

PUBLIC LECTURE: AN EVENING WITH  
**DAVID HENRY HWANG**  
 WEDNESDAY, APRIL 20  
 7:30 PM, L160  
 CONRAD A. ELVEHJEM BUILDING

2015-2016 GREAT WORLD TEXTS  
 STUDENT CONFERENCE  
 WEDNESDAY, APRIL 20 / 8:30 AM-3:30 PM  
 VARSITY HALL, UNION SOUTH  
 FREE AND OPEN TO ALL

KEYNOTE ADDRESS  
 A CONVERSATION WITH DAVID HENRY HWANG  
 TONY-AWARD WINNING PLAYWRIGHT, SCREENWRITER,  
 AND AUTHOR OF *M. BUTTERFLY*  
 APRIL 20 / 11:00 AM / VARSITY HALL, UNION SOUTH

*Journey to the West in Wisconsin is an initiative of the Center for the Humanities at the University of Wisconsin-Madison, supported by the A. W. Mellon Foundation; the Eisner Foundation; UW-Madison Libraries; the Departments of East Asian Languages and Literature, English, and History; the Anonymous Fund of the College of Letters & Sciences; and the Wisconsin Department of Public Instruction.*

**H** CENTER FOR HUMANITIES  
 University of Wisconsin - Madison

[humanities.wisc.edu](http://humanities.wisc.edu)

(608) 890-1468

[greattexts@humanities.wisc.edu](mailto:greattexts@humanities.wisc.edu)



## WELCOME to the JOURNEY TO THE WEST in WISCONSIN STUDENT CONFERENCE

*Journey to the West* in Wisconsin is the eleventh installment in the **Great World Texts** program sponsored by the Center for the Humanities at the University of Wisconsin-Madison. Today, we are delighted to welcome students from twenty-three high schools around the state who have read Wu Cheng'en's *Journey to the West*, a classic Chinese novel that fictionalizes the pilgrimage of Tang Dynasty monk Xuanzang to India in search of sacred texts. Great World Texts supports Wisconsin high school teachers and students in the effort to engage with important works of world literature that otherwise would not have a place in their classrooms. 800 students have participated in this year's program.

Nearly 60 of Wisconsin's finest teachers join us today. These dedicated teachers have introduced their students to the complex historical, political, and cultural issues that emerge in the novel. In September and February, they came to the UW-Madison campus for intensive preparatory colloquia. We thank them for teaching world literature in Wisconsin classrooms, and applaud them for the impressive work of their students.

We are especially honored to welcome our keynote speaker, David Henry Hwang, to Wisconsin. Students will have the unique opportunity to join in *A Conversation with David Henry Hwang* at 11am. UW-Madison faculty and their students also are part of today's events, and will participate in the Tea-House Sessions, a discussion forum for high school students. Today's program will also include a theatre performance workshop coordinated by Jen Plants, the Carl Djerassi Playwriting Fellow in the Department of English at UW-Madison.



Throughout the day, students who have analyzed and discussed *Journey to the West* in their schools will have the opportunity to connect with their peers from across the state, as well as members of the University of Wisconsin community. They will experience firsthand the power, potential, and significance of literature, and the vibrant culture of the University of Wisconsin-Madison. *Journey to the West*, a tale that oscillates between spiritual pilgrimage, epic quest, and satirical travelogue, has brought these students, teachers, and scholars together, leading them to engage with questions of identity, authority, religion, and cross-cultural exchange. The dialogues that Great World Texts has spawned in classrooms across the state give a taste of what happens every day at UW-Madison and demonstrate how studying literature, history, and culture prepares us for the demands of global citizenship.

We welcome you – the students, teachers, and campus partners who make this conference matter – and we invite you to be active participants in our full day of events

**Sara Guyer**  
Director  
Center for the Humanities

**Manuel Herrero-Puertas**  
Public Humanities Fellow  
Great World Texts in Wisconsin

## TABLE OF CONTENTS

CONFERENCE OVERVIEW // LIVE TWEETING // VOTING FOR PROJECTS	4
PARTICIPATING SCHOOLS // KEYNOTE SPEAKER BIO	5
UNION SOUTH MAPS	6
POSTER SESSION GROUPS // THEATRE WORKSHOP VOLUNTEERS	9
PLENARY PRESENTATION SCHEDULE	10
PLENARY SESSION 1 PROJECT DESCRIPTIONS	11
PLENARY SESSION 2 PROJECT DESCRIPTIONS	13
TEA HOUSE SCHEDULE	16
TEA HOUSE PROJECT DESCRIPTIONS	18
POSTER SESSION PROJECT DESCRIPTIONS	27
<i>Baraboo High School</i>	27
<i>Bay Port High School</i>	27
<i>Big Foot High School</i>	30
<i>Bonduel High School</i>	30
<i>Clark Street Community School</i>	33
<i>Cochrane-Fountain City School</i>	36
<i>Community High School</i>	37
<i>Elkhart Lake-Glenbeulah High School</i>	37
<i>Kohler High School</i>	38
<i>Lodi High School</i>	39
<i>Madison Country Day School</i>	41
<i>Madison East High School</i>	41
<i>Milwaukee High School for the Arts</i>	53
<i>Necedah Area High School</i>	56
<i>New Horizons for Learning Charter School</i>	57
<i>Oshkosh North High School</i>	59
<i>Oshkosh West High School</i>	63
<i>Osseo-Fairchild High School</i>	68
<i>Rock University High School</i>	69
<i>St. Francis Xavier High School</i>	69
<i>Washington High School</i>	70

## JOURNEY TO THE WEST IN WISCONSIN: CONFERENCE OVERVIEW

8:00-8:30	<b>Arrivals, set-up of projects</b>	
8:30-8:45	<b>Welcome:</b> Wisconsin Football Head Coach Paul Chryst & Center for the Humanities Director Sara Guyer	
8:45-9:30	<b>Plenary Session 1</b>	(Varsity Hall 2 & 3)
9:40-10:55	<b>Poster Sessions</b>	(Varsity Hall 1, Foyer, & Tea Houses)
	<b>Session 1:</b>	<i>Group 1 Schools:</i> Present your projects
9:40-10:15		<i>Group 2 &amp; 3 Schools:</i> Tour Project Exhibit
		<i>Tea House Session:</i> A, B, C, D, E, F (see pg. 16 for locations)
	<b>Session 2:</b>	<i>Group 2 Schools:</i> Present your projects
10:20 – 10:55		<i>Group 1 &amp; 3 Schools:</i> Tour Project Exhibit
		<i>Tea House Session:</i> G, H, I, J, K, L (see pg. 17 for locations)
11:00-12:00	<b>Keynote: “A Conversation with David Henry Hwang”</b>	(Varsity Hall 2 & 3)
	<i>If you are presenting a question on behalf of your school, please meet in front of the stage at 10:45.</i>	
12:00-12:50	<b>Lunch</b>	(Foyer)
	Will be provided at Lounge tables. See your teacher for details. Please remain in Union South during the lunch hour. You may eat in the conference area. Cake will be served in Plenary Hall at 12:30.	
	<i>Theatre workshop participants should meet with Jen Plants, Carl Djerassi Playwriting Fellow, in the Northwoods Room (3<sup>rd</sup> floor) at 12:20 pm. [One cake will be served there]</i>	
1:00-1:35	<b>Poster Session 3</b>	(Varsity Hall 1 & Foyer)
	<i>Group 3 School:</i> Present your Projects	
	<i>Groups 1 &amp; 2 Schools:</i> Tour Project Exhibit	
1:40-3:00	<b>Plenary Session 2</b>	(Varsity Hall 2 & 3)
3:00-3:10	<b>Closing &amp; Departure</b>	

### GOT A SMARTPHONE? LIVE TWEET THE CONFERENCE!

We encourage attendees to live tweet the 2015-2016 Great World Texts in Wisconsin Annual Student Conference. Use Twitter to share photos of your favorite projects and Sun Wukong-style selfies!

**Tag us [ @MadMonkey ] in your tweets so we can re-tweet your posts.**  
**Use the following hashtag to keep up with the conversation: #madmonkey**

### VOTE FOR YOUR FAVORITE PROJECTS

See anything you like? Go online and vote for the best student projects (including those at the plenaries, tea-house sessions, and exhibit). Winners will be announced at the end of the day and will receive a special gift. Here's the link to vote:

<https://www.surveymonkey.com/r/76R29CT>

## PARTICIPATING SCHOOLS & LEAD TEACHERS

Baraboo High School	Amanda Jamae
Bay Port High School	Janelle Bailey
Big Foot High School	Suzanne Floody
Bonduel High School	Hannah Agyekum
Clark Street Community School	Bryn Orum
Cochrane-Fountain City School	Terri Karsten
Community High School	William Harvill
Elkhart Lake-Glenbeulah High School	Lei Lund
Kohler High School	Kyle McGilligan-Bentin
Lodi High School	Carrie Kerska
Madison Country Day School	Evelyn Lasky
Madison East High School	Amy Isensee
Milwaukee High School of the Arts	Krista Claypool
Necedah Area High School	Mikki Maddox
New Horizons for Learning Charter School	Renee Glembin
Oshkosh North High School	Jason Cummings
Oshkosh West High School	Brian Phelps
Osseo-Fairchild High School	Denise Beasley
Prescott High School	Mandy Bernick
Rock University High School	Matt Wolf
Southern Door High School	Brett Hanson
St. Francis Xavier High School	Lynn Zetzman
Washington High School	Alexander Branderhorst

## ABOUT DAVID HENRY HWANG



David Henry Hwang is a Chinese-American and award-winning playwright described by the *New York Times* as “a true original” and by *TIME* magazine as “the first important dramatist of American public life since Arthur Miller.” He is best known as the author of *M. Butterfly* (1988), which won a Tony Award and was a finalist for the Pulitzer Prize. Mr. Hwang’s plays have appeared on Broadway and his libretti performed in theaters ranging

from the Metropolitan Opera to Lincoln Center.

Mr. Hwang is the author of *The Lost Empire*, a mini-series adaptation of Wu Cheng’en’s novel that aired in 2001 on NBC. Mr. Hwang describes his interest in *Journey to the West* as deriving from how Sun Wukong counteracts stereotypical accounts of Chinese culture. Sun Wukong, according to Mr. Hwang, represents an opposing “version” of Chinese culture, that is not only important, but also “a lot of fun.”

## FINDING YOUR WAY AROUND UNION SOUTH

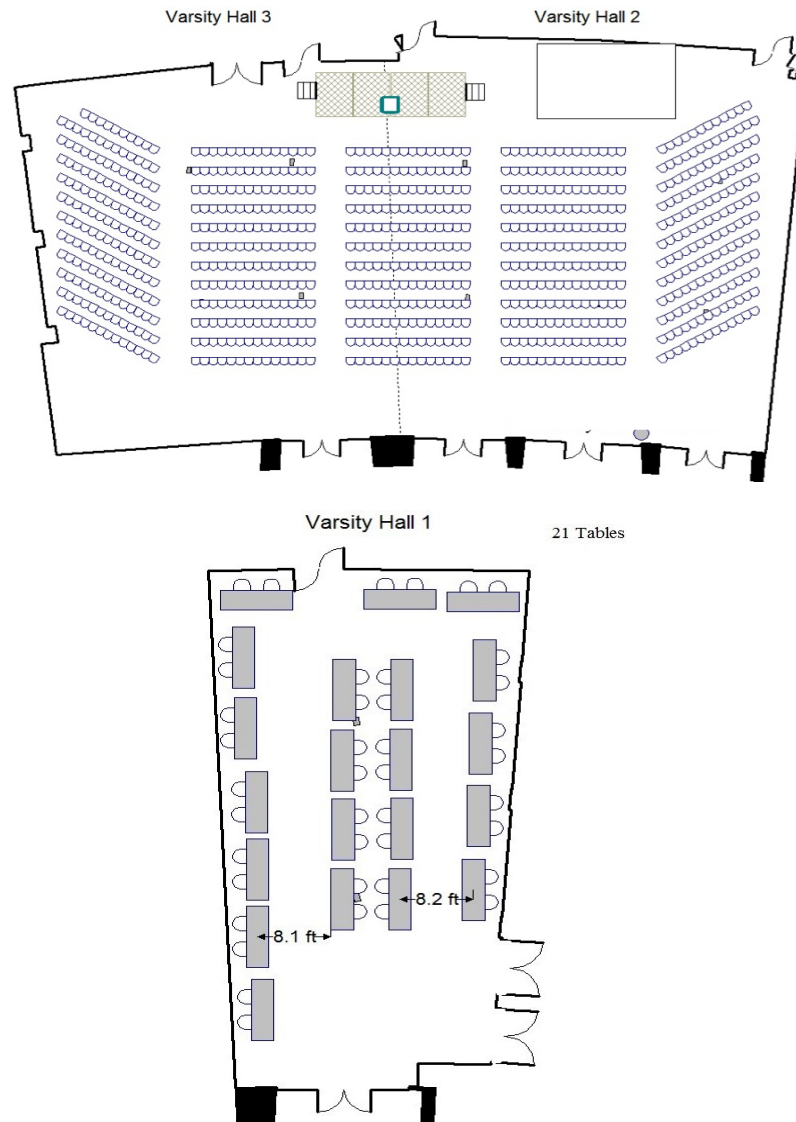
**Plenary Hall // Varsity Hall 3 & 2:** Plenary presentations and keynote address.

**Project Display Area // Varsity Hall 1 and Foyer:** General project display area

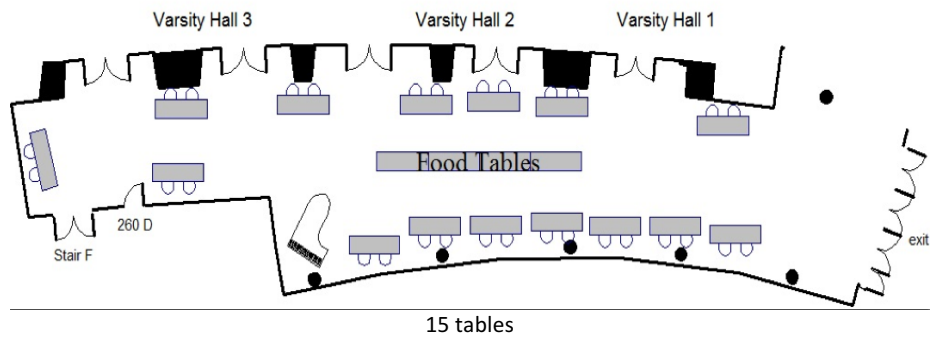
**Tea-House Sessions:** Various break-out rooms on the 2<sup>nd</sup> and 3<sup>rd</sup> floors (*see page 16-17 for schedule*)

**Northwoods Room:** Theatre Workshop

**Welcome & Information Table** is located outside of Varsity Hall 1



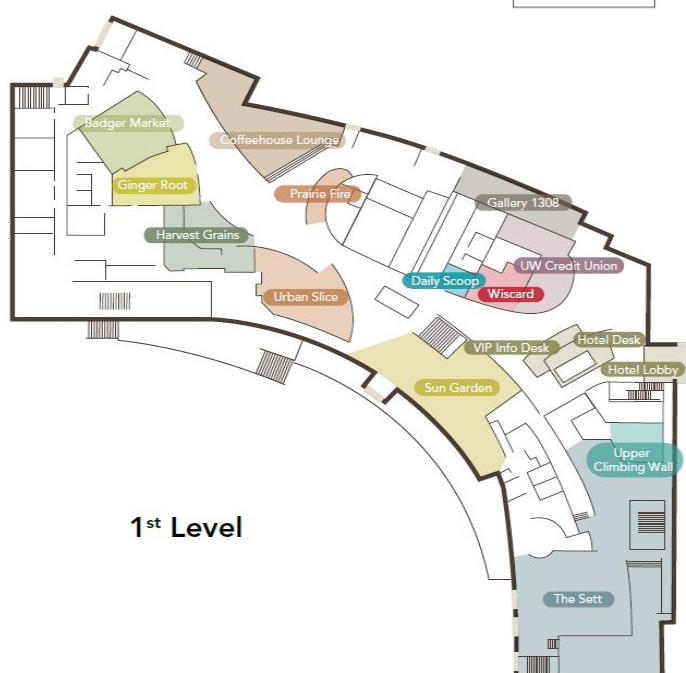
## Varsity Foyer







3<sup>rd</sup> Level



1<sup>st</sup> Level

**Look for staff wearing a Great World Texts badge  
if you need help or have any questions!**



## POSTER SESSION GROUPS

### SESSION 1

Oshkosh West High School	Kohler High School
Lodi High School	Necedah High School
Clark Street Community School	Big Foot High School
Baraboo High School	New Horizons for Learning

### SESSION 2

Osseo-Fairchild High School	Bay Port High School
Bonduel High School	Oshkosh North High School
Milwaukee High School of the Arts	Washington High School
Elkhart Lake-Glenbeulah High School	St. Francis Xavier High School

### SESSION 3

Madison East High School	Community High School
Cochrane Fountain-City High School	Madison Country Day School
Rock University	

*If you are presenting in the Tea House Sessions, please see pages 16-17 for information about where and when you will present your project.*

## THEATRE WORKSHOP VOLUNTEERS

*Meet in the **Northwoods Room** (3<sup>rd</sup> floor) at 12:20 pm. You'll rejoin us at 1:00 pm.*

<b>Emily Bertrand</b>	Bay Port High School
<b>Foster Isham</b>	Big Foot High School
<b>Adrian Hernandez</b>	Big Foot High School
<b>Joseph Waukechon</b>	Bonduel High School
<b>Corey Dean</b>	Clark Street Community School
<b>Jonathan Turner</b>	Community High School
<b>Kendal Mastin-Miles</b>	Community High School
<b>Alex Ibarra</b>	Community High School
<b>Ellie Salzwedel</b>	Elkhart Lake-Glenbeulah High School
<b>Laura Adami</b>	Lodi High School
<b>Kieran Surges</b>	Lodi High School
<b>Tarek Hamdan</b>	Madison Country Day School
<b>Declan Young</b>	Madison Country Day School
<b>Leilani Quiles</b>	Milwaukee High School for the Arts
<b>Tana Yancey</b>	Milwaukee High School for the Arts
<b>Charlie Vandaver</b>	Necedah Area High School
<b>Elyssa Sheley</b>	Necedah Area High School
<b>Jack Andritsch</b>	New Horizons for Learning Charter School
<b>Dylan Ford</b>	Oshkosh North High School
<b>Kianna Fiedler</b>	Oshkosh North High School
<b>Sadona Thompson</b>	Oshkosh West High School
<b>Kyra Kutchenriter</b>	Oshkosh West High School
<b>Andrew Taylor</b>	Prescott High School
<b>Savvy Brenner</b>	Rock University High School
<b>Michaela Kraft</b>	Southern Door High School
<b>Devin George</b>	Southern Door High School
<b>Coleman Ubl</b>	St. Francis Xavier High School
<b>Sara Klapps</b>	St. Francis Xavier High School
<b>Shania Bernard</b>	Washington High School

## PLENARY PRESENTATIONS

*Plenary project presentations are selected by the students and teachers at each school to represent their work on Journey to the West. While each student attending the conference will present his or her project individually, the plenary presentations give each school a chance to formally share the stellar work they have created in response to Wu Cheng'en's novel.*

### PLENARY SESSION 1 // 8:45 - 9:30

8:45-8:50	<b>Kohler High School</b> – Elise Schlecht
8:50-8:55	<b>Bay Port High School</b> – Eric Hess, Tim Olson, and Connor Sullivan
8:55-9:00	<b>Oshkosh North High School</b> – Ruby Salbego and Sydney Knepfel
9:00-9:05	<b>Osseo-Fairchild High School</b> – Mariah Filla
9:05-9:10	<b>St. Francis Xavier High School</b> – Emily Albrecht, Alex DeHart, Luke Dombrowski, Morgan Gerseeth, Sara Klapps, Ezra Pable, Hayden Rasmussen, Miriam Hurula, Andrew Wyman, Dean Tremblay, Tekla Kilpatrick, Coleman Ubl, Grace Rippl, and Mikaila Sipiorski
9:10-9:20	<b>Madison East High School</b> – Sidney Walter and Catherine Kiesler, Hannah Boettger and Jennifer Xiong, and Zander Esh
9:25-9:30	<b>Big Foot High School</b> – Amelia Hayden
9:20--9:25	<b>Madison Country Day High School</b> – Dominic Maier, Victoria Rose & Tarek Hamdan

### PLENARY SESSION 2 // 1:40 – 3:00

1:40-1:45	<b>Necedah High School</b> – Stephanie Rattunde, Megan Plantz, Kristin Darnell
1:45-1:50	<b>Elkhart Lake Glenbeulah High School</b> – Paige Nelson and Jade Henschel
1:50-1:55	<b>Milwaukee High School of the Arts</b> – Rayden Vaughan Montes
1:55-2:00	<b>Prescott High School</b> – Madeline Bartles, Kaylee Backes, Nadia DeVol, Gabe Diaz, Nick Gangi, Allison Erickson, Ryan Jorke, Andrew Lane, Carly Thompson, Alayna Seleski, and Erica Urman
2:00-2:05	<b>Washington High School</b> – Quinterio Wright
2:05-2:10	<b>Community High School</b> – Brittney Prophet
2:10-2:15	<b>Oshkosh West High School</b> – Kylie Hibbs, Aliza Hitz, Grace Nigl, Sydney Steinmetz
2:15-2:20	<b>BREAK</b>
2:20-2:25	<b>Rock University High School</b> – Madeline Flynn, Alyssa Peterson, Nicole Cortez, Ben Childers, Savvy Brenner
2:25-2:30	<b>Lodi High School</b> – Emily Griffing, Maddie Conklin, Alex Armbrust, Meagan Beyer
2:30-2:35	<b>Baraboo High School</b> – Andy Andrews and John Beyer
2:35-2:40	<b>Bonduel High School</b> – Althea Berry
2:40-2:45	<b>New Horizons for Learning School</b> – Joel Acevedo
2:45-2:50	<b>Cochrane Fountain-City School</b> – Izaiah LaDuke, Jordan Kaczorowski and Alex Conley
2:50-2:55	<b>Clark Street Community School</b> – Becky Turk, Kayle Klenke and Eleanor Koenig
2:55-3:00	<b>Southern Door High School</b> – Payton Keddell, Emily Bretl, Michaela Kraft, Devin George, Morgan VanderMissen, Julia Englebert, Dana Mueller, Zach Kiedrowski, Nate Coulthurst, Robert Puccini

## PLENARY SESSION 1 PROJECT DESCRIPTIONS

### Elise Schlecht

Kohler High School: Kyle McGilligan-Bentin, AP English Literature and Composition

***The Changing Face of China*** (3D collage) This project aims to encapsulate the differences between Chinese rural traditionalism and the Communist regime's ongoing national efforts to industrialize the state. It synthesizes not only the provided text, but numerous anthropological texts and documentaries surmising gradual evolution of Chinese culture from that presented by *Journey to the West* into the current conglomerate known as the People's Republic of China. This exposition is the product of a decade-long fascination with geographic governmental evolution and its effects on endemic cultures.

### Eric Hess, Tim Olson & Connor Sullivan

Bay Port High School: Janelle Bailey, AP English Literature and Composition

***The Twittering Monkey*** (Interactive social media) This project is a conglomeration of Twitter accounts belonging to some of the major characters in *Monkey*. These characters include Monkey, Tripitaka, Pigsy, the Jade Emperor, and the Bodhisattva. Each of our three group members is in control of two or three Twitter accounts, and each has been given the task of creating Tweets for each character that pertain to the character's role in the book, as well as their individual idiosyncrasies. These tweets may include polls, general comments, or esoteric statements directed at other characters. Some characters who have shown tension between them in the book have Twitter fights, for instance. These Tweets have been created before the convention, but the character will also tweet throughout the day of the convention. On the day of the convention, spectators can tweet at these characters by using the appropriate hashtag for each character's profile, and they can also participate in the polls that various characters have posted. As we move around the convention, we will get notifications on our phones if a person tweets at one of our respective accounts, and we will promptly respond with an answer if a question is asked. Any student that has the Twitter app on their phone may use this to access the accounts via a unique hashtag.

### Ruby Salbego & Sydney Knepfel

Oshkosh North High School: Jason Cummings, English 2 Honors

***Monkey: A Journey through Time*** (Piano duet) For our project, we composed a piano duet as a way to express what we learned from *Monkey*. After reading the book and researching the time period when it was written, we created a musical piece that incorporated appropriate styles and techniques. We used certain events from the novel to inspire each section of the piece, and symbolized several characters through different musical styles. Lastly, we characterized themes in the novel in our duet.

### Mariah Filla

Osseo-Fairchild High School: Denise Beasley, Advanced English 12

***Ao*** (Sculpture) This is Ao, a likeness to the Chinese mythical creature Ao: the turtle who supports the world on its back. Like Ao, this tortoise contains a "world" upon its shell, by showing the adventures and symbols in the pilgrimage of Monkey, Pigsy, Sandy, and Tripitaka. The head, feet, and tail of the turtle are sculpted out of clay while the shell is made from plaster, and each part is painted according to how I imagine their journey. Some items portrayed on the shell include the bridges crossed and waters traversed, the mountainside, and the four pillars.

### Emily Albrecht, Alex DeHart, Luke Dombrowski, Morgan Gerseth, Sara Klapps, Miriam Hurula, Andrew Wyman, Dean Tremblay, Coleman Ubl, Mikaila Sipiorski, Tekla Kilpatrick, Grace Rippl, and Ezra Pable

St. Francis Xavier High School: Maureen Milbach, Children's Theatre Production Class

***The Monkey King - Readers Theatre/Story Theatre*** (Performance) Xavier Theatre students set out to write their own 5-7 minute plays based on the characters they discovered in *Monkey*. The Story Theatre style was the perfect fit to create this student work, since the form is known for interpretation of stories, myths, and folk tales through elements of transformation, mime, and dance. Originally, "Story Theatre" was developed by director Paul Sills and his company of actors, who used improvisational theatre techniques adapted from Sills' mother, Viola Spolin.

**Sidney Walter & Catherine Kiesler**

Madison East High School: Amy Isensee, AP Language and Composition; Yali Xing, FLS Chinese  
***Sins upon Sins*** (Visual Art) Our project looks beyond the surface of the problems Monkey has encountered and focuses on the problems found in the real world today. We are using problems faced in Saudi Arabia, Greece, China, America, and Zimbabwe, problems that aren't necessarily fixable, but inspired by his ability to fix anything, we approach these problems as Monkey.

