

In the Lake of the Woods
By Tim O'Brien

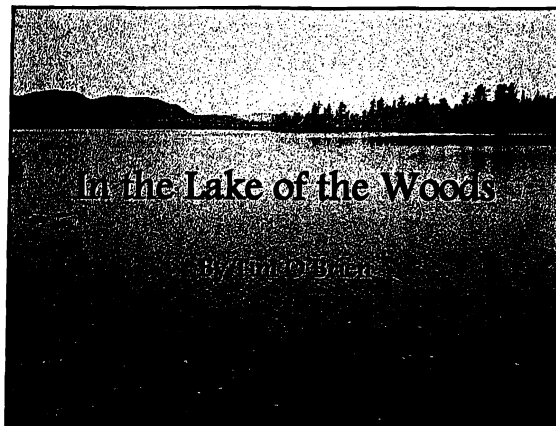
Elements of Postmodernism:

Paranoia

Blending of Genres/Pastiche

Blending of Fact and Fiction

Non-Linear Time Frame



PLOT

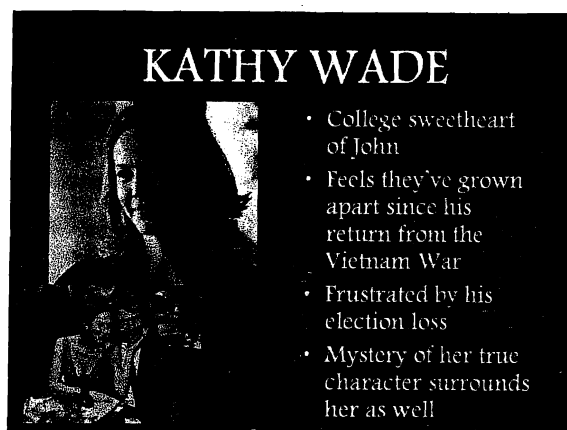
- Examines the events of John and Kathy Wade's excursion to a lakehouse following his loss in an election
- Explores their relationship, marriage, and John's political career
- Analyzes the impact of the Vietnam War on John's psyche



CHARACTERS

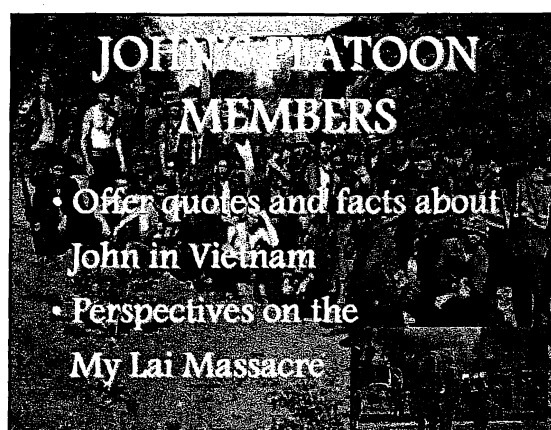
JOHN WADE

- Vietnam War Veteran
- Fails in US Senate bid
- Constantly reminded of his past experiences (PTSD)
- Relies heavily on elements of magic/skills as a magician



KATHY WADE

- College sweetheart of John
- Feels they've grown apart since his return from the Vietnam War
- Frustrated by his election loss
- Mystery of her true character surrounds her as well



JOHN'S PLATOON MEMBERS

- Offer quotes and facts about John in Vietnam
- Perspectives on the My Lai Massacre

CHAPTER BREAKDOWN

- 8 Narrative Chapters: John and Kathy's story map
- 7 Chapters of Evidence: statistics, interviews, monologues, literary and historical allusions, research allusions
- 8 Hypothesis Chapters: catalysts for personal actions and problem-solving techniques
- 7 Chapters of Memory: "The Nature of..." contextualize past memories, history, and events that shape and destroy John

IN THE LAKE
OF THE WOODS

THEMES TO LOOK FOR

MAGIC

- Influence on John as a child
- Power it gave him during the Vietnam War
- "The Nature of Magic" used in his political career and with his wife, Kathy

PTSD

Post Traumatic Stress Disorder

- Experience in Vietnam still haunts him
- Impact on his marriage
- Influence on his mental capacity

THE WOODS

- Why is the setting important?
- What is it about the lake / forest that adds to the mysterious tone of the novel?

TIM O'BRIEN



- Born October 1, 1946 in Worthington, Minnesota
- Graduated from Macalester College in 1968 with BA in political science
- Received a draft notice and went to Vietnam in 1968
- After war, graduate student at Harvard and did an internship at the Washington Post
- He left Harvard to become a newspaper reporter which gave way to fiction writing

Activism and War Efforts

- He was against the war, but was sent to Vietnam in 1968 with the "unlucky" American division
- Involved in the My Lai Massacre at Thuan Yen, which figures prominently in *In The Lake of the Woods*
- Assigned to the 3rd Platoon, 5th Batt. 46th Inf., as an infantry foot soldier



POMO ELEMENTS

- Non - Linear
- Blending of Genres
 - Narrative
 - Interviews
 - Statistics
- Subject Matter / PTSD
- Various Perspectives
- Use of Hypertext
 - *key words or phrases take the reader to another part of the novel, and then back to where they started

February

Papanikolaw In the Lake of the Woods Reading Schedule

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
					1 Pi Wrap-Up Writing Assignment	2
3 Chapters listed are HOMEWORK for the day they are assigned	4 Introductory PowerPoint Book Sign-out SSR Chapters 1-6	5 Chapters 7 & 8	6 Chapters 9 & 10	7 Chapters 11 & 12	8 Chapters 13-15	9 READING CATCH-UP
10 READING CATCH-UP	11 Chapters 16 & 17	12 Chapters 18 & 19	13 Chapters 20 & 21	14 Chapter 22	15 Chapters 23 & 24	16 READING CATCH-UP
17 READING CATCH-UP	18 Chapters 25 & 26	19 Chapters 27 & 28	20 Chapters 29 & 30	21 Chapter 31 & Responses to novel	22 Creative Writing Assignment	23
24	25 NEW UNIT OF STUDY	26	27	28	29	1

2008

Post-Modern Elements of In the Lake of the Woods

TYPES OF CHAPTERS

- ❖ Titled
- ❖ "Evidence"
 - Interviews, Exhibits, Documents, Photographs, and more
- ❖ "Hypothesis"
- ❖ Footnotes
- ❖ Multi-genre of sources
 - High culture and commonly-lived life
 - Dissolving of borders between fact and fiction
 - Meta-Narrative
 - A greater awareness of the human construct of the novel, as merely a text and not a history

NON-LINEAR TEXT

- ❖ Chronological ordering is non-existent / constantly challenged
- ❖ Lack of unified "subject"
- ❖ Multiple perspectives

HYPertext

- ❖ Words / phrases form "links" to other sections of the novel

FRAGMENTATION

- ❖ Lack of continuation of thought / lack of emotional closure
- ❖ Weaves in and out of reality
- ❖ Creation of a "meaningless" life
 - Endless uncreated, random universe
 - Undercuts the legitimization of reality

SURFACE TROPES: SELF-REFLEXIVITY

- ❖ Footnotes
- ❖ "Maybe..." in "Hypothesis" chapters
- ❖ Conceptualizes of society, history, and the self as icons of culture

Post-Modern Elements of In the Lake of the Woods

DIRECTIONS: IDENTIFY THE ELEMENT OF POST-MODERNISM THAT EACH OF THESE INSTANCES FROM TIM O'BRIEN'S NOVEL IN THE LAKE OF THE WOODS EXEMPLIFY.

