

## English 9 Trimester 1 Test Study Guide

**Literary Terms:** Know the definitions of these terms for the test. Be sure to have an original example for each term ready as well (it would be a good idea to write it down ahead of time).

1. **Character:** a representation of a person in a text
  - a. How to Interpret Character:
    - a. **Direct Characterization:** The author tells you what a character is like.
    - b. **Indirect Characterization:** The author hints at what a character is like through their appearance, actions, the reactions of others, their dialogue, and their thoughts/attitude.
  - b. **Protagonist** (main character) vs. **Antagonist** (main character's opposition)
  - c. **Static** (unchanging characters) vs. **Dynamic** (changing characters)
  - d. **Round** (well developed characters) vs. **Flat** (1-dimensional, underdeveloped characters)
  - e. **Foil** (a contrasting character) vs. **Parallel** (a similar character)
2. **Plot:** the sequence of events in a story
  - a. Conflict:
    - 1) **External** (out of the body):
      - i. character vs. character
      - ii. character vs. society
      - iii. character vs. nature
    - 2) **Internal:** (inside their head)
      - i. character vs. self
      - ii. This is where you will find the theme: always ask yourself, "how did the protagonist change or fail to change by the end of the story?"
  - b. **Plot Line:** (exposition /conflict/ rising action / climax / resolution or denouement)
  - c. **Foreshadowing** (author suggests future events, e.g. Chekhov's gun) & **Flashback** (going back in time)
  - d. **Subplot:** A secondary plot that is a supporting side story to the main plot
3. **Theme:** The main idea, moral, or message of a text
  - a. **Symbols:** a person, object, image, word, or event that evokes a range of additional meaning beyond its literal significance. Ex: The American Flag is not just a piece of cloth.
  - b. **Archetype:** *Characters, situations, or symbols that are repeated throughout literature/time.*
4. **Figurative Language**
  - a. **Similes** are comparisons of dissimilar things using "like" or "as". Ex. "My love for poetry is like a red, red rose."
  - b. **Metaphors** are comparisons of dissimilar things that say something "is" something else. Ex. "This test is an annoying mosquito sucking out the knowledge in my brain."
  - c. **Allusions** are references to people, places, things, events, or ideas in history, literature, or pop culture. Ex. "The answer hit me like a *Teenage Mutant Ninja Turtle*."
  - d. **Cliche** is an idea or expression that has become tired and boring from overuse. Ex: "If you get this right you are *as sharp as a tack*."
  - e. **Hyperbole** is defined as exaggeration/overstatement. Ex. "This is the easiest test that has ever been written."
  - f. **Personification** is giving non-human things, human characteristics. Ex. "My pen refuses to answer this question."
  - g. **Paradox** is A STATEMENT that appears to be contradictory, but on closer inspection turns out to be true. Ex. "She loved poetry more than anything, but she hated it even more."

**Reading Strategies:** Be ready to identify these strategies AND be ready to APPLY these strategies to texts.

## I. TALK WITH THE TEXT

1. **Rereading & Summarizing:** Rewrite the text in your own words (short phrases/1-2 words). If you don't understand what is literally being stated, you can't even begin to interpret the deeper meaning.
2. **Identifying Key Lines:** Trust your innate ability: You have spent thousands of hours reading texts. Find lines/passages that seem important or puzzling and discuss why.
3. **Highlighting/Underlining & Writing in the Margins:** Annotation: You must interact with a text by writing on it. You are creating a dialogue with the text; you are not a passive receiver of the text.
4. **Making Connections:** Reading is interpreting. We interpret through our own experiences & understanding. *Self-Text-World:* You must make connections to your self, other texts, and the world in order to make sense of a text.
5. **Working with others:** Collaborative Annotation: Being critical as a group. The more experience and perspectives you can draw upon, the more likely your answer will be interesting and full of truth.

