# Reader’s notebook for unit 1

## Assessment for Feedback

### Reader’s Notebook for Unit one

This is an assessment for feedback, but not marks.

As you work your way through the learning activities, complete each corresponding

prompt. Do not submit this until all the activities have been completed.

Feedback and suggestions for improvement will be provided by the teacher using the rubric at the end of this template.

Learning activity 1.1: What is literary theory?

While watching and listening to the video, take notes here.

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| Topic | Information from the presentation | My thoughts, noticing and wonderings |
| What is literary theory?   * examples * literary lenses * school of thought |  |  |
| Why does literary theory matter?   * cultural literacy * understanding perspective * making connections |  |  |

Learning activity 1.1: Consolidation summary

Write a short summary of approximately 100 words, explaining your understanding of what literary theory is and why it is used.

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**Learning activity 1.2: Exploring formalist literary theory**

While watching and listening to the prezi, take notes here.

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| Topic | Information from the presentation | My thoughts, noticings and wonderings |
| What is feminist theory?   * examples |  |  |
| What is important to formalist literary theory?   * Examples * Questions asked |  |  |

Learning activity 1.2: Consolidation summary

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Write below, a short summary of approximately 100 words, explaining your understanding of what formalism is and why it is used.

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Learning Activity 1.2: “Stopping by Woods on a Snowy Evening”

Read “Stopping by Woods on a Snowy Evening” by Robert Frost and in the t-chart below, brainstorm a list of five questions that a formalist would ask about it and a list of five questions that a formalist would not ask about that poem.

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| **Questions a formalist would ask** | **Questions a formalist would not ask** |
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Learning Activity 1.2: Challenge

Write a journal entry about a time in school when you had to ask or answer questions from a formalist perspective. Think about the kinds of questions that you were asked on tests or exams or activities that you participated in when studying poems or novels that you read in other English classes.

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Learning Activity 1.3 Reader response literary theory

While watching and listening to the prezi, take notes here.

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| Topic | Information from the presentation | My thoughts, noticings and wonderings |
| What is reader response theory?   * examples |  |  |
| What is important to reader response literary theory?   * Examples * Questions asked |  |  |

Learning Activity 1.3 “Stealing Steps” response

At the end of the story “Stealing Steps”, write a 250-500 word response.

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Learning Activity 1.3 Consolidation summary

Write a short summary of approximately 100 words, explaining your understanding of what reader response literary theory is and why it is used.

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Learning Activity 1.3: Challenge

Watch this excerpt from the 2016 film, *Me Before You.* At the end of the short clip, write a 250-500 word response.

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Learning Activity 1.4: Psychoanalytic literary theory

While watching and listening to the video, take notes here.

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| Topic | Information from the presenation | My thoughts, noticings and wonderings |
| What is Freudian psychoanalytic theory?   * examples |  |  |
| What is important to Freudian psychoanalytic theory?   * Examples * Questions asked |  |  |

Learning Activity 1.4: Consolidation summary

1. Write below, a short summary of approximately 100 words, explaining your understanding of what psychoanalytic or Freudian literary theory is and why it is used.

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2. Write a short paragraph of analysis of “Cinderella” from a psychoanalytic point of view, beginning with this topic sentence:

Though “Cinderella” is often presented as a simple story, a psychoanalytic reading can lead to some interesting conclusions about the characters and about the culture from which the story comes.

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3. How did your paragraph compare to the sample? What areas do you need to strengthen? What might have been missing from the sample answer?

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Learning Activity 1.5: Archetypal literary theory

While watching and listening to the prezi, take notes here.

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| Topic | Information from the presenation | My thoughts, noticings and wonderings |
| What is archetypal literary theory?   * examples |  |  |
| What is important to Freudian archetypal literary theory?   * Examples * Questions asked |  |  |

Learning Activity 1.5: Hero journey

Complete the chart for a story of your choice.

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| Archetypal Elements of the Hero's Journey | Potential qualities of a model citizen |
| The Ordinary World |  |
| Call to Adventure |  |
| Refusal of the Call |  |
| Meeting the Mentor |  |
| The Belly of the Whale |  |

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| --- | --- | --- |
|  | Potential qualities of a model citizen | 🗹 |
| Crossing the threshold |  |  |
| The Road of Trials |  |  |
| Meeting the Goddess |  |  |
| Meeting the Father |  |  |
| Refusal of the return |  |  |
| Magical Flight |  |  |
| Crossing the Return threshold |  |  |

Learning activity 1.5: Consolidation summary

Write below, a short summary of approximately 100 words, explaining your understanding of what archetypal literary theory is and why it is used.

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Learning Activity 1.6: Feminist literary theory

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While watching and listening to the prezi, take notes here.

