

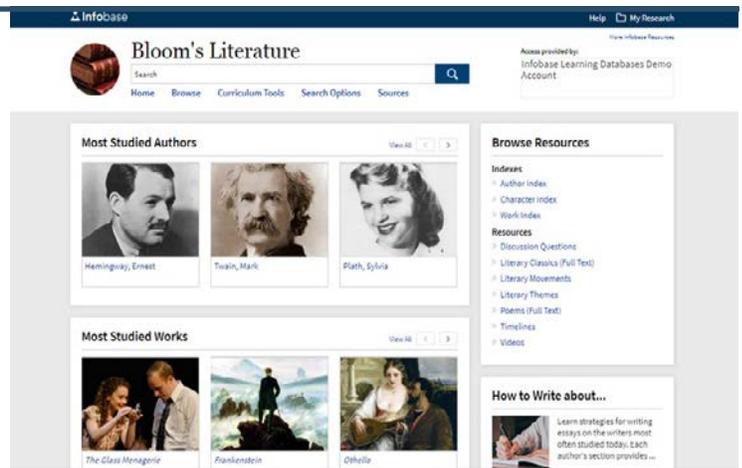


# EDUCATOR'S GUIDE

**Bloom's Literature** is the definitive source for literary analysis, criticism and research. Featuring exclusive content and expert curation by Harold Bloom, award-winning literary critic and professor at Yale University, **Bloom's Literature** includes critical essays on thousands of great writers and their works, plus thousands of thought-provoking essay topics, print and audio author interviews from *Publisher's Weekly*, timelines, synopses, and hundreds of educational and performance videos. As a result, **Bloom's Literature** continues to be the preferred reference and research tool for students of literature thanks to the wealth of authoritative content, ease of use, and appealing visuals offered in this incredible collection.

## Bloom's Literature will help students to:

- ◆ read, write, and think about authors and their important works of literature.
- ◆ analyze, evaluate and understand character development and traits.
- ◆ compare and contrast different topics, themes, literary movements, genres, and historical events as they help place literature in context.
- ◆ gain visual insight of a story line through video.



## Feature Highlights

1. Dynamic citations in MLA, CMS, Harvard, and APA formats, plus export to EasyBib
2. Authentication options such as library bar code, IP address, and Referring URL
3. A variety of integration options and partners, including Clever, Schoology, Canvas, D2L (Desire2Learn), Follett One Search, and many others
4. Google Tools for Educators: Share to Google Classroom; Save to Google Drive; Google Translate (100+ languages)
5. Search by standards: Common Core, state, national, provincial, and International Baccalaureate Organization standards to find correlating articles





## Engage Today's "Digital Native" Students with Easily Accessible Multimedia

### Use Videos to Enhance the Learning Experience

**Bloom's Literature** includes thousands of educational video clips and hundreds of stage and screen adaptations of frequently taught literary classics. Educators understand that a visual presentation goes a long way in presenting a literary work to students. Watching a video engages students while enhancing their understanding and retention of the story by helping them to follow the storyline, visualize the setting, and understand the characters' individual traits. In particular, a performance video can act as a virtual field trip into a book, bringing to life a genre, culture, concept, theme, or idea. Furthermore, asking students thought-provoking questions before and after they watch the video will help to focus their attention while they view it and spark a conversation about the characters, plot and setting afterwards.



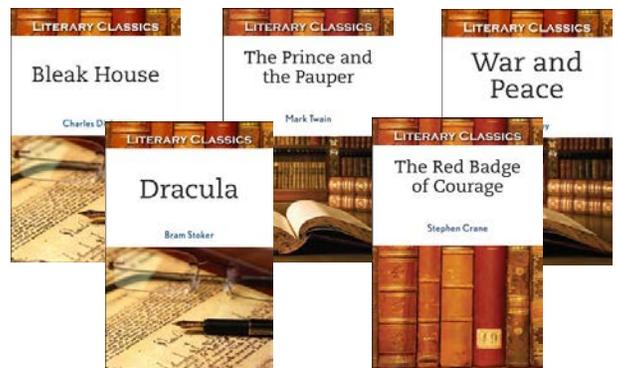
### Performance Video Titles include:

*1984*, George Orwell  
*The Adventures of Huckleberry Finn*, Mark Twain  
*Anna Karenina*, Leo Tolstoy  
*David Copperfield*, Charles Dickens  
*Death of a Salesman*, Arthur Miller  
*The Divine Comedy*, Dante Alighieri  
*Don Quixote*, Miguel de Cervantes  
*The Glass Menagerie*, Tennessee Williams  
*Great Expectations*, Charles Dickens  
*Hamlet*, William Shakespeare

