think it is dark magic. Civil war breaks out, and Arthur as a young king humbly but brilliantly and mercifully wins over the best knights with Merlin's help.

As a king, Arthur is humble grateful, skilled, altruistic, and benevolent predominantly due to his obscure upbringing. The tale proceeds to then chronicle the numerous adventures of Arthur's greatest knights, each tale with its own set of themes and morals to explore. Arthur's magical sword Excalibur, the establishment of the famous Round Table, Lancelot's chivalry, Gareth's humility and strength, Trystam's love

and incredible courtly graces, Galahad's purity, the quests (especially for the Sangreal, or Holy Grail), Arthur's blind devotion to his kingdom at the expense of his wife and best friend are all a part of the numerous tales that unfold.

Ultimately, after many years of incredible leadership, the powerful Camelot (Arthur's castle and kingdom) begins to crumble. Lancelot's love for Guinevere and her reciprocation of his love allow the two to be caught on the brink of a sexual liaison by Modred, Arthur's bastard son. Modred had been conceived from a brief night of passion with what turned out to be his own half sister who conceives the child in order to produce an heir to the throne which Arthur and Guinevere could not.

While the Kingdom is crumbling, the knights become disenchanted with Lancelot, Arthur's greatest knight, and Guinevere is to be put to death for adultery. She is rescued to Lancelot who unfortunately also has to kill the two knights who guard Guinevere. These knights are not wearing their armor in a sort of protest of the law that condemns Guinevere, and one of those knights turns out to be Gareth, Gawaine's brother. Prior to this Gawaine had also been Lancelot's very close friend. When Lancelot hears of this, he is dismayed. Arthur goes off to fight his former best friend with Gawaine and their armies. While they are away, Modred, tries to take Guinevere (who had apparently returned in the meanwhile) as his wife. Arthur returns from fighting Lancelot where Gawaine was also killed and engages in what will be the final battle with Modred. All of the greatest knights remaining are killed along with Modred and Arthur who, after being mortally wounded, is spirited away by a mystical barge containing three Queens to the mystical island of Avalon. Legend says he will heal and come back from to lead again one day.

The excerpts here are from T.H. White's *The Once and Future King* which follows much of Malory's version but with much needed practicality, humor, and anachronistic allusions to reach a modern audience. Here we see Arthur's humility is linked to both his obscure beginning and his great ability to lead a nation from barbarism of chivalry and honor.

### Anticipation Guide\*

Before reading the excerpt, consider the following statements and check the ones with which you agree. Place your check in the “You” column. After reading the text, decide which statements support what you have read. Place a check in the “Author” column.

You   Author

- |       |       |     |  |
|-------|-------|-----|--|
| _____ | _____ | 1.  | A leader must come from an elite, educated background.   |
| _____ | _____ | 2.  | In order to be a success, you must rely on power.  |
| _____ | _____ | 3.  | Honesty in all situations will enable you to succeed.  |
| _____ | _____ | 4.  | A person gains control through a series of mystical events which you cannot explain is given control over a kingdom. |
| _____ | _____ | 5.  | Be content and work hard and learn even if you are in a position which you are not completely satisfied with.        |
| _____ | _____ | 6.  | Rely on the advice of many others when making decisions which will affect a large amount of people.                  |
| _____ | _____ | 7.  | People learn best when things are made popular.  |
| _____ | _____ | 8.  | True leadership emerges when things are done for the right reasons not for power.                                    |
| _____ | _____ | 9.  | A person’s background is important when considering his or her worth.  |
| _____ | _____ | 10. | Great leaders need to act in ways which may differ from the common people which they govern.                         |

\* This Anticipation Guide has been created based upon examples provided in a workshop by Elaine Hauptman: “Teaching Metacognitive Strategies for the Enhancement of Content Area Curriculum.”

**Excerpt from the Work**

111 Read Chapter 23 from Book 1 and Chapter 6 from Book 2 from the following edition:

White, T.H. *The Once and Future King*. New York: Ace Books, 1987.

**Consideration of the Moral Issues Involved - Questions**

**Book 1, Chapter 23 of *The Once and Future King***

1. How does the author describe the countryside on the way to the tournament? \_\_\_\_\_

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2. Where do the men stay at night? What might this say about the world in which Arthur lived? How is our world similar in this way? \_\_\_\_\_

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3. How does White describe the tournament setting? Was it something you would expect in medieval times? \_\_\_\_\_

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4. What events are staged today in a similar way to the tournament White describes?

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5. Who forgets his sword? Whose job was it to remember it? \_\_\_\_\_

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6. Why is Arthur unable to retrieve the forgotten sword? What is the price of security here? \_\_\_\_\_

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7. How does Arthur find the sword? Is it fate, intuition, or is Arthur just doing his job? \_\_\_\_\_

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8. Why isn't Arthur able to pull the sword out? What happens each time he does? \_\_\_\_\_

9. Who starts to speak to him? Are these voices there or a product of his memory? \_\_\_\_\_

10. What is the real purpose of the voices? How do they help Arthur? What are some voices that we use this way? \_\_\_\_\_

11. How might these voices allegorically relate to how we make decisions? \_\_\_\_\_

12. What is Arthur's reaction to lifting the famous sword from the stone? Explain Arthur's ironic reaction to it? \_\_\_\_\_

13. How does Arthur's foster father, Ector, react to it? Should he have reacted this way? \_\_\_\_\_

14. When Kaye is not able to draw the sword and Arthur does it several times, how do Ector and Kaye react? How should they react? \_\_\_\_\_

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15. How does Arthur react to their response to his pulling the sword from the stone?

Why? \_\_\_\_\_

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16. Is Arthur too young to be a king? What should he do? What really were his choices?

What might be the results of each choice you could think of? \_\_\_\_\_

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**Book 2, Chapter 6**

1. Should Arthur climb all of those stairs to talk to Merlin? Why or why not?

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2. What does his action reflect about his character? \_\_\_\_\_

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3. Why does Merlin react the way he does? What is his point? Do you agree with it?

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4. Why do Arthur and Ector and Kaye play their joke on Merlin?

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5. How should Arthur delegate his authority? \_\_\_\_\_

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6. How might Arthur's decision making / speech about might versus right illustrate his attitude towards delegating authority? \_\_\_\_\_

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7. Why was Arthur fighting the wars? What was his opinion about them? Do you agree?

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8. Explain Arthur's philosophy between able and ought. Where might this apply today?

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9. What is the fox hunting spirit? Where might we find this today?

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10. What is Arthur's solution to quell the fox hunting spirit? Do you agree with it? Where might we use this in our world? How? \_\_\_\_\_

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11. Why would anyone want to change their ways if it is working for them? How does Arthur say he will attempt to change the inappropriate knights' behavior? \_\_\_\_\_

\_\_\_\_\_

12. Is this a good plan or not? \_\_\_\_\_

\_\_\_\_\_

13. What is Merlin's reaction? \_\_\_\_\_

\_\_\_\_\_

14. Should Arthur care if Merlin approves? \_\_\_\_\_

\_\_\_\_\_

15. How does the first part of the story when Arthur is kicked out of Merlin's room relate to the ending? \_\_\_\_\_

\_\_\_\_\_

16. What attributes does Arthur have that you feel some of our modern politicians should have? Why? \_\_\_\_\_

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\_\_\_\_\_

## **Writing Assignment**

Having concluded these two selections of *The Once and Future King* based upon Malory's *Le Morte D'Arthur*, examine the positive attributes which will make Arthur such a good future leader. Develop your ideas by taking the setting in which Arthur was born, who raised him, his family lineage, his learning, and how all of these effect how he deals with the conflicts he does in the second reading.

Be Sure to incorporate the following guidelines in your work:

- \* Devise a strong and intelligent argument in explaining how Arthur planned to deal with the major conflicts examined in the second book.
- \* Incorporate the moral and ethical aspects of Arthur's decision and plans to deal with war, the fox hunting spirit, and the problem of changing bad knights behavior in times of peace.
- \* Explain how the setting, Arthur's upbringing, education, and characters around him affected his decisions.
- \* Compare these characteristics to our modern leaders. Do some have these characteristics? Need them? Why?
- \* Organize and develop the essay with a clear introduction, developed and fully explained body paragraphs, and an insightful conclusion.
- \* Follow the standards of written English, including proper grammar, spelling, and punctuation.

## ***9D. The Decameron***

### Background and Explanatory Information

Written in approximately 1350 A.D., *The Decameron* by Giovanni Boccaccio offers one hundred stories as ten young wealthy Florentines each tell one tale every day over the course of ten days. The storytellers have escaped Florence for the countryside just as the Black Plague of 1348 has swept through the city. They tell their tales as a way to pass the time and as a form of amusement that flies in the face of the misery and death so close by.

The hundred tales have a tremendous richness of variety that include numerous days focused on themes, such as people who after a series of misfortunes attain a state of unexpected happiness, people who have attained something they desired through their ingenuity, and people who play tricks on the opposite sex or, at times, on the same sex.

The stories on the fourth day deal with people whose love comes to an unhappy end, and it with this theme in mind that the excerpt of the “Fourth Day, Ninth Story” is presented. The brutality of this short tale is illustrated through the presence of blood, revenge, and passion. All three main characters commit sins in the story, but what often makes Boccaccio’s tales stand out is the moral layering of the actions. The stories on the fifth day are about lovers who, after unhappy or misfortunate happenings, attained happiness, and the excerpt of the “Fifth Day, Eighth Story” offers a telling comparison to that of the “Fourth Day, Ninth Story.” In this tale, the brutality is still very present, and the morality remains very complicated, but the results at least appear to be satisfactory and less than tragic. The reader, however, is left to decide whether the character of Nastagio degli Onesti has behaved properly and whether he has established a sound foundation on which to have a relationship.

The tenth and final day also includes the final excerpt for the reader. The theme for these stories concerns those who have acted generously or magnificently in affairs of the heart or other matters. The “Tenth Day, Tenth Story” is even more morally complex than the other two excerpts because the tests given by the Gualtieri Sanluzzo have a cruel undercurrent that may or may not be necessary for him to ascertain the truth. Boccaccio’s *The Decameron* is filled with many other stories whereby the wit and intelligence of characters seems to compromise their morality. At times, the pervading rule of the stories

seems to be dominated by whether a character succeeds rather than whether he behaves morally. The very first story on the first day establishes this sensibility with the presentation of a wicked man named Ser Cepparello, who tricks a holy friar with a false confession on his deathbed and, as a result, is receives the reputation of a saint. For the excerpts presented below, the reader must sort out such thorny moral situations and come to terms with which actions are truly appropriate.

### Anticipation Guide\*

Before reading the excerpt, consider the following statements and check the ones with which you agree. Place your check in the “You” column. After reading the text, decide which statements support what you have read. Place a check in the “Author” column.

<u>You</u>	<u>Author</u>	
_____	_____	1. Revenge, if enacted fairly and appropriately, is a morally acceptable act.
_____	_____	2. It does not matter what happens to a body after someone is dead.
_____	_____	3. A person who is truly in love will be willing to give his/her life for that lover.
_____	_____	4. If people could see into the future, they would behave much differently
_____	_____	5. If you truly love someone, you should not give up on trying to be with that person, even if that person rejects you repeatedly.
_____	_____	6. A system based on fear and threats is the best way to make people behave appropriately.
_____	_____	7. A marriage can still be successful even if one person does not love the other as much.
_____	_____	8. Relationships between people coming from different backgrounds and socio-economic classes are much more likely to fail than those in which the parties come from similar backgrounds.
_____	_____	9. The best way to treat those who are mean to you is to act with overwhelming kindness and patience.
_____	_____	10. It is perfectly acceptable for one to test a friend or lover as long as the person tells the truth about the actions in the end.

\* This Anticipation Guide has been created based on examples provided in a workshop by Elaine Hauptman: “Teaching Metacognitive Strategies for the Enhancement of Content Area Curriculum.”

**Excerpt from the Work**

Read “Fourth Day, Ninth Story,” pages 297-300; “Fifth Day, Eighth Story,” pages 358-363; “Tenth Day, Tenth Story,” pages 672-681 from the following edition:

Boccaccio, Giovanni. *The Decameron*. [1352] Translation by Mark Musa and Peter Bondanella. New York: W.W. Norton and Company, Publishers, 1982.

**Consideration of the Moral Issues Involved – Questions**

**“Fourth Day, Ninth Story” of *The Decameron***

1. Describe how the tone of the opening of this story seems oral in its approach? (page 297) \_\_\_\_\_  
\_\_\_\_\_
2. How does the narrator prepare the listeners and readers for the tone of the story? (pages 297-298) \_\_\_\_\_  
\_\_\_\_\_
3. Describe the situation that causes a major problem between Sir Guiglielmo Rossiglione and Sir Guiglielmo Guardastagno? (page 298) \_\_\_\_\_  
\_\_\_\_\_
4. How did Sir Guiglielmo Rossiglione handle the situation initially? (page 298) \_\_\_\_\_  
\_\_\_\_\_
5. What does Sir Guiglielmo Rossiglione end up doing? Include details (pages 298-299) \_\_\_\_\_  
\_\_\_\_\_
6. Describe the conversation between Sir Guiglielmo Rossiglione and his wife? (page 299) \_\_\_\_\_  
\_\_\_\_\_

7. What does Sir Guiglielmo Rossiglione order his cook to do? (page 299) \_\_\_\_\_

8. Describe the dinner-time conversation that transpires between husband and wife?  
(pages 299-300). \_\_\_\_\_

9. What do you make of the actions and behavior of Sir Guiglielmo Rossiglione? (page  
300). \_\_\_\_\_

10. What is the wife's verbal reaction? (page 300) \_\_\_\_\_

11. Do you agree with her assessment? Provide an explanation. \_\_\_\_\_

12. How can the wife's final act be considered both noble and cowardly? (page 300)

13. Which view do you agree with and why? \_\_\_\_\_

14. What do you make of Sir Guiglielmo Rossiglione fleeing after the act? \_\_\_\_\_

15. Does his flight add to his crimes? \_\_\_\_\_

16. What do you make of the bodies of the two lovers being gathered up in the same  
tomb in their deaths? (page 300) \_\_\_\_\_

17. In detail, provide your moral assessment of each of the three main characters. \_\_\_\_\_

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**“Fifth Day, Eighth Story” of *The Decameron***

1. What does Filomena say is her purpose for telling the story (page 358) \_\_\_\_\_

2. What does Nastagio degli Onesti desire? (page 358) \_\_\_\_\_

3. What did Nastagio try to do and how did the young girl respond? (page 359)

4. How does Nastagio react to this rejection? (page 359) \_\_\_\_\_

5. Where does Nastagio settle and why? (page 359) \_\_\_\_\_

6. Describe in detail what he sees in pine forest. (pages 359-360) \_\_\_\_\_

7. What does the knight explain to Nastagio? Describe in detail. (pages 360-361) \_\_\_\_\_

8. Do you think the punishment the knight describes is just and moral? Give reasons for your opinion. \_\_\_\_\_

9. What do you make of the girl coming back to life and being in good health afterward to suffer the punishment again? (page 361) \_\_\_\_\_

10. What strategy does Nastagio plot? (pages 361-362) \_\_\_\_\_

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11. What effect does the recurrence of the knight's attack on the beautiful lady have on the group gathered at the banquet? (page 362) \_\_\_\_\_

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12. What is the reaction of the young lady that Nastagio loves? (page 362-363) \_\_\_\_\_

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13. What does this young lady decide to do? (page 363) \_\_\_\_\_

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14. What do you make of the outcome of the story? (page 363) \_\_\_\_\_

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15. What is your view of the morality of Nastagio? (page 363) \_\_\_\_\_

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16. What is your view of the morality of the young lady? (page 363) \_\_\_\_\_

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17. Do you think the couple will have a happy marriage? Give reasons to support your view? \_\_\_\_\_

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18. How does this story possess similarities to and differences from the previous excerpt of the "Fourth Day, Ninth Story"? \_\_\_\_\_

**“Tenth Day, Tenth Story” of *The Decameron***

1. What does Dioneo prepare the listeners and readers for in his introduction to his story? (page 672) \_\_\_\_\_  
\_\_\_\_\_

