

Name: _____

Date: _____

Expository Reading and Writing Course, Ms. Sanders
Unit on Ken Kesey's *One Flew Over the Cuckoo's Nest*
5.5 weeks: January 7 – February 14, 2020

Essential questions:

- Who and/or what determines our identities?
- Does being a productive citizen of society require conforming and relinquishing one's individuality?
- How do—and how should—individuals act in the face of injustice? Might one response, “going mad,” ever be a sane one? How do this and other possible responses serve or not serve us as individuals?
- How can we achieve freedom in a world bound by laws and institutions?
- Is madness/mental illness subjective?
- Who has power and why? Does power corrupt?
- How is power perceived differently in men versus women?

Common Core Standards Addressed:

- CCSS.ELA-Literacy.RL.11-12.1, 2, 3, 4, 6
- CCSS.ELA-Literacy.RI.11-12.1, 3, 4, 6
- CCSS.ELA-Literacy.W.11-12.1, 2, 4, 5, 9
- CCSS.ELA-Literacy.SL.11-12.1, 2, 3, 4, 5
- CCSS.ELA-Literacy.L.11-12.1, 2, 3, 5

Supplementary Texts:

- Excerpts from Tom Wolff's *The Electric Kool-Aid Acid Test*
- Ken Kesey's obituary, *New York Times*
- *PBS Online's* A Brilliant Madness: Timeline: Treatments for Mental Illness
- “Much Madness is Divinest Sense,” by Emily Dickinson
- “Crazy,” by Gnarles Barkley
- Elyn Saks' TED Talk, “A tale of mental illness—from the inside”
- “Sanity and Responsibility: Big Chief as Narrator and Executioner,” by Fred Madden
- “Madness and Misogyny in Ken Kesey's *One Flew Over the Cuckoo's Nest*,” by Daniel Vitcus.
- Milos Forman's 1975 film adaptation of *One Flew Over the Cuckoo's Nest*
- NPR Studio 360's “American Icons: *One Flew over the Cuckoo's Nest*”

Major Assignment:

- Analytical essay based on the novel. Rough draft in class; final draft edited at home.

Daily Assignments:

- Regular readings and short writing prompts

Tuesday, Jan. 26: Aim: How can we preview the issues that will arise in *One Flew Over the Cuckoo's Nest* and start considering our takes on the essential questions?

***One Flew Over the Cuckoo's Nest*, by Ken Kesey: Anticipation Guide**

Task: Let's use the following guide to anticipate our reading of Ken Kesey's 1962 novel, *One Flew Over the Cuckoo's Nest*, and to begin considering this unit's essential questions. Using your knowledge and understanding of the world around you, please circle the response that best matches your reaction to each statement. We will revisit this activity during and after our reading of the novel.

1. Insanity is a matter of perception.

Strongly agree

Agree

Disagree

Strongly disagree

Evidence from the novel:

2. The most logical response to a crazy world is to act crazy.

Strongly agree Agree Disagree Strongly disagree

Evidence from the novel:

3. The best way to be successful is to conform to society's rules and expectations.

Strongly agree Agree Disagree Strongly disagree

Evidence from the novel:

4. It's important to be true to yourself and rebel against all injustice.

Strongly agree Agree Disagree Strongly disagree

Evidence from the novel:

5. Society's institutions make its citizens into conformist drones.

Strongly agree Agree Disagree Strongly disagree

Evidence from the novel:

6. It is better to be safe with little to no freedom than free and possibly in danger.

Strongly agree Agree Disagree Strongly disagree

Evidence from the novel:

7. In difficult or dehumanizing circumstances, the best way to cope is to retreat into your own thoughts and mental world.

