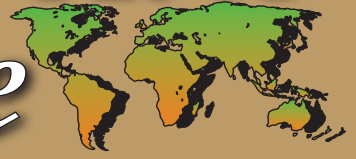


Learning Language Arts Through Literature



3rd
Edition

The Gold Book

World Literature

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Proverbs
The Epic of Gilgamesh
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The Odyssey
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Beowulf

MEDIEVAL - RENAISSANCE

*The Thousand and
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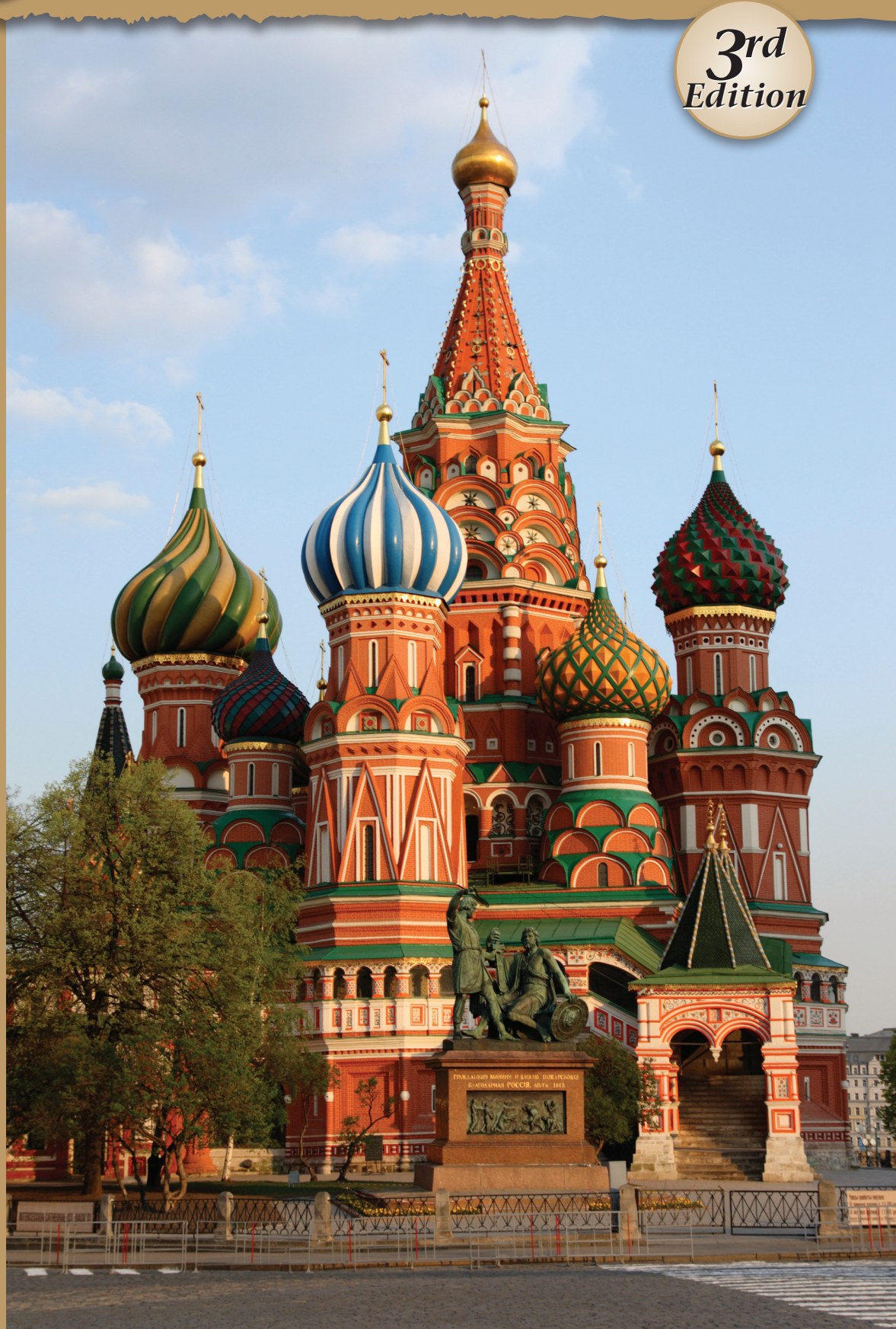
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Introduction



The Gold Book – World Literature is written in a style that provides instructions and directions for the student and teacher in an easy-to-use format. Thought provoking questions and answers guide the student and teacher into learning experiences filled with opportunities for critical thinking and analysis. We highly value the teacher’s opportunity to help shape and develop the student’s understanding and beliefs, so we encourage discussion on issues raised in the literature.

Literature is one of God’s greatest gifts. All the great questions of mankind have been explored in stories, poems, plays, and books. The study of literature is basically a search for truth. In this course an effort has been made to expose the student to classic literature that spans time and space in the hope that the student will gain a greater understanding of the world.

The study of the classics necessitates introducing students to works that may deal with adult themes. We have tried to be sensitive to this. Because many of our students intend to pursue higher education and will be expected to be acquainted with these works, *The Gold Book – World Literature* is intended as an introduction to many of these classics without studying them in depth. For your convenience, the student will be using *A World Literature Anthology* published by Common Sense Press that takes advantage of works that are in the public domain.

Learning Language Arts Through Literature, The Gold Book – World Literature, is designed to be used at any high school level. We are pleased to present this excellent manual for teacher and student.

How to Use This Book



The goal of *The Gold Book - World Literature* is an introduction to the world's classic literature. In order to expose the student to as much of this literature as possible, most works will not be read in their entirety, but presented with an overview. In this way the student will be exposed to a greater variety of literature with the hope that he will be inspired to dig deeper when something captures his interest.

The Gold Book - World Literature is designed to be used by the student and the teacher. It is organized by units.

Unit 1 - Early Literature

Unit 2 - Epic Poetry

Unit 3 - Medieval - Renaissance

Unit 4 - Enlightenment - Romanticism

Unit 5 - 20th Century

Each lesson consists of a five day week, complete with assignments and questions. The *Teacher Section* is located at the back of the book following the *Student Section*. Many of the questions may be answered orally or as a written assignment. We encourage the teacher to vary requirements for oral or written answers depending on what will best assist the student in learning. We also suggest adjusting reading assignments to meet the student's needs.