2. Describe in detail Gualtieri Sanluzzo’s views on marriage. (page 673) \_\_\_\_\_  
\_\_\_\_\_

3. What does Gualtieri agree to and on what conditions? (page 673) \_\_\_\_\_  
\_\_\_\_\_

4. Whom does he select for a wife and for what reasons? (page 673) \_\_\_\_\_  
\_\_\_\_\_

5. What does Gualtieri ask of Griselda? (page 674) \_\_\_\_\_  
\_\_\_\_\_

6. What was the wedding celebration like? (page 675) \_\_\_\_\_  
\_\_\_\_\_

7. What is Gualtieri’s view of Griselda after they are married? (page 675) \_\_\_\_\_  
\_\_\_\_\_

8. How does the general populace view Griselda? (page 675) \_\_\_\_\_  
\_\_\_\_\_

9. What is Gualtieri’s “new thought”? Describe in detail. (page 675) \_\_\_\_\_  
\_\_\_\_\_

10. Do you think Gualtieri has a reasonable basis for this approach? Explain your view.  
\_\_\_\_\_  
\_\_\_\_\_

11. How does Griselda respond to Gualtieri’s complaints? (page 676) \_\_\_\_\_  
\_\_\_\_\_

12. What does Griselda believe Gualtieri is going to do with the child and how does she respond? (page 676) \_\_\_\_\_

13. What is actually done with their daughter? (page 676) \_\_\_\_\_

14. Describe what happens when Griselda bares a son. (pages 676-677) \_\_\_\_\_

15. What does he end up doing to Griselda and for what purpose? (page 677) \_\_\_\_\_

16. What is Griselda response to this action? (page 678) \_\_\_\_\_

17. What is her simple request? (page 678) \_\_\_\_\_

18. How does the public react to all these cruelties heaped upon Griselda by Gualtieri? (pages 676-678) \_\_\_\_\_

19. What does he request of Griselda for the wedding ceremony of his new bride? (pages 678-679) \_\_\_\_\_

20. How does Griselda respond to the presence of the new bride and her little brother? (pages 679-680) \_\_\_\_\_

21. What does Gualtieri explain to Griselda just before the wedding ceremony? (pages 680-681) \_\_\_\_\_

22. How does Griselda respond? (page 681) \_\_\_\_\_

23. What do you make of the ending of the story? (page 681) \_\_\_\_\_

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24. What is your view of the morality of Gualtieri? \_\_\_\_\_

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25. What is your view of the morality of Griselda? \_\_\_\_\_

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26. Do you see any flaws in her character? \_\_\_\_\_

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27. Ultimately, what views and ideas about morality do think are being expressed in this stories. Provide reasons. \_\_\_\_\_

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### **Writing Assignment**

Given your reading and knowledge of the classic volume of tales, *The Decameron*, create an argument deciding which characters demonstrated measures of inner integrity and which characters demonstrated great moral depravity. Design a classification system in which you relegate each major character from the three stories (include Sir Guiglielmo Rossiglione, his wife and Sir Guidlielmo Guardastagno for “Fourth Day, Ninth Story”; Nastagio degli Onesti and the girl from the Traversari family in “Fifth Day, Eighth Story”; Gualtieri Sanluzzo and his wife Griselda in “Tenth Day, Tenth Story”) to a particular moral level. Develop your argument considering both the moral concerns and the degrees of compassion and understanding demonstrated by these characters.

#### **Be sure to incorporate the following guidelines in your work:**

- \* Devise a strong, intelligent argument deciding which characters demonstrated measures of inner integrity and which characters demonstrated great moral depravity
- \* Incorporate into the argument a classification system in which you relegate each major character from the three stories to a particular moral level
- \* Develop your argument considering both the moral concerns and the degrees of compassion and understanding demonstrated by these characters
- \* Organize and develop the essay with a sharp introduction, body paragraphs supported by strong examples, and an insightful conclusion
- \* Follow the standards of written English, including proper grammar, spelling and punctuation.

## **II. Tenth Grade Enrichment Works**

**A. *The Canterbury Tales* by Geoffrey Chaucer**

**B. *Great Expectations* by Charles Dickens**

**C. *The Winter of Our Discontent* by John Steinbeck**

**D. *A Picture of Dorian Gray* by Oscar Wilde**

## ***10A. The Canterbury Tales***

### Background and Explanatory Information

Chaucer's *Canterbury Tales* is an incredible collection of moral tales told by a set of characters (Pilgrims) on their way to Canterbury to do penance for their sins. It is Chaucer's device of framed stories that makes the work itself so rich to choose from for teachers who are often limited by time constraints. Each Pilgrim tells a story either related to a recently told story or one related closely to the pilgrim's own personality. They tell these stories to take up time in a contest while they are all traveling together on their pilgrimage. Because most students in their senior year either read "The Pardoner's Tale" or "The Miller's Tale," I have chosen "The Wife of Bath's Tale" here. While each tale contains its own prologue leading up to the story, the lesson that follows is based on Alice, the Wife of Bath's story only, although Alice's prologue is a rambling and witty piece which actually almost doubles the size of her actual tale.

Alice tells the tale of her five marriages to begin her prologue. She tells the pilgrims that she has had three good husbands and two bad. She then goes on to explain how she could have married five times. She uses the ambiguous language found in the Bible to excuse her numerous marriages as well as dispute the claim that women must be virgins in order to be good women. She claims that women must be having sex in order to give birth to virgins. Finally, Alice tells the tale of her fourth husband who was a good looking young man who cheated on her and then her last husband who she met at her fourth husband's funeral. Alice married this last husband for love, although he beat her and she beat him in return. After each fight however, he would repent and give her what she wanted; on his deathbed he left her all of his estate.

Alice's tale centers around a knight who rapes a young maiden of King Arthur's court and is sentenced by Queen Guinevere to find an answer to the question of what every woman wants. He has one year to do so, or he will be killed. After a year of trying, the knight has given up and goes back to court to submit to his death. On the way he meets an old hag who gives him the answer to the question in exchange for a promise to be fulfilled later. The knight then tells the Queen that all women want sovereignty and

power of their husbands. All the court agrees. The old woman then demands that the young knight marry her. He does so reluctantly. On their wedding night, the knight does not want to go to bed with the old woman. After much philosophy, the old woman gives the young knight the choice: She can either be beautiful, but he must watch his back because many men will desire her, or she can stay old and faithful. He doesn't know which to choose, so he lets her. The old woman rewards his submission (and becomes a living example of the answer to the Queen's initial question). She replies that she will be beautiful and faithful as a reward for his submission.

### Anticipation Guide\*

Before reading the excerpt, consider the following statements and check the ones with which you agree. Place your check in the “You” column. After reading the text, decide which statements support what you have read. Place a check in the “Author” column.

<u>You</u>	<u>Author</u>	
_____	_____	1. A convicted rapist goes to prison for five years and is released.
_____	_____	2. A convicted rapist case is decided upon by important community members who will decide a punishment that fits the crime.
_____	_____	3. A criminal should be made to perform certain tasks in order to make up for his or her crime.
_____	_____	4. Criminals should be allowed parole in order to help make amends for their crimes.
_____	_____	5. Women should be in control of a marriage.
_____	_____	6. A model needs to be established for young couples to follow.
_____	_____	7. Always keep your promises.
_____	_____	8. It is better to marry someone you trust but is deplorably ugly than someone who is pretty who many others may desire.
_____	_____	9. The older a person is, the wiser.
_____	_____	10. Everyone needs to have someone to which to tell their secrets.

\* This Anticipation Guide has been created based upon examples provided in a workshop by Elaine Hauptman: “Teaching Metacognitive Strategies for the Enhancement of Content Area Curriculum.”

**Excerpt from the Work**

Read “The Wife of Bath’s Tale” from the following edition:

Chaucer, Geoffrey. *The Canterbury Tales*. Translation by Nevill Coghill. New York: Penguin Books, 1988.

1. What has replaced fairies? What do you think the Wife of Bath's point is in introducing the selection this way? (299-230)\_\_\_\_\_

\_\_\_\_\_

2. What things interfere with our childhood imaginations? When is it time for children to give of their childhood imagining? Should they keep some? How much?\_\_\_\_\_

\_\_\_\_\_

3. What is the knight’s crime? Why did he commit it? Does that justify his actions? What comment might be made about the time in which this story took place for this to happen? (230)\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Who do you think petitioned Arthur on her behalf? Who would today?\_\_\_\_\_

\_\_\_\_\_

5. What is his punishment? Is it a just one? (230)\_\_\_\_\_

\_\_\_\_\_

6. Who takes the case? Is this more appropriate? (230)\_\_\_\_\_

\_\_\_\_\_

7. What is the Queen’s decree? (231) What do you think of this?\_\_\_\_\_

\_\_\_\_\_

8. What might be various answers to the questioned posed? What might the person who answers be like in each case? \_\_\_\_\_

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9. What are some of the answers that the Wife of Bath comes up with? (301-302) Debate both for and against each. \_\_\_\_\_

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10. What allusion does the Wife of Bath make in order to support the ability to keep a secret and the need to tell? According to her, does this story prove or disprove that women can keep secrets? (302-303) \_\_\_\_\_

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11. What types of secrets should be kept? Not kept? \_\_\_\_\_

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12. Why do you think that the knight can't figure out the answer? Is there really an answer? (303) \_\_\_\_\_

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13. What happens to the twenty four women the knight sees on his journey home? What happens to them? How might this tie in with Alice's earlier point about fairies and friars? (303) \_\_\_\_\_

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14. Who does the knight meet? Describe her. (303) \_\_\_\_\_

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15. What information is she willing to tell him? At what price? (303) \_\_\_\_\_

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16. Would you trust her? If you were the woman would you trust the knight's word?

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17. Where do the knight and old woman go? (304) \_\_\_\_\_

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18. What answer is the knight given? (304) \_\_\_\_\_

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19. How do the ladies respond? (304) How do you respond? \_\_\_\_\_

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20. What request does the old woman make of the young knight? (305) \_\_\_\_\_

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21. How does he react? (304) \_\_\_\_\_

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22. What does the knight refuse to do with the old woman? (304- 305) \_\_\_\_\_

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23. List his primary complaints. Briefly comment on his points. (304-305) \_\_\_\_\_

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24. How does the old woman refute each argument one by one? Briefly comment on each one of her points. (305-307)\_\_\_\_\_

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25. What final choice does the old woman give the young knight? (309) What would your choice be?\_\_\_\_\_

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26. What values are actually being examined in this choice?\_\_\_\_\_

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27. What does the knight choose? (309) What do you think this says about his character?

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28. Why might the Wife of Bath be telling this story?\_\_\_\_\_

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### **Writing Assignment**

Go back over the story and explain who is in control here. Is it the male or female? Remember, you should take the storyteller into account, the writer of the actual *Canterbury Tales*, King Arthur, his Queen, the old woman, the young female victim, and, of course the young knight. First introduce the problem or ethical question, then explore how at the least four of the above characters / author relate to this question or situation. Conclude by offering your opinion about the issue in general including gender's influence on our world today.

#### **Be sure to incorporate the following guidelines in your work:**

- \* Devise a strong and intelligent thesis in explaining what the ethical issue is and how the various characters fit into this examination.

- \* Incorporate the situations, ideals, and arguments used by each of the primary characters you write about.

- \* Compare these characters' ideals, the issue of gender, and the effects of gender in our modern world.

- \* Organize and develop the essay with a clear introduction, developed and fully explained body paragraphs, and an insightful conclusion.

- \* Follow the standards of written English, including proper grammar, spelling, and punctuation.

## ***10B. Great Expectations***

### Background and Explanatory Information:

*Great Expectations* is a perfect work for ninth grade level students to read. It contains, love, mystery, action, well-developed characters and plenty of soap operatic surprises. The novel begins with the main character, Pip, living with his sister and her husband, Joe. One evening while Pip is looking out over some marshland, he is accosted by an escaped convict who forces Pip to help him escape by providing food and water, and help him remove the chains from his legs. Pip does this out of fear. The convict leaves.

Next, in the story Pip meets the wealthy Miss Havisham through his Uncle Pumblechook. She is a strange and intriguing character who wears an old wedding dress and lives in a dark and dingy mansion. None of her clocks seem to work. Pip meets Havisham's ward, Estella. Pip is fascinated by her but is also treated with coldness by her mainly because of his unrefined ways. Pip fantasizes about someday becoming a wealthy gentleman to attract Estella to him. Miss Havisham seems to take up Pip's case and Pip feels inside that Miss Havisham might try and make him a gentleman. He often visits Havisham but is ultimately disappointed to learn that instead of making him a gentleman, Miss Havisham has agreed to help make up consent papers for Pip to become an apprentice to his brother in law, Joe. Pip is shocked and whereas earlier he liked Joe (Joe is a very likable and altruistic character), Pip now feels that Joe is beneath him and will teach him nothing and Estella will never respect him. Nevertheless, Pip agrees to the miserable apprenticeship.

Pip works as a blacksmith with Joe while trying to educate himself with the help of a young woman named Biddy. One evening Pip's sister is attacked (Pip suspects by a man named Orlick), and she becomes an invalid.

One day, a lawyer named Jaggers shows up with the news that Pip has inherited a large sum of money from an anonymous benefactor. Pip has to leave for London to sign the papers and collect the money, as well as begin his real education in how to be a gentleman. Jaggers is to be in charge of this. Pip immediately thinks that Miss Havisham is his benefactor and has done this in hopes of allowing him to marry Estella. Pip meets a young man named Herbert Pocket in London, and the young law clerk Wemmick. While

becoming a gentleman, Pip continues to develop his attitude of disdain towards Joe, his family and his former friends.

Herbert's father, Matthew, educates Pip along with Herbert himself, especially in the ways of becoming a gentleman. When Pip turns twenty-one, he begins to receive (and spend) the money he entitled to. He and Herbert spend a great deal of it and a rather carefree existence. As soap opera's go, Orlick shows up in London and is actually employed as Miss Havisham's porter. Pip exacts a measure of revenge when he lets Jaggers know of Orlick's past. Unfortunately shortly after, Mrs. Joe dies. Pip comes home after feeling very guilty about his insulting attitude towards his past family and friends.

Years go by when suddenly one evening, Magwitch, the criminal Pip helped when he was young shows up again and tells Pip that he is his benefactor. Magwitch was so moved by Pip's kindness that he made a fortune in Australia with the one goal of giving it one day to Pip so Pip could become a gentleman. Pip is not thrilled by this to say the least and is truly even more upset by the notion that Miss Havisham while never actually saying she was the benefactor really allowed Pip to think so. Nonetheless Pip helps Magwitch escape from London out of a sense of moral obligation. Magwitch is being chased by the police and his former partner in crime who is named Compeyson, a man who we find out was the one who left Miss Havisham at the altar.

Pip tries to help Magwitch escape, but before that, he confronts Havisham about the sham she tried to pull on him and how she had groomed Estella to be cruel by practicing on him. Havisham begs Pip's forgiveness but is burned badly right after apologizing when her dress catches fire from sitting too close to the fireplace. Pip still helps save her even though he is burned in the process.

Pip helps nurse Magwitch back to health and finds himself liking the man whom he originally feared and despised. Meanwhile Estella marries a man named Drummel.

When the time comes for Pip to help Magwitch escape, Pip meets Orlick in the marshes. Orlick seems to know everything and threatens Pip, but Pip is ultimately saved by Herbert and some friends. Unfortunately, the police were tipped off by Compyson and try to capture Magwitch as he and Pip and Herbert try to take a boat down river. Magwitch and Compyson fight and Magwitch drowns Compyson. Unfortunately Magwitch is sentenced to death, but he feels that this is his penance for the bad deeds he

had done in his life. Orlick is later arrested for stealing, Miss Havisham dies, Biddy has been a teacher to Joe, who marries her.

Pip loses his fortune as a result of Magwitch's capture, but he and Herbert go to America to establish a business. When Pip returns he meets Estella once more. She tells him that her husband ironically had treated her poorly, but he is now dead. She feels very guilty for having done what she did to Pip. The novel ends with the two quietly holding hands in Miss Havisham's garden, Pip thinking that they would never be apart again.

It is always interesting to note that Dicken's ending was much darker having Pip and Estella never really getting together in the end. In fact, many readers believe that it is more in keeping with Dicken's darker tone. A friend had suggested the alternate ending.

The excerpt here is from the chapters dealing with Pip's transformation into a young gentleman and how his attitude of respect for his former friends and colleagues changes to one of despise. It is a perfect selection from which to discuss appropriate attitudes and behavior when it comes to money and social standing.

### Anticipation Guide\*

Before reading the excerpt, consider the following statements and check one with which you agree. Place your check in the “You” column. After reading the text, decide which statements support what you have read. Place a check in the “Author” column.

