

An Activity: Discuss Three Ways to Turn This Traditional Assignment into One Which Actively Encourages Use of the Internet.

I'm going to ask us all to take part in a hands-on activity now. I'm going to put on a screen a very traditional assignment for a literature course—an extract from a text to teach close reading, along with some questions. I'm going to ask all of you to write some notes to yourself—write down three ways you could encourage students to use the Internet in this activity, and how this might change the structure, scope or even wording of the assignment. Then we're going to split off into groups where you'll vote on the three best suggestions, and the rationale behind the selection. Finally we're going to try to write it all down in a Google document (please feel free to attribute names to the people who've come up with the ideas), and share it with other people who might be interested in doing something similar.

Reading: *Jane Eyre*, Chapters 11-16

Read the following extract carefully. Refer to your book to reread what happens just before, and just after this extract (From Chapter 12).

It was very near, but not yet in sight; when, in addition to the tramp, tramp, I heard a rush under the hedge, and close down by the hazel stems glided a great dog, whose black and white color made him a distinct object against the trees. It was exactly one mask of Bessie's Gytrash—a lion-like creature with long hair and a huge head: it passed me, however, quietly enough; not staying to look up, with strange pretercanine eyes, in my face, as I half expected it would. The horse followed—a tall steed, and on its back a rider. The man, the human being, broke the spell at once. Nothing ever rode the Gytrash: it was always alone; and goblins, to my notions, though they might tenant the dumb carcasses of beasts, could scarce cover shelter in the commonplace human form. No Gytrash was this—only a traveler taking the short cut to to Millcote. He passed, and I turned; a sliding sound and an exclamation of 'What the deuce is to do now?' and a clattering tumble, arrested my attention. Man and horse were down; they had slipped on the sheet of ice which had glazed the causeway. The dog came bounding back, and, seeing his master in a predicament, and hearing the horse groan, barked till the evening hills echoed the sound, which was deep in proportion to his magnitude. He snuffed round the prostrate group, and then he ran up to me; it was all he could do—there was no other help at hand to summand. I obeyed him, and walked down to the traveler, by this time struggling himself free of his steed. His efforts were so vigorous, I thought he could not be much hurt; but I asked him the question;

"Are you injured, sir?"

I think he was swearing, but am not certain; however, he was pronouncing some formula which prevented him from replying to me directly.

"Can I do anything? I asked again.

"You must just stand on one side," he answered as he rose, first to his knees, and then to his feet."

(pg 133)

Discussion Questions

1. What is being described in this extract? What happens before, and what happens after it?
2. If *Jane Eyre* is about a love story, what is typical, and what unusual about the entrance of the hero of this love story?
3. How does the typical, yet unusual entrance of the love story connect to some of the other themes we have discussed in *Jane Eyre* so far?
4. What do you think is the symbolism behind the name *Thornfield*?

Ideas for changing this assignment by [Digital Pedagogy Lab--Identity Track 2015](#) participants (please add your name/twitter handle to your idea)

@AprilPeltCO: In this scene, we experience Jane and Rochester's first meeting from Jane's perspective, and it's charged with the sorts of narratives that she absorbed as a child (i.e., Bessie's fairy stories). Let's rewrite this initial encounter from Rochester's perspective. What is he thinking? What is his initial impression of Jane? How does he respond to the felling of his horse in the lane? What sorts of narrative traditions inform his point of view? How, if at all, are Jane and Rochester's respective go-to genres gendered? Use Google/Google books to search for early nineteenth-century texts that Rochester might have read to formulate your answer. Pick at least two texts that inform your answer.

@emueller9: Have students create a collaborative [timeline of events](#) in the story (there must be software to do this [timemapper], or they could just work in a shared google doc). This activity could replace discussion **question #1**. Possible tool: <http://timemapper.okfnlabs.org/> Have students share what they know about typical love stories - maybe creating a Venn diagram of sorts to show ways love stories are similar and different. This could develop into an infographic of sorts, or a web comic. (connect with **question #2**) Could be the author of the selected stories talking to other authors or to readers, students, etc: What conversations (internal dialogue or discussion with others) did the author have when developing the story? For **question #4**, speed googling (racing) word origins of Thornfield. Maybe also do a pinterest collage of the images that pop up in association with the words.

