Grade 8

Unit 6

Refer to Unit 1 for BLMs
For
Activities 1-3

LITERARY ELEMENTS

Character: One of the people, animals, machines, creatures in a story, play, or literary work.

- **Protagonist:** The main character in a story, often a good or heroic type.
- **Antagonist:** The person or force that works against the hero of the story.

Conflict: A problem or struggle between two opposing forces in a story. There are four basic conflicts:

External-

Person Against Person: A problem between characters.☐

Person Against Society: A problem between a character and society, school, the law, or some tradition.

Person Against Nature: A problem between a character and some element of nature—a blizzard, a hurricane, a mountain, etc.

Internal-

- **Person Against Self:** A problem within a character's own mind.

Dialogue: The conversations that characters have with one another.

Mood: The feeling a piece of literature is intended to create in a reader.

Moral: The lesson a story teaches.

Narrator: The person or character who actually tells the story, filling in the background information and bridging the gaps between dialogue.

Plot: The action that makes up the story, following a plan called the plot line.

Plot line: The planned action or series of events in a story. There are five parts: exposition, rising action, climax, falling action, and resolution.

- **Exposition:** The part of the story, usually near the beginning, in which the characters are introduced, the background is explained, and the setting is described.
- **Rising Action:** The central part of the story during which various problems arise after a conflict is introduced.
- **Climax:** The high point in the action of a story reveals how the conflict will turn out.
- **Falling Action:** The action and dialogue following the climax that lead the reader into the story's end.
- **Resolution:** The part of the story in which the problems are solved and the action comes to a satisfying end.

Setting: The place and the time frame in which a story takes place.

Style: The distinctive way that a writer uses language, including such factors as word choice, sentence length, arrangement, and complexity, and the use of figurative language and imagery.

Theme: The message about life or human nature that is "the focus" in the story that the writer tells.

Tone: The attitude that a writer takes toward his/her subject, characters, and audience.

LITERARY DEVICES

Alliteration: The repetition of initial consonant sounds used to emphasize and link words and to create pleasing, musical sounds. (e.g., the <u>f</u>air <u>b</u>reeze <u>b</u>lew, the white <u>f</u>oam <u>f</u>lew; <u>cr</u>eamy and <u>cr</u>unchy

Allusion: A reference to a well-known person, place, event, literary work, or work of art to enrich the reading experience by adding meaning. (e.g., She opened Pandora's box when she asked the question.)

Characterization: Techniques a writer uses to create and develop a character's personality or traits.
Indirect characterization
- character's words and actions
- character's looks and clothing
- character's thoughts and feelings
- what other characters say about him/her, or how they react to him/her

Direct characterization
- the author reveals directly or through a narrator.

Dialect: Speech that reflects pronunciation, vocabulary, and grammar typical of a geographical region. (e.g., "Where y'at?" " Who dat?" "How y'all doin'?")

Flashback: Interruption of the chronological (time) order to show something that occurred before the beginning of the story. It usually gives background information the reader or

audience needs to understand the present action.

Figurative Language: Language that has meaning beyond the literal or actual meaning; also known as "figures of speech."
- *Simile:* comparison of two things using the words "like" or "as" (e.g., "Her hair was as soft as silk." "The ginkgo's tune is like a chorus.")
- *Metaphor:* comparison of two things essentially different but with some commonalities; does not use "like" or "as" (e.g., "Her hair was silk." "The fog comes on little cat feet.")
- *Hyperbole:* a purposeful exaggeration for emphasis or humor—stretching the truth

(e.g., "I have told you a million times." "He vanished into thin air.")
- *Personification:* human qualities attributed to an animal, object, or idea (e.g., "The wind whistled through the trees.")

Foreshadowing: Important hints or clues that an author gives to prepare the reader or audience for what is to come and to help the reader or audience anticipate the outcome.

