

HOYAH NOVEL READING



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Novel Reading @ HOYAH ACADEMY

GOALS: 1) to develop critical-thinking and creativity; 2) to familiarize students with literature taught at elite U.S.-based prep schools and colleges; and 3) to prepare students for humanities coursework via presentations, debates, research, and essay-writing.

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HOW (1): THE HARKNESS METHOD



Applied at *St. Paul's School, Exeter Academy, Deerfield Academy, etc.*

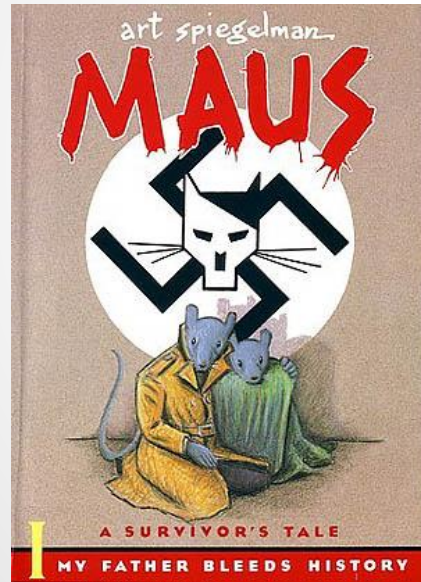
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HOW (2): MULTIPLE PLATFORMS FOR LEARNING

Novels



Graphic Novels



Films



Podcasts



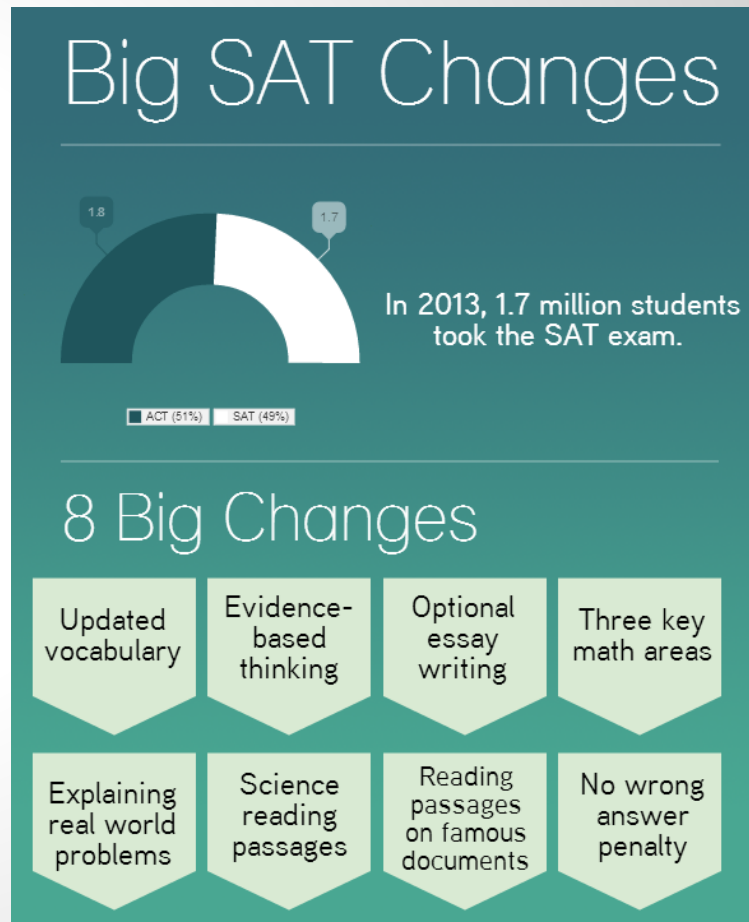
PodCast

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HOW (3): SYNERGY W/ OTHER CLASSES

