

# English 10, 20 & 30-1

## English Literature 100 Point

### Novel/Extended Length Non-fiction Study Guide:

#### Alternative/Learning Partnership Program

Complete a full novel/Extended Length Non-fiction study to help you develop and sharpen your literary analysis skills. To do a well rounded study, complete enough activities to equal 100 points. Where a section has more than one choice of activity to fulfill the assignment, you can do multiple choices, to a maximum of 3, and count the points separately.

It is important to understand that the -1 stream of English requires students to develop their critical/analytical skills of reflection and discussion pertaining to literature as well as developing a strong writing voice and writing skills which effectively present their ideas in a clear and cohesive, yet complex manner. Students need to choose novels or full-length non-fiction that are regarded as works of literature. What is the difference between literature and fiction novels? I challenge you to go and look it up : )

Here is a list of suggested reading, it is not a mandatory list nor is it exhaustive (complete), but it is a list made by English teachers in Alberta and it is supported by the ministry of Alberta Education. Is there controversial content? Yes. Please discuss your novel choices with your parents. As well, please contact your English teacher to confirm your choice of novel for this novel study.

#### **Full-length Fiction**

*1984*—Orwell

*The Ash Garden*—Bock

*The Bean Trees*—Kingsolver

*The Chosen*—Potok

*Crime and Punishment*—Dostoevsky

*Crow Lake*—Lawson

*Davita's Harp*—Potok

*Fifth Business*—Davies

*The Grapes of Wrath*—Steinbeck

*Great Expectations*—Dickens

*The Great Gatsby*—Fitzgerald

*Heart of Darkness*—Conrad

*The Hero's Walk*—Badami

*The Kite Runner*—Hosseini

*House of the Spirits*—Allende

*The Lovely Bones*—Sebold

*Life of Pi*—Martel

*The Metamorphosis*—Kafka

*Monsignor Quixote*—Greene

*The Mosquito Coast*—Theroux

*My Name is Asher Lev*—Potok

*No Great Mischief*—MacLeod

*Obasan*—Kogawa

*The Outsider*—Camus

*The Poisonwood Bible*—Kingsolver

*Pride and Prejudice*—Austen

*A Separate Peace*—Knowles

*Snow Falling on Cedars*—Guterson

*The Stone Angel*—Laurence

*The Stone Carvers*—Urquhart

*Things Fall Apart*—Achebe

*Under the Ribs of Death*—Marlyn

*The Wars*—Findley

*Wild Geese*—Ostenso

*Windflower*—Roy

*Wuthering Heights*–Brontë

**Nonfiction**

*Apollo 13*–Lovell and Kluger

*Into the Wild*–Krakauer

*Into Thin Air*–Krakauer

*The Man Who Planted Trees*–Giono

*Night*–Wiesel

*On Running Away*–Keats

*Tuesdays with Morrie*–Albom

**Please note that not all activities are suited for non-fiction studies, but can be modified to suit the genre. In needed, please ask for clarification from your teacher.**

## **Part I: Setting, Perspective & Plot-tracking**

**Assessment: Category C Points: 15**

- Describe the overall setting of the novel, physical, geographical and social. If the setting changes over time, describe those changes as well.
- In which/whose perspective is this novel told?
- Breakdown plot developments for 1 to 4 chapters at a time
- Identify specific descriptions of rising action

## **Part II: Character Development**

**Assessment: Category B Points: 20**

- Complete a character chart like the one below:

Main character(s) or Protagonist (usually not more than two characters)	Supporting characters – characters who are sympathetic to the protagonist	Antagonist(S) – characters who oppose the protagonist	Other characters (that aren't necessarily supporting or antagonistic)

- Choose 3 characters from the main and supporting or antagonist categories. Identify and complete a character sketch for each of your chosen characters (at least one is a main character)

Each character sketch **must** include the following information

- A. Full name
- B. Approximate age

- C. Physical appearance (based on details from the book). Include at least one quote as supporting evidence
- D. List of adjectives that the author uses to describe the character
- E. Identify interests/motivations: What does this character care about? What is his/her main goal(s)
- F. Character's Actions: What memorable actions does the character take, and what does this action say about their personality?
- G. Does this character change by the end of the novel? If so, how and why has he/she changed? Identify if they are flat, round, static, dynamic and provide quoted evidence of your analogy
- H. What role does this character have in the development of the theme/motif of this novel? Why do you think this character is significant to novel? What would have changed if this character had not been present?