Imagery: Words or phrases that appeal to the reader's senses—smell, sight, taste touch, hearing. It is used to create pictures in the reader's mind.

Humor: The quality of a literary or informative work that makes the character and/or situations seem funny, amusing, or ludicrous.

LITERARY DEVICES

Irony: A technique that involves surprising, interesting, or amusing contradictions or contrasts.

- ***Verbal irony*** occurs when words are used to suggest the opposite of their usual meaning.
- ***Situational irony*** occurs when an event directly contradicts what is expected.
- ***Dramatic irony*** occurs when the audience or reader knows something a character does not know.

Onomatopoeia: The use of words that imitate sounds.
(e.g., *snap*, *crackle, pop, buzz, swish*, or *crunch*.)

Point of View: Perspective from which the story is told

- ***First-person:*** narrator is a character in the story; uses "I," "we," etc.
- ***Third-person:*** narrator outside the story; uses "he," "she," "they"
- ***Third-person limited:*** narrator tells only what one character perceives
- ***Third-person omniscient:*** narrator can see into the minds of all characters.

Satire: Writing that comments humorously on human flaws, ideas, social customs, or institutions in order to change them.

Style: The distinctive way that a writer uses language, including such factors as word choice, sentence length, arrangement, and complexity, and the use of figurative language and imagery.

Suspense: A feeling of excitement, anxiety, curiosity, or expectation about what will happen.

Symbol: Person, place, thing, or event that represents something beyond itself, most often something concrete or tangible that represents an abstract idea.
(e.g., A dove is a symbol for peace.)

Guiding Questions for Analyzing Fiction

Guiding questions for Analyzing Character:
1. What does the character do?
2. What does the character say?
3. What does the character think?
4. What does the character want?
5. What is the character's problem?
6. What do other characters say and do to the character?
7. What do other characters think and say about the character?

Guiding Questions for Analyzing Point of View
1. Who is telling the story?
2. Whose story is it?
3. What is the narrator's role in story?
4. What pronouns are used in the story?
5. Whose thoughts/feelings do we know?

Guiding Questions for Analyzing Setting:
1. Is the setting general (not stated or implied) or specific (a certain time, a specific location)?
2. What elements of the setting are emphasized and described? (interior or exterior spaces, weather, politics, emotional back ground, social information)
3. What mood is set via the elements of setting?
4. What abstract concepts might elements of setting (universal symbols) represent or symbolize?
5. How does the setting affect the characters? Are elements of the setting associated with particular characters?
6. Are elements of the setting part of the conflict?
7. How does the setting affect the plot?

Guiding Questions for Analyzing Tone:
1. What is the (abstract) subject of the story (desire, escape, redemption, loss)?
2. What is the author's attitude toward the subject?
3. What word choices (diction) convey the author's attitude?
4. What imagery conveys the author's attitude?
5. How does the setting convey the tone?
6. How is the "author's" attitude different from the "narrator's"?

Guiding Questions for Analyzing Conflict:
1. What is the main character trying to overcome (something inside him/herself, another character, society, or the environment)?
2. Is the problem emotional (based on feelings like abandonment, fear, grief), physical (a need to go somewhere, a fist fight, a climb up a mountain) or ethical (a question of right or wrong, a challenge of beliefs)
3. What are the two sides of the conflict concretely (character 1 vs. character 2, character 1 vs. the mountain, character 1's decision to stay or go)?
4. Identify what the two sides represent or symbolize on the abstract level (courage vs. cowardice, love with pain vs. being alone with no pain?
5. Which conflicts are the most important to the theme?

Guiding Questions for Analyzing Plot:
1. What is revealed in the exposition? How does the story start?
2. What are the main complications?
3. How are the complications connected?
4. What is the climax?
5. How much of the conflict is resolved?
6. What is revealed in the falling action and denouement?
7. How many plot threads are there?
8. How do they converge? Or run parallel?
9. How does the story end?

