

LITERATURE AS AN INTEGRATING AXIS AT SCHOOL: A CASE STUDY WITH ONE HUNDRED YEARS OF SOLITUDE

A LITERATURA COMO EIXO INTEGRADOR NA ESCOLA: UM ESTUDO DE CASO COM CEM ANOS DE SOLIDÃO

LA LITERATURA COMO EJE INTEGRADOR EN LA ESCUELA: UN ESTUDIO DE CASO CON CIEN AÑOS DE SOLEDAD

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ABSTRACT: Contemporaneity is characterized by speed and lack of time to read. This peculiarity seems to be the cause of the students' little dedication to reading classical texts, which are known to promote a humanizing experience. In this study, we evaluate the use of the book *One Hundred Years Of Solitude* as an integrating axis of areas of knowledge in an interdisciplinary school project. The project was proposed to teachers of a public school in the state of Rio de Janeiro so, it was adjusted by them to suit the needs in class. The intervention was evaluated through content analysis of essays produced by students and questionnaires applied to teachers. This integrated project provided the student/reader the distance from immediate reality, the exercise of imagination, the expansion of understanding and world view. Students and teachers reported that the intervention promoted the integration of subject contents and the encouragement to reading classical works.

KEYWORDS: Literature. Teaching. Interdisciplinarity.

RESUMO: *A contemporaneidade se caracteriza pela celeridade e pela falta de tempo para ler; tal peculiaridade motiva uma escassa dedicação aos textos clássicos, os quais são reconhecidamente capazes de promover uma experiência humanizadora. Neste estudo, buscamos avaliar a utilização da obra Cem Anos de Solidão em um projeto escolar interdisciplinar no qual a literatura assumiu a posição de eixo integrador das áreas de conhecimento. O projeto foi proposto aos docentes de uma escola pública do estado do Rio de Janeiro e adaptado para aplicação. A intervenção foi avaliada através da análise de*

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conteúdo das redações produzidas pelos alunos e de questionários aplicados aos docentes. O papel integrador do projeto proporcionou ao aluno/leitor o desprendimento da realidade imediata, o exercício da imaginação, ampliação da compreensão e de visão de mundo. A intervenção foi positivamente avaliada pelos alunos e professores e o estímulo à leitura de outros clássicos foi fomentando.

PALAVRAS-CHAVE: *Literatura. Ensino. Interdisciplinaridade.*

RESUMEN: *La contemporaneidad se caracteriza por la rapidez y la falta de tiempo para leer; esta peculiaridad motiva una escasa dedicación a los textos clásicos, que se sabe son capaces de promover una experiencia humanizadora. En este estudio buscamos evaluar el uso del libro Cien Años de Soledad en un proyecto escolar interdisciplinario en el que la literatura asumió oposición de eje integrador de las áreas de conocimiento. El proyecto se propuso a los profesores de una escuela pública del estado de Río de Janeiro y fue adaptado para su aplicación. La intervención se evaluó mediante el análisis de contenido de los ensayos elaborados por los estudiantes y los cuestionarios aplicados a los docentes. El papel integrador del proyecto proporciona al alumno / lector el desapego de la realidad inmediata, el ejercicio de la imaginación, la expansión del entendimiento y de la visión del mundo. La intervención que valorada positivamente por alumnos y profesores y se fomenta el estímulo a la lectura de otros clásicos.*

PALABRAS CLAVE: *Literatura. Enseñanza. Interdisciplinariedad.*

Introduction

Literature is an important form of cultural and artistic expression of a people. When reading, the individual develops reading comprehension, the formation of mental images and sensations that allow them to experience and learn about cultures, realities, and worlds different from their own, thus expanding their worldview and, consequently, their insertion as a citizen of their time. Contemporary life is characterized by the use of technology and celerity. There is a great appeal for quick internet readings on phone sets, and little dedication to texts that promote a humanizing experience, such as the one provided by reading classical works. According to Kramer (2000), humanity is moving towards reading shorter and shorter pieces of texts, through messages, excerpts, and summaries. The author questions the possibility of educating young people in this context and proposes the rescue of the human experience through the conquest of the ability to read the world. This reading of the world would be through literature, which is one of the foundations of the linguistic, intellectual, civic and moral formation of students, acting as an object and tool of education and teaching (FRAISSE, 2012).