When a literary term is introduced it will be highlighted in bold print, followed by its definition. The list of literary terms is provided at the back of this manual. When possible, reading assignments are included in the *Student Section*. Where longer sections are assigned, the student will be directed to *A World Literature Anthology*. In order to keep course costs to a minimum, the works found in the anthology have been taken from older, public domain translations. While newer translations, in some cases, may be easier to read, the older ones work very well. These older translations may use different guidelines for punctuation, grammar, and spelling than modern English.

In conclusion, we hope this language arts course will encourage the high school student's ability to read and understand literature as well as develop the ability for verbal and written expression. It is also our desire that the student be able to interpret and assess literary meaning in terms of content and philosophy and then be able to clearly state a position in response.

To complete the assignments in this manual, the student will need the following books:

A World Literature Anthology, published by Common Sense Press.

The Odyssey, by Homer, published by Barnes & Noble Classics.

No Fear Shakespeare, Romeo and Juliet, by William Shakespeare, published by Spark Publishing.

The Little Prince, by Antoine de Saint-Exupéry, published by Harcourt, Inc.

Cry, the Beloved Country, by Alan Paton, published by Scribner.

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World Literature



UNIT 1

Early Literature

“The man who does not read books has no advantage over the man who cannot read them.”

Mark Twain (1835-1910) U.S. humorist, writer, and lecturer

1. a. What is literature?

Simply put, literature is any written material. This material may be technical such as a scientific treatise, but usually the term refers to works of fiction, non-fiction, poetry, or drama. Literature can further be defined as written material that makes you think. It can help you make sense of your world because it explores the human condition, things that are common to us all.

Literature reflects the world of the author, whether it be ancient Rome or the streets of New Orleans. It can paint a beautiful picture or it can show the cruelty of mankind. Literature can be used to teach or inform or it can simply be used to entertain.

b. Discuss with your teacher types of books, stories, or poems that you enjoy reading.

c. What is classic literature?

While scholars may have different standards for judging if a piece of literature is a classic, there are several points that can be agreed upon.

1) A classic is a work that transcends time. It continues to be read, studied, and enjoyed by generation after generation. Some examples of classics are:

Beowulf
Pride and Prejudice
The Iliad

2) Because of this, a recently published work cannot be judged a classic until a certain amount of time has gone by. For example, while the Hunger Games books are immensely popular right now, they cannot be considered classics because they have not been tested by time.

3) A classic also transcends the age, experiences, and background of the reader. It has been said that good children’s literature appeals not only to the child in the adult, but to the adult in the child.

4) A classic work explores universal themes such as love, hate, courage, family, etc.

- 5) Finally, classic literature impresses other authors and inspires them to produce works that in themselves may become classics. The American writer Ernest Hemingway observed this when he said:

“All modern American literature comes from one book by Mark Twain called *Huckleberry Finn*.”

- d. Look up a list of the world’s 100 best books. How many have you read?
- e. Why study world literature?

In this course you will be introduced to authors from around the world. All the literature used in this program that is public domain can be found in *A World Literature Anthology* that accompanies this manual. You will be reading translated works from cultures that may be quite foreign to you. This can be challenging. You will find some of the works very interesting and others very confusing.

Reading the literature of different cultures exposes us to different ways of living and thinking. We learn how our cultures are alike and how they differ. Hopefully, you will gain a better understanding and come to appreciate these differences.

Any study of literature requires discernment. You learned earlier that universal themes are explored in literature. Important questions are asked and answers presented. Some of these answers lead the reader to truth, while others are in error. The strengths and weaknesses of worldviews are exposed through literature. In comparing these worldviews the student becomes better equipped to give an answer for his beliefs.

- f. There is a vast canon of literature to study. In this course you will be sampling literature not only from around the world but also from ancient to modern times.
- g. Define literature.
- h. What distinctives determine if a literary work is a classic?
2. a. Since the beginning of languages, people have told stories that were handed down by word of mouth until writing was invented. Some of the oldest of these stories are myths and folktales.

b. Myths

Although myths began as oral tradition and cannot be attributed to one author, they are examples of the earliest literature. For this reason it is not unusual for there to be several different versions of a myth. These fictitious stories were created to answer human beings' basic questions, such as the origin of mankind, how the sun came into being, or how the leopard got its spots. Not surprisingly most myths have a religious aspect usually referring to a god or supernatural beings.

- c. Some of the earliest myths tried to explain how the world came into being. Read the ancient Chinese origin myth "Pan Gu and the Creation of the World" found in *A World Literature Anthology*.
- d. Why is this story an example of a myth?
- e. What is the significance of the egg in the story?
- f. Now read about the creation of the world in a Native American origin myth from the Pima Indians of Arizona in *A World Literature Anthology*, 2.f.
- g. What similarities are there between these two origin myths?
- h. Myths not only attempt to explain how the world was created, they also explain how different creatures or elements in the world came to be. Read the Sioux Indian myth that tells how the rabbit lost its tail in *A World Literature Anthology*, 2.h.
- i. Why did Rabbit keep getting into trouble?
- j. Read "Prometheus, The Friend of Man," an ancient Roman myth that tells how man received the gift of fire from the gods, in *A World Literature Anthology*, 2.j.
- k. Why is Prometheus called "The Friend of Man?"
- l. Why did Jupiter not want men to have fire?
- m. How did Jupiter punish Prometheus?
- n. Who rescued Prometheus?
- o. Even though these two myths originated in places far removed from each other by space and time, what similarities do you see?

3. a. Folktales

Folktales are similar to myths in that they are stories that were handed down orally from generation to generation. The main difference is that while myths had a religious purpose, folktales were told to entertain, although they often contain a moral.

Folktales were stories about common people

- b. Read the Indian folktale “Pride Goeth Before a Fall” in *A World Literature Anthology*, 3.b.
- c. How were the robbers able to overcome the merchants, even though they were outnumbered?
- d. How were the merchants able to overcome the robbers?
- e. What is the moral of this tale?
- f. Read “The Elves and the Envious Neighbour,” a Japanese folktale in *A World Literature Anthology*, 3.f.
- g. What does “they kept in pawn” mean?
- h. What is the moral of this tale?
- i. How do these two folktales differ from the two myths you read?

4. Grimms’ Fairytales and Aesop’s Fables

- a. Most children have grown up listening to, reading, or, in modern times, watching Hollywood’s versions of fairytales. Fairytales, like folklore and myths are short stories that have been handed down through generations. The most popular tales, at least in Western culture, are those told by the Grimm Brothers, Jacob (January 4, 1785 – September 20, 1863) and Wilhelm (February 24, 1786 – December 16, 1859). These two German brothers collected European folktales. Their first collection of stories was published in 1812.
- b. The original fairytales were written for adults and could be very gruesome. Over the years the violence of the stories was toned down for children. Read an early version of “Cinderella” in *A World Literature Anthology*, 4.b.
- c. How does this differ from the modern version?

