**BOOK CLUB**

**Chunk #1: CHARACTER and NARRATIVE TERMS**

**Pages \_\_\_ to \_\_\_**

Define the following character related term (provide short definitions or synonyms)

Protagonist

Antagonist

Hero

Anti-hero

Stock/Flat Character

Secondary Character

Dynamic/ Round

Characterization

Bildungsroman

Foil

Tragic Flaw

Mouthpiece

Confidant

Chorus

Empathy vs. Sympathy

Comic relief

Epithet

Narrator vs. Unreliable Narrator

Point of view

Persona

Tone (DIDLS)

**BOOK CLUB**

**Chunk #1: CHARACTER SHORT ANSWER**

**Pages \_\_\_ to \_\_\_**

Thoroughly describe the emotional state of your protagonist OR antagonist with evidence from the novel.

Is your protagonist also the hero of your story? Explain why or why not.

What techniques of characterization (actions, voice, clothes, appearance, etc.) are used by the author for the audience to come to know your protagonist and antagonist?

Hypothesize, what might be the theme of the novel. Use one quote to justify your hypothesis. How might the above hypothesis be supported by these characters?

Use one or more character term from the provided list above that is new to you in order to ask and answer **two** high level thinking question that is relevant for your novel. Provide evidence and explanation as needed.

**Chunk #1 Journal**

How might the outward appearance of one character in your novel indicate his or her emotional state? Consider items such as symbolism of costume, voice, and their actions in your answer. Always use evidence and analysis to explain. Use a formal tone.

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**BOOK CLUB**

**Chunk #2: SETTING & SYLISTIC DEVICES TERMS**

**Pages \_\_\_ to \_\_\_**

Define the following setting related terms (provide short definitions or synonyms)

**Setting:**

Mood

Atmosphere

Tone

Pathetic fallacy

[Anachronism](https://en.wikipedia.org/wiki/Anachronism)

Utopia

Dystopia

Sublime

**Selected stylistic Terms:**

**Imagery:**

Simile

Metaphor

Conceit

Personification

Synecdoche

Symbolism

**Sound:**

Alliteration

Meter

Iambic

Onomatopoeia

Rhyme

**Structure:**

Anaphora

Parallelism

Triple parallelism

Stylistic Climax

Anticlimax

Enumeration

**BOOK CLUB**

**Chunk #2: SETTING & SYLISTIC DEVICES SHORT ANSWER**

**Pages \_\_\_ to \_\_\_**

In point form, describe the main (or one of the main) settings in this section:

* Physical location:
* Weather:
* Social conditions:
* Time of day:
* Era:

🡺Mood:

Have you identified the use of pathetic fallacy in your novel, if so describe the pathetic fallacy? Is this effective? Explain.

Does your setting change during your novel, and if so, why might that change be vital to the theme, tone, character, or plot of the novel.

Does any setting play a physical role in your story? If yes, then explain.

Use DIDLS to identify and justify one tone in your novel.

D

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D

L

S

Identify 3 kinds of stylistic devices (from different subcategories: sound, imagery).

**Chunk #2 Journal**

Describe how one setting in your novel is a physical expression of a theme. In other words, prove the theme using the components of setting only. Always use evidence and analysis to explain. Use a formal tone.

OR, how does the author’s style of writing convey essential information (theme, characterization, tone—chose one) in the novel? Always use evidence and analysis to explain. Use a formal tone.

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**BOOK CLUB**

**Chunk #3: CONFLICT & PLOT TERMS**

**Pages \_\_\_ to \_\_\_**

Define the following conflict and plot related terms (provide short definitions or synonyms)

**Misc. Devices cont’d from last week**

Allegory

Allusion

Euphemism

Pun

Hyperbole

Understatement

Irony: (There are more types of irony, but these are the vital ones to know.)

Dramatic Irony

Situational Irony

Verbal Irony

Denotation

Connotation

Paradox

Oxymoron

**Plot**

Introduction   
Rising Action

Instigating Incident   
Climax

Turning point

Falling Action

Dénouement

In media res

Cliff Hanger

Flashback

**Conflict (always employ this format then justify):**

Person v. Self

Person v. Person

Person v. Society

Person v. Machine

Person v. Unknown or Fate

**BOOK CLUB**

**Chunk #3: CONFLICT & PLOT SHORT ANSWER**

**Pages \_\_\_ to \_\_\_**

Establish the major conflict of your novel with evidence.

Establish one minor conflict with evidence.

Justify your decision of which is the major conflict and which is minor conflict and always use the correct format in your explanation.

Locate what is arguably the climax of your novel and justify your decision.

Has your author employed a typical plot structure? Explain.

Locate two different kinds of irony in your novel and explain how you know it is ironic.

Find an example where the connotation of a word was vital to your understanding of an event. Explain how it was vital.

**Chunk #3 Journal**

Consider, why might readers demand conflict in literature? What does conflict serve? You may use first person informal voice to argue, but you must use evidence and analysis.