In order to understand that literature can be used as an articulator in the teaching of several disciplines, it is initially necessary to understand the importance of reading from a Freirean perspective. According to Freire (1986), reading is not only the decoding of the written word, but the reader's interpretation of the world. Also according to Freire (1986), the understanding of what is written depends on the establishment and perception of the relationship between the text and the context, making reality and language fluidly linked. Thus, the act of reading is not just the reading of a multitude of books without the possibility of deepening them. Reading "always implies critical perception, interpretation, and 'rewriting' what is read" (FREIRE, 1986, p.12). Reading allows us to "relate before and after, to understand history, to be part of it, to continue it, to modify it. Unveiling" (KRAMER, 2000, p.20).

According to Sauthier and Prochnow (2003), reading is essential for learning, as it belongs to all subjects and permeates the personal and collective construction of attitudes, values and transmission of values, consolidating future generations. Under this interdisciplinary perspective, literature can be used in the school context seeking dialogue with other subjects and promoting integration among the contents. Literature would be the discipline capable of integrating the others, enriching the understanding and interpretation of the world. According to Kleiman and Moraes (1999), reading, for having a nature that integrates other knowledge, is the key to interdisciplinarity in schools. Thus, literature is understood as a facilitator in teaching by stimulating the reader to follow, in the imaginary, the path of learning without the fixation of pre-established concepts (PIASSI, 2015).

The purpose of this study is to evaluate a school intervention based on the classic work of literature *One Hundred Years of Solitude*. By establishing connections between fictional literature and disciplinary contents, it is expected to promote the integration of school knowledge with the social context, as well as to stimulate criticality and creativity. Moreover, the elaboration and application of an intervention project that has literature as a connecting thread with other subjects promotes not only interdisciplinarity, but also access to reading, contact with classic works, imagination and a greater interaction between students and teachers.

The term "interdisciplinarity" has a polysemic character. In this work, we understand interdisciplinarity as the interaction between disciplines or areas of knowledge through an integrating axis, which in this study took the form of literary work. Zabala (2002, p. 55) understands interdisciplinarity as "[...] the interaction of two or more disciplines, implying an exchange of knowledge from one discipline to another. Thus, the interdisciplinarity desired in

this work consists of instigating the discovery of new points of view and applications for the traditional school contents from the connections between the disciplines.

The novel *One Hundred Years of Solitude* (*Cien Años de Soledad*), written by the Colombian Gabriel García Márquez (1927-2014), was published in 1967 and is considered his masterpiece. The author, surnamed Gabo, was quite influential in Latin American literature, and was awarded the Nobel Prize for Literature in 1982. *One Hundred Years of Solitude* is known worldwide and is considered a portrait of Latin America. As a popular novel, illustrations by various artists, such as the Argentinean Carybé, are found not only in the illustrated versions of the book, but also reproduced on sweaters, mugs, stationery, and tattoos. The mythical opening line of the book, "Many years later, before the firing squad[...]" (GARCÍA MÁRQUEZ, 1982, p. 1), is recited by fans of the work.

The novel *One Hundred Years of Solitude* depicts the story of the village Macondo, founded by the couple Úrsula and José Arcadio Buendía after they marry. Ursula, the centenarian character, follows the generations of her heirs. The strain is marked by inbred relationships, betrayals, tragedies, and supernatural events. Scholars of the work consider it as a great metaphor for the human condition, or more specifically, as a metaphor for the Latin American condition. Herrera (2015) states that this work is a symbol of the prevailing morality, not only in the region, but in the world.

The novel is full of figurative and allegorical elements, which Gabo uses to lyrically and humorously analyze human existence. Aspects such as the determinism that governs the Buendía's life and the powerlessness in the face of the untamed forces of nature are well portrayed in the work (CIARLINI, 2019). Kundera (2005) considers *One Hundred Years of Solitude* one of the greatest works of world poetry, in which every sentence is a wonderful mixture of fantasy and surprise.

In the next section, we will address the stages of the development and application of the school intervention project, based on the work *One Hundred Years of Solitude*. Then, to evaluate this pedagogical practice, we show how the experience of reading the work, shaped by the interdisciplinary intervention, was experienced by the students.

