**World Literature—Unit 10 Notes**

**To a Snow-flake**

* Read poem together and note the imagery and metaphors
* Talk about the questions in the text

**The Skater and the Wolves**

* The unique experience of facing death—a situation where we actually wonder,” Am I going to die here?” What goes through our mind?

**Crystal Moment**

* Read together
* Note imagery and descriptions
* What is the “forest’s holiness”?

**A White Heron**

* Sarah Orne Jewett—local color, regional writing
* Richard, how would you like this method of bringing in the cows?
* Who did Sylvia live with and why?
* What is the geographical setting of the story? (this is important—one of the reasons for the story is to learn about life in New England)
* Beautiful descriptions, i.e. first column on p. 250
* What was Sylvia’s relationship with the forest and its animals?
* Why does Mrs. Tilley smile in the first column on p. 248?
* What did Sylvia think of the young hunter?
* “her own unquestioned voice would have terrified her”—how does a person begin to get beyond that fear?
* What kept Sylvia from telling the hunter about the heron? Did it take more courage to keep silent than to talk?
* What did she give up in refusing to tell? (money and a relationship with the young man)
* Can you understand her decision? Do you think that she made a good decision?
* The difference between a hunter and a killer

**The Eagle**

* Have a student read the poem with expression
* Look at the text’s questions
* What a majestic, powerful picture of an eagle!

**A Prayer in Spring**

* Look at the questions in text
* Discuss the meaning of the last stanza—God is the one who takes care of the future; our job is to live fully in the present , to give attention to the thing that is right in front of us knowing that God will take those small efforts and put them together into something bigger

**What Is So Rare as a Day in June?**

* Meaning of “rare”; also the meaning of “mean”
* What month might we insert into the poem here in GA?
* Talk about the descriptions and imagery in the poem—What all is pictured in the poem?
* Notice how Lowell moves from the specific to the general

**To Build a Fire**

* Discuss Jack London, naturalism, and the pessimistic outlook of the story (Notice that London never gives the man a name; do you see any significance in this?)
* Describe the setting of the story? What are men doing in the Yukon? (London himself spent some time there during the Klondike Gold Rush)
* What is a *chechaquo*?
* What was it like for you as a reader to watch this drama unfold? Did you think that the man was going to make it?
* Where did the man go wrong? (too cocky, ignored advice, went by himself, made fire under the tree) What are some things that happen to overconfident people in our setting? This is a huge problem in our world.
* Is there any value in reading a story like this?
* Notice some of the powerful and creative descriptions that London includes in the story

**Angus McGregor**

* I could actually do without this poem

**Lost in the Sahara**

* A true story--On 30 December 1935, at 02:45 a.m., after 19 hours and 44 minutes in the air, Saint-Exupéry, along with his mechanic-navigator André Prévot, crashed in the Sahara desert. They were attempting to break the speed record in a Paris-to-Saigon air race (called a "raid") and win a prize of 150,000 [francs](http://en.wikipedia.org/wiki/Francs). The crash site is thought to have been near the [Wadi Natrun](http://en.wikipedia.org/wiki/Wadi_El_Natrun" \o "Wadi El Natrun) valley, close to the [Nile Delta](http://en.wikipedia.org/wiki/Nile_Delta).[[27]](http://en.wikipedia.org/wiki/Antoine_de_Saint-Exup%C3%A9ry#cite_note-FOOTNOTESchiff1996263-33)(Wikipedia)
* What does Exupery say about the experience of facing death? What is unbearable about the thought?
* What other story this year involved someone nearly dying from thirst? Only they were completely surrounded by water? (Thomas Bakker in “Good Morning, Miss Dove”)
* Was Exupery a daredevil? What’s the difference between an adventurer and a daredevil? (someone who is willing to take risks to accomplish something worthwhile vs. the person who does dangerous things just because it is dangerous)
* What did Exupery say about his feelings toward the human race? Especially toward his rescuer?
* What do we call this ecstatic address to water on the last page?
* The remarkable endurance of the human being is on display in this story. Human beings can often do more than they think is possible when they have no other choice.

**Kon-tiki**

* True story; mention the book about the trip
* Heyerdahl was Norwegian; and a great adventurer—in addition to Kon-tiki, he built a boat out of papyrus reeds and sailed across the Atlantic and attempted multiple other adventures
* What year did this expedition take place in? How many men were along? What were the starting and stopping points? How long did it take?
* What was the point of the expedition?
* What was the raft made out of? What was its advantage over a boat with a hull? How was it powered?
* How did the men’s attitude toward the sea change over the course of the trip?
* What all did the men see along the way? (snake mackerel, whale shark, flying fish)
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**There Is a Tide**

* Notice the Petrarchan sonnet form
* We get two perspectives of the ocean here: first, an incomparably big, deep, powerful, unfathomable behemoth; secondly, it is a animal that has clear boundaries and is even friendly and playful around the edges
* Stand at the edge and play in the waves and foam and it is fun; swim out half a mile, and all of the sudden, the ocean begins to feel a lot different

**Once** **by** **the** **Pacific**

* The stormy weather is personified—the waves and clouds given thoughts, feelings, and motives to capture the emotional side of the scene, along with physical descriptions
* The situation is then made into a symbol of something much larger and more serious; just as the dark water seems intent on destroying the shore line; dark and dangerous forces seem to be closing in on society