## Vocabulary development

**Assessment:**                      **Category D**                                      **Points: 5**

- Identify all unfamiliar words (words you have not encountered before in reading or everyday use) and give a definition for each (*in your own words*). *If you know all of the words you encountered, choose 10 words you found interesting and their use made a difference in the quality of the writing in the novel.*

## Conflicts, Theme & Motifs

**Assessment:**                      **Category B**                                      **Points: 20**

Respond in multi-paragraph form to the following

- Identify the main conflict(s) of the protagonist(s) (ex: man vs man, man vs nature, man vs himself) and briefly describe the conflict(s).
- Identify and describe the universal theme(s) this novel is trying to confront about human nature and society?
- **English 30-1 students:** Identify the motif(s) of this novel? (if more than one, identify them all). If you are unfamiliar with the concept of 'motif' research what it is first and then apply what you have understood to identifying this novels motif(s)

## Literary Devices

**Assessment:**

**Category C**

**Points: 15**

- Identify and explain the use of up to 3 literary devices used by the author. If you are not familiar with literary devices, research what they are and then apply your learning to the completion of this section

## Understanding the Context

**Assessment:**

**Category C**

**Points: 15**

- Who is the author of this novel?
- What other works have they written?
- What is the basic background of the author? (Where are they from? When were they born? Give a general description of their life)
- What was the social context at the time this novel was written? What was happening in the world around the author (actual significant events or eras)? Did this social context act as an influence over the material/theme of the novel? Please explain how you arrived at your conclusion.

## Thesis Statements

**Assessment:**

**Category C**

**Points: 15**

Don't know what a thesis statement is? Go and research. The Owl at Purdue University has a great website for writing. (careful if you choose this activity, it may seem simple, but is actually challenging to write 5 strong thesis statements)

- Create 5 possible thesis statements for three different essay focuses. They need to be strong, so spend time thinking and revising and thinking again.
- Choose ONE thesis statement and do a general point form outline of the body paragraphs that would go with the Thesis and then a point form general conclusion

## Creative Responses to the Novel

**Assessment:**

**Category C**

**Points: 15**

**Choose ONE** from the following choices of creative writing assignments. Try to pick different activities each time you complete a novel study. Complete this writing task either by hand or by computer and then attach it to this booklet. Be sure to make it clear what writing activity you have chosen.

In general, most assignments in this category should result in at least a full page of writing.

- A. Write a feature article (with a headline) that tells the story of the book as it might be found on the front page of a newspaper in the town where the story takes place. Follow good reporting criteria, including the 5 W's.
- B. Create a poem describing the sights, sounds, and/or smells of one memorable setting in your novel. At least 16 lines are expected.
- C. Write a diary entry that one of the novel's main characters might have kept before, during, or after the book's events. Remember that the character's thoughts and feelings are very important in that diary.
- D. Write a letter to one of the main characters (protagonist or antagonist) asking questions, protesting a situation, and/or making a complaint or suggestion. If you want, you could also write a letter that the character sends back to you as a response to your letter. This must be done in correct letter format.
- E. Write a different ending for the novel.
- F. Write a different beginning for the novel.
- G. Write a letter to the author of the book. You could ask them questions or tell them what you thought about their book and give them your favourite line(s)/quotes of the novel.
- H. Retell an interesting part of the story from a different point of view, perhaps from a different character's perspective (or maybe a fly's perspective!)
- I. Assume the role of one of the characters twenty years from where the novel left off and write a reflection of their thoughts and views of their life experiences
- J. Write a new chapter scene which has a new character added in. What role would this new character play in the plot development, how would they interact with the established conflict?
- K. Write an obituary for one of the characters. Be sure to include life-time accomplishments reflected from information revealed in the novel.
- L. Write a scene that has been lost from the novel. After you have written the scene, explain how it would have changed the outcome of the novel.
- M. Write the first two paragraphs for a sequel. Outline what would happen in the rest of the book.
- N. Write a letter to a friend about the book.
- O. Write a scene which extends a month or two after where the novel leaves off.
- P. Write a letter from one character to another.

