

Name:

Mom's Religious Conversion Class Discussion

Directions:

1. Decide whether you want to annotate digitally or in your book. If you annotate in your book, you will need to upload a picture of your annotations to Canvas.

2. CLOSELY ANNOTATE the passage below about Ifemelu's mom and use "SCASI" to guide your annotations. (Assign each letter a color and use the comment function to explain you highlights.)

S= Setting

C= Things we learn about characters

A=Important things that happen

S=Style-Find examples of ALL of the following and/or any other literary devices.

imagery

use of dialogue

symbolism (multiple symbols in here)

telegraphic sentence (sentences under 5 words)

religious imagery

repetition

irony

alliteration

simile

metaphor

asyndeton

anaphora

epistrophe

juxtaposition

metaphor

I=Ideas (topics for potential themes)

3. Answer the questions afterwards in bullet points/short notes in preparation for a class discussion.

4. **During the discussion, you should add to your notes**, making sure that every line has a color and a comment to explain the color (aiming for 15 comments total)

Do not submit until AFTER the discussion.

Passage Begins

One day, the year Ifemelu turned ten, her mother came home from work looking different. Her clothes were the same, a brown dress belted at the waist, but her face was flushed, her eyes unfocused. "Where is the big scissors?" she asked, and when Ifemelu brought it to her, she raised her head and, handful by handful, chopped off all of her hair. Ifemelu stared, stunned. The hair lay on the floor like dead grass. "Bring me a big bag," her mother said. Ifemelu obeyed, feeling herself in a trance, which things happening that she did not understand. She watched her mother walk around their flat, collecting all the Catholic objects, the crucifixes hung on the walls, the rosaries nested in draws, the missals propped on shelves. Her mother put them all in the polyethylene bag, which she carried to the backyard, her steps quick, her faraway look unwavering. She made a fire near the rubbish dump, as the same spot where she burned her used sanitary pads, and first she threw in her hair, wrapped in old newspaper, and then, one after the other, the objects of faith. Dark gray smoke curled up into the air. From the verandah, Ifemelu began to cry because she sensed that something had happened and the woman standing by the fire, splashing more kerosene as it dimmed and stopping back as it flared, the woman who was bald and blank was no her mother, could not be her mother.

When her mother came back inside, Ifemelu backed away but her mother hugged her close.

"I am saved," she said. "Mrs. Ojo ministered to me this afternoon during the children's break and I received Christ. Old things have passed away and all things have become new. Praise God. On Sunday we will start going to Revival Saints. It is a Bible-believing church and a living church, not like St. Dominic's." Her mother's words were not hers. She spoke them too rigidly, with a demeanor that belonged to someone else. Even her voice, usually high-pitched and feminine, had deepened and curdled. That afternoon, Ifemelu watched her mother's essence take flight. Before, her mother said the rosary once in a while, crossed herself before she ate, wore pretty images of saints around her neck, sang Latin songs and laughed when Ifemelu's father teased her about her terrible pronunciation. She laughed, too, whenever he said, "I am an agnostic respecter of religion," and she would tell him how lucky he was to be married to her, because even though he went to church only for weddings and funerals, he would get into heaven on the wings of her faith. But, after that afternoon, her God changed. He became exacting. Relaxed hair offended Him. Dancing offended Him. She bartered with Him, offering starvation in exchange for prosperity, for a job promotion, for good health... (50-51)

1. Which literary devices highlight the changes in Ifemulu's mom?

3. How does this passage connect to the paragraphs before and after it, and the chapters before and after?

4. What central ideas/topics are present in this passage? (ie-ideas that keep coming up throughout the book), and how do these ideas connect to previous passages?

Rubric

10	9	8	7	6 or below	5
Every line of each text is annotated/color coded in some way 15 comments explain 15 highlights in 1-2 sentences. Added one-two helpful/insightful comments to seminar discussion. (ie: Proposed a new idea, moved discussion forward, asked a good question...nonrepetitive and on topic)	Every line of each text is annotated/color coded in some way. 15 comments explain 15 highlights in 1-2 sentences. More summary than analysis. Added one-two helpful/insightful comments to seminar discussion. (ie: Proposed a new idea, moved discussion forward, asked a good question...nonrepetitive and on topic)	Some gaps of 2-3 lines in annotations. Missing some comments or underdeveloped in some places. Spoke once or twice but needed a bit more to flesh out the point they were working towards.	Fair amount of 2-3 line gaps in annotations. Missing some comments & consistently underdeveloped. Spoke once or twice but comments were repetitive or underdeveloped.	Incomplete in some way. Very few highlights. Little to no commentary/analysis or all summary. Spoke once but comments were repetitive or underdeveloped.	Did not participate in class discussion. minus two letter grades from annotation grade.