Guiding Questions for Analyzing Theme:
1. What are the subjects/ideas of the story?
2. What is the lesson the author is teaching or the observation the author is making about the subject? Express it in a single declarative sentence.
3. What common life experience does the story examine?
4. How do the other elements in the story work together to reveal the theme?

Name_____

Date_____ Period_____

CHARACTERIZATION CHART

This chart shows six ways in which we learn about the main character. Next to each of the six ways in which character is revealed, give a specific example to illustrate it. In the third column, explain what you learned about the character from this example.

Ways character is revealed *(indirect)*	Example	What you learned about the character from this example
Character's speech		
Character's appearance		
Character's actions		
Character's private thoughts		
How others feel or react to him/her		
Writer's comments *(direct)*		

Name _____

Date _____ Period _____

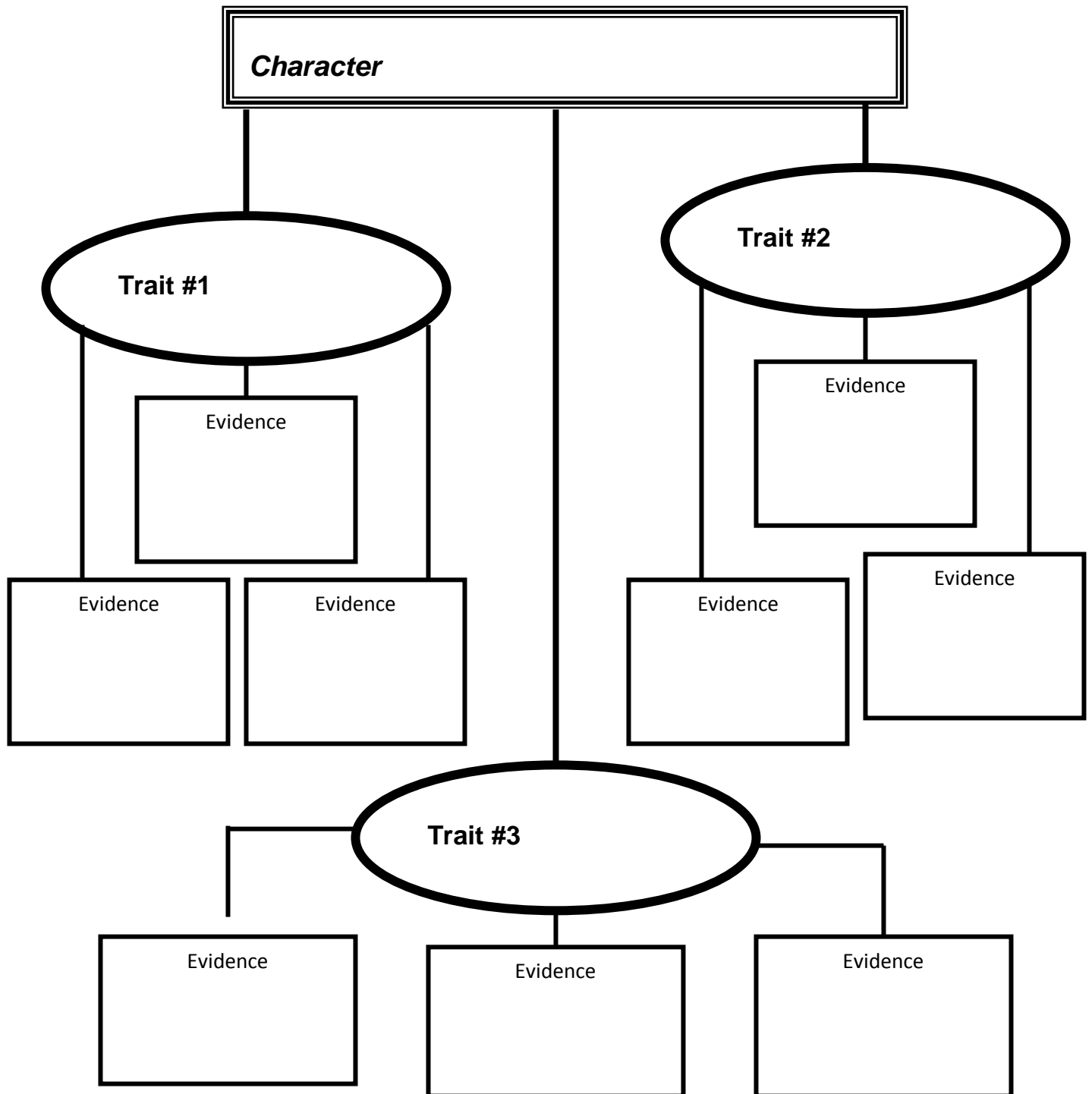## CHARACTER QUESTIONS to PONDER

1. When does my character live? Past, present or future?
2. Where does my character live? In the country, the city, the suburbs…?
3. What is the socioeconomic background of my character?
4. Does my character work? If so, at what?
5. What is a typical day for my character like?
6. Who lives with my character and what are their relationships?
7. Who else heavily influences my character?
8. Is my character very religious, political, or a member of a specific group?
9. What is my character's biggest life goal?
10. How does my character's motivation change from the beginning of the story to the end?
11. What is the primary emotion my character has throughout the story?
12. What other emotions are affecting my character underneath that emotion?
13. Does my character have mental or emotional difficulties, illnesses or tics?
14. What kind of self-esteem does my character have?
15. How does my character relate to the outside world?
16. What emotion should the audience feel toward my character? Sympathy, hatred, friendliness?
17. In the beginning of the novel, what do we discover about my character?
18. In the middle of the novel, how does my character grow and change?
19. At the end of the novel, what will happen to my character?
20. When does my character help the plot along and how?