EXAMPLE	POMO ELEMENT	EXPLANATION
EVIDENCE CHAPTERS		
"THE NATURE OF..." MEMORY CHAPTERS		
HYPOTHESIS CHAPTERS		
LUX'S FOOTNOTE #21 (O'BRIEN 30)		
JOHN'S USE OF MAGIC (O'BRIEN 14)		
JOHN'S USE OF "KILL JESUS" (O'BRIEN 5)		
EVIDENCE #13 (O'BRIEN 26) OF PSYCHOLOGICAL TRAUMA		
THE ELECTION		
MISSING PERSONS DECLARATION (O'BRIEN 9)		

My Lai Massacre

BACKGROUND

- ◊ During the Vietnam War, the Quang Ngai Province of South Vietnam was a suspected haven for guerrillas of the People's Liberation Armed Forces, also called the "Viet Cong" or "VC"
- ◊ Insurgents were sometimes housed and sheltered by civilians in the area, and American soldiers were frustrated with the complicity of the local people. Together with their inability to close with an elusive enemy and pervasive fear of ambush, this resentment made violent reprisals against civilians more likely.

THE MASSACRE

- ◊ Involved Charlie Company, 1st Battalion, 20th Infantry Regiment, 11th Brigade, America Division
- ◊ Saw little action and casualties leading up to this incident
- ◊ The night before the attack, Charlie Company is told that My Lai is housing insurgents, and they were to go there
- ◊ They were instructed to destroy the village



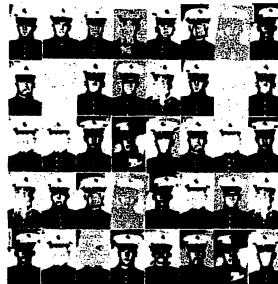
CIVILIANS KILLED

- ◊ The soldiers found no insurgents in the village. One platoon of which was led by Lt. William Calley, killed hundreds of civilians – primarily old men, women, children, and babies. grenades into a trench filled with villagers.
- ◊ Some were tortured or raped. Dozens were herded into a ditch and executed with automatic firearms. At one stage, Calley expressed his intent to throw hand grenades into a trench filled with villagers.



COVER UP ATTEMPT

- The leading army officials in charge attempting to quiet those involve and cover up the incident
- If not for reports from "grunts" and other soldiers involved, the secret would have been kept



ARMY OFFICIALS COURT-MARTIALED

- On March 17, 1970, the United States Army charged 14 officers with suppressing information related to the incident. Most of these charges were dropped.
- U.S. Army Lt. William Calley was convicted in 1971 of premeditated murder in ordering the shootings and initially sentenced to life in prison; two days later, however, President Richard Nixon ordered him released from prison,

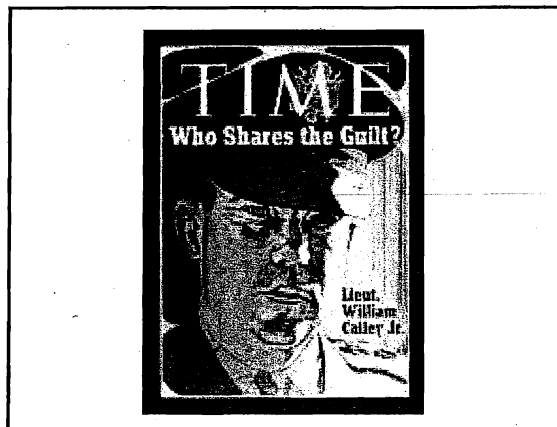
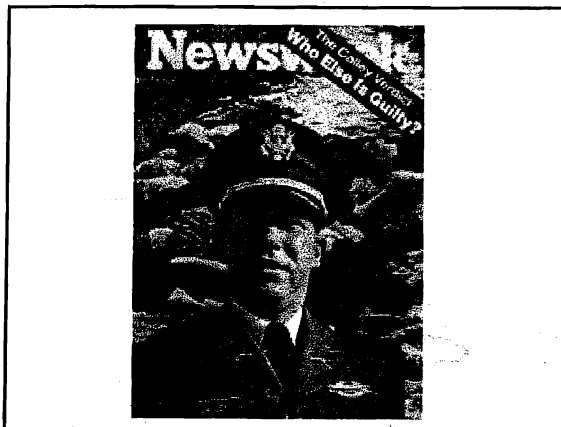
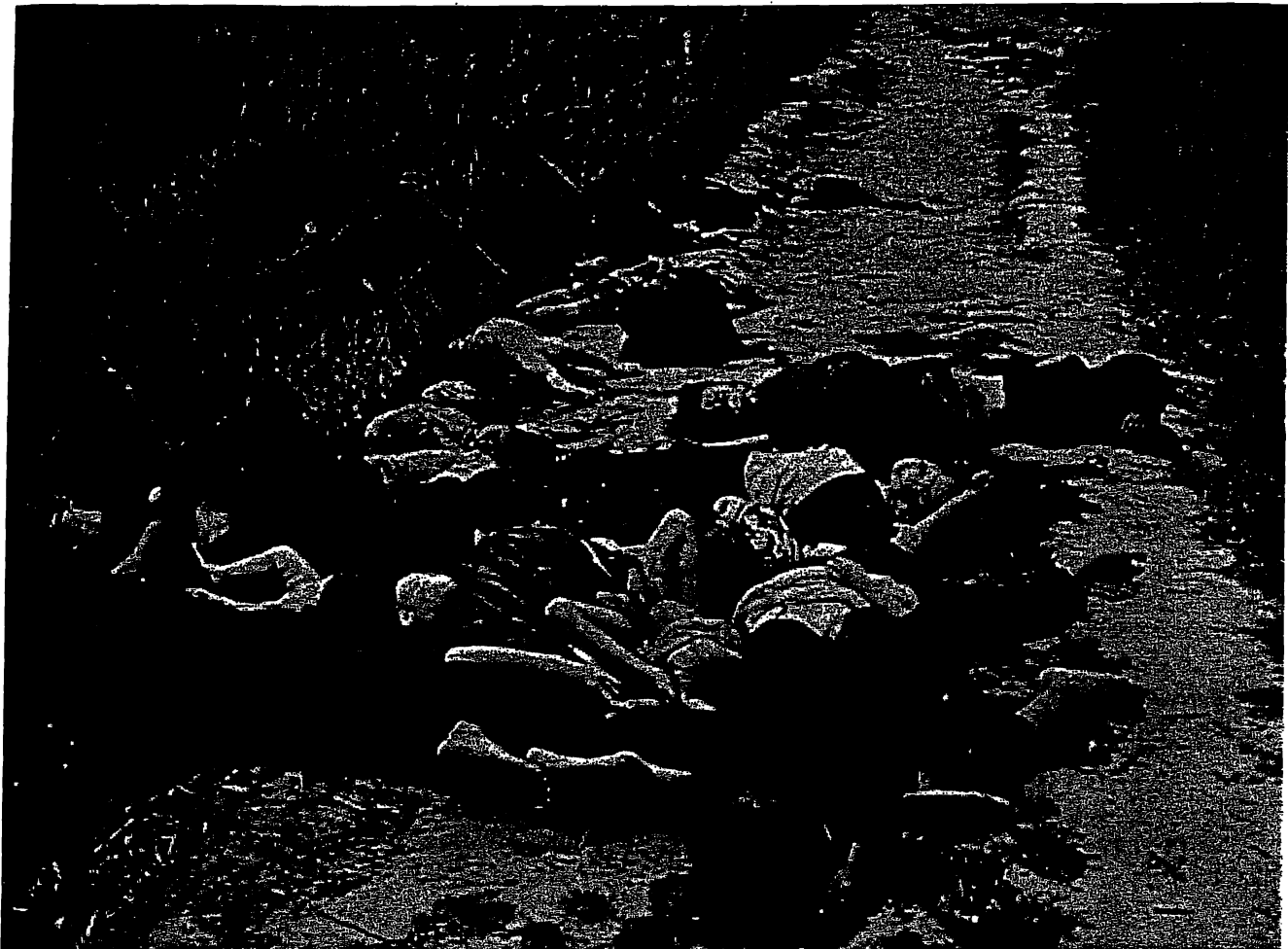