- d. Which version do you like best?
 - e. Fables are also a familiar form of storytelling. A fable is usually a very short story that teaches a simple moral lesson and often contains talking animals. The most famous fables are those attributed to Aesop who was believed to be born around 620 B.C. Traditional thought is that Aesop was a slave who lived in ancient Greece and either authored or simply recorded these stories.
 - f. Read “The Fox and the Goat,” an Aesop fable, in *A World Literature Anthology*, 4.f.
 - g. What is the moral of this fable?
- 5.
- a. This week you have been introduced to some of the earliest examples of literature: myths, folktales, fairytales, and fables. Online or in the library, find and read another example of each of these.
 - b. Today you are going to write a fairytale or a fable. If you choose to write a fairytale, think of the lesson you would like to teach. You will need not only a hero or heroine but a villain as well. What trials must be overcome? Remember fairytales need to have a happy ending.
 - c. If you choose to write a fable, decide on the moral your fable will teach. Most fables are about one or more talking animals. What problem must your characters solve? Your fable should end with one character learning the lesson. Keep the whole story short and to the point.

Hwæt. We Gardena in gear-dagum,
 þeodcyninga, þrym gefrunon,
 hu ða æpelingas ellen fremedon.

Beowulf

1. a. The above lines are not the result of someone typing with his hands on the wrong keys. They are the opening lines of *Beowulf*, an epic poem written between 700-1000 A.D. *Beowulf* is considered to be the finest work of Anglo-Saxon literature. Add *Beowulf* to your epic timeline.

- b. Old English was spoken by the Anglo-Saxons and is actually closer to modern German than it is to modern English. Here is a translation of the above lines:

What. We of the Spear-Danes in old days
 of the people-kings, power heard,
 how the princes brave deeds did.

You can see why we have to read a translation of this English! You will be reading from a translation by Lesslie Hall, published in 1892.

- c. Who were the Anglo-Saxons? Where did they come from?
- d. *Beowulf* is a long poem consisting of more than 3,000 lines. There are three literary terms you should be familiar with when studying *Beowulf*. First, The Anglo-Saxons' poems were written in **alliterative** verse. Alliteration is when words begin with the same initial sound.

Ex: Peter Piper picked a peck of pickled peppers.

A more classical example can be found in Samuel Coleridge's poem "Kubla Khan":

Five **m**iles **m**eandering with a **m**azy **m**otion.

Alliteration was very important to the metrical scheme of Anglo-Saxon poetry.

- e. Secondly, **caesura** was also very important in Anglo-Saxon verse. Caesura is a complete break in a line of poetry. Here is an example of caesura from a poem by Alexander Pope, "An Essay on Man":

Know then thyself, presume not God to scan;
 The proper study of Mankind is Man.

Read the translation of the first lines of *Beowulf* above using caesura. Notice the dramatic effect.

What. We of the Spear-Danes in old days
of the people-kings, power heard,
how the princes brave deeds did.

- f. The final literary term is **kenning**. A kenning is usually two hyphenated words that describe a noun or activity.

Ex: whale-road = the sea

In *Beowulf*, the body is referred to as bone-house and a lord is called a ring-giver. An example in modern English is calling our cars gas guzzlers. Try writing your own kenning.

- g. Even though *Beowulf* is written in Old English, the story takes place in Scandinavia in the 5th or 6th century, before Christianity had been introduced. Although the story takes place in a pagan culture, the story was recorded by Christian scribes, and Christian themes are present throughout the poem.
- h. *Beowulf* opens with a genealogy that leads to Hrothgar, son of King Halfdane. Hrothgar is a mighty warrior who amasses many followers and much wealth. He builds a great hall called Heorot Hall where he keeps his throne and throws big parties. These parties become a source of irritation to a local demon named Grendel.

Then the mighty war-spirit endured for a season,
Bore it bitterly, he who bided in darkness,
That light-hearted laughter loud in the building
Greeted him daily; there was dulcet harp-music,
Clear song of the singer. He said that was able
To tell from of old earthmen's beginnings,
That Father Almighty earth had created

- i. Find an example of alliteration in the above lines.
- j. Why was Grendel so bothered by the noise in the great hall?
- k. How is Grendel identified in the following?

A foe in the hall-building: this horrible stranger
Was Grendel entitled, the march-stepper famous
Who dwelt in the moor-fens, the marsh and the fastness;
The wan-mooded being abode for a season
In the land of the giants, when the Lord and Creator
Had banned him and branded. For that bitter murder,

The killing of Abel, all-ruling Father
The kindred of Cain crushed with His vengeance;

1. Grendel gets so angry that he starts showing up every night for the next twelve years, killing people and humiliating King Hrothgar.

So the foe of mankind many of evils
Grievous injuries, often accomplished,
Horrible hermit; Heort he frequented,
Gem-bedecked palace, when night-shades had fallen
God is against the monster.
(Since God did oppose him, not the throne could he touch,
The light-flashing jewel, love of Him knew not).

- m. Who protects the King?
- n. How do the King's counselors react to this threat?

'Twas a fearful affliction to the friend of the Scyldings
The king and his council deliberate in vain.
Soul-crushing sorrow. Not seldom in private
Sat the king in his council; conference held they
What the braves should determine 'gainst terrors unlooked for.
They invoke the aid of their gods.
At the shrines of their idols often they promised
Gifts and offerings, earnestly prayed they
The devil from hell would help them to lighten
Their people's oppression. Such practice they used then,
Hope of the heathen; hell they remembered
In innermost spirit, God they knew not,
The true God they do not know.
Judge of their actions, All-wielding Ruler,
No praise could they give the Guardian of Heaven,
The Wielder of Glory. Woe will be his who
Through furious hatred his spirit shall drive to
The clutch of the fire, no comfort shall look for

- o. The counselors are no help to the King. But never fear, help is on the way:

Too crushing the sorrow that came to the people,
Loathsome and lasting the life-grinding torture
Greatest of night-woes. So Hygelac's liegeman,
Good amid Geatmen, of Grendel's achievements

Heard in his home: of heroes then living
 He was stoutest and strongest, sturdy and noble.
 He bade them prepare him a bark that was trusty;
 He said he the war-king would seek o'er the ocean,
 The folk-leader noble, since he needed retainers.

p. Who is "Hygelac's liegeman?" Who are the "Geatmen?"

q. Why does Beowulf come to King Hrothgar's aid?