**Hannah Boettger & Jennifer Xiong**

Madison East High School: Sarah Motl, World History Honors

***Song of the Journey*** (Cello composition) This original composition, inspired by traditional Chinese music, expresses our interpretation of *Monkey*. Music articulation is utilized to emphasize the events of Tripitaka's adventure and the many different experiences they encounter.

**Zander Esh**

Madison East High School: Amy Isensee, AP Language and Composition

***Genius*** (Claymation) This project uses stop motion animation to act out several parts of the book *Monkey*, as well as showing the book's ongoing narrative on creative genius. The scenes depicted in my short film are how I imagined the book would look like as a movie.

**Amelia Hayden**

Big Foot High School: Margaret Zirngibl & Suzanne Floody, Great World Text Connections

***The Hero's Journey*** (Sculpture) This project uses sculpture to reflect the various identities of the protagonists Tripitaka, Sun Wukong, Sandy, and Pigsy in *Journey to the West*. Encompassing their attitudes, as presented by Wu Ch'eng-en, this work represents these characters as alternate identities of the hero, following the archetype of the hero's journey.

**Dominic Maier, Victoria Rose & Tarek Hamdan**

Madison Country Day School: Evelyn Lasky, English 9

***Cookies to the West*** (Stop-motion animation) Our presentation uses stop-motion animation to demonstrate our interpretation of various characters in *Journey to the West*. Different cookies and figurines in this project portray the attributes that correspond to the characters' personalities. For example, Monkey is a character who craves immortality and, in his quest, is initially ignorant and careless.

## PLENARY SESSION 2 PROJECT DESCRIPTIONS

### Stephanie Rattunde, Megan Plantz & Kristin Darnell

Necedah High School: Mikki Maddox, AP Literature and Composition

**Deception** (Mixed media) Everyday, we put on a front that makes ourselves more appealing to others and hides our true feelings and insecurities. Whether it's by faking a smile when we're sad, buying expensive cars to boost our social status, or posting on social media to enhance our "friend base," we are seeking to be more socially desirable to others. We portrayed this trend through the changes the monkeys made to themselves in the novel in order to deceive and convince their opponents that they are more appealing than what they really are.

### Paige Nelson & Jade Henschel

Elkhart Lake-Glenbeulah High School: Leslie Corbin, Independent Study

**Monkey 2.0** (Social Media) This project presents what we imagine Monkey's social media updates would look like during his journey. Follow his posts about his transitions and name changes as he strives to reach Enlightenment.

### Rayden Vaughan Montes

Milwaukee High School of the Arts: Krista Claypool, Honors English 10

**A Musical Adaptation of Journey to the West** (Musical performance) This project is a composition arranged in a way that represents the characters and events that take place in *Monkey*. Multiple cellos were manipulated from their normal state to create sounds and effects that imitate instruments commonly used in Chinese music such as the Erhu, Koto, and other instruments. Cello is the only instrument that you will hear throughout the entire piece. The audience is meant to use the music to reflect on the events and characters in the text. This is open to the listener's own interpretation.

### Madeline Bartles, Kaylee Backes, Nadia DeVol, Gabe Diaz, Nick Gangi, Allison Erickson, Ryan Jorke, Andrew Lane, Carly Thompson, Alayna Seleski, and Erica Urman

Prescott High School: Mandy Bernick, Sociology; Bonnie Jones-Witthun, AP English

**Enlightenment** (Video) The video shows what enlightenment means for Monkey, Tripitaka, Sandy, and Piggy as they journey, from the early Peach Banquet storyline at the start of the book to the meeting with Buddha at the end.

### Quinterio Wright

Washington High School: Alexander Branderhost, British Literature

**The Man and the Monkey Mask** (Multimedia Art Project) After reading *Monkey*, I realized that many things that we have aren't given to us. Someone has to earn those things. Also, we then have the responsibility to pass them on to others. This book displays how precious life is and how it should not be taken for granted.

### Brittney Prophet

Community High School: Jayme Timmons, English 12

**Monkey and Social Media** (Prezi presentation) My project is a social media representation of Chapter 23 from *Monkey*. By using the social media template on Prezi, I am attempting to connect this timeless text with a modern audience. What I aim to highlight with my project is how Monkey is a bold, brazen, and cocky individual who at times does not seem to care about how others think or perceive him. Through my project, I hope my audience learns how someone in Monkey's shoes in today's day and age would have thought and acted.

### Kylie Hibbs, Aliza Hitz, Grace Nigl & Sydney Steinmetz

Oshkosh West High School: Brian Phelps, English 2 Honors

**Sacred Steps of the Eightfold Path** (Staircase) This staircase, representative of Buddhist culture, focuses on the Noble Eightfold Path, a series of steps which Buddhists take to reach enlightenment, a state of perfect knowledge or wisdom. In the novel *Monkey*, by Wu Ch'êng-ên, Monkey goes on a journey to India in order to achieve enlightenment and become a Buddha, which he ultimately does through completing the steps of the Noble Eightfold Path. This is represented by each individual stair of the

project, which includes a short book explaining a section of the Noble Eightfold Path and how it connects to Monkey's and Buddha's journeys. The wheel attached to the staircase has eight spokes, each representative of one step in the Eightfold Path, spinning as a metaphor for the rapid spiritual change, and the endless cycle of rebirth that is only escaped by completing the path. By focusing on the Eightfold Path, this staircase and wheel display an important aspect of Buddhism, revealing knowledge about Chinese culture and eliminating a one-sided view of the world.

**Madeline Flynn, Alyssa Peterson, Nicole Cortez, Ben Childers & Savvy Brenner**

Rock University High School: Matt Wolf & Dr. John Pruir, Humanities 12

***The Story of Monkey*** (Cutout Paper) Our memories and experiences add up to who we are by having an effect on our thoughts, actions, and personality. Monkey is no different. We would like to showcase the thoughts and adventures that make Monkey who he is by cutting out his life story on his silhouette. Without the trials that Monkey had, the story would not have the same outcome.

**Emily Griffing, Maddie Conklin, Alex Armbrust & Meagan Beyer**

Lodi High School: Carrie Kerska, Honors World Literature and Composition

***Journey through a Stitch*** (Quilt) "Journey through a Stitch" illustrates the elaborate transformation of Monkey on his journey to Enlightenment. Each quilted square represents a significant moment in the story, specifically Monkey's journey. It starts in the beginning, with Monkey's birth out of the stone on the Mountain of Fruit and Flowers, and builds up to the pinnacle of his life, Enlightenment. Each stitch depicts an important moment in the narrative.

**Andy Andrews & John Beyer**

Baraboo High School: Amanda Jamae, World Literature

***Political Connections to Journey to the West*** (Poster) Our project assigned political parties to the main characters of *Journey to the West*, based on their personal characteristics and specific quotations. We created a poster displaying their platforms and ideas while also comparing them to historical political figures. We will hold a mock election to determine the most popular candidate and party.

**Althea Berry**

Bonduel High School: Danielle Piparo, Painting: Art 301

***Branching Out*** (Acrylic on Canvas, 16' x 20') My painting is about an insecurity that I have: my height. People would always point it out to me, which was unnecessary because obviously I knew that I was short. The message that I want to convey is that your insecurities do not define who you are, and you can want to change what you look like, but it will not change who you are. I can relate the topic of insecurity back to the Graphic Novel *American Born Chinese* when the main character wanted to be something he was not. The idea of transformation can also be brought back to imagery of Chapter 2 in *Monkey* when Monkey transforms into a pine tree to impress and show off in front of his peers. Monkey shows off because he is insecure and wants attention. Even though Monkey transforms into something he is not, he is still the same person.

**Joel Acevedo**

New Horizons for Learning School: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill

***Monkey and the Robbers*** (Short Film) This film depicts the scene in the book when Monkey joins Tripitaka on his journey to the west. In the scene, robbers come upon the travelers and demand their belongings. Monkey surprises the robbers by, not being afraid of them, but instead talking back to them. He then takes a hair from his head, which becomes a cudgel and uses it to bludgeon to death all of the robbers. Proud of what he has done, Monkey tells Tripitaka. However, Tripitaka is not pleased. In fact, he shames Monkey and tells him this is not how a priest should act. Monkey gets angry and storms off. This scene shows two important characteristics of Monkey: his tendency to solve problems through violence and his tendency to get angry and run away.

**Izaiah LaDuke, Jordan Kaczorowski & Alex Conley**

Cochrane Fountain-City High School: Terri Karsten, College Prep Literature

***From Stone to Buddha*** (Trifold poster) In our project, we describe the journey that Monkey took throughout the book. We have a detailed map of the journey that was taken by the pilgrims, specifically Monkey, and have attached information explaining Monkey's changes as a character. The information is

presented on a tri-fold poster, with the map in the center and the information listed in chronological order on the flaps. The point of the project is to show how much Monkey has changed since he started the book as a stone and ended as a Buddha.

**Becky Turk**

Clark Street Community School: Bryn Orum & Robyn Roberts

***Monkey See*** (Painting) My project investigates the character of Monkey at three important places in the story. Through painting and writing, viewers will be able to visualize how these events were important to Monkey's character as well as how they relate to one another.

**Kayla Klenke & Eleanor Koenig**

Clark Street Community School: Bryn Orum & Robyn Roberts

***Monkey for President*** (Mixed media) Our project features artifacts from a faux presidential campaign for Monkey, with campaign materials and writing for or against him as a leader. It explores how he functions as a leader and what he stands for. By viewing/reading these pieces, people will see Monkey through different lenses and can consider voting him for president!

**Payton Keddell, Emily Bretl, Michaela Kraft, Devin George, Morgan VanderMissen, Julia Englebert, Dana Mueller, Zach Kiedrowski, Nate Coulthurst, Robert Puccini**

Southern Door High School: Brett Hanson, AP English and Literature

***Journey to the West Abridged*** (Multimodal video) Using original staging, music, and narration, we created an artistic analysis of Monkey's transformation throughout his journey. We selected scenes that exemplify the themes of the book as we interpret them, as well as Monkey's growth. In order to create special effects and layers in our video, we experimented with editing and green screen technology.



## TEA HOUSE SESSIONS

### *A Discussion Forum for Film & Analytical Essay Projects*

Discussion sessions facilitated by UW-Madison graduate students:

**Julia Dauer, Michael Opest, Ruth Kellar, Will Broadway, Naomi Salmon & Emily Loney**

Students will summarize their film and essay projects, sharing how they offer critical interpretations of the novel. They will then discuss where their readings of *Journey to the West* connect, overlap, and differ.

### SESSION ONE // 9:40 - 10:15

<b>A</b>	SIFT & WINNOW	<i>Moderator: Julia Dauer</i>
	Hans Rogahn, Katie Oja, Colin Laugerhausen & Nick Majerus	Big Foot
	Susan Herrera, Venus Randall-Sonders & Pieter Ambrosius-Tolbert	Mil. Arts
	Kaia Dunlap	New Horizons
	Tamar Rubin-Calvert, Augie Voss, Emma Falk, Colleen Milligan & Crosby Blake-Leibowitz	Madison East
<b>B</b>	TRADITIONS	<i>Moderator: Michael Opest</i>
	Patrick Broe & Bailey Lapp	Baraboo
	Sean McNally	Necedah
	Jack Andritsch, Keandre Cecil-Barbiere & Frankie Cortez	New Horizons
	Chinedum Maduka	Madison East
<b>C</b>	WISCONSIN IDEA	<i>Moderator: Ruth Kellar</i>
	Fox Pettitt	Baraboo
	Megan Kaminski, Leah Welch, Maddie Fuller & Abby Hammonds	Oshkosh West
	Darrell Greer	New Horizons
	Kyra Hay-Chapman, Turner Entenmann, Lea Stevenson, Eli Resnick & Brigit Stattelman-Scanlan	Madison East
<b>D</b>	FIFTH QUARTER STUDIO	<i>Moderator: Will Broadway</i>
	Joseph Waukechon	Bonduel
	Sophie Isham, Grant Lattery, Claire Laufer, Dylan Phillips & Cora Strand	Oshkosh North
	Jane Ann Drill, Talia Resnick & Riley Larson	Madison East
	Cedar Johnson & JH Verhoff	Madison East
<b>E</b>	GOVERNANCE	<i>Moderator: Naomi Salmon</i>
	ZoeWei Wyse	Clark Street
	Maddie Averkamp, Maia Kent, Cassie Laibly & Natalie Roesch	Oshkosh West
	Isaac Zaman, Cash Buske, Angelie Her & Saffiyatou Cisse	Madison East
<b>F</b>	SCHOLARS	<i>Moderator: Emily Loney</i>
	Jonathan Turner, Kendal Mastin-Miles & Alex Ibarra	Community
	Antonio Thairuammit & Bryce Campbell	Madison East
	Brandon Arounsavath, Conor Schlichting, Harrison Van Hout, Tenzin Kunsel & Israel Oby	Madison East
	Antonio Hardin	New Horizons

## SESSION TWO // 10:20 - 10:55

<b>G</b>	<b>SIFT &amp; WINNOW</b>	<i>Moderator: Julia Dauer</i>
Isaac Hall		Community
Andrew Taylor		Prescott
Alyssa McGillivray		Madison East
Cailin Maertz & Genevieve Wayne		Madison East
<b>H</b>	<b>TRADITIONS</b>	<i>Moderator: Michael Opest</i>
Devin Robertson & Lucas Brisky		Lodi
Josh Fannin, Joe Herrick, Braydon Ewing & Tramonte Lefore		Oshkosh West
Isaac Ballwahn, Hayden Boyce, Ian Falu, Jonah Jossart, Jared Markeland,		Madison East
Devin Porter & Tucker Skaar		
Yer Thao, Princess Vaulx, Miguel Ramirez & Francina Wright		Mil. Arts
<b>I</b>	<b>WISCONSIN IDEA</b>	<i>Moderator: Ruth Kellar</i>
Declan Young, Eleri Beal & Drew Lash		Country Day
Jisselle Ayala, Daniel Perez-Rico & Tenzin Namdol		Madison East
Mandius Muckler, Declan Nashold, Mason Buckbee, Marcus Graham		Madison East
& Johnny Luther		
<b>J</b>	<b>FIFTH QUARTER STUDIO</b>	<i>Moderator: Will Broadway</i>
Melissa Benzshawel, Elizabeth Buhr & Janel Musil		Southern Door
Robert Puccini		Southern Door
Brandon Buhr		Southern Door
Quinn Koenig & Liam Braddock		Madison East
<b>K</b>	<b>GOVERNANCE</b>	<i>Moderator: Naomi Salmon</i>
Delon Boyd, Salequea Winston, Melanie McElvain & Xenia Espada		Mil. Arts
Soren Gotschall, Robbie Doherty, Benji Thiel, Caleb Swartz		Madison East
& Marcel Bogucki		
Casey McCabe, Storm Chetwood & Nathan Kasel		Madison East
<b>L</b>	<b>SCHOLARS</b>	<i>Moderator: Emily Loney</i>
Trinity Davis		Mil. Arts
Alexander Davis, Emily DeRusha & Samuel Thorson		Madison East
Siti Hydara, Erin Howard, Mina Herreman, Dedrick Johnson,		Madison East
Micheala Freidel & Persephone Bates		
Daniel Seekings		Oshkosh West

## TEA HOUSE SESSIONS PROJECT DESCRIPTIONS

### A

SIFT & WINNOW // 9:40-10:15

Moderator: Julia Dauer

**Hans Rogahn, Katie Oja, Colin Laugerhausen & Nick Majerus**

Big Foot High School: Margaret Zirngibl & Suzanne Floody, Great World Text Connections

*Monkey's Journey* (Children's book, audiovisual) Our project takes the form of a children's book in order to make the archetypes present in *Journey to the West* understandable and relatable to a younger demographic. The themes in *Journey to the West* are important, relevant life lessons that, when presented in this medium, can be entertaining and educational. The archetypes that we want to convey are: action through non-violence, the Taoist belief of the Ying and Yang, and coming of age.

**Susan Herrera, Venus Randall-Sonders & Pieter Ambrosius-Tolbert**

Milwaukee High School of the Arts: Krista Claypool, Honors English 10

*P.S. Live* (Talk Show) This talk show is unique. We interview The Great Sage and very important special guests who were involved in the Journey to the West. He explains his side of the story, as well as how he feels right now. The other guests are going to remain a surprise—watch to find out! We have exclusive details about their journey and personal experiences. You don't want to miss it. We welcome you to S&P LIVE NOW!

**Kaia Dunlap**

New Horizons for Learning: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill

*Religious Reflection* (Essay) The novel *Monkey* is heavily entwined with religion (Taoism, Confucianism, and Buddhism). In fact, religion guides the storyline and shapes the characters' behaviors as they make their spiritual journey towards the west (India). My focus in the essay is to zoom in on key moments of the book and analyze how each religion plays a significant role in, both, the scene chosen, and in what each religion represents, in addition to the impact religion has over the whole story.

**Tamar Rubin-Calvert, Augie Voss, Emma Falk, Colleen Milligan & Crosby Blake-Leibowitz**

Madison East High School: Sarah Motl, World History Honors

*Travel to the West Coast* (Movie Trailer) Our group has made a movie trailer for a make-believe movie of *Monkey* that will be released during the summer of 2017. It is a modern-day interpretation of *Monkey* which incorporates *Monkey's* key characteristics and shows him making his way through the modern world to the West Coast.

### B

TRADITIONS // 9:40-10:15

Moderator: Michael Opest

**Patrick Broe & Bailey Lapp**

Baraboo High School: Amanda Jamae, World Literature

*Final Sequence Newscast* (Video) Our project will consist of a newscast from the site of the last chapter of the novel. We plan on specifically highlighting when Tripitaka and the crew fall from the sky, as well as when they fall off the giant turtle. In this roughly seven minute broadcast we plan on incorporating elements from the TV show "Journey to the West" (2009) as well as original content shot by Bailey Lapp and Patrick Broe. We plan on having three distinct different scenes including, a person to camera behind the desk report, a sight on scene report, and a debate with ancient "political pundits."

**Sean McNally**

Necedah High School: Mikki Maddox, AP English and Composition

*An Analysis of the Numerology in Journey to the West* (Essay) The Chinese influence on balance is evident throughout *Journey to the West*. The numbers in the text serve to reinforce this message. In general, Chinese numerology places emphasis on the balance between yin (even) numbers and yang

(odd) numbers, as well as the balance between auspicious and inauspicious numbers. While Western readers tend to overlook these numbers, they convey a deeper meaning to the text and serve to reinforce the meaning behind each passage.

**Jack Andritsch, Keandre Cecil-Barbieri & Frankie Cortez**

New Horizons for Learning: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill

*XVI: The Movie* (Video) Our film adapts Chapter 16, where Monkey and Tripitaka meet Pigsy. Our project shows when Monkey disguises himself as Pigsy's wife to try to seduce him into giving up very important information. We show how irritated Monkey became because Pigsy wasn't giving up the information, thus Monkey decides to reveal himself. Once Monkey reveals himself, to Pigsy they have a stare-off until Pigsy decides to just run away in great fear with Monkey running after him. Pigsy ultimately runs and hides in the closet, leaving a note for Monkey that says: "SWAG IS DEAD." This note devastates Monkey, because in Monkey's mind, Swag is his way of life, because Monkey has always wanted to not only look cool but BE cool. So when Pigsy made the sign making fun of Monkey, it sets off a "bomb" in Monkey's head that makes him crack. His profound devastation of not being seen as "swag" ultimately leads to the death of Monkey due to his broken heart.

**Chinedum Maduka**

Madison East High School: William Gibson, World History Honors

*Mon "Key" to Success* (Rap) For my project on *Journey to the West*, I have composed a rap piece. The rap is about the themes that *Journey to the West* shows us, and how these themes connect to our own lives today.

<b>C</b>	WISCONSIN IDEA // 9:40-10:15	<i>Moderator: Ruth Kellar</i>
----------	------------------------------	-------------------------------

**Fox Pettitt**

Baraboo High School: Amanda Jamae, World Literature

*Monkey's Downfall* (Essay) I wrote an essay detailing the monkey king's road to downfall. My focus was on the first section of the book until monkey is trapped underneath the mountain. My purpose was to show that we all can achieve greatness, but if it gets to your head, then it can be your downfall.

**Megan Kaminski, Leah Welch, Maddie Fuller & Abby Hammonds**

Oshkosh West High School: Kelly Wayne, Global Academy English 2 Honors

*What Goes Around Comes Back Around* (Video) For our project we made a video depicting the theme of karma throughout *Monkey*. We drew pictures and talked in the background to describe the quotes shown. Our video helps the audience understand the concept of karma. Our video interprets Monkey as a troublemaker. Each quote represents the bad karma and the consequences that he receives. Since many different occasions happen throughout the journey, we thought that it would be interesting to go into depth and really question why the author picked these events to happen, and how it shows Buddhist culture.

**Darrell Greer**

New Horizons for Learning: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill

*Wax Reincarnation* (Multimedia & Short Film) These four candle art pieces show Monkey's enlightenment and his transformation from stubborn rebellious Monkey, to a peaceful enlighten priest Monkey. The first candle resembles the stone Monkey from which Monkey was born. It includes the message of Life and Death and is melting because it is not a permanent state of Being. Rather, it is changing and evolving, becoming something else. The second candle shows the more foolish Monkey before he got trapped in the Stone Box by Buddha for five-hundred years. The third candle shows Monkey's cage he became sealed in by Buddha for being irresponsible and somewhat unteachable in the concepts of being a leader or even a king. The fourth and last candle shines brighter than the other three candles, to represent the end of the journey of enlightenment. It is also carved to look like a swan, for the swans symbolize freedom and wisdom. This gives you a new look on Monkey's new-found knowledge and grace.

**Kyra Hay-Chapman, Turner Entenmann, Lea Stevenson, Eli Resnick & Brigit Stattelmann-Scalman**

Madison East High School: Amy Isensee, AP Language and Composition

*Journey Further West* (Movie) Our project is a Westernization of *Monkey*. It takes the Eastern values and themes and reimagines them as a spaghetti Western.

**D** FIFTH QUARTER STUDIO // 9:40-10:15 Moderator: Will Broadway

**Joseph Waukechon**

Bonduel High School: Danielle Piparo, Painting Art 301

*The Morphing Circle* (Animation/Flash) In the novel *Journey to the West*, Monkey changes into several beings, transforming into various objects to permeate through a higher hierarchy, which he believes he deserves. The author's descriptions of these transformations are all very visual, so this computer animation projects the visual nature of Monkey's quest for a new identity.

**Sophie Isham, Grant Lattery, Claire Laufer, Dylan Phillips & Cora Strand**

Oshkosh North High School: Arian Bougie and Brad Weber, English Honors 2, Communities

*Children to Adults* (Documentary) This project is inspired by the cultures represented throughout *Journey to the West* and the behaviors and experiences that guide Monkey's journey to Enlightenment. A major turning point in Monkey's demeanor is when he uses his magic for good and saves the lives of children. This project celebrates diversity and culture from the perspective of children. The documentary shows project group members reading sections of the children's book, *Journey to the West*, and raising awareness about the cultures present in the book, as well as within the classroom. Another goal is to recognize the lack of diversity in the cliques of high schools. Through watching this documentary, viewers may raise their appreciation of culture and elicit important discussions about how the perception of differences evolve as people grow older.

**Jane Ann Drill, Talia Resnick & Riley Larson**

Madison East High School: Amy Isensee, AP Language and Composition

*We Aren't All Immortal* (Silent Film) We have used our interpretation and analysis of various chapters in *Monkey* and reworked them to relate them back to the life of teenagers today. We believe that reworking the main ideas of *Monkey* will help younger generations better understand the central focus and meaning of the book.

**Cedar Johnson & JH Verhoff**

Madison East High School: William Gibson, World History Honors; Claudine Clark, Facilitated Language Study

*Journey to the West* (Music) We have written a composition for a Musical Ensemble in A minor. The piece is approximately 3-6 minutes long. The piece consists of four parts and each part represents the four characters that partake in the journey to the west. These parts are opposite as the characters are the Yin and Yang of each other. The monkey part is a fast-paced energetic capriccio with sudden, drastic changes in rhythm and style; opposed to that, the monk section is *legato* with many slow crescendos and a structured style. These parts counter each other, as the monk is slow and controlled, and the monkey is fast and out of control. Pigsy and Sandy also have parts countering one another, as the part representing Pigsy is filled with heavy low thumping notes and relaxed sounds, while Sandy's representative part has more high-sounding pitches and is more uptight.

**E** GOVERNANCE // 9:40-10:15 Moderator: Naomi Salmon

**ZoeWei Wyse**

Clark Street Community School: Bryn Orum & Robyn Roberts

*Under a Mountain* (Video) My project is about religion, and how it has played a role in my life. I will be creating a video in which I share my own experiences, while also comparing them to

Monkey's. Throughout the video, there will be a variety of photographs that help set the tone. I believe my experiences are similar to Monkey's, because religion plays a significant role in both journeys, and we both have "mountains". While Monkey's mountain is literal and was put in place by Buddha, my mountain is metaphorical and is implemented by my dad. About six months ago, my dad started forcing me to go to church and Sunday school, much to my displeasure. This was the beginning of the mountain under which I am ensnared. I am not in the slightest bit religious. Ergo, my use of "mountain" to symbolize my sparring match with religion. My goal is that viewers will be able to take away some key concepts from both Monkey's story and my own.

**Maddie Averkamp, Maia Kent, Cassie Laibly & Natalie Roesch**

Oshkosh West High School: Kelly Wayne, Global Academy English 2 Honors

*Perspectives of Judgment in Our Daily Lives Today* (Video) The first part of our project is a video with interviews from different people ranging from students to faculty around our school. In this they give their insight to questions regarding *Monkey* that can relate back to our daily lives. The second part is a yin and yang sign that allows viewers of our video to give their thoughts on the positives and negatives of judgment. We focused on the quote "If you judge by appearance, you will always be going wrong." We felt we could relate to this quote. Our video is a reflection on how different people view judgement in today's society and how it affects them and others. Everyone is entitled to a different opinion, so when we created this video we wanted to have a diverse element that shows people how judgment is displayed in our society, both positively and negatively. Our Yin Yang board is based on how people see the good and bad in judgement. We want peers, students, and other adults to reflect and write their ideas on our board; the good factors of judgement will be on the white side of the Yin and Yang sign and the bad factors will be on the black side of the yin and yang sign.

