

Cover Sheet Task #3

Ghostly interpretations

Learning aims:	The students can apply the concept of ghostliness in literature. Drawing on their findings from the reading comprehension exercise in task #2, the students are able to recognize figurative meanings in a text.
Short description:	After having read and of a literary text of their choice in #2, the students now form groups and interpret their text from a ghostly perspective with the aid of two guiding questions.
Prerequisites:	Students must have completed task #2 before starting this task. Ideally, they have also completed task #1 already.
Required material:	Handout for students (Material from task #2)
Main type of student activity/output:	Language production; (reading comprehension)
Key skills involved:	Speaking
Primary texts Referenced:	<p>A. Carson, Michael. <i>The Knight of the Flaming Heart</i>. Doubleday, 1995.</p> <p>B. Devlin, Martina. "No Other Place." 2016. <i>Truth & Dare: Short Stories about Women who Shaped Ireland</i>. Poolbeg, 2018. 129-141.</p> <p>C. Solnit, Rebecca. "The Butterfly Collector." 1997. <i>A Book of Migrations: Some Passages in Ireland</i>. Revised paperback edition. Verso, 2011. 38-60.</p>

Further reading

McDiarmid, Lucy. "Secular Relics: Casement's Boat, Casement's Dish." *Textual Practice* vol. 16, no. 2, 2002. 277–302.

→ This text introduces the notion of a secular relic, which provide be helpful background knowledge for the teacher in the discussion and interpretation of Rebecca Solnit's "The Butterfly Collector." Note that the "Afterlife" section also contains a teaching unit on Casement's bones and secular relics. Task a) deals with McDiarmid's text, specifically.