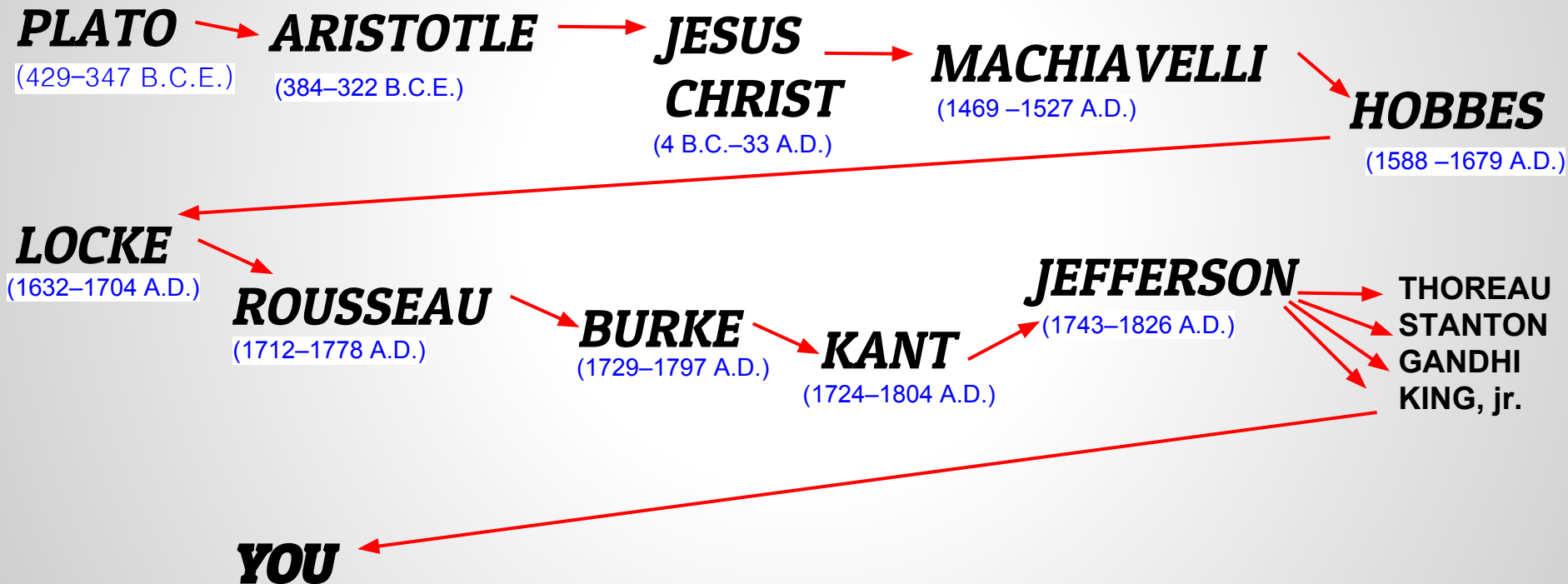
EXAMPLE: 2016 SAT PREP

- 50-minute optional essay section : written in response to a provided text. These passages “examine ideas, debates, trends, and the like in arts, the sciences, and civic, cultural, and political life that have wide interest, relevance, and accessibility to a general readership. Passages tend not to be simple pro/con debates on issues but instead strive to convey a nuanced view on complex subjects.
- Students must demonstrate passage comprehension by using evidence (quotations, paraphrases, or both) from the source text
- Every exam will include a passage from significant U.S. documents, such as: the Declaration of Independence, Bill of Rights, or writings authored by famous (Martin Luther King, Jr., Elizabeth Cady Stanton, etc.)



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HOW (4): PRIMARY SOURCE DOCUMENTS (SAT & AP)



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OUR SUMMER READING LIST

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Level 2	<i>THE HERO WITH A THOUSAND FACES</i>	<i>THE HERO WITH A THOUSAND FACES/ HENRY V</i>	<i>HENRY V/ MEMOIRS OF THE SECOND WORLD WAR (MSWW)</i>	<i>MSWW/ HOYAH READER ASSIGNMENT #1</i>	<i>MAUS / PERSEPOLIS (GRAPHIC NOVELS)</i>	<i>CATCH 22</i>	<i>CATCH 22</i>	<i>WELCOME TO THE MONKEY HOUSE / HOYAH READER ASSIGNMENT#2</i>	<i>CATCHER IN THE RYE</i>	<i>FARENHEIT 451 / HOYAH READER ASSIGNMENT #3/ FINAL PRESENTATIONS</i>
Level 1	<i>HOLES</i>	<i>GIVER</i>	<i>HOUSE OF THE SCORPION</i>	<i>HOYAH READER ASSIGNMENT #1</i>	<i>MAUS (GRAPHIC NOVEL)</i>	<i>WITCHES</i>	<i>THE ALCHEMIST</i>	<i>HOYAH READER ASSIGNMENT#2 / HARRIET THE SPY</i>	<i>HARRIET THE SPY/ DANDELION WINE</i>	<i>DANDELION WINE/ HOYAH READER ASSIGNMENT #3/ FINAL PRESENTATIONS</i>

