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Introduction

A World Literature course should be documented on every high school student's transcript. Understanding the value of writing offered by great authors and poets from around the world and different historical time periods provides a deeper understanding that will help students as they're introduced to college literature courses. As well, integrating writing, verbal skills, higher level thinking and project organization provides further training for more intense academic studies. All high school students should complete the Train up a Child Publishing *Essays Styles* course (visit www.trainupachildpub.com for more information) or a comparable course as a prerequisite for World Literature. If a student attempts this course without previous essay writing instruction, he may find the essay assignments overly challenging, particularly the higher level essays such as persuasive and comparison contrast.

This curriculum was designed to expose students to a wide variety of writing styles and types from international authors and poets. The books were carefully chosen bearing in mind such components as literary elements, writing styles, quality of writing, story content and character value. As with all Train up a Child Publishing courses and curricula, we have personally read and evaluated each of the books.

Selecting books for this course offered a challenge as we sought to include not only well written material, but also books that supported our Christian worldview. This does not mean that each book is Christian based, but the assignments related to each are designed to lead the students to examine the material from a Christian worldview. A greater understanding of how literature has impacted our culture, both past and present, allows students to develop a better understanding of God's hand in each.

Our goals for the students who utilize Train up a Child Publishing literature-based curriculum include:

- A greater love for reading
- The capacity to identify valuable literature
- The ability for students to examine literature from a Biblical perspective
- Enhanced knowledge of literary elements and the written word
- Increased skills related to researching, organizing, writing and editing

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- Improved oral narration abilities
- Overall confidence in language arts proficiency.
- As with all of our high school curricula, we have included distinctive and helpful components for both the student and the teacher. Some valuable highlights of this particular curriculum include:
 - An introduction with information about the writing process and how to fully use the curriculum.
 - Assignment units including reading levels, goals and objectives, literature summaries and comprehensive instructions for writing and evaluating each assignment.
 - Step by step instructions offering a wide variety of activities and writing assignments directly related to the selected literature.
 - Evaluation directions, rubric usage and recommendations for the teacher.
 - The opportunity to utilize the course for Honors credit.
 - A glossary of terms.
 - Appendices containing helpful tools such as:
 - Study Guide template and instructions
 - Point of View notes
 - Answer Keys
 - Graphic Organizers
 - Plot Map
 - Writing Your Own Psalm
 - Accordion Book Resources
 - Vocabulary
 - Grading rubrics predesigned for all major assignments and instructions on how to calculate rubric grades.

As well as lessons and reading assignments, we have included literature summaries and evaluation guidelines designed to assist teachers with content and grading without adding the burden of you having to read each book thoroughly. However, you may certainly desire to go even deeper into the content and meaning of the literature by reading it in full. If you should choose to further explore the materials using the Internet, we strongly warn you against assuming that web material is

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accurate. With literature in particular, we have found that distortions have occurred which have little or no basis in the actual writing.

The selections for this course are as follows and the appropriate edition of each may be ordered at www.trainupachildpub.com:

- *The Iliad* by Homer (epic poetry)
- *Psalms* from the Bible (historical poetry)
- *The Book of Esther* from the Bible (historical literature)
- *Inferno* by Dante Alighieri (novel)
- *The Three Musketeers* by Alexander Dumas (novel)
- *Quo Vadis* by Henryk Sienkiewicz (historical novel)
- *The Poison Tree* by Bankim Chandra Chatterjee (novel)
- *Misery* by Anton Chekhov and *The Necklace* by Guy De Maupassant (short stories)
- *The Death of Ivan Ilyich* by Leo Tolstoy (novel)
- *One Day in the Life of Ivan Denisovich* by Aleksander Solzhenitsyn (novel)
- Haiku and Tanka by selected poets (poetry)

Teacher's Notes

Group Activities

You may want to consider working on this curriculum with a small group of other high school families. It is ideal for weekly discussion groups. Having other students and parents with whom you and your student can discuss and share the assignments may enhance the overall course experience. As well, certain assignments, such as the study guides, can be completed by individuals or in groups.

Choosing Assignments

One decision that you will need to make is how many and which assignments you'll want your student to complete. Although you may work through the assignments as written, especially with those books with multiple assignments, you may want to limit your choice somewhat. You may also

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adapt an assignment to better meet the needs of your student. For example, you might want to make an assignment shorter.

