**INFO SHEET #7: HISTORICAL AND READER-RESPONSE APPROACH**

**Competency**

**MELC:** ***EN10WC-IIIg-14-*** *Compose an independent critique of a chosen selection.*

**Objectives**

After the learners have finished answering this activity sheet, they will be able to:

1. identify the historical and personal approach in critiquing;
2. explain the text/selection using historical and personal approach; and
3. relate the importance of literary text to the historical experience of the people and their own personal experience.

**Key Information**

**WHAT IS HISTORICAL APPROACH IN CRITIQUING A LITERARY PIECE?**

Historical criticism, also known as the historical-critical method or higher criticism, is a branch of criticism that investigates the origins of ancient texts in order to understand “the world behind the text”. The primary goal of historical criticism is to discover the text’s primitive or original meaning in its original historical context and its literal sense.

This approach focuses on connection of work to the historical period in which it was written; literary historians attempt to connect the historical background of the work to specific aspects of the work.

4 steps in utilizing this approach:

1. Discovering the time when the poem was made, what happened to the author in that time, or is

there any special moment in that time which is recorded by historian.

2. Analyzing at glance whether it is connected or not between the content of the literary work and the

certain historical moments after finding out the basic information of it concerning the "when".

3. Finding the clues left by the author, usually in the forms of special terms, symbols, or figurative

language which are strongly related to the moment of the past which become the inspiration of the

literary work was being made.

4. Interpreting the literary work based on the moment underlying the creation of it by comprehending

and analyzing the content related to its historical moment.

**Example:**

The Lion King- The ceremony in the movie accurately represents the tribal ritual of the people of Zimbabwe on the time it was written. The Lion King shows the hopeful nature of the 1990’s when the economy was booming.

**QUESTIONS TO BE ASKED USING HISTORICAL LENS**

1. How does it reflect the time in which it was written?
2. How accurately does the story depict the time in which it is set?
3. What literary or historical influences helped to shape the form and content of the work?
4. How does the story reflect the attitudes and beliefs of the time in which it was written or set? (Consider beliefs and attitudes related to race, religion, politics, gender, society, philosophy, etc.)
5. What other literary works may have influenced the writer?
6. What historical events or movements might have influenced this writer?
7. How would characters and events in this story have been viewed by the writer’s contemporaries?
8. Does the story reveal or contradict the prevailing values of the time in which it was written?
9. Does it provide an opposing view of the period’s prevailing values?
10. How important is it the historical context (the work’s and the reader’s) to interpreting the work?

**4 Steps in Utilizing this approach:**

1. Discovering the time when the poem was made.
2. Analyzing at glance whether it is connected or not between the content of literary work and the certain historical moments after finding out the basic information of it concerning the “when”.
3. Finding the clues left by the author, usually in the forms of special terms, symbols, or figurative language which are strongly related to the moment of the past which become the inspiration of the literary work was being made.
4. Interpreting the literary work based on the moment underlying the creation of it by comprehending and analyzing the content related to its historical moment.

**WHAT IS READER-RESPONSE THEORY IN LITERARY CRITICISM?**

Reader-response criticism believes that a reader’s interaction with the text gives the text its meaning. The reader- response approach examines the reader’s response to a text as a response to a horizon of expectations. By a horizon of expectations, is meant that there is multiplicity of meanings in a text, and these can be accessed by the reader according to his or her level of literary competence. The purpose of a reading response is examining, explaining, and defending your personal reaction to a text.

Your critical reading of a text asks you to explore - why you like or dislike the text; explain whether you agree or disagree with the author; identify the text’s purpose; and critique the text. Reader response is a powerful literary method that is refreshing since it allows you to concentrate on yourself as a reader specifically or on readers generally.

English – Grade 10

Alternative Delivery Mode

Quarter 3 – Module 7: Moralist and Marxist Literary Approaches

Edition, 2020

English – Grade 10

Alternative Delivery Mode

Quarter 3 – Module 7: Moralist and Marxist Literary Approaches

Edition, 2020

<https://www.scu.edu/ethics-in-technology-practice/ethical-lenses/>:

Technology and Engineering Practice: Ethical Lenses to Look Through

**QUESTIONS TO BE ASKED USING READER-RESPONSE LENS**

* Who is the reader? Who is the implied reader?
* What experiences, thoughts, or knowledge does the text evoke?
* What aspects or characters of the text do you identify or disidentify with, and how does this process of identification affect your response to the text?
* What is the difference between your general reaction to (e.g., like or dislike) and reader-oriented interpretation of the text?
* How does the interaction of text and reader create meaning?
* What did you learn, and how much were your views and opinions challenged or changed by this text, if at all? Did the text communicate with you? Why or why not?
* What can you praise about the text? What problems did you have with it?

**4 Steps in Utilizing this approach:**

1. Carefully read the work you will analyze.
2. Formulate a general question after your initial reading that identifies a problem—a tension—that is fruitful for discussion and that.
3. Reread the work, paying particular attention to the question you posed. Take notes, which should be focused on your central question.
4. Construct your outline and write your paper that demonstrates how you will support your interpretation.

English – Grade 10

Alternative Delivery Mode

Quarter 3 – Module 7: Moralist and Marxist Literary Approaches

Edition, 2020

English – Grade 10

Alternative Delivery Mode

Quarter 3 – Module 7: Moralist and Marxist Literary Approaches

Edition, 2020

**Proposed Performance Tasks:**

**Complete Me!**

**Directions:** Complete the table below by giving your criticism of the story “The Footnote to Youth” based on the four (4) approaches you have learned this week. Write down also under each column the scenes or situation from the story which you think shows each approach. If you think an approach is not seen in the story, explain briefly why.

|  |  |  |
| --- | --- | --- |
| **Approaches** | **Critique (3 – 5 sentences only)** | **Scenes / Situations from the Story** |
| ***Power struggle of characters******(Marxist)*** |  |  |
| ***Gender relationships of characters*** ***(Feminist)*** |  |  |
| ***Relevance of the selection to the historical context******(Historical)*** |  |  |
| ***Personal significance/importance of the text to you******(Reader-response)*** |  |  |