

# Individual Free-Choice Reading Assignment

	Beginning to 1 <sup>st</sup> Century A.D.	2 <sup>nd</sup> -15 <sup>th</sup> Century	16 <sup>th</sup> Century (1500s)	17 <sup>th</sup> Century (1600s)	18 <sup>th</sup> Century (1700s)	19 <sup>th</sup> Century (1800s)	20 <sup>th</sup> Century (1900s)
<b>Indian Subcontinental</b>	Manu, Valmiki	Chandidas, Kabir	<i>The Ghazal</i>	Khan Kushal		Mirza Ghalib	Mahatma Gandhi, Premchand
<b>Chinese</b>	<i>I Ching</i> , Confucius	Tao Yuanming, Xie Lingyun	Yangming Wang, Wu Cheng'en	Hong Shen	Yuan Mei, Cao Xueqin		Mao Zedong, Lin Yutang
<b>Japanese</b>	<i>Manyoshu</i>	Zeami Motokiyo	Kojiro Kanze	Matsuo Basho	Hakuin Ekaku	Natsume Soseki	Mishima Yukio
<b>Middle Eastern</b>	<i>Gilgamesh, Book of the Dead, The Bible</i>	<i>Talmud</i> , Jami, Rumi	<i>Thousand and One Nights</i>	Evliya Çelebi			Jacob Talmon, David Shar, Amos Oz
<b>Greek</b>	Homer, Aesop, Sophocles, Euripides	Anna Comnena, Ptolemy, Galen, Porphyry				Dionysios Solomos	Constantine Cavafy, Giorgos Seferis, Odysseas Elytis
<b>Latin</b>	Virgil, Ovid, Cicero	St. Anselm of Aosta, St. Thomas Aquinas, St. Augustine	Desiderius Erasmus, Thomas Moore, John Calvin	Johannes Kepler, Baruch Spinoza	Carolus Linnaeus		Pope Pius X, XI, XII
<b>Germanic</b>		<i>Neibelungenlied</i> , Van Eschenbach, Von Strassburg	Martin Luther	Johann Grimmelshausen	Immanuel Kant, Friedrich von Schiller	Johann Wolfgang von Goethe, Brothers Grimm, Karl Marx, Henrik Ibsen	Rainer Maria Rilke, Bertolt Brecht, Albert Schweitzer
<b>French</b>		<i>Le Chanson de Roland</i> , Jean Froissart, Phillipe de Commynes	Robert Garnier, Marguerite de Navarre, Pierre de Ronsard	René Descartes, Molière, Blaise Pascal, Madame de La Fayette	Voltaire, Jean-Jacques Rousseau, Denis Diderot	Honoré de Balzac Victor Hugo, George Sand, Gustave Flaubert, Émile Zola	Marcel Proust, Jean-Paul Sartre, Simone de Beauvoir, Albert Camus
<b>Spanish, Portuguese</b>		Juan Ruiz, Jorge Manrique, Gil Vicente	Miguel de Cervantes, Fernando de Rojas, Antonia Ferreira	Tirso de Molina, Luis de Góngora, Sister Juana Inés		Leopoldo Alas, Benito Pérez Galdós	Gabriel Márquez, Carlos Fuentes
<b>Italian</b>		Dante Alighieri, Christine de Pizan	Niccolò Machiavelli, Luduvico Ariosto	Tommaso Campanella, Galileo Galilei	Giacomo Casanova, Vittorio Alfieri	Giovanni Verga, Ugo Foscolo	Natalia Ginzburg, Primo Levi