Project Development

This study is based on the development of projects in everyday school life, with literature as the basis (KLEIMAN; MORAES, 1999). Considering that reading plays a fundamental role in the definition and conveyance of society's principles and values, and that

it is an excellent means of articulating different disciplinary contents, we sought to promote, in this pedagogical practice based on literature, the interconnection of knowledge from different curricular components. According to Gallian (2017), literary classics should be valued in education because they offer a human worldview. When reading a classic, the individual is faced with situations, problems, and possible solutions that are usually extrapolated to real life.

The project consisted of the following stages: 1- choice of the work; 2- conception of the project; 3- presentation of the proposal to the teachers; 4- application of the project; 5- data collection and analysis. The novel *One Hundred Years of Solitude* was chosen for being a classic of Latin American literature and for dealing with a series of typically social events and conflicts. Even the "strangeness" caused to the non-specialized reader, due to the surrealistic approach to life situations, seems to be a facilitating factor for the breaking down of barriers imposed by school subjects.

After re-reading the work *One Hundred Years of Solitude*, excerpts from the work were selected to be potentially relevant to several subjects of the curriculum. The intervention was carried out in a class with 23 second year high school students in a public, full-time school, located in the state of Rio de Janeiro, during one semester.

Initially, a meeting was held with all the high school teachers to present the proposal. After the suggestion of how the work could be approached, the teachers who wished to participate in the project began to adapt the proposal for use in their classes. Several meetings were held to integrate the teaching team, with the participation of the pedagogical coordinator and the first author of this article. The intervention took place with the participation of 8 teachers of the disciplines Literature, Scientific Workshop, Arts, Geography, Sociology, Mathematics, Textual Production and French, after the students finished reading the work. A period of two months was agreed upon for the students to read the work individually.

Among the skills proposed by the Common National Curricular Base (BRAZIL, 2018), our work suggested the following possibilities to the participating teachers: identify characteristics of Magical Realism by relating information about the construction procedure of the literary text exemplified in the author Gabriel García Márquez; establish relationships between the literary text and the moment of its production, situating aspects of the historical, social and political context; evaluate the impacts of industrialization on the organization of space and work; identify practices of social groups in time and space; recognize the dynamics of social organization and its power relations; solve problem situations that involve knowledge of statistics and probability using probabilistic calculations; calculate the number

of occurrences of events such as possible combinations; understand the principles of Mendelian genetics; use the codes of genetics to interpret and construct inheritance diagrams (heredograms); calculate probabilities in genetics; use the technique of plaster engraving to produce illustrations from excerpts of the work; compose texts following the basic model of a dissertation. Based on these suggestions, the teachers established connections between the situations portrayed in the work, the subjects, and the contemporary world. Subsequently, the researchers became observers of the process in order to understand how the teachers conducted and adapted the interdisciplinary proposal to the reality of the class in focus.

The school intervention started with the contextualization of the project and the presentation of Gabriel García Márquez's *One Hundred Years of Solitude*, and the literary style Magic Realism in Literature classes. This subject acted throughout the semester, guiding the discussion related to the students' perceptions of the reading of the work. In Geography and Sociology classes, the urbanization process and the impacts of industrialization on the organization of space and work, social relations of hierarchization and community organization were discussed, using as an example the formation of Macondo and its social organization. In the Scientific Workshop classes (Biology), the students solved problems related to Mendelian genetics. The teacher made use of the teaching material "A heredogram story in *One Hundred Years of Solitude*" (AIRES *et al.*, 2019), based on the Buendía heredogram to demonstrate how the characteristic "pigtail" would have passed silently through the generations until it reappeared in the last generation of the strain (GÓES, 2021). Integrating Mathematics and Biology, the topics of percentage and probability were addressed in order to solve problems involving Genetics. The artistic expression took place through representations of scenes/illustrations of the work, in plaster. The students expressed their experiences and perceptions about the reading of the work and participation in the project, in an integrated way, through a textual production. After the 6 months of application, the project was closed with an exhibition of the textual and artistic productions for the school community.

In order to understand the effects of the intervention, we evaluated the essays produced in the Textual Production course and the questionnaires, applied after the end of the intervention, about the impressions of the participating teachers. The essays were coded from A1 to A23, and the questionnaires from P1 to P8. The data were analyzed using Bardin's (2013) content analysis and categorization method. The organization of the results obeyed the following optics: evaluation of the experience regarding the reading of the work *One Hundred*

Years of Solitude, evaluation regarding the participation in an interdisciplinary project, and evaluation regarding the experience of students regarding the reading of a literary text.