Strongly agree Agree Disagree Strongly disagree

Evidence from the novel:

8. Society views powerful women more negatively than it views powerful men.

Strongly agree Agree Disagree Strongly disagree

9. Our self-worth is based largely on how others perceive us.

Strongly agree Agree Disagree Strongly disagree

Evidence from the novel:

10. Society oppresses those who are not like everyone else.

Strongly agree Agree Disagree Strongly disagree

Evidence from the novel:

11. We should trust experts to do the right thing and act with people's best interests in mind.

Strongly agree Agree Disagree Strongly disagree

Evidence from the novel:

12. Untamed nature is superior to civilization.

Strongly agree Agree Disagree Strongly disagree

Evidence from the novel:

13. Medication that numbs pain or disturbing thoughts is a good idea.

Strongly agree Agree Disagree Strongly disagree

Evidence from the novel:

14. Power, by its nature, is corruptive.

Strongly agree Agree Disagree Strongly disagree

Evidence from the novel:

Homework due Wed., Jan. 8th: Choose 1 of today’s anticipation guide prompts and write a paragraph about it in your IR NB. Include your opinion, plus at least 2 examples to back it up.

Model: The most logical response to a crazy world is not, indeed, to act crazy; in fact, no time is clear-headedness more important than when chaos rules one’s surroundings. For example, in Jean Rhys’ *Wide Sargasso Sea*, Antoinette lives in a crazy world—post-Emancipation social upheaval causes her to a societal outcast, her house burns down, and she learns belatedly of her mother’s death; yet, her “crazy” response of drugging her new husband in hopes that he’ll love her again only leads to his locking her away in an attic and treating her like a crazy person, unfit for society. In contrast, last year in Pakistan, 16-year-old Malala Yousafzai responded to her crazy world, where girls are banned from schools, by continuing to advocate for girls’ education. Not only has Yousafzai gained global recognition and support for her efforts (including a spot on *The Daily Show*), she has also been nominated for the Nobel Peace Prize. People like Yousafzai remind us that the best response to a crazy world is to adhere strongly to one’s senses.

Also, read *PBS Online’s* Mental Illness Timeline:

PBS Online’s A Brilliant Madness: Timeline: Treatments for Mental Illness

400 B.C.	The Greek physician <u>Hippocrates</u> treats mental disorders as diseases to be understood in terms of disturbed physiology, rather than reflections of the displeasure of the gods or evidence of demonic possession, as they were often treated in Egyptian, Indian, Greek, and Roman writings. Later, Greek medical writers set out treatments for mentally ill people that include quiet, occupation, and the use of drugs such as the purgative hellebore. Family members care for most people with mental illness in ancient times.
Middle Ages	In general, medieval Europeans allow the mentally ill their freedom--granted they are not dangerous. However, less enlightened treatment of people with mental disorders is also prevalent, with those people often labeled as witches and assumed to be inhabited by demons. Some religious orders, which care for the sick in general, also care for the mentally ill. Muslim Arabs, who establish asylums as early as the 8th century, carry on the quasi-scientific approach of the Greeks.
1407	The first European establishment specifically for people with mental illness is probably established in Valencia, Spain, in 1407.
1600s	Europeans increasingly begin to isolate mentally ill people, often housing them with handicapped people, vagrants, and delinquents. Those considered insane are increasingly treated inhumanely, often chained to walls and kept in dungeons.
Late 1700s	Concern about the treatment of mentally ill people grows to the point that occasional reforms are instituted. After the French Revolution, French physician Phillippe Pinel takes over the Bicêtre insane asylum and forbids the use of chains and shackles. He removes patients from dungeons, provides them with sunny rooms, and also allows them to exercise on the grounds. Yet in other places, mistreatment persists.
1840s	U.S. reformer Dorothea Dix observes that mentally ill people in Massachusetts, both men and women and all ages, are incarcerated with criminals and left unclothed and in darkness and without heat or bathrooms. Many

are chained and beaten. Over the next 40 years, Dix will lobby to establish 32 state hospitals for the mentally ill. On a tour of Europe in 1854-56, she convinces Pope Pius IX to examine how cruelly the mentally ill are treated.

1883 Mental illness is studied more scientifically as German psychiatrist Emil Kraepelin distinguishes mental disorders. Though subsequent research will disprove some of his findings, his fundamental distinction between manic-depressive psychosis and schizophrenia holds to this day.

Late 1800s The expectation in the United States that hospitals for the mentally ill and humane treatment will cure the sick does not prove true. State mental hospitals become over-crowded and custodial care supersedes humane treatment. *New York World* reporter Nellie Bly poses as a mentally ill person to become an inmate at an asylum. Her reports from inside result in more funding to improve conditions.