2. a. After Beowulf is introduced, the King responds:

Hrothgar answered, helm of the Scyldings:
 "I remember this man as the merest of striplings.
 His father long dead now was Ecgtheow titled,
 Him Hrethel the Geatman granted at home his
 One only daughter; his battle-brave son
 Is come but now, sought a trustworthy friend.
 Seafaring sailors asserted it then,
 Who valuable gift-gems of the Geatmen carried
 As peace-offering thither, that he thirty men's grapple
 Has in his hand, the hero-in-battle.
 The holy Creator usward sent him,
 To West-Dane warriors, I ween, for to render
 'Gainst Grendel's grimness gracious assistance:
 I shall give to the good one gift-gems for courage.
 Hasten to bid them hither to speed them,
 To see assembled this circle of kinsmen;

b. Find an example of alliteration in this passage.

c. It seems King Hrothgar has met Beowulf before. He is impressed with Beowulf's history of valor and sees his coming as directed by God. Next Beowulf makes an offer:

I shall manage the matter, with the monster of evil
 The giant, decide it. Thee I would therefore
 Beg of thy bounty, Bright-Danish chieftain,
 Lord of the Scyldings, this single petition:
 Not to refuse me, defender of warriors,
 Friend-lord of folks, so far have I sought thee,
 That I may unaided, my earlmen assisting me,
 This brave-mooded war-band, purify Heorot.
 I have heard on inquiry, the horrible creature
 From veriest rashness recks not for weapons;

I this do scorn then, so be Hygelac gracious,
 My liegeland beloved, lenient of spirit,
 To bear a blade or a broad-fashioned target,
 A shield to the onset; only with hand-grip
 The foe I must grapple, fight for my life then,
 Foeman with foeman; he fain must rely on
 The doom of the Lord whom death layeth hold of.

- d. How does Beowulf propose to fight Grendel? Why?
- e. Beowulf puts down an insult from Unferth, a court official, and does a bit more bragging. Then the King gives Beowulf permission to guard his castle.

By the might of himself; the truth is established
 That God Almighty hath governed for ages
 Kindreds and nations. A night very lurid
 The trav'ler at-twilight came tramping and striding.
 The warriors were sleeping who should watch the horned-building,
 One only excepted. 'Mid earthmen 'twas 'stablished,
 Th' implacable foeman was powerless to hurl them
 To the land of shadows, if the Lord were unwilling;
 But serving as warder, in terror to foemen,
 He angrily bided the issue of battle.

- f. Who is “the trav'ler at-twilight?”
- g. Who is the “one only excepted?” What are the other men doing?
- h. Grendel enters the hall and grabs one of the Geat warriors, tearing him to pieces and drinking his blood. The warriors try to kill Grendel with their weapons, not knowing that Grendel cannot be killed by swords. Grendel and Beowulf are locked in a death-grip:

But Hygelac's hardy henchman and kinsman
 Held him by the hand; hateful to other
 Was each one if living. A body-wound suffered
 The direful demon, damage incurable
 Was seen on his shoulder, his sinews were shivered,
 His body did burst. To Beowulf was given
 Glory in battle; Grendel from thenceward
 Must flee and hide him in the fen-cliffs and marshes,
 Sick unto death, his dwelling must look for
 Unwinsome and woful; he wist the more fully
 The end of his earthly existence was nearing,

- i. What happens to Grendel?
 - j. What trophy is Beowulf left with?
 - k. Would you describe Beowulf's actions as courageous or foolhardy?
 - l. Is there any significance in Beowulf's fighting a demon instead of another mortal?
3. a. After much feasting, singing, and gift giving, everyone settles down for the night thinking they can finally rest in peace, but someone is not too happy about what has happened to Grendel.

They sank then to slumber. With sorrow one paid for
 His evening repose, as often betid them
 While Grendel was holding the gold-bedecked palace,
 Ill-deeds performing, till his end overtook him,
 Death for his sins. 'Twas seen very clearly,
 Known unto earth-folk, that still an avenger
 Outlived the loathed one, long since the sorrow
 Caused by the struggle; the mother of Grendel,
 Devil-shaped woman, her woe ever minded,
 Who was held to inhabit the horrible waters,

- b. Who is sorry that Grendel is dead?
- c. Where does she live?
- d. Grendel's mother enters Heorot Hall and begins killing people. She then escapes back to the swamp taking the body of King Hrothgar's close advisor as well as Beowulf's trophy. Do you remember what that was? The King asks Beowulf to take on another task, the killing of Grendel's demon mother who lives in a swamp where the waters churn and burn.
- e. Beowulf agrees to this quest answering King Hrothgar with these words:

"Grieve not, O wise one! for each it is better,
 His friend to avenge than with vehemence wail him

What does this thinking lead to?

- f. Contrast the evil of Grendel with that of his mother.

- g. Beowulf and his men track the demon to her lair. When they approach the water, they see that it is full of sea serpents and other reptiles. Beowulf dons his armor and Unferth gives him a special sword, Hrunting, Why is this action a little surprising? Saying goodbye to Hrothgar, Beowulf jumps into the lake.
- h. In the other epics that we have read, the hero takes a journey into the underworld. Beowulf's journey into the lake is representative of this as well. He swims for most of the day to reach the bottom where Grendel's mother awaits. Beowulf finds that Unferth's sword is not strong enough and throws it aside to fight hand-to-hand. He seems to be losing when he sees a huge sword, forged by giants, hanging on the wall.

Then he saw mid the war-gems a weapon of victory,
 An ancient giant-sword, of edges a-doughty,
 Glory of warriors: of weapons 'twas choicest,
 Only 'twas larger than any man else was
 Able to bear to the battle-encounter,
 The good and splendid work of the giants.
 He grasped then the sword-hilt, knight of the Scyldings,
 Bold and battle-grim, brandished his ring-sword,
 Hopeless of living, hotly he smote her,
 That the fiend-woman's neck firmly it grappled,
 Broke through her bone-joints, the bill fully pierced her
 Fate-cursèd body, she fell to the ground then:
 The hand-sword was bloody, the hero exulted.

- i. How does Beowulf slay Grendel's mother?
- j. Beowulf sees Grendel's body and cuts his head off. The Geats and Danes are waiting on the shore and are dismayed when they see the blood rising in the water. Imagine their joy when Beowulf surfaces, carrying the head of Grendel. Back at the great hall there is much feasting and storytelling again, before everyone finally heads off for a well earned night of rest.
- k. Since a major theme in *Beowulf* is good versus evil, give examples of this in what you have read so far.
4. a. King Hrothgar praises Beowulf, and the feasting, storytelling and gift giving is enjoyed once more. The Geats sail home and are greeted by Beowulf's uncle, King Hygelac, and the young and beautiful Queen Hygd. Beowulf recounts all that has happened. This is important because up to this time Beowulf was not highly honored. As his deeds are recognized and praised, Beowulf begins to make the transition from a soldier of fortune to a ruler.