## II. LOOK FOR PATTERNS (The next 3 strategies combined)

6. **Literary Terms:** help us discuss the elements that are common to all written stories. Focus on *Internal Conflict* (character vs. themselves) Focus on *Character* (How does the Protagonist change or not change? Why?)
7. **The S.T.R.P. Method :** It works because that is how writers almost always write stories. Look for/focus on:
  - i. *Surprising* (Anything weird or unusual)
  - ii. *Too Much Attention* (Anything talked about too much)
  - iii. *Repetition* (Anything said more than once)
  - iv. *Privileged Position* (focus on very beginning, very end, climax)
8. **Theme Strategy:** *Small Details + Big Idea = Theme*
  - a. Stories try to take abstract ideas (generalities) and make them concrete (specific story)
  - b. Collect Evidence, Think of the author's 1-2 word "big idea", & put both together.

## III. USE THE SCIENTIFIC METHOD (The next 4 strategies combined)

9. **Collecting Evidence:** Find specific quotes and examples that support your hypothesis and write them down. And finding evidence that denies your hypothesis.
10. **Asking Questions:**
  - a. *Good- Empirical Questions:* 1 right answer (Fact/no argument. Ex: "What color was her hair?")
  - b. *Better- Inference Questions:* Several possible answers that cannot be found directly in the text. (Example: "Why did the author make her hair red instead of brown?")
  - c. *Best- Implicative Questions:* What is the implication or meaning of the text? Why the text matters. (The "so what" or theme. Example: "What is this text saying about women?")
11. **Hypothesizing:** Guessing and trusting our Interpretive Hunches. Formulate a question and then try to prove it by backing it up with a lot of evidence.
12. **Focusing on Problems:** Focus on evidence that doesn't fit what you think the selection means. When we don't fear being wrong, a better answer usually emerges.

### Reading Strategies Practice: Gratitude ~Andrew E. Hunt

The street lights were a warm welcome from the oncoming chill of darkness. The park bench's curvature felt familiar under his tired old spine. The wool blanket from the Salvation Army was comfortable around his shoulders and the pair of shoes he'd found in the dumpster today fit perfectly. God, he thought, isn't life grand.

1. **Symbols/Key Details & Why they are symbolic/Important:**
  - a. **Symbol:** \_\_\_\_\_ **Why:** \_\_\_\_\_
  - b. **Symbol:** \_\_\_\_\_ **Why:** \_\_\_\_\_
2. **General Topic:** \_\_\_\_\_
3. **Possible Theme(s):** \_\_\_\_\_

**Formal Composition 1:** Remember everything we worked on during essay writing time on Thursdays:

1. Brainstorming/Listing
2. Organizing: Grouping, Cluster Map, Outline
3. Evidence: Quotes, Summaries, Allusions to literature or history, Similes, Stories, Facts, Statistics, Expert Opinion
4. Structure: Claim, Evidence, Explanation (below)
5. Fence Sitting: Carve out a side to your argument and stick with it
6. Meeting Objections: "Some might say...but they're wrong because..."
7. Commonplaces: Try to persuade people by drawing upon what they already believe
8. Consensus: Try to create a "win-win" situation by getting inside your audience's head and giving them what they want.

### How to Write a Basic Essay (5-Paragraph Theme):

*Know what each section is called (be able to label them) and be ready to apply this knowledge by writing multiple essays.*

#### I. Introduction:

- A. Attention Grabber:
- B. Link (Title and Author Name):
- C. Thesis:

#### II. Body:

- A. Claim 1: "I think..." Evidence 1: "For example..." Explanation 1: "This proves..."
- B.-?: Repeat pattern as necessary to prove your points.

#### III. Conclusion:

- A. Final Summary:
- B. Clincher:

**Title** (Write a title that catches the reader's interest & hints at your point)

**Introduction:** (Tell 'em what you're going to tell 'em)

**Attention Grabber (Lead):** The purpose of the attention grabber is to grab the reader's attention. You will have the reader's full attention when you first begin your paper, so you must start with something that makes the reader want to keep reading. Some good ideas for an attention grabber include: *a quote, a metaphor, a statistic, hypothetical situations, rhetorical questions (questions you do not want an answer to), an anecdote (very short story that is often funny), painting a picture (describe in detail), listing interesting facts, making a comparison, a statement of purpose, etc.* **Link or Background Material:** After you have the reader's attention, you must transition into the topic of your paper. The background material is the place in which you will tell your reader what your paper is about. *This is a good place for the title and the author's name.* **Thesis (Main Claim):** A Thesis is usually 1 sentence that tells the reader the main point of your paper. It tells the reader everything you will cover (and the exact order in which you will cover it).