21. What is the most important element to my character: family, love, or career?
22. How old is my character? What major historical events have they lived through?
23. Does my character have children? How does he/she feel about them?
24. Is my character manipulating or being manipulated by anyone, have a hidden agenda, or a deep secret?
25. Who are they hiding this from? Another character? The audience?
26. How strong are my character's emotions in this piece? Pure hatred? Mild lust?
27. What is my character's greatest fear? What is my character's greatest accomplishment?
28. What is my character's motivation in each chapter of the novel? Does it coincide with or conflict with other character's motivations in other chapters?
29. What person or fictional character does my character most remind me of?
30. If I met my character, how would I react to him or her?

Unit 6, Activity 6, Characterization

CHARACTER TRAIT MAP

Character

Trait #1

Trait #2

Evidence

Evidence

Evidence

Evidence

Evidence

Evidence

Trait #3

Evidence

Evidence

Evidence

Name _____

Date _____ Period _____

CHARACTERIZATION CHART

Character's Name: _____

Definition: Characterization is the method an author uses to acquaint the reader with the characters. Authors typically reveal the personality traits of their characters in the following ways:

Methods of characterization

- **Narrator's statements- descriptions of the character's physical traits and personality (telling)**
- **Character's own actions— what the character does (showing)**
- **Character's own speech & thoughts – what the character says (showing)**
- **Other characters' actions & reactions to the character (showing)**
- **Other characters' speech about or in response to the character (showing)**

Trait	Evidence from Text	Pg #	Explanation of evidence	Method of Characteriza-tion
Character's Name:				
Character's Name				

Name _____

Date _____ Period: _____

Main Characters Analysis Questions for Discussion

Novel: _____

Character's Name: _____

1. What is this character's nationality and position?

2. What is this character's function in society?

3. What are this character's important relationships with other characters?

4. What is this character's moral, ethical, or heroic code? Does this character deviate from it?

5. What are this character's strengths and weaknesses? Does this character have an "epithet?" Does this character have a "fatal flaw?"

