Dr. Pelotte

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Episode Mapping (*The Stranger*)**

**Philosophy of the Absurd**: refers to the conflict between the human tendency to seek [inherent value](https://en.wikipedia.org/wiki/Intrinsic_value_(ethics)) and [meaning in life](https://en.wikipedia.org/wiki/Meaning_of_life) and the inability to find any. The efforts of humanity to find inherent meaning will ultimately fail, and are hence absurd. Camus stated that individuals should embrace the absurd condition of human existence while continuing to explore and search for meaning.

**Existentialism**: a philosophical theory emphasizes the existence of the individual person as a free and responsible agent determining their own development through acts of the will. It is essential that individuals create meaning in life for themselves.

**Nihilism**: suggests the lack of belief in one or more reputedly [meaningful](https://en.wikipedia.org/wiki/Meaning_of_life) aspects of life. Most commonly, nihilism is presented in the form of [existential nihilism](https://en.wikipedia.org/wiki/Existential_nihilism), which argues that life is without objective meaning, purpose, or [intrinsic value](https://en.wikipedia.org/wiki/Intrinsic_value_(ethics)).

In small groups, focus on the assigned chapters of Albert Camus’ *The Stranger.* Create a visual and verbal representation of what happens in each chapter and what each chapter contributes to the novel as a whole:

Generate a visual representation of the section and episodes—relating the specific section and to the novel as whole.

Incorporate significant quoted passages with MLA parenthetical documentation (page numbers).

Develop and include level 1, 2, and 3 level questions (with answers) about the chapter.

The idea is to review, explore, re-read/close read, and present each assigned chapter and to yourself and classmates—providing a critical response to the section and its impact on significance to the work as a whole. When we hang all sections in the novel on the wall, we should have a critical presentation of the entire novel.

**Include:**

* 4-5 significant quotations from the chapter with student-generated commentary/explanation focusing on:

Meaning Impact Causes/Effects

Significance Function

* Setting(s) and Point of View
* Characterization, including diction, connotations, sarcasm, and irony
* Motifs—recurring images, metaphors, symbols, etc. (heat, light, sleep, sun, guns, coffee, swimming/water, courtroom, crucifix, etc.)
* Themes (The absurdity of life, mortality, isolation in the modern age, man in the natural world, the ineffectiveness/destructiveness of religion, class and society, women and femininity)

**3 Text-Based Questions with Answers (1 of each type)**

Level 1 literal (textual/factual)

Level 2 inferential (text-based, but suggestive rather than explicit)

Level 3 universal (beyond the text)