Image:My Lai massacre.jpg

From Wikipedia, the free encyclopedia

- Image
- File history
- File links



My_Lai_massacre.jpg (109KB, MIME type: image/jpeg)

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The Choices Made

LESSONS FROM MY LAI ON DRAWING THE LINE

Thirty-four years ago this coming Saturday, more than 500 unarmed women, children and old men were raped, mutilated and killed by American soldiers on a rampage in the Vietnamese hamlet known as My Lai.

The massacre was stopped when a 24-year-old American helicopter pilot landed in the line of fire between the U.S. troops and Vietnamese civilians. While his 20-year-old crew chief and 18-year-old gunner covered his back, the pilot confronted one of the leaders of the massacre, then evacuated 10 villagers from a bunker. The crew also rescued a child clinging to his dead mother in a ditch.

When you are young, terrified, far from home and surrounded by craziness, how do you hang onto your moral compass? How do you develop one in the first place?

That's what we asked Lawrence Colburn, the helicopter gunner, who was born in Coulee City, grew up on Whidbey Island and in Mount Vernon, and joined the Army in 1966.

As American soldiers fight a war in Central Asia where boundaries and enemies can be similarly unclear, Colburn, now 52, offers this advice to young soldiers: "Beware of peer pressure that moves you in the wrong direction."

This is Colburn's story, in his own words, distilled from recent conversations with Pacific Northwest magazine writer Paula Bock.



Gunners Larry Colburn, left, and John Wennergren flew in gunships like this, or low and fast in OH23s, where they drew fire to identify enemy targets.

...

AFTER THREE MONTHS in Vietnam, Charlie Company (Task Force Barker, 11th Brigade, Americal Division), had suffered 28 casualties, including five killed, and was down to 105 men. All the casualties were from mines, booby traps and snipers rather than battles in which troops could clearly identify an enemy. The day after a booby trap killed a popular sergeant, Charlie Company was given orders to invade an area believed to be a North Vietnamese stronghold. Though it is generally agreed commanders ordered soldiers to destroy the villages and "neutralize" the area, there is controversy over whether the directive included killing civilians. The U.S. military's official report found that "from 16-19 March 1968, U.S. Army troops massacred a large number of noncombatants in two hamlets of Son My Village, Quang Ngai Province, Republic of Vietnam. The precise number of Vietnamese killed cannot be determined but was at least 175 and may exceed 400." Later reports tallied 504.



Thirty years later, memories of My Lai massacre remain fresh

By Paul Alexander, Associated Press writer

MY LAI, Vietnam — Truong Thi Le stares at a graphic photograph of the massacre's carnage, then points at the pile of corpses under which she hid for four hours, clutching her 6-year-old son. Her dead mother, brother and another son sprawl nearby.

"I feel pain in my heart when I look at this," she says, her voice choking. "I have to struggle not to cry. I still can't account for what happened."

Dredging up memories of the terrible events of March 16, 1968, is easy — far too easy — for Le, 70, and Ha Thi Quy, 73 (see top photo). Dealing with the memories is another matter.

That long-ago day started mostly overcast and breezy, with some hot sun later around noon, the two women say. The 8,000 residents of the four My Lai hamlets were having breakfast or heading to the rice paddies. The winter crop, not one of the best, was almost ready for harvest.

When gunfire started, it wasn't a surprise. My Lai was in a war zone; many residents had crude dirt shelters to huddle in during artillery attacks.

But this time was different. Within four hours, 504 men, women and children, by the residents' count, would lie dead after one of the U.S. Army's blackest days.

Quy speaks softly at first, recalling how American soldiers had visited My Lai hamlet No. 4 previously, giving away candy and cigarettes and getting water.

Her wrinkled face comes alive and her voice picks up intensity and agitation — "I still feel frightened to tell the story," she says — as she details how helicopters came in low around 6 a.m., followed by American infantrymen who gathered up the villagers.

As Quy was herded through the rice paddies, a bullet hit her thigh; she thinks it was a stray because it didn't come from the soldier behind her.

She managed to keep walking until the group reached a newly dug ditch about 50 yards long.

"The villagers did not dare to resist," she says. "They had nothing to fight back. I prayed for them to spare me. They didn't say anything."

The first to be shot was a monk. In the ensuing barrage, Quy was hit in the buttocks, went down and passed out.



When Quy awoke, the soldiers were gone. They left behind 407 dead and dying, villagers said later. The Americans had moved on to My Lai hamlet No. 2, where they killed 97 more people.

Quy found herself in a pile of corpses, including her mother and eldest daughter, in the ditch where the blood was calf-deep.

"The dead bodies piled over me. That's why I survived. I was just lucky," she says. "I managed to pull myself out of the bodies and walked home. It was burned and all the cows and pigs were killed. We had nothing left."

Covered in blood, Quy walked to another village for clean clothes, a bath and an escape from the insanity.

Finally becoming widely known nearly two years later, the tale of the horrors at My Lai intensified the American public's ill feelings about the war. Returning servicemen were branded

"baby-killers" even if they had been far from the battlefield.

"My Lai was an appalling example of much that had gone wrong in Vietnam," retired Army Gen. Colin Powell wrote in his book, "My American Journey."

"The involvement of so many unprepared officers and noncoms led to breakdowns in morale, discipline and professional judgment — and to horrors like My Lai — as the troops became numb to what appeared to be endless and mindless slaughter."

Initial military reports claimed the massacre began when two Americans were killed and 10 wounded by booby traps. In reality, the only U.S. casualty was a soldier who shot himself in the foot.

The Army's court-martial proceedings ruled that platoon leader Lt. William Calley and his men, frustrated by losses from land mines, snipers and ambushes, killed at least 175 villagers and perhaps more than 400.

Calley was convicted and sentenced to life imprisonment. Other officers were censured or demoted.

After a public outcry that Calley was being made a scapegoat, President Nixon reduced the sentence to 20 years, and Calley actually served just three years of house arrest before his conviction was overturned by a federal judge.

Ironically, the massacre was not such big news in Vietnam, especially in the war-ravaged region surrounding My Lai, where almost everyone lost a relative or friend to the war and where reports have persisted that this was far from the only atrocity.

Fierce battles followed around My Lai until 1971. Bulldozers flattened much of the area. Only about 500 villagers remained, working the rice paddies during the day and hiding nearby at night.

Quy was a hired worker in other villages for a while. One of her two sons lost an arm, a leg and an eye in a land-mine blast later in 1968. But her remaining relatives and her land were in My Lai, so she returned, even as the fighting continued.