Students' experience with reading *One Hundred Years of Solitude*

Among the 23 students participating in this practice, two students said they had not read *One Hundred Years of Solitude* and two students did not answer. Sixteen students stated that they did not know the author and the work before the intervention. This result is not surprising, since, although Gabriel García Márquez is an icon of Latin American literature, the literary style Magic Realism is not included in the Brazilian high school curriculum (BRAZIL, 2018), which addresses only works originally written in the Portuguese language. Despite being so close geographically and culturally, there are not many opportunities for Brazilian students to learn about literary works produced in neighboring countries.

It was found that reading this work stimulated some students to mirror their personal experiences in literature. When asked to point out if they found similarities between the work *One Hundred Years of Solitude* and contemporary Brazilian culture, some students highlighted incest as a "common" event in our society, as quoted: "*This work is directly linked to our culture, through incest for example, because it is something common in our country*" (A14). Although incest is not generally considered a common practice in our own society, it is interesting to highlight the critical awareness about this practice raised by reading the work. According to Kramer (2000), the reading experience is complete when the reader is able to expand the boundaries of the text through his or her own perspective. Indeed, the students were struck by the high frequency of consanguineous marriages among the Buendía. Some students cited that, in their families, there are also marriages between cousins. One of the students identified the determinism (which he calls "customs" that pass through generations) that governed the life of the Buendía, associating it with their culture: "*I found the book very similar to our culture, because it says that regardless of the generation the customs remain the same*" (A18).

Our experience corroborates the statement of Borges and Besnosik (2009, p.29), according to which, "a literary text is a powerful instrument of contextualization of the world". When reading, the individual seeks to find a path, a meaning, to better understand himself and the world, to enrich his existence (TODOROV, 2009).

About the process of reading the work, only six students said they had encountered difficulties, as exemplified in the following excerpts: "*I found the reading very dense and*

complicated"(A1), *"The book has a difficult language"* (A8). One of the teachers even stated that the book is *"boring"* (P2) and that there was an initial resistance to the reading of the text by the students: *"It is a rather boring book, at least at the beginning of the reading, for teenagers [...] some students even complained to me at the beginning of the reading"* (P2).

In fact, besides being a "dense" work, as the student notes, the Magical Realism literary style is "different" from the usual. It is understandable and even expected that there was some difficulty for the students' initiation into García Márquez's work. In magical realism, everyday situations are given a dash of unreality (CHIAMPI, 2012). What may cause the reader strangeness or amazement is experienced by the characters as something natural. There is a mixture of the real and the surreal. In *One Hundred Years of Solitude*, the birth of a child with a pigtail is not the most impacting or surreal event within the set of unrealities represented in the work. However, the succession of Aurelianos and José Arcádios, characters that go through all the generations of the Buendía, was a factor of difficulty, as demonstrated in the students' reports: *"The book's structure is somewhat complex, due to its hereditary organization with similar names and time passages"* (A21), *"There came a point in the book where I had to go back pages, because I was already confusing the names and physical characteristics of the characters"* (A9).

One of the teachers, although he considered reading complex, pointed out that it is essential for students to have contact with the classics. This teacher also observed that associating the saga of the characters in *One Hundred Years of Solitude* with genetics, as suggested in the initial project meeting to the Biology teacher, was a "brilliant" idea (P3): *"Working the saga of the Aurelians and José Arcádios linked to genetics was a brilliant idea and, although it seems like a complex reading, it is the teacher's obligation to introduce the classics to the students"* (P3).

However, after the initial strangeness and difficulty, as revealed in student A9's excerpt above, the reading became easy: *"As the pages went by [...] I had a clearer vision and the book became more attractive, fun, and understandable to read and understand"* (A9). This quote reveals that the student accepted the challenge of reading differently than usual and felt confident in overcoming the initial difficulty, as did student A12: *"One Hundred Years of Solitude was not an easy read indeed, but it was also no rocket science"* (A12).

The resistance reported by students may also stem from previous experiences of reading classics in the school setting. According to Gallian (2017), this traditional experience tends not to elicit emotions, attitudes, and human values. This treatment of reading makes

students perceive the reading process "as something heavy, difficult, arid, and, above all, uninteresting" (GALLIAN, 2017, p.80).

