

Introduction
to Literature



Introduction to Literature

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CLIMB MOUNTAINS NOT SO
THE WORLD CAN SEE YOU, BUT
SO YOU CAN SEE THE WORLD.

 Lifhack

WHY

ADD A FOOTER

2

The Camp: BASIC UNDERSTANDING

Now we are setting our camp at the foot of the mountain. We are ready to climb. We will have to understand the **vocabulary items**, the **grammatical structures**, and apply some **low order thinking skills (LOTS)** to better understand the text.

ANSWER LOTS QUESTIONS. For ex.

What is the setting?

Who is the speaker?

How did George spend his days during the summer?

Give TWO facts about the neighborhood and its people.

Where do Sadao and his wife shelter the American prisoner?

“Bright like a sun”. What does the speaker compare to a sun?

LOTS QUESTIONS



Moving up: ANALYSIS and INTERPRETATION

Then we have to pay attention to the figures of speech: **Simile, metaphor, hyperbole, symbol** and to the structure of the text: **symmetry, contrast, rhyme, patterns, /characters, message, conflict, climax, outcome**. We will have to understand their function and answer high order thinking skills (HOTS) questions.

HOTS QUESTIONS



ANSWER HOTS QUESTIONS for ex.

Explain the metaphor of the kitchen in the poem.

What is the function of the weather in the story?

What is the message of the story?

What is the theme of the poem?

What is the metaphor in the above quotation? Explain.

What is the significance of the tree in the play? Choose ONE character and discuss his attitude towards it.

Moving up: ANALYSIS and INTERPRETATION

After that we have to answer
EXTENDED HOTS QUESTIONS. We
will have to:

- 1/ **Name the thinking skill** that
“activates” the question
- 2/ **Use words** that belong to the skill
- 3/ **Answer the question** using the
HOTS skill of our choice

HOTS QUESTIONS



Answer EXTENDED HOTS QUESTIONS using the following thinking skills:

EXPLAINING CAUSE AND EFFECT: cause, because,
reason, effect, then, therefore, as a result, if...then

COMPARE AND CONTRAST: Comparing like, similar, also
the same Contrasting unlike, different, on the one
hand, on the other hand, although, even though

INFERRING: I think/believe/assume/suppose that +
say why according to text!!!

EXPLAINING PATTERNS: pattern of behavior, repeat,
repeatedly, repetition, rhyme scheme

DISTINGUISHING DIFFERENT PERSPECTIVES: point of
view, perspective, attitude, different, differences, on
the one hand / on the other hand

Bridging Text & Context

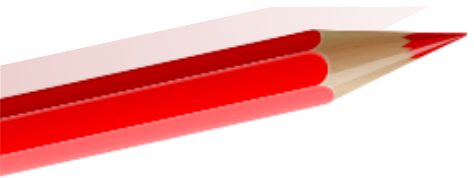


- In the Bridging Text and Context Task you will have to make a connection between a quote given and the text we studied.
- The quote refers to the larger context that contributed to the creation of the poem/story/novel/play: reoccurring themes in the author's work, impacting biographical events and historical developments that left their imprint on the text.
- You will have to be well aware of all the above factors in order to bridge between the quote given and the literature item studied in class.

Post Reading Activity




- The Post Reading Activity is a written task done in class and that allows you to make connections between the text and your own experiences.
- You will be able to express your creativity after reading and analyzing the text.



Personal Response



- The Personal Response is done in class at the end of every year.
 - You will have the opportunity to reflect upon:
 - What text you enjoyed best and why
 - What HOTS did you learn
 - How you have applied the HOTS to your own life
 - What new things did you learn
 - How did learning literature help you improve your English
 - Which character did you relate the most and why
- 

Personal Response



Good Luck!

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