

9	Section 6 -	KEY PASSAGE	Choose a striking or key passage from this section that you think is important to character development, plot development, or meaning – <i>a passage may be a line, quote, or any excerpt from the novel</i> . Copy the passage correctly (quotation marks, cite p. #). <u>Using complete sentences</u> , answer 2 of the following questions: “Why is this a key passage?” “What is the author trying to do at this point?” “What does this passage reveal about either development of a character (a significant change or description?... A significant development in the plot? ... or the meaning of the work as a whole?” “How is this passage typical of the author’s style?” “What is unusual or striking about the passage? Complete sentences.
10	Section 7 -	FIGURATI VE LANGUAG E	Authors use figures of speech because of their power and their layers of meaning, e.g. we say “It’s raining cats and dogs” instead of “It’s raining large drops which are coming down very fast and hard.” Which is more powerful? Choose 2 figures of speech from this section (see list and definitions on website) and explain those “layers” of meaning. Copy the examples verbatim. Then identify the TYPE of figure of speech. Lastly, explain how each is used for meaning and effect. Think about “Why did the author use this language instead of something else?” “What does this comparison/figure of speech do that literal language would not accomplish?.” “What layers of meaning does it suggest?”
11	Section 8 -	PERSONAL RESPONSE	Diary Entry: Imagine you are one of the characters in this section. Write a diary entry, beginning with “Dear Diary” and create day or date(1 full card). The diary entry must contain at least 3 specific references to the section (underline them) and it should reveal your understanding of characters, events, and ideas, as well as questions or insights you might have of the characters. Though you may refer to people or events from previous sections, your underlined references must come from this section.
12	Section 9 -	ROLE OF MINOR CHARACT ER	Minor characters can serve several roles: instruments in the plot, <i>foils</i> to the main characters, commentators on the main action and theme, or as a <i>confidante</i> or listener to the main character. Choose a minor character and explain the role of that character to the plot and to the reader’s perception of the main character, explaining what he/she adds to the novel. (Complete sentences)
13	Section 10 -	IMAGERY	It is important in the novel for the readers to see characters, motivation, events, places, etc. as “real.” Authors use imagery (details that appeal to the 5 senses) to draw the reader into the experience of the novel. First, choose 5 images from this section and tell what sense they appeal to. Then, write 2-3 sentences that explain how these images create a sense of <i>reality</i> .
14	Section 11 -	FIGURATI VE LANGUAG E	Follow directions for CARD #10, but choose a different type of figure of speech.
15	Section 12 -	PERSONAL RESPONSE	Imagine you are a character in the novel (human or animal). Write a letter to another character in the novel. Make references to at least 3 specific images, events, or details of this section. You may refer to past events, but focus your details on this section.
16	Section 13 -	TEXT TO GRAPHICS -- CREATE A VISUAL	Choose a passage and create a graphic representation of the text, paying close attention to details. You may use literal or symbolic representations, abstractions, color, shape, form – but make sure that everything you include has meaning and can be traced back to specific references to the text. Include a significant quote from the passage at the bottom of the page. On the back of the card, explain your choice of graphics, color, shape, etc. and the textual references that inspired them.

17	Section 14	KEY PASSAGE	Follow directions for CARD #9.
18	Section 15	CHARACT ER	"There is not much point in writing a novel unless you can show the possibility of moral transformation, or an increase in wisdom, operating in your chief character or characters." (Anthony Burgess) Since so many stories contain lessons that the main character learns and grows from, critical readers pay attention to the meaning associated with how and why characters change and develop throughout the novel. On this card, explain <i>HOW</i> the protagonist has developed/changed (what has he/she learned?), <i>WHY</i> the character changes (causes), and <i>WHAT</i> those changes suggest about the meaning of the novel.
19	Whole book	THEME/BI G IDEA	Some literature is considered "escape fiction," written merely to entertain. However, interpretive literature is written to broaden and deepen and sharpen our awareness of life: it takes us through the imagination, deeper into the real world. Critical reading helps us better understand and value interpretive literature. <i>For this card, consider the novel a work of interpretive literature and answer 2 of these questions Write what you believe the story reveals about human life or behavior. What is there about the novel that is real? What about the novel seems to be true in other situations? What universal truths are in this novel?. How does it broaden, deepen, or sharpen our awareness of life? Explain.</i>
20	Whole book	CREATIVE RESPONSE	Choose one of the following: (a) <i>Find a popular song to use as a theme song for the book. Explain your choice of song. OR (b) Take a scene from the book and write it in poetry form, OR (c) Write the first page of a new chapter in the book – either a pre-quel or sequel. Imitate the style and meaning of the original.</i>

Rubric (15 % of the first marking period grade)

*Each card is worth five points

Well Above Standard: ALL elements on the index card are completed and include specific information and precise insights applicable to the required task. Work is legible; Free from or minor spelling, grammar, and punctuation errors that do not interfere with the meaning; and are neatly presented. (5-4)

Above Standard: ALL elements on the index card are completed and include specific, thoughtful information, that are applicable to the required task. Work is legible; some spelling, grammar, and punctuation errors that interfere with meaning; and neatly presented. (3)

Minimum Standard: MOST elements on the index card are completed and include some information, including some insights applicable to the required task. Work is legible; with many spelling, grammar, and punctuation errors that interfere with the meaning; but is neatly presented. (2)

Below Standard: SOME elements on the index card are incomplete and do not meet the criteria for a complete assignment. (1)