ENG 4UR ***The Bell Jar* Key Scene Analysis and Seminar Task**

Key scene analysis is an important tool in understanding the complexity and the unity of the larger literary work. In a key scene analysis, students focus on:

* the scene as a self-contained event
* the controlling idea, effect, and purpose of the scene
* how the author communicates effect and purpose through language, tone and technique (requires close reading)
* the scene within the context of the larger work
* “unlocking” the piece for study

In groups of 3, select a scene you consider to be significant from the following sections of the novel. Each key scene should be examined with at least one detailed close reading of a significant passage, and should be discussed in terms of a reader’s response to it as he/she comes to understand the work as a whole. Create an appropriate title for your section, and organize your ideas around a clear, central thesis.

Remember: all work should be original & collaborative – use your reading journals to guide your responses. **No Secondary Sources**. Twenty-twenty-five minutes should do.

* Ch. 1-2
* Ch. 3-4
* Ch. 5-6
* Ch. 7-8
* Ch. 9-10
* Ch. 11-12
* Ch. 13-14
* Ch. 15-16
* Ch. 17-20

**Seminar Expectations**

A seminar is a discussion-based exchange of ideas and knowledge about a work of literature, or an extract from a larger work. Because of this, we approach seminar preparation not as a lecture, an essay/report “reading”, nor an “info-dump”. We must plan to allow the free-flow of ideas between presenters and audience.

**Suggestions**

* Your topic should be approached analytically (i.e. it should be developed around a unifying thesis, a plan of development, thorough supporting evidence from the primary source, and a conclusion based on the argument and evidence presented).
* Divide your topic up into meaningful sections, especially if you are assessing a Key Scene. Don’t merely focus on plot; consider also onomastic and symbolic representations; biblical and mythological references; parallel figures in other texts, etc.
* Use the literary text as your primary focus. **Remember the three Es: Engage, Explore, Extend.** Ensure that you have THREE significant passages that can be given to detailed close reading with the class. The passages should be considered microcosms of both the larger work and the author’s world view. Finally, the passages should represent significant observations on the character and/or on the overall theme of the novel or novel section
* Give yourselves 20-25 minutes (times will vary) to give the topic a thorough examination. Use your time wisely, and do not let one person in the audience or in the presenting group bankrupt your time allotment. ORGANIZE AND REHEARSE!! Avoid running over more than 5 minutes; avoid being too brief.
* Create 5-7 questions which, when asked and answered, will cover the main points of your seminar.
* Use visuals whenever possible, but do not become reliant on them.
* Your seminar will be successful if it demonstrates the following characteristics:
	+ Thorough knowledge of the work and/or extract, as well as its context
	+ Exemplary interpretation, critical analysis, understanding of effect, and of supporting evidence from the text
	+ Clear and thorough documentation of sources when used
	+ Effective structure and organization of the seminar, especially regarding personal engagement, extension of the ideas into the wider world, and management of the overall discussion.

**DO NOT READ DIRECTLY FROM A PREPARED SCRIPT OR PARAGRAPH-FORM SUMMARY!**

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| **Criteria** | **Level 1****10-11** | **Level 2****12-13** | **Level 3****14-15** | **Level 4****16-20** | **Value****/20** |
| **Knowledge & Understanding** (knowledge of work & context, understanding of the text’s deeper issues and ideas) |   |   |   |   |  |
| **Thinking & Inquiry + Close Reading** (critical response, interpretation of ideas and feelings, detailed analysis of the effects of literary features and language of the work, well supported by relevant and direct reference to the text) |   |   |   |   |  |
| **Application/Communication** (clear and logical structure, a focused response in a clear, coherent, effective and convincing manner, smooth and effective integration of supporting references and material); appropriate use of technology; polished delivery; teamwork |   |   |   |   |  |
| **Communication** (clear, varied and precise use of language, appropriate register and style, precisioned use of appropriate critical terminology, use of technology where applicable) |   |   |   |   |  |