

## **Skills for Literary Analysis Schedule and Study Guidelines**

**The following guidelines were developed to help make this course manageable for students.**

**Weekly study pattern:** Each chapter equals one week, and every lesson is a day, which includes warm-up exercises and concept builders Monday through Thursday, and an essay due every Friday.

**Readings:** If a student is given a set time in their day to read, they should be able to sample a good majority of the texts mentioned. The following is a synopsis of the readings required throughout the course. Most will be available either in the student book, at local libraries, or as free downloads at Bartleby ([www.bartleby.com/](http://www.bartleby.com/)), The Online Books Page ([onlinebooks.library.upenn.edu/lists.html](http://onlinebooks.library.upenn.edu/lists.html)), or Project Gutenberg ([www.gutenberg.org/wiki/Main\\_Page](http://www.gutenberg.org/wiki/Main_Page)). When the assignment states to read or “review the assigned text” it is referring to the following assigned reading portions.

It should be noted that students most likely will not be able to complete all the readings within the year, since several fairly large novels are included, so a teacher can help students select the books that they want to put the most effort into finishing. (These large readings are marked below with an “\*”.) If a student cannot finish a book in the given time, they might check for book summaries on online sites (such as SparkNotes.com) that offer vital summaries of the characters, context, and stories. There is no comprehensive test evaluating a student’s knowledge of the books discussed in this course.

Chapter 1. Reading <i>The Call of the Wild</i> . Student could begin reading <i>The Call of the Wild</i> . This would allow up to four weeks to complete the book.
Chapter 2. Reading Worldviews (contained in the text).
Chapter 3. Reading <i>The Call of the Wild</i> . Continue reading the book.
Chapter 4. Reading <i>The Call of the Wild</i> . Finish reading the book.
Chapter 5. Reading <i>Joseph Narrative</i> , Genesis 37, 39:1-8, 19-45:9. Student could begin reading <i>The Adventures of Tom Sawyer</i> . This would allow up to three weeks to complete the book.
Chapter 6. Reading <i>Joseph Narrative</i> , finish Genesis 37, 39:1-8, 19-45:9. Continue reading <i>The Adventures of Tom Sawyer</i> .
Chapter 7. *Reading <i>The Adventures of Tom Sawyer</i> . Finish reading the book. Student could begin reading <i>Idylls of the King</i> . This would allow up to three weeks to complete the book.
Chapter 8. *Reading <i>Idylls of the King</i> . Continue reading the book.
Chapter 9. Reading <i>Idylls of the King</i> . Finish the book. Student could begin reading <i>Treasure Island</i> . This would allow up to three weeks to complete the book.
Chapter 10. Reading <i>Treasure Island</i> . Continue reading the book.
Chapter 11. Reading <i>Treasure Island</i> . Finish the book. Student could begin reading <i>How Green Was My Valley</i> . This would allow up to two weeks to complete the book.
Chapter 12. *Reading <i>How Green Was My Valley</i> . Finish the book. Student could begin reading <i>Alice in Wonderland</i> . This would allow up to three weeks to complete the book.
Chapter 13. Reading <i>Alice in Wonderland</i> . Continue reading the book.
Chapter 14. Reading <i>Alice in Wonderland</i> . Finish the book.
Chapter 15. Reading “Oracle of the Dog” (contained in the text). Student could begin reading <i>The Screwtape Letters</i> . This would allow up to two weeks to complete the book.

Chapter 16. Reading <i>The Screwtape Letters</i> . Finish the book. Student could begin reading <i>Uncle Tom's Cabin</i> . This would allow up to three weeks to complete the book.
Chapter 17. *Reading <i>Uncle Tom's Cabin</i> . Continue reading the book.
Chapter 18. Reading <i>Uncle Tom's Cabin</i> . Finish the book. Student could begin reading <i>Anne Frank: The Diary of a Young Girl</i> . This would allow up to three weeks to complete the book.
Chapter 19. *Reading <i>Anne Frank: The Diary of a Young Girl</i> . Continue reading the book.
Chapter 20. Reading <i>Anne Frank: The Diary of a Young Girl</i> . Finish the book. Student could begin reading <i>Silas Marner</i> . This would allow up to four weeks to complete the book.
Chapter 21. Reading <i>Silas Marner</i> . Continue reading the book.
Chapter 22. Reading <i>Silas Marner</i> . Continue reading the book.
Chapter 23. Reading <i>Silas Marner</i> . Finish the book. Student could begin reading "The Religious Life of the Negro." This would allow up to two weeks to complete the text.
Chapter 24. Reading "The Religious Life of the Negro." Finish the text. Student could begin reading <i>Anne of Green Gables</i> . This would allow up to three weeks to complete the book.
Chapter 25. Reading <i>Anne of Green Gables</i> . Continue reading the book.
Chapter 26. Reading <i>Anne of Green Gables</i> . Finish the book. Student could begin reading <i>Ivanhoe</i> . This would allow up to three weeks to complete the book.
Chapter 27. *Reading <i>Ivanhoe</i> . Continue reading the book.
Chapter 28. Reading <i>The Call of the Wild</i> . Finish the book. Student could begin reading <i>Shane</i> . This would allow up to three weeks to complete the book.
Chapter 29. Reading <i>Shane</i> . Continue reading the book.
Chapter 30. Reading <i>Shane</i> . Finish the text. Student could begin reading <i>A Midsummer Night's Dream</i> . This would allow up to two weeks to complete the play.
Chapter 31. Reading <i>A Midsummer Night's Dream</i> . Finish the play.
Chapter 32. Reading "Letters" by C.S. Lewis (contained in the text).
Chapter 33. Reading "The Midnight Ride of Paul Revere" by Henry Wadsworth Longfellow (contained in the text).
Chapter 34. Reading "The Lady or the Tiger?" by Frank Stockton (contained in the text).

*\*This represents a large book that might be too difficult to complete in just a few weeks. You may suggest that a student simply read summaries from a library or online, or find a paraphrased text for younger readers.*

**Vocabulary words:** There is guidance for students to systematically review their vocabulary words daily. These words are not provided to students, but pertain to vocabulary words chosen by each student reader based on their comprehension. See the student book for further instructions.

**Warm-up assignments:** A teacher may feel free to alter or eliminate warm-up assignments that ask a student to address an idea (i.e., book or movie) that he or she is not familiar with.

**Essay/tests on Friday:** The daily assignments mention outlining assigned essays, writing rough drafts for the essays, and completing their final essay drafts for Friday. This instruction is referring to the Chapter Essays/Tests that begin on page 223 in this teacher guide. A teacher may wish to have students develop the essays through the week so a student will have more time to organize his or her thoughts. If you prefer, the essay can simply be given on Friday with no prior preparation. This allows maximum flexibility for the classroom setting. Also, note that there are optional objective tests included with chapters 1, 5, 7, 10, 17, 21, 25, 27, 29, and 31.