Into the Wild or The Glass Castle TASK

THE STEPS:
1. **Pick a text**
2. **Pick a group # below that interests you**
3. **Pick a partner (some "groups" could be three person)**
4. **Read the text with an eye to your feature by Dec 9**
5. **First reading test on your book will be Dec 9**
6. **PREP DAY for your group will be Dec 11**
7. **Into the Wild will perform Dec 12**
8. **The Glass Castle will perform Dec 13**
   (Each "group" has a maximum time of 1/6th of the class period (8 min) to deliver it)

                                                   You are encouraged to read both texts...

GROUP 1 - STORYTELLERS:
Plot Overview (Content Features); Subtext or Subplots of Note in the text; The Exigence of the text; The rhetorical situation

GROUP 2 – CHARACTER/RELATIONSHIP/TEXT DETAILS:
Explain a Vital Text quote or scene/incident – PERSON 1

Explain a Vital Text quote or scene/incident – PERSON 2

Explore the value of ONE specific minor character OR explore the methods of characterization involved in the building of a central figure in the text

Explore a specific relationship in the text (man vs man but also man vs idea/setting/etc)

Decide on your favorite page & do an analysis of that key page (its significance; the skill of the author; how it functions as a turning point, etc)

GROUP 3 – CONTEXTUAL FEATURES:
Historical/Social Context worth knowing OR Sociological or Cultural Factors in the text (what do we need to know or what do we learn about culture/traditions in/from this text)

Biographical Context (Ethos issues or Information about the Author) worth knowing

Literary Context worth knowing (what genre this operates in; authors/texts who influenced this writer/book or how this book has influenced books after it)

Critical Reception or Published Reviews/Criticisms worth knowing

Religious Context or how is Religion/spirituality a feature in the text

Group 4 - Reading the Text through Critical Lenses:
    New Criticism approach
    Marxist approach
    Feminist approach or LGBTQ/Queer theory approach
    Formalist approach
    Structuralist approach
    Deconstructionist approach
    Psychoanalytic approach
    New Historicism approach
    Post-Colonial Theory approach
(teach the class different ways by which to perceive or critically analyze the text)

Group 5 – RHETORICAL METHODS:

Explore which rhetorical mode this text was written in OR what is its social purpose:
informative/persuasive/expressive/etc
Gender Issues in the text
Bias issues in the narrator/speaker
Issues of Narrative Sequence and Narrative Pace (or the impact of how the text was structured) OR Explain to
the class what you most appreciate about the craftsmanship of this text?
LOGOS – issues of logic in text or examples of inductive vs deductive reasoning
PATHOs or the handling/usage of emotional manipulation in the text
Humor in the text
Ironies or Paradoxes in the text
Recurring Motifs in the text (an image, an idea, a literary strategy, a recurring setting, a symbol, the role of
interior dialogue or any movements into narrative omniscience) OR Explore the significance found in one of
the binary oppositions present in the text (ex: X vs Y)
Figurative Language in the text(similes/metaphors/synecdoche/hyperbole/symbols or Colloquial Language or
Puns too) – PERSON 1
Figurative Language in the text(similes/metaphors/synecdoche/hyperbole/symbols or Colloquial Language or
Puns too) – PERSON 2
Archetypes and/or Allusions (religious/cultural/literary/etc) present in the text
Maxims/Axioms/Proverbs OR Wisdom or Quotable Life Advice present in the text
An assessment of the style or tone of the text (can consider DIDLS with this)

GROUP 6 – Literature/Prose & Performance

An Analysis of the Strengths/Problems/Limitations of the MOVIE ADAPTATION of this text (PERSON 1)
An Analysis of the Strengths/Problems/Limitations of the MOVIE ADAPTATION of this text (PERSON 2)

GROUP 7 – Creative Interpretations & Discussion:

Pose a question for debate (lead a discussion)
Make a Q1, Q2, or Q3 prompt from this text
Create a game or interactive task for the class
Create a skit (or a creative script that you'll perform) that shows your interpretation of the text to the class