Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block: \_\_\_\_\_\_\_

Motif Annotation for *Till We Have Faces*

Each person in your group will choose one motif to trace throughout the novel. Pay close attention to these directions because this process is different from Units 1 and 2.

|  |  |
| --- | --- |
| **Logic vs. faith** | **Christ figure** |
| **Religion vs. the “real” gods** | **Love: selfless** |
| **Love: selfish/possessive** |  |

STEP 1: Temporarily, each group member takes a particular motif or motifs. As your group reads together, briefly mark quotes or passages you think might fit that motif, and mark the page on the motif tracker sheet.

STEP 2: At the check-in point (I will designate the day for this), you will review each other’s marked passages and discuss whether and how the passage fits the motif. If you agree, highlight that passage in the color highlighter designated for that motif and make any notes in the margins you deem appropriate.

STEP 3: On journal days, you will complete dialectical journals (see sample below), in which you select a specific quote from each motif and write an analysis of that quote.

STEP 4: By the end of the novel, you will already have evidence and analysis written that you could potentially use in your literary analysis paper (which you will write individually). You must take this process seriously so you are prepared to write the paper (a 100-point formal grade). Use the handouts, posts on Google Classroom, and experience from the Unit 2 group paper.

In this literary analysis paper, you will ultimately answer the following questions:

* How is this motif used in the novel?
* How does this motif impact the story and/or characters?
* What is the message, based on how this motif is developed?
* What does this say about this particular culture?

**In the first column, write the text you want to quote. In the second, provide a literary analysis of the text (what does this passage do to advance themes, develop characterization, create symbols, etc.?). In the third, write your personal reaction to the text (your questions, feelings, etc.).**

Dialectical Journal: *Till We Have Faces*, by C.S. Lewis Part 1, Chapter 1

|  |  |  |
| --- | --- | --- |
| Note Taking | Note Making | Reflection |
| “I am old now and have not much to fear from the anger of the god. I have no husband nor child, nor hardly a friend, through who they could hurt me”(3). | This is the opening of the novel and shows that Orual has little left to lose in life and that any fear that she may once have had has been stripped away. | I wonder about this narrator. She sounds bitter. And lonely. Even if love can hurt you, I think it would be worse not to have it at all. |
| “I will accuse the gods, especially the god who lives on the Grey Mountain” (3). | Orual’s official complaint and purpose for writing the novel. It shows that she has a personal vendetta against the god of the Grey Mountain. We are unaware of what she is accusing the gods, but it will be revealed later. | Hmmm. This seems a little dangerous. How can this possibly turn out well for her? |
| “But there is no judge between gods and men, and the gods of the mountain will not answer me”(3). |  |  |
| “As the shears snipped and Redival’s curls fell off, the slaves said, ‘Oh what a pity! All the gold gone!’ they had not said anything like that while I was being shorn” (5). | The first time that Orual is aware of a physical difference between Redival and herself. The woman seem to mourn the loss of Redival’s beauty, while Orual had none to mourn. | This would be awful. I had my hair practically buzzed right before I started 7th grade and it made me feel so self-conscious. It wasn’t a good look on me! |
| “’Now, Greekling,’ said my father to this man, ‘I trust to beget a prince one of these days and I have a mind to see him brought up in all the wisdom of your people. Meanwhile practice on *them*.’ (He pointed at us children.) ‘ If a man can teach a girl, he can teach anything’” (7). | This confirms Glome’s attitude about women and their use in the world. It suggests they would be harder to teach than males, diminishing female intellect. | I’d have a hard time not going totally off on my dad! |
| “See if you can make her wise; it’s about all she’ll ever be good for” (7). |  |  |
| Your quote |  |  |
| Your quote |  |  |
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*Till We Have Faces*

Psyche as Christ figure Dependence on logic/reason/science

Man’s religion v the real gods Love

Fierce/possessive

Selfish

Selfless

Higher/godlike

Wounded/jealous

Role/treatment of women

Importance of looks

Use as commodity (sexual or political)

Transformation/change/development

Orual Psyche

Relationship with/view of the gods

View of self

Relationships

Expectations—Orual’s

Of the gods

Of Psyche

Of the Fox

Of Bardia