





## Part 2: Literary Devices.

**1. Identify which literary device is being used in each of the examples below. Use your literary devices chart from Unit 1 as a reference if necessary.**

a. That woman is a black hole sucking the light out in others.

\_\_\_\_\_

b. He was arrested for relieving himself in public.

\_\_\_\_\_

c. The flowers danced in the wind. \_\_\_\_\_

d. Oranges and tangerines; it's the same difference!

\_\_\_\_\_

e. Those were wonderful, innocent days, when my father would come home from work and help me with my homework.

\_\_\_\_\_

f. Have you gone completely mad? \_\_\_\_\_

g. He was as innocent as a newborn baby. \_\_\_\_\_

h. You shouldn't judge a book by its cover. \_\_\_\_\_

i. That guy is a Romeo when it comes to girls. \_\_\_\_\_

j. "Oh my God! It was a million degrees outside that day!"

\_\_\_\_\_

k. "Behind them the sliver of moon had drawn clear of the horizon. Before them, something like a great ape was sitting asleep with its head between its knees. Then the wind roared in the forest..."

(Golding, 135) \_\_\_\_\_

l. Soon enough, this rowdy group of boys would wish they had listened to the old woman's advice... \_\_\_\_\_

**2. To practice your understanding of literary devices, come up with your own examples of each in the space below.**

a. Hyperbole

---

---

b. Euphemism

---

---

c. Allusion

---

---

d. Oxymoron

---

---

e. Metaphor

---

---

f. Simile

---

---

g. Personification

---

---

h. Imagery

---

---

i. Foreshadowing

---

---

j. Flashback

---

---

## Part 3: Texts Under Study

### A. Literary Study Sheets

#### Literary Study Sheet

Title: <u>The Marrow Thieves</u>	Author: <u>Cherie Dimaline</u>
Characters:	
Setting (time and place):	
Important facts on author	Important facts on context:
<b>Themes (and why?, give an example):</b> EX: In <i>Harry Potter</i> , self-sacrifice is a theme because for instance, Lilly Potter sacrifices her life to save her son when Voldemort attempts to kill him.	

**Symbols/Archetypes:**

**Important plot details, including the inciting action, climax, and resolution:**

- When...

**Particularities of Language and/or Most Common Literary Devices:**

**Miscellaneous (Random)**

**1-3 Important Quotes (optional):**

**Literary Study Sheet**

Title: <u>A Midsummer Night's Dream</u>	Author: <u>William Shakespeare</u>
Characters:	
Setting (time and place):	
Important facts on author	Important facts on context:
<b>Themes (and why?, give an example):</b> EX: In <i>Harry Potter</i> , self-sacrifice is a theme because for instance, Lilly Potter sacrifices her life to save her son when Voldemort attempts to kill him.	

**Symbols/Archetypes:**

**Important plot details, including the inciting action, climax, and resolution:**

- When...

**Particularities of Language and/or Most Common Literary Devices:**

**Miscellaneous (Random)**

**1-3 Important Quotes (optional):**

**Literary Study Sheet**

Title: <u>Persepolis</u>	Author: <u>Marjane Satrapi</u>
Characters:	
Setting (time and place):	
Important facts on author	Important facts on context:
<b>Themes (and why?, give an example):</b> EX: In <i>Harry Potter</i> , self-sacrifice is a theme because for instance, Lilly Potter sacrifices her life to save her son when Voldemort attempts to kill him.	

**Symbols/Archetypes:**

**Important plot details, including the inciting action, climax, and resolution:**

- When...