*Jane Eyre*, Charlotte Bronte  
*The Jungle Book*, Rudyard Kipling  
*Les Misérables*, Victor Hugo  
*Little Women*, Louisa May Alcott  
*Our Town*, Thornton Wilder  
*Pride and Prejudice*, Jane Austen  
*Pygmalion*, George Bernard Shaw  
*The Scarlet Letter*, Nathaniel Hawthorne  
*The Snows of Kilimanjaro*, Ernest Hemingway  
*A Tale of Two Cities*, Charles Dickens

### Literary Classics eBook Shelf

Bloom's Literature also contains more than 1,000 full-text classic works of literature, many selected from Bloom's Literary Canon, Professor Harold Bloom's unique and authoritative list which includes the essential works of the most important authors in world literature. Great for use with whole-class reading selections, summer reading, or as part of a flipped classroom or blended learning approach, these books are available to students 24/7, 365 days a year. Best of all, there are no books to check in or out, and no worries about lost or damaged copies!



### Literary Classics eBook Titles include:

*Black Beauty*, Anna Sewell  
*Bleak House*, Charles Dickens  
*Crime and Punishment*, Fyodor Dostoyevsky  
*Dracula*, Bram Stoker  
*Dr. Jekyll and Mr. Hyde*, Robert Louis Stevenson  
*Emma*, Jane Austen  
*Frankenstein*, Mary Shelley  
*Macbeth*, William Shakespeare  
*Madame Bovary*, Gustav Flaubert  
*Metamorphosis*, Franz Kafka

*Moby-Dick*, Herman Melville  
*Paradise Lost*, John Milton  
*Romeo and Juliet*, William Shakespeare  
*The Jungle*, Upton Sinclair  
*The Prince and the Pauper*, Mark Twain  
*The Prince*, Niccolò Machiavelli  
*The Red Badge of Courage*, Stephen Crane  
*Ulysses*, James Joyce  
*Uncle Tom's Cabin*, Harriet Beecher Stowe  
*War and Peace*, Leo Tolstoy

Plus, check out the newest addition to Bloom's Literature: hundreds of author interviews from **Publisher's Weekly Radio!**



Current interviewees include Jacqueline Woodson, Nathaniel Philbrick, Jeff Kinney, and Joyce Carol Oates, with more to come!

## Lesson and Project Ideas for Educators Using *Bloom's Literature*

*Bloom's Literature* is the go-to source for understanding, critiquing, and appreciating the world's greatest authors and their most important literary works. Here are some suggested lessons and project ideas using *Bloom's Literature* that will increase student engagement, encourage critical thinking and collaboration, and strengthen reading, writing, speaking, listening, and viewing skills.

### Reading and Writing Skills

**Analyzing Openings:** Choose ten literary classics from the available selection of eBooks and then read (and copy down) the first sentence from each work. In a short paragraph, discuss whether each of these opening sentences is effective or ineffective based on previous lessons/discussions about the characteristics of effective openings.

**Analyzing Nonfiction:** Working alone or in pairs, choose a critical essay from Bloom's Literature that discusses a recently read literary work. Read and analyze the contents of the essay to determine the following: What is the author's central focus or opinion? Does the author seem to have mostly positive or mostly negative impressions of the literary work? Is the essay organized in such a way that these impressions are easy to discover, and is the textual evidence adequate for making the case?

**Compare/Contrast Fiction:** Read two works written by the same author. In a few paragraphs, discuss the following: How are they similar? How are they different? Students should use one or more critical essays about the author to support their arguments.

**Compare/Contrast Authors and Themes:** Select a theme from the list in Bloom's (e.g., abandonment, freedom, oppression, etc.) and then read two works written by different authors that deal with this theme. In a few paragraphs, discuss the following: How are they similar? How are they different? Students may extend their understanding of the theme by alternately choosing works written during the same time period or from two different periods.



**Compare/Contrast Characters:** Choose two characters that occupy a similar role in their respective stories (e.g., two mothers, two students, two monarchs, etc.), each from a different work by the same author: one written early in his or her career and one written near the end. In a few paragraphs, discuss the following: Are these two characters similar or noticeably different? Does the author's perception of this role seem to have changed over the years? Students should use one or more critical essays about each character to support his or her arguments.

**Compare/Contrast Nonfiction:** Read two critical essays about the same author or work written by two different critics. Do they agree or disagree in their criticism of the author or work? Do they use the same evidence or different evidence to support their opinions? Which critic, based on your reading and analysis, does a better job of supporting his or her views?

**Student-Generated Assessments:** Using the available Essay Topics as a model, have students write their own essay prompts about either the author or the work after reading, and then switch with one of their peers and respond to each other's prompts.



**Writing Dialogue:** Write an imaginary dialogue between two fictional characters from the same work, or from two different works written by the same author, or from works written by two different authors. Remind students to use one or more critical essays about each character to ensure the preservation of their personality traits, and challenge students to make the assignment more fun by selecting characters from completely different time periods, vastly different settings, etc.