For a college prep course, the student should complete approximately 8-10 assignments for the year, which would average into 1-2 of the regular assignments for each book selection. This should not include a few of the quicker, oral assignments. Also consider quality over quantity. Particularly with challenging writing assignments and essays, allowing the student more time to create a better end result often makes more sense than having the student complete several different shorter assignments.

Honors Credit

As you examine this course, you will note that certain assignments are required for Honors credit. Before beginning, you will want to decide whether to work through the Honors course load or the College Prep course load. An Honors curriculum is more challenging and time consuming, typically requiring higher level thinking skills and more effort. However, it is an asset to any student's transcript when seeking college admission and scholarships, particularly in a state with a weighted grade point average.

For Honors credit, the student will need to complete the previously mentioned number of assignments plus at least four of the Honors assignments for the entire year. This means that the student will not need to complete an Honors assignment for every book selection. Obviously, if the teacher feels that the student should complete more than recommended, that is entirely up to the discretion of the teacher. Another option for Honors is that the student can complete a research paper for the year. There is any number of topics presented within the curricula that would support a research paper.

Concerning Writing

As there are many writing assignments associated with this curriculum, we've included the following information to assist you and your student as needed.

The Process of Writing

Understanding the process of writing is essential for completing the writing assignments in this course. With each style of essay, students will be required to minimally do the following:

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- Take sufficient notes to complete the essay
- Write a thesis statement
- Create an outline
- Use the outline to write an essay 4-8 paragraphs in length
- Use a checklist to self-edit writing
- Write multiple drafts that improve with each effort
- Complete a final draft that demonstrates knowledge of the essay style, content and writing skills.

It is imperative that students complete every step of the writing process. The process of writing is covered in more detail in the *Train up a Child Publishing Teacher's Manual*, available for purchase on our website. Even if a student is talented enough to write an essay without an outline (not many demonstrate such ability), it is essential to develop this skill for more challenging work in the future. Initially, the teacher should evaluate each step of the process to make sure that the student is completing it thoroughly and correctly.

Essay Styles

The four styles of essays required to complete the written assignments in this curriculum include the following:

- **Expository** – teaches or explains information
- **Descriptive** – describes a person, place, event or thing in detail
- **Persuasive** – argues a specific point with strong support.
- **Comparison/Contrast** – explains the similarities and differences of two or more ideas, people or things.

This literature course utilizes fewer essay types but those assigned are quite challenging. Students need to have adequate time to take notes, outline, write, edit and rewrite essays.

Essay Presentation


It is assumed that by this point, students are able to use the computer and type essays rather than write them. Hand writing multiple drafts of an essay is time consuming and frustrating. As students save their work, require them to number and save each draft.

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We recommend that the following computer formatting style be implemented for consistency and general practice of all written assignments:

1. Fonts should be 12 point and readable rather than decorative. Recommended fonts include Times New Roman, Arial, or Tahoma.
2. Titles for essays should be in a 14 point font and bolded. The titles are typically centered on the first page of the essay with the student's name and the date of the assignment in 12 point, not bolded, below the title.
3. Paragraphs should be indented and double spaced.
4. Titles (book, magazine, etc.) should be bolded or italicized, but not both, rather than underlined. Quotes should contain quotation marks or be italicized, but not both.
5. Spelling and grammar checks are optional and their usage should be determined by the teacher. By high school, we suggest that students use spell check and grammar check on their computers because in college and as adults, they will most likely do so.

Understanding the Units



Each of the World Literature units is similarly designed but is not necessarily in chronological order based on the time periods of the writing or the story settings. We chose this order to best execute assignments and related skills rather than simply putting the materials in order by publication. The assignments may be chosen by the teacher and student, but note the abbreviations listed before each numbered assignment to determine when an assignment is best completed. The abbreviation key is: **PR** – Prior to Reading, **AR** – As you Read and **FR** – Following Reading. Pay particular attention to who is to read each section, as some sections are written to the teacher, some are to be read by both the teacher and the student, and some are written directly to the student. For clarity, the sections written directly to the student will be indicated throughout the curriculum by a light bulb  at the beginning of the section.