**Isaac Zaman, Cash Buske, Angelie Her & Saffiyatou Cisse**

Madison East High School: William Gibson, World History Honors; Claudine Clark, Facilitated Language Study

*Monkey Short Film* (Video) This video summarizes the first seven chapters of *Monkey*. The video features all the major plot points that can be presented with the resources available to us. It delivers our vision and interpretation of the meaning of *Monkey* and impresses the audience with a new perspective on an old story.

<b>F</b>	<b>SCHOLARS // 9:40-10:15</b>	<b>Moderator: Emily Loney</b>
----------	-------------------------------	-------------------------------

**Jonathan Turner, Kendal Mastin-Miles & Alex Ibarra**

Community High School: Jayme Timmons, English 12

*Monkey and the Robbers* (Video) Our project is a video recreation of Chapter 14 in *Monkey*. What we aimed to explore while filming was what goes through an everyday mindset in a critical situation. We did our best to translate the chapter into a more modern jargon and show our audience how the characters might act today, while also trying to be entertaining. Ultimately, we wanted to remain true to the text and use lines from it, highlighting how Monkey acted early on in the text before going through a critical transformation for the better.

**Antonio Thairuammit & Bryce Campbell**

Madison East High School: Sarah Motl & William Gibson, World History Honors

*Blossoming of Monkey* (Short Animation) We decided to make a simple and short animation on how Monkey grows from a careless individual. He does whatever he pleases on a whim, until he meets Tripitaka who acts as a father or teacher to Monkey. We chose to animate events that are meaningful to Monkey's growth to a restrained and disciplined warrior. We illustrated the lessons that he learned on his journey to the west which transformed him from the young and rash individual that he was.

**Brandon Arounsavath, Conor Schlichting, Harrison Van Hout, Tenzin Kunsel & Isreal Oby**

Madison East High School: Amy Isensee & Judy Gump, AP Language and Composition

*The Legend of Monkey* (Video) We made a movie trailer for *Monkey*. The movie touches on the personality of Monkey and how he goes upon his day and takes whatever he pleases. We decided to make it comical to appeal to the general audience, while also adding some nice martial arts moments because of Monkey's Chinese origins. The trailer gives a good idea of who Monkey is as a person, without having to really read the book or know the stories.

**Antonio Hardin**

New Horizons for Learning: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill

*Why Violence is Sometimes Necessary and the Effects of Violence on Civilization and Culture* (Video interviews) According to the third law of motion, discovered by Sir Isaac Newton, for every action there is an equal and opposite reaction. This same principle is applicable to everyday life. Despite whether or not the action is positive or negative, the very fact that action is exerted means there will be some type of consequence correlating to the influence of that action. In the 16th Century folk novel, *Monkey*, by Wu Cheng'en, violence is a recurring and pertinent theme. This realization prompted me to question the significance of violence in the story, and the importance of violence in the world today. As of late, violence has plagued the United States of America, causing a disconnect between African American people and Caucasian law enforcement officers. This reality lead me to question: *Who should I depend on to protect my life if need be, and if it is law enforcement officers, how do I know which ones I can trust?* The social constructs of reality that we have been programmed into believing to be true present the perception that the "boys in blue" are here to protect and serve and are trustworthy. Recent events have caused me to believe otherwise. Personally, I believe that Monkey is less of a physical character and more a symbol for who we all are at some point in our lives. Being the disciple of Tripitaka molded Monkey into a better being. These figures are symbols for influences in our lives, and maybe even us at times. In this way, perhaps Monkey is the symbol for our tendency to use violence to solve our disagreements, and Tripitaka is that symbol that calls him back to his higher, truest self, that of the nonviolent Buddha Monkey. Thus, *Journey to the West* is representative of this journey -- from Monkey-Self to Buddha-Self. Therefore, I have videotaped unscripted conversations with fellow students about the question of violence in their lives and in the world in order to gain perspective on how violence does and does not affect them, how they do or do not feel protected by the police and how this all fits in with the allegorical tale of the mischievous Monkey King.

**G**

SIFT & WINNOW // 10:20-10:55

Moderator: Julia Dauer

**Isaac Hall**

Community High School: Jayme Timmons, English 12

*Revenge on the Taoists* (Song) In this project we created a rap about the important details of Chapter 23 in *Monkey*. Our main goal was to capture important parts of the chapter, while also trying to convey this message to a modern day audience. We thought a good way to do this was by adding beats to literature and connecting the book to rap. While many people in our class did art projects or computer projects, we aimed to do something different that would appeal to the modern day audience I spoke of earlier. While we aimed to inform our audience, we also aimed to entertain.

**Andrew Taylor**

Precott High School: Mandy Bernick, Sociology; Bonnie Jones-Witthun, AP English

*Revealing Monkey* (Video) Monkey's transformation throughout the book is gradual, yet Monkey's growth in many scenarios is ultimately revealed. I will reveal one of those scenarios to show how, in the end, Monkey does become a better creature.



**Alyssa McGillivray**

Madison East High School: Amy Isensee, English and Composition

*The Underlying World of Monkey* (Essay) This project is a critical analysis of the real-world connections to *Monkey*, both during the time that *Monkey* was written and the present. It analyzes how Monkey's attitudes and actions relate to those of human beings and how these attitudes and actions affect our society as a whole.

**Cailin Maertz & Genevieve Wayne (T)**

Madison East High School: Sarah Motl and William Gibson, World History Honors

*Vice and Virtue* (Art and music composition) Our project is a series of representational drawings that combine both presenters' art styles and talents accompanied by an original music piece for violin and flute. The comic analyzes and interprets the vices and virtues of the book's characters, and how that affects the story, while the music stresses the art with emotional overtones. The music is divided into three parts, the first encompassing Monkey's chaotic beginnings. The second is more fluid and changing, representing the characters' development and journey, while the last part is loose and ethereal, to show enlightenment at the journey's end.

**H**

TRADITIONS // 10:20-10:55

Moderator: Michael Opest

**Devin Robertson & Lucas Brisky**

Lodi High School: Carrie Kerska, Honors World Literature and Composition

*Monkey on Tonight* (Talk Show) We made a talk show video. One of us is Stephen Colbert and the other is Monkey. 'Stephen' asks Monkey some difficult questions based on his journey and other key symbols that occurred in this book. Monkey responds with some intelligent words that make you think about the book more depth.

**Josh Fannin, Joe Herrick, Braydon Ewing & Tramonte Lefore**

Oshkosh West High School: Brian Phelps, English 2 Honors

*Rap about Stereotypes* (Music video) We made a rap about stereotypes and how individuals overcome these stereotype to prove that they're capable of much more than what their stereotypes says they are capable of; similar to what Monkey, Pigsy and Sandy did in their journey through the story, *Monkey*, Through the rap, the theme of overcoming stereotypes and proving capability and worth is carried over from *Monkey*.

**Isaac Ballwahn, Hayden Boyce, Ian Falu, Jonah Jossart, Jared Markeland, Devin Porter & Tucker Skaar**

Madison East High School: Amy Isensee & Judy Gump, AP Language and Composition

*The Monkey Sings* (Music video) This project uses the mediums of video and music to analyze Monkey's arrogance and vision of himself. The lyrics show his general attitude about himself, with the help of some particularly applicable quotes. The video shows some scenes from the first seven chapters that further demonstrate Monkey's inflated image of himself.

**Yer Thao, Princess Vaulx, Miguel Ramirez & Francina Wright**

Milwaukee High School for the Arts: Krista Claypool, English Honors 10

*Journey to the West: The Tale of Monkey* (Dramatic Interpretation) This piece shows Monkey's personality traits and looks at three important events in the text. The relationship between characters is explored and brought to life in this dramatic interpretation.

**I**

WISCONSIN IDEA // 10:20-10:55

Moderator: Ruth Kellar

**Declan Young, Eleri Beal & Drew Lash**

Madison Country Day High School: Evelyn Lasky, English 9

*Patriarch Subodhi's Class for Wannabe Immortals* (Video) We made an advertisement for Patriarch Subodhi's school for people who want to become immortal. The ad, which draws on the testimony of Subodhi's students, describes a few of the 360 classes students may choose—from

Philosophy to Quietism. Students can learn how to cloud soar, shape-shift, obtain Long Life, and survive the Three Calamities. We chose to do an advertisement because we would be able to incorporate our different personalities into it as well as point out some of the values and aspirations of Buddhism and Chinese culture.

**Jiselle Ayala, Daniel Perez-Rico & Tenzin Namdol**

Madison East High School: Sarah Motl, World History Honors

*Face Clock* (Video interview) Our project is a pseudo interview with the one and only Monkey King, Sun Wukong. This is a recorded interview about Sun Wukong's journey with Tripitaka. Having Sun Wukong on the show was such an honor. Sun Wukong has such a positive energy and he really brightens up the place. Our questions cover the main highlights of the book, the questions people want to be answered by the Monkey King himself.

**Mandius Muckler, Declan Nashod, Mason Buckbee, Marcus Graham & Johnny Luther**

Madison East High School: Sarah Motl & William Gibson, World History Honors

*Untitled* (Movie trailer) Based off the trials that Monkey has to endure during his life, the movie trailer will show off aspects of the book such as his training, his encounters with other characters, and his different interactions throughout the part that is selected. The trailer features a specific section of the book and scenes that preface the plot of the selected chapters. The trailer also shows our understanding of the book and what we have derived from the story and its importance. What we hope to achieve is a video that caters towards people who have not yet read the book or have not finished the book entirely.

**J** FIFTH QUARTER STUDIO // 10:20-10:55 Moderator: Will Broadway

**Melissa Benzshawel, Elizabeth Buhr & Janel Musil**

Southern Door High School: Brett Hanson, AP English and Literature

*Monkey: The Movie Trailer* (Video) Our group depicted Monkey's evolution from rock to enlightenment through an epic movie trailer. Monkey's powers develop swiftly, as he wanders around, searching for Illumination. The Patriarch teaches him The Way, and he abuses his newfound powers, wreaking havoc in the Heavens. Unable to reason with Monkey, The Jade Emperor turns to torture, but only the Buddha is able to outwit and subdue Monkey.

**Robert Puccini**

Southern Door High School: Brett Hanson, AP English and Literature

*Film Score for Journey to the West* (Soundtrack) My contribution to the Journey to the West Multimedia Video is writing the background music. This is a very large task for me, since I have never actually written music for a film before. My biggest goal is creating music that integrates what is being displayed in each scene. Each scene has slightly contrasting moods, which will directly influence how I write my music. It's a challenge, but it should really help me connect the deep meaning of Monkey to a beautiful array of melody and rhythm. I hope you enjoy!

**Brandon Buhr**

Southern Door High School: Brett Hanson, AP English and Literature

*The Characters of Monkey* (Video) For my project, I've taken the main characters of "Monkey" and explained their purpose and meaning in the story through drawings that will be collected in a video. I've shown how the personality of each character influences the story and the other characters in order to emphasize how every character is important, adding to the complexity and meaning of *Monkey*.

**Quinn Koenig & Liam Braddock**

Madison East High School: Sarah Motl, World History Honors

*Pathways to Enlightenment* (Animation) Our project is an animated story that uses vivid imagery to portray the journey of three symbolic characters, representing the different beliefs of Buddhism, Taoism, and Confucianism, as they try to reach enlightenment. The three characters all follow different paths to try and reach their goal, showing there really is no single path to enlightenment.

Like in *Monkey*, the characters face many challenges on their travels that reflect the obstacles faced by Tripitaka, Monkey, Pigsy, and Sandy.

**K** GOVERNANCE // 10:20-10:55 Moderator: Naomi Salmon

**Delon Boyd, Salequea Winston, Melanie McElvan & Xenia Espada**

Milwaukee High School for the Arts: Krista Claypool, English Honors 10

*What's the Tea?* (Talk Show) In our project, we interview Monkey and show relationships between him and the other characters in the journey: Tripitaka, Pigsy, and Sandy. Throughout the show, you will hear other characters' perspectives on Monkey and the problems he caused throughout the novel, and by doing this we're showing Monkey's true intentions vs. what he did.

**Soren Gotschall, Robbie Doherty, Benji Thiel, Caleb Swartz & Marcel Bogucki**

Madison East High School: Amy Isensee & Judy Gump, AP Language and Composition

*Journey to the West* (Short film) Our project reimagines a chapter from *Journey to the West* as a short film. Monkey, the Jade Emperor, other characters as well as the themes and concepts presented in the book serve as the basis for our analysis of *Journey to the West* through this medium. Reimagining a chapter of Monkey in a more modern setting allows for the audience to better understand the concepts and themes presented in the original book.

**Casey McCabe, Storm Chetwood & Nathan Kasel**

Madison East High School: Sarah Motl & William Gibson, World History Honors

*Journey to the West Rap* (Music video) Our project fuses modern pop culture with old style storytelling to bring you Monkey's storyline in a whole new tupac-inspired light. Our rap covers monkey's travels throughout *Journey to the West* as well as delving into his character and means of existence. Our rap offers a window into monkey's mind and journey.

**L** SCHOLARS // 10:20-10:55 Moderator: Emily Loney

**Trinity Davis**

Milwaukee High School for the Arts: Krista Claypool, English Honors 10

*Great Sage, Equal of Heaven, I am* (Live music performance) My presentation shows through my voice how, in the beginning of the book, Monkey's immortality made him undefeatable and powerful. It explains his emotions and his thinking towards The Jade Emperor and the heavens. I titled the song "Great Sage, Equal of Heaven, I am" because this is exactly what Monkey compares himself to. Through my lyrics I show how highly he feels of himself and also how angry he feels about how the Jade Emperor wants him defeated.

**Alexander Davis, Emily DeRusha & Samuel Thorson**

Madison East High School: Amy Isensee & Judy Gump, AP Language and Composition

*The Modern Monkey* (Multimedia) Our project depicts the book *Monkey* in modern-day America. Monkey will be depicted as a modern reincarnation that satirically displays the traits he possesses in the original folk novel. In the modern world, Monkey will come across certain events that will be similar to those in the book. The audio will present a spoken word narration of Monkey's trials. In summary, *Monkey* will be portrayed as a poetic fable taking place in the 21st century.

**Siti Hydara, Erin Howard, Mina Herreman, Dedrick Johnson, Micheala Freidel & Persephone Bates**

Madison East High School: Sarah Motl, World History Honors

*The Epic Tale of the Meeting* (Video/costumes) *The Epic Tale of the Meeting* tells the story of when Monkey first met Tripitaka. We chose to act out this passage from the book because we thought that the Monkey King's struggle to control his anger and strength resonated with the feelings of those in China who could not break from the mold of their strict ruling. We wish to display these feelings through our interpretation of Chapter 14 in the movie.

**Daniel Seekings**

Oshkosh West High School: Brian Phelps, English 2 Honors

*Views on Heaven: Led Zeppelin vs. Buddha* (Video). In this lyrical remix of a popular song from the 70's, the lyrics, while still maintaining the mysterious and growing musical feeling of the original song, with the backing track still being played by an acoustic guitar, summarize Monkey's journey to heaven and buddhahood. As the lyrics continue to show his path, the eerie familiarity dawns with the strange juxtaposition of values and requirements one needs to reach heavenly status. After the song, the presentation concludes with the connection of the 70's Western divine values to the eastern 16th century divine values.

## POSTER SESSION PROJECT DESCRIPTIONS

*Alphabetical by school*

### BARABOO HIGH SCHOOL

*Amanda Jamae*

#### **Adrian Abeita**

Baraboo High School: Amanda Jamae, World Literature

*Monkey in Visuals* (Slideshow) A visual project of slides representing the important details from chapters six and seven in Arthur Waley's translation of the book. These include Monkey's transformations and battle with Erhlang, his capture with the help of Lao Tzu, and his ultimate capture and imprisonment under the mountain of the five elements by Buddha.

#### **Irelan Bennett, Holden Frank & Isias Thomas**

Baraboo High School: Amanda Jamae, World Literature

*Monkey Crack* (Game) Our project is not about a specific passage in the book, but about different points related to key characters. We created a game of Monkey Crack based on the mobile game *Trivia Crack*. It demonstrates our understanding and knowledge of the novel and displays attention to detail. The goal is to answer every question correctly and reach the finish line first.

#### **Kayla Emhoff & Rachel Leatherberry**

Baraboo High School: Amanda Jamae, World Literature

*Photographs of Scenes* (Poster) For our project we recreated several different scenes from chapters 13-15. We recreate these scenes by using toys and figurines posing and taking pictures of them. We printed the pictures and put them on a foam board along with descriptions of the scenes, including important quotations from said chapters as well.

#### **Nic Pierce**

Baraboo High School: Amanda Jamae, World Literature

*Monkey's Birth* (Painting) I created an acrylic painting of the scene of monkey's birth using descriptions from the book. This is an important part of the story; not only does it define Monkey's unusual birth, it also shows how Monkey attracts the attention of Heaven. The beam of light emanating from his eyes is seen by the Jade Emperor, which begins Monkey's interaction with those above him. The purpose of my project was to express my interpretation of the opening scene.

#### **Heaven Tijerina**

Baraboo High School: Amanda Jamae, World Literature

*Buddha is Everywhere* (Poster) Our project is a tri-fold poster board presentation on the idea that Buddha is everywhere. We will also include some research on Buddhism, how it relates to Monkey, and some pictures on our poster. The main scene we will be using is when Buddha subdues Monkey by betting that Monkey could not jump off his hand. This scene embodies the idea that Buddha is everywhere and you can't get away from his all seeing eye.

### BAY PORT HIGH SCHOOL

*Janelle Bailey*

#### **Emily Bertrand, Ellie Knutson & Caitlin Krueger**

Bay Port High School: Janelle Bailey, AP English Literature and Composition

*Days in the Life of Monkey* (Scrapbook) This project reflects the many different environments and experiences Monkey encounters on his journey to the West. This information is presented in a visual and textual representation that takes the purpose and importance of these scenes to another level. Our scrapbook depicts nine of the significant places that Monkey visits.

**Drew Breun & Hans Koenig**

Bay Port High School: Janelle Bailey, AP English Literature and Composition

*Monkeymon* (Interactive video game) Fight against demons and deities in Tripitaka and his crew's journey to the west in *Monkeymon*! Travel as Tripitaka in this Pokemon-style game to fetch scriptures and meet the Bodhisattva who recruits disciples to help you on your way!

**Lauren Destiche, Morgan Hackelberg, Sage Simon, Jordan St. Pierre & McKayla Wenner**

Bay Port High School: Janelle Bailey, AP English Literature and Composition and Independent Study of GWT

*Monkey's Tangible Blog* (Blog on a poster) This is a blog that includes Monkey's diary entries based on his feelings throughout the novel. The blog enhances and describes Monkey's thoughts. This blog is a tangible poster and not an actual online source. The five elements are incorporated into the blog to show Monkey's transformations and thoughts.

**Lauren Fiala**

Bay Port High School: Janelle Bailey, Independent Study of GWT

*The Transformation* (Oil painting) This is a 12" x 16" painting of Monkey's transformation from being a feared Immortal with the title "Equal of Heaven" to achieving Enlightenment and becoming a Buddha. The Monkey on the top left depicts Monkey in the armor he received. His face shows a premature passion for battle and mischievousness. The monkey on the bottom is Monkey after receiving Enlightenment, after he became a Buddha. The background is the distinct motif of Yin-Yang. Yin (black half). In Taoism, this shows the evil side of nature. Yang (white part) is the good side of nature. When Monkey goes through the Hero's Journey, and reads the scriptures, he achieves a balance between good and evil.

**Grace Gretz & Gretchen Trast**

Bay Port High School: Janelle Bailey, Independent Study of GWT

*The Influence Behind the 72 Transformations* (Visual display) This is a symbolic representation of the 72 Transformations and how these transformations were accomplished through the art of the Tao and elements of Buddhism. This deals mainly with the first seven chapters, which highlight the beginning of Monkey himself. This project also provides information about the cultural aspects of Taoism and Buddhism currently. Our project attempts to connect the myth of the 72 transformations to Taoist and Buddhist core beliefs.

**Luke Hogan**

Bay Port High School: Janelle Bailey, AP English Literature and Composition

*The Miscellaneous Adventures of Monkey* (Derivative graphic novel) This is an issue of a series of comic books that base their overarching story on the events of *Monkey*. This particular issue covers chapter 15, where Monkey and his master come across a river blocking their path, occupied by a dragon. I felt that this was the most presentable chapter in the book to convert into the form of a comic book, and thus chose to present this issue as my project. The project takes some liberties in the form of dialogue, as to not alienate the usual younger audience of comic books, but still follows the events of the chapter as to create a visually appealing and gripping summary of the events.

**Rylie Kohlmeyer, Gill-Helene Schomaker & Alexis Srenaski**

Bay Port High School: Janelle Bailey, AP English Literature and Composition

*A Journey to the West, the Monkey Tour* (Trifold display and brochures) Our project is a tour of Monkey's journey throughout the book. The trifold displays a map of where he went, and the display has a mini-section for each spot that is included on the map. Each section also has a connection to the book and to the journey of Monkey himself. They also include a connection to Chinese culture in that specific spot on the tour. The brochures speak of the specific spots on a tour that people could visit. Monkey is the tour guide, and people can choose to go on his tour.

**Kendra Kusserow**

Bay Port High School: Janelle Bailey, AP English Literature and Composition

*Amidst Trials and Temptations* (Board game) This board game simulates the journey taken by Tripitaka, Monkey, Pigsy, and Sandy. Throughout the otherworldly obstacles presented by nature, man, and monstrosities, these four characters persevere to obtain Buddha status. With the game board as the domain, players take their corresponding characters to encounter the same types of adventures and trials they experience themselves along the ultimate Journey to the West and aim toward their final promotions. The first player to get all characters promoted at the end of the journey verifies his status as a true master steady on the path towards Truth.

**Riley Loehner**

Bay Port High School: Janelle Bailey and Justin Nelson, Independent Study of GWT

*Monkey's Journey into Our Hearts* (Poster with digital elements and QR codes) Sun Wukong (Monkey) is a famous character in eastern mythology. Ever since his creation, he has appealed to a countless amount of people. This project explores his origins as well as his impact on music, plays, movies, TV shows, and written works in Eastern culture.

**James Pasqualucci**

Bay Port High School: Janelle Bailey, AP English Literature and Composition

*The Monkey's Adventure* (Poster) The poster contains a timeline and story that tells the adventure of not just Monkey but also Pigsy and Sandy. More importantly, it tells how they were reformed by the end of the story. It analyzes words and literary devices as well as providing pictures of the imagery in key points of the story.

**Isaac Preston**

Bay Port High School: Janelle Bailey, AP English Literature and Composition

*Monkey Stratego* (Game) *Stratego* is a strategic game in which two armies have to find and capture a flag. The game is monkey-themed, and it incorporates characters such as Monkey and Pigsy. For example, the two armies would try to find and obtain scriptures instead of a flag. The game is laid out so that the book's adventure and characters can be described in detail.

**Ryan Simonar**

Bay Port High School: Janelle Bailey, Independent Study of GWT

*The Wandering Scroll* (Online travel blog) This is a website-based presentation focusing on the mythology and historical portions of the book. I have used pictures with captions explaining the content of the pictures and the correlation to the book, as well as comments from other characters for insight. In conjunction I will also include a "journal," in which I will act as the main character giving personal insight on other characters, the mythology, history, as well as the journey and personal musings of Monkey.

**Samantha Williams**

Bay Port High School: Todd Richardson, IB Visual Arts

*The Virtues of Confucius: A Series of Paintings* (Painting) This is a series of paintings depicting the virtues of Confucius, and along with it there is a description of the virtues, what Confucianism is, and how it relates to Monkey. The paintings have a black background with white symbols, depending on the virtue each painting is depicting. The project takes a creative approach by expressing these virtues in an art form and then using language to describe the relation to the findings. In total, there are five mini canvases which display one virtue of Confucius per individual canvas; next to each is an explanation.

**Sierra Zastrow**

Bay Port High School: Janelle Bailey, AP English Literature and Composition

*The Journey of Monkey* (Children's book with illustrations) This is a children's book that shows, through illustrations and words, the journey of Monkey. It appeals to children because it is easy to read and effectively shows Monkey's journey. It shows the morals of the novel at the end of the book to teach children a lesson. It illustrates many significant parts throughout the novel in a short story.



## BIG FOOT HIGH SCHOOL

*Suzanne Floody & Margaret Mary Zirngibl*

### **Foster Isham**

Big Foot High School: Suzanne Floody & Margaret Mary Zirngibl, Great World Texts Connections

*Emerging Enlightenment* (Painting) This project is a pictorial representation of the monkey within us all. This concept is explored through a self-portrait which examines the two identities within Monkey: the constructive versus the self-destructive aspects of personality which evolve throughout his journey.

### **Liam McCarthy & Tyler Jones**

Big Foot High School: Suzanne Floody & Margaret Mary Zirngibl, Great World Texts Connections

*Travel to the West, Travel with the Best* (Travel guide) Our travel guide, in the form of a brochure, looks at key locations throughout the story of *Monkey*. Through our original artwork and detailed explanations, we take the viewer along Monkey's path, including his mishaps and successes.

### **Hailey McLeod**

Big Foot High School: Suzanne Floody & Margaret Mary Zirngibl, Great World Texts Connections

*Taoist Peaches* (Pottery artwork) This project uses pottery to highlight the Taoist belief in man's close relationship to nature and the universe. The scene represented here encompasses Monkey's early ignorance of authority and his material fascinations. This displays disrespect for the universe and authority. Taoism has a strong belief in man appreciating and admiring the "Idea of Heaven," the recurrence of nature, and the belief in the sovereign. This plate represents Monkey's open contempt towards Taoist beliefs.

### **Hamilton Smith & Adrian Hernandez**

Big Foot High School: Suzanne Floody & Margaret Mary Zirngibl, Great World Texts Connections

*Eighty-One Thousand Words* (Painted Frieze) Our project is a painted frieze that analyses Monkey's literal and spiritual journey to the west. Our paintings dissect Monkey's journey into two main themes: everyone is a work in progress, and he or she develops internally while overcoming external conflicts. In addition, our frieze portrays the characters involved in each conflict and showcases their impact on Monkey's character.

## BONDUEL HIGH SCHOOL

*Hannah Agyekum & Danielle Piparo*

### **Jasmine Bessette**

Bonduel High School: Hannah Agyekum, English Composition

*Sound of the Journey* (Musical soundtrack) My project uses certain musical selections to illustrate the different feelings of Monkey. In many scenes, Monkey seemed to be isolated; feeling lonely can create a plethora of emotions. Therefore my soundtrack represents all of Monkey's feelings as he undergoes them throughout his journey.