Henry V

b. 6 September 1386 – d. 31 August 1422

- Son of Henry of Bolingbroke (later Henry IV) and 16 year-old Mary de Bohun
- Family comes into power as a result of the *Lancastrian Usurpation* (Richard II dethroned)
 - Fought in battle against the Welsh Uprising alongside his father. Injured and permanently scarred by an arrow striking his face
 - Took control of the country for 18 months (1410 - 1411) while his father was ill
 - Father reversed Henry's policies; his supposed riotous youth (personified by the Shakespeare's character Falstaff) is a myth
 - Sought to rule a united nation and created opportunities for reconciliation while also acting ruthlessly to stop counter-movements (Henry's old friend, Sir John Oldcastle, was burned at the stake during the Lollard movement of 1414)
 - Pretensions to the French throne realized at Agincourt



Shakespeare & Henry V

- Patriotic propaganda or subversively anti-war?
 - The role of the church as arbiter of just war
 - Character foils throughout the play present stark dichotomy
 - Henry v. Dauphin
 - Nym, Bardolph, & Pistol v. Exeter, Canterbury & Westmoreland v. Scoop, Lord, & Grey
 - Ruthlessness and Integrity of the Warrior King
 - Falstaff & Katherine
 - Harfleur & Agincourt

Symbolism: explain the meaning of the tun of tennis balls?

Common motifs: Presenting parallels between aristocracy and commoners, Shakespeare's Henry simultaneously bridges and transcends the gap. *How?*

The Chorus



In Shakespeare's *Henry V*, the chorus plays a prominent role. There are few other plays written by Shakespeare that include a chorus, however in no other play does the chorus have such an important role.

The principal purpose of the chorus is that of storytelling. The chorus acts as a guide for the audience, narrating parts that wouldn't fit into the action of the play.

Another function of the chorus is to arouse expectation. The chorus is used to influence the way the audience react to people and events. This is especially true in the way that Henry is presented as an epic hero.

Shakespearean Literary Devices

Alas, your too much love and care of me
Are heavy orisons 'gainst this poor wretch!
If little faults, proceeding on distemper,
Shall not be wink'd at, how shall we stretch our eye
When capital crimes, chew'd, swallow'd and digested,
Appear before us? We'll yet enlarge that man,
Though Cambridge, Scroop and Grey, in their dear care
And tender preservation of our person,
Would have him punished. And now to our French causes:
Who are the late commissioners?

Alliteration: The repetition of the same letter or sound at the beginning of syllables following in close succession.

Assonance: A species of imperfect or incomplete rhyme, consisting of the use as a substitute for rhyme of the same vowel sounds, but different consonants.

Antithesis: The opposition, by way of pointed contrast, of different words or expressions

Enjambement: When in poetry the end of the grammatical clause fails to coincide with the end of the verse or line, and runs on to the next line,

Metonymy: The rhetorical figure of the allusion to a feature or accessory of the object meant instead of to the object itself

Synecdoche: The rhetorical figure of allusion to the part instead of the whole

Oxymoron: The rhetorical term for the combination of words, generally epithet and subject, of opposed and contradictory meanings effecting a kind of verbal paradox

Call to Adventure: Tennis Balls



Literary Device: Foil

In **fiction**, a foil is a character who contrasts with another character in order to highlight particular qualities of the other character.

DAUPHIN

My most redoubted father,
It is most meet we arm us 'gainst the foe;
For peace itself should not so dull a kingdom,
Though war nor no known quarrel were in question,
But that defences, musters, preparations,
Should be maintain'd, assembled and collected,
As were a war in expectation.
Therefore, I say 'tis meet we all go forth
To view the sick and feeble parts of France:
And let us do it with no show of fear;
No, with no more than if we heard that England
Were busied with a Whitsun morris-dance:
For, my good liege, she is so idly king'd,
Her sceptre so fantastically borne
By a vain, giddy, shallow, humorous youth,
That fear attends her not.

Constable

O peace, Prince Dauphin!
You are too much mistaken in this king:
Question your grace the late ambassadors,
With what great state he heard their embassy,
How well supplied with noble counsellors,
How modest in exception, and withal
How terrible in constant resolution,
And you shall find his vanities foreshent
**Were but the outside of the Roman Brutus,
Covering discretion with a coat of folly;
As gardeners do with ordure hide those roots
That shall first spring and be most delicate.**



Answering the Call

How does Shakespeare characterize the French aristocracy? How does he also characterize the English nobles? To what extent does **non-aristocracy** in *Henry V* -- Bardolph, Nym, Pistol, and the Boy -- play an influential part in the play? Why is *diversity* a subversive element in Shakespeare's *Henry V*?