**Alternate Ending:** Rewrite the ending of a recently studied play, short story, or novel, being prepared to discuss/defend why they chose to end it the way they did.

**Additional Suggestions:** Write responses to one or more of the available essay topics for a recently studied work as a post-reading assessment; Write a critical essay of a recently studied work using one or more of the available essays as a model; Write a synopsis of a novel or short story using one or more of the available synopses as a model.

## Lesson and Project Ideas for Educators Using *Bloom's Literature*, cont'd.

### Speaking and Listening Skills

**Monologue:** Write and deliver an original monologue (speech, soliloquy, etc.) as a major character from a recently studied work. The monologue should be delivered in such a way as to represent the character as accurately as possible. Students should use one or more critical essays about their chosen character to help with preparing their monologue. For an added challenge, the rest of the class should try to determine which character the student is portraying before this information is revealed.

**Dialogue:** Working in pairs (or small groups for larger classes), write and deliver a dialogue as major characters from a recently studied work, or from two different works, being sure to represent the characters as accurately as possible. Students should use one or more critical essays about their chosen characters to help with preparing their dialogue. Students should remember to punctuate their dialogues properly and to ensure that each character receives an equal amount of time to speak.

**Let's Have a Debate!** Depending on class size, options include student vs. student debates or team vs. team debates. In either case, one side represents the supporter's position and the other side represents the opponent's position. Possible topics can range from the more general, such as whether or not a "literary classic" is deserving of that title or whether an older work does a better (or worse) job of addressing a theme than a newer work, to more specific topics such as whether or not a character's extreme actions are justified or whether or not the author adequately resolved a conflict by the end of his or her work. Students/teams should draw on the available criticisms in Bloom's for evidence to support their positions.



**Hold a Mock Trial:** Select a character from a recently studied work, most likely the antagonist but possibly someone else, and put him or her on trial for a specific offense. Several students should be appointed to either the prosecution team or the defense team, with the remaining students acting as the jury. Both teams argue their case and then the "jury" will declare a verdict. Each team should use textual evidence as well as information about the character from Bloom's to build their respective cases.



**Host a Podcast:** After listening to one or more Publisher's Weekly author interviews, divide the class into pairs of students and designate one as the "host" of a literary podcast and the other as the author of a recently studied work. The host will then interview the author, being sure to ask questions about various characters, plot elements, tone, etc., in order to help the "audience" (i.e., the rest of the class) develop a deeper understanding of the work being discussed.

### Viewing Skills

**Compare/Contrast Print vs. Visual:** After reading a novel or play, watch some portion (or all) of the stage or screen adaptation from the available videos in Bloom's and discuss any of the following: Was the movie or play true to the text? What major changes, if any, were made, and why do you think they were made? In general, how can the involvement of producers, directors, and actors influence the telling of the story? Is it okay to "like the movie better than the book"?

**Wherefore Art Thou...So Difficult to Comprehend?** Read a scene from one of Shakespeare's plays and then watch the same scene in one of the available stage or screen adaptations in Bloom's. Discuss why the language used by Shakespeare can be difficult to understand. Does watching the scene visually help make the language less of an issue, or is it equally challenging to understand what's happening in the scene? Students should point out specific scenes and/or passages to support their opinion.

**Bloom On Literature:** Select one of the "Bloom On..." educational videos such as *Bloom on Literary Tropes* or *Bloom on Memorizing Poetry* and summarize the key points Harold Bloom is making about the topic. Discuss whether you agree or disagree with his assertions and present your arguments in support of, or opposition to, Bloom's opinions.



**DID YOU KNOW?** Using video content in the classroom helps students become more engaged with the lesson, feel less stressed and anxious about learning, make deeper connections between abstract ideas and practical applications, improve their collaboration, communication, and problem-solving skills, and increase those all-important 21st Century media literacy skills.

## Lesson and Project Ideas for Educators Using *Bloom's Literature*, cont'd.

### Creative Project Ideas

**Create a Social Media Account:** Working in pairs or groups, design and populate an imaginary social media account for an author, poet, or character from a recently studied work. The account can be for an existing platform such as Facebook or Twitter, or for an imaginary one. In either case, the account should provide as much factual information as possible using the author biographies, synopses, character descriptions, critical essays, etc. provided in Bloom's, but represented in a creative way.



**Time for a Timeline:** Working in pairs or groups, create a timeline of a recently studied author, noting all of his or her key works and highlighting significant events from his or her life. Each pair or group should choose a different author and then present their timeline to the rest of the class.