**Body:** (Tell 'em- and Prove It!)

**Paragraph 1: 1. Claim (I think...):** Each paragraph starts with a main/topic sentence (claim). This sentence is like a mini-thesis that is just for that paragraph. The topic sentence should tell the reader everything that is going to be covered in that paragraph. The main/topic sentence should relate directly to your thesis (I should be able to look at your thesis and see where your main/topic sentence came from). **2. Evidence (For example...):** Your main/topic sentence made a claim and now you must "prove" it. One way to prove your main/topic sentence is through short quotes. Take the text directly from the story, movie, etc. Another way to prove your main/topic sentence is to *very briefly* summarize part of the story. Be sure to make *your point* the focus and not the story (this is not a book report!) **3. Warrant/Explanation (This proves...b/c usually...):** Explain in your own words how this quote proves your claim (main/topic sentence).

**Paragraphs 2,3,...:** Repeat the pattern shown in Paragraph 1 *for as many paragraphs as it takes* to fully "prove" your thesis statement. The order of the paragraphs should follow the order set out in the thesis statement (feel free to change the thesis statement at any time).

**Conclusion:** (Tell 'em what you told 'em)

**Final Summary:** Summarizes the whole paper. Either makes a statement that restates the main message/thesis &/or highlights the main points you have made and how they relate to the main message/thesis. **Clincher:** Tells the reader "the end" without actually saying "the end." Gives the reader something to think about or do. Answers the question "so what?" Good closing statements include: *quotes, statistics, anecdotes, metaphors, comparisons, an answer to your rhetorical question, etc.*

### Essay Practice:

**Directions:** Go back through an old essay (or from textbook) and **UNDERLINE** and **LABEL** each part of a 5-Paragraph Thesis Paper that is listed below:

- |                           |                       |                          |         |
|---------------------------|-----------------------|--------------------------|---------|
| 1. Introduction Paragraph | 2. Attention Material | 3. Thesis                | 4. Body |
| 5. Point Sentence/Claim   | 6. Evidence Sentences | 7. Explanation Sentences |         |
| 8. Conclusion Paragraph   | 9. Final Summary      | 10. Closing Statement    |         |

**Formal Composition 2:** Understand the basic format for proving anything in writing: claim, evidence, explanation. Be ready to apply this logical reasoning in your essays.

### Logical Persuasion: Claim, Evidence, Explanation

**Explanation:** These essays are *persuasive*. They are NOT a book report. You are trying to convince your reader that YOUR OPINION of the meaning of the story is correct. In order to persuade your audience you must use some logical reasoning. In order to persuade using logic you need to:

1. Make a **Claim** or opinion statement
2. Provide **Evidence** that supports your claim (this will usually be a paraphrase or a short quote).
3. **Explain** exactly how your evidence supports your claim.

### Definitions:

1. **Claim:** Your opinion. The position you take on the issue (For example, what you think the theme is).
  - a. A good claim is *debatable*. (Can you argue the other side? If not, your claim stinks).
  - b. A good claim is *engaging*. (Take an interesting view or give a new idea. Don't be boring.)
  - c. A good claim is *specific*. ("People should eat better" is not as good as "People should only eat organic foods that are low in fat").
2. **Evidence:** The data you cite to support your claims. (Most likely short quotes & paraphrases).
  - a. Short Quotes: 10 % or less, word for word, 4 lines or less preferred
  - b. Paraphrases: In own words, Shorter
  - c. Summaries: In own words, SIGNIFICANTLY Shorter (Just Main Ideas)
  - d. Expert Opinion: (Literary Criticism from professionals)
  - e. Facts & Statistics: Must directly relate (less likely to use in literary papers)
  - f. Personal Anecdotes (personal stories): Use sparingly
3. **Warrant/Explanation:** Your interpretation of your evidence. Explaining how your evidence proves that your claim is true.
  - a. A good explanation will be *reasonable* (not make illogical interpretive leaps).
  - b. A good explanation is clearly *supported* by the evidence.
  - c. A good explanation may *consider and respond to possible objections*.