"Most were too frightened to come back," she says. "And there was a bad smell from the bodies and the blood."

Though the country has no official religion, many Vietnamese believe in spirits. Both Le and Quy claim they and other survivors could hear faint screams and cries for years after the massacre.

"I think their souls were still wandering around late at night," Le says.

But they say the cries have faded since a memorial was erected in 1978. The spirits seem to be more at rest now.

The wounded soldiers
of the 101st Airborne Division
contend with sleepless nights,
restless days, fractured
relationships and vials of pills
that help with the pain
— but not enough.

The Permanent Scars of Iraq

By Sara Corbett
Photographs by Tyler Hicks

Robert Shrode can't sleep.

At night, in the fly-speck town of Guthrie, Ky., in the rented farmhouse he shares with his 20-year-old wife, Debra, he surfs the Internet, roams the house. He lies down and gets up again. He drinks a beer and stares out the window at the black fields beyond. Hours pass. He can't sleep. Before the war, he could have six beers and sleep like a baby, but now that works against him. Drinking may help get his head to the pillow, but it also ratchets up the nightmares. For a while, he sweated out his bad dreams on the living-room couch, and it drove Debra crazy. She would come down from the bedroom, touch his shoulder, ask what the problem was. Shrode would just turn his back to her and not say a word. Now she knows better than to ask, though occasionally when the silence between them gets too deep, she'll put it out there, "What're you thinking about?"

"Iraq," he'll say. And then the silence falls again.

He pops Ambien to coax some sleep. The results are mixed. On the advice of his doctors, he is taking three different pills for pain, a

Robert Shrode in his rented farmhouse.

"Somebody stares at it, I get mad at them," Shrode says.

"Somebody looks away, and I get mad at that."

pill for swelling and another pill for depression. There are days when he is unrecognizable to himself, a guy who a few years ago was a party-loving bartender at a Mississippi casino and who is now 29 and engaged in what can feel like a never-ending battle to see his own future brightly.

The only person who understands him is his buddy Brent Bricklin, a restless, dark-haired 22-year-old and fellow Army specialist in the 101st Airborne Division, who is also home after serving in Iraq. Most mornings, Shrode picks up Bricklin at Fort Campbell, the sprawling base that straddles the Kentucky-Tennessee state line where both men are stationed, and they go driving. It's always more or less the same. They drive through the buttressed gates of the base, patrolled by armed National Guardsmen, and turn onto Fort Campbell Boulevard, passing the check-cashing outfits, the strip clubs and gun-and-ammo shops that, during peacetime anyway, boom with military business.

Shrode sometimes jokes that he loves his

Sara Corbett is a contributing writer for The New York Times Magazine.

Chevy Tahoe more than his wife, and it's half true. The Tahoe is a big upholstered bubble, a place where he can watch the world drift by harmlessly. Inside it, he shares more with Bricklin than he does with Debra, whom he met at a nightclub in 2002 and married three months before going to war. "I can talk to him — I can't talk to my wife," Shrode says. "But 30 seconds with him, and I feel better."

Not far from the base, they pass a pint-size Kia driving in the next lane. Someone has used soap to write a self-congratulatory "Back From Iraq" in large letters across the rear window. This being December, the only soldiers back from Iraq are ones sent home because of expired enlistments or for medical reasons or those on their way to being transferred elsewhere. The bulk of the division — some 20,000 local soldiers — remains at war. Shrode and Bricklin stare down at the Kia.

"Dumb idiot," Bricklin says. Shrode says nothing.

It's been nearly six months since Shrode and Bricklin arrived home from Iraq. Shrode lost most of his right arm, which was amputated just below the elbow in a Baghdad field hospital. Even healed, his face is pitted with purple shrapnel scars

Jenni McKinley in her two-bedroom apartment. "I didn't handle war the way I thought I was going to," she says.

the size of raindrops. Bricklin, a broad-shouldered former competitive swimmer who came home honeycombed with shrapnel, bears larger, raw-looking scars from his thigh to his neck. Both men have significant hearing loss, cocking their heads like a couple of old-timers in order to grasp what's said. They are plagued by headaches and are convinced they've had some memory loss. Between them, they've had nine operations since getting, as they like to say, "blown up" in Iraq. Shrode, who is shorter and stockier than Bricklin and speaks with a soft Alabama accent, still visits the base hospital five days a week for occupational therapy. Once a month, he sees a military therapist. He has tried, without luck, to persuade Bricklin to get individual counseling too.

"He says I took it harder than I say I do," Bricklin says with a deflective smile.

"He did," Shrode says.

"He's says I'm messed up in the head."

"You are," Shrode says earnestly.

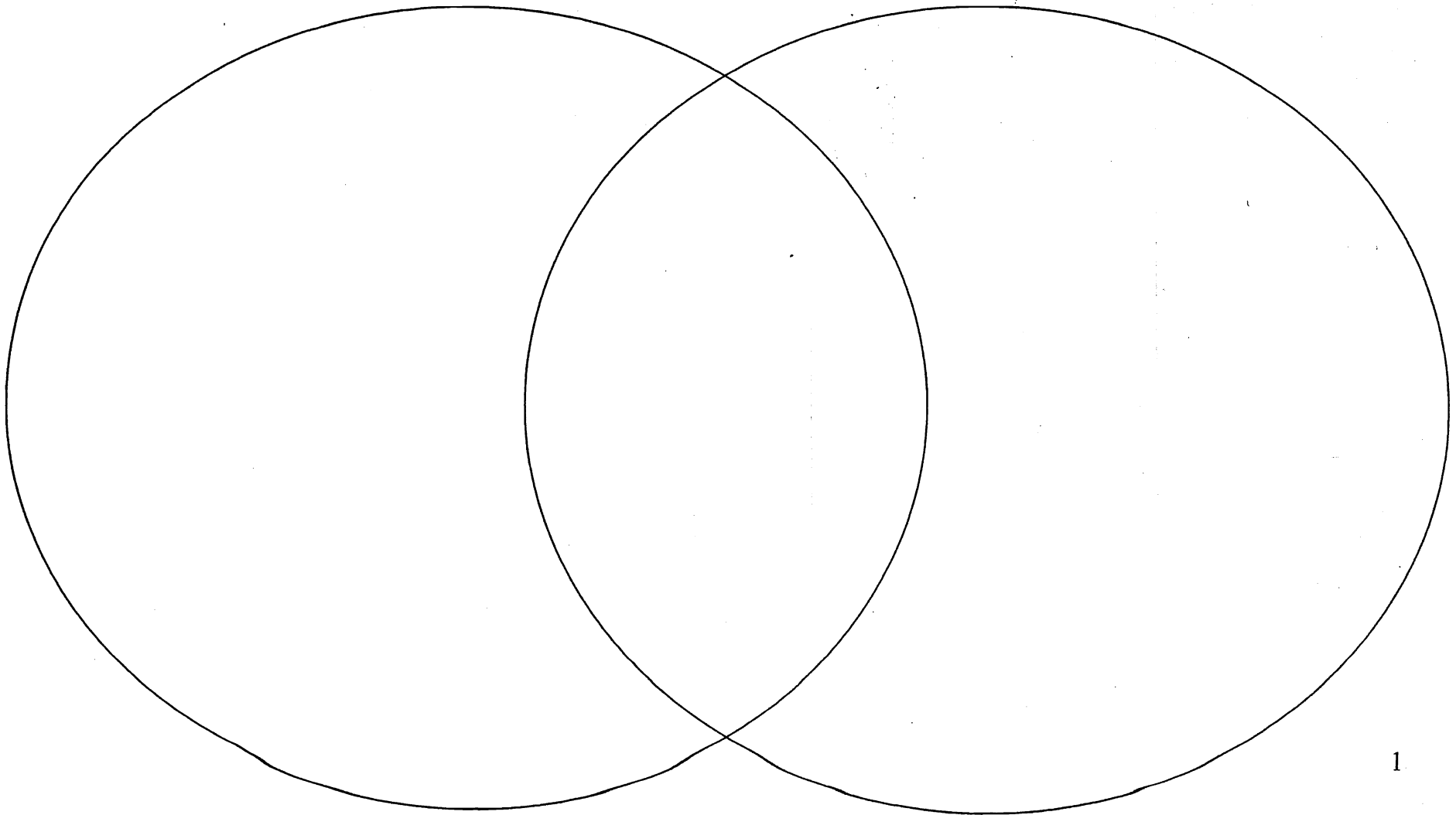
It's a subject Bricklin doesn't want to discuss.