You   Author

- |       |       |  |
|-------|-------|--|
| _____ | _____ | 1. A person should associate most with people in his/her own   |
| _____ | _____ | 2. Wealth should be in the top three priorities in our lives.  |
| _____ | _____ | 3. It is O.K. to hide a relationship with someone you love because you might feel a little embarrassed that he/she doesn't fit in the crowd you normally associate with. |
| _____ | _____ | 4. A true friend should accept your attitude towards others, even if   |
| _____ | _____ | 5. In life, education is an absolute necessity for success and personal pride.   |
| _____ | _____ | 6. Friends and acquaintances' attitudes will always change towards you once you have acquired wealth and fame.   |
| _____ | _____ | 7. Society promotes wealth and social position as models of success.   |
| _____ | _____ | 8. It is more difficult to want to help the poor even after you may not have acquired your own wealth through diligent and hard work.                                    |
| _____ | _____ | 9. It is important to remember people the way they used to be as well as the way they are.   |
| _____ | _____ | 10. When a person has given us money or fame, our former attitudes towards him or her should change.   |

\* This Anticipation Guide has been created based upon examples provided in a workshop by Elaine Hauptman: “Teaching Metacognitive Strategies for the Enhancement of Content Area Curriculum.”

**Excerpt from the Work**

**Read Chapters 18, 19, and 20 from pages 133-166 from the following edition:**

**Dickens, Charles. *Great Expectations* (1860). New York: Penguin Books, 1996.**

**Considerations of the Moral Issues Involved - Questions**

**Chapter 18**

1. What information does the lawyer give Pip and Joe? What is his feeling about what he has to do? \_\_\_\_\_

\_\_\_\_\_

2. What question does Jaggers keep asking Joe? Why do you think he keeps asking Joe this? \_\_\_\_\_

\_\_\_\_\_

3. What is Joe's answer each time? What does this say about his character? \_\_\_\_\_

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\_\_\_\_\_

4. What sort of experience do you think Mr. Jaggers has had before in matters such as these? \_\_\_\_\_

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5. Should Jaggers be offering what he does to Joe? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Should Joe take it? \_\_\_\_\_

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7. What are the conditions that Jaggers gives Pip in order to retain the money?

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8. Who does he think is his benefactor? Why might he think this?

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9. Pip says this is what he has always longed for? What is Jaggers' response to this? What do you think about this response?

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10. Why does Jaggers distinguish between recommending Matthew Pocket for Pip's educator as opposed to mentioning him? \_\_\_\_\_

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11. What are some things that Jaggers says Pip must do before leaving for London?

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12. What does Joe finally get fed up with and why might does he be responding the way he does? \_\_\_\_\_

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13. What does this show about Joe's character? \_\_\_\_\_

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14. How does Jaggers verbally respond to Pip regarding Joe's movement towards him?

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15. Describe how Pip is feeling about himself. \_\_\_\_\_

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16. Why doesn't Pip want to wear his new clothes in front of his old acquaintances?

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17. Why do you think he shows them to Joe and Biddy? \_\_\_\_\_

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18. Respond to the line at the end of chapter 18 when Pip says, "I put my light out, and crept into bed; and it was an uneasy bed now, and I never slept the old sound sleep in it any more." What might this let us know about how Pip is feeling about his life?

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### Chapter 19

1. What does the following line let us know about Pip's attitude towards his good fortune? Why might he feel this way? "I went to church with Joe, and thought, perhaps

the clergyman wouldn't have read that about the rich man and the kingdom of Heaven, if he had known all."

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2. Of whom does Pip think? How does he feel in thinking of him? \_\_\_\_\_

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3. Look at the last paragraph on page 200. What does this say about Pip's attitude?

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4. Why would Pip be upset that Joe thinks that Pip will never forget him? \_\_\_\_\_

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5. What sorts of comments is he looking for from Joe? \_\_\_\_\_

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6. How does Pip treat Joe as he discusses Joe's educational deficiencies? How do you feel about it? Is Pip being helpful? \_\_\_\_\_

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7. What is Joe's response? How do you feel about that? \_\_\_\_\_

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8. What does Pip ask of Bidy regarding Joe's education? \_\_\_\_\_

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9. What two things does Pip complain about to Biddy about Joe? \_\_\_\_\_

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10. How does Biddy defend Joe? \_\_\_\_\_

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11. Is Joe's pride a good or a bad thing? To Pip? To you? \_\_\_\_\_

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12. What does Biddy mean in saying to Pip, "Ans whatever opinion you take away of me, shall make no difference in my remembrance of you"? \_\_\_\_\_

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13. How is Pip treated by Mr. Traub? Why? \_\_\_\_\_

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14. What favor does he ask of Pip? Do you agree that an elite person should come home to his/her hometown and by things even after he/she is famous? Or is this just not culturally possible? Should it be? What might it suggest about our culture

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15. How does Traub's boy treat Pip? How does Traub, in turn, treat his own son? What do you think of all of this? \_\_\_\_\_

\_\_\_\_\_

16. How does Pumblechook treat Pip? How might this be affecting Pip's attitude? \_\_\_\_\_

\_\_\_\_\_

17. While he is talking to Pip, only recently availed of his wealth, what does he ask Pip about? Why? \_\_\_\_\_

\_\_\_\_\_

18. Are people with money the best ones to talk about as far as how to make money? \_\_\_\_\_

\_\_\_\_\_

19. Why might Pumblechook really be asking Pip what he does? \_\_\_\_\_

\_\_\_\_\_

20. How does Pip feel as he leaves Joe and Biddy? \_\_\_\_\_

\_\_\_\_\_

21. In the penultimate paragraph of the chapter, explain how Pip's desire to go back at the first change in transportation stops becomes a metaphor for how our life experiences change our destinies.

\_\_\_\_\_

\_\_\_\_\_

## Chapter 20

1. What does Pip observe about the Lord Chief Justice's proprietor on pages 165 and 166?

\_\_\_\_\_

2. Contrast this with the desire Pip has to help the unfortunate on page

147. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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### **Writing Assignment**

In a well crafted essay consider how Pip's attitude towards others and himself changes very quickly after he learns of his good fortune. Explain how and why his attitude changes, and then explain the effects this has on how Pip perceives himself and the others around him. Discuss the reasons for each. Then discuss how Pip is treated by the people around him as a result of his sudden wealth. Conclude by examining what you feel is the right way to handle wealth and fame. What makes are some difficulties with wealth and fame and keeping an ethical attitude?

#### **Be sure to incorporate the following guideline in your work:**

- \* Devise a strong and intelligent focus deciding on the causes of Pip's attitude change, the effects of it, and how Pip's perception of himself and others around him change as a result of all of this.

- \* Be sure to include other characters' perception of Pip and how their actions towards him change, if they do, how, and why.

- \* Make sure to conclude by relating Pip's situation to the world in which you live today in concrete and meaningful ways, and offer a suggestion how one should handle this.

- \* Organize and develop the essay with a sharp introduction, body paragraphs, supported by strong examples, and an insightful conclusion.

- \* Follow the standards of written English, including proper grammar, spelling, and punctuation.

## *The Winter of Our Discontent*

### Background and Explanatory Information

In this, one of Steinbeck's darkest works, we are introduced to Ethan Hawley, son of a wealthy and respected New England family. As Ethan has returned home shortly after World War II has ended, his wealth has dwindled because of bad fortune and investments. He is now a grocery store clerk for an Italian American (who we later find out is illegally living in the country) named Marullo. Initially, Ethan struggles with both his moral conscience and his pride when he is bribed by a wholesaler to change Marullo's supplier for many years to his company behind Marullo's back. There is pressure at home, subtle hints from his loving wife and his two children to make something more of himself. There is also his family history. Steinbeck here examines the pivotal conflict between the morals of what is ethically right in a world which sees ethics as a weakness if they get in the way of success. While Ethan initially turns down the bribe, he only does so after he says that another wholesaler has offered him more money to switch. Ironically, the wholesaler respects Ethan's savvy. He then offers to see if he can offer Ethan more. As the novel progresses, Ethan spirals ethically downward while at the same time earning respect by key members in the society around him, yet he secretly despises his own immorality. Ethan eventually schemes to have his boss deported. Marullo, after the news, not knowing who turned him in, actually leaves Ethan the store, thinking that Ethan was faithful to him. Again, Ethan achieves social success, but personal guilt. There are several social forces at work on Ethan as the novel progresses: His wife's sultry close friend mocks Ethan's status, the president of the town bank wants Ethan to invest his wife's money whether she knows it or not, a friend at the bank lets Ethan know how easy it would be to rob the bank. In addition, there is an old childhood friend who is slowly drinking himself to death over shaming his family name years ago having been expelled from military school but who also owns an important piece of property where a new airfield is to be built. The temptations and pressures for success in Steinbeck's Baytown prove too much for Ethan. He secretly turns in Marullo, almost robs a bank after planning it for weeks, and tricks his friend into willing him this house after Ethan gives him \$1000 to get into a drug rehabilitation program (knowing that his friend will use for his own drunken demise). Hence, Ethan Hawley while despising his own actions, becomes a

societal success, including some who had an inkling of what Ethan had done. This is all appropriately set around Easter through the Fourth of July. Perhaps the coup de grace occurs when his son Allen wins an essay contest with a plagiarized paper. The television sponsor, still smarting from the infamous Van Doran quiz show scandal, tries to buy off Ethan to keep it quiet and have his son accept a full scholarship in return for their silence and not winning the award. Ethan refuses. His son, however, does not see the problem with all of this. Later that evening, Ethan, sickened over himself, society, and his own wife and son, he goes off by the marshes on the bay to commit suicide. While reaching into his pocket to get the razor blades he intended to use, he finds an old talisman which has become a symbol of Nathan's family past and his own lost morality. At this time, Nathan has the epiphany to live on and rectify what he can and help the morally uncorrupted people in his life like Marullo and his daughter.

The excerpt here is the last 100 pages of the novel where Ethan's plans, corruption, and guilt culminate and reach their climax.

### Anticipation Guide\*

Before reading the excerpt, consider the following statements and check the ones with which you agree. Place your check in the “You” column. After reading the text, decide which statements support what you have read. Place a check in the “Author” column.

<u>You</u>	<u>Author</u>	
_____	_____	1. A store manager accepts a kickback of \$1000 per month from a new supplier, but does not tell his
_____	_____	2. A good person is deported after living in the United States for over ten years.
_____	_____	3. People must do whatever they have to in order to be a success, even if it means occasionally putting aside our own moral standards.
_____	_____	4. Becoming financially wealthy is the most important sign of success in the United States of America.
_____	_____	5. In order to live in a society, we must follow its roles for success.
_____	_____	6. Financial institutions are worse thieves than bank robbers.
_____	_____	7. Media and commercialism are more bigger influences than parents.
_____	_____	8. Sometimes breaking the law is permissible.
_____	_____	9. A teacher should not fail a student who has knowingly plagiarized and cheated because it could ruin his/her chances of getting into a good college.
_____	_____	10. A wife’s role is to encourage him to believe in his own personal ideals over society’s.

**Excerpt from the Work**

Read Chapters 14 through 22, pages from the following edition:

Steinbeck, John. *The Winter of Our Discontent*. New York: Viking Press, 1961.

Chapter 14

1. What is Ethan's view of the effects of War? (page 226) Do you agree with it?

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2. What is in the envelop that Ethan mails? (page 231)

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3. What is Ethan preparing to do? How does he justify and deal with it?

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Chapter 15

1. How does Ethan appease his conscience about what he's about to do? (page 248)

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2. What interferes with Ethan's planned robbery? (pages 250-256)

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3. Although he is very busy, why doesn't Walder leave?

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4. How is Walder able to stay and fit in?

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5. What information does Walder give Ethan? \_\_\_\_\_

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6. How is this supposed to make Ethan feel? What ethical guilt does he suffer as a result?

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7. How did Marullo react to his deportation? What does this suggest about him?

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8. What two immoral acts did Ethan commit or attempt to commit in this chapter?

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9. How do you feel about Ethan's dilemma? What pressures does he have on him?

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10. How do you feel about Ethan taking all of the above into account?

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Chapter 16

1. What does Ethan want to tell Joey? Why can't he?

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2. What does the talisman act as for Ethan?

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3. What is ironic about Ethan's playacting? (pages 259-260)

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Chapter 17

1. Who notices the talisman is missing?

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2. Did Ethan take it for luck? Does it act as something else for him, too?

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Chapter 18

1. What story does Ethan tell Mary?

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2. Did he really use her money to buy the store?

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3. How does Ethan feel about his newly acquired business makes Mary feel? Do her actions support this?

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Chapter 19

1. What has Baker done to his colleagues on the town council?

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2. How does he act about it? How does he really feel about it? Provide evidence.

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3. How will the men from the council be charged? How is this process especially damaging?

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4. Is there a similarity to this process today?

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5. What story does Ethan tell Baker about regarding the \$3000?

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6. How does Baker take the news about Marullo? Why do you think he jumps to such quick conclusion?

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7. What was Baker's advice about how Ethan should proceed with the \$3000?

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8. What question does this prompt Ethan to ask?

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9. How does Ethan react to the Bigger's bribe? What information does Ethan withhold? Why?

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10. What news does Ethan receive from Chief Stony?

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11. Describe how Ethan reacts knowing that he gave Danny the \$1000 Danny spent to buy the alcohol which he used to drink himself to death?

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12. Is Ethan a hypocrite?

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1. What deal did Ethan make with Danny before Danny died? Why?

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2. What is Baker's reaction to the news that Ethan now owns Danny's property?

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3. What is Ethan's demand?

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4. What is inferred about the man with the whiskey bottle? What is Ethan's response?

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5. What moral accusation does Baker make, when he says that maybe Danny played a trick on Ethan, that "Maybe his trick was the disintegration of a man"? How might this apply to himself as well?

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6. What position is Ethan offered? Does he take it?

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7. What ethical lessons are learned here from a man who lies, cheats, deceives, feels guilty about all of it, but ultimately succeeds because of all of it?

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8. Is Ethan somehow different than the society around him? Is he all of us?

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Chapter 21

1. Describe the encounter Ethan has with Margie Young Hunt?

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2. What is Margie's point about Mary? Might it be true?

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3. Why would Ethan feel otherwise?

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4. As she defines it, what is Margie's role in Ethan's "new life"?

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5. What information does Ethan find out about his son's winning essay?

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6. What is his reaction?

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7. What ironic offer does the television representative offer? Why?

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8. What was the Van Doran quiz show scandal? How does this fit in with Ethan's new role in society? \_\_\_\_\_

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9. What might Ellen's sleep walking indicate?

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10. Where does Ellen put her hand as she embraces her father in the bathroom?

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11. What is in his pocket?

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## Chapter 22

1. What is Ethan there to do? Why?

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2. What might the episode at the bay represent? The stinging jellyfish?

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3. What changes his mind? What do you envision what happens next?

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4. Summarize all the elements from the reading which lead up until Ethan's moment of epiphany.

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## **Writing Assignment**

In a well-crafted and supported essay, focus on the things that Ethan Hawley does which you feel are morally wrong. For each, explain how he went about doing each immoral action, his motivations for doing each, and how he was convinced (whether by himself, others, or a combination of forces) to go about things in an immoral way. Conclude by stating your opinion as to whether you think Ethan has changed for the better by the end of the novel and if he has learned anything from his earlier actions.

### **Be sure to incorporate the following guideline in your work:**

- \* Clearly indicate at least three areas in which you feel Ethan had acted in an immoral manner.
- \* For each area include his motivations for acting that way.
- \* Make sure to conclude with your opinion as to whether or not you believe that Ethan was reformed in the end and has learned from his immoral acts.
- \* Organize and develop the essay with a sharp introduction, body paragraphs, supported by strong examples, and an insightful conclusion.
- \* Follow the standards of written English, including proper grammar, spelling, and punctuation.

