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# Sample



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*Literature Made Fun!*



*As I Lay Dying*  
BY WILLIAM FAULKNER



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All references come from the First Vintage International Edition of *As I Lay Dying*, published 1990.

## **Pre-Reading**

### **Anticipation Guide**

**Objectives:** Making predictions about the novel  
Thinking about themes of the novel before reading

#### **Activity**

Complete the following anticipation Guide.

An **Anticipation Guide** is a series of questions or statements that relate to the novel you are preparing to read. It is a way of considering some of the themes or ideas for yourself before you see how they are treated in the novel.

On the line beside each statement, place an "A" if you agree with the statement or a "D" if you disagree with the statement. Then, make your prediction about the plot of the play in the space provided.

*Note to Teacher: Have students complete this guide silently and individually. Then, open up each statement for discussion. As an option, you can save all the completed guides and hand them back to the students after reading the novel. Students can then see if they still feel the same way about each statement.*

**During Reading: Chapters 1-10**

**Rewriting Figurative Language**

**Objective:** Writing similes and metaphors

**Activity**

Choose five similes and metaphors from Chapters 1-10 to rewrite. See if you can make a comparison as effective as the original. Use the **Figurative Language Chart** provided. Write the original example, your rewritten version, and an explanation of the comparison you chose. We have provided an example for you.

*Note to Teacher: For best results, complete this activity immediately after "Recognizing Figurative Language." If this approach is not workable, just have students choose five similes or metaphors from these chapters to work with. You might first discuss effective and ineffective figurative language. Sometimes younger readers have difficulty distinguishing a good simile or metaphor from one that is a cliché or just makes no sense.*

*Another way to extend this activity would be to have students rewrite the similes as metaphors and vice versa. Classes could also be asked to rewrite them as hyperbole, personification, or another literary device. We have provided a blank chart if you choose to use this activity.*

**FIGURATIVE LANGUAGE CHART**

Original Example	New Version	Explanation of Comparison
1. "The path runs straight as a plumb-line,..."	The path runs along a railroad track through a dark tunnel.	Stronger, more powerful image
2. <i>Choices will vary</i>		<i>Students should be able to provide a logical explanation for their comparisons.</i>
3.		
4.		
5.		

**During Reading: Chapters 2-55****Significant Passages**

**Objective:** Explaining the significance of selected passages

**Activity**

For each of the passages on the **Significant Passages Chart**, give a short paraphrase of the passage. Then, explain why the passage is important to the novel—either to its plot, the characters, or its theme. Finally, include your personal reaction to the passage. The first one has been done for you.

*Note to Teacher: You can use these passages in a variety of ways. You can give the students one or two passages each time they finish a chapter, as an in-class writing assignment, or as a quiz. The passages can also be used to fuel class discussions*

## Chapters 6-10

Research: Funeral Traditions

**Objective:** Understanding the funeral traditions of other cultures and religions

**Activity**

In this section of the novel, Addie Bundren gets closer and closer to death. Her family prepares to carry out her final wish: to be buried in Jefferson with her own family. Most people in our culture would not find this strange; many Americans wish to be buried alongside their loved ones.

What about other cultures and religions? What are the traditions regarding death, funerals, and burial? In this activity, you will choose one other culture or religion and, using the Internet or school resources, research its funeral traditions. What happens to the body after death? Is there some kind of ceremony? Is the deceased buried, and how? Answer these questions over the course of your research, and be prepared to share your findings with your classmates.

*Note to Teacher: This activity can range from extremely simple and quick (as described above) to a full-blown research assignment. Consider having your students produce reports, slideshows, or other formal presentations of their information. You could limit the research to funeral traditions as practiced in America, or you can have students take a global approach.*

*Funeral practices from suggested cultures that are easily researched: Navajo, Christian Scientist, Jewish, Appalachian, Catholic, Australian Aboriginal, Chinese, Japanese, Samoan, Hindu, etc. Customs that are different between very rich and very poor Americans could also provide much interesting information.*



## Chapters 25-52

Imagery and Emotion on the Journey to Jefferson

**Objectives:** Identifying images in the novel  
Using imagery to analyze emotion in the novel

**Activity**

The journey to Jefferson to bury Addie Bundren is the longest and most important section of the novel. Although the reader knows early on that the journey will be difficult, if not impossible, the Bundrens seem reluctant to admit it or perhaps just foolish enough not to worry. During the most challenging parts of the journey, the family's loyalty to each other and ability to work together is tested, and while they do eventually make it to Jefferson, the trip is not without major losses.

Imagery refers to the use of words to evoke meanings beyond the basic. Images say more than the words they are made of; they often convey an emotion in the scene that a character does not or cannot. As you read this section devoted to the journey to Jefferson, pay attention to Faulkner's use of imagery. Record images you find on the **Imagery and Emotion Chart**—we've done the first one for you. Then, translate each image into an emotion. Please include the chapter title with each image you record.

*Note to Teacher: Asking lower-level students to sense emotion alone might be difficult for them because it requires them to see something that is abstract. Using imagery as a bridge to the emotions of the characters helps students put a picture with the feeling. For even better results, follow this activity with the symbolic structure activity.*

## Chapter 34

Creative Writing

**Objectives:** Manipulating the text to create poetry  
Identifying poetic language

**Activity**

Create a “found poem” using Darl’s Chapter 34

One type of poetry is called a “found poem.” This type of poetry allows anyone to write a quality poem. Found poems are constructed by taking portions of writing and putting them together in poetic form to end up with a complete poem. For this activity, you should take sentences, phrases, or words from Chapter 34 and arrange them into a poem. An example created from Chapter 1 follows. You may make your poem read as you see fit. Remember to give your poem a title.

EXAMPLE:

Brothers

We come up from the field  
Single file  
Broken straw hat in fading precision  
Cottonhouse of rough logs  
Empty dilapidation, sunshine, yellow gold, soft gold  
Staring straight ahead  
Pale wood eyes—confidence and comfort  
Jewel stops at the spring, drinks  
I go on to the house  
In silence  
Fitting together.

*Note to Teacher: This activity can encourage even the most reluctant student to write a poem. If necessary, have students complete the assignment in small groups, or allow them to use words from more than one chapter. Some students might find it helpful to be confined to just a couple of pages. You might also choose to give your students a number of required lines or examples of poetic language.*

## Post-Reading

Interpretation of the Novel's Title

**Objectives:** Interpreting the meaning of *As I Lay Dying*  
Letter writing

## Activity

Faulkner's use of "I" in the title refers to Addie, and the word "Lie" is in past tense, indicating that the death has already occurred; yet Addie could not write it if she were already dead. The phrase is not a sentence and would need to be connected to another phrase to become a fully realized idea. In addition, other characters actually write the chapters, and Addie has very little to actually say in the novel. She does narrate one chapter, number 40, but she has been dead for over 100 pages. The point-of-view is constantly shifting from one character's perspective to another's.

Compose a letter to William Faulkner asking about these apparent contradictions and offer your own opinions of the techniques he used in creating the book.

*Note to Teacher: To extend this activity or to alter it a bit, consider having students write anything they care to question Faulkner about, rather than just what is above. Students might mention in the letter: Faulkner's humor, portrayal of horrific events, harshness, pessimism or optimism, portrait of the South, the surprise new "Mrs. Bundren," etc. You might also have some students write answering letters as if they were from the author himself*