### **Holly Broder**

Bonduel High School: Danielle Piparo, Painting Art 201

*Shadow* (Acrylic on canvas, "12x16") My painting shows a girl at night with a shadow transforming. The girl represents me when I was younger and the shadow represents all the people that either made fun of me or were mean to me. The people represent a shadow because it seemed like they were

always there, just like a shadow. It is similar to Monkey because of how he transformed into different people or objects and had many names both with either positive or negative connotations.

#### **Noel Broder**

Bonduel High School: Danielle Piparo, Painting Art 201

*Behind the Mask* (Acrylic on canvas, "12x16") The main message behind my painting is deception. The girl in the painting is hiding her emotions behind a mask. The mask shows a happy girl whom everyone thinks she is, but they do not know her true emotions. When she is alone where nobody can see her, she shows who she really is. She does not want anyone to know she feels this way, so she hides it with a smile. Just like Monkey changes in order to manipulate and deceive others in this Chinese folk tale.

#### **Danielle Campos**

Bonduel High School: Danielle Piparo, Painting Art 201

*The Lotus of Enlightenment* (Acrylic on canvas, 16x20) For my project, *The Lotus of Enlightenment*, I chose water color because this medium relates to the setting of the story in ancient China. I picked a lotus flower because it is a symbol of Buddha, who was always trying to help and teach the monkey god, Sun Wukong, to be good and peaceful. Buddha was the light in Monkey's darkness, trying to shine through to show him the way.

#### **Morgan Cornette**

Bonduel High School: Danielle Piparo, Painting Art 201

*Evolution of Power* (Acrylic on canvas, "16x20") In my painting, you will see a monkey which is morphing into Darth Vader. Not only does Darth Vader symbolize power, but he also symbolizes all the evil that Monkey used to embrace. In addition, the evolution of Monkey to Darth Vader symbolizes how he transformed throughout the folk tale. He started small and slowly worked his way up to achieve as much as he could. The cityscape in the background also symbolizes this transformation through the height of the buildings. Also included in my painting is a sunset, which represents the end of a long journey.

#### **Jarrette Czarapata**

Bonduel High School: Danielle Piparo, Painting Art 201

*Two Faces* (Acrylic painting, "16 x 20") My painting uses *Monkey* to illustrate the idea of how Monkey King changed his form many times, including changing into his human form. But at the end of his journey he was himself. This painting combines the effects of my Native American and Caucasian heritage, similar to how the Monkey King changes his physical form by combining these two ethnicities into one being.

#### **Dalton DallaSanta**

Bonduel High School: Hannah Agyekum, English Composition

*The Flipside of Monkey* (Flipbook/collage) *The Flipside of Monkey* is a collage of many different drawings compiled into a flipbook. The flipbook features many different stages of Monkey's growth throughout the novel with less detailed images in between to connect the stages. When a person flips through the pages of the flipbook, a small story, similar to a GIF, will display Monkey evolving.

#### **Megan Fischer**

Bonduel High School: Hannah Agyekum, English Composition

*Journey to Eternity* (Diorama) My project diagrams Monkey's quest for immortality in his never-ending search for eternity. The depth of my diorama represents Heaven and Hell, both of which were visited by Monkey. Monkey constantly looks for the answer to immortality, whether it be studying with the Patriarch or going in to the depths of Hell to cross out his name in order to guarantee his eternal life. My project illustrates the main focal points of the book that characterize the drive behind all of Monkey's quests: eternity.

**Mitchell Froemming**

Bonduel High School: Hannah Agyekum, English Composition

*A Journey to Immortality* (Scrapbook) In this project, I have illustrated a journey that Monkey had undertaken to achieve immortality. We begin with a story that comprises a Stone Monkey and, as he grows older and more powerful, he hopes to live more and more years to embrace such powers, learned through the lens of ancient Chinese religions.

**Amanda Gamm**

Bonduel High School: Danielle Piparo, Painting Art 201

*Good Within Evil* (Acrylic on canvas, "14x16") The painting I created displays the symbol of the ying and yang. It illustrates that goodness exists in every evil. This is demonstrated in *Journey to the West* and its character Monkey, especially in his outrageous behavior toward others. However, Monkey's main goal is to be transformed by Buddha, and this shows how he has a little good within him. My painting justifies this by showing how one woman can be both good and evil. This is shown by her face being separated down the middle, one side showing her negative actions and one showing her positive actions.

**Jennifer Glatz**

Bonduel High School: Danielle Piparo, Advanced Painting 301

*Tiny Dancer* (16x18 Oil painting) The painting looks like three mushrooms in a night scene. Two of the mushrooms are reddish while the other is orange. Next to the mushrooms are four blades of grass for each mushroom. Also each mushroom has a shadow caused by the stars in the sky. However the mushrooms turn into dancers when viewed from upside down. All of these aspects reflect how there seems to be a transformation in Monkey as he goes through his trials. For example, Monkey is called many names, even if some may not be so positive. This same instance is given to mushrooms. Some are bad, but other mushrooms have great healing properties in the aspect that some help prevent cancer and other illnesses. Therefore mushrooms, just like Monkey, are given a bad reputation when they truly can be good things.

**Kayla Herbel**

Bonduel High School: Danielle Piparo, Advanced Painting 301

*The Three Faces* (Acrylic on Canvas, 16x20) My painting represents that there is a good and bad side to everyone. Certain things or traits make up the good and the bad. All these things convey who you are and what you are like. Monkey is also seen in this way. He is an awful character that causes a lot of mischief, but his ultimate goal is to seek enlightenment.

**Brittney Kazik**

Bonduel High School: Hannah Agyekum, English Composition

*Journey of Monkey's Identity* (Poster) My project reflects the different names or identities Monkey has throughout the book. Using different symbols to describe each name and arrows to show the order in which names are bestowed on him. Some names have deeper meanings than others. People throughout the book call Monkey names and he gives himself names. This shows monkey trying to find who he is.

**Austin Kurey**

Bonduel High School: Hannah Agyekum, English Composition

*The Travels of Monkey* (Travel Journal) This journal analyzes Monkey's travels from his own perspective. In the book we only hear the way the narrator and other characters feel about the many mini-adventures that Monkey goes on in the first seven chapters of *Journey to the West*. It will allow anyone to understand the journeys Monkey goes on. This will help everyone understand the troubles Monkey endured from his perspective.

**Monica Santana Lagunes**

Bonduel High School: Danielle Piparo, Painting Art 201

*Behind the scene* (Acrylic on canvas "16x20") The main message behind my painting is deception. The girl's face is normal and the other half is her skull while she is crying and putting her finger between

her lips so as to hush the audience. She has roses all around her head. The meaning is that everyone looks fine and perfect but, from the inside, they are dying slowly or sometimes they are already dead. This relates to Monkey in *Journey to the West*, because he was a different person when he was first born as Stone Monkey, but then later his ugly evil part came out when waging wars against the deities and then was ultimately destroyed.

**Diana Santana Lagunes**

Bonduel High School: Danielle Piparo, Painting Art 201

*Shining Night* (Acrylic on canvas “12x16”) The main message of this painting is loneliness. It is a painting about a lonely girl admiring a lightbulb that grew in the ground. The light bulb is turned on at night with the twinkling stars around it. The girl is afraid of everything around her. Also, she cannot get close to people because she knows she will get “too close” and it will bring her hopes up. She cannot have that because she also knows they will just leave her alone again in the end. Therefore, the lightbulb is symbolic of immortality. The lightbulb grew by itself out of nowhere and grew into something the little girl needed to bring light into her life. It is similar to the story of Monkey because he too was born of a stone and constantly searches the “light” of immortality.

**Natasha Rynish**

Bonduel High School: Hannah Agyekum, English Composition

*Eternal Mountain* (Sculpture) Mountains are immortal. They live forever, constantly growing and expanding, or shrinking and depleting. They are always there, and no matter what they will be remembered. They are used in the legends of the people who occupy them, and those people near their destinations. They will live forever in the minds of the people, and will be passed down from generation to generation. This concept is similar to that of the Stone Monkey in Wu Ch’eng-en’s *Monkey*, The Legend of the Stone Monkey will continue to personify the traits of envy and want for years upon years as the story will be passed down through Chinese Literature.

**Anna Timler**

Bonduel High School: Danielle Piparo, Painting Art 201

*Stone* (Acrylic on canvas 12x16) My painting is literally about “turning to stone.” The hand is turning into stone with the fingers starting to crackle and falling apart. They are slowly turning mean and cold and it is starting to take over them. It shows the story of Monkey in a different way, highlighting his selfish personality. Over time he just wants more and more and hurts plenty of people. He is cold and evil and will kill if he does not get his way.

**CLARK STREET COMMUNITY SCHOOL**

*Bryn Orum & Robyn Roberts*

**Sienna Becker**

Clark Street Community School: Bryn Orum & Robyn Roberts, Journey to the West

*Written and Visual Analysis of Selfishness in Monkey* (Painting and writing) This project is an analysis of Monkey’s selfishness throughout his journey. It will explore the consequences he faces, in the form of loses and gains, after committing specific acts of selfishness. I picked this as my project because I’m interested in seeing how I will be able to further develop this concept.

**Matthew Biever**

Clark Street Community School: Bryn Orum & Robyn Roberts, Journey to the West

*Creating a Dance Drama* (Digital game) Many themes are presented in *Journey to the West*, but the two different sides of Monkey (warrior and protector) stood out to me. I’m able to demonstrate this through a prototype app game. My project is directly related to Monkey because he centers most of his actions on his two emotional sides.

**Charlie Crow**

Clark Street Community School: Bryn Orum & Robyn Roberts, Journey to the West  
*Monkeyland* (Board game) My project is a Candyland-style board game about Monkey which details his good deeds and naughty-monkey moments. Players will walk through the text and get a better understanding of Monkey's character as it changes throughout.

**Corey Dean**

Clark Street Community School: Bryn Orum & Robyn Roberts, Journey to the West  
*Monkey Profile and Guest Book* (Illustrated book) I created a book with descriptive bios of all the significant characters in Monkey's adventure. I have incorporated art elements in this project and the bios are featured in chronological order.

**Megan Germann**

Clark Street Community School: Bryn Orum & Robyn Roberts, Journey to the West  
*A How-To Guide to Being a Monkey King*. My project is a step-by-step guide on how to become the Monkey King, and then how to become an immortal sage, an equal of heaven. The project will be a translation and analysis of my own interpretations, thoughts, and perceptions on these first parts of the tale. I explain my outlook on Monkey's character throughout these first stages of his life. The final product is a mixed-media visual of the steps as well as both the books' reasoning and my own. My main goal is to provide another perspective on the book.

**Oscar Gregerson**

Clark Street Community School: Bryn Orum & Robyn Roberts, Journey to the West  
*The Many Names of Monkey* (Drawings) My project investigates four of Monkey's names. For each name I have created a drawing and a paragraph explaining my drawing. I took my inspiration from the text. Each drawing and paragraph pair shows synthesis and analysis of the text as well as an investigation of Monkey's character.

**Brandon Griffith & Armani Paglini**

Clark Street Community School: Bryn Orum & Robyn Roberts, Journey to the West  
*Monkgioh* (Card game) This project translates the characters of *Monkey* into our favorite card game, *Yugioh*. We wanted to investigate characters (their strengths and weaknesses, changes, etc.) through a game we know very well. Players will learn more about the characters in *Monkey* and enjoy a playful learning experience.

**Josh Hall**

Clark Street Community School: Bryn Orum & Robyn Roberts, Journey to the West  
*Monkey's Albums*. Journey to the West is a story about a Monkey made of stone that seeks immortality and gets wisdom through disciplining his powers. Change is a recurring theme in *Monkey*, one that I will show through album covers. The viewers of my project will see three completed album covers created by me. The focus of the project will be to look at the different stages of Monkey and represent each one's values through their art style and musical choices. I will write a paragraph for each album cover and explain how the art and musical choice represents that stage of Monkey. This will be related to *Monkey* in the fact that I will represent the main character of the book in his different stages.

**Kristin Jansky**

Clark Street Community School: Bryn Orum & Robyn Roberts, Journey to the West  
*Fox* (Illustrated book) I made an illustrated book with heavy reference to *Monkey's* storyline. The setting and characters will differ, however. In order to accurately portray Monkey's story, I analyzed and translated the text into a new story, and captured Monkey's personality and actions with a new character. Strongly based off of the North American northern wilderness (forest critter characters, forest setting, etc).

**Brooke Larsen**

Clark Street Community School: Bryn Orum & Robyn Roberts, Journey to the West

*My Journey / Monkey's Journey* (Story cards) *Journey to the West* is a personal story that focuses on Monkey throughout his journey. For my project, viewers will see story cards. The focus of my project is to compare Monkey's journey to mine over the past two years.

**Sabina Mapp**

Clark Street Community School: Bryn Orum & Robyn Roberts, Journey to the West

*Creating a Dance Drama* (Dance choreography in artist book) For my project, I have choreographed a dance drama. I come from a dance background. I think it is an interesting example of a text translated to a medium I am familiar with. My process is documented in an artist book. My dance is based off of some key points from the text, from the birth of Monkey to the actual journey to India, assessing how it might look as a narrated dance.

**Zane Monroe**

Clark Street Community School: Bryn Orum & Robyn Roberts, Journey to the West

*Comparative Monkey: Video Game and Text Analysis* (Photo essay) My project is to compare the monkey depicted in the book *Monkey* to the characters based on monkey in two video games, *League of Legends* and *Smite*, and to compare the monkeys in those games to each other. I will primarily compare what abilities they have in each version, and compare their appearances in the video games.

**Torin Regan**

Clark Street Community School: Bryn Orum & Robyn Roberts, Journey to the West

*Chutes and Ladders, Monkey Edition* (Board game) My project is based on the board game *Chutes and Ladders*, modified to represent Monkey's journey. The basic rules of the game are: you roll a dice and move that many spaces. If you land on a ladder you climb, if you land on a chute/slide you go down. When you land on one of these spaces, there is a small graphic that goes with it. For example, if you hit a space with a ladder on it there is a graphic showing you doing something positive like cleaning or mowing the lawn. When you land on a space with a slide, it results in a picture of the character doing something negative such as breaking a window or drawing on the walls.

**Andrew Swanson**

Clark Street Community School: Bryn Orum & Robyn Roberts, Journey to the West

*Teen Monkey* (Storybook) My project is a creative story translation of *Monkey* based on Monkey's battle with Buddha. The story is about a teen that thinks he can sneak out without his parents knowing, but gets caught by his parents and then gets punished for sneaking out. This project explores my understanding and translation of *Monkey*.

**Dominique Taylor**

Clark Street Community School: Bryn Orum & Robyn Roberts, Journey to the West

*Under the Rock* (Mixed media) My project for *Journey to the West* is about how Monkey and I both became humble after being trapped under a rock for 500 years. The rock symbolizes the struggles during the hard times that we both had to conquer until the rock was lifted. The "before" rock shows behaviors and things that Monkey and I have been through. After Monkey and I were trapped for so long, I will have a full picture of Monkey and me with words describing how we became humble after being trapped. The final project is a visual and an artist's statement along with a personal narrative.

**Julian Tian**

Clark Street Community School: Bryn Orum & Robyn Roberts, Journey to the West

*Ruyi Jingu Bang* (Recreation of Sun Wukong's magical staff) What tool does Monkey use to (literally) shape his destiny? The tool that has allowed him to conquer a thousand foes, and was given to him by fate: his staff. The story of *Monkey* could not be possible without Ruyi Jingu Bang, his magical staff that can change sizes. If Monkey is a cultural revolutionary, then his staff is the tool he uses to

assert his ideas. I will be creating Sun Wukong's magical staff, and carving in it his storyline, starting and ending rock. The story will showcase the main events in the book, from his birth to his imprisonment.

**Taylor Wussou**

Clark Street Community School: Bryn Orum & Robyn Roberts, Journey to the West  
*Cultural Significance of Numbers in Monkey* (Infographics) My project focuses on the use of culturally significant numbers in *Monkey*. As someone who read the book with minimal cultural context, I was interested in how the numbers used were representative of Chinese culture. Viewers will see the numbers displayed with a description of their importance to the culture and story of *Monkey*.

**Lyd Young**

Clark Street Community School: Bryn Orum & Robyn Roberts, Journey to the West  
*Heavenly Times* (Newspaper) This newspaper's "breaking story" is about Monkey messing up the Peach Festival in heaven. All the other stories, advertisements and opinions belong to other deities in heaven.

**COCHRANE FOUNTAIN-CITY SCHOOL**

*Terri Karsten*

**Kyle Erickson & Noah Pronschinske**

Cochrane Fountain-City School: Terri Karsten, College Prep Literature  
*Journals for a Journey* (Bound journal) We wrote a journal for each of the four main characters, Tripitaka, Monkey, Pigsy and Sandy, after their first challenge together at the city of Crow-cock and after the end of the book. These journals are about how we think they feel about events that have recently happened and about the others in their party. They are designed to show how the characters have developed from the time that they first are all together to the end of their journey. The journals are eight in number and half a page in length.

**Breah Drazkowski, Brianna Beseler & Jordie Neitzel**

Cochrane Fountain-City School: Terri Karsten, College Prep Literature  
*Monkey Business* (Scrapbook) We made a scrapbook about the novel *Journey to the West*. We decided to include the characters and the plot of some important events from the book. We thought that a scrapbook would be a fun and creative way to show others our interpretation of the book. The main points we covered include Buddha and the Monkey mind, the birth of Monkey, and some important transformations that Monkey undergoes during his journey.

**Kerrigan Lyga, Meghan Pacocha & Reed Willadsen**

Cochrane Fountain-City School: Terri Karsten, College Prep Literature  
*Journey to the West vs. Modern Society* (Trifold poster board) Our project explores three different aspects of *Monkey*. Our three key points are teamwork as a means of overcoming adversity, second chances, and judgment. Each of the three points is analyzed based on how the lessons from the stories apply to modern society and how they don't apply.

**Alex Murphy, Cole Speltz & Riley Ruehmann**

Cochrane Fountain-City School: Terri Karsten, College Prep Literature  
*Monkey's Quest* (Travel diary) The project consists in creating a travel diary about Monkey's major adventures with Hsuan Tsang. It will take place from the moment when Hsuan Tsang and Monkey meet until they reach paradise. The journal will be in depth, on events that shaped Monkey's character, and written from Monkey's perspective. It will help to display his attitudes towards characters and events. The journal will shed light on aspects of the book that can be overlooked during the reading.

**Kaylie Tollefson and Kaleb Stoppelmoor**

Cochrane Fountain-City School: Terri Karsten, College Prep Literature  
*Primate and the Promised Land* (Board game) We created a board game out of plywood and paint. The point of the board game is to get your character piece to the Promised Land by rolling a dice



and moving the piece to the corresponding squares. Throughout the journey, you will be asked to pick up a situation card, which will be similar to the situations Monkey had to encounter. The theme of the game will be the path that Monkey and the other characters follow in the story.

## COMMUNITY HIGH SCHOOL

*William Harvill*

### **Taylor Odon-Jones & Myea Jackson**

Community High School: Jayme Timmons, English 12

*From Stone Egg to Hero* (Transparent art) For our project we are doing a transparent art interpretation of Chapter 1 in *Monkey*. The reason I chose to do this art project is because it forces us to think outside the box and create a unique project that features an in-depth meaning. My partner and I chose to recreate the first chapter because we this chapter shows the reader how Monkey was born, and what causes Monkey to be the character he is now. What we hope the audience takes from our project is that no matter where you were born, and what you've been through or what has happened in your past, you can ultimately find redemption and turn negative situations into positive ones.

## ELKHART LAKE-GLENBEULAH HIGH SCHOOL

*Lei Lund, Leslie Corbin & Nikolai Yasko*

### **Bella Cain, Lauren Schmitt & Parker Vollbrecht**

Elkhart Lake-Glenbeulah High School: Nikolai Yasko, English 10

*Monkey's Evolution* (Diorama) Our project shows scenes from the first eight chapters of the book. It represents how Monkey evolved, from the beginning when he was a stone to when he became king. We included a waterfall and pine trees to symbolize the different transitions.

### **Stephan Clemens**

Elkhart Lake-Glenbeulah High School: Lei Lund, College Credit English

*The Many Faces of Monkey* (Facebook page) I made a Facebook page for Monkey, adding a post for each of the 30 chapters in the book. If you start at the beginning, you can see Monkey's documenting many of the 81 adventures or "calamities" that he experiences on his journey to becoming a Buddha.

### **Erica Heinig & Monica Ruh**

Elkhart Lake-Glenbeulah High School: Lei Lund, College Credit English

*Monkey's Journey* (Mosaic) Our mosaic of stone, glass, and wood represents Monkey's literal journey to obtain the scriptures as well as his spiritual journey toward enlightenment. It includes some of the other characters who are instrumental in the journey and several important events.

### **Emily Holzmänn**

Elkhart Lake-Glenbeulah High School: Lei Lund, College Credit English

*Monkey's Life in Pictures* (Poster collage of drawings) Each of the drawings in my collage depicts some aspect of Monkey's life and journey. Start at the bottom center and follow the drawings counter-clockwise to see what Monkey experienced.

### **Emma Salzwedel**

Elkhart Lake-Glenbeulah High School: Leslie Corbin, Independent Study (GEAC)

*Calming the Monkey Mind* (Poster presentation board) The recent interest in mindfulness is the focus of my presentation board, which explores the connection between yoga, meditation, mindfulness, and Monkey's journey to Enlightenment.

**Ellie Salzwedel, Rachael Flora & Michaela Wallace**

Elkhart Lake-Glenbeulah High School: Lei Lund, College Credit English

*Quilting Our Way to the West* (Quilt) Our project uses different fabrics to show themes and scenes from *Journey to the West*. Each square shows different characters, scenes, and symbols from the story. In the center of the quilt is a quote from the Buddha that applies to the story in that, for Monkey, the journey during which he changes and grows, is more important than arriving at the destination.

**Nadya Siddique & Kaylin Kalbacken**

Elkhart Lake-Glenbeulah High School: Leslie Corbin, Independent Study (GEAC)

*Monkey's Misfortune* (Painting on canvas) Our picture, done on canvas, is an artistic representation of Monkey in Buddha's hand. It incorporates the Chinese writing of the *Journey to the West* text and a mandala representing the five elements.

**KOHLER HIGH SCHOOL**

*Kyle McGilligan-Bentin*

**Hank Biznek & Luke Silvestri**

Kohler High School: Kyle McGilligan-Bentin, AP Literature and Composition

*Journey to the West: The Board Game* (Integrated board game) We chose this project to explore the deeper meanings behind the text while providing a fun, complex game as a learning environment. Mirroring the story arch of the novel, we aim to provide a comprehensive analysis of key elements in the story while also allowing all participants to become engaged in a complex yet entertaining gaming experience.

**Avinash Murthy & Keith Baka**

Kohler High School: Kyle McGilligan-Bentin, Honors World Literature

*The Morality of Immortality and Resurrections* (iMovie) For our project on *Journey to the West*, we have debated the pros and cons of immortality and analyzed key aspects of the book. In order to complete the task, we have used iMovie and other Apple features to effectively debate and analyze the concept of immortality and the things that come with it. In debating immortality and resurrection, we are addressing two overriding motives of the book. To support our views, we will use evidence from various parts of the book creating an in depth, entertaining project.

**Larissa Paseta**

Kohler High School: Kyle McGilligan-Bentin

Piànzi (Oil painting in canvas) The title Piànzi translates as "trickster," and the painting is evocative of Sun Wukong's onerous journey to self-enlightenment. Alluding to the prominence of true will, I accented the color yellow in the background, to distinguish the focus on Sun Wukong. Born from an egg, Sun Wukong's birth parallels the birth of a bird. Manifesting a flight motif, the ability to fly elicits a higher state of consciousness, which is represented by the bird-like abstractions in the yellow abyss. Sun Wukong's hand painted intentionally larger than what would be situated in the realms of realism, correlating to the mudras in Buddhist scripture, which traditionally subdued one's "lower self." For Sun Wukong, his lower self surfaced with excessive pride and vanity. Peering into the distance, a desire is noted in Sun Wukong's facial expression; however, knowledge and dexterity accompany his will through the gripped wooden rod.

## LODI HIGH SCHOOL

Carrie Kerska

### **Anya Armbrust, Megan Damit, Veronica Hendren, Jared McCracken & Riley Persike**

Lodi High School: Carrie Kerska, Honors World Literature and Composition

*Monkeying Around the Classroom* (Children's Book) The project that we made simplifies and analyzes the main ideas of *Monkey* in the form of a children's book. The book has illustrations and dialogue to represent important circumstances and events throughout the book. Additionally, one of *Monkey's* morals - change your habits, change your future - is clearly shown in the children's book. The object of our book is to show this important lesson taught through *Monkey*, but also to claim that the book is not just about the companions traveling to get scriptures from India. The story suggests that no matter who you were or what you did in the past, it can be fixed or changed by your actions and lead you to a better future.

### **Casey Breunig & Carter Breunig**

Lodi High School: Carrie Kerska, Honors World Literature and Composition

*The Bettering of Self through Travel* (Slideshow Presentation) Our project is a presentation focused on how *Monkey* has become a better person from his traveling. We relate to this because of our trip to Germany this past fall. We went on a 3-week exchange trip to Treysa, Germany. This was an amazing experience and has made us better people. *Monkey* has also become a better person after travel.

### **Elise Cutsforth, Anna Harmon & Celia Woessner**

Lodi High School: Carrie Kerska, Honors World Literature and Composition

*If the Characters of Monkey Had Facebook Accounts* (Web) We made Facebook accounts for some of the characters from *Monkey*. The characters include the four pilgrims and Buddha. We analyzed the characters and how they reacted to events in the story in order to make status updates, comments, pictures, and messages from character to character. We thought it would be interesting to view such an old story in a modern way such as social media.

### **Callie Koziol & Jennifer Wideman**

Lodi High School: Carrie Kerska, Honors World Literature and Composition

*Monkey's Journey* (Game) Players will follow *Monkey* through his journey and compete with one another to be the first one to retrieve the scriptures and return home. Cards have text comprehension questions, trivia about that time period, and quotes from the novel. The difficulty of the card correlates to the number of spaces the player is allowed to move. Along with questions, there are a handful of cards in the deck that explain a setback *Monkey* experienced along his journey and tells the player to move backward a specific number of spaces or to a marked spot on the board. There is no penalty for getting a card wrong; it is simply the next player's turn to draw. The first player to get their game piece to the finish, is the winner.

