

**Beloved Group Project 2015**  
**(Groups of 6 max-few may join 2<sup>nd</sup> period groups)**

**For your chapters:**

- Answer all questions from **both study guides for your chapters only** (you may incorporate your answers into your analysis below as well).
- Analyze the **literary elements** (See Literary Analysis: Novel/Prose) and **style** (See Style Analysis Handouts) for your entire section of the novel. Analyze all elements (**Tone, Diction, Figurative Language, Imagery, Structure, Syntax, Black Phrasing, Speech Patterns, Illiteracy in text, Symbolism, Biblical Allusions, Archetypes, Irony, Motifs**, and more) except for characterization. Explain the element, its function, and how it creates tone or communicates theme (SEE THEME SEEDS). See handouts on site for guidance. DE Journal works well for elements.
- You must also create a **visual summary (video)** of your chapters using at least 4 quotes from each chapter. Create a script and a film/play for your section. Use music to reflect the mood/tone and choose appropriate quotes.
- Choose **1 passage** from your chapters and create a **10 question multiple-choice test (AP STYLE)**. See samples for level of difficulty for the question and the 5 answer choices.
- Create a **timeline** to keep track of the time, flashbacks, and the **settings/locations** in your section.
- Keep track of **Point of View** in your section. Who is narrating? Whose perspective? Any actual POV shifts? Where? Why?
- Each group must find **scholarly articles** to use in any part of the analysis. This should be easy for you now. Cite in MLA format ( ) within your analysis.

**For your character(s) SEE CHARACTERIZATION ON ALL DOCUMENTS:**

- **Function**-why is he/she in the novel? How does he/she communicate theme? What does he/she represent? Moral Center? Type of character?
- 3 Adjectives/**Traits** with evidence. **Symbolism** connected to the character? **Motifs**?
- Analyze **Quotes** to explain the essence of you character (THE MORE THE BETTER!= ALL)
- See all the questions about **characterization** we've used this year (Fiction? Novel? Thinking on paper 17 questions...)
- **Goals and Growth**? Static? Dynamic? Effects on others? Turning points? Where? Why? How?
- **Conflicts** surrounding the character? Resolutions?-How do other characters illuminate your character?
- **Your character is for the whole novel**-NOT JUST YOUR ASSIGNED CHAPTERS.

**Themes Seeds/Motifs (how do your character/chapters bring these out?):**

- Dehumanization/animals
- Violence/roaring/jungle
- Slavery
- Love
- Rape/lowest yet/dirty/sullied
- Identity
- Community
- Moral Ambiguity
- Mothers and Daughters
- Past/Memory
- Hunger
- Milk
- Hummingbirds
- Chokecherry tree
- The misery
- Nature, Trees
- Colors
- Iron/circles
- Eyes/body parts
- Others? See the questions on theme from “Thinking on paper...” and look for types of themes related to Human Nature, The Nature of Society, Human Freedom, Ethics and Morality.

### **Group 1:**

- Chapters 1-4: Analyze style for two passages. Discuss literary elements and important quotes (see above).
- Characters: Beloved, 124, Amy, The Garners (see above).
- Theme seed: MEMORY/PAST
- Essay Question 10 (see Beloved Essay Questions 2015 doc)

### **Group 2:**

- Chapters 5-9. Analyze style for two passages. Discuss literary elements and important quotes (see above).
- Characters: Denver, Nelson Lord, Lady Jones, Ella (see above).
- Theme seed: COMMUNITY
- Essay Question 9 (see Beloved Essay Questions 2015 doc).

### **Group 3:**

- Chapters 10-17. Analyze style for two passages. Discuss literary elements and important quotes (see above).
- Characters: Paul D, The Bodwins, and Schoolteacher (see above).
- Theme seed: IDENTITY/DEHUMANIZATION
- Essay Question 6 (see Beloved Essay Questions 2015 doc)

### **Group 4:**

- Chapters 18-23. Analyze style for two passages. Discuss literary elements and important quotes (see above).
- Characters: Stamp Paid, Baby Suggs, Sixo, (see above).
- Theme seed: SLAVERY/VIOLENCE
- Essay Question 5 (see Beloved Essay Questions 2015 doc)

