

Beloved Group Project 2017

-
- Review all questions on **both study guides** for your chapters (you may incorporate your answers into your analysis below as well).
 - Analyze the literary elements (See Literary Analysis/Terms) 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.
 - Complete a **10-question multiple-choice test (AP STYLE) from one passage from your chapters**. See samples for level of difficulty. Each question must have 5 AP level choices.
 - Create a **timeline** to keep track of time and **settings/locations** and when events actually occur in your chapters.
 - Keep track of the **Points of View** in each chapter and when perspective or actual POV shifts.
 - You will present your findings in some creative way to the class. **INCLUDE A SUMMARY OF YOUR CHAPTERS and ANALYSIS OF CHARACTER=THEME**).
 - 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.

COPYING OR PLAGIARISM RESULTS IN A ZERO out of 200.

For your character(s) Find 3 scholarly articles about your character to cite in your analysis:

CHARACTER: Function-why is he/she in the novel? How does he/she communicate theme? What does he/she represent? Moral Center? Type of character?

Adjectives/Traits with evidence.

Analyze Quotes to explain the essence of you character (THE MORE THE BETTER!)

See all the questions about character we've used this year (Fiction? Novel? Thinking on paper 17 questions...)

Goals and Growth

Conflicts and Resolutions-How do other characters illuminate your character?

Your character is for the whole novel-NOT JUST YOUR ASSIGNED CHAPTERS. 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.

SOME MOTIFS:

ï Hummingbirds

ï Chokecherry tree

ï The misery

ï Nature, Trees

ï Colors

ï Iron/circles

ï Eyes/body parts

ï Others?

Checklist *This project is worth 200 points!**

- 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.

*****YOU MUST COLABORATE ON EVERY SECTION-NO DIVIDING!** 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. BE PREPARED TO ANSWER QUESTIONS INDIVIDUALLY.

- **Character(s) analysis:** 70 points (Research cited correctly throughout/textual evidence is insightful and comprehensive) • **Literary/Style analysis and Themes:** 70 points (Use of research/textual evidence from novel)
- **Chapter summary presentation/video:** 40 points • **Essay Question:** 10 points
- **Multiple-choice test:** 10 points

Group 1:

Chapters 1-4: Analyze style for two passages. Discuss literary elements and important quotes (see above). Video summary of your chapter. Timeline/POV.

Character: Sethe quotes/questions from chapters 1-15 (see character and theme above)

Themes in the novel: *Past/Memory and Family (Mother/daughter bond)*

Essay: 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.

Group 2:

Chapters 5-8: Analyze style for two passages. Discuss literary elements and important quotes (see above). Video summary of your chapter. Timeline/POV.

Character: Paul D (see character and theme above)

Themes in the novel: *Power (Rape, Manhood) and Identity*

Essay: 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.

Group 3:

Chapters 9-12: Analyze style for two passages. Discuss literary elements and important quotes (see above). Video summary of your chapter. Timeline/POV.

Character: Denver, Ella, Lady Jones and Bodwins (see character and theme above)

Themes in the novel: *Community, Home, and Feminism*

Essay: Many works of literature feature characters who have been given a literal or figurative gift. The gift may be an object, or it may be a quality such as uncommon beauty, significant social position, great mental or imaginative faculties, or extraordinary physical powers. Yet this gift is often also a burden or a handicap. Select a character from a novel, epic, or play who has been given a gift that is both an advantage and a problem. Then write a well-developed essay analyzing the complex nature of the gift and how the gift contributes to the meaning of the work as a whole.

Group 4:

Chapters 13-18: Analyze style for two passages. Discuss literary elements and important quotes (see above). Video summary of your chapter. Timeline/POV.

Character: Stamp Paid, Baby Suggs (see character and theme above)

Themes in the novel: *Dehumanization/Violence, Racism, and Religion*

Essay: 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.

Group 5:

Chapters 19-23: Analyze style for two passages. Discuss literary elements and important quotes (see above). Video summary of your chapter. Timeline/POV.

Character: Beloved, The Garners, Schoolteacher and 124

School Teacher, Sixo, (see character and theme above)

Themes in the novel: *Slavery, Supernatural, and Evil*

Essay: 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.

Group 6:

Chapters 24-end: Analyze style for two passages. Discuss literary elements and important quotes (see above). Video summary of your chapter. Timeline/POV.

Character: Sethe quotes/questions from chapters 16-end (see character and theme above)

Themes in the novel: *Love and Moral Ambiguity*

Essay: 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.