

Student Name

EN201 - Dr. Kikendall

Midterm Creative

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Tweeting Like Mad

One of my favorite readings from the semester was ^{((not italics))} *The Yellow Wallpaper*, by Charlotte Perkins Gilman. I enjoy the way her madness progresses slowly and then explodes all at once and I enjoy the different feelings she expresses that have to do with her husband. Throughout this story, she mentions that she enjoys writing because she is bored and it seems like a good thing to do, even though it will anger the people caring for her and exhausts her in the meantime. This is what caused me to choose this story as the base for my creative project; I wondered how ^{new} plan would look if the story were more modern.

To portray this story in a more modern way, I imagined what I would do were I in her place. The answer, of course, is social media. Any time I am bored, I log in to one of my many social networking sites, and I'm sure she would do the same. This is how I decided upon my creative project. I created a page on the social networking site Twitter, and posted (tweeted) as though I were Jane during this part of her life.

I did not immediately decide to do this. My first thought was to create pages for several characters that were examined during this class, and just tweet as though I were them as a person but not necessarily existing during their story. This was a daunting task. I began with Jane's Twitter page, but was soon tweeting along with the story rather than as though I were just her existing. This produced seventy tweets and helped me to better understand the story and the full

extent of Jane's madness. After seeing the result, I determined that it would be far more useful to use my allotted time to explain, in depth, the Twitter page, rather than having very little time to explain several Twitter pages.

I faced several difficulties during this process. The first was by far the worst - I had no idea what the first name of the main character of *The Yellow Wallpaper* is. I read through it twice trying to see if I had missed it at some point. This was a key element, for social media pages rely heavily on the name of the person, and I could not just leave that area empty. Then, finally, I found what I think to be her name: Jane. I am not sure if this really is her name, but near the very end of the story, there is a line: "'I've got out at last,' said I, 'in spite of you and Jane. And I've pulled off most of the paper, so you can't put me back!'" (Gilman 489). My interpretation of that is, she has become an entirely different person by this point. Jane is the woman that watched the creeping figure; this is said by the creeping figure itself. This realization startled and frightened me - I had thought she was mad before this realization, and I think it even more so now. I did enjoy this discovery, though, because it helped me to learn more about the reading and understand it a little better.

Another challenge I faced was a sillier one - what to make the username for her account. I finally settled on @[username removed]. I chose this because she has a slightly sarcastic feeling about her sanity. She writes as though she knows better than the others and is cooperating to humor them, not because she thinks it will help. I thought that a sarcastic reference to her sanity in the username would fit her personality. This was also a challenge because a surprising number of people have a username along the same lines as this, and it took a lot of trial and error to find one that was not already in use.

I believe this project can theoretically be beneficial for many reasons. I am a secondary education major, and my goal is to teach English to high school students. I think analyzing stories like this in a more modern way adds a new understanding and viewpoint to the story. If a student has to create a profile like this for a character, the student must first analyze the character, learn how the character thinks and speaks, and then translate this into a more modern way of speaking. This helps to better the understanding of the character, as it did for me. Showing a high school student a profile such as this can help the student to better understand the story as a whole - this was also the case for me. If something like this was done for *Oedipus*, or one of William Shakespeare's plays, it may help students grasp the content more firmly. I think this is an important cultural implication because humans can learn much from literature. Finding new ways to understand or view literature is beneficial, and that's what projects like this do.

I began this project ten days before it was due. I began by reading the work thoroughly and making plenty of marks all over it, so I would know where useful information lies. I also did this for *Cask of Amontillado* and parts of *Oedipus*, but I never actually made profiles for those. I then began on the Twitter page for *The Yellow Wallpaper*. After finishing this, and realizing that it was really the only one I should do, I began the process of creating a PowerPoint that would enable me to submit all the tweets for a grade, then wrote the paper. I did my best to avoid doing too much work the night before the project was due - I just had to practice presenting a little.

I am happy I chose this project, and I'm also happy with the end result. It was fun and interesting, and because of this I did not try to put it off - I was actually excited about working on it. I was happy that I was able to learn a few new things about this reading. I did not face any challenges that I could not overcome. I think projects like this should be more prominent,

especially in high school settings, because it was highly beneficial to me. I think it could benefit others as well. I hope everyone else enjoys it as much as I have.

Work Cited

Gilman, Charlotte A. "The Yellow Wallpaper." *The Norton Introduction to Literature*. 11th ed.

N.p.: W.W. Norton & Company, Inc. 2013. 478-89. Print.