Journey to the Center of the Earth  
As we take this journey through the mind of Jules Verne, we are going to look at many different ideas and questions. I look forward to experiencing and discussing this novel with you. There are two task components to our novel study. You will do the following…

1. A journal/log as we read through the novel including guided questions.
2. A final project of your choice.

**Journal/Log requirements for chapter sections**

For each chapter section you will need to complete a journal/log entry and answer guided questions. To create your journal/log divide your paper into two columns and include the following…

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| **Left Side** | **Right Side** |
| Include information such as….   * Summary of chapter sections * Reaction to chapter sections * Descriptions, notes, on characters | Include information such as…   * Scientific information within chapter sections * Scientific connections within chapter sections * Scientific terminology within chapter sections * How the science within the chapter sections relate to our current unit |

Chapter sections are divided according to the Barnes & Noble Classics addition, translated by Frederick Amadeus Malleson. If your copy of the text doesn’t line up exactly with the chapter #’s/titles below, please don’t worry. The questions below can be easily answered as you read through the novel.

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| **Chapter Section Guided Questions** |
| Chapters 1 – 7 (choose 2); **bold** is required **(DUE WEDNESDAY, FEBRUARY 11)**   1. **Hardwigg assembles ropes, rope ladders, torches, gourds, iron clamps, crowbars, alpenstocks and pickaxes for the trip. How do you imagine each item might be useful for this trip? What does it seem Hardwigg is expecting to encounter? How does relate to your current unit in Language Arts?** 2. Write the thoughts of Harry as he is ascending to the steeple for the first time, or write the thoughts of his uncle as he is forcing Harry to climb the steeple. 3. “But in the cause of science men are expected to suffer.” What examples from modern-day science bear this statementout? Do you believe people should make sacrifices so others can benefit from what they learn? 4. What is Harry’s greatest concern about the proposed journey? 5. Arne was persecuted for his ideas. What ideas might have been considered dangerous? |
| Chapters 8 – 14 (choose 2); **bold** is required **(DUE MONDAY, FEBRUARY 16)**   1. The Professor says about Hans “that sort of people go ahead without knowing even what they are about.” Why do you think he makes such assumptions about people, and why does he seem to want to categorize people? 2. List all the Icelandic customs you learn in this chapter. Do any seem strange to you? 3. The Professor seems to imply through his gestures and through his facial expressions that the volcano “is the giant I have made up my mind to conquer.” What else besides scientific information might the Professor want? 4. On the way up the mountain, Hans occasionally stops and piles up small heaps of rocks so they will not lose their way on the return. What is Hans assuming about the journey? 5. **Harry says of Hans’ rock piling efforts: “the precaution was a good one; though how utterly useless and unnecessary.” What do you believe Harry means?** |
| Chapters 15 – 22 (choose 1) **(DUE FRIDAY, FEBRUARY 20)**   1. We know that descent into the ocean requires an equalization pressure on ascent. Why, according to the Professor, won’t air pressure won’t be a problem on their descent into the center of the earth? 2. Notice how tactfully Harry tells his uncle he believes they are going uphill. What would he really like to say to him? Write the conversation he would like to have. 3. Why do you think the Professor shows uncharacteristic concern for Harry? Do your feelings change towards him? 4. Imagine yourself, as Harry does, in the middle of the earth with the whole weight of the earth’s crust resting on your shoulders. Write a stream-of-consciousness paper from Harry’s point of view. What are your thoughts? How are you feeling? 5. Harry compares his uncle’s temperament to a raging river and Hans’s temperament to a peacefully flowing river. What analogy would you use to capture Harry’s temperament? |
| Chapters 23 – 31 (choose 2) **bold** is required **(DUE WEDNESDAY, FEBRUARY 25)**   1. Develop a short plan of action you think Harry should follow. 2. **Does the Professor’s explanation of how sedimentary soil exists inside the earth make scientific sense? Explain.** 3. Does the Professor’s explanation of the tides affecting the underground ocean make scientific sense? Explain. 4. The Professor says, “Science has fallen into many errors.” Do you agree with him? Think of examples to either support or refute his statement? 5. The Professor explains that the wood for the raft had been mineralized by the sea. How does this differ from the earth’s fossilization process? 6. Harry, in a waking dream, imagined mammoth turtles and giant Mastodons. Why do you think this information is included in this chapter? 7. If you had an opportunity to hold or touch a live specimen of an extinct species, what would you choose? 8. Make a sketch of one of the creatures Harry describes. |
| Chapter 32 – 39 (choose 1) **(DUE MONDAY, MARCH 2)**   1. Write in stream-of-consciousness format all the thoughts going through Harry’s mind when he first spots the fire ball until it disperses. 2. Look at the list of food supplies. Could you exist on such a diet for an extended period of time? How would this diet affect you? 3. What do you make of the strange new developments in this chapter? What do you believe Verne’s purpose is in including this parallel universe? 4. Why was the dagger left behind? Was it done on purpose? Explain. |

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| **JOURNEY TO THE CENTER OF THE EARTH CRITERIA** | **Points Possible** |
| Chapter sections guided questions = 20 pts each | 100 |
| Chapter sections journal/logs = 20 pts each | 100 |
| Final project (choice project) | 100 |
| **JOURNEY TO THE CENTER OF THE EARTH PROJECT TOTAL** | **300** |