### Examples of the Claim-Evidence-Explanation format:

Example 1 from an essay concerning "The Sunflower":

**Claim:** Was he really sorry? I think he was looking more for someone to be sorry for him.

**Evidence:** When he wanted to tell his story to receive forgiveness, he said, "any Jew will do".

**Warrant/Explanation:** He obviously didn't care whom it was that he confessed to, as long as it was to a follower of the religion. It didn't really matter to him, so why should his plea for forgiveness matter to anyone else?

Example 2 from an essay concerning "Marigolds":

**Claim:** Miss Strangeworth views her family and herself with much respect.

**Evidence:** "No one in town would dare to disturb Miss Strangeworth," (179).

**Warrant/Explanation:** This means that she has been very mean to anyone who disturbs her. Miss Strangeworth thinks that the whole town respects her family but really they are scared of her. She thinks that she is better than everyone else, and to her, it gives her the right to act like a witch.

### Claim-Evidence-Explanation Practice:

1. **Claim:** President Obama should be applauded for his policies on minority owned businesses.  
**Evidence:** The New York Times reports that more minorities own businesses today than ever before.  
**Warrant/Explanation:**
2. **Claim:** Any American can grow up to be president.  
**Evidence:** Bill Clinton came from a poor town in a poor state to be president.  
**Warrant/Explanation:**

### Meeting Objections Practice:

3. **Claim:** In order to stop bullying, our school should provide training to bullies, victims of bullying, and bystanders.  
**Evidence:** According to Wikipedia, in order for bullying to occur all three of these groups must play a certain role.  
**Warrant/Explanation:** Therefore, if we can change the behavior of any or all of these groups, we can stop bullying.  
**Meeting Objections:** "Some might say \_\_\_\_\_,

but they are wrong because \_\_\_\_\_."

**Formal Composition 3:** Understand what a thesis statement is and be able to identify and use them in your essays.

### Writing a Thesis Statement for a Literary Analysis

A **thesis statement** in an essay is a sentence that explicitly identifies the purpose of the paper, which is to persuade the audience that your opinion is correct.

A **thesis statement** is YOUR focus; YOUR unifying opinion about the story. A good thesis statement is “S.I.C.K.”:

- **Specific about General:** Says something specific about a general topic: “Love (general topic) is the only emotion that can actually convince a person to change their natural, selfish behaviors (specific opinion).”
- **Insightful:** (does it make you say, “ooh, yeah! That’s deep!”)
- **Clear:** Need no extra explanation
- **Knowledgeable:** Take into consideration ALL of the evidence in the story.



### Example Format:

The author is saying (1-2 word topic) is (insightful opinion) because (reasons).

### Here are some examples of thesis statements for your literary analysis:

1. Through the battles Odysseus fights in Homer’s *The Odyssey*, we see how Odysseus becomes a better person by overcoming his arrogance, finding self-restraint, and by remembering that his family should be his main focus.
2. Guy de Maupassant in the story “The Necklace” is expressing that obsession is a sin and fate punishes those who are obsessed. Mathilde Loisel of the middle class is obsessed with achieving respect and acceptance in the upper class and to obtain its wealth. Her obsession leads to a lack of appreciate toward what she does possess, which lead to dishonesty. The author uses irony to her into the exact opposite of what she yearns to be and thereby teaches her, and us, a lesson about honesty and obsession.
3. There were many themes expressed in the stories we read, but one idea seemed to be prevalent throughout, “you can’t tempt fate.” This idea was particularly explored in “The Masque of the Red Death” by Edgar Allen Poe and “The Monkey’s Paw” by W.W. Jacobs.