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| Topic | Information from the presenation | My thoughts, noticings and wonderings |
| What is feminist literary theory?   * examples |  |  |
| What is important to feminist literary theory?   * Examples * Questions asked |  |  |

Learning Activity 1.6: Feminist critique

Create your own feminist critique of one of the following two fairy tales from the Brothers Grimm:

* ["Little Brier-Rose"](https://www.pitt.edu/~dash/grimm050.html) (also called "The Briar Rose" and "Sleeping Beauty")
* ["The Little Snow-White"](https://www.pitt.edu/~dash/grimm053.html)

This is not an essay. Simply write an expository paragraph of 10-14 sentences. No longer. Quality is more important than quantity here.

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Learning activity 1.6: Consolidation summary

Write a short summary of approximately 100 words, explaining your understanding of what feminist literary theory is and what it is used for.

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Learning Activity 1.7: Marxist literary theory

While watching and listening to the prezi, take notes here.

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| Topic | Information from the presenation | My thoughts, noticings and wonderings |
| What is Marxist literary theory?   * examples |  |  |
| What is important to Marxist literary theory?   * Examples * Questions asked |  |  |

Learning activity 1.7: Culminating summary

In your reader’s notebook, write a short summary of approximately 100 words, explaining your understanding of what Marxist literary theory is and what it is used for.

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Learning activity 1.7: “Between the Wars”

1. Read the following lyrics to the song “Between the Wars” by Billy Bragg.
2. After reading the lyrics, make up three questions a Marxist critic might ask to guide an analysis of this poem, and then answer your own questions. Use as much of this vocabulary as you possible: proletariat, bourgeoisie, petit-bourgeoisie, class struggle, superstructure and revolution.

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Learning activity 1.7: Challenge

Write a critical analysis of “Cinderella” from a Marxist perspective. Use the following as a topic sentence:

Though “Cinderella” may seem to be an innocent children’s fairy tale, it is, from a Marxist point of view, an insidious story that reinforces strict class boundaries and suggests that social mobility should be entirely under the control of the upper classes.

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Learning Activity 1.8: Postcolonial Literary Theory

While watching and listening to the prezi, take notes here.

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| Topic | Information from the presenation | My thoughts, noticings and wonderings |
| What is postcolonial literary theory?   * examples |  |  |
| What is important to postcolonial literary theory?   * Examples * Questions asked |  |  |

Learning Activity 1.8: Analytical paragraph

Using at least 5 of the examples presented in the poem, “White Man’s Burden”, write your own critical analysis paragraph from a postcolonial perspective. Begin with the topic sentence:

Rudyard Kipling’s poem, “A White Man’s Burden”, reinforces the belief in colonial control through its use of bias and stereotypes.

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Learning Activity 1.8: Consolidation

In your reader’s notebook, write a short summary of approximately 100 words, explaining your understanding of what postcolonial literary theory is and what it is used for.

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Read “The Black Man’s Burden” by African-American clergyman and editor H. T. Johnson. Write a paragraph of analysis explaining whether this poem is an effective response to Rudyard Kipling’s poem.

* Be sure to analyze this poem from a postcolonial point of view looking for anything biased, stereotypical, racist or offensive.
* Make reference to one specific line from this poem and one specific line from Kipling’s poem.
* Your paragraph should be 10 -14 sentences and no longer. That is around 250 to 300 words.

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Learning Activity 1.8: Challenge

As an extension, take this problematic poem, “The White Man’s Burden” by Rudyard Kipling and re-imagine it so that it reflects more modern values. Write your own updated version of it and share it with your teacher in your Reader’s Notebook.

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Your Reader’s Notebook for Unit 1 in now complete.

When you are ready, submit your assessment for feedback by selecting the ‘Assignments’ link and follow the submission directions.

**Rubric**

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| **Success Criteria** | **Level 4**  **(80–100%)** | **Level 3**  **(70–79%)** | **Level 2**  **(60–69%)** | **Level 1**  **(50–59%)** |
| **Knowledge and Understanding**   * Demonstrates a deep understanding of literary theory (in tables for note-taking - 1.1-1.8) * Clear and accurate use of terminology | With a high degree of effectiveness | With considerable effectiveness | With some effectiveness | With limited effectiveness |
| **Thinking and Inquiry**   * Draws deep conclusions about literature using the tools of psychoanalytic literary theory (1.4) * Draws deep conclusions about literature using the tools of feminist literary theory (1.6) | With a high degree of effectiveness | With considerable effectiveness | With some effectiveness | With limited effectiveness |
| **Communication**   * Uses clear and logical organization throughout * Uses language and sentence structure appropriate for academic writing | With a high degree of effectiveness | With considerable effectiveness | With some effectiveness | With limited effectiveness |
| **Application**   * Applies archetypal literary theory to a student-chosen story (1.5) * Applies terminology and concepts of Marxist theory (1.7) * Applies terminology and concepts of postcolonial theory (1.8) | With a high degree of effectiveness | With considerable effectiveness | With some effectiveness | With limited effectiveness |
| **Feedback** | | | | |
| **Strengths** | **Areas for improvement - Next Steps** | | | |