@FaronBorie: "What the deuce...?" When did fuck replace deuce; or trace the genealogy of cussing in English lit and women authors? (<--AK: I love this)

@chris_friend: As follow-up to original #2, above: Find examples of stories, songs, videos, or other material that demonstrates the things you identified as “typical”? How do you know they are? How much experience do you need, or how much research must you do, before you’re able to say something is “typical”?

@lmhager consider the geography of the scene using Google Maps and the house on which Thornfield is based (movie used Water Meadow below Haddon Hall/ other candidates High Sunderland Hall in Halifax and North Lees Hall in Hathersage); connect the geography to traditions of the Gothic and landscape by looking up typical “surprise” encounters in these novels; also landscape politics and design

@wendylvardaman, liz constable, @dianelobody Use soundcloud to have students do a recording of this passage & share their recordings. Possibilities for further audio editing using sound effects and music--period music & contemporary music both possible--both/and. Could create a group project (small groups or classroom as a whole) with one performance--using e.g., bits of everyone reading pieces of the text and/or different ideas / consensus about how the sound effects, added music, performance brings out different readings/ meanings of the text, which also would vary depending on student identity. Foregrounding orality of the text and making that physical/real for students.

Soundcloud--record, share files: <https://soundcloud.com/>
Audio can also be archived on Google Drive. Online audio editor--can also add to Chrome as extension: <https://twistedwave.com/online/>
Could also use Rap Genius to annotate, <http://rap.genius.com/>

Ideas for changing this assignment by ILIADS 2015 participants

Wikipedia the text and have the students link the descriptions to definitions.
Have students search for old editions of the novel and examine the text on the page.
Have the students role play the excerpt.
Have the students memorize the entire passage and recite it with their eyes closed, then describe the images in their mind’s eye.
Have the students research online what happens to horses injured? Veterinary medicine?
Have the students find as many references to Gytrash as they can.
Have the students develop a new narrative about Gytrash
Have students create a Jane Eyre interactive narrative with Twine

Have them find quotes of passage/work on internet, parodies, etc. Examine how those deviate from the original and what is added. Make connection to this passage.

-- similarly: find a vid clip of a hero's entrance for comparison; talk about the parody that's suggested here.

- Search for media related to Jane Eyre, survey what should be given to class
- Search for meaning behind symbolism of Thornfield +1
- Search for love story
- Find virtual museum tour that displays the time period for context
- Use text analysis (Voyant) to compare passages before and after the assigned passage, do concepts show up before/after? +1
- Use Voyant to compare words (and related themes) in this passage to the rest of the text ([@aliciapeaker](#))
- Put text in a social annotation system and let students converse with text and each other +2
 - also annotate using various media types
- "Pinterest the scene" - find artifacts online that evoke the scene, then have everyone compare each others thoughts together to see if biases appear
- Pull section into Google Docs and collaboratively annotate the piece together using images, text, links, etc.
 - the comments feature in g-docs could do similar collaborate live conversation for text as "live-tweeting" a film (kburnham@hamilton.edu)
- storyboard the scene as page in a zine

Use social media in a public or class-specific way to crowdsource the discovery of the thoughts and theory around this text. You're collaborating, then, with other students, in order to collaborate with the pre-existing conversation around these themes of symbolism, Jane Eyre, etc. I want to see a Jstor article in my twitter feed.