### **Antonia Langowski, Meg McIntyre & Katie McChesney**

Lodi High School: Carrie Kerska, Honors World Literature and Composition

*The Yin and Yang of Monkey* (Mixed media) Our project, named "The Yin and Yang of *Monkey*," is the Yin and Yang sign of Taoism representing the good and bad characters from the story. We chose the three disciples of the journey because they have the most personality and individuality. Taoism is an important religion in the story, always making a way into the main plot. We chose this theme for our project because it is important for character background and understanding religious points of views.

### **Bailey Leckwee, Riley Leckwee, Micha Avila & Nichollette Volle**

Lodi High School: Carrie Kerska, Honors World Literature and Composition

*Religion: Then and Now* (Poster Board) Our project is a trifold poster that shows an analysis of how religion shaped the lives of Chinese people during the time the book takes place, the Tang Dynasty, compared to how religion shapes the lives of Chinese people now. Along with the poster are 4

paintings: one that relates to Buddhism, one that relates to Confucianism, one to Taoism, and one that connects them all together.

**Maddie Lee, Justine Morgan, Mai Ling Ness & Paige Vanderwerff**

Lodi High School: Carrie Kerska, Honors World Literature and Composition

*Transformations of Monkey* (Diorama) This project comprises five scenes from *Monkey*. These will analyze the transformations Monkey goes through, and their significance in the novel. The first scene illustrates Monkey's emergence from the rock on the Mountain of Flowers and Fruits. The next transformation happened when Monkey passed through the waterfall and became the Handsome Monkey King. Monkey then travels to the Divine Cave of Three Stars to seek Enlightenment from the Patriarch Subodhi. After Monkey fails Buddha's challenge, he is punished and put under the Five Element Mountain until Tripitaka retrieves him. Finally, Monkey becomes a priest and travels along with the scripture seeker.

**Kyle Lee, Robby Hatch & Jacob Heyroth**

Lodi High School: Carrie Kerska, Honors World Literature and Composition

*Monkeyland* (Board game) We have created a board game modeled on the game "Candy Land." It goes along with Monkey's journey, and highlights the most important places and events in the novel. For example, one of the lands that you have to travel through is modeled after where Monkey and Tripitaka ran into Pigsy. It is a two-to-four person game and the objective is to collect the sacred scriptures on your journey and return home safely.

**Paige Milne, Matt Collins, Clare Joutas & Zach McManamy**

Lodi High School: Carrie Kerska, Honors World Literature and Composition

*The Land beyond Fruit and Flowers* (Narrative map/sculpture) The characters of the book *Monkey* have very distinct personalities that develop over time. Sandy, Monkey, Tripitaka, and Pigsy each come from very different, unique places. They encounter several formative landscapes and peoples throughout the story. We decided to make a narrative map in order to explore and explain how the geographical landmarks coincide with and influence the characters and their personalities.

**Natalie Purtell, Sierra Furger, Paige Goethel & Sarah Bock**

Lodi High School: Carrie Kerska, Honors World Literature and Composition

*A Look Into Clothing Around the World* (Clothing analysis slide show) Clothing during Tang China was very different but could also be similar to what we have now. We compare the traditional clothing Monkey and his colleagues would have worn with contemporary Chinese and Western clothing. Silk, cotton, polyester, etc. have all the same ideals, but totally different uses then and now.

**Dominic Scola, Amber Richter & Max Barreau**

Lodi High School: Carrie Kerska, Honors World Literature and Composition

*Xuanzang Route* (Map) We explored the Google Maps rendition of Xuanzang's original itinerary and organized them in stages. We focused on two locations and researched them in detail (country, jurisdiction, population, language, and customs), and created a map with our locations and included our information on them. Also, we read the correspondent selections in Xuanzang's report.

**Kaylyn Stephens, Lizzie Anthon & Peyton McHenry**

Lodi High School: Carrie Kerska, Honors World Literature and Composition

*Scenery Paper Quilt* (Mixed media) For our project, based on *Monkey*, we made a paper quilt. We have 20 pieces of paper illustrating different scenes from the book. Underneath the illustration, on each piece of paper, we have a summary on what it. Once all 20 pieces of paper were done and ready to be made into a quilt, we hole-punched each side of the papers in order to connect them. We then connected them with colorful yarn for more color on the quilt.

**Kieran Surges**

Lodi High School: Carrie Kerska, Honors World Literature and Composition

*Monkey Business* (Video game) *Monkey Business* is a small game depicting the backstories and main story in an abridged form. It is an RPG, turn-based game where you can play as all the characters and will be the leader of the whole party. It is also a combat based game, where you can gain experience

and items through combat. Each character has a different role, making you unable to leave them behind. It simplifies the events, making them memorable while you learn.

**Jared Swadley, Brandon Steiger, Brad Schoenemann & Matthew Lins**

Lodi High School: Carrie Kerska, Honors World Literature and Composition

*Geography of China* (Topographic Map) Our project primarily consists of a map that displays the journey of Monkey and the other scripture seekers effectively and creatively. Our map shows the location of different events from the story and helps explain the time and effort needed to traverse the landscape. Our project helps the average reader understand better the size and geography of Asia, which in turn will enrich their understanding of *Monkey*.

**Amelia Thompson**

Lodi High School: Carrie Kerska, Honors World Literature and Composition

*What's in a Name?* (Book) This project shows an analysis of Monkey through the names he has chosen himself and names given to him. The analysis is presented in book form so Monkey's journey can be seen as a story of character development. The book takes you from the beginning of Monkey's existence, through the journeys he has participated in, and ending with the conclusion of his journey back home from India, all the while analyzing how Monkey's identity has changed through his different names.

**Bo Zander, Jacob Harland, Justin Gorton, Branden Errthum & Trevor Joachim**

Lodi High School: Carrie Kerska, Honors World Literature and Composition

*Monkey's Influence on Video Games* (Research and Presentation) *Monkey* has had many influences on modern media. The branch of media we have selected to focus on is video games, because the story has been very influential there. There are video games completely focused on replicating his journey, whereas others include aspects such as being able to play him or use his magical powers. Our goal was to research many different game titles and how they are related to Monkey as well as why Monkey has had such a large influence on them.

## MADISON COUNTRY DAY SCHOOL

*Evelyn Lasky*

**Carl Ashworth, Bethany Astor, Sam Dreyer, Colin Green**

Madison Country Day School, Ms. Lasky, English 9

*Monkey's Journey* (Board game) Our interactive board game represents Monkey's travels throughout the story. The object of the game is for players to collect the skills to become immortal and obtain the Holy Scriptures without being imprisoned by the Jade Emperor. Complete immortality is the end. We chose to make a board game because we thought it would best represent his adventures in a fun, creative, and interactive way.

## MADISON EAST HIGH SCHOOL

*Amy Isensee, William Gibson, Sarah Motl, Judy Gump, Claudine Clark & Yuli Xing*

**Elsa Ackerman, Emma Cruz, Clare Mazack & Marisa Williamson**

Madison East High School: Sarah Motl, World History Honors

*Heroes Within Journey to the West* (Multimedia presentation) Our project explains the strengths and weaknesses of the four major characters throughout *Monkey* using multiple art forms such as stop motion, collage, and illustrations. The personalities of Monkey, Tripitaka, Pigsy, and Sandy are revealed through each group member's personal interpretation of the text. Together, the four art forms come showcase the key personality traits that help the whole group on their journey.

**Rosalind Ager**

Madison East High School: Sarah Motl, World History Honors

*The Journey Underwater Diorama* (Diorama) This hand-crafted diorama represents scenes from the time in the novel when Monkey, Tripitaka, and Pigsy spend travel underneath the mysterious depths of the ocean. The diorama will include replicas of the mighty dragon king, his people, Monkey, Tripitaka, and Pigsy, and other main characters from these scenes. The diorama will be hand painted and crafted and there will be extensive detail to portray the beautiful underwater hidden kingdom, as adorned in the novel. Figurines of the characters will be created as replicas. As well as a description of the special powers Monkey used when he was underwater.

**Isaiah Agnew, Sam Bauman, Jules Eicher, Koby Seaborn & Atticus Sutherlin-Sovern**

Madison East High School: Sarah Motl, World History Honors

*The Evolution of Monkey* (Art/3D design) Our project shows each of Tripitaka's companions before and after they encounter him. We have done so by creating a two-sided painting for each of the three companions who will, from one angle, show the follower before their salvation by Tripitaka, and from another one, show them in servitude to Tripitaka.

**Oscar Anderson**

Madison East High School: Sarah Motl, World History Honors

*Ethics of the Monkey King* (Sculpture) My project is a critique of how Monkey deals with other people. Because Monkey has a tendency to handle other people in less than a peaceful manner, the centerpiece of my project is Monkey's weapon: an iron pillar. I machined it out of hot-rolled steel. The "golden clasps" are made of polished brass and threaded onto the ends. It represents the way in which Monkey handles those who give him trouble, which often involves fighting.

**Ruben Arndt**

Madison East High School: Yali Xing, FLS Chinese

*An interpretation of Monkey through Calligraphy* (Painting) These somewhat abstract pastoral and epic landscape paintings with calligraphy on top represent aspects of Monkey and his story.

**Livia Arneson & Inez Dufresne**

Madison East High School: Amy Isensee, AP Language and Composition

*Great Sage Equal to Heaven* (Visual art) Our project works to depict Monkey's actions, personality, and emotions throughout his journey. We created a visual to analyze Monkey's character.

**Coleman Besmer**

Madison East High School: William Gibson, World History Honors

*Journey to Now* (Poem) A poem detailing both the storyline from the point of view of Monkey and his impulsive nature, while also touching on the themes throughout the story and how we can relate to these themes in today's world.

**Quinn Buob, Justine Mattson & Miranda Murphy**

Madison East High School: Sarah Motl, World History Honors

*The Symbolic Monkey* (Baking) Our project represents key scenes and symbols that are present in *Monkey* in a two tier cake. The top of the first tier represents a scene from the book that we find very interesting which took place during the journey. The sides of the top and bottom tier have many symbols and objects that are relevant to the story. These show Tripitaka and his disciples, and the journey they took with the reward for completing their mission. In the background, a poster accompanies the cake to describe the various symbols and scenes presented. We made this cake to show the highlights of the book in a fun and edible way. Finally, cupcakes surrounding the cake are for consumption and are decorated with more symbols and objects from the book.

**Juan Cadena & Javier Xelhua**

Madison East High School: Judy Gump, AP Language and Composition

*A Monkey's Tale* (Poster) This poster artistically depicts the adventures of Monkey in chapters one through seven.

**Rose Caplan**

Madison East High School: Judy Gump, AP Language and Composition

*The Path to Enlightenment* (Ceramics) This project is a low, wide ceramic bowl. This piece features Monkey's journey etched out on its rim with a graffito technique.

**Lauren Clemment**

Madison East High School: William Gibson, World History Honors

*The Way of Monkey* (Poster of drawings) *The Way of Monkey* is a poster of several drawings of the main character, Monkey. The drawings are based on important parts in Monkey's life and journey. These drawings portray different sides of the powerful Monkey, and show a life that can be redeemed through decisions and hardship. Also, highlights of my interpretation can be looked at and compared to real life situations - a connection between Monkey and yourself. Colors in this poster can be interpreted in different ways as, red, can be a symbol of fire or love, etc. Drawings on this poster are organized to show parts of the journey as it evolves over time.

**Binta Diallo**

Madison East High School: Judy Gump, AP Language and Composition

*...In Your Words* (Journal/photographic census) This project consists of me asking questions that are related to the book *Monkey* to multiple people and writing down their responses. Also a picture of the person, capturing their essence in that particular time, will be presented. This will help define the understanding of the novel, in other people's eyes. Their responses can be compared to or contrasted with Monkey's own thinking and/or actions throughout the story.

**Anthony DuPre**

Madison East High School: Sarah Motl, World History Honors

*Poems of Monkey: Journey to the West* (Poems) My project consists of multiple poems describing *Journey to the West* and its central characters, most prominently Sun Wukong (Monkey King), Sha Wujing (Sandy), Zhu Bajie (Pigsy) and many more characters and stories that show my appreciation of *Journey to the West* and its timeless, universal themes of redemption, determination, and hope. My project shows the unique beauty of Sun Wukong's journey to achieve immortality and what the journey means to me.

**Marjory Flores, Kyra Killian & Nicolas Dupaty**

Madison East High School: Amy Isensee, AP Language and Composition

*Monkey Mural* (Cut-out and questioning/commenting booth) Our project is a monkey cut-out that analyzes the many aspects of Monkey's character in a fun and interesting way that will break it down enough so the viewer can easily understand who Monkey is and better understand why he makes the decisions he does. There is an accompanying poster where students can ask any question or say what they've really been wanting to say to Monkey this whole time.

**Conan Fox, Brian Lee & Terry Green**

Madison East High School: Amy Isensee, AP Language and Composition

*Monkey Lounge* (Card game) Our project is based on an epic card game where two players have a deck of twenty cards and battle each other. Each card represents key characters, minor characters, and key events that appear in the book. This strategy-based card game will help provide people with the story in the book itself for those that have not read it.

**Madison Fuller, Asher Jacobson & Nathaniel Chusid**

Madison East High School: Yali Xing, FLS Chinese

*The Desire for Endless Life* (Sculpture) Our piece is a somewhat abstract art sculpture representing the temptation/desire for immortality and the difficulty to obtain it. A brief version of our views on the Monkey King's search for immortality accompanies the work.

**Christy Gonzalez**

Madison East High School: William Gibson, World History Honors

*The Immaculate Conception of Monkey* (Papier mache) *The Immaculate Conception of Monkey* is a project constructed to reconsider the birth of Monkey. This will represent the process of Monkey's

birth and the start of his journey. My piece displays the compact yet meaningful purpose of his birth. Every detail added to this artistic piece is intended to enhance the meaning of the birth of our wonderful hero.

**Craig Grindrod**

Madison East High School: Judy Gump, AP Language and Composition

*The Crimes of Monkey* (Drawing) This project depicts Monkey trapped beneath the rocks after Buddha won the bet. Each rock will have a drawing of one of the crimes or misbehaviors that contributed to Monkey being eternally trapped. This symbolizes the fact that Monkey trapped himself there through his poor behavior, not because of Buddha.

**Joey Grindrod**

Madison East High School: Amy Isensee, AP Language and Composition

*Lessons of Monkey: Visualization and Essay* (Poster board) *Journey to the West* is a very dogmatic piece, focusing around major themes such as greed, enlightenment, subversion of authority, and immortality. This project attempts to visualize these themes and find their origin via the historical context of *Journey to the West*. This project features four minimalist, color-heavy digital paintings and short essays for each aforementioned theme.

**Abeer Harfi, Noor Hinawi, Fatima Manneh & Muhammed Barrow**

Madison East High School: Claudine Clark, Facilitated Language Study

*Journey to the Sea* (Board game) This game represents the Monkey King's journey to the sea to get the staff. When Monkey was down in the sea, he was quite disrespectful and the dragon had to call upon dragons from nearby seas. After Monkey's reaction, the dragons decide to report to the Jade Emperor. The objective of the game is to reach the Jade Emperor and report Monkey's actions.

**Paige Hergenrother, Nicole Bowden & Maddy Paulson**

Madison East High School: Judy Gump, AP Language and Composition

*Monkey Activity Book* (Activity book) Our project is an activity book that contains crosswords, word searches, coloring pages, mazes, and other activities related to *Monkey*.

**Mika Hoecherl**

Madison East High School: Judy Gump, AP Language and Composition

*Five Pillars* (Interactive statue) This project is a large model of the five pillars at the end of the world that Monkey comes across when he attempts to jump off the Buddha's hand. Viewers will be asked to write their own message on the pillars as if they had just reached the end of the world. What would you do if you had the overconfidence of the Monkey King? Does it matter if none of us can ever truly escape the reach of our world?

**Lucy Jackson**

Madison East High School: Judy Gump, AP Language and Composition

*Understanding Monkey's Ways* (Poster board) This project features key events that happen in *Journey to the West* and analyzes why they were important. I tie them all back to answering the question: Are Monkey's ways good or bad? The key to understanding the character of Monkey is seeing that Monkey means well, but often does not show it.

**Sydney Jan & Fernanda Torales**

Madison East High School: Sarah Motl, World History Honors

*Monkey and His Journey* (Ceramics) This project includes two ceramic pieces, one representing the Monkey King and how we perceive him as the warrior he makes out to be, the other a vase representing symbols from his journey and pursuit of immortality.

**Kate Jasenski**

Madison East High School: Sarah Motl, World History Honors; Yali Xing, FLS Chinese

*Great Sage Equal to Heaven Stands at the Edge of the World* (Multimedia) My project consists of three multimedia boards (mainly soft pastels) that depict scenes from the book. The middle one shows Sun Wukong when he attempts to jump out of the Buddha's hand and finds himself at the edge of the galaxy, yet still in the palm of Buddha. This shows the overarching theme of harmony in *Monkey*:



everything in the world is joined to each other and no matter what position you are or believe yourself to be, you cannot escape this interconnected web. The two-side panels show other motifs present throughout the book. Over the images are relevant quotes from the book written in Chinese calligraphy.

**Lily Jansen, Fiona Wolfe & Wei Li Werner**

Madison East High School: Amy Isensee, AP Language and Composition; Yali Xing, FLS Chinese

*The Pursuits of Immortality* (Visual mobile) This project makes parallels between Monkey's pursuit of immortality and important historical figures who also sought immortality. Examples such as Ponce de Leon and Qin Shi Huangdi are revealed as seekers of immortality. The medium of a mobile is used to represent Monkey's ability to fly on clouds in heaven.

**Jonah Jossart & David Kwong**

Madison East High School: Amy Isensee, AP Language and Composition

*Journey to the West, Mapping the Socio-Political Landscape of The Ming Dynasty* (Poster)

*Journey to the West, Mapping the Socio-Political Landscape of The Ming Dynasty* explores the relationship between the political environment of the Ming Dynasty and *Journey to the West*. Monkey is the literary representation of this rebellious spirit. This is illustrated by his defiance of heaven. Since the Chinese believed in the Mandate of Heaven, which considered the emperor the ruler of heaven and earth, Monkey's actions could represent rebellion against the emperor. The Ming's concern was not ill placed; in 1644 the Capital Beijing fell to rebels and the Ming Dynasty collapsed. Published c. 1592, *Journey to the West* was a product of its time, but its message is timeless.

**Julian Kern Steffen, Riley Neckermann, Bailey Sargent & Alex Sanniov**

Madison East High School: Sarah Motl, World History Honors

*The Holy Cudgel* (Sculpture/poster) We have recreated the staff from *Monkey* using a pipe and other materials. It is inscribed the same as in the book. We have included a scroll hanging from the top to represent the relevance of the scriptures that the protagonists retrieves. We have illustrated Monkey's development throughout the book, detailing his identity as the story develops.

**Amanda Ketterer**

Madison East High School: Judy Gump, AP Language and Composition

*The Journey of Being* (Photo series) This project is a human reflection of the struggles and successes that Monkey experiences throughout his journey. Each of the seven photos corresponds to one of the first seven chapters of the book. Every photo expresses that the core ideas and lessons in Monkey's life can be tied into the life of any individual, no matter how ancient or current and no matter how evil or vulnerable.

**Sophia Klimowicz**

Madison East High School: Amy Isensee, AP Language and Composition; Yali Xing, FLS Chinese

*Monkey's Greed* (Poster) This project explores Monkey's characteristic tendency toward greediness and unethical behavior in his life. Monkey's antics, although they take place in a fantastical world, are easily explained by modern research that defines human inclination toward greed. Through these lenses, the project examines the many similarities between Monkey's true nature and the nature of human beings today, and how Monkey is a manifestation of the possibility of immorality that exists within us all.

**Cheyenne Koran**

Madison East High School: Amy Isensee, AP Language and Composition

*Artistic Explanation of Monkey and Teachings* (Visual art) This project is a mosaic expressing Monkey and the lessons implied throughout the book. Depicted are Monkey's characteristics/personality and how they impact the lessons learned. I chose to do a mosaic because usually when people are incorporated in mosaics it means they are a person or character of importance and I plan to artistically express how high Monkey is held up.

**Michelle Ledesma & Savana Halverson**

Madison East High School: William Gibson, World History Honors

*你是龍 (You Are the Dragon)* The story about *Monkey* has been immersed in Chinese culture. As a result, we wanted to explore other expressions of Chinese culture and merge the two. Our Chinese Dragon portrays highlights of Monkey's journey in pictures along the body of the dragon. We chose this project hoping it would help portray its significance and hopefully capture aspects of the book that mirror our own odyssey through life.

**Teddy Lee**

Madison East High School: Yali Xing, FLS Chinese

*The Modern Monkey King* (Poster) My project is a poster about the Monkey King and how he is portrayed in modern media, such as movies, video games and books. Besides mainstream media, Eastern media and Western media portray the Monkey King very differently.

**Olivia Lee, Morgan Merline & Calista Shirley**

Madison East High School: Sarah Motl, World History Honors

*Tales of Monkey* (Art) For our representation of *Monkey (Journey to the West)*, we have implemented our use of art and creativity to portray the life of Monkey. We incorporated a visual representation of Monkey. At the base of the project we created a papier-mache monkey with a wire frame. The monkey and its size represents the importance of his character. Its outermost layer is decorated with multiple different adventures Monkey takes on throughout the book. Near the statue of monkey we have a set of Buddha prayer flags with the descriptions of the multiple adventures he has been through. All together the project shows the struggles and challenges Monkey has faced and how he overcomes them with the help of his closest friends and leaders.

**Kevin Leuxay & Pang Dee Thao**

Madison East High School: Amy Isensee, AP Language and Composition

*Monkey versus Dragons* (Artwork) Our project is a piece of artwork that displays when Monkey goes to demand armory from the dragon king and his brothers from the Southern, Northern and Western seas. This behavior foreshadows the behaviors he displays in future chapters; it shows that Monkey will not take no for an answer. It also shows the demanding and rebellious aspects of Monkey's personality.

**Sasha Lewis-Norelle**

Madison East High School: Amy Isensee, AP Language and Composition

*Path of The Monkey* (Interactive activity) My project highlights the major decisions made by Monkey and offers alternative choices. The viewer can decide which decisions Monkey should make and see how these decisions would have affected his future.

**Kendra Longoria-Myadze, Vickira Hengst & Taya Grahn-Galloway**

Madison East High School: Judy Gump, AP Language and Composition

*Monkey Power* (Collage) Our project uses a collage to depict Monkey's divine power. We used a cluster of picture cutouts to represent Monkey's cocky ego and to show a couple of his known and repetitive tricks: his ability to make little armies from his hair and his superb jumping skills.

**Tessa Lynch**

Madison East High School: Sarah Motl, World History Honors

*Westward Traveling Calendar* (Decorated and marked calendar) Westward Traveling Calendar is a calendar with important days and seasons of the Westward Travel marked. Each page will contain a visual representation of an important and significant scene from *Monkey*. There will be at least one visual representation of the four travelers Tripitaka, Monkey, Pigsy, and Sandy. The front page of the calendar will show a map of Asia with their trail marked clearly. Days of the year or seasons are marked and their importance explained. This calendar shows the progress of the journey, significance of events, and the impact of seasons on the journey.

**Evann Marbán**

Madison East High School: Sarah Motl, World History Honors; Yali Xing, FLS Chinese  
*Monkey and Buddha* (PowerPoint) This project is a PowerPoint that focuses on one different aspect of *Monkey* and is translated in Mandarin Chinese, Spanish, and English. I translated my presentation into these three languages due to the fact that these are the three most spoken languages in the world. The translations were done so I can show the different meanings each language has for the same scripture. The aspect I focused on in this book is the fight between Monkey and Buddha. This is an important part of the story because it is the first time Monkey was stopped and punished for his wrongdoings. And the passage in the book implies that even a powerful being will have to pay for his or her actions sooner or later.

**Anna Massey**

Madison East High School: Amy Isensee, AP Language and Composition  
*America, The Land of Greed* (Collage) This project draws parallels between *Monkey* and modern day America by exploring the different aspects of life in which Americans are not satisfied. Throughout the book, Monkey is given various types of power, but he is never satisfied; he's always left wanting more. In our society today, many people have the same mentality, which is that in this life materialistic possessions will never be enough.

**Justine Mattson**

Madison East High School: Amy Isensee, AP Language and Composition  
*The Mentality of Monkey* (Drawing) *The Mentality of Monkey* depicts the world within Monkey's mind in several levels as we see his unstable personality develop. In the center is Monkey, representing his self-focus. In the following area are his weapons and robes, showing his confidence, power, and achievements. Beyond that, Monkey's followers can be seen. They play an essential role in building Monkey up and validating him as a leader. In the next layer, there are scriptures characters have read and the lessons they learn. These play a crucial role in Monkey's development from the beginning to the end of the book. Further out still, there are the characters of heaven, those who for so long refused to validate his power and actions. This portion shows the instability of his genius. He knows that he holds great power in the beginning of the book, but still, like an eager child, needs the approval of those whom he recognizes as powerful. Finally, along the outer most edge there is darkness (the unknown) that Monkey denies as best he can. He fears what he does not know, but is also unwilling to deal with it, so he pushes it to the outermost corner of his mind.

**Kareem Mayouf**

Madison East High School: Amy Isensee, AP Language and Composition; William Gibson, World History Honors  
*Monkey's Twitter* (Social media blog) *Monkey's Twitter* is a contemporary interpretation of Monkey's story via social media. The blog describes Monkey's story the same way a narcissistic twitter user would describe his/her day-to-day life. In the book, Monkey at first seems unrelenting and self-centered because he only wants to satisfy his own demands and wants. The twitter blog models that constant craving of attention that Monkey indulges in throughout the book. Using a collection of Twitter posts, images, and direct quotes from the book, I constructed what Monkey's Twitter might look like if Monkey had access to the technologies we have today.

**Maggie McGlenn**

Madison East High School: Sarah Motl, World History Honors  
*Monkey and Monk Robe* (Handmade costume pieces) *Monkey* contains two subplots; one of some historical accuracy, the other of fantasy. I made two costume pieces to represent these two plots. The first piece is a historically-accurate monk's robe to symbolize the historic part of the book about Xuanzang's journey to retrieve the Buddhist scripts. The second piece is an interpretive costume piece to mimic something that Monkey would have worn. This piece symbolizes the fun, whimsical, and cultural influences of this book.

**Hanna Mitchell & Lanier Walls**

Madison East High School: Judy Gump, AP Language and Composition

*Monkey graphic organizer* (Poster board) This project is a graphic organizer providing a summary, rhetorical strategies found in the text, and analysis of the theme of identity in the book.