Name: _____ Period: _____

Contemporary Literature

John Wade / Robert Shrode / My Lai

Directions: Use the Venn Diagram below to make comparisons between the articles you read and the events presented to you in the novel.
On the back, use the graphic organizer to provide textual evidence of any comparisons/similarities that you and your group can make..



Directions: After completing the venn diagram on the reverse of this sheet, provide one quotation for each comparison that you and your group are able to make between the articles and John Wade's life experiences. In your explanation, be sure to provide a clear link between the article and a **SPECIFIC** instance from the novel. Provide page number and speaker for the quotation, and be prepared to share your textual evidence and analysis with the class at the conclusion of this activity.

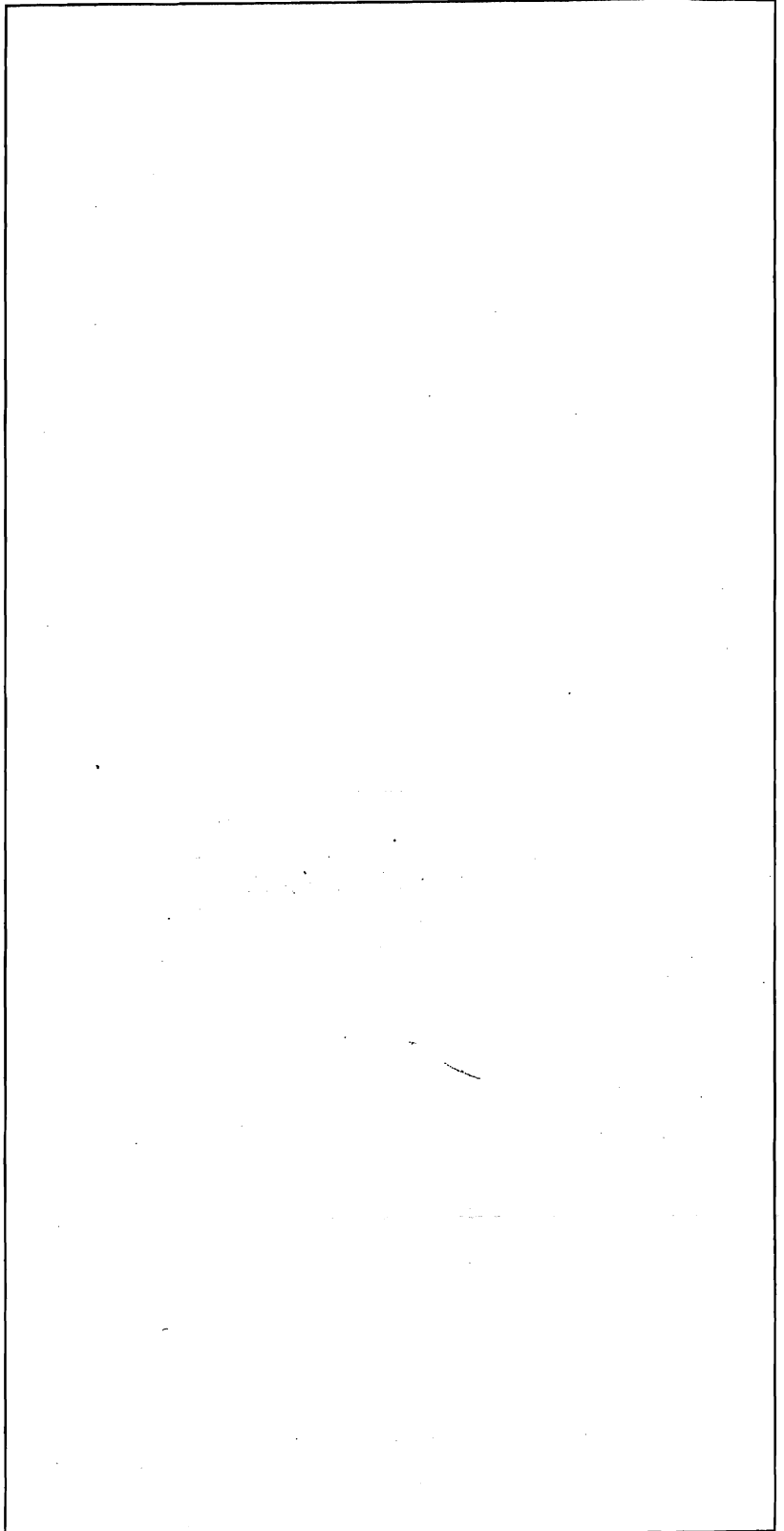
Quotation	How does this Quotation provide a link to the articles?

Name: _____ Date: _____ Period: _____

Directions: Read the following poem and make connections between it and ITLOTW. Use the column on the right to record your connections. You need not use textual support today.

Fletcher McGee by Edgar Lee Masters colleagues

She took my strength by minutes,
She took my life by hours,
She drained me like a fevered moon
That saps the spinning world.
The days went by like shadows,
The minutes wheeled like stars.
She took the pity from my heart,
And made it into smiles.
She was a hunk of sculptor's clay,
My secret thoughts were fingers:
They flew behind her pensive brow
And lined it deep with pain.
They set the lips, and sagged the cheeks,
And drooped the eyes with sorrow.
My soul had entered in the clay,
Fighting like seven devils.
It was not mine, it was not hers;
She held it, but its struggles
Modeled a face she hated,
And a face I feared to see.
I beat the windows, shook the bolts.
I hid me in a corner--
And then she died and haunted me,
And hunted me for life.

A large, empty rectangular box with a thin black border, intended for the student to record their connections between the poem and ITLOTW.

If we are to assume that there are definite similarities between this poem and ITLOTW, then...

1. Who is the "SHE" in this poem? How do you know?
2. Who is the "I" in this poem? How do you know?
3. How does this poem conclude?
4. How is the conclusion of this poem similar to the conclusion of the novel?