Early 1900s The primary treatments of neurotic mental disorders, and sometimes psychosis, are psychoanalytical therapies ("talking cures") developed by Sigmund Freud and others, such as Carl Jung. Society still treats those with psychosis, including schizophrenia, with custodial care.

1908 Clifford Beers publishes his autobiography, *A Mind That Found Itself*, detailing his degrading, dehumanizing experience in a Connecticut mental institution and calling for the reform of mental health care in America. Within a year, he will spearhead the founding of the National Committee for Mental Hygiene, an education and advocacy group. This organization will evolve into the National Mental Health Association, the nation's largest umbrella organization for aspects of mental health and mental illness.

1930s Drugs, electro-convulsive therapy (a procedure in which electric currents are passed through the brain, intentionally triggering a brief seizure), and surgery are used to treat people with schizophrenia and others with persistent mental illnesses. Some are infected with malaria; others are treated with repeated insulin-induced comas. Others have parts of their brain removed surgically, an operation called a lobotomy, which is performed widely over the next two decades to treat schizophrenia, intractable depression, severe anxiety, and obsessions.

1935 Schizophrenia is treated by inducing convulsions, first induced by the injection of camphor, a technique developed by psychiatrist Ladislaus Joseph von Meduna in Budapest. In 1938 doctors run electric current through the brain -- the beginning of electro-shock therapy -- to induce the convulsions, but the process proves more successful in treating depression than schizophrenia.

1946 July 3: President Harry Truman signs the National Mental Health Act, calling for a National Institute of Mental Health to conduct research into mind, brain, and behavior and thereby reduce mental illness. As a result of this law, National Institute of Mental Health will be formally established on April 15, 1949.

1949 Australian psychiatrist J. F. J. Cade introduces the use of lithium to treat psychosis. Prior to this, drugs such as bromides and barbiturates had been used to quiet or sedate patients, but they were ineffective in treating the basic symptoms of those suffering from psychosis. Lithium will gain wide use in the mid-1960s to treat those with manic depression, now known as bipolar disorder.

1950s A series of successful anti-psychotic drugs are introduced that do not cure psychosis but control its symptoms. The first of the anti-psychotics, the major class of drug used to treat psychosis, is discovered in France in 1952 and is named chlorpromazine (Thorazine). Studies show that 70 percent of patients with schizophrenia clearly improve on anti-psychotic drugs.

Mid-1950s The numbers of hospitalized mentally ill people in Europe and America peaks. In England and Wales, there were 7,000 patients in 1850, 120,000 in 1930, and nearly 150,000 in 1954. In the United States, the number peaks at 560,000 in 1955.

A new type of therapy, called behavior therapy, is developed, which holds that people with phobias can be

trained to overcome them.

1961	Psychiatrist Thomas Szasz's book, <i>The Myth of Mental Illness</i> , argues that there is no such disease as schizophrenia. Sociologist Erving Goffman's book, <i>Asylums</i> , also comes out. Another critic of the mental health establishment's approach, Goffman claims that most people in mental hospitals exhibit their psychotic symptoms and behavior as a direct result of being hospitalized.
1962	Counterculture author Ken Kesey's best-selling novel, <i>One Flew Over the Cuckoo's Nest</i> is based on his experiences working in the psychiatric ward of a Veterans' Administration hospital. Kesey is motivated by the premise that the patients he sees don't really have mental illnesses; they simply behave in ways a rigid society is unwilling to accept.
Mid-1960s	Many seriously mentally ill people are removed from institutions. In the United States they are directed toward local mental health homes and facilities. The number of institutionalized mentally ill people in the U.S. will drop from a peak of 560,000 to just over 130,000 in 1980. Some of this deinstitutionalization is possible because of anti-psychotic drugs, which allow many psychotic patients to live more successfully and independently. However, many people suffering from mental illness become homeless because of inadequate housing and follow-up care.
1963	In the U.S., passage of the Mental Retardation Facilities and Community Mental Health Centers Construction Act provides the first federal money for developing a network of community-based mental health services. Advocates for deinstitutionalization believe that people with mental illness will voluntarily seek out treatment at these facilities if they need it, although in practice this will not always be the case.
1979	A support and advocacy organization, the National Alliance for the Mentally Ill, is founded to provide support, education, advocacy, and research services for people with serious psychiatric illnesses.
1980s	An estimated one-third of all homeless people are considered seriously mentally ill, the vast majority of them suffering from schizophrenia.
1986	Advocacy groups band together to form the National Alliance for Research on Schizophrenia and Depression. In pursuit of improved treatments and cures for schizophrenia and depression, it will become the largest non-government, donor-supported organization that distributes funds for brain disorder research.
1990s	A new generation of anti-psychotic drugs is introduced. These drugs prove to be more effective in treating schizophrenia and have fewer side effects.
1992	A survey of American jails reports that 7.2 percent of inmates are overtly and seriously mentally ill, meaning that 100,000 seriously mentally ill people have been incarcerated. Over a quarter of them are held without charges, often awaiting a bed in a psychiatric hospital.