**Fiona Mulhern**

Madison East High School: Amy Isensee, AP Language and Composition

*Monkey's Abuse of Power* (Visual web) This project seeks to explore the constant satisfaction that Monkey receives throughout the story when he wants something. Though other characters don't see him as someone who is deserving, his immortality and upper status allow him to go through the world on a pedestal. This web connects Monkey's abuse of power to modern-day and historical figures who do the same.

**Lydia Myer, Evelyn Doolittle, Jenna Sexson & Celia Luner**

Madison East High School: Amy Isensee and Judy Gump, AP Language and Composition

*Stone Sins* (Visual art) A variety of Monkey's character flaws are introduced throughout his journey. This project is an attempt to interpret these flaws and depict them in the form of the seven deadly sins. Seven Monkeys will be portrayed with symbols from the story with the intention of alluding to specific moments where Monkey embodies each of these sins. This is done in an attempt to break down Monkey's flaws to further understand what makes up his character and what he's meant to embody.

**Lisette Navarro, Juan Munoz & Kasey Tecuanhuehue**

Madison East High School: Amy Isensee, AP Language and Composition

*The Trump Monkey* (Poster) Our project is a metaphorical depiction of Donald Trump representing Monkey and how they are alike. Donald Trump, having success in the television business and other venues, always gets what he asks for. Monkey does the same thing; he asks for things until he is satisfied. Donald Trump is more about himself than trying to help other people or even worrying about them, like Monkey. Finally, Monkey tried to become the "king/ruler" of the people and Donald Trump right now is trying to do the same thing.

**Zachary Newman**

Madison East High School: Judy Gump, AP Language and Composition

*Massively Monkey Role-Playing Game* (Game) This project modifies the classic RPG *Dungeons and Dragons* to illustrate the similarities between *Monkey* and another archetype of the hero's quest.

**Sean O'Brien**

Madison East High School: Judy Gump, AP Language and Composition

*The Spirit of the Monkey King* (Ceramic sculpture) This sculpture depicts the moment of the Monkey King's emergence from the stone egg. Though he has just hatched, he will be shown with his circlet and staff, key aspects of his character.

**Ethan Olson, Ludovic Wedge & Henry Gibson**

Madison East High School: William Gibson and Sarah Motl, World History Honors

*Map of the Journey* (Map) In *Journey to the West*, Monkey goes through many challenges that end up creating the way he is later on in the book. This project is a plan that shows the journey that Monkey goes on, and also a representation of the objects and other living things he faced, in drawings. We will show the physical map, and their pathway along their journey. Additionally, we will show some of the adversities they faced.

**Julia Paella, Lucy Soth & Sophie Mager**

Madison East High School: William Gibson, World History Honors; Claudine Clark, Facilitated Language Study

*The Notebook* (Artistic analysis) The project is a notebook with excerpts from the book *Monkey*, by Wu Ch'êng-ên, alongside artwork, maps following the journey, and an original analysis of the text. The

notebook is an artistic and critical analysis of the book *Monkey (or Journey to the West)*. Using paintings, lyrics, and original works, this project is intended to convey *Monkey's* place in ancient and modern cultures.

**Lee Pao Yang**

Madison East High School: Sarah Motl, World History Honors

*The Adventure of Monkey* (Poster) My project is about Monkey and his journey to the west along with Tripitaka, Pigsy, and Sandy. However many of the characters in the book are also on the poster. The poster shows Monkey's evolution from when he was born out of the rock to when they reach India. It shows how much he has changed while traveling. The poster also contains some of the villains they run into and how those combats unfolded. The poster is front and back. The front contains the characters and the back the conflicts they run into.

**Emily Patzer, Mwezi O'Malley & Lily Anderson**

Madison East High School: Sarah Motl, World History Honors

*Monkey's progression tree* (Symbolic tree sculpture) The rocks surrounding the base of the tree are a symbolic representation of the rocks that play a prominent role throughout the book such as the birth of Monkey out of a rock as well as his punishment from Buddha. When Monkey was born he was like a blank canvas. His journey up the tree represents his experiences throughout the book and how they change his values. As Monkey gets closer to where the tree's branches connect to the trunk he becomes more and more developed. This represents how the other characters in the book play a role in the progression of Monkey's being. As Monkey moves up the tree you will notice the quotes engraved into the tree's surface. These quotes represent Monkey's progress. The limbs of the tree contain the characters that supported Monkey. These branches are decorated with flowers that represent the culture as well as the beauty of this ancient folk tale.

**Makhi Perdue**

Madison East High School: William Gibson, World History Honors

*An Unforgettable Journey* (Sestina) My sestina is a summary of Monkey's perspective of the journey, his responsibilities and his choices. The sestina summarizes the entire journey and shows how Monkey helped and/or harmed the journey.

**Sergio Perez**

Madison East High School: Amy Isensee, AP Language and Composition; Claudine Clark, Facilitated Language Study

*Birth of a Monkey with an Unquenchable Hunger* (Comic/visual art) My project is a short comic story based on the first couple of chapters in *Monkey*. It starts off with the birth of Monkey from a magic stone. It then follows his journey to satisfy his "unquenchable hunger and greed," but in the end always wanting more. This comic brings up the question: is Monkey a good or bad role model for teaching children values?

**Ethan Price & Hayden Cohan**

Madison East High School: Sarah Motl, World History Honors

*Rising Above* (Sculpture) We have crafted a sculpture of Monkey out of stone and other earthen materials. Monkey was born out of a rock, a blank slate in the world. Throughout his life some people make a large impression on Monkey and shape him into the creature he becomes. We display this through sculpting and chiseling Monkey, as it shows how Monkey begins as stone, but then changes greatly. His adventures and encounters teach him lessons that shape him into the creature he ultimately becomes, just as we have done with our sculpture. Before he receives penance, Monkey has a temper tantrum. He is very impulsive and is subject to his own moody violence. Throughout the book he learns how to put his emotions aside and act in accordance to the heavens. Near the middle of the journey to India, Monkey learns how to handle the problems of the villages he and his associates enter without acting rashly. Monkey rises above the problems of mortals, and throughout his journey, he learns manners, respect, obedience, and other important lessons. We show this through the process of creating of our sculpture of Monkey and how we eventually shaped him into our final product.

**Stella Ramsey, Petra Jungbluth, Jane Hobson & Eliza Meyer**

Madison East High School: Sarah Motl, World History Honors

*Journey to the West* (Coloring Book) The *Journey to the West* coloring book is a visual depiction of Monkey's journey. It includes depictions of the main characters in the book including Monkey, Pigsy, Sandy, Buddha, the demons, the Gods, and others. Also portrayed in the coloring book are major scenes from *Journey to the West*, including the battles that Monkey had against demons and other experiences he learned lessons from. With this coloring book, we hope to teach participants about this tale that is well known throughout China in a way that is interactive and fun.

**Madison Redding, Cecilia Monroy & Grace Link**

Madison East High School: Amy Isensee, AP Language and Composition

*Monkey Timeline* (Poster) Our timeline analyses the plot of *Monkey* and events happening in China and the world corresponding with the time period of *Monkey*. The timeline covers the Ming Dynasty, which stretched across the 16th century, and shows how Monkey evolves throughout the first seven chapters.

**Sam Redemann & Joseph Terranova**

Madison East High School: Sarah Motl, World History Honors

*Questing Westwards* (Board game) Our project is a whimsical and accurate board game depicting the challenges faced by the travelers in the book *Journey to the West*. This game mimics the travels of Tripitaka and his followers from China to India to retrieve the Buddhist holy texts. The players can play as any of the four adventurers, Tripitaka, Monkey, Pigsy, or Sandy. The players roll the dice to see how far they move and attempt to reach the end of the board (India). The players may land on spaces that force the characters to draw cards, these cards have things that happened to the group and may help or hurt the player in different ways depending on what player they are playing as. This game will educate players on the different challenges the group faces on their journey in a fun way.

**Aphy Rishel**

Madison East High School: Yuli Xing, FLS Chinese

*Monkey in Needlepoint* (Embroidered book) My project shows six scenes from the first seven chapters of *Journey to the West*, done in needlepoint and then sewed into a small book. My project depicts several events in the book the way that I myself imagined them. The project is laid out like a book so that viewers can easily follow Monkey's journey through life, including his birth and learning to travel on clouds. Monkey is depicted as a black silhouette because I don't feel that Monkey is something that can easily be understood by humans.

**Maia Rivoire, Celia Ramsey, Lida McCuaig & Alana Converse**

Madison East High School: Amy Isensee and Judy Gump, AP Language and Composition

*Banana* (Poster) This project illustrates Monkey's journey through a poster-board adventure. Students will be able to interact with the project by peeling back poster-bananas and reading facts/ideas from *Journey to the West*.

**Rosie Rodriguez**

Madison East High School: Amy Isensee, AP Language and Composition

*Monkey's House* (3D design/multi-materialistic display) This project envisions what the Monkey's house would look like had he lived in modern times. Using direct passages and quotes from the novel I explore the metaphor used in Chinese folklore as an application to modern times. The house stands about 1.5 feet high and 2 feet across with three rooms in order to tackle additional details. It is accompanied by a key explaining the significance of various objects.

**Bennett Salber & Charlie Seversin**

Madison East High School: Amy Isensee, AP Language and Composition; Claudine Clark, Facilitated Language Study

*The Very Hungry Monkey* (Children's story) Our project is a parody of *The Very Hungry Caterpillar* by Eric Carle, with Monkey as the main character instead. The book shows how Monkey goes through the first chapters of the book "eating" everything he wants, but always wanting more, being "still

hungry.” The book analyzes whether Monkey was a good or bad character to teach children moral values.

**Muhamed Sanneh, Nick Johnston, Ryan Roelke, Thuy-Trang Le & Sheehan Breyne Grace**

Madison East High School: Sarah Motl, World History Honors

*Journey of Monkey* (Board game) Our project is a board game that illustrates Monkey’s journey to fetch the scriptures for Buddha. Same as in the game *Chutes and Ladders*, the goal is to get to the end and retrieve the holy texts. Along the way, the players will face many obstacles and setbacks that will challenge them and test their strengths to continue their journey. This is a four player game, the characters being Monkey, Tripitaka, Pigsy, and Sandy. The players will roll a dice that will determine how many spaces they move. In some spots there are challenges where the player has to pick a chance card and do what it says. Our board game is a large map of the places Monkey went. We made some of the most important items and places three dimensional.

**Ian Stahl, Nate Kasel, Garrett Smyth & Aidan Weaver**

Madison East High School: William Gibson, World History Honors

*Monkey: The Journey to the West* (Series of paintings) Our project is a series of paintings representing key points during the book relating to the character Monkey. The first painting is a depiction of Monkey being birthed from the rock. The second painting depicts Monkey trapped under the mountain by Buddha. The third painting portrays Monkey being freed by Xuanzang. The last painting represents the characters on their journey to India to get the scrolls.

**Ethan Straub**

Madison East High School: Sarah Motl, World History Honors

*Monkey’s Adventures* (Video game) In *Monkey* there are many events that occur throughout the story, as well as many battles fought on Tripitaka’s journey to India. In this computer game, the player is allowed to experience up to 3 different battles Monkey has fought against demons and other mythical creatures, who are trying to harm Tripitaka and the rest of the pilgrims. Prior to the battle, the player is given a brief explanation of the current events in the story, as well as the controls of the battle they are about to fight. In the fight, the player controls Monkey, using his various transformations, cloud walking, as well as swinging around his signature iron cudgel, which also grows or shrinks depending on the transformation the player is using. Not only must the player fend off various creatures and beasts featured in the book, they must also avoid getting Tripitaka, Pigsy, and Sandy getting damaged, and their deaths will result in a failure of the battle, bringing the player back to the title screen. Once a battle is over after Monkey has fended off the enemy, the player is brought back to the title screen in order to play other modes or replay the one they have just experienced.

**Choua Thao, Charlotte De Monceau, Maimoua Thao & Yer Vang**

Madison East High School: Amy Isensee, AP Language and Composition; Yuli Xing, FLS Chinese

*Human Desire* (Card game) Our project explores human desires through Monkey’s characteristics. The game is similar to fortune telling games and involves a game board with doors. There are cards with the same picture behind the door. Players pick the card that is most appealing to them, and then finds the door that matches their card. When they open the door, something will be revealed.

**Sadie Thorson**

Madison East High School: William Gibson, World History Honors

*Tree of Immortality* (Sculpture) This sculpture is a tree constructed using cardboard and felt. The cardboard creates the base of the tree as well as the nine branches that will represent the Ninth Heaven. Along the branches are eighty one felt leaves of six different colors to represent the calamities the pilgrims have to overcome as well as the different spirits of Heaven. There are eight arrow shapes at the round base, similar to a compass. Overall, the sculpture is a symbolic representation of Monkey’s journey as well as the social hierarchy of Heaven that motivates Monkey to strive to become immortal. Furthermore, the tree can also represent Monkey’s development and growth as a character.

**Gino Vanden Brook, Mairin Smith, Isabel Scott-Lantz & Za Matheson** Madison East High School: Sarah Motl and William Gibson, World History Honors; Yuli Xing, FLS Chinese  
*Journey to the West Map* (3D map) For our project we made three large 3-D maps that portray heaven, the mortal world, and the sea. Each map will include models of significant locations and characters that are mentioned throughout the book. Each location has a small paragraph attached explaining its significance in the book. The project is made out of poster paper, modeling clay and other mediums. The map will show the hardships that the four main characters faced on their journey to India.

**Patrick Vang**

Madison East High School: Judy Gump, AP Language and Composition

*Monkey* (Movie poster) This project is a movie poster for *Monkey*. It shows various events that happened in the book.

**Vanessa Vazquez Galvez, Aminata Jammeh, Nyagoah Biel, Sira Sangare & Daejah Bridges**

Madison East High School: Sarah Motl, World History Honors

*Monkey Craft* (video game) This game has different levels, with one island and, within that island, different places (events). The player will be Monkey. The first location is the birthplace of Monkey. Transitioning from the first location to the island you encounter several obstacles. These obstacles include; a stone pathway that triggers a movement if you step on the wrong stone, you meeting your monkey brothers, become the Monkey King and then you find the cave. The Monkey King leaves to go to heaven after that in order to become immortal.

**Ian Vize**

Madison East High School: Sarah Motl, World History Honors

*Relics of The Journey* (Object replicas) My project consists of several replicas of important or symbolic items from the book. These items include Ruyi Jingu Bang (Monkey's staff), a map representing Tripitaka and his disciples' journey as well as their important confrontations, and the skull necklace that Sha Wujing (Sandy) wears. These items were very important to both the story and its subjects, helping Tripitaka complete his journey. Also included is a description of each item as well as its historical importance. I believe that the history of some of these items is fascinating, and although not mentioned in the book, deserves to be told in more detail.

**Keavah Walls**

Madison East High School: Sarah Motl, World History Honors

*Mischief* (Clothing and poem) *Mischief* is a project made from several different pieces. The main component is a handmade dress, accompanied by drawings of designs featured on it, rough sketches, fabric swatches, and other things included in the process of creating the dress. Coupled with this is a poem written to tell the story of the dress and how certain parts of it compare to the story of *Monkey*. *Mischief* uses my interpretations of the book and turns them into a project that displays the feelings and ideas I've gotten throughout the story.

**Leo White & John Sullivan**

Madison East High School: Judy Gump, AP Language and Composition

*Monkey AMA* (Poster) This project presents a depiction of Monkey taking part in an AMA, or Ask Me Anything, forum on Reddit.

**Quantez Williams & La'Roya Harris**

Madison East High School: Amy Isensee and Judy Gump, AP Language and Composition

*Story of Monkey* (Poster) This poster shows the unique adventure of Monkey and how he ended up. We want to share why we think *Journey to the West* became well known and has lasted for so many decades.

**Amy Yang, Maily De Vicente & Pakou Thao**

Madison East High School: Judy Gump, AP Language and Composition

*Monkey* (Poster) Our project is a picture of *Journey to the West* that represents the journey Sun Wukong and his fellow companions, Monk Tripitaka, Pigsy and Sandy. The style of the art represents



the original story as if it had been drawn out using the traditional calligraphy in the traditional Chinese setting. We have combined the traditional art with the ancient Chinese setting to illustrate Sun Wukong and his companions' journey to the west.

#### **Ariana Yarn**

Madison East High School: Sarah Motl, World History Honors

*Monkeys Ruyi Jingu Bang* (staff) (Ceramics) I have made my idea of what Monkey's weapon (staff) looks like. Drawn on the weapon are pictures of how Monkey evolves throughout the story. These images show how Monkey changes with each obstacle the group is faced with on their way to India. This project shows how someone who is thought of as a bad person can change and become a better person.

#### **Tenzin Yeshi, Nan Inmong Yang, Tenzin Chokyi & Katherine Ceballos**

Madison East High School: Amy Isensee and Judy Gump, AP Language and Composition

*Mountain of Flowers and Fruit* (Visual art) This project illustrates a critical analysis of Monkey's journey to immortality. We have included significant events in his life, such as the arrival of his being and his succession to immortality, to recreate a model of Monkey's life. Throughout the model, we have essential quotes and lines from the book that help to portray each scene. *Mountain of Flowers and Fruit* exhibits various scenes from Monkey's life and objects that have significant meaning to Monkey King.

#### **Xaoly Xiong, Legend Vue & Charlie Chang**

Madison East High School: Amy Isensee, AP Language and Composition

*Untitled* (Game) Our project shows how you, like Monkey, can use your own intellect and cunning to get what you want in order to win the game.

#### **Rosee Xiong, Olive Lemberger & Lillian Norman**

Madison East High School: Amy Isensee, AP Language and Composition

*The Journey to the West* (Card game for 2-6 players) This card game focuses on the idea of the Monkey's identity and has players create their own "Monkey identity." The game requires players to collect clothes, weapons, peaches and disciples to complete their journey to the west. This helps players understand the theme of identity throughout *Journey to the West* by having them create their own characters and make their own decisions, much like Monkey does.

### **MILWAUKEE HIGH SCHOOL OF THE ARTS**

*Krista Claypool*

#### **Ariela Baez & Lillian Uvena-Stefanovich**

Milwaukee High School of the Arts: Krista Claypool, Honors English 10

*The Pilgrimage* (Diorama) Our project presents an understanding of the visual descriptions of the characters and settings and the events that take place. It's a diorama depicting the four pilgrims Monkey, Tripitaka, Pigsy, and Sandy walking along on their journey. The characters are represented by small clay figurines. The settings where we meet each pilgrim are depicted. Monkey is presented as well as the egg he was born from.

#### **Nathan Budzinski & Brenda Smoot**

Milwaukee High School of the Arts: Krista Claypool, Honors English 10

*No Monkey!* (Children's book) Our project shows the characteristics of Monkey. It is a parody of the book *No David*. It shows Monkey doing things wrong or things he shouldn't be doing and then someone telling him "No Monkey." It shows the consequences of doing or making the wrong decision. We made a children's book. The book starts when he leaves the water caves and ends at the end of the novel. This book teaches a lesson. It is split in two parts to help the reader understand the lesson. This book shows Monkey moving toward enlightenment.

**Yoximara Camacho**

Milwaukee High School of the Arts: Krista Claypool, Honors English 10

*Monkey (Game)* My project brings an exciting way to experience Monkey's journey beyond his immortality. As you go on his journey, you will experience four levels. Four different events that were told throughout the story are explored.

**Heaven Crockett & Brianna Wilkerson**

Milwaukee High School of the Arts: Krista Claypool, Honors English 10

*Journey To Illumination* (Trifold poster) This project displays Monkey's journey to illumination, illustrating his trials and tribulations throughout the book. We display this using a matchbox representation of the major events in the story.

**Aleesia Dean**

Milwaukee High School of the Arts: Krista Claypool, Honors English 10

*Monkey's Enlightenment* (Analysis and visual) This project is an analysis of how Monkey's morals and values change as he continues on his journey towards enlightenment accompanied by visuals. I chose to do this project because I admire the way the author made Monkey's mental status change as he continued on his journey and how that reflected on the way he looked. The analysis and illustrations show a critical interpretation of the text through the explanation of Monkey's character changing, reinforcing this interpretation via visual elements.

**Kyen Ditzenberger, Estelle Holleran & Kai Liebenstein**

Milwaukee High School of the Arts: Krista Claypool, Honors English 10

*Journey to the West: A Young Man's Journey to Stardom* (Comic book) Our Project takes a new spin on *Monkey*, set in the present day. Monkey is replaced with an aspiring musician living in Brooklyn, who hopes to reach a mediocre level of fame with his DIY indie rock sound. He gets picked up by a successful manager on his way to Seattle, very in need of some talent to help him along on his travels. They then accumulate a bassist and drummer who take the place of Pigsy and Sandy. In this comic he will have similar experiences to Monkey in the novel. It reflects a satirical parody of the classic Chinese folktale in the tone of folk rock.

**Nia Dorsey-Wonders**

Milwaukee High School of the Arts: Krista Claypool, Honors English 10

*Handsome Monkey King* (Poster board) My project is a poster board that describes Monkey's personality traits and the relationships he forms with other characters throughout the story. It explains his origins, importance to the plot, what he represents as well as his strengths and weaknesses. It is a comprehensive look at this character traits.

**Genevieve Jagodzinski, Camoya Evans & Santria Kraft**

Milwaukee High School of the Arts: Krista Claypool, Honors English 10

*Journey between the 世界 (worlds)* (Poster presentation) Our presentation digs into the depths of four settings that take place in *Journey to the West*. The four layers or worlds it analyzes are: the Heavens, Earth, The Oceans, and the Underworld. Our poster board is separated into those sections and has descriptions and images that have to do with each of those settings. It tells Monkey's story through each of those sections and explains the connections between the worlds throughout the text. Our presentation explains how each of these places piece together the story and adventures of Monkey.

**Mahogany Malone**

Milwaukee High School of the Arts: Krista Claypool, Honors English 10

*Lifetime and Journey: Monkey* (Mixed media) My project explains the life of Monkey, from the time he was born until the journeys he was on, to the people he met, until the end. It describes his flaws and his attempts to explain and fix them.

**Briana N. McQuay**

Milwaukee High School of the Arts: Krista Claypool, Honors English 10

**Road to Immortality (Painting)** This project is a painting depicting the challenges and adventures Monkey had to encounter. It also shows the changes that occurred in Monkey's characters as he searches for immortality and greatness. Characters that contribute to the challenge, adventures, and the changes in Monkey are also represented. This painting displays how I visualized the characters in my mind and interpreted the book.

**Leilani Quiles**

Milwaukee High School of the Arts: Krista Claypool, Honors English 10

**Transform (Visual display)** My project displays all of Monkey's significant transformations within the novel. Along with a visual display of the transformations is an explanation of why they constitute a significant part of the text.

**Isabela Riveros**

Milwaukee High School of the Arts: Krista Claypool, Honors English 10

**Sun Wukong (Children's book)** This project explores the events of Monkey's gluttony in a way that appeals to children. In this book, Sun Wukong (Chinese for Monkey King) goes around Heaven and Earth eating the magic peaches, juice, and other foods he finds. He becomes stronger and gains a new power each time he consumes a magic food. The lesson for children in this story is that in order to grow and become stronger, it's important to eat healthy or "magic" foods.

**Brandon Smith**

Milwaukee High School of the Arts: Krista Claypool, Honors English 10

**Journey to the West: Meeting the Disciples.** My project is a visual representation which takes a closer look at the main characters in the novel. The presentation provides my own visualization of who and what the characters are. I provided a written piece that discusses how Monkey, Sandy, and Pigsy proceed on their journey and overcome dangerous obstacles under Tripitaka's leadership. It discusses the characters' personality traits and how they grow and learn from each other throughout the journey.

**Emma Tyloch & T'ana Yancey**

Milwaukee High School of the Arts: Krista Claypool, Honors English 10

**Dreamworks of the Journey (Drawing and collection of poems)** Our project presents Monkey, Pigsy, Tripitaka, and Sandy traveling to India by looking closely at the text and analyzing its features. It is accompanied by beautiful poems. It has 4 different poems, each describing the different characteristics of each disciple and Tripitaka. The longer poem represents how Tripitaka and his disciples worked together, describing the dreamworks of the journey to India.

**Jesus Vazquez**

Milwaukee High School of the Arts: Krista Claypool, Honors English 10

**The Monkey Quest Game.** My project brings Monkey to your smartphones! You can go to your smartphone browser and input the link provided at my table and be able to decide Monkey's faith. A mobile application will load that will invite you to choose between two levels. The first level "Immortality" consists of the steps Monkey takes to become immortal. The second level "Imprisonment" consists of the steps Monkey took to become imprisoned by Buddha. You will have to guide monkey through the levels by choosing the correct answers to move the story along. You will need the assistance of the book (which I have available) to follow the exact timeline for both levels. The purpose of this project is to see who knows the timeline of the book and who knows the book best. You can choose whether you want to use the book or not and will be given a brief tutorial on how to play on a sample level of the events at the beginning of the book.

**Mariah Washington & Willie Warren**

Milwaukee High School of the Arts: Krista Claypool, Honors English 10

**A Folktale Adventure (Mixed media and children's book)** Our project represents some of the different adventures which take place in *Monkey*. We made a mixed-media children's book based on some of the main events. We choose these events based on their significance to Monkey's character development and their appeal to children.

**Kennedy Weston & Kennedy Harris**

Milwaukee High School of the Arts: Krista Claypool, Honors English 10

*Think Like a Monkey* (Poster board and model display) Our project displays Monkey's emotions as he experiences them throughout the novel. There is a bowl representing monkey's head that will have different descriptions of Monkey and explain his emotions. Then, behind the exhibit is a poster board that displays the different pieces of evidence in the text that support the examples of his emotions.

**Lyonte Williams & Aron Cross Jr.**

Milwaukee High School of the Arts: Krista Claypool, Honors English 10

*Monkey Remix* (Mixed media) This project shows the transformations Monkey went through and explains their significance to the text.

## NECEDAH AREA HIGH SCHOOL

*Mikki Maddox & Carney Lentz*

**Abigail DeGuire**

Necedah High School: Carney Lentz, AP English Language and Composition

*The Journey to Immortality* (Sculpture) My project involves a written description of a visual object I have created. I will use symbolism to show you the different stages monkey goes through. I will use a peach tree to represent this change and growth. Monkey changed drastically from a childish, greedy, immoral being to a respectable, humble Buddha. Throughout the presentation, I will talk about how the rock, roots, trunk, branches, and blossoms of the peach tree symbolize Monkey's life. I used a Peach Tree placed on a rock, not only to symbolize the change in formation Monkey obtained throughout his years but, also because the sacred tree of immortality is the peach tree. I decided to focus my project on immortality because that strongly relates to Monkey's goal throughout the book.