**Movie Poster:** Working in pairs or groups, design a movie poster for a recently studied work that visually depicts a key event in the story. Students should be as creative as possible while designing their poster, including "casting" their movie with their favorite celebrities, teachers, classmates, etc., and should be prepared to explain why they chose the individuals they did.



**Recreate a Scene:** Choose a "scene" from a recently studied work and recreate it by portraying characters encountered during the reading. Students should first script out the scene using as much of the original text as possible and adding additional description and/or dialogue as needed, and then either record the scene outside of class and show it as a video during class time or act out the scene live in front of the class.

**Musical Score:** Choose at least five existing songs (with appropriate lyrics) that would fit perfectly as part of a soundtrack for the movie version of a recently studied work. Share your choices with the class and explain why you chose each song. As an alternate possibility, musically inclined students may choose to write and perform their own original songs.

### Use Bloom's Literature to Extend Learning Beyond the Page

- Using the work being studied, look up and discuss historical events that may have impacted the setting, characters, and plot.
- Critique a character – What are their physical attributes? Their personality traits? Their fears? Their secrets? Their strengths and weaknesses? Who do students know in their own lives (perhaps themselves) that share these same traits?
- Choose a current motion picture that deals with the same theme or topic of the work being studied for a contemporary understanding. How are the themes similar/different? How are the characters similar/different?
- Think about how any one event in a story compares to a similar event in recent history. How did this event change character's lives in the story? How has the event from our own recent history changed people's lives in our time?



**Educational Standards:** Bloom's Literature supports many different educational standards and various learning styles. General uses for this resource with regard to educational standards include:

- Comprehension of text and context
- Analyzing plot, characters and themes
- Analyzing informational text/nonfiction
- Thinking critically
- Using timelines
- Summarizing textual information
- Building vocabulary, understanding key terms
- Understanding complex topics, themes, or concepts
- Comparing/contrasting information from multiple sources.
- Analyzing information from different types of media

**Your feedback is important to us!** Tell us how you like *Bloom's Literature* and share with us the ways you integrate this resource into your lessons. We love to hear your feedback—positive or negative. Please email: [onsales@infobaselearning.com](mailto:onsales@infobaselearning.com) and type "Bloom's Literature Feedback" into the Subject line of your email.



## Distance Learning Solution:

# Bloom's Literature

**Distance Learning** allows you to continue the learning process anytime, anywhere. This virtual learning experience plays a key role in education and offers students the ability to learn, connect and excel. Since **Infobase** resources are available 24/7, they are a perfect solution for your student's distance learning needs, offering access to curated content when and where they need it. Easily accessible and engaging with a user-friendly interface, learning becomes less of a task and more of a virtual experience.

Here are some ideas and suggestions on how **Bloom's Literature** can work in a virtual classroom setting.

- There are over 1,000 Literary Classics in **Bloom's Literature**. (found under "Browse Resources" on the Home Page – "*Literary Classics*" (Full Text). Use the Literary Classics for as a reading list... and assign a classic for reading - ask students to critique the work chapter by chapter.
- Require students to read one of the *Literary Classics* and assign one of the following projects:
  - ✓ Character Analysis
  - ✓ Character Comparison
  - ✓ Plot Analysis
  - ✓ Theme essay
  - ✓ Essay about the Author
  - ✓ Essay about the Author's works – note technique, plots, themes used
  - ✓ Historic period story takes place – what was going on in history during this time that may have impacted the storyline or plot
  - ✓ Compare two works written by the same author – Use a Venn Diagram to show the similarities and differences in the two works
- Studying Shakespeare? – *The Literary Classics* include full-text of *Hamlet*, *Julius Caesar*, *Macbeth* and *Romeo and Juliet*. **Bloom's Literature** also includes a full-length video of each of these works. Students can read the classic and watch the corresponding video Act by Act, comparing and critiquing the written word and the theatrical performance.
- Use the "Essay Topics" – found under "Browse Resources" on the Home Page to assign a research project using **Bloom's Literature**
- Students can find more than 2,600 full-text searchable poems in **Bloom's Literature**. A corresponding analytical entry of each poem allows them to read the poem alongside the criticism of it.
- "*Topic Centers*" feature specially selected content on major literary eras and movements which will provide students with a starting point for research on these frequently studied topics- including: *Beat Movement*, *Classical Literature*, *Harlem Renaissance*, *Lost Generation*, *Metaphysical Poetry*, *Romanticism* and *Transcendentalism*.
- Assigning a Research Paper? Under "Curriculum Tools" on the Home Page, "Tools for Student's includes information on Writing a Research Paper. This article takes the researcher through the process: *Choosing a Topic*, *Writing a Thesis Statement*, *Conducting Research*, *Writing and Outline*, *Writing a Draft* and *Writing the Final Version*. Students will appreciate the guidance and can use the tips offered to create a well-organized research paper that they can proudly submit.