Read pp. 3-8 together in class.

Wed., Jan. 8th: Aim: How can we preview the tone and mood of the novel, and to understand its context and Kesey's background?

Warm-up: Peruse the drawings throughout the book, which author Ken Kesey drew while participating in drug experiments in a mental hospital in the 1960s: pages 3, 8, 11, 12, 13, 14, 15, 31, 46, 61, 63, 76, 77, 80, 101, 105, 116, 119, 134, 152, 157, 159

Answer these questions: What's the style of the drawings? What do they make you think of? What's the mood? What do you think this book will be about?

Excerpt from *The Electric Kool-Aid Acid Test*, by Tom Wolff (1968), about author Ken Kesey:

"Sometimes he would go to work high on acid. He could *see into their faces*. Sometimes, he wrote, and sometimes he drew pictures of the patients, and as the lines of the ball-point greasy creased into the paper the lines of their faces, he could - *the interiors* of these men came into lines, the ball-point crevasses, it was the most incredible feeling, the anguish and the pain came right out front and flowed in the crevasses in their faces, and in the ball-point crevasses, the same - *one!* - crevasses now, black starling nostrils, black starling eyes, blind black starling geek cry on every face: 'Me! Me! Me! Me! I am - Me!' - he could see clear into them. And - how could you tell anybody about this? they'll say you're a nut yourself - but afterwards, not high on anything, he could *still see into people*."

The novel's title is derived from a familiar Mother Goose children's nursery rhyme:

Vintery, mintery, cutery, corn,
Apple seed and apple thorn;
Write, briar, limber lock,
Three geese in a flock.
One flew east,
And one flew west,
And one flew over the cuckoo's nest.

Jot down your impressions of what it means and what its significance might be.

Background: The unnamed psychiatric facility in *One Flew Over the Cuckoo's Nest* was based on the Eastern Oregon Insane Asylum. This institution opened in 1913 in Pendleton, Oregon. In 1965, the Eastern Oregon Hospital began providing services to developmentally disabled as well as mentally ill patients, like in Kesey's novel. In 1985, the hospital was reorganized and became two separate institutions. The Eastern Oregon Psychiatric Center was to provide care and treatment for mentally ill persons, and the Eastern Oregon Training Center was to provide, care, treatment and training for mentally retarded persons.

Homework due Wednesday, Jan. 8th: Read pp.8-13, and write 1 short paragraph in your IR NB: 1. What do you make of the sentence, "It's the truth even if it didn't happen?" (8).

Wednesday, Jan. 8 Aim: How can we examine the complex power plays/struggles happening in the novel?

Warm-up: Please share homework paragraphs in pairs/duos.

Next, discuss: Have you ever gotten into a power struggle--with a parent, a sibling, a friend, a teacher, a coach, etc? What happened and how did you each struggle to grab power?

Let's make a list of ways one can seize and wield power.

Who has power where in *One Flew Over the Cuckoo's Nest*? Make a T-chart with a partner.

Moment when a character has power	Basis of that power
Example: "[McMurphy] sounds big. I hear him coming down the hall, and he sounds big in the way	Example: McMurphy makes his voice and presence big and loud.

he walks, and he sure don't slide; he's got iron in his heels and he rings it on the floor like horseshoes... voice loud and full of hell" (10).

Homework due Jan. 9: Read pp.13-24. Write 1 short paragraph in your IR NB: What are your initial impressions of McMurphy? Do you think he belongs on the ward--why or why not?