## *A Picture of Dorian Gray*

### **Background and Explanatory Information:**

This moralistic novel centers around a handsome young man named Dorian Gray. Early in the novel, he has his portrait painted by a close friend named Basil Hallward. It is through Basil that Dorian is introduced to the dark influence of Lord Henry Wotton. Due to Wotton's influence and Gray's impressionable youth, Gray is introduced to a life of self-centered, amoral debauchery and vice. The painting turns out to have supernatural powers. This is partly due to Dorian Gray's own wishes to be youthful and beautiful and age only in the painting (whereas art usually is that which preserves youth and beauty). While Dorian Gray remains young and handsome throughout his moral deterioration, the portrait actually changes and reflects his real state of both physical and moral deterioration. Finally, Gray kills his former friend and portrait painter and then stabs the painting that same night in an attempt to break the curse. However, Gray is found dead the next morning with a knife through his own heart, and his real face now the actually a picture of a corrupted and aged life and the portrait above him has become one of a handsome, uncorrupted youth. The novel offers a myriad of opportunities to discuss the vices of vanity, bad decision-making, the things which corrupt us, and the variety of repercussions we might face in partaking in any one of these.

The excerpt that follows is where Gray meets Lord Wotton while he is having his portrait completed by his friend Basil. Lord Wotton hypnotically engages Dorian in a conversation concerning vanity, youth and the importance of being concerned with only yourself. It is in this second chapter where Dorian Gray is initially intrigued to start thinking about living a self centered life and is also the initial cause for his eventual wish / prayer that the painting age and not him.

### Anticipation Guide\*

Before reading the excerpt, consider the following statements and check the ones with which you agree. Place your check in the “You” column. After reading the text, decide which statements support what you have read. Place a check in the “Author” column.

You    Author

- |       |       |   |
|-------|-------|---|
| _____ | _____ | 1. Trust the advice of a friend you have known  |
| _____ | _____ | 2. Youth is easily corrupted.   |
| _____ | _____ | 3. A person’s looks are important for success   |
| _____ | _____ | 4. Plastic surgery is a modern method of art, just using medical tools.                             |
| _____ | _____ | 5. Look out for yourself first then be concerned with others.                                       |
| _____ | _____ | 6. It is better to be admired than to stick with your own beliefs                                   |
| _____ | _____ | 7. Listen to the advice of your elders; they are most likely to be a good influence.                |
| _____ | _____ | 8. Art should seeks to capture us in our greatest moments.  |
| _____ | _____ | 9. Don’t consider your friends if the opportunity of a lifetime comes to you.                       |
| _____ | _____ | 10. If we are too concerned about what others think of us, it can hurt us more than it can help us. |

\* This Anticipation Guide has been created based upon examples provided in a workshop by Elaine Hauptman: “Teaching Metacognitive Strategies for the Enhancement of Content Area Curriculum.”

**Excerpt from the Work**

Read Chapter 2 from the following edition:

Wilde, Oscar. *The Picture of Dorian Gray*. New York: Tor Books, 1999.

Chapter 2

1. How is Dorian Gray described on pages 14 and 15? \_\_\_\_\_

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2. Why is Lord Wotton allowed to stay? How does he manipulate this situation?

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3. How does Lord Wotton explain all influence to be amoral on page 18?

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4. In order to live life completely how must one live according to Wotton on page 18?

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5. What is your opinion of Wotton saying, “The only way to get rid of a temptation is to yield to it”?

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6. How does Dorian react inside to Wotton’s words? (19)

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7. What does Lord Wotton notice about the effect his words have had on Dorian Gray?  
(20) \_\_\_\_\_

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8. Why hasn’t Basil Hallward noticed the things that Wotton had been saying right in front of him? What advice does he give Dorian anyway? (20)

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9. How might this relate to how parents might not respond to their own children's bad influences? \_\_\_\_\_

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10. Why might Dorian feel hot in the room and want to leave it to talk to Wotton outside of it? What might the room represent in a psychoanalytically or conscientious sense?

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11. What do you think Lord Wotton means when he says, "Nothing can cure the soul but the senses, just as nothing can cure the senses but the soul"?

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12. How is Wotton appealing to Dorian Gray? What seems to be the method he is using? Is it working? (21) \_\_\_\_\_

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13. According to Lord Wotton, what is the most important thing to have? (22)

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14. Explain what Wotton means when he explains that beauty is a higher form of genius? (22) \_\_\_\_\_

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15. What is Wotton's advice to Gray on page 23 regarding his youth?

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16. Should youth be hedonistic? \_\_\_\_\_

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17. Who offers to buy the painting? (26)

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18. Why is Dorian Gray upset about the painting? Does he have a point? Why is he upset with Basil for creating it? (26)

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19. How does Basil respond to Dorian's being upset? (28)

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20. In what terms do they describe the painting? (28)

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21. Why do you think a look of pain comes over Basil's face after Dorian and Wotton leave?(30)\_\_\_\_\_

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## **Writing Assignment**

Bad influences often tell us things that we already think and feel, but perhaps know are wrong. There are various ways that these influence allow us to act in a way which we inherently know is wrong. Some of it has to do with be directly manipulated by the influence and some of it has to do with allowing ourselves to be manipulated. In the selection you have just read, we have seen a little of each. Examine how Dorian Gray is manipulated by Lord Wotton, but how he allows himself to be manipulated, as well. After you have examined this, focus in the second half of your essay on a personal response to manipulation of these types in your own life.

### **Be sure to incorporate the following guideline in your work:**

- \* Devise a strong and intelligent focus deciding on the types and methods of manipulations that are occurring here.

- \* Be sure to clearly define how Wotton is able to manipulate Gray but also what areas or ideas Gray already had inclination towards and how he allows Wotton's words and ideas to allow them to surface.

- \* Include to clear transition where you conclude by relating the areas of influence and manipulation from the novel excerpt to the world directly around you, perhaps even in your own personal experiences.

- \* Organize and develop the essay with a sharp introduction, body paragraphs, supported by strong examples, and an insightful conclusion.

- \* Follow the standards of written English, including proper grammar, spelling, and punctuation.

### **III. Eleventh Grade Enrichment Works**

**A. *Ragtime* by E.L. Doctorow**

**B. *Billy Budd* by Herman Melville**

**C. *The Odyssey* by Homer**

**D. *Don Quixote* by Miguel De Cervantes Saavedra**

## *11A. Ragtime*

### Background and Explanatory Information

*Ragtime*, an enormous critical and popular success (E.L. Doctorow received the National Book Critics Circle Award for fiction in 1976), made into a film and Broadway musical, is a story about America at the turn of the century. Set in New Rochelle, New York, in 1902, the novel depicts a country struggling with its identity and the impact of immigration, technological advances, and the atmosphere of the “eye before the storm,” the decade before World War I. The story chronicles the lives of a number of characters including such historical figures as Harry Houdini (his car breaks down in front of the Family’s home), J.P. Morgan, Henry Ford, Jacob Riis, and Stanford White, and how all the lives become enmeshed into the fabric of the turbulent, yet hopeful metropolis.

The novel’s main focus is on the Family: upper class, with patriotic origins, we are introduced to Father, the traditionalist, Mother, the emerging woman, and the little boy, the sometimes narrator of the story – and how they discover an abandoned black child whose mother, Sarah, comes to live with them. Sarah’s lover, Coalhouse Walker, an intellectual, articulate pianist struggling to present the erudite, sophisticated black man, visits Sarah hoping to secure her hand in marriage; ultimately he will be faced with a crucible that will determine *his* family’s life, the Family’s, and those of all New Yorkers. This is the point where the excerpt in chapter 23 provides the genesis of the trouble for Coalhouse, where the racist fireman, Willie Conklin, and his cohorts will force an injustice upon him.

In the action that follows chapter 23, Sarah, in an effort to save Coalhouse, is inadvertently struck down by government agents protecting the Vice-President. Without his love, Coalhouse becomes even more despondent and unwilling to let go of his desire for “justice.” He and his gang will commit arson and murder, each time demanding that his “Model T” be restored in pristine condition, and that the Fire Chief be turned over to him. In the climax of the novel (chapter 34), they break into the library of philanthropist, J.P. Morgan, reject even the pleas of the well-respected luminary, Booker T. Washington, and bring the violent conflict to its end.

### Anticipation Guide\*

Before reading the excerpt, read the following statements and check the one with which you agree. Place your check in the “You” column. After reading the text, decide which statements support what you have read. Place a check in the “Author” column.

You    Author

- |       |       |     |   |
|-------|-------|-----|---|
| _____ | _____ | 1.  | The more advanced our society becomes, the better off we are.   |
| _____ | _____ | 2.  | The best way to end conflict is through pacifism.   |
| _____ | _____ | 3.  | Protecting a criminal is as bad as committing the crime itself.   |
| _____ | _____ | 4.  | You should support your children <i>always</i> , no matter what the offense.                                |
| _____ | _____ | 5.  | The prudent man knows when to “cut his losses.”   |
| _____ | _____ | 6.  | One must suffer to be free.   |
| _____ | _____ | 7.  | A wealthy man is more respected than the impoverished.  |
| _____ | _____ | 8.  | Your spouse and children are the most important things in your life.  |
| _____ | _____ | 9.  | We can turn to the law to protect us.   |
| _____ | _____ | 10. | The only way to bring about true change is through violence.  |
| _____ | _____ | 11. | You believe that if a “purple” man commits a crime, he forever damages the image of the “purple” community. |

\* This Anticipation Guide has been created based on examples provided in a workshop by Elaine Hauptman: “Teaching Metacognitive Strategies for the Enhancement of Content Area Curriculum.”

Excerpt from the Work

Read, chapter 23, pages 145-150; chapters 34-40, pages 224-255 from the following edition: Doctorow, *Ragtime*. New York: Random House, 1974.

Consideration of the Moral Issues Involved – Questions

Chapter 23 of *Ragtime*

1. Why was Coalhouse a “provocation to many white people”? (145)\_\_\_\_\_
2. What do the volunteer firemen first inform Coalhouse that he is doing wrong? (146)\_\_\_\_\_  
\_\_\_\_\_
3. What is Coalhouse’s reaction to this statement? (146)\_\_\_\_\_
4. When he takes his argument to the Chief, Willie Conklin, how is he treated? (146)\_\_\_\_\_  
\_\_\_\_\_
5. How does the Chief first insult Coalhouse? (147)\_\_\_\_\_
6. Coalhouse considers backing down, but what physical obstacle prevents him from doing so?(147)\_\_\_\_\_
7. What roles do the young Negro boys play in this episode? (147)\_\_\_\_\_
8. When Coalhouse speaks to a police officer, what advice is given? (147)\_\_\_\_\_
9. Why can’t he follow it? (147-148)\_\_\_\_\_
10. When the police arrive to question Willie, what is his version of the story? (148)\_\_\_\_\_  
\_\_\_\_\_
11. The police again offer Coalhouse some sound advice. What is it? (148)\_\_\_\_\_

---

12. How are the officer's "impressed" by Coalhouse? Why does this work to his disadvantage? (148) \_\_\_\_\_

---

13. Coalhouse makes a demand. What is it? (149) \_\_\_\_\_

---

14. What happens to him as a result? (149) \_\_\_\_\_

---

15. Whom does he call to help him out? (149) \_\_\_\_\_

---

16. How much money does this episode actually "cost" Coalhouse? Cite two reasons that this is ironic? (149) \_\_\_\_\_

---

17. Why won't the Negro boys corroborate Coalhouse's story? (150) \_\_\_\_\_

---

18. In what condition is the "Model T" at the end of the chapter? (150) \_\_\_\_\_

---

Chapters 34-40

1. On page 224, Coalhouse and his gang break into J.P. Morgan's library (he is vacationing in Egypt) and "barricading themselves inside and commanding the authorities to negotiate with them or risk having the Morgan treasures destroyed." Why is this ironic? \_\_\_\_\_

---

2. How many people have died so far as a result of the gang's crimes? (225) \_\_\_\_\_

---

3. The plan originally calls for a hostage. Why? Who is it? What does he symbolize? (225) \_\_\_\_\_

---

4. What does Coalhouse symbolize? \_\_\_\_\_

---

5. The narrator mentions an “oversight” on the part of the gang. What is it? (226)\_\_\_\_\_
- 
6. Why is Younger Brother a needed member of the gang? (226)\_\_\_\_\_
- 
7. Who was the architect of the Library? Why is this ironic? (228)\_\_\_\_\_
- 
8. The District Attorney reports a lie. What is it, and why does he provide the bogus information to the press? (229)\_\_\_\_\_
- 
9. In what way is the radical, Emma Goldman, manipulated by the District Attorney? (232-234)\_\_\_\_\_
- 
10. Discuss the role of Booker T. Washington, and specifically, the conversation he shares with Coalhouse Walker. (235-239)\_\_\_\_\_
- 
11. Coalhouse’s demands change. What are they, and why does he “give in”? (238-239)\_\_\_\_\_
- 
12. How does Father’s role aid the District Attorney? (242-248)\_\_\_\_\_
- 
13. When he first enters the Library, whom does Father see that causes him to faint? (243)\_\_\_\_\_
- 
14. The District Attorney is motivated to locate what key figure in this drama? Why? (244)\_\_\_\_\_
- 
15. How is he eventually corralled? (244)\_\_\_\_\_
- 
16. Coalhouse alters the plan once again; this time, it involves the escape. What does he ask Father to do for him? (245)\_\_\_\_\_
- 
17. Discuss Coalhouse’s demeanor throughout his conversations with the District Attorney, Booker T. Washington, and Father. (224-245)\_\_\_\_\_
- 
18. What does one of the gang members mean when he says, “We all Coalhouse”?

(245) \_\_\_\_\_

19. Who, finally, restores the “Model T” from the “chassis up”?

(249) \_\_\_\_\_

20. Younger Brother accuses Father of what crime? (250) \_\_\_\_\_

21. Younger Brother accuses J.P. Morgan of what crime? (250-251) \_\_\_\_\_

22. Discuss the final moments of Coalhouse’s life. What is the last thing he asks Father about? (251-252) \_\_\_\_\_

23. Describe the ending to the drama. (255) \_\_\_\_\_

24. Would Coalhouse have turned to such violence if Sarah had not been killed? \_\_\_\_\_

### Writing Assignment

Given your reading and knowledge of *Ragtime*, create an argument deciding whether Coalhouse and his gang were justified in their decision to commit arson (and murder), seize control of a city building and make their demands concerning reparations for Coalhouse's car. Develop your argument considering both the practical and moral issues involved in the decisions made and actions committed by Coalhouse and his gang. In addition, consider what ramifications their actions will have on the city and for the black community at large; consider also what other options they had.

#### **Be sure to incorporate the following guidelines in your work:**

- \* Devise a strong, intelligent argument deciding whether Coalhouse and his gang were justified in their decisions to commit the various crimes.
- \* Incorporate into the argument both the practical and moral issues involved in the decisions and actions.
- \* Consider the ramifications of the men's actions
- \* Suggest and either accept or reject the other options and alternatives Coalhouse and the gang had
- \* Organize and develop the essay with a sharp introduction, body paragraphs supported by strong examples, and insightful conclusion
- \* Follow the standards of written standard English, including proper grammar, spelling, and punctuation.

## ***11B. Billy Budd***

### Background and Explanatory Information

Published 33 years after his death in 1891, *Billy Budd, Sailor*, Melville's final work, tells the story of Billy Budd, the strong, handsome, laconic sailor impressed from the ship, *Rights-of-Man* into Captain Edward Fairfax Vere's service aboard the *Bellipotent*. There, Billy finds that he is well liked - even by the Captain, who considers him a "King's bargain," and wise enough to be considered for a promotion - until an old sagacious sailor, Dansker, warns him that trouble is brewing between Billy and the Master-at-arms, John Claggart, a man who is "exceptional," yet concealing a hidden rage and jealousy. Billy points out that Claggart always has a kind word for him; in fact, after their first confrontation in which Billy accidentally spills some soup at the feet of Claggart, the austere officer responds kindly: "Handsomely done, my lad! And handsome is as handsome did it, too!" Yet Claggart redirects his animosity and strikes a young drummer boy who is passing by

Billy's prescient friend proves his theory when Claggart corrupts the afterguardsman, the Armorer, and the Captain of the Hold in order to bring about a charge of mutiny against the heroic, sailorlike paradigm, Billy. Now, directly confronted by the well-respected Vere, who has already experienced a mutiny before, Billy is unable to speak, paralyzed by his stutter but not his physicality; Billy lashes out and strikes the Master-at-arms. Here, in chapters 19-22, Captain Vere considers the course of action: a trial, sentencing, and punishment, even though he clearly disregards protocol, much to the dismay of the surgeon and other sailors, and even though Billy never complains. Ironically, his last words are "God bless Captain Vere!" (123) This is the central question of the text: why is Billy guilty? This complex question needs to be examined, in light of the duplicitous Claggart, his sketchy motive, and the bookish yet impetuous Captain Vere.