**Particularities of Language and/or Most Common Literary Devices:**

**Miscellaneous (Random)**

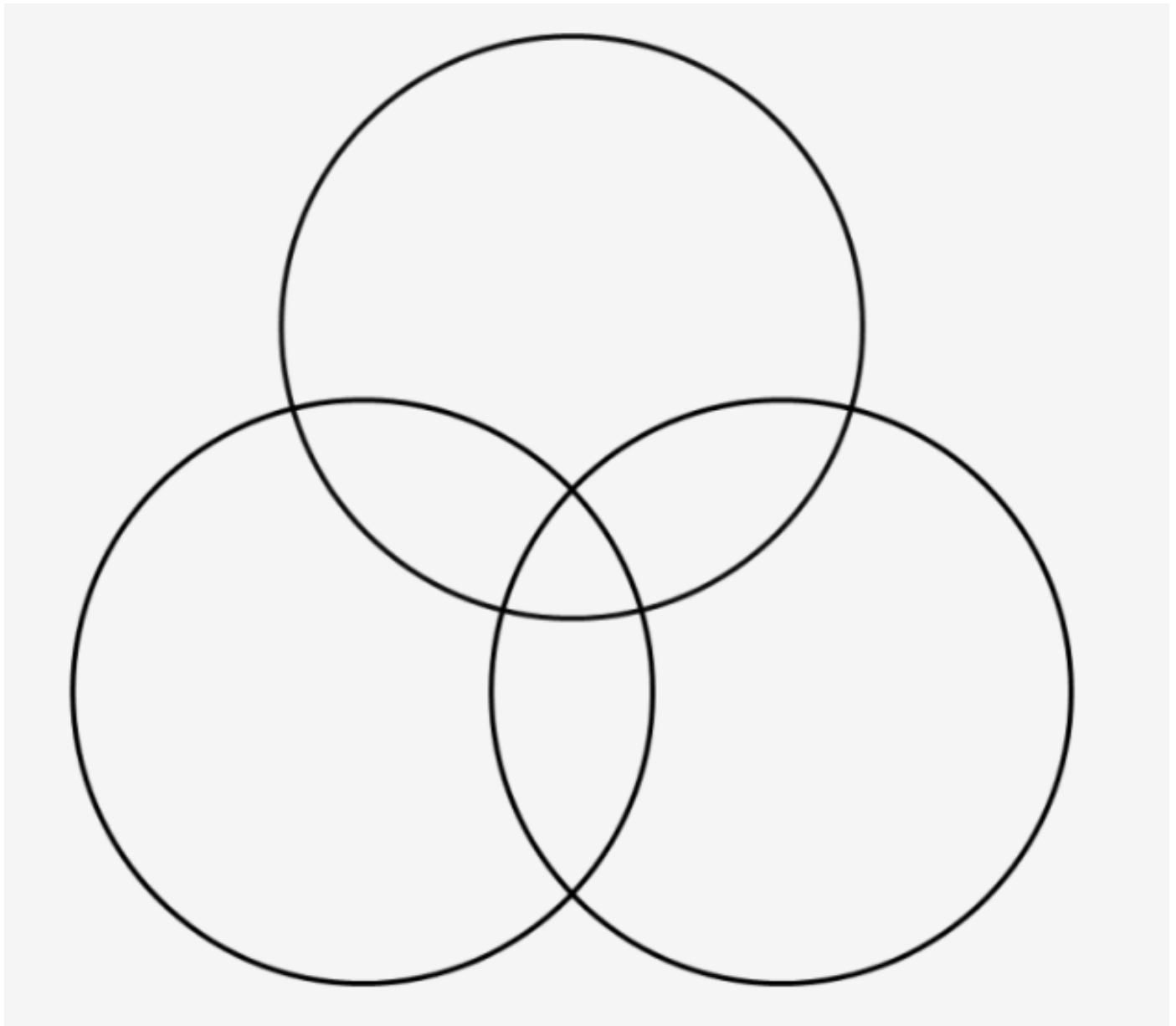
**1-3 Important Quotes (optional):**

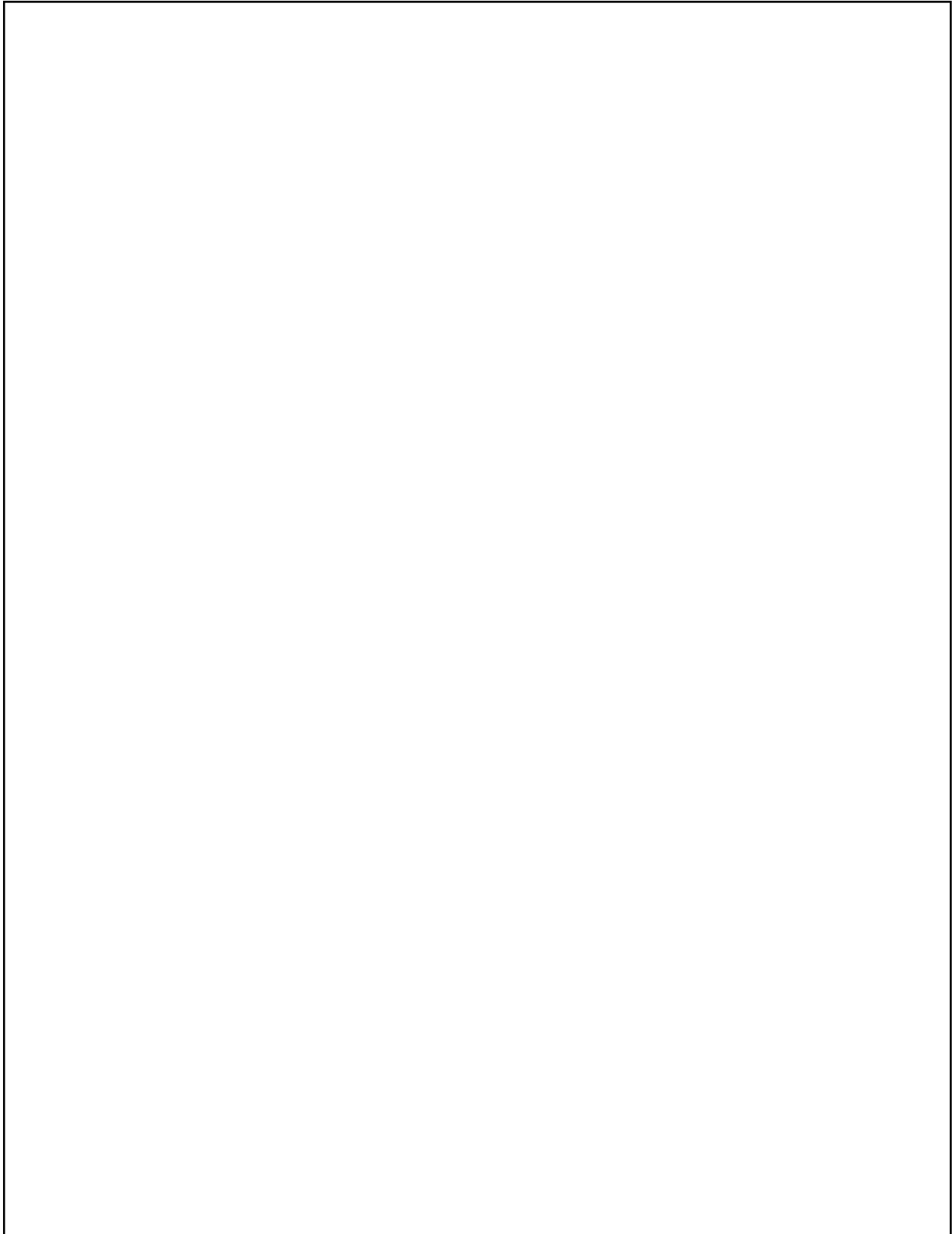
## **B. Comparing and Contrasting the Texts Under Study**

