Beloved by Toni Morrison

Outline for Study

Keep a separate journal for Beloved. It will be collected and graded at random intervals throughout the course.

Preliminary Discussion: What do you already know?

* We will discuss the following questions in class. Continue to respond to the questions in your journal.
* What do you know about slavery in the South before the Civil War?
* What do you know about the treatment of African-Americans immediately after emancipation?
* What do you know about the treatment of women slaves?
* What would it be like to be a slave?
* What moral dilemmas have you faced?
* What have you experienced that was so difficult for you to understand that you kept trying to explain it to yourself and your friends?
* How does oral language differ from written language? Is the oral tradition less important now than it used to be? Can one form be translated into the other?
* Can we escape our pasts?
* How do legends develop?
* Is murder ever justified?

## Lecture

* biographical information on Toni Morrison, Nobel Prize, stream of consciousness writing technique

## Charts

It is necessary to focus (as a reader) on not only the themes and characters in a work, but also on the structural significance. How we make sense of a text depends on what we choose to focus on. Create one of the following three types of charts in your journal as you read.

* Setting: chart the similarities, differences, and events that occur in both 124 St. and Sweet Home. Why does Morrison choose to have two main settings? What is the significance of their names?
* Characters: list the characters as they appear in the novel, their characteristics (do they change?), and what happens to them (when?). Why does Morrison choose four women as main characters? Do the other characters circle around them?
* Plot: chart the events as they occur in the novel (use dates whenever possible), and rearrange them in chronological order. Why does Morrison use a non-linear plot line? What effect does it have on our reading of the work?

## Subjective Commentary

This is a novel about memory--both individual and collective. It will be internalized differently by each of us. For every four chapters, write your initial (and later) reactions to the events, prose style, characters--anything at all. Simply react to the text. The commentaries must be at least two pages handwritten or one full page word processed. These are subjective; you will be graded on the depth of your reactions.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Due Dates | 1-4 | Wed. 3 | 13-16 | Fri. 12 |
|  | 5-8 | Fri. 5 | 17-20 | Tues. 16 |
|  | 9-12 | Tues. 9 | 21-28 | Thurs. 18 |

Other Written Assignments

## journal Due Dates: random

* ·open-book journal writing on prompts from assigned chapters
* Due Dates: Fri. 5 , Fri. 12, Thurs. 18
* ·Choose a passage (three--five lines) from each of the three sections to explicate, analyze, and interpret in a one page word-processed document.
* Due Dates: Section One--Mon. 15, Section Two--Wed. 17, Section Three--Mon. 22
* ·formal in-class essay Due Date: Wed. 24

## Symbolism and Connections

* ·overhead of symbols chart
* ·reading of "Middle Passage" by Robert Hayden
* ·viewing "Amistad" excerpts
* ·reading slave owner documents
* ·background of Margaret Garner
* ·viewing interviews with author
* ·exploration of Biblical allusions (handout)

## Teacher for a Day

You will, in groups, teach a section of the novel.

* ·Develop a lesson plan for teaching the important elements in your chapters. A written plan is due the day before your presentation. The plan must include an objective, how you intend to approach the section, what materials will be used, and an assessment.
* ·Lessons should last between 15-30 minutes.
* ·Use at least two different activities (worksheets, lecture, quizzes, games, video, skits, etc.).

Teacher for a Day continued

* The lesson must include the following information:
* 1) written summary of each chapter, including a title you have chosen (1/2 page maximum)
* 2) language used (diction, imagery, syntax, point of view, etc.)
* 3) symbols, allusions, characterizations, motifs (colors, food, supernatural, etc.)
* 4) an assessment for the class (this can be in the form of an oral discussion, a quiz, a written assignment, an objective test--anything but an essay)
* 5) self evaluation (due the day after your presentation)

|  |  |
| --- | --- |
| GROUP ONE: CHAPTERS 1-6 | Dec. Wed. 1 |
| GROUP TWO: CHAPTERS 7-13 | Thurs. 2 |
| GROUP THREE: CHAPTERS 14-19 | Fri. 3 |
| GROUP FOUR: CHAPTERS 20-24 | Mon.6 |
| GROUP FIVE: CHAPTERS 25-28 | Tues.7 |

## Websites

Below are several helpful sites.

* + http://www.equalopp.web.net/beloved.htm
  + http://cwrl.utexas.edu/~mmaynard/Morrison/home.html
  + http://www.az.com/~andrade/morrison/love.html

The next two sites offer essays about the work as a whole. Do not read them until you have finished the novel.

* + http://www.viconet.com/%7Eejb/belovedweb.htm
  + http://www.luminatium.org/contemporary/tonimorrison/beloved.htm

For extra credit (30 points), add to the list. In a word processed document, type in the url and summarize the information found at the site.