On the other hand, it is possible to notice, in some reports, the euphoria related to the act of reading One Hundred Years of Solitude: "*I found it incredible*" (A13), "*I loved reading it and every detail*" (A16), "*It introduced me to a sensational author, and an even better book*" (A8), "*This work that manages to be so original and full of life, is a book that holds you until the end*" (A17). The "emotion" triggered by the reading of the work, by the students, was evidenced by a teacher: "*I believe that the reading of the book 'touched' some and that is positive!*" (P3).

According to Gallian (2017), the engagement with reading narratives can trigger the expression and sharing of affect and emotions. Also according to the author, literature awakens our emotions and connects us with our human side, that is, it has a "humanizing" effect. The recurrent use of the words "marked" and "remarkable" was observed in the students' essays, when referring to the surreal detail of the pigtail, the author's writing style, and the intervention project. The author's writing style was highlighted by some students: "It was what impressed me the most, as the author's writing is unique and exotic" (A1).

Students' experience of participating in the interdisciplinary project

Most students (n=16) stated that the intervention based on the book One Hundred Years of Solitude helped them to understand the contents of different subjects: "This project [...] gave a biological basis, of recessive and dominant genes" (A4), "*Exemplify in the story of the book the issues discussed in history classes*" (A7), "*In this project with the book 'one hundred years of solitude', we learned [...] literature (realism-magic)*" (A18), "*Understand about anomalies, genotypes, phenotypes, etc. Reconciling that with the book is cool too*" (A22).

The facilitation of the students' understanding of the contents was evidenced in a teacher's report: "*It was easier because concrete examples were used based on the book*" (P4). These data corroborate the studies of Piassi (2015). For this author, a literary work, which has a fictional character, can help the reader to understand the most diverse objects of study, objects that would be real. Precisely because of its fictional character, the literary work opens a perspective of reading the world, not being bound to concepts. Being a new way of reading the world, it can even enhance scientific thinking.

In the same way, Corrallo, Lima, and Ricardo (2016) used a literary classic, Quasimodo, the Hunchback of Notre Dame, a work by Victor Hugo published in 1831, for a class on undulatory and physiological qualities of sound. *O Tempo e o Vento*, a work by Érico Veríssimo, published in 1949, 1951, and 1962, was used by Farias *et al.*, (2017) to teach maternal lineages of mitochondrial DNA. In this context, prioritizing the reading of slightly more complex texts, such as the classics, could not only play an important role in the training of subjects (KRAMER, 2000), but also foster the development of written and oral argumentation (MORAES; AIRES; GÓES, 2021; GÓES *et al.*, 2018). Also for Borges and Besnosik (2009, p. 31), literary texts are "exemplary instruments for incorporating knowledge and exercising emotions." One of the participating teachers corroborated this idea: "*Biology cannot be seen as an isolated science, but needs to be contextualized with the problems and demands of society. Literary works can serve as tools for this purpose*" (P2).

There are also students who noted an improvement in the dynamics of the classes, which became more attractive: "*Some classes became more exciting and we managed to get out of the monotonous*" (A17), "*It made the classes much more dynamic and interactive*" (A18). These reports show the importance of using alternative methodologies to traditional teaching, such as the one proposed in this study. According to Leite (1996), interdisciplinary projects provide current students, who are inserted in a highly technological and immediate society, the opportunity to learn by being motivated to research, question and reflect.

For these students, used to an immediacy society, where "the space for literature has become scarcer" and "digital acceleration fragments the time available for books" (COMPAGNON, 2009, p.21), brevity of time is commonplace. Viard (2019) argues that literature can offer the "diachronic depth" (over time) to a world dominated by synchronicity (simultaneous events), communication, image, speed, advertising, and GPS (Global Positioning System). For this author, literature would provide the trajectory consciousness of our civilization.

Thus, the intervention project proposed in this study provided an opportunity to read, as evidenced in the teachers' reports: "*The project was relevant mainly in the provocation of reading*" (P6), "*It promoted reading*" (P1). The pedagogical practice also fostered interaction and coexistence among the participating teachers: "*I believe that was the expected goal. The Literature teacher and I interacted to think about the Reading/Illustration production*" (P6), "*It facilitated and deepened interpersonal and work relationships*" (P1), "*I could notice a greater interaction among teachers around the project*" (P5).

