**Expert Reading Groups: Chapter 1 HOD**

 Today we are going to continue to work our way through Chapter 1 of HOD. By the end of class, we should be more than halfway through the chapter. It is up to you to complete the rest of Chapter 1 in prep for a challenging quiz that includes prompts from lecture and your own independent study (impressionism in literature, frame narrative, Conrad bio, the Belgian occupation of the Congo).

 We are picking up where we left last left off: going from the outer frame to the inner frame. I’m going to run the audio for approximately 30 minutes (uninterrupted). Please read along, **and form questions as we listen/take quick notes of anything you find interesting. You will be required as an audience to ask questions of the expert reading group.**

Each group has been assigned a section for subsequent discussion/analysis. These assignments are listed below. Look for the part that corresponds to your group table number.

**Group 1**: “I got my appointment—of course 🡪 …before I had fairly begun to hope for it.”

**Group 2**: “I flew around like mad… 🡪 …not half—by a long way.”

**Group 3**: “There was yet a visit to the doctor…🡪 …*Du calme, du calme. Adieu.”*

**Group 4**: “One thing more remained to do 🡪 …for the centre of the earth.”

**Group 5**: “I left in a French steamer 🡪 …hints for nightmares.”

 Once we have finished listening, begin discussing in your groups (without supplemental aids!), reading as detectives. **Each member of the group** take notes so you can use them when you script/present your findings[[1]](#footnote-1) to the entire class when we reconvene. **WHEN FINISHED, MAKE SURE YOUR NAME IS ON YOUR NOTES, AND STAPLE ALL OF THE GROUPS NOTES TOGETHER, AND TURIN IN TO BASKET.**

Prior to our Chapter 1 Quiz, we will have time to review the rest of the chapter as a class, in small groups, or whatever you find most helpful. This will be a time where you can ask me questions or ask questions of each other to clarify any confusions. Keep track of your confusions as you read!

1. What does Conrad want us to see? What details seem significant and why? Anything significant about the setting? What themes or central ideas are developing and how are they interacting and building on one another to produce a complex account? Analyze Conrad’s choices regarding how to develop and relate elements of the story (e.g. where the story is set, how the action is ordered, how the character are introduced and developed). Determine the meaning of important words and phrases as they are used in the passage, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. [↑](#footnote-ref-1)