Thursday, Jan. 9th: Aim: How can we demonstrate our understanding of vocabulary and examine setting's effects on a novel's characters?

Mini-lesson on different levels and dimensions of setting:

Levels:

- Microsystem: family, local friendship and peer groups, neighborhoods or community institutions (friendship groups within this classroom, teachers and students)
- Mesosystems: larger and less personal social institutions like government, transportation, entertainment, news orgs, geographic regions larger than a neighborhood (NEST school rules, classroom procedures)
- Macrosystem: Municipal, state, national and international relations, abstract aspects of culture (Department of Education, NYC and NY law, United States laws and customs)
-

Dimensions:

- Physical location: location, climate, physical features, address (NEST School, Columbia St, New York, autumn)
- Temporal: the period or era in which a story is set, the duration of time in which it takes place (2015, today)
- Social and psychological: human dimension, system of relationships among the characters there, the kind of interactions that occur there (classroom community)

What levels and dimensions of setting do we see so far in *One Flew Over the Cuckoo's Nest*?

Homework Due Jan. 10: Read pp. 24-37.

Friday, Jan.10: Aim: How can we explore the subjectivity of “insanity,” both in *Cuckoo's Nest* and in supplementary texts?

Much Madness is divinest Sense, by Emily Dickinson (1862)

Much Madness is divinest Sense -
To a discerning Eye -
Much Sense - the starkest Madness -
'Tis the Majority
In this, as all, prevail -
Assent - and you are sane -
Demur - you're straightway dangerous -
And handled with a Chain –

Jot down your impressions of the poem. What does it mean? What is its relevance to the book?

Crazy, by Gnarl Barkley (2006)

I remember when, I remember, I remember when I lost my mind
There was something so pleasant about that place
Even your emotions have an echo in so much space
And when you're out there without care
Yeah, I was out of touch, But it wasn't because I didn't know enough
I just knew too much
Does that make me crazy? (X3)
Possibly
And I hope that you are having the time of your life
But think twice, That's my only advice
Come on now, who do you
Who do you, who do you, who do you think you are?
Ha ha ha, bless your soul
You really think you're in control?
Well, I think you're crazy, I think you're crazy (X2)
Just like me
My heroes had the heart, To lose their lives out on a limb
And all I remember
Is thinking, I want to be like them
Ever since I was little (X2)
It looked like fun, And it's no coincidence I've come
And I can die when I'm done

But maybe I'm crazy, Maybe you're crazy (X2)
Probably

Jot down impressions of the song in IR NB. How is this song relevant to the book?

Homework due Jan. 13: Read pp.37-67. Take notes on your assigned group's discussion points in order to prepare for the fishbowl. I am in Group _____.

- **Group 1:** Discuss the purpose of group therapy according to Nurse Ratched and the doctor, including the theory of the therapeutic community (p.44). What social commentary Kesey is making here?
- **Group 2:** Discuss McMurphy's, and the other patients' understanding of the purpose of group therapy. What do *you* think is the purpose of this group therapy?
- **Group 3:** Discuss what McMurphy has been arrested for, according to Nurse Ratched's file, and how this might affect our understanding of him as a character.
- **Group 4:** Discuss the patients Harding and Bibbit: What do we know about them and what role do they play on the ward/ in the novel so far?
- **Group 5:** Discuss the patients Pete and Cheswick: What do we know about them and what role do they play on the ward/ in the novel so far?

Monday, Jan. 13: Fishbowl 1 - All Groups

What to do when you are outside the fishbowl: Each person will be assigned a color. When another fishbowl is discussing, you will be responsible for tracking the person who corresponds to your color (i.e. You are a purple and so is Joe; when Joe speaks, you track him.) Please jot down notes of praise and notes of constructive criticism about your assigned person's role in the discussion. At the end of each fishbowl, jot down a grade of how the group did collectively in terms of sharing and collaborating, and responding to one another (1=terribly; 10=fantastic).

Fishbowl rules: Everyone in the group must speak. Please don't dominate the group--let everyone have a chance to discuss. Listen to one another and respond--don't simply repeat points. Everyone in the fishbowl will receive one collective participation grade.