It should also be noted that, regardless of the development and application of an interdisciplinary intervention, every teacher, whatever the discipline, is primarily a reading teacher (BORGES; BESNOSIK, 2009; KLEIMAN; MORAES, 1999). The formation of the student as a reader enables his understanding of the world, of himself, and of others, which makes him a thinking, reflective, and critical subject of himself and his society.

Through the perceptions of the teachers about the interdisciplinary experience of the project, it was observed that, besides favoring integrated and articulated work among teachers from different areas, the use of literary works as an integrating theme stimulated the dialogue between different areas of knowledge and the analysis of problems through different points of view. This experience allowed the contextualization of themes with the problems and demands of society, contributing to the improvement of the teaching-learning process.

Students' experience with reading a literary text

For some students, reading was perceived as a way to escape from reality: "*I found in this book a way to escape from the dull reality*" (A12), "*From a book that makes you dive inside the story and feel inside yourself*" (A16). These comments show how literary text is able to liberate the individual and make him/her escape from the restrictions of everyday life, subjection, and oppression, as stated by Gallian (2017). The author proposes the reading of classics with the aim of recovering the existential health of humanity, through the unleashing of great themes of reflection, capable of moving and awakening questionings about human attitudes and values.

Literature would provide detachment from immediate reality, this being the way to facilitate understanding and structure reasoning (PIASSI, 2015), opening space for multiple interpretative looks (BORGES; BESNOSIK, 2009; LIMA, 1969). According to Kramer (2000), having reading as an experience is not characterized by knowing the classics, genres, styles, and literary schools, but by the way this reading is performed. Reading should be able to engender reflection beyond the moment in which it happens: "*It led us to debates involving ethics, morality, conduct, science, character, etc.*" (A3), "*This book was an experience that I will carry with me for my life*" (A11).

Generally, reading in the school setting is performed in order to complement the study of the literary style addressed in class, being an example to fix the characteristics of the style (GALLIAN, 2017). However, still under Gallian's (2017) perception, reading is grounded in

an aesthetic-reflective experience and not in a technical-cognitive process. Reading can generate a "dehumanizing" effect on the reader if treated as a content rather than an experience. Todorov (2009) notes that, over the years, literature would have been hijacked from the common reader, the student would be introduced to literature in a disciplinary, institutional, and normatized way. This kind of experience would make it impossible to enjoy reading and to use it as an escape from reality, as a moment of pleasure, reflection, and imagination motivator.

From the reports of several students, it was perceived that the interdisciplinary intervention, based on a classic of literature, not only awakened the "joy" of reading, but also encouraged its practice: "*I felt even more like reading*" (A2), "*It expanded our will, love for reading*" (A11), "*I lost the habit of reading a few years ago (. ...) I am very happy to have received the opportunity to get in touch with this author's work*" (A12), "*It encouraged me to resume reading classic works*" (A7), "*It took away the fear that hovers around the classics and made me want to read others*" (A1), "*Reading the classics is usually something scary for me. I lost the habit of reading a few years ago and this made me doubt my ability to interpret, I started to think that many things were too difficult for me*" (A3). According to Calvino (1993), literature teaches us irreplaceable values and helps in the development of our personality and education, as highlighted by the students: "I feel that the project was essential to my learning and crucial to my maturing" (A8), "*It led me to new thoughts and new experiences*" (A3).

The results show that the students valued reading the classics and were encouraged to start reading other literary texts. The reading of classics in the school environment has been the object of many studies that pointed out its positive effects. Vieira (1989) emphasized that the school should provide the student access not only to the products of the cultural industry, but also to those of the erudite culture. Philadelfio (2003) demonstrated the effects of literature on the construction of the identity of the protagonists of Rachel de Queiroz's novels, especially Conceição, from *O Quinze*, published in 1930, and Guta, from *As Três Marias*, published in 1939.

According to the author's analysis, the protagonist of *O Quinze*, who had an education based on reading different classics, was formed as a critical individual with a broad worldview and cultural baggage. Moreover, the protagonist Conceição rereads the same work several times, since as Calvino (1993, p.11) states, "a classic never finished saying what it had to say. On the other hand, Guta, from *As Três Marias*, who was content with the "pink" novels, would not have prepared herself for the real life of the adult individual

(FILADELFIO, 2003). Finally, Philadelfio (2003) points out that Rachel de Queiroz played a valuable role in the discussion of female education in Brazil, while showing how literature is crucial in the education of the individual, and can make him critical or alienated.