### **Group 5:**

- Chapters 24-end. Analyze style for two passages. Discuss literary elements and important quotes (see above).
- Characters: Sethe and Halle characterization (see above)
- Theme seed: LOVE
- Essay Question 3 (see Beloved Essay Questions 2015 doc)

### **Beloved Essay Topics 2015**

1. Select a character from *Beloved* who demonstrates **irrational behavior**. In a well-organized essay, analyze how this behavior can be considered reasonable and relate the behavior to the text as a whole.
2. In a novel by William Styron, a father tells his son that life “is a search for **justice**.” Choose a character from a novel or play who responds in some significant way to justice or injustice. Then write a well-developed essay in which you analyze the character’s understanding of justice, the degree to which the character’s search for justice is successful, and the significance of this search for the work as a whole. You may choose a work from the list below or another work of comparable literary merit. Do not merely summarize the plot.
3. The significance of a **title** such as *The Adventures of Huckleberry Finn* is easy to discover. However, in other works (for example, *Measure for Measure*) the full significance of the title becomes apparent to the reader only gradually. (1971) Choose a *work* and show how the significance of their respective titles is developed through the authors’ use of devices such as contrast, repetition, allusion, and point of view.
4. Choose a specific **death** scene from *Beloved*, and write an essay in which you analyze the significance this scene has on the novel as a whole. Do not just summarize the plot.
5. No act of **violence** exists without a specific purpose or intention. Choose one such scene from *Beloved*, and write a well-organized essay in which you identify the violence and analyze its significance to the text as a whole. Avoid plot summary.
6. The quest for **power** is a strong human drive. Choose a character from *Beloved* who either seeks to gain power over another or seeks to free himself or herself from the power of another. Write an essay in which you illustrate how this power struggle is essential to the meaning of the text. Avoid mere plot summary.
7. Some works of literature use the element of **time** in a distinct way. The chronological sequence of events may be altered, or time may be suspended or accelerated. Choose a novel, an epic, or a play of recognized literary merit and show how the author’s manipulation of time contributes to the effectiveness of the work as a whole. Do not merely summarize the plot.
8. Select a memorable **scene** from *Beloved*. Then write an essay in which you identify the scene and analyze its effectiveness and its relationship to the text as a whole.
9. Select a character from *Beloved* who serves as the instrument for the **suffering** of others and analyze how this action contributes to the meaning of the text as a whole. Do not merely summarize the plot.
10. Choose a character from *Beloved* who has to deal with **guilt**. Identify the situation and analyze how effectively the character deals with his or her struggle. Relate this situation to the meaning of the text as a whole, avoiding mere plot summary.

### Checklist

- Read the novel. Take notes, Annotate. Download study guides and answer the study guide questions. Analyze the style. Keep track of your character throughout the novel.
- Figure out a schedule for your group to meet. When will you meet to discuss the chapters and to go over the study guides. When will you create the summary of your chapters? What information and quotes will you include? Why?
- Gather scholarly research on your group's topic/character. How and where will you incorporate the information into your response?
- Choose 2 passages from your chapters to create a style analysis.
- Choose 1 passage from your chapters to create an AP Multiple-choice test. You must have 5 AP level choices. See samples.
- Keep track of literary elements, timeline, and POV in your chapters.
- Complete a character analysis for your characters for the whole novel. DE Journal is acceptable.
- Complete a "9" essay for your essay question. A detailed outline with evidence and commentary is fine.
- Review your own work. **DO NOT COPY or PLAGIARIZE!** The more evidence from the novel and the more insightful and accurate the analysis=the higher the grade. Don't leave anything out! Use all quotes. Use the research accurately.

#### **\*\*\*This project is worth 200 points!**

**You will turn in a group evaluation so make sure you and your group are on the same page throughout the process. Make sure you are in agreement that each member has contributed equally.**

**DO NOT DIVIDE UP PORTIONS-DO IT TOGETHER or YOUR GRADE WILL SUFFER GREATLY.**

- Character(s) analysis: 70 points
- Literary/Style/Theme analysis: 70 points
- Chapter summary presentation/video: 40 points
- Multiple-choice test: 10 points
- Essay Question: 10 points