6. What kind of character is this character? (Protagonist, Antagonist, Minor Character, Major Character, Static Character, Dynamic Character, Symbolic Character?) Why?

7. How does the author present and develop this character? What "characterization" techniques are used? (appearance, actions, dialogue, motivations, setting, etc?)

8. Does this character change throughout the story? growth? deterioration?

9. What is the author's attitude toward this character?   Is the character treated sympathetically, or not? How?

10. Does the author use this character to explore any of the themes of the book? How?

11. What is the purpose of this character? (inform, inspire, represent, reform, explain, warn?) What is **your** response?

12. What does the author say about human existence through this character? (Does it progress forward, tread water, or sink?) Think about: What is **your** belief about human existence?
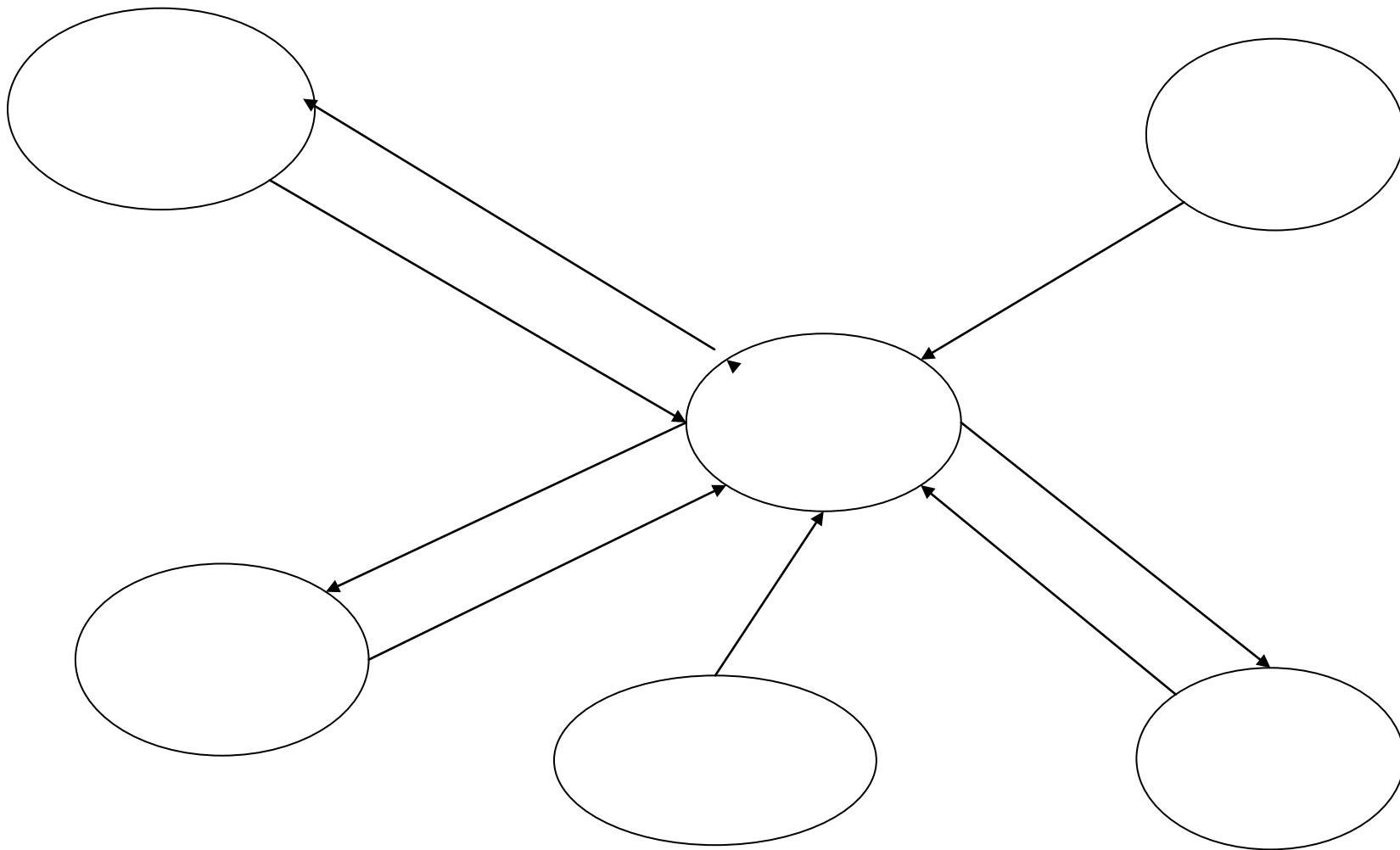
Unit 6, Activity 6, Sociogram