# Free Choice

## Important Literary Authors by Period & Culture

	Beginning to 1 <sup>st</sup> Century A.D.	2 <sup>nd</sup> -15 <sup>th</sup> Century	16 <sup>th</sup> Century (1500s)	17 <sup>th</sup> Century (1600s)	18 <sup>th</sup> Century (1700s)	19 <sup>th</sup> Century (1800s)	20 <sup>th</sup> Century (1900s)
<b>Slavic</b>						Aleksandr Pushkin, Leo Tolstoy, Fyodor Dostoyevsky, Anton Chekhov	Boris Pasternak, Bruno Schulz, Maxim Gorky, Anna Akhmatova
<b>English (British Isles)</b>		<i>Beowulf</i> , Geoffrey Chaucer, Thomas Malory, William Dunbar	Sir Thomas Wyatt, Edmund Spenser, Christopher Marlowe, Thomas Nashe	Francis Bacon, William Shakespeare, John Donne, Thomas Hobbes, John Milton, John Locke	Jonathan Swift, Mary Wollstonecraft, Adam Smith, Alexander Pope	William Blake, Samuel Coleridge, Jane Austen, Brontë Sisters, Mary Shelley, Charles Dickens, Alfred Tennyson, John Keats	Virginia Woolf, H. G. Wells, E. M. Forster, George Orwell, Dylan Thomas, Rudyard Kipling
<b>English (North America)</b>				Anne Bradstreet, John Eliot, Cotton Mather, Samuel Danforth	Thomas Jefferson, Phyllis Wheatley, Thomas Paine, Benjamin Franklin	Nathaniel Hawthorne, Edgar Allan Poe, Mark Twain, Herman Melville, Emily Dickinson, Walt Whitman, Kate Chopin, Henry James, L. M. Alcott, Frederick Douglass	Maya Angelou, J. D. Salinger, Tennessee Williams, John Steinbeck, Gertrude Stein, Sinclair Lewis, William Faulkner, F. Scott Fitzgerald

Provide three (3) examples from the text for each type of conflict below.

<b>Movement</b>	<b>Time Period</b>	<b>Authors</b>
<b>Aestheticism</b>	1800s, France and England	Oscar Wilde, Charles Baudelaire, Marcel Proust
<b>Beat Movement</b>	1950s-1960s, U.S.A.	Jack Kerouac, Allen Ginsberg, Lawrence Ferlinghetti
<b>Black Aesthetic Movement</b>	1960s-1970s	Haki R. Madhubuti, Sonia Sanchez
<b>Celtic Renaissance</b>	End of 1800s, Ireland	William Butler Yeats
<b>Dadaism</b>	Began in 1916, Europe	André Breton, Louis Aragon, Phillippe, Paul Éluard
<b>Existentialism</b>	20 <sup>th</sup> Century, Europe	Franz Kafka, Fyodor Dostoyevsky, Simone de Beauvoir, Albert Camus
<b>Futurism</b>	1908-1920s, France, Italy, and Russia	Wyndham Lewis, Guillaume Apollinaire, Vladimir Mayakovsky
<b>Harlem Renaissance</b>	1920s, U.S.A.	Langston Hughes, Zora Neale Hurston
<b>Imagism</b>	1908-1917, England, U.S.A.	Ezra Pound, Amy Lowell
<b>Irish Literary Renaissance</b>	Late 1800s-early 1900s	George Moore, Sean O'Casey
<b>Modernism</b>	Early 1900s, U.S.A., Europe	D. H. Lawrence, Ernest Hemingway, Tennessee Williams
<b>Naturalism</b>	Late 1800s-early 1900s, Europe, U.S.A.	Thomas Hardy, Stephen Crane, Theodore Dreiser, Guy de Maupassant, Edith Wharton
<b>Parnassianism</b>	Mid-1800s, France	Albert Glatigny, Françoise Coppée
<b>Post-Aesthetic</b>	After 1970s, U.S.A.	Alice Walker, Toni Morrison, John Edgar Wideman
<b>Postmodernism</b>	1960s forward	Margaret Drabble, John Fowles, Gabriel Marquez
<b>Realism</b>	1900s, Europe	Honoré de Balzac, Gustave Flaubert, George Eliot
<b>Russian Realism</b>	1894-1910, Russia	Aleksandr Blok, Fyodor Sologub, Nikolay Gumilyov
<b>Surrealism</b>	1920s, France	Paul Éluard, Pierre Reverdy, Louis Aragon
<b>Symbolism</b>	1800s, France, England, Ireland, U.S.A.	Charles Baudelaire, Arthur Rimbaud, T. S. Eliot
<b>Transcendentalism</b>	1830s-1960s, U.S.A., Europe	Ralph Waldo Emerson, Fuller, Émile Zola, Henry David Thoreau, Walt Whitman

