**English 2030 Time Travel Assignment / Prof. Lynn (Fall ’23)**

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**The Assignment:**

**Part 1:**

Choose a character from any of the short stories or plays we’ve discussed, or a speaker from one of the assigned poems, and transport said character into 2023.

OR

Make yourself a character that jumps back in time into one of our assigned short stories, poems, or plays.

Concerning Option A, anchoring your work to a specific event is a wise idea. For those bringing a character into the present, the “specific event” could be something that’s transpired over the last several years, whose effects we still feel (such as the #metoo movement, the murder of George Floyd, the Pandemic, etc.). It could also be an event rooted in pop culture, such as the popularity of certain figures. For those going back in time, Option B, consider one specific scene / moment **from the text** that you’d like to witness.

To illustrate Option A, consider Sammy from John Updike’s “A & P.” If you were to place him in a supermarket today, how might the story change? Would he act the same way in our post-me too world? How would Queenie view him? Or, consider the speaker of Andrew Marvell’s “To His Coy Mistress.” How would he arrange a three-part plea for love in 2023? Another example to consider is Walter Lee Younger from Lorraine Hansberry’s *A Raisin in the Sun*. If you were to transplant Walter Lee into 2023, what would he think, say, or do in relation to a specific event? If Roberta and Twyla were to meet in 2023, *where* would they meet? What would be going on in the world around them?

For Option B, if **you** were to go back to 1959, to the Younger family’s Southside Chicago, how would you react to their world? Or, you could jump into “A Rose for Emily,” perhaps as someone investigating the disappearance of Homer Barron, the “rat.” 😉 Maybe you would insert yourself into “My Mistress’ eyes are nothing like the sun,” giving us the perspective of the mistress who received the sonnet. You could even become the speaker’s mother from “My Papa’s Waltz.” Think of the work’s publication date and what was going on during that time; as you will soon see, weaving in a historical perspective is required.

**Part 2:**

Compose a creative reflection focusing on why you brought a particular character into your world OR why you chose to enter into the world of a particular work. What did you learn as a result? How might this newfound knowledge add to your understanding of the literature? How might you apply this knowledge to everyday life and your understanding of others?

**Assignment Objectives (True Blue Core Cultural Understanding):**

**Explore**how literature reflects, informs, and shapes both personal and collective experience​

**Articulate** cogent responses to literature that demonstrate cultural awareness and understanding​

**Reflect**on how reading, writing, and interpreting literature initiates and contributes to cultural and social conversations​

**Examine** how the production and interpretation of literature is shaped by historical, social, and cultural contexts

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**Analyze** how literature from different cultures, movements, and time periods employs narrative and stylistic strategies to convey complex ideas and meanings​

**Compose**projects (written, digital, or audio) that utilize critical thinking, analysis, and research to situate literature within diverse cultural and conceptual frameworks​

**Identify** connections between literature and values, experiences, and practices of multiple cultures​

**Develop** an approach to reading, writing, and interpretation that demonstrates an understanding of human experience from multiple cultural vantage points ​

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**Requirements for Part 1:**

1. Base your time travel essay on **one** of the assigned works that we’ve already discussed in class (or one coming up on the schedule).
2. Craft an engaging introduction, a compelling thesis statement, numerous body paragraphs supporting the thesis statement, and a memorable conclusion.
3. Incorporate at least three quotes or paraphrases from the selected literary text. All quotes and paraphrases must be smoothly integrated and properly cited using MLA guidelines. You learned this is English 1020—it’s time to apply what you learned.
4. Find at least one outside source to provide a historical perspective. If you travel back in time, consider what would have been available then; newspapers, radio broadcasts, and films are just a few examples. If you are bringing a character into your world, consider podcasts, websites, and the like. Anything you pull from this source must also be smoothly integrated and properly cited according to MLA guidelines.
5. Compose a minimum of 4 FULL pages plus a list of Works Cited featuring the required sources. Do not use a large font, and do not add unnecessary spaces.
6. Proofread carefully. You’ll want to avoid comma splices, run-on sentence, apostrophe errors, subject-verb agreement errors, and sentence fragments. You’ll also want to incorporate varied sentence structures and sentence openings; doing so will breathe life into your writing.
7. Craft an imaginative title and consider circling back to this title in your closing.
8. Submit your essay (worth 150 points) to the appropriate D2L dropbox no later than 11:59 pm on Tuesday, Nov. 21. For every day the paper is late, 10 points will be deducted.

**Requirements for Part 2:**

1. Choose a creative way to convey your reflection. Consider alternative modes of expression such as videos, journal entries, artwork, faux newspaper articles, etc.
2. Present your creative reflection (worth 50 points) to your classmates (roughly 3-5 minutes) during your section’s final exam period (Wednesday, Dec. 13 @ 12:30). All creative reflections must also be uploaded to D2L prior to the final exam. *All students are expected to attend the final—no exceptions.*