Particularly in the evaluation sections, directions are often repeated, but they may vary by a few significant words and therefore, should still be read carefully. In fact, we strongly suggest that teachers adequately prepare to teach each unit by first reading it through several times. The unit sections are as follows:

- *Reading Level* – this curriculum uses books with a variety of reading levels and we noted the levels as we perceived them. Included in parentheses are the reasons for our noted level

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indication. It shouldn't be assumed that a short story is naturally easier than a long book. If you find that a book is too challenging for your student, there are several ways to overcome this issue:

- Give him more time to read the material so he can read less in each sitting.
- Let him listen to the book on CD.
- Read the book aloud with him. When doing so, plan extra time because reading aloud takes longer than reading silently. Discuss the book in small segments with your student as he reads to insure comprehension.
- *Timeframe for Completion* – this is an estimate for the average student. Your student may need more or less time with either the reading or the written assignments, which is fine as long as the work is properly completed. Honors students should be given additional time to complete their extra assignments, as needed. This is an excellent opportunity for high school students to learn to set and meet deadlines. You may want to have consequences for late deadlines to reinforce this important life skill.
- *Objectives* – While *written to the teacher*, these two types of goals should be read and understood by the student, as well. They provide direction for what the student should accomplish with this unit and also focus on what will be evaluated in the end.
-  *Literature Summary* – Directed to both the student and the teacher, this overview provides an introduction to and preview of the written work.
-  *Assignments* – Written for the student to follow, they provide detailed instructions on how to complete the various literature assignments and activities. The order of most of the assignments is not relevant and the teacher, along with student, may select the most desired or appropriate assignments. If there are rubrics connected to the evaluation of the assignment, it will probably benefit the student to read through the rubric before starting the assignment. This way he has a clearer picture of what is expected of him.
- *Evaluation* – Written to assist the teacher, this procedure was designed to make the evaluation process easier and more understandable for both the teacher and the student.

Special Features

- *Study Guides* – Each major piece of literature (excluding short stories and poetry) offers a study guide template (see Appendix A) as a possible assignment. We recommend that

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students do at least two of these study guides during the course. This assignment is more easily completed as the student reads. Having the student spend time each day working on the study guide will ease the challenges that can occur with longer assignments. If using this assignment with a class, the teacher might consider working on the study guide in pairs or groups during class and discussing the work in the classroom setting. Another option would be to assign portions of the study guide to different students who then share the information with the other students.

- *Bolded words* – The bolded words found throughout the units are defined in the glossary section at the back of the curriculum.
- *Appendices* – Throughout the curriculum there are references to the Appendices as previously listed. It is important to review this section before you begin teaching to have an overview of the tools and helpful notes available to you and your student.
- *Grading Papers Using Microsoft Word's Editing Tools* – This section is located at the end of Appendix J.

Evaluation Methods

There is more than one way to grade assignments. While we make suggestions, feel free to use the evaluation method with which you're most comfortable. Some of the evaluation methods referred to in this curriculum include:

- *Pass/fail* – this evaluation type is most often used with smaller projects in which the student completes the assignment competently or not. It shouldn't be used too often, but works well when the assignment grade isn't vital, but you still want the student to have the assignment experience.
- *Oral presentations* – almost any of the assignments can be changed to or include an oral presentation component. A percentage grading key may be found in the evaluation section, but typically looks like this on a 100 point scale:
 - Preparedness of material to be presented. 25%
 - Presentation of material including eye contact, smooth speech patterns and organized speaking. 25%
 - Clear articulation. 15%
 - Topic is well represented by content of material. 35%

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- *Essay and longer writing assignments* - Like the oral presentation grading, these assignments may be graded on a 100 point scale as in the following example for a Persuasive essay:
 - Persuasive style maintained 25%
 - General essay rules (introduction, thesis statement, paragraph transition, well-formed paragraphs, conclusion) 20%
 - Grammar, punctuation, and spelling 15%
 - Clarity of written communication 15%
 - Deadlines maintained and all components included (thesis statement, outline, notes, drafts and final essay) 15%
 - Presentation (typed, titled, etc.) 10%
- *Rubric grading* – For any of the larger assignments, including the final drafts of essays, it is advisable to use a rubric. (Use the rubric *or* the percentages.) **Prior to the assignment, go over the rubric with your student so that he has a clear picture of what you’re expecting of him.** Rubrics are easy to use and understand. You can adapt or use the following pre-designed rubrics that we’ve included in Appendix B.