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**BOOK CLUB**

**Chunk #4: THEME AND LITERARY CRITICISM TERMS**

**Pages \_\_\_ to \_\_\_**

**Theme Terms:**

Motif

Moral

Cliché

|  |  |
| --- | --- |
| Theme is | Theme is not |
|  |  |

**Literary Theory:**

Feminist Theory

Marxist Theory

Archetypal Theory

Formalism

Post-Colonial Theory

New Historicism

Psychoanalytical Theory

**BOOK CLUB**

**Chunk #4: THEME AND LITERARY CRITICISM SHORT ANSWER**

**Pages \_\_\_ to \_\_\_**

Select TWO kinds of critical theories from the list above. What might using that specific lens reveal about your novel? OR, how might it change the way you read?

What thematic reasons did the author have to choose their title?

In your opinion, was the conclusion or denouement of your novel satisfying? Why or why not? If not, how might you change the ending?

**Chunk #4 Journal**

Using either Feminist Theory or Marxist Theory, use that critical lens to craft and prove and analyze a theme. Ex. Feminist theory might argue from a particular perspective. Use that perspective to view your novel.

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SHORT ANSWER & TERM RUBRIC: (Reading Strand)

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| ***Notes:*** | ***50-59%***  ***(Level 1)*** | ***60-69%***  ***(Level 2)*** | | ***70-79%***  ***(Level 3)*** | ***80-100%***  ***(Level 4)*** |
| ***Knowledge and Understanding*** *-* | | | | | |
|  | *The student:* | | | | |
| *Knowledge of the novel*  *Specifics*  *1. unique*  *2. specific*  *3.appropriate* | *Provides limited examples.* | *Provides some examples.* | | *Provides considerable examples.* | *Provides many suitable examples from the novel quotes, paraphrase to answer the question whenever required...* |
| ***Thinking*** *- The use of critical and creative thinking skills and/or processes* | | | | | |
|  | *The student:* | | | | |
| *Term usage* | *Few terms are integrated seamlessly into your writing.* | *Some new terms are integrated seamlessly into your writing.* | *Many new terms are integrated seamlessly into your writing.* | | *Most new terms are integrated seamlessly into your writing.* |
| *Explanation / Analysis / Justification* | *Examples do not link to the question.* | *Examples link to a question but are not all or full explained by writer.* | *Examples are mostly linked to the question.* | | *All examples are all clearly and explicitly linked to the question.* |
| ***Communication*** *- The conveying of meaning through various forms* | | | | | |
|  | *The student:* | | | | |
| *1. Complete sentences*  *2. Variety and correct vocabulary*  *3. Capital letters*  *4. Apostrophes*  *5. Commas*  *6. Spelling* | *uses conventions of grammar, vocabulary, and spelling terminology with limited effectiveness* | *uses conventions of grammar, vocabulary, and spelling terminology with some effectiveness* | | *uses conventions of grammar, vocabulary, and spelling terminology with considerable effectiveness* | *uses conventions of grammar, vocabulary, and spelling with a high degree of effectiveness* |

*PARAGRAPH RUBRIC: (Writing Strand)*

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| ***Notes:*** | ***50-59%***  ***(Level 1)*** | ***60-69%***  ***(Level 2)*** | ***70-79%***  ***(Level 3)*** | ***80-100%***  ***(Level 4)*** |
| ***Knowledge and Understanding*** *-* | | | | |
|  | *The student:* | | | |
| *Organizes and formats as writing form requires ex.*  *1. Directional statements.*  *2. Organizing words: first, second.*  *3. Uses space to separate ideas. (indents new paragraphs)* | *Demonstrates limited knowledge of organizing and formatting writing.* | *Demonstrates some knowledge of organizing and formatting writing.* | *Demonstrates considerable knowledge of organizing and formatting writing.* | *Demonstrates thorough knowledge of organizing and formatting writing. Uses the format required. IE formal or informal. Uses literary present tense.* |
| ***Thinking*** *- The use of critical and creative thinking skills and/or processes* | | | | |
|  | *The student:* | | | |
| *Specifics*  *1. unique*  *2. specific*  *3.appropriate* | *Provides limited examples.* | *Provides some examples.* | *Provides considerable examples.* | *Provides many suitable quotes with the correct MLA citation.* |
| *Analysis (links)* | *Examples do not link to main idea.* | *Examples link to a main idea but are not all or full explained by writer.* | *Examples are mostly linked to a main idea.* | *All examples are explicitly linked to a main idea.* |
| ***Communication*** *- The conveying of meaning through various forms* | | | | |
|  | *The student:* | | | |
| *1. Complete sentences*  *2. Variety and correct vocabulary*  *3. Capital letters*  *4. Apostrophes*  *5. Commas*  *6. Spelling* | *uses conventions of grammar, vocabulary, and spelling terminology with limited effectiveness* | *uses conventions of grammar, vocabulary, and spelling terminology with some effectiveness* | *uses conventions of grammar, vocabulary, and spelling terminology with considerable effectiveness* | *uses conventions of grammar, vocabulary, and spelling with a high degree of effectiveness* |