### Anticipation Guide\*

Before reading the excerpt, read the following statements and check the one with which you agree. Place your check in the “You” column. After reading the text, decide which statements support what you have read. Place a check in the “Author” column.

You    Author

- |       |       |     |   |
|-------|-------|-----|---|
| _____ | _____ | 1.  | Ultimately, every person is responsible for his actions, and therefore, must accept the consequences for those actions. |
| _____ | _____ | 2.  | A person in authority should <i>always</i> be obeyed.   |
| _____ | _____ | 3.  | You believe in the biblical adage, “An eye for an eye.”   |
| _____ | _____ | 4.  | Good usually triumphs over evil.  |
| _____ | _____ | 5.  | Man is subject to the whims of the gods.  |
| _____ | _____ | 6.  | It is noble to lie if it protects an innocent man.  |
| _____ | _____ | 7.  | You believe that people in positions of authority should be completely candid and forthcoming in everything they know.  |
| _____ | _____ | 8.  | Envy is, rightly, one of the seven deadly sins.   |
| _____ | _____ | 9.  | You agree that if a person invokes his right to “take the fifth,” he is not presumed guilty.                            |
| _____ | _____ | 10. | You are, for the most part, logical; you see things as either “black” or “white.”                                       |
| _____ | _____ | 11. | If the answers were damaging, most people would not want to hear the truth.   |

\* This Anticipation Guide has been created based on examples provided in a workshop by Elaine Hauptman: “Teaching Metacognitive Strategies for the Enhancement of Content Area Curriculum.”

Excerpt from the Work

Read chapter 10, pages 72-73 (the initial offense); chapter 18, pages 90-97 (Claggart's accusation); chapters 19-22, pages 97-114 (murder, trial, and sentencing) from the following edition: Melville, *Billy Budd*. Edited by Harrison Hayford and Merton M. Sealts, Jr. Chicago & London: The University of Chicago Press, 1962.

Consideration of the Moral Issues Involved – Questions

Chapter 10 of *Billy Budd*

1. After the soup-spilling incident, how does Claggart refer to Billy? \_\_\_\_\_  
\_\_\_\_\_
2. Why is this unusual? \_\_\_\_\_
3. Why do the other sailors laugh “with counterfeited glee”? \_\_\_\_\_
4. In what way is Melville using the word “counterfeit”? \_\_\_\_\_  
\_\_\_\_\_
5. Dansker has stated that Claggart is “down on” Billy. Does this episode prove Dansker correct? Why or why not? \_\_\_\_\_  
\_\_\_\_\_

Chapter 18

1. Claggart insinuates that Billy is capable of masterminding a mutiny. Why does this particularly pull at Vere's emotions? \_\_\_\_\_  
\_\_\_\_\_
2. Why has Claggart chosen this moment to accuse Billy? \_\_\_\_\_  
\_\_\_\_\_
3. Does the reader suspect something insidious about Dansker? \_\_\_\_\_  
\_\_\_\_\_
4. How else would he know of Claggart's evil intentions? \_\_\_\_\_  
\_\_\_\_\_
5. Does Dansker shoulder any responsibility for not protecting Billy further? \_\_\_\_\_  
\_\_\_\_\_
6. What ironies exist in Dansker and Billy's “reserved” nature? \_\_\_\_\_

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7. Clearly, Vere is not fond of Claggart and is doubtful of the apocryphal statements. Yet why doesn't Vere dismiss the charges? \_\_\_\_\_

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**Chapters 19-22**

1. What is Billy's response when Vere first announces Claggart's charge? (98) \_\_\_\_\_

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2. Why can Vere commiserate with his handicap? (99) \_\_\_\_\_

---

3. Pointing to Claggart's body, Vere exclaims, "It is the divine judgement of Ananias! Look!" Ananias was a biblical figure who was killed for lying. If Vere knows the accusations were false, why doesn't he take stronger action to save Billy? \_\_\_\_\_

---

4. Comment on Vere's exclamation after Billy kills Claggart: "Struck dead by an angel of God! Yet the angel must hang!" (101) \_\_\_\_\_

---

5. Why does Vere call for a "drumhead court," and not for the decision by the admiral, as noted by the surgeon and other officers? \_\_\_\_\_

---

6. At the trial, when Billy is asked why Claggart "so maliciously lied," how does Billy respond? (107) \_\_\_\_\_

---

7. The setting of the story is 1797. How does Melville use this historical context as a background to the narrative's essence? \_\_\_\_\_

---

8. Melville alludes to many historical and mythological figures (Lord Nelson, Alexander the great, Apollo, Achilles). What is his purpose? \_\_\_\_\_

---

9. Billy is also known by "The Handsome Sailor" and "Baby Budd." How do these appellations affect our perception of him and of his guilt? \_\_\_\_\_

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---

10. Comment on the significance of the other names in the story (Captain Graveling, Captain Edward *Fairfax Starry Vere*, Beard-in-the-Smoke, Squeaky, etc.) \_\_\_\_\_

---

11. The ship Billy first sails on is called the *Rights-of-Man*. How is this ironic? \_\_\_\_\_

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12. Comment on the significance of the other ships' names: the *Bellipotent* and *Indomitable*. \_\_\_\_\_

---

13. In chapter 2, we learn that Billy has "one thing amiss in him...a stutter...to remind us – I (the devil) too have a hand here." Do you believe Melville's implication that the devil played a major role in the outcome of the story? (53) \_\_\_\_\_

---

14. Do we ever truly learn why Claggart is "down upon" Billy? \_\_\_\_\_

---

15. What does Melville mean when he states, "Claggart could even have loved Billy but for fate and ban"? (88) \_\_\_\_\_

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16. What does Melville mean when he states, about Billy, "innocence was his blinder"? (88) \_\_\_\_\_

---

17. How would the unfolding of the plot been altered if Billy did not stutter? \_\_\_\_\_

---

18. What are Billy's final words? \_\_\_\_\_

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19. What two "unnatural" occurrences take place as Billy is executed and buried? \_\_\_\_\_

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20. What are Vere's final words? (129) \_\_\_\_\_

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### Writing Assignment

Given your reading and knowledge of *Billy Budd*, and your own personal beliefs, create an argument deciding whether the execution of Billy was justified. Develop your argument considering both the practical (What message would leniency convey to the other sailors? Would this lessen Vere's integrity?) and moral issues involved. Your essay should also consider whether capital punishment is *ever* justified.

#### **Be sure to incorporate the following guidelines in your work:**

- \* Devise a strong, intelligent argument deciding whether Captain Vere was moral in his decision to execute Billy Budd.
- \* Incorporate into the argument both the practical and moral issues involved in the decisions and actions.
- \* Organize and develop the essay with a sharp introduction, body paragraphs supported by strong examples, and insightful conclusion
- \* Follow the standards of written standard English, including proper grammar, spelling, and punctuation.

## *11C. The Odyssey*

### Background and Explanatory Information

Written in approximately 725 B.C., *The Odyssey* by Homer is an epic Greek poem that illustrates the heroic and, at times, brutal outlook of the ancient classical world. The name Odysseus has become synonymous with the idea of a searcher, a wanderer who takes long journeys that tax an individual's courage, intellect, resilience and resourcefulness.

*The Odyssey* tells the story of Odysseus's ten-year journey after the Trojan War back to his home in Ithaca. After ten years of fighting for the Greeks in the war against the Trojans, Odysseus was essentially responsible for ending the war by declaring the Greeks had given up and offering the Trojans a large wooden horse as a gift. Odysseus, however, had formulated a plan to hide himself and other soldiers in the horse and attack the Trojans when they least suspected it. After a night of the Trojan soldiers celebrating the war's end with heavy drinking, Odysseus and his men climbed out of the horse and slaughtered the Trojans. With the Trojans defeated, Odysseus seeks to return home, but instead encounters many strange and wild experiences that delay him. Over those ten years of wandering, Odysseus has to get past the stupor inducing land of the lotus, the monstrous, man-eating Cyclops Polyphemus, the tempting Sirens, the seductive Circe, the enchanting Calypso, murderous serpent Skylla, the treacheries of the Underworld in a visit to the land of the Dead, and the fury of a roaring ocean fed by the rage of the sea god Poseidon. Odysseus does have a number of opportunities to get home earlier, but either through his hubris (such as when he tells Polyphemus his name after defeating the Cyclops) or through the foolishness of his shipmates (when his crew defies the orders of Odysseus and opens a sack holding the wind) he is further delayed.

Finally after the last of his crew is killed for eating the sacred cows of the sun god Helios, Odysseus is washed ashore on the island of the Phaiakians. There, he tells of all his experiences to King Alkinoos and is offered a place in the kingdom, including the chance to marry his daughter Nausikaa. Instead, Odysseus wants to journey home to Ithaca. But at that home, a group of aggressive suitors are trying to marry his wife Penelope and take over the kingdom. They want Penelope to give up on Odysseus for dead, since he has been gone for twenty years (ten years in the war; ten years in his

adventures at sea). Odysseus's son, Telemachos, born just as Odysseus was leaving for Troy, has gone out in search for news of his father. Telemachos's journey in some ways reflect his own search for identity as his visitations with old friends of Odysseus in the early part of the epic become a way of Telemachos getting to know about his father.

When Odysseus finally returns to Ithaca, he is in the guise of an old man, thanks to a spell the goddess Athena cast upon him so the suitors would not recognize him. Odysseus introduces himself to Telemachos and slowly goes about convincing the young man that he is in fact both his father and the rightful King of Ithaca. Posing as a beggar at his former palace, Odysseus gathers information until he can formulate with Telemachos the proper plan both to take back his kingdom and to avenge the mistreatment of his family by the suitors. Athena helps execute the plan as she plants into Penelope's mind that the suitors should be given a challenge that, if passed, will lead to marriage to her. Any suitor who can string Odysseus's mighty bow, then shoot an arrow through a series of eye loops at the end of axes, will be declared the husband of Penelope and therefore King of Ithaca. Through this contest, Odysseus can set his trap. This is the point where the excerpt from Books 21 and 22 provides the climax to *The Odyssey*.

### Anticipation Guide\*

Before reading the excerpt, consider the following statements and check the ones with which you agree. Place your check in the “You” column. After reading the text, decide which statements support what you have read. Place a check in the “Author” column.

<u>You</u>	<u>Author</u>	
_____	_____	1. A person who has taken possession of a property for five years when the former owner has not claimed that property should be allowed to keep that property.
_____	_____	2. To maintain what you own, you would be willing to risk your life and to kill someone who is trying to take those possessions.
_____	_____	3. An adult child should have loyalty to his/her parents, even if he/she has not had much of a relationship with that parent.
_____	_____	4. A childhood home is a place to which an individual should always return later in life.
_____	_____	5. You would wait around faithfully for your love, even if you had to wait for twenty years.
_____	_____	6. You would rather live a short glorious, exciting life than a comfortable, long, but rather dull, life.
_____	_____	7. You believe everything in life happens for a reason.
_____	_____	8. You believe your life is being controlled by a higher being.
_____	_____	9. You would be willing to suffer a great many pains and miseries in order to have great experiences.
_____	_____	10. Travel is a better way than school to become educated, experienced, and more knowledgeable.

\* This Anticipation Guide has been created based on examples provided in a workshop by Elaine Hauptman: “Teaching Metacognitive Strategies for the Enhancement of Content Area Curriculum.”

**Excerpt from the Work**

Read Books 21 and 22, pages 309-334 from the following edition:

Homer, *The Odyssey*. Translation by Richard Lattimore. New York: Harper & Row, Publishers, 1975.

**Consideration of the Moral Issues Involved – Questions**

**Book 21 of *The Odyssey***

1. What is the history of the bow? (lines 1-42) \_\_\_\_\_  
\_\_\_\_\_
2. What do you think this bow symbolizes? \_\_\_\_\_  
\_\_\_\_\_
3. Why do you think Penelope is weeping while taking out Odysseus’s bow? (lines 53-60) \_\_\_\_\_
4. How is Penelope described? (63-66) \_\_\_\_\_  
\_\_\_\_\_
5. What is Penelope’s tone when she speaks to the suitors? (lines 68-69) \_\_\_\_\_  
\_\_\_\_\_
6. Why do you think Eumaios (the swineherd) and the oxherd are weeping? (lines 80-83)  
\_\_\_\_\_
7. What do you make of the comments of Antinoos (perhaps the lead suitor) about the difficulty of stringing the bow and his impression of Odysseus? (lines 85-95) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. What do you think is the purpose of the speech by Telemachos? (lines 102-117) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Why do you think Telemachos was able to set up the axes so well? (lines 120-124) \_\_\_\_\_  
\_\_\_\_\_

10. Why do you think Odysseus signaled Telemachos not to string the bow? (lines 125-130) \_\_\_\_\_  
\_\_\_\_\_
11. Do you think Telemachos is telling the truth in his speech? (lines 131-134) If not, what is the purpose of his speech? \_\_\_\_\_  
\_\_\_\_\_
12. What is indicated by the fact that Antinoos sets the order of the suitors? (lines 140-143) \_\_\_\_\_
13. Describe in detail what happens in the attempts by the suitors to string the bow. (lines 144-187) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
14. What do Eumaios and the oxherd say about Odysseus? (lines 188-203) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
15. How does Odysseus show his trust in the two men? (lines 205-221) \_\_\_\_\_  
\_\_\_\_\_
16. How does Odysseus prove his identity? (lines 217-225) \_\_\_\_\_  
\_\_\_\_\_
17. What must Eumaios do for Odysseus? (lines 228-241) \_\_\_\_\_  
\_\_\_\_\_
18. What must Philoities, the oxherd, do for Odysseus? (lines 228-241) \_\_\_\_\_  
\_\_\_\_\_
19. What does Eurymachos say about Odysseus and about the other suitors when he cannot string the bow? (lines 245-255) \_\_\_\_\_  
\_\_\_\_\_
20. What does Odysseus, in the disguise of an old beggar man, ask? (lines 275-281) \_\_\_\_\_  
\_\_\_\_\_
21. What is the response of Antinoos? (288-310). \_\_\_\_\_  
\_\_\_\_\_

22. What is the opinion of Penelope? (lines 311-319; 330-342) \_\_\_\_\_

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23. What does the speech by Telemachos and his subsequent interference with the noble swineherd show about his inner strength? (lines 344-385) \_\_\_\_\_

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24. What happens once Odysseus grabs the bow? (lines 404-415) \_\_\_\_\_

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25. After he shoots the arrow to the mark, what does Odysseus tell Telemachos? (lines 415-435) \_\_\_\_\_

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26. What are Odysseus and Telemachos preparing to do? (lines 431-435) \_\_\_\_\_

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### **Book 22**

1. What does the stripping of his clothes symbolize about Odysseus's transformation? (lines 1-4) \_\_\_\_\_

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2. Why do you think Odysseus goes after Antinoos first? (lines 5-14) \_\_\_\_\_

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3. Why do you think the killing of Antinoos is portrayed so brutally and graphically? (lines 14-21) \_\_\_\_\_

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4. What do the suitors say to Odysseus? (lines 21-30) \_\_\_\_\_

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5. What are the suitors' misperceptions about what Odysseus is doing? (lines 31-34) \_\_\_\_\_

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6. What is Odysseus's response to the suitors? (lines 34-41) \_\_\_\_\_

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7. What does Eurymachos say to Odysseus and say about Antinoos? (lines 44-54) \_\_\_\_\_

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8. What does Eurymachos ask of Odysseus and what does he offer Odysseus? (lines 54-59) \_\_\_\_\_

9. What is Odysseus's response? (lines 59-64) \_\_\_\_\_

10. Why do you think Odysseus refuses to show any mercy? \_\_\_\_\_

11. What does Odysseus predict will happen to the suitors in this hall? (lines 65-67) \_\_\_\_\_

12. What does Eurymachos encouraged the other suitors to do with him? (lines 70-78) \_\_\_\_\_

13. How does Homer (the author) describe the attack by Euymachos upon Odysseus? (lines 79-88) \_\_\_\_\_

14. Describe in basic terms the fighting and maneuvers that occur in lines 89-130, with special attention given to the role of Telemachos. \_\_\_\_\_

15. What act of betrayal has the goatherd Melanthios committed? (lines 131-165). \_\_\_\_\_

16. What does Odysseus order Eumaios to do to him? (lines 165-179) \_\_\_\_\_

17. Why do you think Homer includes the fact that Malanthios was taking the great helmet of Laertes -- father of Odysseus? (lines 179-186) \_\_\_\_\_