- b. The story moves very quickly:

In days that followed, befell the battle-thanes,
 After Heardred's death, Beowulf becomes king.
 After Hygelac's death, and when Heardred was murdered
 With weapons of warfare 'neath well-covered targets,
 When valiant battlemen in victor-band sought him,
 War-Scylfing heroes harassed the nephew
 Of Hereric in battle. To Beowulf's keeping
 Turned there in time extensive dominions:
 He fittingly ruled them a fifty of winters
 (He a man-ruler wise was, manor-ward old)

- c. What happens to Beowulf?
- d. How long does Beowulf reign?
- e. Find the kennings in this passage. What do they mean?
- f. In case you think things are getting a little dull, don't worry; new trouble is on the horizon. It seems that long ago a very wealthy man with no heirs hid his treasure in the side of a hill.

So, woful of spirit one after all
 Lamented mournfully, moaning in sadness
 By day and by night, till death with its billows
 Dashed on his spirit. Then the ancient dusk-scather
 Found the great treasure standing all open,
 He who flaming and fiery flies to the barrows,
 Naked war-dragon, nightly escapeth
 Encompassed with fire; men under heaven
 Widely beheld him. 'Tis said that he looks for
 The hoard in the earth, where old he is guarding
 The heathenish treasure; he'll be nowise the better.
 So three-hundred winters the waster of peoples
 Held upon earth that excellent hoard-hall,

- g. Who finds the treasure? How long has he guarded the treasure?
- h. One day a runaway slave enters the barrow and steals a goblet. When the dragon wakes up and discovers the theft, he is very angry.

The stranger began then to vomit forth fire,
 To burn the great manor; the blaze then glimmered

For anguish to earlmen, not anything living
 Was the hateful air-goer willing to leave there.
 The war of the worm widely was noticed,
 The feud of the foeman afar and anear,
 How the enemy injured the earls of the Geatmen,
 Harried with hatred: back he hied to the treasure,
 To the well-hidden cavern ere the coming of daylight.
 He had circled with fire the folk of those regions,
 With brand and burning; in the barrow he trusted,
 In the wall and his war-might: the weening deceived him.
 Then straight was the horror to Beowulf published,

- i. From what you know of Beowulf, what do you expect to happen?
- j. At this point we learn how Beowulf became king. After King Hygelac was killed in battle, Queen Hygd offered the throne to Beowulf. The King and Queen had a young son, Heardred. Beowulf refuses the throne, but agrees to act as regent until Heardred is old enough to take over the kingdom. It is not until Heardred is murdered that Beowulf accepts the throne.
- k. What does this tell us about Beowulf?
- l. Beowulf takes eleven other warriors to track down the dragon. They are joined by the servant who took the goblet and he leads them to the dragon's lair. Before confronting the dragon Beowulf reminisces a bit and then makes this boast:

Boast-words uttered—the latest occasion:
 “I braved in my youth-days battles unnumbered;
 Still am I willing the struggle to look for,
 Fame-deeds perform, folk-warden prudent,
 If the hateful despoiler forth from his cavern
 Seeketh me out!” Each of the heroes,
 Helm-bearers sturdy, he thereupon greeted
 Belovèd co-liegemen—his last salutation:
 “No brand would I bear, no blade for the dragon,
 Wist I a way my word-boast to ’complish
 Else with the monster, as with Grendel I did it;
 But fire in the battle hot I expect there,
 Furious flame-burning: so I fixed on my body
 Target and war-mail. The ward of the barrow
 I’ll not flee from a foot-length, the foeman uncanny.

- m. How does Beowulf wish he could face the dragon? What does he do instead? Why?
- n. Who do you expect will win this battle?
5. a. Beowulf and his eleven men enter the barrow where Beowulf challenges the dragon. A fierce fight begins in which Beowulf looks to be losing. At this point ten of his warriors become so frightened that they run away. Only one stands with Beowulf.

The son of Weohstan was Wiglaf entitled,
 Shield-warrior precious, prince of the Scyldings,
 Ælfhere's kinsman: he saw his dear liegeland
 Enduring the heat 'neath helmet and visor.

- b. After breaking Beowulf's sword, the dragon bites him on the neck. Wiglaf rushes in and stabs the dragon in the belly. Beowulf then delivers the fatal blow, stabbing the dragon in his side.

They had felled the enemy (life drove out then
 Puissant prowess), the pair had destroyed him,
 Land-chiefs related: so a liegeman should prove him,
 A thaneman when needed. To the prince 'twas the last of
 His era of conquest by his own great achievements,
 The latest of world-deeds. The wound then began
 Which the earth-dwelling dragon erstwhile had wrought him
 To burn and to swell. He soon then discovered
 That bitterest bale-woe in his bosom was raging

- c. What is happening to Beowulf?
- d. Beowulf asks Wiglaf to bring some of the treasure to him. Why would this be important to him?
- e. Wiglaf obeys and hears Beowulf's dying words:

Since I've bartered the aged life to me granted
 For treasure of jewels, attend ye henceforward
 The wants of the war-thanes; I can wait here no longer.
 The battle-famed bid ye to build them a grave-hill,
 Bright when I'm burned, at the brim-current's limit;
 As a memory-mark to the men I have governed,
 Aloft it shall tower on Whale's-Ness uprising,
 That earls of the ocean hereafter may call it
 Beowulf's barrow, those who barks ever-dashing

From a distance shall drive o'er the darkness of waters."
 he bold-mooded troop-lord took from his neck then
 The ring that was golden, gave to his liegeman,
 The youthful war-hero, his gold-flashing helmet,
 His collar and war-mail, bade him well to enjoy them:
 "Thou art latest left of the line of our kindred,
 Of Wægmunding people: Weird hath offcarried
 All of my kinsmen to the Creator's glory,
 Earls in their vigor: I shall after them fare."
 'Twas the aged liegelord's last-spoken word in
 His musings of spirit, ere he mounted the fire,
 The battle-waves burning: from his bosom departed
 His soul to seek the sainted ones' glory.