Homework Due Jan. 14 - Read pp.67-75

Tuesday, Jan. 14:

INSERT: "The Man Who Invented the Calendar," by B.J. Novak, *The New Yorker's* Shouts and Murmurs section (satire), November 4, 2013

Homework due Jan.15: Read pp.75-90.

Wed., Jan. 15:

Homework: Read 90-112

Thursday, Jan. 16

Homework read pp. 112-126

Friday, Jan. 17

Homework read pp. 126-151

Tuesday, Jan. 21

Homework read pp.151-160

Wed., Jan 22: Aim: How can we revisit the debatable issues in *One Flew Over the Cuckoo's Nest* and reconsider our takes on the essential questions? Using your knowledge of what we've read so far of the novel, revisit the anticipation guide and edit your opinions if they have changed; add evidence from the novel to support your opinion.

Homework due Jan. 23: Read pp. 160-172 (through end of Part II)

Jan. 23, Thursday - Quiz on Part II

Homework due Jan. 24 - Read pp. 175-192

Jan. 24, Friday

Homework due Jan. 27: Read pp. 192-221 (through end of Part III)

Jan. 27, Monday - Part III Reading Quiz today

Homework due Jan. 28/29: Read pp. 225-238

Jan. 28/29th (Block) -

[move to Jan. 27] Aim: How can we reconsider what we've read of *Cuckoo's Nest* so far through a feminist lens?

Feminist/ Gender Theory Lens: Feminist criticism is concerned with the ways in which literature (and other cultural productions) reinforce or undermine the economic, political, social, and psychological oppression of women. This school of theory looks at how aspects of our culture are inherently patriarchal (male-dominated) and this critique strives to expose the explicit and implicit misogyny in male writing about women. Using a feminist lens to interpret texts, one might ask: How is the relationship between men and women portrayed? What are the power relationships between men and women? How are male and female roles defined?

Let's consider the classic fairytale *Cinderella* using the feminist/gender theory lens. What is your feminist interpretation/"reading" of *Cinderella*?

Context about the women's movement during the time of publication (1962):

National Organization for Women did not begin operation until 1966, but women in the early 1960s were struggling to make headway in a male-dominated society. Jobs for women in the workforce were mostly limited to nurse, schoolteacher, retail salesperson, cleaning attendant, or waitress. When women rose to power in their field of work, men often watched them closely. It was common at the time for the men to make the daily decisions and then funnel them down to the women. It was unusual, then, for a woman to be in a position of power over men.

How is Big Nurse portrayed in the novel? Work in pairs to jot down notes. What kind of language is used to describe her?

Do you remember why McMurphy was committed? What are implications?

Imagine you are Nurse Ratched: Jot down a few sentences about her experiences.

Takeaway: What's the point of looking at plot from Nurse's perspective?

Homework Due Jan. 30th: Read pp. 238-267

Jan. 30th, Thursday

Homework Due Jan. 31: Read pp. 267-281 (end of book). Jot down your reaction to the end of the book in your IR NB (at least 1 paragraph). Everyone must be prepared to share their response during class discussion.

Jan. 31st, Friday

Aim: How can we examine the significance of the ending of the book?

Warm up: Let's revisit what you wrote last night: your reaction to the ending of the book. This is a tough ending. Decide what you'll share out with the group--I'd like everyone to share an impression of the ending in the form of a class discussion today.

Next, you will be assigned one of the following questions to answer and discuss in your assigned groups. All groups are responsible for the quality of your answers.

Task: In groups, examine your assigned question about the novel's ending. Jot down notes, including at least one quote from the text as evidence to support your points. Then each group will briefly present its response—I'll cut you off after 3 minutes.

- Group 1. Why did Chief strangle McMurphy?
- Group 2. Why did Billy commit suicide? What is the significance of his death?
- Group 3. Why did Chief finally feel ready to escape? What factors contributed to his decision?
- Group 4. Nurse Ratched accuses McMurphy of "playing with human lives" (274). Is that what McMurphy was doing? Is that fair of her?
- Group 5. What are McMurphy's motivations in continuing to push until he was lobotomized? Why does he tear open Nurse's shirt?
- Group 6. In what ways does McMurphy continue to be a Christ figure? For what does he die in the end?
- Group 7. What about the title--who would you argue is the one who flew over the cuckoo's nest?