Since March 2020, Albert Camus' *The Plague* (*La peste*), published in 1947, has achieved high popularity ratings (NADEAU, 2020). One wonders about the relevance of re-reading the book in the current context of the pandemic caused by Covid-19. Thus, the re-reading of classics would be justified because they retain their relevance over time, acquiring a new meaning according to the contexts. In this way, the actuality of *The Plague* would not fall on the scientific methods of plague control or on exceptional sanitary measures. The plague would be a portrait of human behavior in the face of the plague and natural adversities. Perhaps this work has something to teach us about how to behave in times of worldwide scourge and social isolation. Reading or re-reading the classics finds echo in Kundera's (2005) reflection, according to which through literature we reconnect with the human sources of our existence. Literature reminds us that "we are alive and that we are not mere zombies locked in a vicious cycle of production and consumption" (LARROSA, 1999, p.12). In other words, the classics "constitute the repository of a human community" (LARROSA 1999, p. 12). Another important point to highlight is the function of literary narratives as a "disalienating instrument of social stereotypes" (BORGES; BESNOSIK, 2009, p. 29), as they would enable the understanding of human motivations and behaviors. Student A20 reports that he recognizes himself as prejudiced about biological anomalies and exemplifies the presence of anomalies in his family environment. The reading of the work and participation in the intervention project would have triggered reflection on the theme, demystifying prejudices and changing his view of the other:

A cousin of mine was born with a type of anomaly, polydactyl [...] when the word "anomaly" was mentioned, I already had prejudiced thoughts like: anomaly? Wow ... the person must be really strange. But it's not, because based on the classes I was opening my eyes (A20).

The student not only "humanized" himself and put himself in the "skin" of the other, but also demonstrated to have assimilated the content of the subject in a broad way. Thus, it is stated that the narrative would have awakened "emotion, empathy, and intuition, causing the reader to review and expand the way he sees the world, the other, and himself" (GALLIAN, 2017, p. 83). To conclude, it is observed that reading disturbs due to the ruptures and rearrangement of ideas (GALLIAN, 2017).

Literature would be a form of resistance to the imposition of common sense, dialoguing with the modern proposition that "reading is a revolutionary act" - the contestation, derived from the valorization of critical thinking, would be given by contemplating beyond. Not by chance, Rachel de Queiroz's protagonist was considered a revolutionary (FHILADELFIO, 2003).

Final remarks

In this paper, we evaluated the experience of reading a classic of literature in an interdisciplinary context, in a school setting. It was proposed to the students to read a dense work, in an unusual language, at a slow pace. Would they have let themselves be captured by the surreal narrative of the work, would they have delved into Gabo's magical world? It was up to the teachers to adapt the intervention proposal to their area. Finally, we investigated how the experience of reading a classic as an integrating axis of school subjects was received by students and teachers.

During all phases of the work, the instruments were provided so that the student/reader could make full use of literature, valuing the worldview and the sociological and cultural baggage. It is clear from the students' reports how much the intervention project encouraged reading. The stimulus to search for more erudite readings, different from the usual or easily "digested" readings, was evident. It is also clear how relevant it was for the school and for the teachers to narrow the collaborations between the various areas through the promotion of interdisciplinary practice.

The use of a classic of universal literature, as a generator point of interdisciplinarity for the approach of school contents, promoted the rescue of the reading of classics that are commonly considered difficult. Through this pedagogical practice, it was possible to stimulate the reader in everyone. The intervention with the work *One Hundred Years of Solitude* was able to make reading enjoyable, which would have been done as an aesthetic experience and not just for the act of reading for reading's sake.

By abandoning the perspective of literature restricted to the exemplification of literary currents, the integrating role that the reading of the work was able to provide to the students was verified. The experience of reading *One Hundred Years of Solitude* was not limited to learning content, but went beyond the school environment and provided the student/reader with the opportunity to detach from immediate reality, to exercise their imagination, and to change, understand, and transform their world view. The project stimulated the integration

among subjects and the exercise of interdisciplinarity by the teachers. It is hoped that this work will motivate and generate other interdisciplinary school pedagogical practices, based on literary works, which focus efforts on the formation of the student reader.

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