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## Individual Reading Assignment

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

Individually, students are to select a poem that represents a cultural period, or literary movement (a list will be provided of possible choices). Students will then research their selection as it relates to that cultural period or literary movement.

Students will then present a 5-7 minute presentation on their findings where they will creatively present their chosen poem and then present their research. The presentation should be academic in that they should provide the audience with thought-provoking and critically analyzed textual support (3 points) that reveals the evidence of the research in the poem of their choosing. In-class time will be provided so that students can conduct research and prepare for their presentation.

### Requirements:

- Prior to the presentation, each student must submit a proposal that suggests what he or she intends to read, the research topic, and a typed presentation outline.
- Each student must complete the Tools for Interpreting Template and submit to her or his instructor.
- 1-2 paged analysis including textual references and a Works Cited page, typed and submitted to TurnItIn.com the day before the presentation by 23:59.
- Length of presentation must be within 5-7 minutes

Due Date of Proposal: \_\_\_\_\_

Due Date of Presentation: \_\_\_\_\_

Use this template to create your proposal.

**Student Name:** \_\_\_\_\_

**Reading Choice:** Title and author. Include literary movement or cultural period. You must submit a copy of your poem with your proposal. (1 mark)

**Title & Author:** \_\_\_\_\_

**Movement/Period:** \_\_\_\_\_

**Hook:** \_\_\_\_\_

**Concept:** How will you present your poem?

**Creativity:** Consider incorporating the senses. Be sure to add layers to the creative component. Try to include multiple sight, auditory, and kinesthetic components. (3 marks)

**Sight:** \_\_\_\_\_

**Sound:** \_\_\_\_\_

**Movement:** \_\_\_\_\_

**Timing:** Do not simply tell your instructor how long the presentation is. Consider how long each section will take. (1 mark)