Make a montage of meet-cute moments in rom coms and show how this passage fits that pattern. --Bill Bare wbare@randolphcollege.edu +1
--or a Tumblr ([@aliciapeaker](#))

Have them find quotes of passage/work on internet, parodies, etc. Examine how those deviate from the original and what is added—connection to this passage

Ellen Hoobler, Brooke Bergantzel, Miranda Donnellan ([@miaindigital](#)), Eric Rhodes:
Situate the story within a larger historical context by using [Timeline.js](#) to share articles, images, videos, and more--might include definitions of unfamiliar vocabulary (Gytrash??), comparisons to typical love stories of the period

Start with Google Scholar...

Tags -- has this passage been tagged before -- either TEI or key terms

Gytrash on Wikipedia -- follow up on this, images..

Geographical info -- maps, GIS...

Physically act out what's going on in this extract, or visualize it in some other way -- and then think about how the language works in propelling or impeding the narrative

Engaging with the passage:

- Find dramatic audio readings of the passage or video interpretations of the passage on YouTube or other website
- Rewrite the passage in contemporary language and/or a different genre
- Create a comic/graphic novel version of the passage
- Create a video vignette of the passage
- Find references to and/or commentary on the passage
- Find other representations of "Thornfield"

Discussing the passage:

- Use CMS discussion forum or blog
- Create a Twitter hashtag for class discussion
- A Facebook-style stream of multi-media posts and comments would also be nice

@dsoliday

Make it interdisciplinary:

Research the geography of the story setting now-

What would it have been like in this time period of the story? How has it changed? What are the implications of the changes? How would those changes have influenced the story to make it different if written today? Could do the same with diseases present in this age and treatments.

What would be the chances if one of the characters was affected and how would the story change? Get them to think of the story in a larger picture of the world at that time period.

Melanie Lee-Brown (mleebro@guilford.edu)

[Watch this YouTube video](#) and leave comments regarding how it either reinforced or contradicted your impressions of the reading, regarding the entrance. @hmccull and @fluffthebunny

- Find an article in Wikipedia that discusses one of the original questions (e.g., the symbolism of Thornfield). What's wrong/inaccurate/inadequate with it? Draft a revision.

- Start with the mysterious creature called a “Gytrash.” Find all the animals/strange creatures in the passage and build a bestiary. Figure out what tool or platform you need to use to design and visualize this bestiary, including metadata about each beast.
- Design the soundtrack for this passage. Explain your choices.
- Find images to illustrate the setting. Discuss copyright: are you free to take/use these images?
- Choose something that intrigues or confuses you about this passage. Use Google to help answer your question or get information. Then go to the library website and use their search engine to answer the same question. Compare your findings. Evaluate how helpful and/or reliable these answers are.
- Have the students play the role of characters, and create a Facebook page or live tweet as the character
- Use a mapping or graphing tool to mark the physical position of the two characters, with or without the animals, in relation to one another. What do their changing physical positions, proximity to one another, and place in the landscape say about their relative, shifting power relations and how do these power relations generate sexual tensions and expectations for romance. Can your map or graph predict anything about the future of this relationship?
- Do a google search for various first meetings of protagonists in romantic tales. Look for shared tropes, images, terms. Focus on one (or more) and link to text of it, then discuss (or blog) about how Bronte’s version is different. Think tone, word choice, setting, satire, etc. (direct students esp to Austen’s *Sense & Sensibility*)
- Have students record themselves reading the passage aloud. Then play their readings for each other (in pairs) during class. Talk about how the language sounds vs how it reads on the page. Does sound matter in Bronte’s prose? Choose a recording to share with larger groups and repeat. (think, pair, share format) Then get audio from Gutenberg and listen to “authorized” version and compare further.
- Create a playlist on Spotify that attributes feelings to specific lines in the passage. If given more time (and careful about copyright), create a podcast in which the student reads the passage and overlays with audio passages from the mood-evoking songs.
- Create digital comic of scene
- Look into different versions of the scene . . . how do we translate literature for contemporary audiences?
- Snap chat translation. Vine from Jane Eyre’s perspective. SnapChat.

@anitaconchita -

remix as a different genre - what can you get away with that you can't in this genre
rewrite as a graphic novel - and defend the form