In The Lake of the Woods Contexts Graphic Organizer

<http://www.mackillop.cg.catholic.edu.au/home/pamelac/nal/contexts.htm>

Context:

Context	Definition
Social	
Political	
Cultural	
Physical	
Historical	
Spiritual	
Intellectual	

Assigned Context:

Relation to novel / textual support:

Criteria for *In The Lake of the Woods* Contexts Presentation

Presentation	Excellent (9-10)	Good (7-8)	Fair (5-6)	Poor (3-4)	Missing (0-2)
Content: <ul style="list-style-type: none"> • Information on the assigned context is thorough, accurate, insightful, and clear • Content is indicative of a thorough reading and interaction with the text • Provides insightful quotations and/or textual support to support context • Presenters clarify and elaborate on all information provided on the visual aid 					
Visual Aid: Enhances the audience's understanding and interaction with the presentation and includes: <ul style="list-style-type: none"> ❖ Plot points and main characters clearly represented ❖ Paraphrasing is done sufficiently ❖ Connects given context to character(s), plot, conflict, theme, etc ❖ Effectively relates given context to one or more other contexts, showing the correlation between the two 					
Public Speaking Skills: <ul style="list-style-type: none"> -Eye contact, poise, volume, rate, and tone. -INVOLVES AUDIENCE DURING PRESENTATION! 					
Group Cooperation: <ul style="list-style-type: none"> • Group appeared to work together throughout the presentation. • Each group member significantly participated. 					

Name: _____

Period: _____

Tim O'Brien: *Post-Modern Poster Child*
50 points

We've told you that Tim O'Brien is the POMO poster child. So, your culminating project is going to be an evaluation of *In the Lake of the Woods* is to make a **WANTED** poster for Tim O'Brien.

Objectives:

- Evaluate Tim O'Brien's use of post-modernism
- Locate and explain examples of post-modernism in ITLOTW
- Creatively represent information in a WANTED poster format

Requirements:

- A picture of Tim O'Brien
- A minimum of 5 **different** post-modern elements present in ITLOTW
 - Text support
 - Analysis
- Textual support that serves as evidence for the presence of these POMO terms

	EXCELLENT	GOOD	FAIR	POOR	MISSING
Characteristic 1 of POMO with text support and analysis					
Characteristic 2 of POMO with text support and analysis					
Characteristic 3 of POMO with text support and analysis					
Characteristic 4 of POMO with text support and analysis					
Characteristic 5 of POMO with text support and analysis					
Creativity exhibited					
Effort and neatness noted					

*** YOU MAKE WORK IN PAIRS OR ALONE!***

Name: _____ Date: _____ Period: _____

Directions: Read the poem. Identify 5 specific connections between the poem and the novel. Make these connections by annotating specific lines. Then, complete the accompanying questions. They will be submitted to me as part of the final assessment for this unit. 50 points.

My Life by Joe Wenderoth

Somehow it got into my room.
I found it, and it was, naturally, trapped.
It was nothing more than a frightened animal.
Since then I raised it up.
I kept it for myself, kept it in my room,
kept it for its own good.
I named the animal, My Life.
I found food for it and fed it with my bare hands.
I let it into my bed, let it breathe in my sleep.
And the animal, in my love, my constant care,
grew up to be strong, and capable of many clever tricks.
One day, quite recently,
I was running my hand over the animal's side
and I came to understand
that it could very easily kill me.
I realized, further, that it would kill me.
This is why it exists, why I raised it.
Since then I have not known what to do.
I stopped feeding it,
only to find that its growth
has nothing to do with food.
I stopped cleaning it
and found that it cleans itself.
I stopped singing it to sleep
and found that it falls asleep faster without my song.
I don't know what to do.
I no longer make My Life do tricks.
I leave the animal alone
and, for now, it leaves me alone, too.
I have nothing to say, nothing to do.
Between My Life and me,
a silence is coming.
Together, we will not get through this.

Name: _____ Date: _____ Period: _____

“My Life”

1. Consider the theme of the poem, identify it, and explain how it relates to the theme of *In the Lake of the Woods*. Support your answer with lines from the poem.

[illegible]

2. How is the conclusion of this poem so perfectly linked to John Wade? Support your answer with lines from the poem.

[illegible]

Witness

Martha Collins

If she says something now he'll say
it's not true if he says it's not true
they'll think it's not true if they think
it's not true it will be nothing new
but for her it will be a weightier
thing it will fill up the space where
he isn't allowed it will open the door
of the room where she's put him
away he will fill up her mind he will fill
up her plate and her glass he will fill up
her shoes and her clothes she will never
forget him he says if she says
something now if she says something ever
he never will let her forget and it's true
for a week for a month but the more
she says *true* and the more he says *not*
the smaller he seems he may fill up
his shoes he may fill up his clothes
the usual spaces he fills but something
is missing whatever they say whatever
they think he is not what he was
and the room in her mind is open she
walks in and out as she pleases she says
what she pleases she says what she means.

“Witness”

1. Use this poem as a way to validate one of the hypothesis chapters. How does this poem explain why one of those chapters could have happened? Support your answer with lines from the poem.

[illegible]

2. Is this poem a valid representation of the Wades' marriage? Why or why not? Cite examples from the novel that would substantiate your analysis.

[illegible]

[illegible][illegible]

ITLOTW Ch. 10 The Nature of LOVE

A high-contrast, black and white photograph of a dark, textured surface, possibly a book cover or a wall. In the center, there is a large, bright, irregularly shaped light source or opening, resembling a stylized 'O' or a large letter. The surrounding area is dark and grainy, with some vertical lines and textures visible. The overall effect is dramatic and abstract.

[illegible]

In the Lake of the Woods
Chapters 1- NOW

Periods 5 & 6

Non-linear Narrative
Poster Presentation
Activity

List John Wade's Plot Lines:

- #1-
- #2-
- #3-
- #4-
- #5-

Objectives for Today's Activity: 1

- Describe one of the five main plot lines present in the novel:
 - 1) John's childhood
 - 2) Vietnam/My Lai
 - 3) John and Kathy's college years
 - 4) The Election
 - 5) The Present (lake-house in Lake of the Woods, MN; Kathy's disappearance)

Objectives for today's activity: 2

- Analyze your story line for:
 - Plot line
 - Setting and O'Brien's tone
 - Post Modern elements exemplified
 - Chapter types used to retell story and their effect on reader's understanding
 - Time period's effect on John Wade's emotional/psychological well-being
 - Textual support (quotation in MLA)
 - Poses question for audience

Objectives for today's activity: 3

- Create a poster that relays the information analyzed by your group
- Clarify your plot line for the audience
- Present your findings in under 5 minutes
- Pose a higher-level question to the audience that encourages them to utilize the information presented to them
- Work cooperatively in a group setting
- Successfully delegate group roles and responsibilities

John's Childhood

Plotline of Events:

|||||

Setting / Tone: ~~~~~

% Mo: ~~~~~

Chapter Types: ~~~~~

Effect on John: ~~~~~

Quote: ~~~~~ (O'Brien, 24)

POSE A HIGH-LEVEL QUESTION

Name: _____

Contemporary Literature

John Wade's Ulterior Motives

"The most interesting thing about magic lies in the fact that what the audience sees and what the magician does are two completely different entities." - Bruce Tognazini

To the best of your knowledge, what is an ulterior motive? _____

Directions: Examine John Wade's actions in the novel so far. Next, begin thinking about what we see John doing. First, document the most obvious reason(s) for John's thoughts and actions. Then, look deeper into his character's psyche to find any subconscious motives for his actions.

JOHN'S ACTION

1. "Tidy-up the cottage... Wade dug out a plastic garbage bag, marched briskly into the living room, and collected the dead house plants (78).

YOUR MOST OBVIOUS EXPLANATION FOR HIS ACTION

JOHN'S SUBCONSCIOUS MOTIVE

JOHN'S ACTION

YOUR MOST OBVIOUS EXPLANATION
FOR HIS ACTION

JOHN'S SUBCONSCIOUS
MOTIVE

2.