- f. What is Beowulf's dying request?
- g. What does he give to Wiglaf? Why?
- h. The cowardly warriors creep back and Wiglaf harshly reproves them. He then predicts that without Beowulf to protect them, the old feud between the Geats and the Swedes is going to be revived and the Geats will be defeated. How will the report of the warriors' defecting affect this prophecy?
- i. Beowulf's dying wishes are granted and he is honored by his people:

So lamented mourning the men of the Geats,
 Fond-loving vassals, the fall of their lord,
 Said he was kindest of kings under heaven,
 Gentlest of men, most winning of manner,
 Friendliest to folk-troops and fondest of honor.

- j. Do you think that Odysseus' people would have the same response to his death?
- k. Using Beowulf as an example, what qualities do you think were most valued by the Anglo-Saxons?
- l. Find a good translation of *Beowulf* and read the entire poem.

“If the radical is the ideal, yes, I am a radical.... A society which admits poverty, a religion which admits hell, a humanity which sanctions war, seem to me an inferior society, an inferior religion and humanity, and it is towards the higher society, the higher humanity and religion that I turn: society without a king, humanity without frontiers, religion without a book.... I condemn slavery, I banish poverty, I teach ignorance, I treat disease, I lighten the night, and I hate hatred. That is what I am, and that is why I have written *Les Misérables*.”

Victor Hugo, a letter to a friend

1. a. *Les Misérables* (The Miserable Ones), published in 1862 by French author Victor Hugo, is one of the greatest novels of the nineteenth century. Divided into five volumes consisting of three hundred and sixty five chapters, the novel is quite long. Most readers choose to read an abridged version.
- b. Victor Hugo, also known for writing *The Hunchback of Notre Dame* (1831), was born in 1802 in Besancon, France. He was a poet, novelist, playwright, essayist, and political activist. His involvement in politics led to his exile from France during the reign of Napoleon III. In 1870 he returned and was elected to the National Assembly. Born and raised a Catholic, Hugo became increasingly hostile to the Church and eventually declared himself to be a Rationalist. When he died in 1885, his final words found in his will read:

I leave 50,000 francs to the poor. I want to be buried in their hearse.
I refuse orations of all churches. I beg a prayer to all souls.
I believe in God.
- c. *Les Misérables* is primarily the story of Jean Valjean, an ex-convict, and his path to redemption, but more than that it is the story of Paris in the mid 1800s. The author spends much time digressing to topics ranging from the Battle of Waterloo to the sewer system of Paris. A major theme of the novel is social injustice and inequality.
- d. Because of the length of the novel, you will not be able to enjoy the whole story. This study will introduce you to five main characters. Read Volume 1, Book Second, Chapter IV in *A World Literature Anthology*, 1.d.
- e. Why is Valjean imprisoned?
- f. What is his original sentence? How long does he serve? Why?
- g. After his release from prison, Valjean is issued a yellow passport that identifies him as an ex-convict and which must be shown whenever he enters a new city. Because he is an ex-convict, he is not trusted, and most places will not serve him. Finally, Valjean is welcomed into the home of kindly Myriel, a bishop. While dining, Valjean sees the only wealth owned by Myriel, two silver candlesticks and some silverware. Temptation overcomes Valjean; he steals the silverware and flees.

- h. Read Volume 1, Book Second, Chapter XII in *A World Literature Anthology*.
 - i. Valjean is arrested and brought before the Bishop. What is the Bishop's surprising response?
 - j. What charge does the Bishop give to Valjean?
 - k. Valjean leaves the Bishop's house with his conscience starting to bother him. He robs a poor little boy and chases him away, but then he begins to feel remorse. Valjean now has a decision to make. He can, in his bitterness, continue a life of crime or he can try to turn his life around. From what you have read of the character Jean Valjean, what choice do you expect him to make?
2. a. There are two major female characters in *Les Misérables*, Fantine and Cosette. Fantine is poor and uneducated. As a child she was a street urchin with no family.

At the age of ten, Fantine quitted the town and went to service with some farmers in the neighborhood. At fifteen she came to Paris "to seek her fortune." Fantine was beautiful, and remained pure as long as she could. She was a lovely blonde, with fine teeth. She had gold and pearls for her dowry; but her gold was on her head, and her pearls were in her mouth.

She worked for her living; then, still for the sake of her living,—for the heart, also, has its hunger,—she loved.

She loved Tholomyès.

- b. Felix Tholomyès is a wealthy student who takes advantage of Fantine. Read Volume 1, Book Third, Chapter IX in *A World Literature Anthology*, 2.b.
- c. Four young women waiting for four young men to return with a surprise. What surprise do they receive?
- d. What is the tone of the letter? What excuse do the young men give to the young women for leaving?
- e. What makes Fantine different from the other three young women?
- f. Fantine has a baby girl and names her Cosette. Unable to support herself and the child, she decides to return to her hometown of Montreuil-sur-mer. Along the way she encounters Mme. Thénardier, an innkeeper's wife, as she plays with her two children. Fantine is struck with how loving Mme. Thénardier is and decides to entrust Cosette

to Mme. Thénardier's care in order to shield Cosette from the shame of having an unmarried mother.

- g. Upon arriving home, Fantine finds that Montreuil is now a prosperous city mainly because a newcomer, Monsieur Madeleine, has transformed the main industry, a bead factory, into a thriving business. No one knows anything about his background, but he is a kind and generous boss. He is so popular he has been chosen mayor of the city. Who do you think this man is?
- h. Monsieur Madeleine gives Fantine a job, and she is able to regularly send the Thenardiers letters and money for Cosette. Unfortunately, Mme. Thenardier is not what she seemed. Although she loves her own children, she treats Cosette like a slave and begins to extort more and more money from Fantine. To make matters worse, Fantine's coworkers are jealous of her and are suspicious of the letters she sends twice a month.

It was observed that she wrote twice a month at least, and that she paid the carriage on the letter. They managed to obtain the address: Monsieur, Monsieur Thenardier, inn-keeper at Montfermeil. The public writer, a good old man who could not fill his stomach with red wine without emptying his pocket of secrets, was made to talk in the wine-shop. In short, it was discovered that Fantine had a child. "She must be a pretty sort of a woman." An old gossip was found, who made the trip to Montfermeil, talked to the Thenardiers, and said on her return: "For my five and thirty francs I have freed my mind. I have seen the child."

- i. What is a public writer? Why would Fantine need to use his services?
- j. Fantine is hounded from her job and things get worse and worse for her until she is sick and living on the streets. She mistakenly blames Monsieur Madeleine for her troubles until he comes to her rescue.