There are two keys to success for purposeful evaluation. Firstly, you need to insure that your student has a clear understanding of what will be evaluated and how you will be evaluating specific assignments. Secondly, you need to be consistent in how you grade your student’s work and return it graded in a timely manner.

Final Note

World Literature is usually most successful with students who have at least one year of high school literature and writing experience. For younger students, you may find the content and readability a challenge. It’s better to take longer to read or begin reading earlier (maybe the summer prior to the school year) than to rush through the material.

Support

If you have any questions about how to use this curriculum, please contact us at infodesk@trainupahchildpub.com and we will do our best to get back to you within one business day. We are here to help you succeed!

The Iliad

By Homer

Time Period: Written sometime 750 and 650 BC

Reading level: Challenging (content, length, vocabulary)

Time Frame for Completion: 5-6 weeks

Objectives

Literary:

1. Examine and write about the different components in a literature study guide.
2. Documenting the variety of characters.
3. Demonstrate the understanding of themes, as in heroism.
4. Recognize similes and metaphors in context.
5. Identify and analyze literary dramatic speeches.

Language/Other Subject Connections:

1. Research Homer and learn more about his life.
2. Write a descriptive essay describing a literary scene.
3. Compare and contrast God and gods.
4. Memorize and present a speech from the literary piece.



Literature Summary: The Iliad is a Greek epic that is believed to have been handed down orally through many generations before actually being put in writing. There are even questions concerning authorship: specifically whether Homer was the only author of the written work. The story itself takes place during the Trojan War and as in many Greek works, the human characters interact with their gods to rescue fair maidens and win battles.



Literature Assignments

Note: For students who need or desire vocabulary study for this book, see Appendix D.

AR, FR 1. Using the template in Appendix A, fill in the appropriate study guide components. We advise that this assignment be completed over a period of 2-3 weeks while reading the material. It may be completed after finishing the reading, but it will be more time consuming. If you need help understanding how to complete the template, see Appendix A for a template with instructions. Be sure to review the grading rubric in Appendix B for this assignment so you will know how this assignment will be evaluated.

PR, AR 2. Research the author, Homer. Write 2-3 paragraphs, in your own words, explaining what you learn about the author of this book. If desired, this could also be an oral presentation.

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AR 3. There are a multitude of characters in this epic and it can be challenging to keep everyone straight. Begin a chart of characters and add to the chart as you come across major characters in your reading and write a brief description of each. Also note whether the character is a human or a god. You may want to use the general character chart in Appendix H. There are many names mentioned in the book who are not main characters, so be cautious about listing every name mentioned.

AR, FR 4. This assignment has two parts: 1. Heroism – one of the primary **themes** in this book is a code of honor. Examine the context as you read and make notes about how this honor code appears in the story. Keep notes, including quotes from the book, to support how you think heroism is demonstrated in *The Iliad*. 2. Write a 3-5 paragraph essay explaining the theme of heroism in the book being sure to include your book quotes as support throughout your essay. Be sure to review the grading rubric in Appendix B for this assignment so you will know how this assignment will be evaluated.

AR, FR 5. Write a **descriptive essay**. Select one scene from the book that had an impact on you. Write a 5+ paragraph descriptive essay about this scene. Describe the scene in your own words and analyze why you view this particular scene as significant to the story. Be sure to follow the steps of the writing process (thesis statement, outline and multiple drafts) as described on page 7 and format your essay for presentation as noted on page 8. Review the grading rubric in Appendix B for this assignment so you will know how this assignment will be evaluated.

AR, FR 6. Ancient writing often contained comparisons and figurative language. **Similes** and **metaphors** – locate and write down at least three examples of each in the text.

AR, FR 7. Worldview assignment – in chart form or bulleted notes, compare and contrast the gods as presented in *The Iliad* to the one true God. Think about how the gods behave in various situations and how they interact with humans. Also consider the attributes of God and how those attributes apply, if at all, to the ancient mythical gods. You should have at least one full page of double paged bulleted notes or a full page chart.