3.

4.

5.

KATHY WADE: ACCOMPLICE OR VICTIM?

DIRECTIONS: USING YOUR NOVELS, EXAMINE CHAPTERS 17 AND 18 FOR THREE QUOTES FOR EACH SIDE OF A T-CHART THAT WOULD BRAND KATHY AS EITHER AN ACCOMPLICE OR A VICTIM IN HER RELATIONSHIP WITH JOHN. PLEASE PROVIDE AN EXPLANATION AFTER EACH QUOTE.

ACCOMPLICE

QUOTE 1

EXPLANATION

QUOTE 2

EXPLANATION

QUOTE 3

EXPLANATION

VICTIM

QUOTE 1

EXPLANATION

QUOTE 2

EXPLANATION

QUOTE 3

EXPLANATION

1. *Staphylococcus aureus* (Staph. aureus)

2. *Staphylococcus epidermidis* (Staph. epidermidis)
3. *Staphylococcus saprophyticus* (Staph. saprophyticus)
4. *Staphylococcus carnosus* (Staph. carnosus)
5. *Staphylococcus sciuri* (Staph. sciuri)

6. *Staphylococcus*

7. *Staphylococcus*

8. *Staphylococcus*

9. *Staphylococcus*

10. *Staphylococcus*

11. *Staphylococcus*

12. *Staphylococcus*

13. *Staphylococcus*

14. *Staphylococcus*

15. *Staphylococcus*

16. *Staphylococcus*

17. *Staphylococcus*

18. *Staphylococcus*

19. *Staphylococcus*

Name _____ Date _____

Directions: After listening to the song *The General*, by Dispatch, divide the song lyrics up in equal parts between your group-mates. In your assigned section of the song, highlight/underline areas that thematically connect with chapters 6-8 of the novel *In the Lake of the Woods*. In the space to the right of the song, provide evidence from the text that supports the notion that this song and the novel are connected.

Song: The General by Dispatch	Your Connections/Class Reflections
<p>There was a decorated general with a heart of gold. That likened him to all the stories he told, Of past battles won and lost and legends of old, A seasoned veteran in his own time.</p> <p>On the battlefield he gained respect and fame, With many metals of bravery and stripes to his name, He grew a beard as soon as he could to cover the scars on his face, And always urged his men on</p> <p>But on the eve of great battle with the infantry in dream, The old general tossed in his sleep, And wrestled with its meaning, He awoke from the night, Just to tell what he had seen, and walked slowly out of his tent</p> <p>All the men held tall with their chests in the air, with courage in their blood and fire in their stare, and it was a great morning and they all wondered how they would fare, until the old general told them to go home.</p> <p>he said: I have seen the others, And I have discovered, That this fight is not worth fighting. And i have seen their mothers, And I will no other,</p>	

To follow me where I'm going, so:

Take a shower, shine your shoes.
You've got no time to loose,
Your a young man,
you must be livin'

Take a shower, shine your shoes.
You've got no time to loose,
Your a young man,
you must be livin'
Go now, you are forgiven.
(end Chorus)
Yeah, ow

ooo, ha!

But the men held fast,
With their guns on their shoulders,
Not knowing what to do with the
contradicting orders,
The general said he would do his own duty,
But he would extend it no further,
The men could go as the pleased.

Not a man moved, their eyes glazed, straight
ahead until one by one they stepped back,
and not a word was said,
And the old general was left with his own
words echoing in his head.
He then prepared to fight, he said;

Go now you are forgiven,
Go now you are forgiven,
Go now you are forgiven, go!

Go now you are forgiven,
Go now you are forgiven,
Go now you got to be,
Got to be,
Got to be,
Got to be,
Got to be,
Got to be,
Got to be,
Hey.

ANSWER THE FOLLOWING QUESTIONS, USING AT LEAST ONE TEXTUAL REFERENCE TO SUPPORT YOUR RESPONSES.

How are politics and magic connected in John's mind?

Provide evidence from chapter 7 supporting the notion that John needs power, from all aspects of his life.

Why does John go around killing all the plants?

In your mind, does this song truly reflect John Wade's overall Vietnam experience? Why or why not?

In the Lake of the Woods

DO NOW: Raise your hand if you are not satisfied with the ending of this novel.

So Why Not Make Your Own Ending??

- FINAL ASSESSMENT: A creative writing assignment in which you will MAKE YOUR OWN ENDING TO THE NOVEL
- Create your own chapter
- Provide closure for the novel
- Make your ending as "believable" as possible

What Will You Use to Help Make Your Ending Creative?

POSTMODERNISM

The Task At Hand:

- Use one 40 minute class period to create your own "last chapter" of the novel (use class handouts)
- Utilize the Media Center if you wish
- "Last Chapter" must be AT LEAST one page in length and include the following:
 - Chapter Title (Evidence, Hypothesis, The Way Things Really Ended)
 - Three UNDERLINED AND LABELED elements of Post Modern literature
 - Textual References that are smoothly embedded

Postmodern Crash Course

-
-
-
-
-
-
-
-

Postmodern Crash Course

- Meaninglessness of life
- Fragmentation
- Non-Linear Time Frame
- Footnotes/Factual docs.
- Blending of Fact/Fiction
- Blending of Genres
- Meta-Awareness
- No Closure

- Study the criteria sheet for this assignment
- You will have two days to prepare for Thursday's lab day
- NO PROFANITY
- Keep it real
- HAVE FUN

Name: _____ Period: _____ Date: _____

Papanikolaw

In the Lake of the Woods

Create Your Own Chapter Criteria Sheet

Content	Excellent	Good	Fair	Poor	Missing
<ul style="list-style-type: none"> □ Demonstrates a solid understanding of the events encountered in <i>In the Lake of the Woods</i> (nothing has been fabricated or misunderstood) □ Exemplifies a realistic representation of the main characters and their hypothesized outcomes at the end of the novel □ Utilizes at least three (3) literary elements of Post-Modernism □ Elements of Postmodernism are original and used properly □ An understanding of the use and purpose of Post-Modern techniques in the chapter □ Contains at least one (1) well-embedded quotation from the novel 					
Organization	Excellent	Good	Fair	Poor	Missing
<ul style="list-style-type: none"> □ Contains chapter title □ Adheres to the chapter title's format □ Flows naturally with O'Brien's last chapter □ UNDERLINES and ANNOTATES three (3) literary elements of Postmodernism 					
usage	Excellent	Good	Fair	Poor	Missing
<ul style="list-style-type: none"> □ Appropriate word choice NO PROFANITY 					
Style	Excellent	Good	Fair	Poor	Missing
<ul style="list-style-type: none"> □ Demonstrates a creative and clear progression of thought □ Plot is infused with elements of Postmodernism □ Adopts voice of Tim O'Brien (convincingly writes as the narrator of the novel) 					
Mechanics	Excellent	Good	Fair	Poor	Missing
<ul style="list-style-type: none"> □ Writes in literary present tense □ Uses proper MLA citation when quoting the novel 					



Final Grade: _____ /

BELOW, WRITE DOWN HOW THE SONG LYRICS CONNECT TO HOW JOHN TREATED AND FELT ABOUT THE ASSIGNED CHARACTER. BE SPECIFIC WITH EXAMPLES FROM LAST NIGHT'S READING.

