



Engage: Words, Worlds, and Wonder “Where do I fit in?”

STEM Presentation: Dr. Brian Turner

Before you
arrive at
OKWU:

Read the Creation Story in Genesis. Consider the following questions:

1. Why did God create the world that way?
2. How were the animals named?
3. Why did God ask Adam to name the animals?

- What is the theological truth of Creation, and what is the scientific truth?
- Who is Annie Jump Canon?
- What is the alphabet used by physics? Chemistry? Astronomy? Biology?

While you are in
the OKWU
sessions:

When you get back to
your class:

Discussion Questions:

1. Why should believers look at theological truth and scientific truth?
2. How did God name His disciples?
3. What does Revelation say God will name you?

Potential Assignments:

- Write the story of your name. Were you named after anyone? What does your name mean? What is God’s name for you?
- Why should believers look at theological truth and scientific truth?
- Discuss the alphabets of science.



Engage: Words, Worlds, and Wonder “Where do I fit in?”

History Presentation: Professor Julie Hufstetler

Before you
arrive at
OKWU:

Interview your family members to learn the story of your family.

1. Where did you come from?
2. What is your family history?
3. Why should we study history?

- How do we create an identity by learning our own history?
- How can one’s identity foster empathy?
- How does God command us to learn history?

While you are in the
OKWU sessions:

When you get back to
your class:

Discussion Questions:

1. How can your identity shape your family history?
2. How does learning history help us understand objective truth?
3. In a world where we are practically sewn to our devices, what is the value of storytelling?

Potential Assignments:

- Develop a multimedia presentation about your name and your family history.
- Research your family history in your country’s history.
- Record an interview with an older family member. What life lessons can you learn from understanding his/her past?



Engage: Words, Worlds, and Wonder “Where do I fit in?”

English Presentation: Dr. Dalene Fisher

Before you arrive at OKWU:

Reflect on your own identity:

1. Did you ever feel invisible? Share that story.
2. Is it important to be liked? Why or why not?
3. Read Galatians 2:20 and reflect on what that means for your identity.

- Where is your identity found?
- What does it mean to be crucified with Christ?
- What does society tell us about our identity?

While you are in the OKWU sessions:

Discussion Questions:

1. Is it more Christlike to be a “nobody” or be a “somebody”? What if both answers are incorrect?
2. Is it wrong to “love” ourselves? What does that look like in a biblical context?
3. What does it mean to find your identity in Christ?
4. How can we find our “identity” and self-worth in Christ?
5. How can we celebrate who we are in Christ?

When you get back to your class:

Additional Resources for Extension Assignment

On being and becoming: Self and self-identity in *Hamlet*

Romeo and Juliet Act 2 Scene 2, lines 47-54

“Invictus” W.E. Henley

“Tintern Abbey” William Wordsworth

“I Am,” John Clare

“On a Columnar Self,” Emily Dickinson

“The Self-Unseeing,” Thomas Hardy

“My Own Heart Let me More Have Pity On,”

Gerard Manley Hopkins

“Self-Pity,” D.H. Lawrence

“Ariel,” Sylvia Plath

“Still I Rise,” Maya Angelou

Sonnet 62, Shakespeare

Sonnet 3, Shakespeare

“A Song About Myself,” Keats



OKLAHOMA WESLEYAN
UNIVERSITY

2201 SILVER LAKE ROAD
BARTLESVILLE, OK 74006
(918) 335-6219

Engage: Words, Worlds, and Wonder “Where do I fit in?”

Read some of the poems/excerpts from plays and consider the importance of self-identity and Christ-identity. As you read them, consider using the following techniques to uncover the meaning of the piece:

- Develop an overall **Summary**: Can you identify the work’s meaning in a sentence or two?
- Do a **Line-by-Line Analysis**: Can you paraphrase each line and explain its meaning?
- **Theme/Themes**: Can you identify a central theme? Perhaps there is more than one!
- **Literary Devices**: See if you can identify the following literary devices within the text. Identifying and understanding these will help you pull meaning from the work: Form • Meter • Rhyme Scheme • Speaker • Setting
- **Terms**: Are there words in the text that need to be defined? Could the word have multiple meanings that need to be identified?
- **Literary Context**: Is the author or poet part of a particular literary era? When were his or her works published? Is the genre itself important? What other authors/poets were writing at the time? What authors/poets did the author/poet read or write about?
- **Historical Context**: What was happening in the author’s “world” at the time. In what historical time period was the author/poet living? In which part of the world was the author living, and could have the author/poet’s regional and local context have affected him or her?
- **Biblical Context**: Does the work align with scripture? If so, what verses would relate to the work? Are there parts that work and other parts that are contradictory? What do we do with the work if part, but not all of it is meaningful?
- **Discussion Questions**: Develop some discussion questions for your reading. What are you still curious about? What have others seen in the work that you may not have seen? How might a reader apply the work to his or her life?