Homework: Read "Sanity and Responsibility: Big Chief as Narrator and Executioner." Annotate with your thoughts and feedback. *Note: If you are in Groups 1, 2, or 3, take notes on your particular discussion question in preparation for Monday's fishbowl.*

Homework: Read and annotate the article, "Madness and Misogyny in Ken Kesey's *One Flew Over the Cuckoo's Nest*," by Daniel J. Vitcus. *Note: If you are in Groups 4, 5, or 6, please take notes on your particular discussion question in preparation for Tuesday's fishbowl. See Tuesday, Feb. 4th for your questions.*

Monday, Feb. 3rd: Aim: How can we enter the conversation of literary criticism about *One Flew Over the Cuckoo's Nest*? Groups 1, 2, 3. *My Group is: _____.*

"Sanity and Responsibility" - Groups 1, 2, 3

- Group 1: Is McMurphy a hero? Is he responsible for Chief's triumph?

- Group 2: Is Bromden the real protagonist? What is the role of individual choice versus social pressure in the novel?
- Group 3: What sense can you make of Bromden's killing of McMurphy? Is it out of mercy, an act of love, a murder of Chief's formal sense, or something else? Is it, as the article author suggests, Chief's last "group-think" action?

Warm-up: Please take out the your homework, annotations on the article: "Sanity and Responsibility: Big Chief as Narrator and Executioner." Group 1 please sit in the fishbowl.

What to do when you are outside the fishbowl: Each person will be assigned a color. When another fishbowl is discussing, you will be responsible for tracking the person who corresponds to your color (i.e. You are a purple and so is Joe; when Joe speaks, you track him.) Please jot down notes of praise and notes of constructive criticism about your assigned person's role in the discussion. At the end of each fishbowl, jot down a grade of how the group did collectively in terms of sharing and collaborating, and responding to one another (1=terribly; 10=fantastic).

Fishbowl rules: Everyone in the group must speak. Please don't dominate the group--let everyone have a chance to discuss. Listen to one another and respond--don't simply repeat points. Everyone in the fishbowl will receive one collective participation grade.

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- Group 4: What is the significance of the Combine? How does Kesey critique power in American society?
- Group 5: What do you make of the celebration of male bonding in the novel? Does it necessarily indicate aggression and brutality towards women?
- Group 6: Is the final showdown between McMurphy and Nurse Ratched a rape? How does this idea play into our understanding of this moment as a victory for McMurphy? Is Nurse Ratched at all a sympathetic character?

Tuesday, Feb. 4th: Aim: How can we enter the conversation of literary criticism about *One Flew Over the Cuckoo's Nest*?

Warm-up: Please take out the your homework, annotations on the article: "Madness and Misogyny in Ken Kesey's *One Flew Over the Cuckoo's Nest*," by Daniel J. Vitcus. Group 1 please sit in the fishbowl.

What to do when you are outside the fishbowl: Each person will be assigned a color. When another fishbowl is discussing, you will be responsible for tracking the person who corresponds to your color (i.e. You are a purple and

so is Joe; when Joe speaks, you track him.) Please jot down notes of praise and notes of constructive criticism about your assigned person's role in the discussion. At the end of each fishbowl, jot down a grade of how the group did collectively in terms of sharing and collaborating, and responding to one another (1=terribly; 10=fantastic).

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Thursday, Feb. 6th: OFOTCN EXAM TODAY

Aim: Demonstrate your understanding of *One Flew Over the Cuckoo's Nest*.

Homework due Feb. 10: Read the potential essay prompts below, and write a thesis for 2 of them. Also, read the rubric and explanation on the following pages.