18. How does the treatment of Melanthios mirror the treatment of the suitors? (lines 186-200). \_\_\_\_\_

19. Why do you think the goddess Athene in the appearance of Mentor arrives? (lines 205-210) \_\_\_\_\_

20. What does the suitor Agalaos request from Mentor (Athene) and what threat does he give? (lines 213-223). \_\_\_\_\_

21. What is Athene say to Odysseus and for what purpose? (lines 224-235) \_\_\_\_\_

22. What seems to be Athene's ultimate goal? (lines 236-240) \_\_\_\_\_

23. What strategy does Agelaos suggest the six best suitors employ to defeat Odysseus? (lines 241-254). \_\_\_\_\_

24. What happens with these spear throwing scenes and the ensuing fighting? (lines 255-296) \_\_\_\_\_

25. "Aegis" is the protection associated with the goddess of Athene. How does this scene reflect Athene's aegis? (lines 296-309) \_\_\_\_\_

26. What does Leodes ask for and what is Odysseus's response? (lines 310-329) \_\_\_\_\_

27. Describe the fate of Phemios the singer and Medon the herald and explain why they receive their fate. (lines 330-381) \_\_\_\_\_

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28. Consider the fisherman simile. What are the multiple meanings of the image? (lines 381-388) \_\_\_\_\_

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29. What is scene that the nurse Eurykleia walks into at the great hall? (lines 390-405) \_\_\_\_\_

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30. What is Eurykleia's reaction? (lines 407-409) \_\_\_\_\_

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31. What does Odysseus say to her? (409-418) \_\_\_\_\_

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32. What does Eurykleia tell him? (420-429) \_\_\_\_\_

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33. Why does Odysseus keep Penelope away and what is he currently have done in the hall? (lines 430-456) \_\_\_\_\_

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34. What becomes the fate of the women? (lines 456-472) \_\_\_\_\_

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35. What is the fate of Melanthios? (lines 473-476) \_\_\_\_\_

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36. Before he meets Penelope again, what final steps does Odysseus take? (lines 477-501) \_\_\_\_\_

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37. What does Odysseus achieve through the numerous actions in Book 22? \_\_\_\_\_

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38. Why do you think Odysseus behaved so ruthlessly? Do you think the situation justified his brutal response? \_\_\_\_\_

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### **Writing Assignment**

Given your reading and knowledge of the epic work, *The Odyssey*, create an argument deciding whether Odysseus was justified in his treatment of the suitors and the ladies in the climactic scene at the great hall. Develop your argument considering both the practical and moral issues involved in the decisions made and actions committed by Odysseus. In addition consider what other options and alternatives Odysseus had.

#### **Be sure to incorporate the following guidelines in your work:**

- \* Devise a strong, intelligent argument deciding whether Odysseus was justified in his treatment of the suitors and the ladies in the climactic scene in the great hall.
- \* Incorporate into the argument both the practical and moral issues involved in the decisions and actions.
- \* Suggest and either accept or reject the other options and alternatives Odysseus had.
- \* Organize and develop the essay with a sharp introduction, body paragraphs supported by strong examples, and an insightful conclusion
- \* Follow the standards of written English, including proper grammar, spelling and punctuation.

## ***11D. Don Quixote***

### Background and Explanatory Information

Written in the late 1500s and early 1600s, *Don Quixote* by Spaniard Miguel De Cervantes Saavedra tells of a man from La Mancha who has read so many medieval romances that he's gone soft in the head. Thinking he is a knight, the man of La Mancha takes the name Don Quixote and heads off to battle imaginary evils, starting with the famous early scene when he jousts windmills that he believes are monsters. That scene is one of three excerpted for this project. It establishes the mindset of Don Quixote, who can transform every mundane situation into a fantastical one, for his deranged mind transforms the world into a series of grand challenges to his knighthood.

A local farmer Sancho Panza serves as his squire. Sancho is a remarkable combination of common sense and trust as he sees the reality of the situations, tells Don Quixote his perceptions and suggestions, and then follows Don Quixote on his whacky "quests," even though they fly in the face of everything he sees and understands. The remainder of that first excerpt (Part I, Chapter VIII) includes a conflict in which Don Quixote misperceives that a Biscayan lady is being abducted by two monks. Throughout his journeys, Don Quixote continually barrels across the Spanish landscape making dramatic chivalric speeches before he commits such crazed acts as hacking at a flock of sheep that he believes is an army and essentially having verbal and physical sparring matches with every man who crosses his path. Wearing rusty armor atop a miserable skinny horse named Rocinante that he thinks is a fiery charger, Don Quixote commits these acts all for the honor of a local farm girl, Aldonza Lorenzo, whom he has transformed in his mind into a beautiful damsel renamed Dulcinea del Toboso.

Cervantes is well ahead of his time in his presentation of the psychology of a madman. Furthermore, he incorporates numerous episodes, such as the Curious Impertinent and Cardenio and Lucinda, that read like baby novels, texturing the overall epic with visions of passion and madness. Yet, the really amazing scenes are in Part II (about 500 pages in) when Sanson Carrasco tries to cure Don Quixote by pretending that he is an equally delusional knight. Even better is the legendary status Don Quixote has gained with the populace by Part II with the publication of the first part of the novel. In these sections lie the second and third excerpt included in this project. Part II, Chapters

XIV-XV features Sanson Carrasco pretending to be the Knight of Wood in his initial effort to cure Don Quixote. The third and final excerpt, Part II, Chapters LXIV-LXV, has Carrasco return, this time in the guise of the Knight of the White Moon, for his last attempt to get Don Quixote to cease his mad adventures.

Those scenes give the reader a chance to consider just what are the morally correct actions to take with a madman. A reader who ploughs through the 1000-plus pages of *Don Quixote* tends to develop great affection for both Quixote and Sancho, and as a result, finds that grand ideas are placed on a human scale. Along the way, Cervantes (400 years ago, mind you) manages to explore such postmodern concepts as role-playing therapy, cult of celebrity and spin doctoring. Generally considered the first novel, it is a remarkable book that remains frighteningly relevant.

### Anticipation Guide\*

Before reading the excerpt, consider the following statements and check the ones with which you agree. Place your check in the “You” column. After reading the text, decide which statements support what you have read. Place a check in the “Author” column.

<u>You</u>	<u>Author</u>	
_____	_____	1. To fantasize often is a very healthy way to live and to stay young.
_____	_____	2. Everyone should have the right to hurt himself or even commit suicide..
_____	_____	3. A person who is insane and kills someone should be sent to a mental institution instead of going to prison.
_____	_____	4. The most effective way to speak to a crazy person is to act crazy yourself.
_____	_____	5. A good friend is someone who tells his buddy he is doing the wrong thing, but helps his friend in the endeavor anyway.
_____	_____	6. There is nothing wrong with laughing at the foolish behavior of others.
_____	_____	7. To experience many adventures without comforts is much better than staying at home.
_____	_____	8. Rather than minding your own business, it is better to get involved in other people’s business, even if you may bring them harm, as long as your intention is to help them.
_____	_____	9. Now is not the best time in history to live, for there are other times when people treated each other more kindly and charitably.
_____	_____	10. Contrary to what many commercials tell us, following our dreams can be a very dangerous, destructive way to live.

\* This Anticipation Guide has been created based on examples provided in a workshop by Elaine Hauptman: “Teaching Metacognitive Strategies for the Enhancement of Content Area Curriculum.”

**Excerpt from the Work**

Read Part I, Chapter VIII, pages 98-105; Part II, Chapters XIV and XV, pages 616-629; Chapters LXIV and LXV, pages 990-999 from the following edition:

Cervantes Saavedea, Miguel de. *Don Quixote of La Mancha*. 1615. Trans. By Walter Starkie. New York: New American Library, 1964.

**Consideration of the Moral Issues Involved – Questions**

**Part I, Chapters VIII, pages 98-105 of *Don Quixote***

1. What is Don Quixote’s perception of the windmills? (page 98). \_\_\_\_\_  
\_\_\_\_\_
2. What is Sancho’s reaction? (page 98) \_\_\_\_\_  
\_\_\_\_\_
3. How does Don Quixote explain away Sancho’s reality? (page 98) \_\_\_\_\_  
\_\_\_\_\_
4. What does he say to the windmills? (pages 98-99) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What is the result of his attack on the windmills? (page 99) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What is Don Quixote’s explanation of what transpired? (page 99) \_\_\_\_\_  
\_\_\_\_\_
7. What are of the points Don Quixote makes about knights? (pages 99-100) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. What does Sancho say about complaining? (page 100) \_\_\_\_\_  
\_\_\_\_\_
9. Describe their situation and their experience eating and traveling along the road. (pages 100-101) \_\_\_\_\_  
\_\_\_\_\_

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10. What does Don Quixote believe is happening when he sees the monks and Biscayan lady? (pages 101-102) \_\_\_\_\_

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11. What does Sancho think? (page 102) \_\_\_\_\_

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12. How does Don Quixote dismiss Sancho's concerns? (page 102) \_\_\_\_\_

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13. What does Don Quixote say to the monks? (page 102) \_\_\_\_\_

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14. How do the monks respond? (page 102) \_\_\_\_\_

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15. What does Don Quixote do? (page 102) \_\_\_\_\_

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16. How does Sancho behave in this scene? (pages 102-103) \_\_\_\_\_

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17. How does the monk's servant respond? (page 103) \_\_\_\_\_

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18. What do the two monks do? (page 103) \_\_\_\_\_

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19. What in summary does Don Quixote say to the Bascayan lady? (page 103) \_\_\_\_\_

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20. What does the Biscayan say to Don Quixote? (page 103) \_\_\_\_\_

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21. Describe the verbal exchange. (page 104) \_\_\_\_\_

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22. Describe the battle. (page 104) \_\_\_\_\_

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23. What does the narrator do at this point in the story? (page 105) \_\_\_\_\_

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24. For what purpose? (page 105) \_\_\_\_\_

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25. What is the tone of this narrator? (page 105) \_\_\_\_\_

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26. How is Don Quixote both an engaging and troubled character? (page 105) \_\_\_\_\_

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**Part II, Chapters XIV-XV, pages 616-626 of *Don Quixote***

1. What does the Knight of the Wood say to Don Quixote? Give details (pages 616-617)

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2. How does Don Quixote respond? (page 617) \_\_\_\_\_

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3. How does the Knight of the Wood describe the legendary Don Quixote. Give details.  
(pages 617-618) \_\_\_\_\_

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4. What is Don Quixote's explanation? (page 618) \_\_\_\_\_

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5. What arrangements are made? (page 618-619) \_\_\_\_\_

\_\_\_\_\_

6. What must Sancho do during the battle between the Knight of the Wood and Don Quixote? (page 619) \_\_\_\_\_

\_\_\_\_\_

7. What is Sancho's reply? (page 619) \_\_\_\_\_

\_\_\_\_\_

8. What does the Knight of the Wood tell Sancho? (pages 619-620) \_\_\_\_\_

\_\_\_\_\_

9. What do the two squires (Sancho and the other with the big nose) plan and how do they behave? (pages 620-621) \_\_\_\_\_

\_\_\_\_\_

10. Describe Don Quixote's perceptions of his adversary. (pages 621-622) \_\_\_\_\_

\_\_\_\_\_

11. What do the two knights say to each other? (page 622) \_\_\_\_\_

\_\_\_\_\_

12. What do they settle on? (page 622) \_\_\_\_\_

\_\_\_\_\_

13. What do Don Quixote and Sancho say about the squire's nose? (page 622-623) \_\_\_\_\_

\_\_\_\_\_

14. Describe in details what happens in the battle between Don Quixote and the Knight of the Wood. (pages 624-625) \_\_\_\_\_

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15. What is explained by the squire of the Knight of the Wood? (pages 624-625) \_\_\_\_\_

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16. What does Don Quixote make the Knight of the Wood confess? (page 625) \_\_\_\_\_

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17. What does Don Quixote explain and what else does he make the Knight of the Wood confess? (page 625) \_\_\_\_\_

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18. What does Don Quixote believe? (pages 625-626) \_\_\_\_\_

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19. At the opening of Chapter XV, what is Don Quixote's outlook? (page 627) \_\_\_\_\_

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20. What is explained about Sanson Carrasco's plan for Don Quixote? Explain in detail. (pages 627-628) \_\_\_\_\_

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21. How does this plan go all wrong? (page 628) \_\_\_\_\_

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22. How has Carrasco started to think and behave more like Don Quixote? (page 628) \_\_\_\_\_

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23. Do you think it was wise, moral and proper for Carrasco to have such a plan? \_\_\_\_\_

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**Part II, Chapters LXIV-LXV, pages 990-998 of *Don Quixote***

1. What does Don Quixote say about the scheme to rescue Don Gregorio. (page 990)

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2. What concern does Sancho express? (page 990) \_\_\_\_\_

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3. What is Don Quixote's reply and how is that reply typical of his character? (page 990)

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4. How does Sancho's subsequent response similarly reveal his character? (page 990) \_\_\_\_\_

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5. What does the Knight of the White Moon say to Don Quixote? (page 991) \_\_\_\_\_

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6. In what way does the Knight of the White Moon insult Quixote? (page 991) \_\_\_\_\_

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7. And how does Don Quixote respond? (page 991) \_\_\_\_\_

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8. What is the viceroy interested in and what does he believe initially about the contest?  
(page 992) \_\_\_\_\_

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9. What does Don Antonio tell the viceroy about the contest? (page 992) \_\_\_\_\_

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10. What rituals do the two combatants follow before battle? (page 992) \_\_\_\_\_

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11. What happens in the contest? (pages 992-993) \_\_\_\_\_

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12. What is Don Quixote's reaction? (page 993) \_\_\_\_\_

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13. What demand does the Knight of the White Moon make on Don Quixote? (page 993)

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14. What does the viceroy want to find out? (page 993) \_\_\_\_\_

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15. What does the Knight of the White Moon reveal about his identity at the opening of Chapter LXV? (page 994) \_\_\_\_\_

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16. What was his purpose and intent by his actions when he was Knight of the Mirrors? (page 994) \_\_\_\_\_

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17. What does Sanson Carrasco say happened after the Knight of the Mirrors incident? (page 995) \_\_\_\_\_

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18. What does he beg Don Antonio not to reveal to Don Quixote? (page 995) \_\_\_\_\_

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19. What is Don Antonio's reaction to the entire scheme? (page 995) \_\_\_\_\_

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20. Do you agree with Don Antonio or with Sanson Carrasco? Whichever your view,

give reasons why. \_\_\_\_\_

\_\_\_\_\_

21. What is the result Carrasco seeks in treating Don Quixote? (page 995) \_\_\_\_\_

22. How does the viceroy take the news of what Carrasco has done? (page 995) \_\_\_\_\_

23. What is the effect of the defeat on Don Quixote? (page 995-996) \_\_\_\_\_

24. What is Sancho's view of the whole situation? (page 996) \_\_\_\_\_

25. According to his response to Sancho, what are Don Quixote's plans and intentions?  
(page 996) \_\_\_\_\_

26. What news does Don Antonio provide? (page 996) \_\_\_\_\_

27. What is Don Quixote's reaction? (page 996) \_\_\_\_\_

28. What is Sancho's advice to Don Quixote? (page 996-997) \_\_\_\_\_

29. What other details does Don Antonio provide about Don Gregorio? (pages 997-998)

30. What is the condition of Don Quixote at the end of Chapter LXV? (page 998) \_\_\_\_\_

### **Writing Assignment**

Given your reading and knowledge of the epic novel, *Don Quixote*, create an argument deciding whether Samson Carrasco made the right choice in disguising himself as a knight and defeating Don Quixote in order to prevent the man of La Mancha from continuing his mad journeys. Develop your argument considering both the moral concerns and the levels of compassion and understanding of both Carrasco and the other characters. Be especially mindful to analyze the comments in Chapter LXV made by those who have been entertained and delighted by Don Quixote's exploits and the fact that the reader might be considered part of that company. Ultimately, decide what are the rights of the individual when it comes to the actions of Don Quixote and what are the responsibilities of society in taking care of him.

#### **Be sure to incorporate the following guidelines in your work:**

- \* Devise a strong, intelligent argument deciding whether Samson Carrasco made the right choice in disguising himself as a knight and defeating Don Quixote in order to prevent that man of La Mancha from continuing his mad journeys

- \* Incorporate into the argument both the moral concerns and the levels of compassion and understanding of both Carrasco and the other characters.