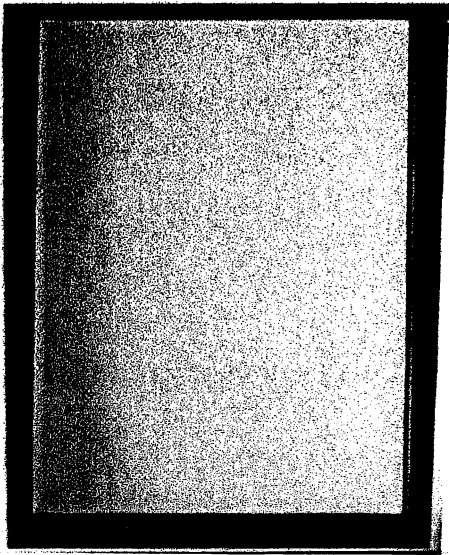
<i>Every breath you take</i> <i>Every move you make</i> <i>Every bond you break</i> <i>Every step you take</i> <i>I'll be watching you</i> <i>Every single day</i> <i>Every word you say</i> <i>Every game you play</i> <i>Every night you stay</i> <i>I'll be watching you</i>	<i>CONNECT TO KATHY</i>
<i>Since you're gone I been</i> <i>lost without a trace</i> <i>I dream at night I can</i> <i>only see your face</i> <i>I look around but it's you</i> <i>I can't replace</i> <i>I keep crying baby please</i>	<i>CONNECT TO HIS</i> <i>FATHER</i>

Contemporary Lit

Papanikolaou

HW for Chapters 9 - 10

Quotes / Notes about the "Mirror"



Quotes / Notes about John / Kathy as "Intertwined Snakes"



Name: _____

Guided Reading for Chapters 6 – 8

Ch. 6

1. Connect the quote from Thomas Pynchon on page 26 to the situation that John/Kathy are in.
2. According to the quotes, how did politics, magic, and the Vietnam War influence John's life? Provide a quote for each and cite page number reference.

Ch. 7

3. What did being a "Sorcerer" do for John? What did it give him mentally and physically in terms of his identity and ability to handle various situations?
4. Describe John's reaction to his father's death. Provide a quote as well.

Ch. 8

5. What was the My Lai Massacre? How has that event haunted John? Provide a quote.

Name: _____

In the Lake of the Woods

Guided Reading Chapters 17-18

1. Why does John Wade stay in Vietnam after the My Lai Massacre occurs? What does he hope to accomplish?

2. Describe the person John is when he comes home from the war. What kind of politician does he want to be?

3. How did John use his art of magic as a politician? Provide 2 quotes.

4. Why did John and Kathy go to the hospital after she told him she was pregnant? What happened to him in the hospital?

5. What does O'Brien say about Kathy and "solutions"? How is her attitude/character opposite of John's?

6. Describe the various debates and problems that Kathy ponders in the "Hypothesis" chapter. Is she able to deal with them reasonably? Why or why not?

Papanikolaw

Quiz 2 - 15 Points

1. Think back to John Wade's experiences in Thuan Yen. How does Sorcerer use magic to help him come to terms with the actions that he and the Charlie Company commit in My Lai?
2. Recall the events in the Hypothesis chapter from this weekend's reading assignment. What makes Kathy leave Lake of the Woods? What happens to her when she leaves?
3. Describe Vin and Lux, the two Lake of the Woods cops who are assigned the Kathy Wade case. What evidence have they been able to compile by the end of Chapter 15?

Name: _____ Period: _____
Contemporary Literature – Papanikolaw

In the Lake of the Woods Quiz
Chapters 20 & 21 – 15 Points

*"The guy was a magic man. He could fool people. Sure as f*** he fooled me....Keeping that stuff locked up inside, it must've driven him crazy sometimes...Anyhow, I think the lies there sort of built into this whole repair-your-life thing of his – the ambitions, big Washington dreams – and I guess it basically boiled down to a case of colossal self-deception" (O'Brien 196).*

Who is speaking? (2)

Why is this person so emotionally vested in John? (3)

In one well-written paragraph, discuss the various parts of John Wade's life that he has tried to keep locked inside of himself. What are these events? How have they affected John? How have they affected those around John? (10)

Name: _____ Per: _____ Contemporary Literature

In The Lake of the Woods Socratic Seminar Questions

1. Almost from this novel's first page we know that Kathy Wade will vanish, and it is not long before we discover that her disappearance will remain unsolved. What, then, gives *In the Lake of the Woods* its undeniable suspense? What does it offer in place of the revelations of traditional mysteries?
2. Instead of a linear narrative, in which action unfolds chronologically, Tim O'Brien has constructed a narrative that simultaneously moves forward and backward in time: forward from John and Kathy's arrival at the cabin; backward into John's childhood, and beyond that to Vietnam and My Lai. It also moves laterally, into the "virtual" time that is represented by different hypotheses about Kathy's fate. What does the author accomplish with this narrative scheme? In what ways are his different narrative strands (simultaneous stories) connected?
3. What does O'Brien accomplish in the sections titled "Evidence"? What information do these passages impart that is absent from the straightforward narrative? How do they alter or deepen our understanding of John as a magician, a politician, a husband, and a soldier who committed atrocities in wartime? What connections do they forge between his private tragedy and the pathologies of our public life and history? Does the testimony of (or about) such "real" people as Richard Nixon, William Calley, or George Custer lend greater verisimilitude to John's story or remind us that it—and John himself—are artifices?
4. Who is the narrator who addresses us in the "Evidence" sections? Are we meant to see him as a surrogate for the author, who also served in Vietnam and revisited Thuan Yen many years after the massacre? In what ways does O'Brien's use of this narrator further explode the conventions of the traditional novel?
5. One of the few things that we know for certain about John is that he loves Kathy. But what does John mean by love? How do John's feelings for his wife resemble his hopeless yearning for his father, who had a similar habit of vanishing? In what circumstances does John say "I love you"? What vision of love is suggested by his metaphor of two snakes devouring each other? Why might Kathy have fallen in love with John?

6. Although it is easy to see Kathy as the victim of John's deceptions, the author at times suggests that she may be more conscious (and therefore more complex) than she first appears. We learn, for example, that Kathy has always known about John's spying and even referred to him as "Inspector Clouszau," an ironic counterpoint to John's vision of himself as "Sorecerer." At a critical moment she rebuffs her husband's attempt at a confession. And in the final section of "Evidence," we get hints that Kathy may have planned her own disappearance. Are we meant to see Kathy as John's victim or as his accomplice, like a beautiful assistant vanishing inside a magician's cabinet?
7. Why might John have entered politics? Is he merely a cynical operator with no interest in anything but winning? Or, as Tony Carbo suggests, might John be trying to atone for his actions in Vietnam? Why might the author have chosen to leave John's political convictions a blank?
8. Do any of O'Brien's characters seem capable of acknowledging terrible truths directly? How does *In the Lake of the Woods* treat the matter of individual responsibility for evil?
9. Each of this novel's hypotheses about events at the cabin begins with speculation but gradually comes to resemble certainty. The narrator suggests that John and Kathy Wade are ultimately unknowable, as well; that any attempt to "penetrate...those leaden walls that encase the human spirit" can never be anything but provisional. Seen in this light, *In the Lake of the Woods* comes to resemble a magician's trick, in which every assertion turns out to be only another speculation. Given the information we receive, does any hypothesis about what happened at Lake of the Woods seem more plausible than the others? With what certainties, if any, does this novel leave us?