Use the following Venn Diagrams to brainstorm the similarities and differences between the three texts studied over the course of the semester.

When considering the similarities and differences, think in terms of main character(s), genre, POV, themes, symbols, and mood.

If the Venn diagram doesn't speak to you, use the following page instead.



**Similarities and Differences between the texts under study.**A large, empty rectangular box with a thin black border, occupying most of the page below the section header. It is intended for the student to write their analysis of similarities and differences between the texts under study.

## Part 4: The Writing Assignment

1. **Structuring the Writing Assignment.** When writing a personal response, or an essay-like text, how must it be structured? What kinds of words should be used (for example, transition words)? What level of vocabulary should we strive for? Elaborate by using the following chart.

	Purpose	Elements	Useful Transition Words to Use
<b>Introduction</b>			
<b>Development Paragraphs (2-4)</b>			
<b>Conclusion</b>			

**2. Types of Writing.** Fill out the following chart on the different types of writing.

	<b>Purpose</b>	<b><i>When and Where</i> should we use this type of writing?</b>
<b>Narrative</b>		
<b>Descriptive</b>		
<b>Informational/Explanatory</b>		
<b>Persuasive</b>		

### 3. How to Quote or do In-Text Citation.

Practice using the different types of quotation by rewriting the following two quotes in three different ways. Use the example to guide you.

	<p><b>“It’s easier to fool people than to convince them they have been fooled.”</b>  <b>Mark Twain,</b>  <b>famous American author of the 19th century</b></p>	<p><b>a. “Love is an action.”</b>   <b>Black feminist, author, and professor, bell hooks</b></p>	<p><b>b. “With rebellion, awareness is born.”</b>   <b>Famous French author of the 20th century, Albert Camus</b></p>
<b>Direct Quotation</b>	<p>Mark Twain, famous American author of the 19th century once said, “It’s easier to fool people than to convince them they have been fooled.”</p>		
<b>Indirect Quotation</b>	<p>It’s easier to fool people than to convince them they have been fooled, believed famous author Mark Twain.</p>		
<b>Paraphrase</b>	<p>According to Mark Twain people rather hold on to their foolish beliefs than to admit that they were tricked into thinking those foolish things in the first place.</p>		

**Rubric for Final Exam - Grade 9**

Strand: Writing //Reading and Comprehension	Grade Level				
	R	1	2	3	4
<p><b>Knowledge &amp; Understanding</b> Shows strong k&amp;u of the texts through the identification of key events, characters, and concepts, such as themes, mood, POV, etc.</p>					
<p><b>Thinking</b> <i>Processing Skills.</i> Reasoning and Evidence supports student's ideas in a relevant and convincing manner. Concrete evidence and examples are provided through paraphrase and/or enumeration. Answer shows interpretation and synthesis.</p> <p><i>Use of critical/creative thinking processes:</i> reasoning is clear, thoughtful, and complex. In-depth critical attention to various facts and key ideas from the play are put forth, in relation to answering the questions.</p>					
<p><b>Communication</b> Communicates in a clear and coherent manner. Logical progression of ideas, including introductory and concluding sentences. Clearly and effectively structured</p> <p>Use of transition words used for clarity.</p> <p>Uses appropriate words, phrases, and terminology. Formal, polished language throughout.</p>					
<p><b>Application</b> <i>Application of knowledge and skills in familiar contexts.</i> Student applies all in-class instructions to assignments, including formatting. All components are present. Format is followed as instructed.</p> <p><i>Making connections within and between various contexts.</i> With a high degree of effectiveness various connections are made between the text, and the material learned n in class, or between the texts .</p>					

<b>Part 1</b>	
<b>Part 2</b>	
<b>Part 3</b>	
<b>Final Mark</b>	