### Hints for Writing a Thesis:

1. COLLECT a lot of EVIDENCE using your Reading Strategies (STRP, Self/Text/World, etc.).
2. Write down 3-5 ONE-TWO WORD TOPICS/CONCEPTS/BIG IDEAS (must be 1-2 words long).
3. Write out several hard to answer QUESTIONS based on the 1-2 word topics (Ex. What does it mean to be grown up? How do you become a grown up? ). The author is trying to find an answer to one of life’s hard to answer questions. A theme is what you think is the answer to this author’s question based on what he said in the story.
4. GROUP evidence under your big ideas. Free write on your big ideas trying to use the evidence to explain what the author means. Discuss with others.
5. COMBINE as many of the one-two word big ideas as possible into one sentence (in order to cover as much of the story as possible as well as to make your theme more complex).
6. Consider:
  - a. What is the internal conflict of the protagonist? How do they change by the end of the story? What would end of story protagonist say to beginning of story protagonist?
  - b. Parallels/Foils: how are other characters’ struggles similar to or different from the protagonist? (Usually their conflicts will reflect on the protagonist’s conflict).
7. Don’t be afraid to rewrite your thesis statement. Your statement is not carved in stone. Just make sure it actually identifies what you have written about.

### Thesis Practice:

1. Write a thesis for the film we watched in class:

2. Write a thesis for “Popular Mechanics”:

## Analyzing Poems using Devices/Terms

**Directions:** Pick ONE of the following three poems. Read and analyze that *one* poem. Write a 1 page essay on that poem using evidence (direct quotes) to prove your theme (author's point).

**Hint:** Look for figurative language, Unusual things, Repetition, Tone words, and Imagery.

### Option 1:

**Still I Rise** ~Maya Angelou

You may write me down in history with your bitter, twisted lies,  
You may tread me in the very dirt, but still, like dust, I'll rise.  
Does my sassiness upset you? Why are you beset with gloom?  
'Cause I walk like I've got oil wells Pumping in my living room.

Just like moons and like suns, With the certainty of tides,  
Just like hopes springing high, Still I'll rise.  
Did you want to see me broken? Bowed head and lowered eyes?  
Shoulders falling down like teardrops. Weakened by my soulful cries.

Does my haughtiness offend you? Don't you take it awful hard  
'Cause I laugh like I've got gold mines Diggin' in my own back yard.  
You may shoot me with your words, You may cut me with your eyes,  
You may kill me with your hatefulness, But still, like air, I'll rise.

Does my sexiness upset you? Does it come as a surprise  
That I dance like I've got diamonds At the meeting of my thighs?  
Out of the huts of history's shame- I rise Up from a past that's rooted in pain- I rise

I'm a black ocean, leaping and wide, Welling and swelling I bear in the tide.  
Leaving behind nights of terror and fear- I rise  
Into a daybreak that's wondrously clear- I rise  
Bringing the gifts that my ancestors gave, I am the dream and the hope of the slave.

I rise I rise I rise.

### Option 2: TO THE VIRGINS, TO MAKE MUCH OF TIME.

~ Robert Herrick

GATHER ye rosebuds while ye may,  
Old time is still a-flying :  
And this same flower that smiles to-day  
To-morrow will be dying.

The glorious lamp of heaven, the sun,  
The higher he's a-getting,  
The sooner will his race be run,  
And nearer he's to setting.

That age is best which is the first,  
When youth and blood are warmer ;  
But being spent, the worse, and worst  
Times still succeed the former.

Then be not coy, but use your time,  
And while ye may go marry :  
For having lost but once your prime  
You may for ever tarry.

### Option 3:

**Ozymandias** ~Percy Bysshe Shelley

*I met a traveler from an antique land  
Who said: Two vast and trunkless legs of stone  
Stand in the desert. Near them, on the sand,  
Half sunk, a shattered visage lies, whose frown,  
And wrinkled lip, and sneer of cold command,  
Tell that its sculptor well those passions read,  
Which yet survive, stamped on these lifeless things,  
The hand that mocked them, and the heart that fed,*

*And on the pedestal these words appear:*

*"My name is Ozymandias, King of Kings:*

*Look upon my works, ye Mighty, and despair!"*

*Nothing beside remains. Round the decay*

*Of that colossal wreck, boundless and bare  
The lone and level sands stretch far away.*