"I have heard you. I knew nothing about what you have mentioned. I believe that it is true, and I feel that it is true. I was even ignorant of the fact that you had left my shop. Why did you not apply to me? But here; I will pay your debts, I will send for your child, or you shall go to her. You shall live here, in Paris, or where you please. I undertake the care of your child and yourself. You shall not work any longer if you do not like. I will give all the money you require. You shall be honest and happy once more. And listen! I declare to you that if all is as you say,—and I do not doubt it,—you have never ceased to be virtuous and holy in the sight of God. Oh! poor woman."

- k. Monsieur Madeleine takes Fantine to the infirmary. Read Volume 1, Book Sixth, Chapter I in *A World Literature Anthology*, 2.k.
- l. How sick is Fantine?

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- m. What delays Cosette from coming to her mother? Cruelly, Fantine dies without ever seeing her daughter.
- n. Do you think that Fantine was in any way responsible for her downfall? Write two or three paragraphs supporting your opinion.
3. a. The main character in a story is called the **protagonist**. The protagonist is usually the “good” guy or hero/heroine. Who is the chief protagonist in *Les Misérables*?
- b. Paired with the protagonist is the antagonist. The **antagonist** is the character or characters who oppose the protagonist. Sometimes he is a “bad” guy or villain, but sometimes he may just get in the way of the protagonist. In *Les Misérables* the antagonist is Javert, a police officer who is consumed with trying to arrest Valjean for violating his parole by robbing a child.
- c. Read Volume 1, Book Fifth, Chapter V in *A World Literature Anthology*, 3.c.
- d. Who is suspicious of Monsieur Madeleine? Why is he suspicious?
- e. What is Javert’s background?
- f. What two sentiments define Javert?
- g. Javert spends his whole life chasing Valjean because the law has declared Valjean a criminal and does not recognize the change that has come over his life. To Javert, the law is not to be questioned. Towards the end of the novel, when given the opportunity of forever stopping Javert from pursuing him, Valjean instead chooses to save Javert’s life.
- h. Read the first part of Volume 5, Book Fourth, Chapter I in *A World Literature Anthology*, 3.h.
- i. Where does Javert go to think?
- j. Why is he suffering?
- k. How do you think he will solve this dilemma?
- l. Read the last part of Volume 5, Book Fourth, Chapter 1 in *A World Literature Anthology*, 3.l.
- m. What is Javert’s final decision? Why does he make this decision?

- n. Were you surprised at Javert's choice?
4. a. In Volume 3, Book Third, the reader is introduced to the last major character we will examine, Marius Pontmercy. Marius is torn between his grandfather's, who raised him, and his father's politics.

Marius Pontmercy pursued some studies, as all children do. When he emerged from the hands of Aunt Gillenormand, his grandfather confided him to a worthy professor of the most purely classic innocence. This young soul which was expanding passed from a prude to a vulgar pedant.

Marius went through his years of college, and then he entered the law school. He was a Royalist, fanatical and severe. He did not love his grandfather much, as the latter's gayety and cynicism repelled him, and his feelings towards his father were gloomy.

He was, on the whole, a cold and ardent, noble, generous, proud, religious, enthusiastic lad; dignified to harshness, pure to shyness.

Disillusioned with his family and with politics, Marius decides to turn his back on both and live as a poor student.

- b. Read Volume 3, Book Sixth, Chapter I in *A World Literature Anthology*, 4.b.
- c. Why does Marius think young ladies looked at him? Why do they look at him?
- d. What does Marius do almost every day?
- e. Who do you think the man and girl are?
- f. Marius has to be out of town for six months. Upon his return:

He went straight to "his alley," and when he reached the end of it he perceived, still on the same bench, that well-known couple. Only, when he approached, it certainly was the same man; but it seemed to him that it was no longer the same girl. The person whom he now beheld was a tall and beautiful creature, possessed of all the most charming lines of a woman at the precise moment when they are still combined with all the most ingenuous graces of the child; a pure and fugitive moment, which can be expressed only by these two words,—"fifteen years."

Thus begins the love story of Marius and Cosette.

- g. Neither Cosette nor Marius knows Valjean's history. When Valjean learns that Marius and Cosette love each other, he is afraid of losing her. Marius decides to join the

revolutionaries and sends a note saying goodbye to Cosette because he is sure he will be killed. Valjean intercepts the note. Valjean is happy at first, but then decides to follow Marius to the barricades set up by the revolutionaries.

- h. Read Volume 1, Book First, Chapter XXIV in *A World Literature Anthology*, 4.h.
 - i. What happens to Marius?
 - j. How does Valjean escape with Marius?
 - k. Does this battle take place before, after, or during the French Revolution?
 - l. A plot device known as **deus ex machine** (god out of the machine) is when a character or object is used to overcome some difficulty in the plot. What character is an example of deus ex machine in this chapter?
5. a. Review why Jean Valjean was sent to prison and what happened to him. Is there a difference between law and justice? Did Jean Valjean receive one or both of these? Write two or three paragraphs explaining your position.
- b. If possible continue reading *Les Misérables* either online or by getting the book from a library.
 - c. Another option is to view the 1998 film version of *Les Misérables*.

1. a. For the next two weeks you will be reading short stories written by authors from several different countries. A **short story** is a work of fiction written in prose that can be read in one sitting. While there is no rule about how long a short story has to be, short stories are usually between 1,000 and 9,000 words. Unlike the novel, which has time to develop a complicated plot that may span hundreds of years, the short story is simpler and has a limited number of characters.
 - b. There are five important elements that make up a short story: character, setting, plot, conflict, and theme. The **characters** of the story are the people that the story is about. The **setting** is where and when the story takes place. The **plot** is composed of the events that make up the story. The **conflict** of a story is a problem that must be solved or the struggle that must be overcome by the characters. The **theme** is the main idea of the story.
 - c. French author, Guy de Maupassant (1850-1893) is recognized as one of the fathers of the modern short story. Published in 1884, “The Necklace” tells the story of the prideful Madame Mathilde Loisel whose borrowed necklace changes her life. Read “The Necklace” found in *A World Literature Anthology*, 1.c.
 - d. Why is Mathilde so dissatisfied with her life at the beginning of the story?
 - e. Who is Madame Forestier?
 - f. How did the Loisels’ lives change as a result of losing the necklace?
 - g. Did the Loisels do the right thing? What else could they have done?
 - h. Do you think Mathilde was a better person at the end of the story?
 - i. Unlike a fable whose theme is its moral, the theme of fictional stories is not stated. The author communicates his views about people and life through the characters, the setting, and the plot of the story. Sometimes the title of the story will give you a clue about the theme. Also, recurring symbols or patterns will suggest the theme. In “The Necklace,” how is the necklace a symbol of the theme “appearance versus reality?”
 - j. What point do you think Maupassant is making with the twist at the end of the story?
2. a. Today and tomorrow you will be reading two stories by English authors. The first story is by Arthur Conan Doyle (1859-1930), the creator of one of the most popular detectives in literature, Sherlock Holmes. “The Story of the Crooked Man” was published in 1893.