1. It has often been said that what we value can be determined only by what we sacrifice. Consider how this statement applies to a character from a novel [you must select *One Flew Over the Cuckoo's Nest*]. Select a character that has deliberately sacrificed, surrendered, or forfeited something in a way that highlights that character's values. Then write a well-organized essay in which you analyze how the particular sacrifice illuminates the character's values and provides a deeper understanding of the meaning of the work as a whole.
2. In *The Writing of Fiction* (1925) novelist Edith Wharton states, "At every stage in the progress of his tale, the novelist must rely on what may be called the *illuminating incident* to reveal and emphasize the inner meaning of each situation. Illuminating incidents are the magic casements of fiction, its vistas on infinity." Choose a novel [you must select *One Flew Over the Cuckoo's Nest*] and write a well-organized essay in which you describe an "illuminating" episode or moment and explain how it functions as a "casement," a window that opens onto the meaning of the work as a whole. Avoid mere plot summary.
3. In many works of literature, past events can affect, positively or negatively, the present actions, attitudes, or values of a character. Choose a novel [you must select *One Flew Over the Cuckoo's Nest*] in which a character must contend with some aspect of the past, either personal or societal. Then write an essay in which you show how the character's relationship to the past contributes to the meaning of the work as a whole.

My thesis, based on Prompt # ____:

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OFOTCN Essay Grading Rubric

	9/8	7/6	5/4	3/2	Comments
Thesis (10)	Establishes a precise and convincing position, while acknowledging limitations & complexity of issue/topic. (10)	Establishes a precise and credible position, grounded in evidence and reasoning. (8)	Establishes a general position that responds to the prompt. (7)	States a position but does not completely address prompt. (5)	
Ideas (20)	Essay shows unique, in-depth understanding of topic, includes details that go beyond the obvious, and makes connections and shares insights effectively. (20)	The essay is clear and focused, includes relevant and accurate details that enrich the theme, and shows insight. (18)	The essay includes reasonably clear ideas, has details but those details are imprecise, and shows some specifics. (16)	Position is minimally developed, includes vague details, & offers at most a glimmer of a main point. (12)	
Textual analysis (25)	Essay selectively integrates significant & relevant facts & concrete details from the text in order to advance thesis. Essay skillfully evaluates the evidence & counterevidence to support thesis. (25)	Essay integrates significant & relevant facts and concrete details from the text in order to advance thesis. Essay evaluates evidence & counterevidence to support thesis. (21)	Essay attempts to integrate facts and some details to evaluate evidence, but evidence is inaccurate, irrelevant, or insufficient, and/or analysis is irrelevant or insufficient. (18)	Essay includes few or no facts and details, and makes little to no attempt to evaluate or analyze the information or to support thesis. (13)	
Organization (20)	Orders ideas/ info within and across Ps and uses appropriate transitions to clarify reasoning and logic of argument; conclusion clarifies, strengthens position & raises credible implications. (20)	Orders ideas/ info within and across Ps and uses appropriate transitions to clarify reasoning and logic of argument; conclusion clarifies and strengthens position. (17)	Orders ideas within and across Ps and uses appropriate transitions to allow audience to follow argument; conclusion simply restates position. (15)	Groups ideas and info through basic use of P structure and some transitions; conclusion detracts from or confuses the position. (11)	
Voice and word choice (15)	The essay is compelling and engaging, the writer displays ownership of the topic and a consistently appropriate tone, and the diction is powerful and precise. (15)	Essay is interesting and informative, the writer reflects commitment to the topic & appropriate tone, and the diction works effectively and creates pictures. (13)	The writer begins to connect with audience, the essay is pleasing yet safe, and the words begin to enhance meaning; tone is sometimes off. (11)	Essay displays little to no awareness of audience. Writing is mechanical or inappropriate. Vocab is limited; tone may be inappropriate. (9)	
Conventions (10)	Writer demonstrates a well-developed command of conventions; all spelling and grammar are correct. (10)	Writer demonstrates a command of convention; minor spelling or grammar issues exist but don't detract from meaning. (8)	Writer demonstrates some command of conventions; minor or spelling and/or grammar issues exist and may detract from meaning. (6)	Writer demonstrates little command of conventions; major spelling and/or grammar issues exist and detract from meaning. (4)	

February 10-14: *Essay on One Flew Over the Cuckoo's Nest. During this week you will write rough drafts, peer edit, and turn a final copy on to turnitin.com by **Feb. 15, Saturday, 11:59 p.m.***

Due Thursday, February 13th: *Return One Flew Over the Cuckoo's Nest if you borrowed one from the school. [Optional HW: Listen to NPR's Studio 360 "American Icons" 2013 radio show dedicated to the novel: <http://www.studio360.org/story/american-icons-one-flew-over-the-cuckoos-nest/>]*