- \* Analyze the comments in Chapter LXV made by those who have been entertained and delighted by Don Quixote's exploits and the fact that the reader might be considered part of that company.

- \* Decide what are the rights of the individual when it comes to the actions of Don Quixote and what are the responsibilities of society in taking care of him.

- \* Organize and develop the essay with a sharp introduction, body paragraphs supported by strong examples, and an insightful conclusion

- \* Follow the standards of written English, including proper grammar, spelling and punctuation.

## **IV. Twelfth Grade Enrichment Works**

**A. *The Inferno* by Dante Alighieri**

**B. *Moby Dick* by Herman Melville**

**C. *Crime and Punishment* by Fyodor Dostoevsky**

## 12A. *The Inferno*

### Background and Explanatory Information

Written in the early 1300s in Italy, *The Inferno* by Dante Alighieri tells the story of a man's journey through all the regions and circles of Hell. Dante himself serves as both the author and main character as the story opens with Dante the character lost in the middle of life, straying from the path that he knows. Fortunately, he is met by the spirit of Virgil, the poet of the ancient Roman epic *The Aeneid*. Virgil serves as his guide through Hell. After *The Inferno*, Dante will be led by Virgil through Purgatory, where he will see spirits who must endure pain in order to achieve bliss. Finally, Dante's early love Beatrice will show him Paradise or heaven. The three journeys through Hell, Purgatory and Paradise make up the parts of Dante's epic, *The Divine Comedy*.

But for this story of *The Inferno*, Virgil takes Dante through loud, fiery, dismal places, places whose sensibility is best characterized by the warning at the gates of Hell: "RELINQUISH ALL HOPE, YE WHO ENTER HERE." On his journey, Dante travels through nine circles of Hell, starting with Limbo in Circle I where the virtuous Pagans live \_ those who have not been sinful but are consigned to hell (albeit the most pleasant of regions) because they are not Christian. Virgil is among those of Limbo and it is his membership in Hell that allows him access to guide Dante through its regions. The second circle is for the Lustful. Drawn from this circle in Canto V is the first excerpt, highlighted by the story of Paolo and Francesca. By the way, the cantos serve as the equivalent of poetic chapters that separate the various aspects of Hell, with thirty-four cantos in *The Inferno* in total.

In Circle III are the Gluttonous, where the huge, vicious three-headed dog Cerberus rips apart those who have indulged far too much. Each group of sinners has its own form of punishments. For the hoarders and spendthrifts in Circle IV, they have huge rocks rolled against each other. The wrathful and the violent are consigned to Circle V and the Heretics are continually burned up in Circle VI. The last three circles are depicted in much greater detail than the earlier circles, consuming Cantos 12-34, as they are fraught with many sublayers. Circle VII features those who are violent against themselves, those violent others, and those violent against God, Nature and Art, each with an appropriate punishment. For example, those violent against God writhe in a ring

of burning sand and the Wood of the Suicide consists of sinners who are withered, poisonous trees picked upon by nasty Harpies. Circle VIII covers all of the sins of fraud, separated into ten sections, ranging from panderers and seducers, to sorcerers to hypocrites to thieves to falsifiers. The second excerpt, from Canto XXVII, includes the story of the great adventurer and counselor of fraud, Ulysses, whose name in ancient Grecian times was Odysseus, the title character of *The Odyssey*.

The ninth and final circle is reserved for traitors, either to family, to country, to guest, or to masters. Unlike the traditional images of Hell, the sufferers are trapped in a frozen lake and are gnawed upon. In this circle drawn from Cantos XXXII and XXXIII is the final excerpt, telling the story of Count Ugolino, who is chewing on the skull of Archbishop Roger. In the final canto of *The Inferno*, the triple-headed Satan is chomping away at Judas, Cassius and Brutus. Throughout Dante's medieval journey (set in 1300 A.D), the reader experiences Hell on many levels. There is the strictly geographical nature of the place, given its rivers of blood, frozen lakes, ominous cliffs, flaming forests, etc. In direct contrast is the overall philosophical, theological approach in a work that examines sin intellectually, consigning people based on logical, orderly criteria. Furthermore, the work is highly literary, fusing together characters, tales and images from both classical mythology and Biblical sources. This approach is heightened by the presence of historical figures such as famous political and religious leaders.

Yet ultimately, Dante makes this tremendously complex epic a highly personal and emotional work, integrating friends, enemies and family members into the mix. Just consider his encounter with his friend and mentor, Brunetto Latini, in Canto XV. In scenes like this one, sinners are embraced and understood in their humanity, even though their fate remains, forever damned. In effect, Dante makes Hell a place that would be simultaneously daunting, terrible, frightening, yet miraculously a place we know as well as the sinner next door, as well as we know ourselves.

### Anticipation Guide\*

Before reading the excerpt, consider the following statements and check the ones with which you agree. Place your check in the “You” column. After reading the text, decide which statements support what you have read. Place a check in the “Author” column.

<u>You</u>	<u>Author</u>	
_____	_____	1. People who behave badly in life will be punished in an afterlife.
_____	_____	2. The best punishment is to make sure a sinner is reminded every day of his/her bad behavior.
_____	_____	3. Man is more likely to sin than to behave in a good and moral way.
_____	_____	4. People generally sin because they cannot help themselves from behaving in such a way.
_____	_____	5. A person should take every risk possible if that means he/she can be with the love of his/her life.
_____	_____	6. A spouse should be faithful to his/her wife/husband no matter what the circumstances.
_____	_____	7. It is better to be cruel and even brutal on occasion if it means the opportunity to experience much more in life.
_____	_____	8. Searching for meaning and understanding is the main purpose man is put on earth.
_____	_____	9. A child has the responsibility to sacrifice his/her life for a parent who has been kind, caring and giving to him/her.
_____	_____	10. As long as no other food is available, eating a dead body is an acceptable action to take in order to survive.

\* This Anticipation Guide has been created based on examples provided in a workshop by Elaine Hauptman: “Teaching Metacognitive Strategies for the Enhancement of Content Area Curriculum.”

**Excerpt from the Work**

Read Canto V, lines 1-142, pages 25-30; Canto XXVI, lines 1-142, p. 137-142 ; Canto XXXII, lines 124-139 and Canto XXXIII, lines 1-90, p. 175-179; from the following edition:

Alighieri, Dante. *The Divine Comedy (including the Inferno)* Translation by Laurence Binyon. from *The Portable Dante*. Paolo Milano, Ed.. New York: Penguin Books, 1987.

**Consideration of the Moral Issues Involved – Questions**

**Canto V (lines 1-142, pages 25-30) of *The Inferno***

1. How does the second circle of Hell differ from the first? (lines 1-43) \_\_\_\_\_  
\_\_\_\_\_
2. What is Minos' job (lines 3-10)? \_\_\_\_\_  
\_\_\_\_\_
3. What does Minos do with his tail to consign a person to particular regions of Hell? (lines 10-12) \_\_\_\_\_
4. What does Minos say to Dante and what is Virgil's reply? (lines 13-24) \_\_\_\_\_  
\_\_\_\_\_
5. What are the punishments suffered in these areas? (lines 25-49) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What are they being punished for? (lines 36-39) \_\_\_\_\_  
\_\_\_\_\_
7. Who are some of the sinners described here and what specific crimes have they committed? (lines 50-79) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. What does Dante ask of the sinners? (lines 80-81) \_\_\_\_\_  
\_\_\_\_\_

9. Starting on line 88, Francesca begins to tell the story of what happened with her and her lover Paolo. What does she tell Dante in this first speech? (lines 88-107) \_\_\_\_\_

\_\_\_\_\_

10. What does Dante ask of Francesca? (lines 112-120) \_\_\_\_\_

\_\_\_\_\_

11. Describe in detail Francesca's story of what happened with her and Paolo. (lines 121-137) \_\_\_\_\_

\_\_\_\_\_

12. How does her story make both Dante and the reader sympathize with her? \_\_\_\_\_

\_\_\_\_\_

13. What is Dante's reaction to this story? (lines 139-142) \_\_\_\_\_

\_\_\_\_\_

14. What do you think Dante's purpose was in incorporating such a story into *The Inferno*? \_\_\_\_\_

\_\_\_\_\_

**Canto XXVI (lines 1-142, pages 137-142) of *The Inferno***

1. What does Dante say about citizens of Florence in the Canto's opening? (lines 1-12)

\_\_\_\_\_

2. How does Dante describe the Eighth Chasm? Give the geographical, visual and topographical details. (lines 10-33) \_\_\_\_\_

\_\_\_\_\_

3. What was the fate of each sinner in this place? (lines 34-42) \_\_\_\_\_

\_\_\_\_\_

4. What does Virgil say about these spirits? (lines 43-48) \_\_\_\_\_

\_\_\_\_\_

5. What does Dante ask? (lines 49-54) \_\_\_\_\_  
\_\_\_\_\_
6. What crimes has Ulysses committed? Describe in detail. (lines 55-63) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What does Dante want? (lines 63-69) \_\_\_\_\_  
\_\_\_\_\_
8. What does Virgil say? (lines 70-84) \_\_\_\_\_  
\_\_\_\_\_
9. How are the movements of the greater horn described? (lines 85-90) \_\_\_\_\_  
\_\_\_\_\_
10. Using the text and the two footnotes for lines 91 and 92, describe what Ulysses feels when he returns after his travels. (lines 91-96) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. Why does Ulysses still want to travel? (lines 96-99) \_\_\_\_\_  
\_\_\_\_\_
12. What does Ulysses do? (lines 100-102) \_\_\_\_\_  
\_\_\_\_\_
13. Where does he head? (lines 102-105) \_\_\_\_\_  
\_\_\_\_\_
14. What are he and his crew like? (line 106) \_\_\_\_\_  
\_\_\_\_\_
15. Where are they going? (lines 107-109) \_\_\_\_\_  
\_\_\_\_\_
16. What does Ulysses tell his crew? Describe in detail. (lines 112-123) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
17. Describe in detail where they head. (lines 124-136) \_\_\_\_\_  
\_\_\_\_\_

18. What happens to Ulysses and his men? (lines 136-142) \_\_\_\_\_

19. What positive qualities does Ulysses exude in this excerpt? \_\_\_\_\_

20. What ways do you think that has led to his committing of sins? \_\_\_\_\_

**Canto XXXII and XXXIII (lines 124-139, lines 1-79; pages 175-179) of *The Inferno***

1. What is one figure doing to the other in a frozen gap in the ice? Describe in detail.  
(lines 124-132) \_\_\_\_\_

2. What does Dante ask the man who is gnawing at the other? (lines 133-179) \_\_\_\_\_

3. What is the opening image of Canto XXXIII? (lines 1-3) \_\_\_\_\_

4. Why does the sinner say he will tell his story? (lines 3-9) \_\_\_\_\_

5. What did Archbishop Roger do to Count Ugolino? (lines 10-18) \_\_\_\_\_

6. Where was Count Ugolino imprisoned? (lines 19-25) \_\_\_\_\_

7. Describe in detail the dream Ugolino recounts. (lines 26-36) \_\_\_\_\_

8. What does Ugolino hear when he awakes? (lines 37-42) \_\_\_\_\_

9. What happened when food was to be sent? (lines 42-48) \_\_\_\_\_

10. What does Ugolino realize at this moment? (lines 47-50) \_\_\_\_\_

11. Why do you think he becomes stonelike? (lines 47-50) \_\_\_\_\_

12. Describe what happens in his interaction with his children? (lines 50-57) \_\_\_\_\_

13. Why do you think Ugolino is behaving the way he does? (lines 58-60) \_\_\_\_\_

14. What do his children say to him? (lines 61-63) \_\_\_\_\_

15. What did Ugolino and his sons do for the next few days? (lines 64-66) \_\_\_\_\_

16. What does Gaddo say on the fourth day? (lines 67-70) \_\_\_\_\_

17. What happens to him and other sons? (lines 70-72) \_\_\_\_\_

18. Read lines 73-75 carefully. Interpret as best as you can what Ugolino is really saying here. \_\_\_\_\_

19. Why do you think Ugolino returns to chewing on Roger? (lines 75-78) \_\_\_\_\_

20. What is Dante's assessment of the sins of both Ugolino and Roger and what do you make of his view? (lines 79-90) \_\_\_\_\_

## **Writing Assignment**

Given your reading and knowledge of the epic work, *The Inferno*, create an argument demonstrating how sinners gain a reader's sympathy despite the fact that we do not approve of the behaviors and actions of these characters. Develop your argument considering both the moral concerns and the very human, albeit flawed, responses of the characters. Analyze what role both the character of Dante and the author Dante play in the reader's reactions to the characters. Ultimately, decide what ways the reader is being manipulated and how moral standards are being upheld by the placement of characters in particular layers of hell, yet simultaneously undermined by the characterization.

### **Be sure to incorporate the following guidelines in your work:**

- \* Devise a strong, intelligent argument demonstrating how sinners gain a reader's sympathy despite the fact that we do not approve of the behaviors and actions of these characters.

- \* Incorporate into the argument both the moral concerns and the very human, albeit flawed, responses of the characters.

- \* Analyze what role both the character of Dante and the author Dante play in the reader's reactions to the characters.

- \* Decide what ways the reader is being manipulated and how moral standards are being upheld by the placement of characters in particular layers of hell, yet simultaneously undermined by the characterization.

- \* Organize and develop the essay with a sharp introduction, body paragraphs supported by strong examples, and an insightful conclusion

- \* Follow the standards of written English, including proper grammar, spelling and punctuation.

## ***12B. Moby Dick***

### Background and Explanatory Information

Written in 1851, *Moby Dick* by American Herman Melville piles wonder upon wonder as the crew of the Pequod go hunting for whales and ultimately chase the mightiest, most ornery of all creature, the title leviathan. This big sprawling novel draws the reader into a world he knows little about (unless of course you happen to be a whaler) and then proceeds to consider very concretely, among the vast sea and monstrous creatures, man's position in the universe and just what kind of game his maker is playing with him.

The narrative begins with Ishmael heading off on a whaling vessel because his attraction to the sea, his desire for adventure, and, simply, his need for work to fill up and focus his life. What he experiences along the way is a brotherhood among crew, represented by almost every seafaring spot on the globe from Sag Harbor to the Solomon Islands, in the perilous and arduous whaling process that goes from tracking, to chasing, to harpooning, to holding on and riding as the whale drags the small whaleboats, to lancing the whale with the fatal blow, to dragging it toward the main ship, to cutting and lifting the whale, to boiling its blubber in try-pots, and to storing the precious oils.

Beyond the whaling adventures, the plot that stretches across the 125 chapters almost defies description. The story however is charged with the brooding presence, will and desire for revenge of Captain Ahab. Ahab had been mauled on an earlier journey by the white whale Moby Dick, leaving him with great physical damage, including losing a leg, and even more potent psychological scars. On this journey, Ahab becomes obsessed with chasing down Moby Dick, who seems to be ubiquitous, appearing in different parts of the vast seas of the globe simultaneously, all powerful, and endowed with an intelligent sense of vengeance normally found only in men and gods. A magnificent figure of wisdom and eloquence, the crazed Ahab leads his crew on a quest for Moby Dick that breaks all the rules of the whaling business, of conventional behavior, of compassion and of logic.

The one figure capable of preventing the Pequod from going on a warped, suicidal mission is the chief mate Starbuck, who is sufficiently smart, brave and noble to see what is wrong with Ahab and to do something about. In the excerpts, you will read of

Starbuck's relationship with Ahab and his internal debate of whether he should kill Ahab to preserve the Pequod and its crew. In the first excerpt, Chapter CIX entitled "Ahab and Starbuck in the Cabin," Starbuck asks a reluctant Ahab to slow down the ship to fix a whale oil leak. The excerpt underscores Ahab's obsessive pursuit of Moby Dick under the watchful eye of the more reasonable, logical Starbuck. In the second excerpt, Chapter CXXIII entitled "The Musket," Starbuck struggles with the moral issues of whether he should kill Ahab. And in the final excerpt, Chapter CXXXII entitled "The Symphony" Starbuck gives his final plea to Ahab that the Pequod should abandon this insane hunt for Moby Dick. While the seafaring language can be obtuse, the reader should be able to derive layers of meaning from strange stew of emotion, self-sacrifice, and profound awareness that informs these scenes.