**Kayla Dukelow, Carissa Nowicki & Hannah Scharnow**

Necedah High School: Mikki Maddox, AP English Language and Composition

*The Journey of Monkey* (Timeline poster) Our project represents the book *Monkey* by showing a timeline of Monkey's travels and hardships. It starts off with the very first chapter, with a picture representing a summary of what happened without words. We attempted to do the more interesting chapters without skipping important details. Using every fourth chapter with pictures to represent each we presented the book in a unique way. We'd gotten our idea from past projects and decided it would work best with our group.

**Sam Hernandez & Autumn Lessard**

Necedah High School: Carney Lentz, AP English Language and Composition

*Stance with a Purpose* (Sculpture) Our project shows Chinese culture as colorful and really creative. It has monkey painted half white (bad) and half yellow (good). On the white side it depicts monkey killing someone, which is one of his flaws. On the yellow side, it is going to show him holding the hand of a young child that represents his ending maturity and the purpose of the book being for children.

**Michaela Horak**

Necedah High School: Carney Lentz, AP English Language and Composition

*Untitled* (Creative writing) For my project, I capture many of the unique aspects of *Monkey*, like the culture and the magic. I think these different parts of the book are what really made the book. I also hope to help create an insight to how different things are in another culture.

**Charlie Huschka & Logan Plantz**

Necedah High School: Carney Lentz, AP Language and Composition

*Quest to the West* (Pop-up book) Our project is a pop-up book of Tripitaka and Monkey's quest to the west. It will include the most important fights and plot points in the entire book. In our book,

Monkey, Tripitaka, and demons/monsters/other characters will be illustrated in 3D to help keep the reader entertained in each page.

**Anni Knapinski, Jessica Murphy & Jennifer Moore**

Necedah High School: Mikki Maddox, AP English Language and Composition

*Monkey Cards* (Trading cards) Our project is a series of trading cards of the characters in *Journey to the West*. We got our inspiration from a previous art project and thought that it would work well to describe the characters. On the front of our cards we depict the characters in a unique way, using clippings from magazines. On the back, we have a description of the character and the “statistics” of each of them. These statistics describe the importance the character had and how they grew throughout the novel.

**Rhiannon Mach & Alexis Holton**

Necedah High School: Carney Lentz, AP English Language and Composition

*The Growth of the Travellers* (Painting) Our project is focusing on the growth of Tripitaka along with his disciples. We’re analyzing their character traits at the beginning of the story and how they evolved throughout the story. Joseph Campbell’s hero cycle will be used to further evaluate the story and how each character contributed to the Cycle and to the action in the story.

**Elyssa Sheley & Hailee Ruskowsky**

Necedah High School: Mikki Maddox, AP English Language and Composition

*Buddha’s Hand* (Sculpture) Our project is about how Monkey had a run in with Buddha. Buddha made a wager with monkey and said “If you’re so clever, jump off the palm of my hand. If you can do that, I’ll demote the Emperor and give Heaven to you. But if you can’t, I’ll expect a full apology and penance.” Of course, Monkey could not win, and was put under a mountain. We chose this piece because it spoke to us. You should never be full of yourself; be always humble. Our project will have a scroll with a saying on it, on top of a clay hand we created.

**Dalton Staller & Logan Myhre**

Necedah High School: Carney Lentz, AP English Language and Composition

*Great Sage Equal of Heaven vs. Buddha Victorious in Strife* (Trifold board) Our project will show the many contrasts between Monkey’s character at the beginning of the story versus when he finally reaches Buddhahood. We will use clay representations of Monkey and written descriptions and images on the board to illustrate exactly how he changed over the course of the novel.

**Cheyne Sterbenz & Jamie Bistodeau**

Necedah High School: Mikki Maddox, AP English Language and Composition

*Monkey Mask* (Clay mask) Our project is a monkey face sculpted out of red clay, painted to resemble the description from the book. We decided to paint a monkey-faced mask to help represent a mask or makeup that would be wore while performing these stories. Our project focuses on how these stories were told over hundreds of years and how Chinese culture views character presentation and performs these legends.

**Charlie Vandaver & Maxwell Winters**

Necedah High School: Mikki Maddox, AP English Language and Composition

*Description of Sun Wukong* (Stained glass) Our project represents the book by showing a full description of the main character Sun Wukong. It is a visual description of a monkey coming out of a rock with a description of what happened and why it happened. He ended up going to the mountain to figure out what his real skills were and stealing a bunch of things. He is then chased by the Army and is turned into a total 360 during the play.

**NEW HORIZONS FOR LEARNING CHARTER SCHOOL**

*Renee Glembin, Bohdan Nedilsky & Brandon Hemphill*

Olivia Adams, Ethan Brockman, Cole Compton & Kate La Follette

New Horizons Charter School: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill

*The Things We Take With US (Satchel)* In our group we chose to create a symbol of the satchel Monkey carried on his journey to the West. We opted to fill this bag with objects and knick-knacks that represented significant and meaningful aspects of the book. Its contents are meant to invoke ideas and inspire discussion among our peers. The idea of this project was inspired by the act of bringing things with you on a journey. We often don't think much of it but the objects we take with us as we walk down the path of our individual lives carry meanings. Some are simple objects needed for convenience. Other's represent deep pieces of our soul, as do the objects in our satchel- though of varying levels of importance. Some are very specific images. Others are symbols of Chinese culture. Either way, everything in this bag carries some meaning in the story of Monkey's conquest in *Journey to the West*.

**Payton Anapol, Cassidy Burns & Mariah Custalow**

New Horizons Charter School: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill

*Mindfulness* (Coloring book) Unlike lots of projects that talk about the subject matter of the story itself, we chose to focus on a less obvious, but very important subject of the book: religion. Two of the religions featured are Taoism and Buddhism. Both share common ground in the practice of mindfulness and meditation. Mindfulness is the practice of being in the moment, and focusing on what's happening now instead of dwelling in the past or future. Meditation is similar, except you do it at a structured time. Many studies have shown that concentrated activities like coloring can increase mindfulness, relieve stress, and be a form of meditation. That's why we are making our own coloring book, depicting important scenes from the folk novel, *Monkey*. At our table, students can try the meditation by using our coloring utensils and coloring pages. This will be an experiment because when you finish coloring, we will ask you a series of questions relating to mindfulness. (e.g. do you feel calmer than before?).

**Nolan Apkarian**

New Horizons Charter School: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill

*Monkey* (Wood-burning technique) I have crafted an image of Sun Wukong, also known as the Monkey King, which represents his immature self through his "Journey to the West." Monkey often revealed his less ideal self. Foolish acts of impulsive, self-centered resorting to violence and giving into ego appear as he travels west to find the secret scripture. I invite you to reflect on our own mistakes and misdeeds. Participants who view my art will mindfully reflect on how all of us can learn from others' mistakes and become more humble.

**Anthony Balistreri**

New Horizons Charter School: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill

*Monkey King's Salutations* (Performance) I will demonstrate a series of yoga moves entitled "Monkey King Salutation." Through these salutations, I intend to show the complex characteristics of Sun Wukong in *Journey to the West*. Yoga and mindfulness seem to go hand-in-hand in eastern tradition. My "Monkey King Salutation" captures the athletic, dynamic, and entertaining movements that we all seem to recall when Monkey faced challenges by Gods, goblins, and goofs throughout this folk novel. I will also have two additional yoga mats available for courageous summit participants who might want to give it a try!

**Savannah Daniels**

New Horizons Charter School: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill

*Year of the Monkey* (Trifold board) My trifold board shows the connection between the Chinese New Year, the Year of the Monkey, and the character of Monkey. The poster includes significant quotes from the book that show how the Year of the Monkey connects to Monkey in the story and how they have great similarities. It also has the description of each of the different symbols of the Chinese New Year and what they represent. Chinese New Year is a huge celebration in China, celebrated by many families there. Likewise, Monkey is a character beloved by many in China. He is a superhero that gets in many predicaments but ultimately ends up being enlightened, which signifies that all the journeys that Monkey went on were just a test of his character.

**Richard Lafford & Jake Wickstrom**

New Horizons Charter School: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill

*The Truth behind Monkey King!* (Tabloid cover with headlines) My partner and I have conducted this project to describe and explain Monkey's behavior, antics, and adventures through his "Journey to the West." We chose to use a visual component to show our knowledge of the Monkey King because it's simple, visually pleasing, but also very powerful. Monkey's impulsive, rebellious, and prideful nature has gotten him into a number of situations in which his power is put to the test. All of us can relate to being pulled in by sensational headlines, whether we are standing in line at the local supermarket or viewing eye-catching images online. Thus, this digitally-produced presentation will give the audience a clear, easy-to-understand and relatable idea of the antics, tendencies and behaviors of Monkey. It is our hope that viewers will walk away with a clear understanding of the primary themes and character of Monkey.

#### **Isiah Rosenblatt**

New Horizons Charter School: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill  
*Cultural Influence of the Monkey King* (Poster board and physical objects) My project for *Journey to the West* is about the cultural effect that the Monkey King has had on people. My project will consist of real statues and paintings of Monkey from China. These are artifacts and sculptures acquired by my father from China. I want to show how the Monkey King was such a big part of my childhood and on the childhood of so many others. I don't think people realize how big of an impact he has made on a whole culture. All the statues I will present are over 100 years old, unique and hand crafted. Every painting is special in its own way. The Monkey King isn't just some ordinary character. My project will show how he fits into Chinese culture and continues to influence children and adults around the world.

#### **Emun Sheinbein**

New Horizons Charter School: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill  
*Monkey Peeps* (Diorama) My project is based on two dioramas that depict two scenes from *American Born Chinese*. The first scene will show when Monkey King is not allowed into heaven because he is barefoot and he has a temper tantrum because all the other people there at the dinner party are laughing at him. The second scene shows when Monkey leaves the Heaven party and descends to the Flower Fruit Mountain on his cloud. These are important scenes in the book because they set the stage and introduce the reader to key aspects of Monkey's character: his stubbornness and his magical abilities.

#### **Aneiya Thompson**

New Horizons Charter School: Renee Glembin, Bohdan Nedilsky & Brandon Hemphill  
*Life's Journeys* (Poster board) My project is a poster board representing the life that the Monkey King had to endure on his journey from China to India. The background of my board will be red with black letters, representing the Chinese New Year of 2016: the "Year of the Monkey." In this classic folk-novel, Sun WuKong had to go through unexpected violence to get to where he wanted to go, which was India. He wanted to learn and elaborate the significance of the Chinese scriptures. At first, Sun WuKong had a misgiving about the future until the other monkeys talked him out of it, stating that, "...above the clouds they stand upon, there is nothing to be scared of." That part really stuck to me because it relates to our society here in the United States. We all may want to accomplish something in life, which we may call it our journey to the future, but we all get trapped in between with many different challenges or daily struggles. Facing those things, we may often lose sight of who we are as and re-illustrate what we stand for. Violence was a big part of Monkey's road to success, so we may each have to struggle and fight to achieve great things in our lives.

### **OSHKOSH NORTH HIGH SCHOOL**

*Jason Cummings*

#### **Jaiden Alsteen, Taylor Brittnacher, Adam McAvoy & Jacob Schmiedel**

Oshkosh North High School: Jason Cummings, English 2 Honors  
*Evolution of Monkey* (Nine 12"x12" paintings) Our project is a series of nine paintings that represents the transformation Monkey made throughout the text. We chose to use our artistic abilities

to interpret the book and guide us through the scenes we chose to paint. Each scene, shown by a panel, was a point throughout the book that we found necessary to draw. This series begins with Monkey's birth from the stone egg, peaks at the point where he is trapped under the mountain due to the mischief he had caused, and then ends when Monkey finds peace from within after becoming a Buddha. Every picture between the main ones have their own important place because they represent specific struggles Monkey had that shaped him into Buddha. Overall, this project uses art to showcase how Monkey transformed from a selfish character to one that sacrificed everything for the good of those around him.

#### **Margaret Berger**

Oshkosh North High School: Jason Cummings, English 2 Honors

*Controlling The Current* (Collage of poems) My project is four different poems exploring the different topics and main themes in *Monkey*. Although *Monkey* is mostly a straightforward book that uses very little poetic devices, I used its great detail and powerful meanings into many metaphorical poems. Most of the poems are extended metaphors, revolving around the topics of power, religion, and knowledge as well as doing right and wrong.

#### **Isaac Bock & Akiwele Burayidi**

Oshkosh North High School: Jason Cummings, English 2 Honors

*Choose Your Own Journey: The Power of Decisions in Journey to the West* (Interactive fiction)

Our project uses a piece of interactive fiction to explore the power and weight that every choice in *Journey to the West* carries. Although Monkey tries to make decisions that benefit him and his companions, a lot of power is also out of his own control, whether it is karma or the will of the gods twisting his original intentions into differing outcomes. Through our retelling of one of *Monkey's* episodic quests, readers can experience and explore the impact of their decisions on the world around them, much like Monkey in *Journey to the West*.

#### **Jacob Derenne, Shaye Gauthier, Kjersten Kleveland & Lauren Neveau**

Oshkosh North High School: Arian Bougie & Brad Weber, English 3 Honors, Communities

*Monkey See, Monkey Do* (Exhibit) Monkey makes a number of decisions throughout the Chinese folk novel *Journey to the West*, and multiple characters play integral roles in his decision making. Sigmund Freud's psychoanalytic personality theory describes the process of decision-making using three elements: ID, Ego and Superego (1933). The ego represents the "conscious mind" or the decision maker; Monkey represents the ego in *Journey to the West*. The ID is the demander of immediate gratification described as the "super villain" or bad influence on decisions, which parallels Pigsy. Finally, the Superego is the self-critical conscience or the "superhero" which parallels Tripitaka. At the beginning of the book, Monkey is influenced by evil, he makes lots of mistakes, but with the powerful impact of Tripitaka, Monkey becomes a better decision maker. Young people can benefit from identifying with this; such was the case for the Oshkosh Elementary students who shared in one element of this project. Consult your superego and make the right decision to stop by and learn more about decision making.

#### **Kianna Fiedler & Miranda Rasmussen**

Oshkosh North High School: Jason Cummings, English 2 Honors

*Monkey's Journey: Destination by Design* (Interactive 3D textile) Our project portrays the story of Monkey and his journey with Tripitaka and others through the detailed use of interactive materials and symbolism. We have chosen ten events, the most crucial to Monkey's story. These events are displayed through various symbols and images. Overall, our purpose in creating this project was to teach the viewer, in a user-friendly and interactive way, the lesson that Monkey learns throughout *Journey to the West*: the value of the journey far outweighs that of the destination.

#### **Dylan Ford & Sam Gengo**

Oshkosh North High School: Jason Cummings, English 2 Honors

*Karmaland, a Journey to the West Board Game* (Board game) Our project is a playable board game that helps explain the idea of karma. As you roll the dice, you have a chance to land on a square that would give an example of scenario, and then move your piece accordingly to how karma would



affect you. You also have a chance to land on a square that is labeled “KK.” If you land on this square, you must pick a “Karma Kard,” read what the kard says, and move according to how karma would affect you. First player to achieve Buddhahood wins! Must get exact spaces though, just to make it more fun.

#### **Angelika Halbach**

Oshkosh North High School: Jason Cummings, English 2 Honors

*Pigsy* (Short story) *Monkey* focused on the points of view of Tripitaka and Monkey, and I found that one thing that I wanted more of was the other characters’ points of view. For this reason, I decided to write a short story through the eyes of Pigsy. I used the Chinese views on pigs as animals of peace and luck to give him an individual personality. Instead of writing my ideas around an already existing scene, I decided to create my own, more intricate setting for the travelers. This way, I had no prewritten boundaries that were given by the other characters. Using Pigsy, I also created a different side of Sandy, because he is a very mysterious figure in the book.

#### **Nya Karner**

Oshkosh North High School: Jason Cummings, English 2 Honors

*Nekmony to Monkey* (Written and illustrated children’s/ picture book) To analyze the story “Monkey”, I wanted to write and illustrate a children’s book inspired by “Olivia” by Ian Falconer. I chose this format because the character of Monkey/Nekmony is childlike, mischievous, and blunt-minded. Furthermore, I hoped to combine Buddhist philosophy and the 2016 Chinese New Year: year of the Monkey. The general idea is that Nekmony, through his own trial and error or adventures, becomes more and more enlightened, much as a child learns from right and wrong. In addition to Buddhism, I utilized the year of the Monkey. I incorporated the Shen Yun celebration performance as a point of emphasis for the setting. More symbolically, I used only red, white and black because it is year of the fire monkey which is ironic considering Monkey has fiery eyes. Building on the idea of rebirth from Buddhism, Monkey is reborn in 2016 as Nekmony. As Nekmony matures, he moves away from his past, thus there are less ancient events depicted next to the modern ones.

#### **Megan Leverance**

Oshkosh North High School: Jason Cummings, English 2 Honors

*The Monk inside of the Monkey* (Oil pastel drawing on canvas) For this project, I made an oil pastel drawing by incorporating colors significant to *Monkey* and Chinese culture. Using an evolution chart (monkey to man), I started out with stone monkey toward becoming an illuminated monk. One third of the canvas depicts a darker take including a moon (with the stone monkey) to show monkey traveling on a stone/rocky path, resembling the struggle monkey underwent as he wanted to become illuminated. The middle section is a sunrise background and includes hints of monkey’s traditional red and yellow colors as he starts to look like a regular monkey. This section has a dirt path to resemble the many elements, encounters, and people Monkey meets during the journey. This also represents the dividing line of the Yin-Yang symbol. The third section is the brightest part of the display and includes a sun in the corner and monkey becoming a monk with orange clothes to show how the end of his journey resulted in enlightenment. There is a gold pathway to resemble the gold of the heavens and the sun shows a new person has risen inside of monkey once he has fulfilled enlightenment. This section represents the light part of the yin-yang symbol along with the finish of Monkey’s journey to the west.

#### **Kiran Loewenstein**

Oshkosh North High School: Jason Cummings, English 2 Honors

*Monkey through Time* (Poster/lego) My project is exemplary of how the book *Monkey* stretches across time. It’s an examination of how various tasks accomplished in the book are historically connected to specific aspects of Chinese culture, shown through modern day methods. I conducted it to connect my two interests, history and technology, and created a project that shows just how far Monkey can reach.

#### **Lexi McCarthy & Breana Smits**

Oshkosh North High School: Jason Cummings, English 2 Honors

*Monkey Vines* (Vines from Vine.co) Our project was created based on one of the main characters in *Journey to the West*, Monkey. We used 44 vines to depict Monkey's journey throughout China and how he matures throughout the journey. He is forced to mature thanks to those he has to work with and the situations he must go through. Each vine shows important parts of Monkey's journey and how he matures.

**Sarah Olk**

Oshkosh North High School: Jason Cummings, English 2 Honors

*Monkey Karma Cards* (Tarot cards) My project analyzes Monkey's satire and context based during the Ming Dynasty by focusing on how Wu Cheng-En used symbolism, how government, religion, and society are portrayed, and how they might have affected the book. The cards feature the subject on one side with a drawing and the other side gives explanation and analysis of the subject in a historical sense. Historical information will help readers understand the broader context of the novel (government, society, economics, religious stuff that was happening, etc).

**Delaney Osmond**

Oshkosh North High School: Jason Cummings, English 2 Honors

*Knotty Monkey* (Ancient Chinese Knots) My project is a historically accurate form of folk art that portrays the story of *Monkey* with various knots with each knot being very specific and contributing to the formation of the story. Chinese knots are a branch of Chinese folk art which originated in the Tang and Song dynasties (960-1279 AD), this aligns with the time period when the novel *Monkey* is set in, making the art historically accurate. Though originally created with copper and metal wires, I have recreated these knots with red cord expressing the good fortune that was made to persist throughout Tripitaka and his party's Journey.

**Taylor Payne**

Oshkosh North High School: Jason Cummings, English 2 Honors

*Monkey TCG* (Card game) *Monkey TCG* is a card game where two players battle each other using cards similar to those in Pokémon. Characters are taken from *Journey to the West*, and each character's attack power is based off their actions in *Journey to the West*. For example, Monkey is one of the strongest cards because he is one of the strongest characters in *Journey to the West*. On the back of the cards, the design is red, with Monkey's cudgel in the middle and Monkey's tail on the top and bottom. The cards are outlined in white, with a blue design because popular colors during the Ming Dynasty included white, blue, and red. I chose to do this type of project because I like cards.

**Zach Quinn & Samira Barti**

Oshkosh North High School: Jason Cummings, English 2 Honors

*The Wheels of Karma* (Game) Our overall theme is demonstrating that karma is influenced by fate and free will. To convey this theory, we constructed two wheels out of wood. The first wheel is painted to look like a yin-yang symbol, which reflects the Taoist beliefs in *Monkey*. The second wheel is painted to look like the Buddhist wheel of reincarnation, which displays the Buddhist beliefs in *Monkey*. To play the game, spin the first wheel and select a choice within a scenario. Next lift up the slice with the choice you made and place it with the matching slot on the second wheel. but only after you have spun the second wheel. By making a good choice you receive a good occupation. This represents that by your own free will you can make a decision to can lead karma to bestow upon you a well-paying job.

**Vinline Thao, Colin Gutow & Austin Leyh**

Oshkosh North High School: Jason Cummings, English 2 Honors

*Buddha's Challenge* (Board game) Our project is a board game using different key objects and Chinese folklore to represent how we see *Journey to the West*. Mainly, the book centers on Monkey and all the "distractions" that happen to him. The cards are used to make the game hard, long, and (sometimes) comical, whenever it takes sudden twists such as in *Journey to the West*. It puts a comical twist to a very deep and serious journey filled with moral dilemmas and tests of character. Players can twist the game to their favor by using favors or get along better with one player over another and betray them periodically. Just as in *Journey to the West*.

**Shea Thull, Allison Eierman & Jenna Lennop**

Oshkosh North High School: Jason Cummings, English 2 Honors

*Steps to Repentance* (Paper-mache mountain with stairs/steps to repentance) Our project uses a model of The Mountain of the Five Elements, under which Monkey is buried, because of his undisciplined and destructive ways. We show the complete turnaround of Monkey's personality throughout the book with nine steps up the mountain explaining how a Buddhist receives repentance and an example of how monkey followed those steps to become the highest power, a Buddha.

## OSHKOSH WEST HIGH SCHOOL

*Brian Phelps, Cory Beaulieu & Kelly Wayne*

**Kynda Alzoubi**

Oshkosh West High School: Brian Phelps, English 2 Honors

*The Good Lie: Can Acts of Deception Be Justified?* (Accordion-folded, 2-sided artwork) This project depicts the theme of deception found in *Monkey* and ponders an ethical question: "Are acts of trickery and lying acceptable if given proper circumstances?" Throughout the course of the novel, Monkey is put on a pedestal of intelligence, creativity and heroism for deceiving his opponents, while others who use the same tactics are depicted as cruel liars. This idea is put into effect in this pair of accordion, two-sided artworks, where both pieces have the purpose of deceiving the viewer. One piece acts a microcosm of Monkey's deceitful ways while the other acts as a microcosm of a false immortal's deceitful ways. This juxtaposition encourages viewers to ponder whether or not a lie can be justified if given adequate circumstances and why humans allow trickery to take place when executed by certain figures and not others.

**Sophie Bond & Liz James**

Oshkosh West High School: Brian Phelps, English 2 Honors

*Journey to the Wishing Tree* (Wishing tree) This project focuses on the Chinese New Year as a whole, along with the similarities of the character Monkey, from Wu' Chêng-ên's novel to the Chinese zodiac monkey. This project's inspiration began with the knowledge that this year happened to be the Year of the Monkey and through reading and some research, there was a realization that Monkey and the Chinese zodiac monkey seemed very similar. To show those similarities, this project focuses on showing the characteristics of Monkey, and how they relate to those of the monkey zodiac symbol that is part of the Chinese lunar calendar. Along with that comparison, information about the Chinese New Year includes its history and traditions, and descriptions of the Chinese Zodiac animals. This information is presented by hanging the facts from the branches tree, which will represent a Chinese wishing tree: a tradition the Chinese New Year.

**Jack Buechel & Gideon Patrick**

Oshkosh West High School: Brian Phelps, English 2 Honors

*Monkey Vs. the Modern Trickster* (Dry-erase board and book) This project was designed to compare the protagonist of Wu Chêng-ên's *Monkey* to modern trickster figures and their characteristics in our society today plus the archetypal representation that this has. The audience will try to complete a Venn diagram with characters from pop culture along with an answer key as to where they go and why they belong on the diagram. This will show how these characters are related and how they differ. A trickster figure is one of the most popular archetypes that tricks people into doing their bidding, escapes danger without the use of violence, is profoundly inventive and creative by nature, and is animal-like and weak. Archetypes from many cultures around the world are shown to be similar.

**Sarah Engedal**

Oshkosh West High School: Kelly Wayne, Global Academy English 2 Honors

*Monkey in the Mountain* (Painting and research of color in Chinese culture) I painted Monkey trapped under the mountain of Five Elements to represent how colors are used in ancient Chinese culture and also to show the relation between Buddha and Monkey. Monkey tends to see himself as

larger than life, while in reality he is just a monkey overlooked by beings such as Buddha. While Monkey sees himself as an incredibly powerful being and one who can't be stopped, he is finally captured by Buddha and his workers. My analysis of this concludes that no matter how big and incredible one might think he or she is, there is always a higher being looking down upon them. Also, colors play a large role in Chinese culture. I made a diagram of 5 colors representing the 5 elements described in the passage.

#### **Jared Erdman, Calvin Horejs, Haley Stueber & Sadona Thompson**

Oshkosh West High School: Brian Phelps, English 2 Honors

*Scrapbook Memories of the Westward Journey* (Scrapbook) This scrapbook revolves around and was inspired by the journey to India taken by Tripitaka and the three other disciples in *Monkey*.

Different aspects and ideals of Buddhism are highlighted, and this scrapbook captures these ideals within the pictures and writing of each of its entries by the four main characters. Each entry analyzes the characters' actions along with the geography they encounter on their journey, and shows how Tripitaka, Monkey, Sandy, and Pigsy reflect the values of Buddhism. This scrapbook provides visuals that more accurately portray their journey and ideals.