Name_____

Date_____ **Period**____

Sociogram

A sociogram is a graphic representation showing how the characters in a literary text are linked together. The main character is placed in the center of the page, and the other characters are placed around him/her. Lines or arrows are used to show the "direction and nature of the relationship.

Name_____

Date_____ **Period**_____

Setting

Select a story or novel you have recently read. Describe the setting (time and place) in a sentence. Now, select a different setting for the story--- your own neighborhood, or another time period, or city. List three important aspects of the story that would be affected by this change in setting, and explain how they would change.

Title:_____

Author:_____

Setting:_____

Alternative setting:_____

Changes to the story:

     1._____

        _____

        _____

     2._____

        _____

        _____

     3._____

        _____

        _____

Name_____
Date_____Period_____

STORY MAP

Title:	**Author:**
Point of view:	
Characters:	
Setting:	
Problem/Conflict:	

Major Events:

_____
_____
_____
_____
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_____
_____
_____
_____
_____
_____

Climax:

Resolution:

Theme:

Title:

Author:

NAME_____

Rising Action

Falling Action

CLIMAX:

Event #6

Event #5

Event #4

RESOLUTION:

Event #3

Event #2

PLOT DIAGRAM

Event #1

Point of View

Theme:

Conflict:

EXPOSITION:

Name_____
Date_____ Period_____

Identifying Types of Conflicts
Every plot has a conflict. A plot's conflict is the problem that triggers the action and makes the story interesting.

Title of Selection: _____
Author: _____

Types of Conflicts	Descriptions	Examples from Selection
EXTERNAL CONFLICT		
person v. person (man vs. man)	problem with another character	
person vs. society (man vs. society)	problem with the laws or beliefs of a group of people	
person vs. nature (man vs. nature)	problem with the environment or a force of nature	
person vs. fate (man vs. fate)	problem that seems to be uncontrollable	
INTERNAL CONFLICT		
person vs. self (man vs. self)	problem deciding what to do or think; takes place within the character's own mind	

Name_____

Date_____ Period_____

Title: _____

Author: _____

SOMEBODY (character)	WANTED (goal)	BUT (problem)	SO (solution)

Book Review Information
Student model http://eolit.hrw.com/hlla/writersmodel/pdf/W_S0802.pdf

If you do not know how to structure your book review, the information given below will help you. The structure presented below is the most general one:

1. Introduction presents the most general information on the book:
   o Title/Author
   o Publication information
   o Genre
   o 1-2 sentences-long for the introduction to your book review

2. Body
   o What is the book about? Tell about the book, but don't give away the ending!
   o What do you think about the book? Tell about your favorite part or make a connection.

3. Analysis and evaluation
   o Is the writing effective, powerful, difficult, or beautiful?
   o What are the strong and weak points of the book?
   o Did its author achieve his/her purpose?
   o Do you agree with the author's point of view? Why?
   o What is your impression from the book? Is it interesting, moving, or boring?
   o Your recommendations.

4. Conclusion—Pull your thoughts together and make a brief conclusion. Tell about your favorite part or make a connection. Write an ending sentence for your review.