

WUTHERING HEIGHTS

Prereading Worksheet

Your teacher will assign one or more of these activities. Each activity presents a problem or conflict situation. As you respond, think of actual experiences or use your imagination to invent experiences or combine actual and imaginary experiences. Also, follow the steps or clues for development outlined in the directions. To help yourself get started, jot some notes on this paper.

1. Someone you know has fine qualities that are covered up by a sullen exterior. What advice would you give that person? How would you help him or her develop or make the most of those qualities? Outline your ideas in preparation for talking with the person, or write a letter to the personal advice column of a newspaper.
2. You care a great deal about a special friend or other person. Through a misunderstanding, you had believed that person cared nothing for you, and you had avoided him or her. Now you would like to restore your closeness. What will you do to reach out and close the break between you? In your journal list several possible courses of action that you can take. Examine them, and list the advantages and disadvantages of each course.
3. Paradoxically, the times when we are the most unlovable are the times when we most need to be loved. Write a letter to someone special with one or both of the following purposes in mind: (a) say why you love this person even though this person displeases you in some way, (b) explain your need to be loved especially when you are unlovable.

and themes in given literary works.

To recognise the formal elements of a literary work, such as, plot, setting, character, theme, and special uses of language (e.g., simile, metaphor, irony, symbolism).

B. INFERENCE/INTERPRETATION

To discern the implied meanings of a literary work (i.e., the meanings that require the use of inferential reading skills).

To explain in one's own words the meaning of certain words, passages, and actions in a literary work.

To explain what a literary work means based on what happens in the work.

To read part of a literary work and make inferences about what has happened and may happen next.

To interpret the formal elements of a literary work, such as, plot, setting, character, theme, and special uses of language (e.g., irony, symbolism, tone).

2. Integration of Literary Concepts and Terms

All reading comprehension activities are based on essential literary concepts. Terms are integrated, as feasible, into the reading comprehension activities. These concepts/terms are basic ones; thus, they will recur not only in a single literary work but also from work to work.

3. Sequencing of Reading Comprehension Activities

Reading comprehension activities are sequenced. Activities build on previous discovery and learning; thus, "new" items reinforce "old" ones. This progressive, cumulative structure leads students toward deeper and richer understanding of the literary work. It also better prepares students to respond to the more expansive writing activities and postreading activities. (See SCOPE AND SEQUENCE CHART for each literary work.)

4. Application and Enrichment

Applications occur on selected close reading worksheets. Applications are writing activities. They ask students to relate something in the literary work to themselves or to life in general. Applications can be persuasive, expository, descriptive, narrative, personal, poetic, or a combination of two or more of these types. The agent and audience roles vary.

Enrichment activities ask students to synthesise responses to the close reading activities or to produce a creative project that may or may not involve writing. Again, agent and audience roles vary. These activities attempt to broaden the student's perspective beyond the text.

MANAGEMENT

Here is one way to introduce students to each Close Reading Worksheet: "Some of these activities involve your recalling facts. For other activities you must state an opinion based on facts. You must use reasoning skills. You must connect one part of the literary work to another part. You must see relationships and draw conclusions."

1. Assign for reading the portions of the literary work that correspond to the close reading worksheets.
2. Have students respond to the close reading activities. Students should be encouraged to write detailed responses to questions in their work books.
3. Both reading and responses can be assigned for homework, or reading can be done at home and responses in class.
4. If reading and responses are both assigned for homework, in class students can be paired or put in small groups to share and discuss responses.
5. If responses are assigned for class, students can respond individually or be paired or put in small groups to produce responses.
6. Responses can be produced in class as part of whole class discussion led by teacher. Students can then record notes in their work books.
7. Assign portions of a worksheet to particular students or to volunteers who prepare as "specialists" a report for the next class session.
8. For questions that require drawing conclusions, students can demonstrate inductive or deductive reasoning to trace the basis for their conclusions. These conclusions can be presented in a formal debate or through informal panels.
9. Students may be encouraged to evaluate their answers. Teachers can record

INSIGHT™

Literary Analysis Activities Program

INSIGHT is a Grades 6-12 literature program for average and above average students. It is based upon a response-to-literature model that includes three types of general responses:

- PREREADING — the personal, imaginative entry response.
- CLOSE READING — the analysis and interpretation response.
- POSTREADING — the evaluation response.

INSIGHT has three general objectives:

- To provide a literature program based essentially on the interaction between a given work of literature and the student.
- To promote skill and understanding in responding to literature as a life experience and art form.
- To develop skill in recognizing and understanding the function of literary concepts and terms germane to particular literary works.

INSIGHT, therefore, requires students to use critical reading skills as they respond to the craft and content of a literary work. Further, INSIGHT gives students frequent opportunities to use writing (and speaking) skills in various writing modes. In both cases, students will experience carefully structured lessons that develop divergent and convergent thinking skills.

DESIGN OF THE PROGRAM

Each title contains two types of materials:

- a comprehensive Teacher's Guide.
- a set of copy masters for student responses.

TEACHER'S GUIDE

The Teacher's Guide includes the following:

1. Explication of objectives and suggestions for use of prereading activities.
2. Explication of objectives and suggestions for use of close reading activities.
3. Explication of objectives for use of postreading activities.
4. SCOPE AND SEQUENCE CHART, keyed to literary concepts and terms.
5. Background information about the author and the literary work.
6. The postreading writing assignment. (See inside cover.)

STUDENT MATERIALS

Students receive, as distributed by the teacher, eleven pages of activities in these three categories.

1. Prereading activities
2. Close reading activities
3. Postreading activities

Predictable, probable, and possible student answers to the Close Reading Activities and Postreading Activities are printed on the student copy masters or on a separate sheet. These "answers" are intended as guidelines to the teacher. They give teachers an expectation for response.

PREREADING ACTIVITIES

WHAT ARE THEY?

Prereading activities involve the personal, imaginative entry response which prepares students to internalise and assimilate the central problems, situations, and/or conflicts in the literary work. Thus, prereading activities are "pump primers" to be used *before* students read the literary work. Drawn from something that exists in the work about to be read, prereading activities prepare students for the reading, enabling them to enter more intelligently and more perceptively into the reading. Prereading activities can be used as writing assignments, oral assignments, or in one of the other ways noted in "Management."