#### **Andy Dey, Dylan Wright, & Trevor Langlitz**

Oshkosh West High School: Kelly Wayne, Global Academy English 2 Honors

*Tripitaka's Travels!* (Board game) Our board game is designed like China and India. The starting circle will be located in China and maneuver all the way to India, where you will exit and lead your way back to China to finish the game. There will be obstacles on the way which will be signified by black dots, and you will have to pick up a game card. We chose this idea of a board game because the three of us are very competitive and this idea will give the players a first-person look of the book. A quote that inspired us to make this project was when Tripitaka volunteers to go search for the sacred scriptures: "Hsuan Tsang immediately came forward and bowing low said, 'I am a humble cleric, devoid of any capacity; but I am ready to undertake the quest of these Scriptures...'" (12.117).

#### **Kassidy Frosch, Baileigh Remy, Molly Anderson, & Ashley Sienkiewicz**

Oshkosh West High School: Cory Beaulieu and Brian Phelps, English 2 Honors

*Journey to the West Dioramas* (PowerPoint / Diorama) In order to understand the book *Monkey*, by Wu Ch'êng-ên better, we used dioramas. Each of them presents five scenes from the book to show the Confucian values and understand the values behind the character's actions. Thus, to comprehend Monkey and other characters' behavior throughout the book we looked to the main values of Confucianism and then created dioramas for five scenes that represented the values of Confucianism; Ritual Propriety, Integrity, Wisdom, Benevolence, and Righteousness. Finding that, to truly understand why Monkey needs to change from his original ways, it's necessary to understand why what he's doing is wrong, and the way to do that is comprehending the Confucian religion. However, these values don't just apply to Confucianism but are universal and should be applied for self-improvement.

#### **Haley Guido, Erica Casper & Carly Chandler**

Oshkosh West High School: Brian Phelps, English 2 Honors

*Mo's Journey to Happiness* (Children's book) Monkey's journey represents the path one takes to become enlightened through the Eightfold Path in Buddhism, while he himself represents someone in need of spiritual guidance, which only Buddhism can offer. Our children's book, *Mo's Journey to Happiness*, reflects the Buddhist teachings explained in *Monkey*, by Wu Cheng-En. In our book, the protagonist, Mo, conveys his journey to enlightenment in a fun, kid-friendly way. We hope to teach the meaning and steps of Buddhism to a younger generation.

#### **Alicia Hentz & Shianne Wendt**

Oshkosh West High School: Kelly Wayne, Global Academy English 2 Honors

*Heavenly Peach Tree* (Physical object) The project we made is a model of a peach tree. On the trunk the quote that our project is based upon is written and within the branches and leaves are peaches that tell summaries of the chapters and why they were important in the journey of Monkey. The trunk of the tree is made of papier-mache cardboard and foam, and the peaches are hung from the branches. We decided on this project because it represents when Monkey was at his most rebellious and mischievous point. It was also one of the big things he did while he was in heaven to make the

Queen of Heaven angry. Then he was placed into the mountain until he turned from his mischievous ways which lead to him needing to change in order to get out of the jail in the mountain.

### **Haley Hill**

Oshkosh West High School: Brian Phelps, English 2 Honors

*Title Soon To Be Discovered* (Watercolor, ink, and pastel painting) The focus of my project is to show my own mental image of the characters of the story and how the culture and descriptions of the book influence this. Instead of just showing my interpretation of Monkey, I have created a piece that will show my interpretation of the others alongside him on his journey. I chose to take an artistic approach for this project because of my artistic abilities and creativity. I have an interest in trying out this project because I want to test out my abilities in other tools of art and also be able to have fun and show my imagination and expressiveness. I really like how people throughout time have taken their own ideas and artistic abilities to create their own interpretation of the characters and feel inspired to do so myself. I believe that having your own image of what these characters look like can help you understand the story more and become more engaged as well.

### **Shay Jerabek**

Oshkosh West High School: Brian Phelps, English 2 Honors

*The River of Three Philosophies* (Watercolor painting) Through the use of watercolors based on the style of traditional Chinese paintings, the depiction of Tripitaka's journey across the river incorporates the three predominant Chinese philosophies that appear in *Monkey* by Wu Cheng'en: Taoism, Buddhism, and Confucianism. Traditional Confucian values center on the idea of filial piety, or respect, such as the courtesy that the great turtle shows Tripitaka and his disciples by taking them across the river on her back. The daunting task of retrieving the Holy Scriptures from India ties in Buddhist beliefs, which is also reflected in the villagers along the riverbank who are burning incense in reverence to Buddha. Furthermore, the stillness of the earthly landscape in comparison to the unnatural appearance of the monstrous white turtle represents the Taoist concepts of Yin and Yang, or opposites that work together in perfect harmony.

### **Brendan Koxlien**

Oshkosh West High School: Cory Beaulieu, English 2 Honors

*The Journey vs. The End Result* (Survey / posterboard) This project helps to define the importance of the journey compared to the importance of the end result both within the human psyche and the Chinese folk novel *Monkey*. The human results were obtained through an anonymous survey of two distinctly different classrooms and the goal of the survey was to find a correlation between how humans value their dreams versus how they value their personal character traits. I then tied the resulting correlation to the thematic idea of the journey versus the end result in *Monkey*, specifically Monkey's journey for immortality and omnipotence at the beginning of the novel. The end result of the project found that, as a whole, humans are more apt to cherish their personal traits at the cost of attaining their dreams, or in other words, that humans value the means over the end, while Monkey valued the result over the method.

### **Kyra Kutchenriter**

Oshkosh West High School: Cory Beaulieu, English 2 Honors

*The Soul Leads Way* (Painting) This painting is inspired by the structure of the counter ways to which the soul may go. This idea is represented by the two wrong paths to be both perfect, like heaven, and disastrous, like the trials of the pilgrimage. They are straightforward. Likewise, the middle way is represented by one mysterious door with dark and light crossed between each other. There is no direct path to this door, showing that it is hard to find with all the temptations and suffering as people travel through the journey of life. The bottom of the painting contains a silhouette of Monkey as he is perceived while riding clouds in the sky with his head appearing to be hinged open and his brain floating above to show how it is no longer involved as he chooses the true way to go. Only his heart and soul can decide his true path. It is common for the brain to take over in decisions and overshadow the soul and heart, like when Monkey chooses what he wants instead of what he needs, making it confusing and hard to go through life successfully.

**Katie Landolt**

Oshkosh West High School: Brian Phelps, English 2 Honors

*Buddha was born Siddhartha Gautama* (Contrasting paintings and poem) These two paintings, inspired by the scenes from the first and last pages of the book, show Monkey's transformation from the beginning to the end of the novel, not only through his development as a hero but also spiritually. The poem placed between the paintings reflects how the journey that Monkey takes makes him who he is in the end, not his miraculous birth. This project touches on how everything in life must be worked for and the path we take to success makes us who we are.

**Anthony Messina**

Oshkosh West High School: Brian Phelps, English 2 Honors

*Zeteo* (Jeopardy-style game) For as long as man has walked the earth, he has been on a constant quest to acquire more, and to satisfy his insatiable desire to learn. *Zeteo*, much like the novel *Monkey*, is a journey for knowledge, one in which contestants must travel down different paths (columns and rows) answering a variety of increasingly difficult questions in order to attain their desired end goal. This project requires participants to test their knowledge and assimilate new information into their knowledge bank, to be used for future quests. This is strikingly similar to Tripitaka and his disciples' journey and struggles to overcome challenges and acquire new understandings.

**Claire Miller, Jess Trembly & Taylor Reichow**

Oshkosh West High School: Brian Phelps, English 2 Honors

*Journey to the Center of Chinese Religion* (Trifold poster) Using a trifold poster, our research is conducted on the three religions Taoism, Confucianism and Buddhism and attempts to explain how they are all connected through a metaphorical journey. Interested in the overlap between the religions, a trifold board was chosen as it would best display the research found. For this "metaphorical journey" we will picture the founders of the three religions and have them on a path to a big picture idea placed at the bottom of the board which will clarify the three relationships. On these paths will be stops containing information showing how, although they are different religions, they are all needed in order to reach self-perfection. A person cannot be whole without all three religions, and if one refuses to acknowledge the connection of the three, a lack of balance is created.

**Jacey Morgan & Amelia Reed**

Oshkosh West High School: Kelly Wayne, Global Academy English 2 Honors

*Mapping Monkey's Journey to the West* (Interactive map) Our project is titled *Mapping Journey to the West* and it is a combination of a map of Asia and corresponding letters. We've marked points on the map that show where Tripitaka likely travelled on his journey to get ancient scriptures in India. The map includes 9 major locations. Additionally, we wrote letters to the reader from the perspectives of different characters from each location. The location of Tripitaka and the other travelers where they wrote each letter has been estimated based on landmarks mentioned within *Monkey* and the amount of time between each location. We've written the letters in a way so as to portray the different personalities of each character, and we used different fonts for individual characters as well. Our project analyzes the thoughts and feelings of characters throughout the novel and provides background knowledge about Asia.

**Paige Neustifter & Emily Salzsieder**

Oshkosh West High School: Cory Beaulieu, English 2 Honors

*Determination, Challenges, and Triumphs: The Quest to Morality* (Journal and map) In the construction of our project, we developed a map and journal to signify the difficulties within *Monkey's* journey. While *Monkey* was encountering challenges throughout his journey, he discovered that conflict can lead to a more positive effect in his life. This connection can be represented in both the map and *Monkey's* journal. The map helps demonstrate all the hard tasks he had to accomplish, that eventually lead him to overcome his greatest fears. As demonstrated on the map, *Monkey's* most influential challenges are shown with the pins and thread that describe the pain he had to endure physically, emotionally, and mentally; while a single piece of thread represents how his challenges are

connected by allowing him to finally reach his final accomplishment, becoming a Buddha. The representation we have of Monkey's journey can also be exhibited throughout Monkey's journal. Found in Monkey's journal are the emotional aspects that are presented from his perspective, which associate with the strenuous obstacles he had to overcome while completing his journey, all of which are described in terms of difficulty and significance to his future.

**Lexi O'Laire & Elaine Katherine Rygh**

Oshkosh West High School: Kelly Wayne, Global Academy English 2 Honors

*The Tiers of Heaven and Earth* (Wooden art) Our project focuses on the levels of heaven and earth represented in the book. We created 2 levels from a wood frame, with the top level being 3D objects representing different scenes in heaven and the bottom level being pictures of China and the real places described in the book. One of our group members traveled to China in December and was able to visit many of the actual places described in the book, such as The Temple of Heaven, the mountains of Guilin, and many jewelry stores that had Monkey themes. The book describes how Monkey affects all corners of the Earth and heaven, and our project shows the fiction and reality of the Monkey's influence on China's modern culture and geography.

**Grace Phillip & Kami Schlotthauer**

Oshkosh West High School: Cory Beaulieu and Brian Phelps, English 2 Honors

*Makings of a Monkey, Makings of a Man* (Canvas painting and poem) By focusing on a personality trait which is commonly expressed by adults and children alike, this piece aims to expose to viewers the true severity of the materialism found within the present-day population and the changes that one needs to undergo in order to step away from constant greed by showcasing items found in the novel *Monkey*, by Wu Cheng-En, and comparing them to the items many possess today. The objects in the exposition represent different states of mind and being, the first being the materialistic mindset and the second true human identity. When one is object-oriented, one identifies only with the items one has. This idea explains why the painting contains no pure human features, only an American flag, for individuals fail to recognize one for their own attributes when they or their culture control extravagant belongings. Serving as a bridge between the materialist identity and the true human identity is a poem which documents the uselessness of a desirous personality.

**Josh Porior & Jack Wagner**

Oshkosh West High School: Brian Phelps, English 2 Honors

*Buddhas, Immortals, and Sages* (Board game) As a spin-off of the popular family board game *The Game of Life*, our project is a board game in which, instead of being the first to retire, the object of the game is for a player to achieve immortality with the most level of knowledge. The player does this by choosing the path of either Buddhism, Taoism, or Confucianism. This medium helps the player gain more knowledge and a better appreciation of the three religions as mentioned in the book *Monkey*, in a fun and interesting way. By doing this, the players will learn key points and ideas, along with important religious landmarks of the three religions.

**Yanna Roberson & Calayah Thomas**

Oshkosh West High School: Cory Beaulieu, English 2 Honors

*Pieces Of A Journey* (Mosaic) This project demonstrates Monkey's journey to immortality, portraying his mischievous nature as well. This mosaic is pieced together by different patterns that represent Monkey's voyage throughout. The stone and desert pattern represent Monkey's birth from stone and rule over the Monkey kingdom in his cave. This leads to the grass and forest which make up most of his body, also representing his freedom. During Monkey's adventure toward enlightenment he faced many challenges, especially overcoming his playful mischievousness. The grass and forest represent his journey to enlightenment and lead to the center of Monkey. The red center shows his playfulness and naive actions. Monkey's blue head interprets his end goal of enlightenment. Each picture will be connected to a quote creating a deeper connection through this wordless mosaic.

**Jill Ruark & Carly Coons**

Oshkosh West High School: Kelly Wayne, Global Academy English 2 Honors

*Don't Judge a Book by Its' Cover* (Scrapbook) Our project focuses on the recurring theme of appearance-based judgement. It is an age-old problem that has been and will be faced by any and all cultures. Our motivation for this project stems from the quote: "'In all the years you've lived,' said Monkey, 'you've evidently learnt very little wisdom. If you judge someone by their appearance, [you're] always going to be wrong. I'm not much to look at, I grant; but I have powers, and if you are having any trouble with bogeys or monsters in the house, that's just where I come in'"(148). We found examples of times when other people and animals thought Monkey was bad, a demon, evil, etc. because of what he looked like and chose to build off of that idea. We wanted to use different examples of this kind of judgment from different times and different places. We found Chinese newspaper articles from the late 19th and 20th centuries about judging appearances and created a survey for students at Oshkosh West High School to show how judgement has or has not changed over the years. Students were asked to answer if they were ever judged and why, and if they ever judged anyone else. Then, we took the three different time periods and compared them to find out how judgment throughout the ages has changed. We found that the same kind of discrimination used against Monkey in the book can be found in contemporary America, 500 years later and 7000 miles away.

#### **Maddy Smith**

Oshkosh West High School: Brian Phelps, English 2 Honors

*The Rain-Makers: Nine Chinese Dragons* (Map and description of Chinese dragons) This map and trifold displays the different types of dragons celebrated in Chinese culture, as well as showing the regions where the dragons reside in and control. Dragons are an important aspect of Chinese culture because they are believed to control the weather, create rain, natural disasters, and influence the five elements. Specifically in the Ming-era folk novel *Monkey*, by Wu Ch'êng-ên, dragons either help the priest on his journey, or they cause barriers to try to prevent him from completing the journey.

#### **Kimberly Steinert**

Oshkosh West High School: Brian Phelps, English 2 Honors

*The Underpinnings of a Myopic Interpretation of Chinese Culture* (2 informational posters and bulletin board with 2 maps) Despite the fact that the culture of ancient China has been distorted, and in some cases destroyed, interpretations of the surviving elements of Chinese practices, religion, philosophy, belief systems, and ways of living present similarities, yet drastic differences, to ancient Chinese religion. In combination, those elements form the three common religions in China: Buddhism, Confucianism, and Taoism, which all take different forms depending on how religious life is preserved in a certain region or group. The large colored map of the world, focused on China and the Chinese provinces, illustrates the myopic interpretation of Chinese culture. The traits within each of the three main Chinese religions, correspond to Monkey himself who, for example, follows the steps of the eightfold path to become a Buddha, yet sometimes acts contrary to Buddhist beliefs. Monkey and other creatures present characteristics that can connect to multiple parts of the three religions, and demonstrate corresponding, and sometimes opposite, traits.

### **OSSEO-FAIRCHILD HIGH SCHOOL**

*Denise Beasley*

#### **Darby Boehnen**

Osseo-Fairchild High School: Denise Beasley, Advanced English 12

*Chinese Monkey Warrior* (Matte border drawing) This picture represents the deeper side of Monkey. By using Chinese descriptive words I include the characteristics of Monkey's character and personality as I see him. Emotions are included in my drawing, showing Monkey's true warrior side. The details of his face show the toll the journey takes on Monkey and how seriously he has taken this task, no matter how foolish and fun-loving he appears on the outside.

#### **Fern Hall**

Osseo-Fairchild High School: Dee Beasley, Advanced English 12



*Colors of the Companions* (Painting) This painting portrays the four main characters of the story. Symbolic colors are used and tie in with the main characters' traits, and portray important symbols of the journey. Purple represents mystery and ambition; blue depicts devotion for the journey and the trust built between the group members; yellow shows the intellect and motivation all four characters possess along with irresponsibility and heroism. Green is Sandy's main color which shows the guilt he carries from his past. Green also relates to the other three characters because of their past wrongdoings. In Chinese culture, the color white represents strength and confidence, which all four characters possess. Tripitaka wears a white coat because he has a pure spirit and does not believe in violence.

#### **Charity Sprinkle**

Osseo-Fairchild High School: Dee Beasley, Advanced English 12

*Journey to the West Cake* (Four-layer cake) This four-layered cake documents the journey Tripitaka and his companions take in *Journey to the West*. The bottom white layer represents heaven, because Monkey is tricked to live there. The brown second layer symbolizes the earth and hardships the four characters face during their mission. The blue layer represents the great waters and bridges the travelers need to cross on their journey. A red trail runs through each layer of the cake to mark the beginning of the journey, and ends on the fourth layer showing their final destination. Throughout the cake there are many signs, including quotes from Confucius, each sign representing a different aspect of the journey.

### **ROCK UNIVERSITY HIGH SCHOOL**

*Matthew Wolf*

#### **Collin Smith, Nate Watson, Noah Hagy & Sanannah Henderson**

Rock University High School: Dr. John Pruitt and Matt Wolf, Humanities 12

*Monkey The Game* (Video game) Our group chose to do a video game representation for the final act of Monkey. We did this by making a basic 2D side scroller and using 8-bit music inspired by the 80's. The reason we chose the final act is because it was the most memorable to us and it reflected the huge payoff after seeing their journey complete. This game is also made with the intention of using humor to give it a light-hearted take.

### **ST. FRANCIS XAVIER HIGH SCHOOL**

*Lynn Zetzman, Kelli McGreevey & Maureen Milbach*

#### **Emilee Kimmes, Maggie Baus, Weonsil Kang, Sydney Bernegger & Hannah Sell**

St. Francis Xavier High School: Lynn Zetzman, Introduction to Art

*Physical Process of Disseminating Monkey* (Relief Print Making) Xavier High School Introduction to Art Class students have carved images of monkeys, inked up their carvings, and made multiple reproductions. The 16<sup>th</sup> century *Journey to the West* attributed to Wu Cheng'en would have been reproduced for dissemination via relief print making in China. This was the tricky (one has to carve backwards) and laborious process used to create traditional early copies of the text. We will be on hand to help any student attending the conference make a print using the carved blocks from our class resources.

#### **Jessica Knight & Madeleine Vanden Heuvel**

St. Francis Xavier High School: Lynn Zetzman, Introduction to Art

*Be the Dream Team!* (Photo opportunity) Xavier High School Painting class created this large 4' by 4' painting of their favorite characters from the text. To further the illusion of conference attendees transforming into the figures of Sun Wu-Kung and Pigsy there are monkey and pig nose masks available to don.

**Rebecca Kramer**

St. Francis Xavier High School: Lynn Zetzman, Honors Art

*Journey to the West T-shirts* (Cut paper stenciled t-shirts) The Chinese have long created intricate cut paper designs. The *Journey to the West* pride t-shirts worn by Xavier High School students attending the conference were created using cut paper stencils—one per color—for the 3 color design. I will showcase a traditional Chinese cut paper art work/modeling my t-shirt design.

**Valerie Lambert, Mary Fryda, Shea Fabel & Katherine Walkowski**

St. Francis Xavier High School: Lynn Zetzman, 2D Design and Drawing

*Portraits of Sun Wukong* (Reduction relief print portfolio) The Xavier High School 2D Design Class of 16 each created a unique portrait of Monkey. Some Portraits loosely depict a scene from the text, some are illustrations of attitudes, emotions, or stance, others relate to Monkey in contemporary culture. In addition to conference presenters, this portfolio represents the work of Mitchell Congdon, Braedon Donovan, Stella Douglas, Mary Fryda, Morgan Gerseth, Mia Gregory, Bowen Guan, Katie Kiesner, Valerie Lambert, Amanda Leibham, Destin Payne, Cloey Ratliff, Kristin Seidler, Charissa Wallace, Andrew Wyman, and Yingqiang Yuan.

**Gabe Pante & Catherine Adair**

St. Francis Xavier High School: Lynn Zetzman, Ceramics

*Monkey Vessels* (Ceramic mugs and portraits) World Leaders often have portraits commissioned. The National Gallery in Washington DC houses formal portraits of each and every president. These ceramic mug portraits depict a king worthy of portraiture—but are more in the tradition of a commercial pop icon product such as Sun Wu-Kong, who has mastered the transformation into a cross generational cultural phenomenon of international proportions.

**Lucy Qingyang**

St. Francis Xavier High School: Lynn Zetzman, Arts and Crafts

*Shadow Episodes* (Shadow puppets and set pieces) Xavier students worked in groups of 2-4 to write scripts, craft shadow puppet characters/set pieces, and then enacted episodes of the text for their classmates.

**Kathleen Schreiber**

St. Francis Xavier High School: Lynn Zetzman, Honors Art

*Piggy, the Pack Animal* (Sculpture) Piggy was not just a greedy beast with ferocious appetites. He was also a useful citizen who used his great strength to haul the pilgrims' possessions on their *Journey to the West*. I thought carefully about what one would take on this journey as I assembled my sculpture from a broken piggy bank pilfered from a roadside pile meant for garbage truck pick up. The repaired and freshly painted piggy bank was combined with items lying around the art room along with those I purchased from the second-hand clothing shop I work at. Piggy is depicted as the pack animal he was accompanying Sun Wu-Kong and Xuanzang.

**Lauren VanSchyndel , Katrina Mazier, Danielle Theisen & Nan Xi**

St. Francis Xavier High School: Lynn Zetzman, Introduction to Art

*Monkey Transformations* (Sequential frame drawings) 3 sections of Introduction to Art classes at Xavier High School (62 students) transformed Monkey into something other in a 5-frame sequential drawing. In the text, Monkey has mastered an unlimited number of transformations under his master's tutelage before heading off on his own. This ability to transform himself into a centipede, a likeness of a foe, a clone army, etc., serves his party well as he journeys west with the monk Xuanzang.

**WASHINGTON HIGH SCHOOL**

*Alexander Branderhorst*

**Shania Bernard**

Washington High School: Alexander Branderhorst, AP English Literature

*You Are a Monkey* (Poem) I wrote a poem about the Monkey King. I felt that Monkey did a lot to try to fit in and yet appear bigger than what he was. I thought it was important to capture the ideas of not trying to be something that you are not because, at the end of the day, you will always be found out.

**Alta Bingham and Justin Moore**

Washington High School: Alexander Branderhorst, AP English Literature

*Swordplay as Exercise* (Athletic program) Our project came about because we wanted to incorporate our love of athletics with the novel *Monkey*. A lot of traditional Chinese games are similar to Western games, so we decided to research ancient Chinese swordplay. We created an exercise program that will build our stamina, the stamina we would need to go on a journey like the characters in the book. We will then record our progress on a display.

**Earnest Cleveland-Winters**

Washington High School: Alexander Branderhorst, AP English Literature

*Monkey Fashion Line* (Colored sketches) When I thought about my interests and the novel *Monkey*, I came up with the idea of creating a fashion line inspired by imagery from the text. I will be creating a whole fashion line in sketches that are inspired by symbols, locations, and themes from the text. They are fierce looks!

**Kamdiria Lathan**

Washington High School: Alexander Branderhorst, AP English Literature

*Concept Album Cover* (Paint and ink on poster board) I love music and wanted to use the ideas I got from *Monkey* in writing the lyrics to a new song. Then I wanted to present the lyrics in as interesting a way as possible, so I created a painting that captures the mood I was going for and wrote the lyrics across it.

**Sue Vue**

Washington High School: Alexander Branderhorst, AP English Literature

*Monkey King's World* (Colored pencils on poster board) I wanted to capture in art how Monkey felt in his world. The mountains isolate the monkey clan from others. The waterfall cools and nourishes his people. The flower tree in the foreground shows the peach tree that was forbidden, but also symbolizes eternal life for Monkey and maybe his people. The cloud that Monkey rides on shows his mastery of the many elements.



## NOTES



**GREAT WORLD TEXTS IN WISCONSIN**  
is a public humanities initiative of the  
Center for the Humanities at the University of Wisconsin-Madison.

We are grateful to the program's sponsors: the A.W. Mellon Foundation; the Evjue Foundation, the charitable arm of *The Capital Times*; the Wisconsin Humanities Council; UW-Madison Libraries; the Departments of English, History, and East Asian Languages and Literatures; the Anonymous Fund of the College of Letters & Science; and the Wisconsin Department of Public Instruction.

Special thanks to our partners, to this year's faculty advisor, **Rania Huntington** Associate Professor and Department Chair of East Asian Languages and Literatures, and to **Devin M. Garofalo and Manuel Herrero-Puertas**, Public Humanities Fellows, Great World Texts in Wisconsin program coordinators, and co-editors of *Teaching Journey to the West in Wisconsin: A Guide for Educators*. Many UW-Madison faculty and graduate students participated in our educator colloquia and helped with this year's programming, including: **Robin Rider**, Special Collections Librarian at Memorial Library; **Joe Dennis**, Associate Professor of History; **Leslie Bow**, Associate Professor of English and Asian American Studies; **Caroline Levine**, Professor of English and Department Chair. **Marci Glaus** and the Wisconsin Department of Public Instruction have been supportive partners. And special thanks to students and other members of the UW-Madison community who volunteered to help make today's conference a success: **Julia Dauer, Michael Opest, Ruth Kellar, William Broadway, Naomi Salmon, and Emily Loney**.

Teaching materials and additional information for *Journey to the West in Wisconsin* and previous Great World Texts are available online.

To learn more, visit our website or contact **Manuel Herrero-Puertas** at (608) 890-1468 or [greattexts@humanities.wisc.edu](mailto:greattexts@humanities.wisc.edu)

**Applications for the 2016-2017 Great World Texts in Wisconsin program, William Shakespeare's *The Tempest* in Wisconsin, will be online soon.**

**Visit our website for details:**  
[[www.humanities.wisc.edu](http://www.humanities.wisc.edu)]