@1st Threshold: The Betrayal

- 1) How is this event significant in terms of Henry V's character development?
- 2) Does Shakespeare's Henry V serve or subvert the idea that a King is a sovereign endowed with authority by God? How or how not? Would you have made the same decision as Henry, or would you have exercised 'mercy'?
- 3) Consider how Branagh's movie version is different from the text, with specific attention paid to Scoop, Lord, and Grey.



@2nd Threshold: Siege at Harfleur

KING HENRY V

Once more unto the breach, dear friends, once more; /
Or close the wall up with our English dead. / In peace there's
nothing so becomes a man / As modest stillness and humility: But
when the blast of war blows in our ears, / Then imitate the action of
the tiger; / Stiffen the sinews, summon up the blood, / Disguise fair
nature with hard-favour'd rage; / Then lend the eye a terrible aspect; /
Let pry through the portage of the head / Like the brass cannon; let
the brow o'erwhelm it / As fearfully as doth a galled rock / O'erhang
and jutty his confounded base, / Swill'd with the wild and wasteful
ocean. / Now set the teeth and stretch the nostril wide, / Hold hard
the breath and bend up every spirit / To his full height. On, on, you
noblest English. / Whose blood is fet from fathers of war-proof! /
Fathers that, like so many Alexanders, / Have in these parts from
morn till even fought / And sheathed their swords for lack of
argument: / Dishonour not your mothers; now attest / That those
whom you call'd fathers did beget you. / Be copy now to men of
grosser blood, / And teach them how to war. And you, good yeoman,
/ Whose limbs were made in England, show us here / The mettle of
your pasture; let us swear / That you are worth your breeding; which I doubt not; / For there is none of you so mean and base, / That hath not
noble lustre in your eyes. / I see you stand like greyhounds in the slips, / Straining upon the start. The game's afoot: / Follow your spirit, and
upon this charge / Cry 'God for Harry, England, and Saint George!'



@2nd Threshold: Siege at Harfleur

KING HENRY V

How yet resolves the governor of the town? / This is the latest
parle we will admit; / Therefore to our best mercy give yourselves;
/ Or like to men proud of destruction / Defy us to our worst: for, as
I am a soldier, / A name that in my thoughts becomes me best, / If
I begin the battery once again, / I will not leave the half-achieved
Harfleur Till in her ashes she lie buried. / The gates of mercy shall
be all shut up, / And the flesh'd soldier, rough and hard of heart, /
In liberty of bloody hand shall range / With conscience wide as
hell, mowing like grass / Your fresh-fair virgins and your flowering
infants. / What is it then to me, if impious war, / Array'd in flames
like to the prince of fiends, / Do, with his smirch'd complexion, all
fell feats / Enlink'd to waste and desolation? / What is't to me,
when you yourselves are cause, / If your pure maidens fall into
the hand / Of hot and forcing violation? / What rein can hold
licentious wickedness / When down the hill he holds his fierce
career? / We may as bootless spend our vain command / Upon
the enraged soldiers in their spoil / As send precepts to the
leviathan / To come ashore. Therefore, you men of Harfleur, /
Take pity of your town and of your people, Whiles yet my soldiers
are in my command; / Whiles yet the cool and temperate wind of



grace O'erblows the filthy and contagious clouds / Of heady murder, spoil and villany. / If not, why, in a moment look to see / The blind and
bloody soldier with foul hand / Defile the locks of your shrill-shrieking daughters; / Your fathers taken by the silver beards, / And their most
reverend / heads dash'd to the walls, / Your naked infants spitted upon pikes, / Whiles the mad mothers with their howls confused / Do break
the clouds, as did the wives of JewryAt Herod's bloody-hunting slaughtermen. What say you? will you yield, and this avoid, Or, guilty in
defence, be thus destroy'd?

Road to Challenges: Hanging Bardolph

How is hanging Bardolph a challenge for Henry V?



The Boon: Lady Katherine

What is the significance of Princess Katherine learning English in this scene?

What roles do women play in Shakespeare's *Henry V*?



Moment of Despair and Atonement with the Father(s): the Night Before Agincourt

How does this scene play a very crucial role in terms of Henry's character development? Why does Henry appeal to God for absolution from his father's transgressions usurping the crown from Richard II?



***Apotheosis: “We few, we happy few,
we band of brothers...”***