***Teacher note:** If your student struggles with this assignment, considering completing it together, discussing the attributes of God and examining the literature for examples of how the gods behave and having the student create the list or chart.*



Honors Assignments

PR, AR, FR 1. Research the gods noted in this book and write a brief description of each based on ancient **myths**. *Note: this assignment ties in well with assignment seven and Honors assignment three.*

FR 2. *The Iliad* contains quite a few dramatic speeches. Select one speech, write what it means in your own words and explain how it is relevant in the literary context.

FR 3. Memorize the speech from Honors assignment two and present it, in character as demonstrated by expression and tone. Be sure to review the grading rubric in Appendix B for this assignment so you will know how this assignment will be evaluated.

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FR 4. Comparison-contrast essay – using the notes from assignment 7 write a comparison contrast essay of 5-7 paragraphs about the gods and in the book and God. Be sure to follow the steps of the writing process (thesis statement, outline and multiple drafts) as described on page 7 and format your essay for presentation as noted on page 8. Review the grading rubric in Appendix B for this assignment so you will know how this assignment will be evaluated.

Sample from the Teacher's Evaluation Tips from the Iliad

Evaluation Tips for *The Iliad*

Literature Assignments

1. *Study Guide*

We recommend using the rubric in Appendix B to evaluate this assignment. Follow the directions for using a rubric in order to calculate a numerical grade for your student.

2. *Research Homer*

For written assignments:

- This assignment should be the student's original writing, although it is research based.
- The writing should be grammatically correct and clearly articulated. Points should be deducted for spelling, punctuation and grammar errors.
- The assignment should be within the page length requirements and neatly presented, as discussed in the *Teacher's Notes* on page 7 under *The Process of Writing*.
- In weighing the grade for this assignment, we recommend the following percentages or points based on a 100 point scale:
 - Content of subject matter 50%
 - Grammar, punctuation, and spelling 20%
 - Clarity of written communication 20%
 - Presentation (typed, titled, etc.) 10%

For oral presentations:

As this is an oral presentation, the focus for a grade needs to be on that aspect of the assignment. In weighing the grade for this presentation, we recommend the following percentages or points based on a 100 point scale:

- Preparedness of material to be presented. 25%
- Presentation of material including eye contact, smooth speech patterns and organized speaking. 25%
- Clear articulation. 15%
- Topic is well represented by content of material. 35%

3. *Character Chart*

For written assignments:

In weighing the grade for this assignment, we recommend the following percentages or points based on a 100 point scale:

- The majority of major characters are noted, along with brief descriptions 60%
- The characters are noted appropriately as human or god 20%
- Grammar, punctuation, and spelling 20%

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4. *Heroism*

We recommend using the rubric in Appendix B to evaluate this assignment. Follow the directions for using a rubric in order to calculate a numerical grade for your student.

5. *Descriptive Essay*

We recommend using the rubric in Appendix B to evaluate this assignment. Follow the directions for using a rubric in order to calculate a numerical grade for your student.

6. *Similes and Metaphors*

This assignment could be graded as pass/fail with the student passing by submitting at least three correct examples of each figure of speech.

7. *Worldview Assignment*

We suggest grading this assignment based on the following percentages:

- Notes are relevant and make sense 50%
- Length requirements met 30%
- Grammar, punctuation, and spelling 20%

Honors Assignments

1. *Research on mythical gods*

We suggest grading this assignment based on the following percentages:

- Research of gods is evident 40%
- Brief descriptions are relevant and accurate 40%
- Grammar, punctuation, and spelling 20%

2. *Dramatic Speech Interpretation*

As this is an honors assignment, be sure that the student has given significant thought when analyzing the speech.

We suggest grading this assignment based on the following percentages:

- Speech is clearly and appropriately articulated in the student's own words 40%
- Relevant explanation of speech's role in the literature 40%
- Grammar, punctuation, and spelling 20%

3. *Speech presentation*

We recommend using the rubric in Appendix B to evaluate this assignment. Follow the directions for using a rubric in order to calculate a numerical grade for your student.

4. *Comparison/contrast Essay*

We recommend using the rubric in Appendix B to evaluate this assignment. Follow the directions for using a rubric in order to calculate a numerical grade for your student.

This is the end of the sample of World Literature! If you have any questions about this or any of our other courses, we would love to hear from you at the email address below.