

Name \_\_\_\_\_ Period \_\_\_\_\_

## Short Story Review

Please use the following chart to identify main parts of the short stories we have covered in class.

### **“Contents of the Dead Man's Pockets” by Jack Finney** pg. 33

Main Characters: **Tom**

Secondary Characters: **His wife**

Setting: **1950s New York City**

Theme: **Our priorities in life should be carefully considered.**

Big Idea: **Priorities**

Literary elements : (Definition and example)

*Conflict:* **A struggle between two opposing characters or forces**

*Internal Conflict:* **A struggle takes place in the character’s mind**

*External Conflict:* **A struggle against an outside force**

*Internal Conflict EXAMPLE (include page number) :* **Tom’s internal struggle of which is more important; his wife or his project for work?**

*External Conflict EXAMPLE (include page number) :* **Tom’s external struggle to not fall from the ledge of the building while trying to retrieve the paper**

### **“The Masque of the Red Death” by Edgar Allan Poe** pg. 74

Main Characters: **Prince Prospero, The Red Death Personified**

Secondary Characters: **The revelers at the masked ball of Prince Prospero**

Theme: **No one can escape death no matter their economic status**

Setting: **A secluded abbey**

Big Idea: **Death**

Literary elements: (Definition and example)

*Allegory:* **A narrative work that works on two levels, figurative and literal level and its purpose is to teach a lesson**

*Allegory EXAMPLE OF SYMBOL (include page number):* **The clock= the countdown to how**

much time they have left

The colorful rooms and the seventh room= death due to the darkness and the red colors

The dagger= You can't defeat death

The abbey= safety/ denial

## **“Tuesday Siesta” by Gabriel Garcia Marquez**

pg. 112

Definition of round and flat characters: *(found on page 120)*

Round Characters: **There is a lot of information provided about them and they are usually dynamic and change/evolve as the story continues; they are usually a main character**

Flat Characters: **There is limited information provided about the character, they are usually a secondary character and tend to be static or not change**

Theme: **Maintaining the impression of dignity is a source of pride.**

Big Idea: **Dignity**

Literary elements: *(Definition and example)*

Implied theme: **A theme that is not directly stated and inferred through characters and context clues**

Implied Theme EXAMPLE *(include page number):* **When the priest realizes he should have treated Carlos with more dignity when he was buried after his mother has so much pride in her son**

## **“When Mr. Pirzada Came to Dine” by Jhumpa Lahiri**

pg. 123

Main Characters: **Mr. Pirzada, Lilia**

Secondary Characters: **Lilia's parents**

Theme: **People search for a sense of belonging in a new culture.**

Big Idea: **Acceptance**

Literary elements: *(Definition and example)*

Theme: **The author's overall message or lesson from the text**

Theme EXAMPLE *(include page number):* **When Lilia's parents looked in the phonebook for a person with a similar last name when they moved to America, searching for someone with a similar sense of culture to belong to.**

*Implied theme:* **A theme that is not directly stated in the text**

*Implied Theme EXAMPLE (include page number):* **Lilia, her parents and Mr. Pirzada all identify and can relate in some way to the conflict ongoing in Pakistan that they watch every night on the news together**

**“To Da-duh, in Memoriam” by Paule Marshall**

pg. 144

Main Characters: **Da-Duh, the granddaughter**

Secondary Characters: **The mother and sister**

Theme: **Generational gaps can be closed if we try hard enough.**

Big Idea: **Generational gaps**

Literary elements: (Definition and example)

*Direct Characterization:* **When the author directly tells us what the character is like**

*Direct Characterization EXAMPLE (include page number):* **When the author describes what Da-Duh looks like**

*Indirect Characterization:* **When we learn about the character from what other characters say or their thoughts and feelings**

*Indirect Characterization EXAMPLE (include page number):* **When we infer that Da-Duh is just as fierce as the granddaughter through textual clues**

**“Through the Tunnel” by Doris Lessing**

pg. 201

Main Characters: **Jerry, his mother**

Secondary Characters: **The other boys**

Theme: **Sometimes fitting in isn’t worth the risk**

Big Idea: **Risk**

Literary elements: (Definition and example)

*Point of View:* **The story is told through the point of view of a narrator**

*Point of View EXAMPLE (include page number):* **This story is third person omniscient POV because we know feelings of Jerry and his mother and it is considered all-knowing**

*Internal Conflict EXAMPLE (include page number):* **Jerry is conflicted about how he wants more**

freedom from his mother but doesn't want to hurt her.

**“Catch the Moon” by Judith Ortiz Cofer**

pg. 218

Main Characters: **Luis, his father**

Secondary Characters: **Naomi**

Theme: People make mistakes and can change

Setting: **The United States**

Big Idea: **Change/Forgiveness**

Literary elements: (Definition and example)

*Imagery:* **The pictures words create as we read and they can appeal to all senses**

*Imagery EXAMPLE (include page number):* **The description of the tower of hubcaps**

*Point of View EXAMPLE (include page number):* **This story is third person limited POV**