



# *Windows to the World*

*An Introduction to Literary Analysis*

Teacher's Supplement

Lesha Myers, M.Ed.

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Also by Lesha Myers:

*The Elegant Essay: Building Blocks for Analytical Writing*

*Windows to the World: An Introduction to Literary Analysis (Student Book)*

*Writing Research Papers: The Essential Tools*

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*Windows to the World*

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# Schedule

## Daily Lessons Sample Schedule

Core (Minimum)- 18 Wks. (1 Sem.); Enhanced (w/Supplements)- 26 Wks. (3 Q)  
 (For a full-year syllabus, see the blue page.)

Chapter	Core (Minimum)	With Supplemental Activities
1—Welcome	One day	One day
2—Annotation	One week	Two weeks (with one supplemental story to practice annotating)
3—Allusions	Two weeks	Three weeks (with Biblical Allusions project)
4—Plot & Suspense	One week	Two weeks (with one supplemental story for practice)
5—Literary Analysis Essays	Three weeks	Four weeks (slower pace; add more for supplemental stories)
6—Writer’s Toolbox	Three days	One week (with euphemism and simile project)
7—Characterization	One week	Two weeks (with supplemental project)
8—Symbolism & Emphasis	One week	Two weeks (with supplemental story and symbolism project)
9—Theme & Worldview	Two weeks	Two weeks
10—Setting	One week	Two weeks (with supplemental essay or story)
11—Imagery & Figures of Speech	One week	One week plus a few days
12—Point of View	One week	One week plus a few days
13—Tone	One week	One week plus a few days
14—Irony	One week	Two weeks (with Biblical Irony project)
15—Farewell	One week	One week



## 2. Annotation

### Lesson Plans

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#### Chapter Objectives

- ◆ To introduce and provide practice with the concept of *annotating*
- ◆ To promote thinking, a conversation in the mind
- ◆ To teach students the criteria for good annotations

#### Chapter Plan

Duration: One to Two Weeks

1. Ask students what happens when they read. Many students will not be able to answer this question, but some might talk about the story coming to life and playing as a movie in their head, and others might talk about the conversation they carry on with the author. This is a good Metacognitive (thinking about thinking) question to consider, especially since good readers often don't know why they are good readers and weak readers don't understand why they miss so much. All students will benefit from a conversation about what does and should occur when they approach a challenging text. (Core)
2. Introduce the concept and purpose of annotating. It is the single most important literary analysis skill that students will learn, so be sure to spend ample time on it. You might type the beginning part of "The Gift of the Magi" on to an overhead and demonstrate the procedure or have students read and follow the example in the book. (Core)
3. Encourage students to develop their own shorthand methods. You might make suggestions if you have your own system. (Core)
4. Ask students to read and annotate "The Most Dangerous Game." Have them evaluate their effort using the Annotation Checklist. (Core)
5. Use one or more of the evaluation techniques below to encourage students to annotate their reading. Address problems as they arise. (Core)
6. Ask students to read and annotate "Marginalia." This might make a good group or partner project. (Core)
7. Ask students to read and annotate Mortimer Adler's article, "How to Mark a Book." Discuss their questions. (Supplement)



## Annotation Rubric

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Score	Explanation
10	Annotations appear on every page of the story—highlights, notes in the margin, and abbreviations—that show evidence of the student’s thinking. Thinking goes beyond mere plot summary, what happens, but also includes positive and/or negative reactions to the story’s events and message. Definitions of unfamiliar words are recorded. Questions are asked and answers to these questions attempted. Previously learned literary devices are noted along with attempts at analyzing why the author included the device and how it adds to the story’s message.
9	The story is adequately annotated, but with fewer comments than a 10. They show that the story has been carefully read and understood, but without as much depth and insight as the 10.
8	The story is moderately annotated. Notes in the margin indicate that the student understood the story, but only on the surface. He or she does not make many inferences and connections, does not ask and answer questions, or does not personally respond to the story’s events and meaning. Some unknown terms may be defined, but not as many or as thoroughly as necessary.
7	Few annotations appear throughout the story and those that do are superficial, such as exclamation points or smiley faces. The student has not stopped to think and record thoughts about the story’s meaning. No terms are defined. No connections to personal experience or to other places in the story (inter-textual) are made. Story must be re-read and re-annotated.
6	Only one or two superficial annotations on each page. Story must be re-read and re-annotated.



# 8. Symbolism & Emphasis

## Lesson Plans

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### Chapter Objectives

- ◆ To introduce the concept of *symbolism*
- ◆ To recognize symbols in literature and life
- ◆ To be able to articulate the benefits of symbols
- ◆ To recognize *anaphora* and *epistrophe*
- ◆ To understand the reasons for using anaphora and epistrophe

### Chapter Plan

Duration: One to Two Weeks

1. Try to find some props that are also symbols, such as an American or Christian flag, a cross, a dove, a Christmas tree, or whatever you have. Show them to the students and ask them to identify the symbol. Alternatively, you might find some pictures (Google Images or magazines). (Core)
2. Using the student pages, teach symbolism. (Core)
3. Complete Exercise #8 Symbol Analysis. (Core)
4. If students need more practice with symbolism, complete Exercise #8a Symbol Analysis, perhaps in groups. (Supplemental)
5. The symbolism project, explained later in this section, is worth the time if you have it. It increases awareness of how prevalent symbols are in our society and how we take them for granted. (Supplemental)
6. If you asked students to read “The Scarlet Ibis” by James Hurst for more characterization practice, discuss how the bird symbolizes Doodle. (Supplemental)
7. Teach *anaphora* and *epistrophe* using the student pages. (Core)
8. As needed, use additional anaphora and epistrophe examples in these teacher pages. (Reinforcement)





## Symbol Analysis

*Directions: Christina Rossetti wrote the following poem about God's sovereignty and His will for our lives. Read and annotate the poem, re-reading as often as necessary—several times, most likely. Be sure to look up the definition of words you don't know.*

When you have finished your analysis and annotation, write a short paragraph explaining what the poem is saying and why you think it is entitled "Symbols."

### Symbols

by Christina Rossetti (1830-1894)

I watched a rosebud very long  
Brought on by dew and sun and shower,  
Waiting to see the perfect flower:  
Then, when I thought it should be strong,  
It opened at the matin hour  
And fell at evensong.

I watched a nest from day to day,  
A green nest full of pleasant shade,  
Wherein three speckled eggs were laid:  
But when they should have hatched in May,  
The two old birds had grown afraid  
Or tired, and flew away.

Then in my wrath I broke the bough  
That I had tended so with care,  
Hoping its scent should fill the air;  
I crushed the eggs, not heeding how  
Their ancient promise had been fair:  
I would have vengeance now.

But the dead branch spoke from the sod,  
And the eggs answered me again:  
Because we failed dost thou complain?  
Is thy wrath just? And what if God,  
Who waiteth for thy fruits in vain,  
Should also take the rod?



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

Exercise 8b: Symbolism Project

## Symbolism Project

Symbols exist all around you, especially conventional or universal symbols. The purpose of this project is to help you notice them.

Directions: Look around your neighborhood, community, church, or school. Locate and take pictures of at least five symbols. Mount them and write a short paragraph (about 40-50 words) explaining what the symbol stands for and what meaning it conveys.

Your teacher will give you additional instructions. Note them below.

Sample