In general, the narrative of the mere ship-hand Ishmael gives the high-mindedness of the whole project a buoyancy that prevents the novel from sinking under the weight of its own ideas. The collection of international characters, especially the harpooner Queequeg, and the monumentality of the challenges make this a novel that crosses time and place. Ishmael will contemplate many ideas from the whiteness of the whale to what lies out past the offing, among the depths, but he will return to a rousing adventure story, and by that time the depths of Melville's explorations give every action profound meaning.

### Anticipation Guide\*

Before reading the excerpt, consider the following statements and check the ones with which you agree. Place your check in the “You” column. After reading the text, decide which statements support what you have read. Place a check in the “Author” column.

<u>You</u>	<u>Author</u>	
_____	_____	1. To work a job in a foreign territory is more enriching than to be a tourist there.
_____	_____	2. A life’s work is the most important legacy an individual can leave behind in this world.
_____	_____	3. The strongest, most overwhelming emotion is hate. It is even stronger than love.
_____	_____	4. Animals are not capable of possessing deep-seated hatred and plotting acts of vengeance.
_____	_____	5. An employee should rebel against his superior only if the lives of others are in danger.
_____	_____	6. To know someone well makes it harder to make good, intelligent decisions about how to ultimately treat that person.
_____	_____	7. It is better to take risks and to jeopardize your life and others than to merely live your life kindly and gently.
_____	_____	8. It is acceptable to hurt and even kill others, if your goal is to improve the state of mankind.
_____	_____	9. To kill anyone is wrong, since it is a godlike act that man has no right to commit.
_____	_____	10. It is acceptable to kill someone if you are saving other people’s lives in the process.

\* This Anticipation Guide has been created based on examples provided in a workshop by Elaine Hauptman: “Teaching Metacognitive Strategies for the Enhancement of Content Area Curriculum.”

**Excerpt from the Work**

Read Chapter CIX entitled “Ahab and Starbuck in the Cabin,” pages 602-605; Chapter CXXIII entitled “The Musket,” pages 648-652,; Chapter CXXXII entitled “The Symphony,” pages 681-686 from the following edition:

Melville, Herman. *Moby Dick Or, The Whale*. 1851. New York: Macmillan Publishing Company, The Library on Literature, 1964.

**Consideration of the Moral Issues Involved – Questions**

**Chapter CIX, “Ahab and Starbuck in the Cabin” (pages 602-605) of *Moby Dick***

1. What was discovered when they pumped the ship? Make sure you read the starred note below (page 602) \_\_\_\_\_  
\_\_\_\_\_

2. What is Ahab doing when Starbuck comes in on him? (page 603) \_\_\_\_\_  
\_\_\_\_\_

3. What does Starbuck say must be done? Make sure to read footnote 3 below. (page 603)  
\_\_\_\_\_  
\_\_\_\_\_

4. What does Starbuck say will happen if the leak is not fixed? What will be the magnitude of the loss? (page 603) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What is Ahab’s response? (pages 603-604) \_\_\_\_\_  
\_\_\_\_\_

6. What does Ahab say about himself in the process? (pages 603-604) \_\_\_\_\_  
\_\_\_\_\_

7. What arguments does Starbuck use to try to get Ahab to fix the leak? (page 604) \_\_\_\_\_  
\_\_\_\_\_

8. How does Ahab respond? (page 604) \_\_\_\_\_  
\_\_\_\_\_

9. Why does Ahab pick up a musket and what is he telling Starbuck? (page 604) \_\_\_\_\_

10. How does Starbuck respond facially at first, then his second response, and finally his verbal reply? (pages 604-605) \_\_\_\_\_

11. What is Starbuck's ultimate warning to Ahab? (page 605) \_\_\_\_\_

12. What does Ahab mutter to himself and then think about in the first new paragraph of page 605? \_\_\_\_\_

13. What does Ahab say to Starbuck and then decide to do? (page 605) \_\_\_\_\_

14. What does the narrator theorize as to the reasons Ahab might have changed his mind? (page 605) \_\_\_\_\_

15. What does this entire scene show about the character and nature of Starbuck? \_\_\_\_\_

16. What does this entire scene show about the character and nature of Ahab? \_\_\_\_\_

**Chapter CXXIII, "The Musket" (pages 648-652) of *Moby Dick***

1. Describe the storm, the damage to the Pequod, and what Starbuck and Stubb had to do to take care of the ship. (pages 648-649) \_\_\_\_\_

2. Why does Starbuck plan to visit Ahab? (page 649-650) \_\_\_\_\_

3. Why does Starbuck pause? (page 650) \_\_\_\_\_  
\_\_\_\_\_
4. What does Starbuck pick up and what does he consider doing with it? (page 650) \_\_\_\_\_  
\_\_\_\_\_
5. What are the reasons he provides for such an act? (pages 650-651) \_\_\_\_\_  
\_\_\_\_\_
6. What is Ahab doing while Starbuck is considering these ideas? (page 651) \_\_\_\_\_  
\_\_\_\_\_
7. What other alternatives does Starbuck consider and why does he decide against them?  
(page 651) \_\_\_\_\_  
\_\_\_\_\_
8. What are the philosophical questions Starbuck considers about responsible murder?  
(page 651) \_\_\_\_\_  
\_\_\_\_\_
9. What does Starbuck ultimately decide? (page 651) \_\_\_\_\_  
\_\_\_\_\_
10. Even when he seems to make his decision, how does Starbuck reconsider? (pages  
651-652) \_\_\_\_\_  
\_\_\_\_\_
11. What does Ahab cry out in his sleep? Why do you think such words blurt out from his  
dreams or nightmares? (page 651) \_\_\_\_\_  
\_\_\_\_\_
12. What do you think Melville means by the line: "Starbuck seemed wrestling with an  
angel"? (page 652) \_\_\_\_\_  
\_\_\_\_\_

13. Why do you think Starbuck ultimately has Stubb tell Ahab the report? (page 652)

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14. What does this scene reveal about Starbuck's nature and character? \_\_\_\_\_

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**Chapter CXXXII, "The Symphony" (pages 681-686) of *Moby Dick***

1. How are the sea, the sun and the creatures that inhabit each contrasted in the opening of this chapter (page 681) \_\_\_\_\_

2. How is Ahab described and what is he doing? (page 682) \_\_\_\_\_

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3. What does Starbuck observe about Ahab? (pages 682-683) \_\_\_\_\_

4. What does Ahab describe to Starbuck? Give details. (pages 683-684) \_\_\_\_\_

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5. What is Ahab considering when he asks, "Why this strife of the chase?" Consider also his ensuing thoughts. (page 684) \_\_\_\_\_

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6. What qualities does Ahab see in Starbuck? (page 684) \_\_\_\_\_

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7. What does he ask Starbuck to do? (page 684) \_\_\_\_\_

8. What plea does Starbuck make to Ahab? (page 684) \_\_\_\_\_

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9. How does Ahab reply? Give details. (page 685) \_\_\_\_\_

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10. What does Ahab say about God and fate? (page 685) \_\_\_\_\_

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11. What does Ahab mean by the line, “Who’s to doom, when the judge himself is dragged to the bar?” (page 685). \_\_\_\_\_

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12. What is Ahab suggesting at the end of his speech, especially with his discussions of sleep? (pages 685-686) \_\_\_\_\_

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13. Why do you think Starbuck stole away, rather than hear Ahab finish his speech? (page 686) \_\_\_\_\_

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14. What does this entire scene reveal about Starbuck’s nature and character? \_\_\_\_\_

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15. What does this entire scene reveal about Ahab’s nature and character? \_\_\_\_\_

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### **Writing Assignment**

Given your reading and knowledge of the epic novel, *Moby Dick*, create an argument deciding whether the chief mate Starbuck made the right choice in his not killing Captain Ahab. Develop your argument considering both the moral concerns and the levels of compassion and understanding of both Starbuck and Ahab. Analyze what elements go into Starbuck's decision-making process. Decide where his responsibilities lie – to his captain, to the thirty men of the crew, to his family?

#### **Be sure to incorporate the following guidelines in your work:**

- \* Devise a strong, intelligent argument deciding whether the chief mate Starbuck made the right choice in his not killing Captain Ahab.

- \* Incorporate into the argument both the moral concerns and the levels of compassion and understanding of both Starbuck and Ahab.

- \* Analyze what elements go into Starbuck's decision-making process..

- \* Decide where Starbuck's responsibilities lie – to his captain, to the thirty men of the crew, or to his family.

- \* Organize and develop the essay with a sharp introduction, body paragraphs supported by strong examples, and an insightful conclusion

- \* Follow the standards of written English, including proper grammar, spelling and punctuation.

## *12C. Crime and Punishment*

### Background and Explanatory Information

Dostoevsky's masterpiece, *Crime and Punishment* (1866), a novel about guilt and redemption, is brilliant in theme, structure, and internal dialogue; but the Russian genius's tour-de-force remains one of the greatest works ever written mainly because its psychoanalytic thrust (the guilt-ridden student, with his mania and bizarre dreams, and the perceptive investigator, Porfiry) predates much of 20<sup>th</sup> Century psychoanalytic theory, made acceptable and popular by Freud, Jung, Erickson, et al.

Set in 1860s St. Petersburg, Russia, the protagonist of Dostoevsky's novel is Raskolnikov, the handsome, destitute, alienated, tortured law student, who theorizes that superior individuals can bridge the gap between man and God by taking the life of another human being (theorized in the 1800's by the German philosopher, Nietzsche). On page 1, he begins ruminating about the dastardly deed: "To think that I can contemplate such a terrible act... Can I really be capable of *that*? (1-2). He targets an old, bitter, miserly pawnbroker, Alyona Ivanovna, and in the chapters leading to the first climax of the novel, plans to use his "'Superman" theory to kill the woman. But quickly we learn that his guilt and conscience, unwillingness to accept help from those who are willing, missteps (the murder of not one but *two* – Ivanovna *and* her sister, fainting in the police station when he incorrectly thinks his crime has been discovered, etc.), and even playful sportsmanship, may not elevate him to the crime-committing-status he has envisioned. In fact, after the crime is committed in chapter 7, and in the rising action leading to his capture, Raskolnikov displays a character as antithetical to superman as Porfiry is to super detective. We will learn that Porfiry's clever manipulations of people, secret searches, and rumor spreading are akin to Raskolnikov's "stepping across the bridge," yet at the same time are indicative of a master mind.

Indeed, the "punishment" Raskolnikov receives at the end of the novel does not compare with the torture and pain he experiences leading up to it.

### Anticipation Guide\*

Before reading the excerpt, read the following statements and check the one with which you agree. Place your check in the “You” column. After reading the text, decide which statements support what you have read. Place a check in the “Author” column.

You    Author

- |       |       |     |   |
|-------|-------|-----|---|
| _____ | _____ | 1.  | There are two types of people: the “ordinary” and the “extraordinary.”              |
| _____ | _____ | 2.  | People who are “extraordinary” have the right to take an “ordinary” person’s life.. |
| _____ | _____ | 3.  | Money is the root of all evil.  |
| _____ | _____ | 4.  | Man is inherently evil.   |
| _____ | _____ | 5.  | All murderers are insane.   |
| _____ | _____ | 6.  | You believe in the notion that honesty and sacrifice lead to ruin.                  |
| _____ | _____ | 7.  | Truly great people experience an immense sadness while on earth.                    |
| _____ | _____ | 8.  | Most people have a guilty conscience.   |
| _____ | _____ | 9.  | To be absolved from your sins, you must confess them.                               |
| _____ | _____ | 10. | You believe in the adage, “An eye for an eye.”                                      |

\* This Anticipation Guide has been created based on examples provided in a workshop by Elaine Hauptman: “Teaching Metacognitive Strategies for the Enhancement of Content Area Curriculum.”

Excerpt from the Work

Read Part I, chapter 1, pages 1-7 (the idea); chapter 5, pages 44-53 (the dream); chapter 6, pages 53-64 (the motives); chapter 7, pages 64-74 (the murder), from the following edition: Dostoevsky, *Crime and Punishment*. Edited by George Gibian. New York & London: W.W. Norton & Company, 1989.

Consideration of the Moral Issues Involved – Questions

Chapter 1 of *Crime and Punishment*

1. How is Raskolnikov first described? (page 1) \_\_\_\_\_  
\_\_\_\_\_
2. Describe his mental state (1) \_\_\_\_\_  
\_\_\_\_\_
3. Does he have money? \_\_\_\_\_  
\_\_\_\_\_
4. What monstrous act is he contemplating and why? (1) \_\_\_\_\_  
\_\_\_\_\_
5. While contemplating murder, Raskolnikov refers to the act as “the thing itself” (4), and later, a “venture.” What conclusions can you draw from this? \_\_\_\_\_  
\_\_\_\_\_
6. What is Alena Ivanovna’s occupation? Is she a moral person? (6) \_\_\_\_\_  
\_\_\_\_\_
7. Raskolnikov says, “What vileness my heart seems capable of! The point is, that it is vile, filthy, horrible, horrible!” To what is he referring? (6) \_\_\_\_\_  
\_\_\_\_\_

Chapter 5

1. Why does Raskolnikov change his mind to visit his friend, Razumikhin, until after, “when *that* is over and done with and everything is different...” (45) \_\_\_\_\_  
\_\_\_\_\_

2. Comment on Raskolnikov's fluctuating mood. What does this tell us about his psyche? (45-46)\_\_\_\_\_

3. Discuss the contrast in the descriptions of Raskolnikov's residence (the city) and the countryside (45-46)\_\_\_\_\_

4. Who does Raskolnikov see that reminds him of his poverty? (46)\_\_\_\_\_

5. Describe the dream. (46-50)\_\_\_\_\_

6. Raskolnikov decides not to commit the crime Why? (46-50)\_\_\_\_\_

7. Whom does Raskolnikov see in Haymarket Square? (52)\_\_\_\_\_

8. What information does he gather which will aid him in his crime plan? (52-53)\_\_\_\_\_

#### Chapter 6

1. The scene flashes back to a conversation Raskolnikov overhears in a tavern over a month ago. What are the two men talking about? (54-55)\_\_\_\_\_

2. Now in the present, Raskolnikov plans the night's crime, but makes a number of mistakes. What are they? (57-62)\_\_\_\_\_

3. Other unexpected circumstances are present which threaten Raskolnikov's success. What are they? (62-64)\_\_\_\_\_

4. What does Raskolnikov tell himself as he ascends the stairs? (63-64)\_\_\_\_\_

#### Chapter 7

1. How does Raskolnikov gain access into Ivanovna's room? (64-65)\_\_\_\_\_

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2. What “present” does he give her? (65)\_\_\_\_\_

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3. At first, Raskolnikov is pale and trembling, but then regains his power. Why? (65)\_\_\_\_

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4. How does Raskolnikov kill her? (65-67)\_\_\_\_\_

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5. What is she wearing around her neck? (67)\_\_\_\_\_

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6. What trinkets does he steal? (67)\_\_\_\_\_

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7. Why does he exclaim, “Good God, am I going out of my mind?” (67)\_\_\_\_\_

---

8. Who surprises him? Why is he surprised by her (his mistake)? (68)\_\_\_\_\_

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9. How does Raskolnikov solve this problem? (68)\_\_\_\_\_

---

10. Another dilemma arises as two men knock on Ivanovna’s door. Who are they and what do they want? (69-71)\_\_\_\_\_

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11. What does Raskolnikov contemplate doing to them? (72)\_\_\_\_\_

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12. How does Raskolnikov escape this predicament, as well as the two workers on the stairs? (73-74)\_\_\_\_\_

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## Writing Assignment

Given your reading and knowledge of *Crime and Punishment* and your own personal beliefs about the world crisis today, create an argument deciding whether a person has the right to, first, claim superiority over another person (or group), and second, to take the life of another. Develop your argument considering both the practical and moral issues involved. Your essay should also define “ordinary” and “extraordinary” as does Raskolnikov, and note how economic and intellectual superiority are viewed in religious texts.

It might be helpful to also examine these other works that have addressed these issues:

*Compulsion*, by Meyer Levin , based on the Loeb-Leopold murders

*The Rope*, by Alfred Hitchcock (film)

### **Be sure to incorporate the following guidelines in your work:**

- \* Devise a strong, intelligent argument deciding whether a person has the right to claim superiority, and take the life of another.
- \* Incorporate into the argument both the practical and moral issues involved in the decisions and actions.
- \* Organize and develop the essay with a sharp introduction, body paragraphs supported by strong examples, and insightful conclusion
- \* Follow the standards of written standard English, including proper grammar, spelling, and punctuation.