- b. Read the first part of “The Story of the Crooked Man” in *A World Literature Anthology*, 2.b.
 - c. According to Holmes, what is “elementary?”
 - d. What case has Holmes been asked to look into?
 - e. What is puzzling the police?
 - f. Read the next part of the story in *A World Literature Anthology*, 2.f.
 - g. What surprising fact does Holmes discover?
 - h. Describe the animal that was with the man.
 - i. Who is Henry Wood?
 - j. Read the conclusion of the story in *A World Literature Anthology*, 2.j.
 - k. Where has Henry Wood come from? Is this a clue about what kind of animal he had with him?
 - l. What killed Colonel Barclay?
 - m. Why did Mrs. Barclay call Mr. Barclay “David?”
 - n. In literature, **point of view** refers to the one who is relating the story. If the story is being told from the view point of a character, it is written in **first person** point of view. The character will use personal pronouns such as *I*, *me*, or *my*. In **third person** point of view, the story is related as if someone outside of the story is speaking. Third person pronouns such as *he*, *her*, *they*, and it will be used.
 - o. In which point of view is “The Story of the Crooked Man” written?
3. a. Today you will read a story by another English author, Henry Hugo Munroe (1870-1916). Writing under the pen name Saki, H.H. Munroe mainly wrote short stories and is considered to be a master of this type of literature. His stories are often humorous but sometimes can be very macabre. One of his most famous stories is “The Open Window.” Published in 1914, “The Open Window” is only a few pages long.
 - b. Read “The Open Window” in *A World Literature Anthology*, 3.b.

- c. Why has Mr. Nuttel come to Mrs. Sappleton's house?
- d. Who is Vera?
- e. What does Vera say happened to the Sappleton family? When did this take place?
- f. When did you begin to suspect that Vera was lying?
- g. **Foreshadowing** is a literary device used by authors to give readers clues or hints about coming plot developments. These clues help to build dramatic tension. Also, it is very satisfying to a reader to be able to guess where the foreshadowing is leading.
- h. What two questions does Vera ask at the beginning of the story? How are they an example of foreshadowing?
- i. How does Vera explain Mr. Nuttel's behavior?
- j. "Romance at short notice was her specialty." What does this line mean?
- k. Do you think Vera was intentionally being cruel to Mr. Nuttel?
- l. **Conflict** is essential to storytelling. It adds excitement and interest to a story. Without conflict there is no story. There are four basic types of conflict:
 - 1) Man versus self where the main character struggles with himself, maybe with a moral dilemma or an emotional challenge. This type of conflict is internal.
 - 2) Man versus man where the main character struggles with another character or with society as a whole. This may be in the form of an argument, a misunderstanding, having differing goals or values, or even physical confrontations.
 - 3) Man versus nature where the main character or characters have to overcome a force of nature such as bad weather or illness.
 - 4) Man versus god where the main character or characters struggle with divine forces, robots, or even aliens.
- m. What type of conflict is there in "The Open Window?"
- n. Which character are you more sympathetic to, Vera or Mr. Nuttel? Write a paragraph explaining why.

4. a. The beloved Canadian author Lucy Maud Montgomery (1874-1942) is best known for her *Anne of Green Gables* series, but she also wrote hundreds of short stories that were much in demand in her day. “When Jack and Jill Took a Hand,” published in 1905, is a good example of L. M. Montgomery’s storytelling talents.
 - b. The story is written in two parts, one from Jack’s point of view and one from Jill’s point of view. Read “Jack’s Side of It” first in *A World Literature Anthology*, 4.b.
 - c. Who are Jack and Jill?
 - d. Why do Jack and Jill like Dick and Aunt Tommy so much?
 - e. When Aunt Tommy and Dick meet, why does Dick get as red as anything?
 - f. How do Jack and Jill describe Dick to Aunt Tommy? What qualities about Aunt Tommy do they emphasize?
 - g. After three months, Jack and Jill think that it is time Dick proposes to Aunt Tommy. What plan do they come up with to hurry things along?
 - h. What goes wrong with the plan?
 - i. What does Jill decide to do?
 - j. Now Read “Jill’s Side of It” in *A World Literature Anthology*, 4.j.
 - k. Compare Jill’s description of Aunt Tommy with Jack’s. Why are they different?
 - l. Why does Aunt Tommy forgive Jill so quickly, but not Jack?
 - m. Since the story is told by two people, we are able to enjoy two perspectives. To understand how important perspective is, rewrite the story “The Open Window” from Mr. Nuttel’s point of view.
5. a. Katherine Mansfield was born into a wealthy New Zealand family in 1888. Published in 1922 and considered her best short story, “The Garden Party” reflects her upbringing in New Zealand.
 - b. Review Day 2.n. in this lesson. “The Garden Party” is written in third person. Third person point of view can be **objective**, **limited** or **omniscient**. Objective third person is used when the narrator is neutral in what is reported. Limited third person is when

the narrator reports the facts from the perspective of one of the characters. Omniscient third person narration gives the facts and interpretations from any character, including thoughts and feelings known only to the character.

- c. Read “The Garden Party” in *A World Literature Anthology*, 5.c. As you read, pay attention to what point of view the author is using.
- d. In the early twentieth century, writers began to use a technique known as **stream of consciousness**. Stream of consciousness is when a character’s thoughts are expressed in an interior monologue that has a random, disconnected structure.

Ex: His smile was so easy, so friendly, that Laura recovered. What nice eyes he had, small, but such a dark blue! And now she looked at the others, they were smiling too. “Cheer up, we won’t bite,” their smile seemed to say. How very nice workmen were! And what a beautiful morning! She mustn’t mention the morning; she must be business-like. The marquee.

Look for other examples of stream of consciousness throughout the story.

- e. What special things are the Sheridans doing to prepare for the garden party?
- f. Why does Laura want to cancel the party?
- g. What evidence is there that Laura’s family is snobbish?
- h. How does Laura react to her mother’s suggestion of sending a basket of leftovers to the grieving family?
- i. Why do Laura’s feelings about how she looks change?
- j. Do you think the Sheridans should have called off the garden party?
- k. How would you complete Laura’s statement “Isn’t life-?”
- l. Is “The Garden Party” written in objective, limited or omniscient third person?