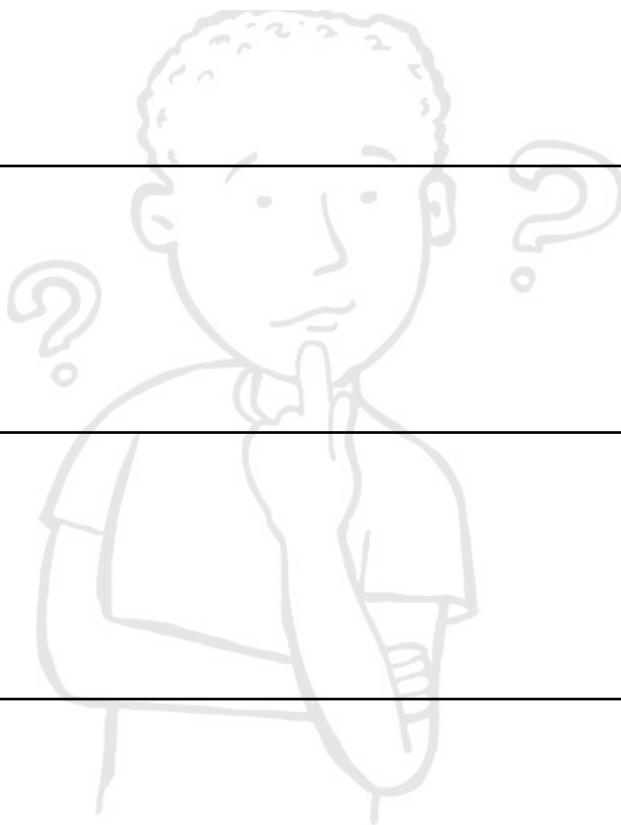
# Free Choice

# Tool Kit Template

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

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

<b>Question:</b>	
<b>Purpose</b>	<b>How do I start to answer the questions?</b>
<b>Background Knowledge</b> <i>What do I need to know to answer the question?</i>	
<b>Criteria for Judgment</b> <i>How do I know I have answered the question?</i>	
<b>Critical Thinking Vocabulary</b> <i>Are there any terms that would help me to answer the question?</i>	
<b>Thinking Strategies</b> <i>What tools, strategies, procedures, models, planners, etc., will help me address the question?</i>	
<b>Habits of Mind</b> <i>What attitude and values are required to answer the question?</i>	<b>I am committed to producing an educated, academic response to the question.</b>



1. Recite your poem in a creative manner using your voice, tone, stress, movement, sound effects, costumes, props.
2. You must have a copy of your poem on a slide in your slide presentation so the class can follow along with you.
3. Briefly introduce your author.
4. Give brief background information on your movement/culture/period.
5. Find three (3) key points from the movement/culture/period that are present in your poem.
6. Provide three (3) proofs (quotations) from your poem to support the points.
7. Explain, using your quotations, how the poem supports the key points you have found on the movement/culture/period.
8. Conclude by telling the class why the poem is relevant to the movement/culture/period.



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## Example Outline of Presentation Analysis

**Poet:** John Blackmoore

**Poem:** "Lost Vietnam"

**Movement:** Protest movement of the 1960s

**Poem:** "Lost Vietnam"

- Three (3) points from the movement:
  - A. Incite people to join in the protest
  - B. Educate people about the horrors of the Vietnam War
  - C. To talk to those people who are part of the problem
- Three (3) quotations from poem
- How do those quotations support the points?
- This poem is relevant to this movement because...

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## General Presentation Tips

- Slide presentations, like PowerPoint, Prezi, etc. are not creative on their own.
- Know or memorize your information – slide presentations negate the use of cue cards
- Any video you incorporate into your presentation must be made by you and not something you found on the internet.
- Any video used should enhance the presentation instead of repeating content already covered.
- No scripts are to be used for skits/creative component.
- Costumes must be evident to your audience in terms of the character you are portraying.
- Remember you are trying to incorporate the four senses into your presentation with meaning. Do not incorporate smell into your presentation.
- Games or gameshows should not be used as a way to quiz the audience.
- Do not quiz the class on content, as that content will not be counted in your time requirement.
- Engaging the class with a game or treats is not creative, effective, or required.
- Keep your voice up.
- Practice your presentation so it runs smoothly.
- Use academic language.
- Saying “and yeah!” is not a conclusion.
- Have contingencies and come prepared; do not ask teachers for supplies.

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

Duration: \_\_\_\_\_

<b>Presentation Criteria • 18 Marks</b>	<b>Mark</b>
The student uses various presentation techniques such as voice, tone, posture, stress, props, costumes, and memorization to present the passage and seminar. 0 1 2 3 4 5	
Presentation was rehearsed and well organized. 0 1 2 3	
All visuals have appropriate content and are used effectively. 0 1 2	
Presentation meets the time requirement. 0 1 2 3	
Student produced a typed copy of analysis. 0 1 2	
Works Cited 0 1 2 3	
<b>Analysis Criteria • 12 Marks</b>	<b>Mark</b>
Identifies three (3) key points from the culture, period, or moment present in the poem. 0 1 2 3	
Provides three (3) proofs from the poem to support the points. 0 1 2 3	
Student explains how the passage reveals the points related to the culture, period, or movement. 0 1 2 3	
Student explains why the example is relevant to the culture, period, or movement. 0 1 2 3	