- Q. Write a tabloid-style news story related to your novel or the characters in the novel. Be sure to exaggerate either characteristics or events.

## **Novel Project**

**Assessment: Category A**

**Points: 30**

**Choose ONE from the following list. These are meant to be longer activities, like a project.**

- A.** Pretend that you are interviewing a character from the book. Come up with the questions and imagine what their responses would be. This should be written in a script format.
- B.** Create a newspaper for your book. Summarize the plot in one article, cover the weather in another, do a feature story on one of the more interesting characters in another. Include an editorial and a collection of classified ads that would be pertinent to the story. Your imagination and creativity is your only limitation.
- C.** Create a scrapbook for either one of the main characters or for the whole novel. Include items and pictures that extend what takes place in the novel.
- D.** Write a series of diary entries from one of the main characters which gives further insight into their actions in the novel. At least 5 entries are expected.
- E.** Re-write one chapter of the novel (or maybe half of one if the chapters are really long) into screenplay or play format. Don't just convert the dialogue, also create brief character descriptions for the actors and describe the scene for the director. As well, draw the set-up of the scene for either the stage or film.

**Of course, you are always welcome and encouraged to create your own creative written response idea and then put it into practice. Please contact your English teacher to discuss your idea.**

## **Personal Response to the Text (Your Novel):**

**Assessment: Category B**

**Points: 20**

Write a Personal Response which focuses on a theme in your chosen novel. Use the following information to guide you in developing your personal response:

- It must be in prose form (anything but poetry)
- It must connect one or more elements of your novel to your own ideas and impressions on your chosen writing prompt

**Choose from the following writing prompts, or design your own prompt:**

What does your novel suggest to you about( insert your chosen topic below or one of your own).  
Support your idea(s) with reference to your novel and to your previous knowledge and/or experience.

- Choice A: the role self-respect plays in an individual's response to injustice?  
Choice B: how acts of courage develop and nurture personal integrity? What does your  
Choice C: an individual's response to the constraints of convention or circumstance?

## **Researched Critical/Analytical Essay:**

**Assessment: Category A Points: 30**

Here are some critical/analytical essay topics for you to choose from, or you are welcome to design one of your own topics.

- Topic A: Consider how an individual's response to injustice has been reflected and developed in your novel. Discuss the idea(s) developed by the author about the role self-respect plays when an individual responds to injustice.
- Topic B: Discuss the idea(s) developed by the author of your novel about how acts of courage develop and nurture personal integrity.
- Topic C: Consider how an individual's response to conventions or circumstances has been reflected and developed in your chosen novel. Discuss the idea(s) developed by the author about the significance of an individual's attempt to live unconstrained by convention or circumstance

In your planning and writing, consider the following instructions:

- Carefully consider your controlling idea (thesis statement) or how you will create a strong unifying effect in your essay.
- As you develop your ideas, support them with specific, appropriate, relevant, and meaningful examples from the novel you have studied
- Use outside research concerning your thesis and properly cite it in your bibliography

The essay must be a critical/analytical essay which uses the standardized scoring guide as a marking guide. You can use one of your thesis statements, if you made them from the Thesis Statement Activity. It must follow proper essay format:

- Title page (no pictures)

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- Essay is 1.5 or double spaced
- References are properly cited
- Correctly formatted standard bibliography: WIKIPEDIA cannot be used as a reference, but it can be used in the initial research process

**Not all of your work will be submitted for formal assessment. You will choose which piece(s) you will submit according to your Assessment Plan.**

**Where applicable, scoring guides that mirror the scoring guides on the 30-1 diploma exam will be used to assess student achievement.**