

Novel Inquiries

Volume 3

Student



Revised Edition

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475 Bidwell Hill Road

Lake Ariel, PA 18436

www.hillsideeducation.com

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Mythology

By Edith Hamilton

A. Before reading

1. Begin by making a chart of all you already know about mythology. You may want to make this chart really big so you can hang it on your wall. As you read and you learn something new, add it to your chart. Chart the Greek gods and the relationships between them. Put the Roman names in parenthesis or maybe in a different color. Include the humans with which they interact when possible.
2. *Deleted in sample*
3. *Deleted in sample*
4. *Deleted in sample*
5. Discuss the Christian idea of sacrifice in these passages. What kind of sacrifice does Christ require? How does this compare to the sacrifice of the Ancient Hebrews?
6. Be thinking, as you read, what these myths tell us about the culture of the Greeks, particularly about their religion and sacrifice.

B. While Reading: Questions about the myths and writing prompts

After each myth you read, write your response to it in your reading log/journal. This may include but is not limited to the following: *Examples are listed*

Introduction

1. Read the “Introduction” in the book. Write a reading response in your journal/log. Consider the description of the mythology of the Greeks as compared to those of other ancient cultures. What is distinctive about it? This idea will come up when you read *Till We Have Faces*, so consider the differences carefully. Consider how their view of the gods gave rise to the distinctive civilization of the Greeks, one that influenced history and thought ever since.
2. *Deleted in Sample*

Part One – Gods, Creation and Earliest Heroes

1. *Deleted in sample*
2. Compare the Greeks’ belief in the gods to that of the Romans.
3. *Deleted in sample*
4. *Deleted in sample*
5. What similarities to other myths or bible stories did you find in this section?

C. After reading

Choose any of the following writing activities to extend the ideas in this book.

The guide includes detailed instruction after each assignment listed below.

1. **Compare and contrast**
2. **Write an expository theme essay**
3. **Write an evaluation paper**
4. **Make a children's book**
5. **Create a poem**
6. **Write a persuasive paper**
7. **Write an evaluation paper** (see General Instructions) in which you claim that one story is the most tragic of all Greek stories.
8. If you are using *Connecting with History: A Guide to Salvation History, Bible History and Ancient Cultures*, this book could be read with any of the units 2-5. Evaluate the following themes and consider whether these themes are addressed by the myth stories: Relationship with God and his promise; Trust in Divine Providence, Obedience, Strength Through Weakness, and the Danger of Pride.

Student Appendix

SAMPLE

Revision Checklist – Thesis Paper

The guide includes detailed instructions for each of the following.

_____ **1. or 2. Context**

_____ **1. or 2. Controlling Idea**

_____ **3. Body**

_____ **4. Conclusion**

What changes do I need to make to my paper:

SAMPLE

Revision Checklist – Personal Narrative

The guide includes detailed instructions for each of the following.

_____ **1. or 2. Introduction**

_____ **3. Body**

_____ **4. Conclusion**

What changes do I need to make to my paper:

SAMPLE

Novel Inquiries

A set of guides for four novels integrating
composition and critical thinking

By Margot Davidson

Teacher's Guide



Book 3 - Ancient Civilizations, Grade 10-12

Perelandra by C. S. Lewis

Mythology by Edith Hamilton

Till We Have Faces by C. S. Lewis

The Tragedy of Julius Caesar by William Shakespeare

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I. Introduction

This study guide is written for grades 10-12 and is intended to accompany the study of Ancient Cultures up to the birth of Christ. The selected pieces of literature may be used with this guide as a reading course that covers one year, using each book for 6-8 weeks.

Study of Literature

The study of literature is different from the reading of literature. There may be many many books your student reads over the course of his high school years and not all of them are suitable for in-depth study. The books that your student can read and enjoy on his own, those he doesn't need help understanding, probably shouldn't be part of your study. They can be assigned and discussed as part of enriching your curriculum, but the literature you choose to have your student *study* should be something that needs studying.

Lev S. Vygotsky, in his work, *Thought and Language*, posits the theory of the zone of proximal development. He claims that a student will only progress, grow and learn if he is challenged to move beyond what he already can do. If a student is only given work that he can accomplish without the help of a teacher, he will never grow as much as he can. Having students read the "classics" is a perfect way to move the child out of his comfort zone and into real learning. I doubt anyone reading this will dispute that the classics are the most excellent vehicles for learning about language, vocabulary and ultimately life. However, what some teachers don't acknowledge is that what is inherent in Vygotsky's zone is the need for a teacher. Even if the teacher is not a Rhodes scholar, the student needs to discuss with and write for someone who is guiding him and actively taking a part in his education.

This guide requires that the teacher takes an active role in directing the study of the literature, while at the same time leaving the child free to go through the process himself, forming and experimenting with his own thoughts. The most important part of this process is discussion.

Discussion Questions

Discussion forms the base of this literature study. It is essential that the student be given the opportunity to sort through the thoughts he has formed while reading in order to construct meaning. The questions provided in this guide are intended as jumping-off points. Use them if