

# 9th Grade Literature and Composition

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## Literary Work #1: Romeo and Juliet by William Shakespeare

### Summary:

The Shakespearean tragedy “Romeo and Juliet” by William Shakespeare, tells the tragic love story of Romeo and Juliet. Both main characters meet at a party on one Italian eve, fall in love, then decide to marry the next day, totally oblivious to the fact that their families are sworn enemies. The Montagues and the Capulets families both have continuous conflicts with each other and so, this hatred had a substantial impact on the family members and the citizens of Verona. Because Romeo Montagues and Juliet Capulet are from feuding families, they cannot be together, so they kill themselves because they cannot cope with being separated from one another.

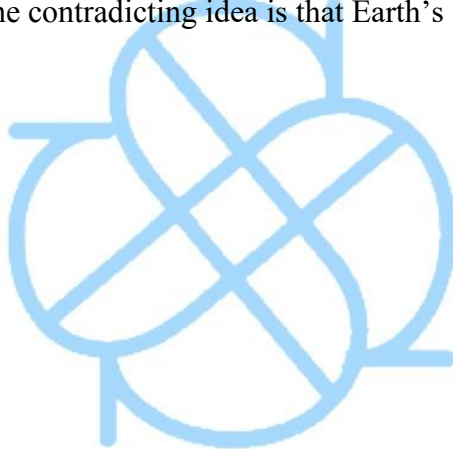
### Literary Terms:

- 1) **Allusion:** When an author makes a reference to another literary piece including a person, place, event, or another passage.
  - a) EX: Act 1, Scene 1: Line 139- “The shady curtains from Aurora’s bed,”
  - b) Explanation: This is an allusion because it refers to the Roman mythology of Aurora.
- 2) **Aside:** Speech expressing the character’s thoughts unusually unheard by the characters on stage
  - a) EX: Act 1, Scene 5: Line 131- “Is she a Capulet?”
  - b) Explanation: This aside refers to Romeo sharing his disbeliefs to the reader as a rhetorical question.
- 3) **Couplet:** Two consecutive lines of poetry that rhyme
  - a) EX: Act 2, Scene 2: Line 22-23- “Would through the airy region stream so bright; That birds would sing and think it was not night.”
  - b) Explanation: The ending words of these two lines rhyme, so it is a couplet.
- 4) **Denouement:** The final outcome of the story where all secrets reveal and loose ends are tied up.
  - a) EX: Act 5, Scene 3: Lines 238-278
  - b) Explanation: The denouement is Friar Lawrence’s explanation of the secret marriage and what happened. Romeo drinks the poison and dies next to Juliet. As she wakes up, stricken by the news, she kills herself. Friar, knowing everything, explains the events and both families agree to end the feud.

- 5) **Diction:** Choosing the appropriateness of words considering how words should associate or can contribute to the overall effect of the story
- a) EX: Act 4, Scene 1: Lines 45-46: “O, shut the door, and when thou hast done so, Come weep with me, past hope, past care, past help.” AND Lines 48-50: “It strains me past the compass of my wits. I hear thou must, and nothing may prorogue it, On Thursday next be married to this County.”
  - b) Explanation: Juliet’s choice of asyndeton (past hope, past cure, past help) is often used to express strong emotions. In Lines 48-50, Friar Laurence’s dialogue is more ornate with complex word choices like “compass” and “prorogue”
- 6) **Dramatic Irony:** When what the character thinks and what the audience expects contradicts
- a) EX: Act 4, Scene 5: Lines 16-17: “Lady, lady, lady!— Alas, alas! Help, help! My lady’s dead.—”
  - b) Explanation: The characters believe that Juliet is dead, but the audience knows that she isn’t.
- 7) **Figurative Language:** Writing or speech not meant to be understood literally
- a) EX: Act 1, Scene 5: Lines 51-53: “O, she doth teach the torches to burn bright! It seems she hangs upon the cheek of night As a rich jewel in an Ethiop’s ear—”
  - b) Explanation: The figure of speech here is a simile. Romeo is comparing Juliet’s beauty to a rich jewel.
- 8) **Foreshadowing:** The writer gives an advanced hint of what is to come later in the story.
- a) EX: Prologue (Act 1)
  - b) Explanation: The prologue foreshadows the events that will happen later in the play.
- 9) **Imagery:** Describing the five senses of sight, taste, smell, hear, and touch in literature
- a) EX: Act 1, Scene 5: Line 51: “O, she doth teach the torches to burn bright!”
  - b) Explanation: Using the sense of sight, Juliet is said to shine more brightly than the torches’ light.
- 10) **Metaphor:** A direct comparison of two objects (uses was and is)
- a) EX: Act 2, Scene 2: Line 3: “It is the East, and Juliet is the sun.”
  - b) Explanation: Using is, Romeo tells the sun as a metaphor for Juliet.
- 11) **Monologue:** A long speech by a character in a play, story, or poem
- a) EX: Act 2, Scene 2: Lines 36-46
  - b) Explanation: In this balcony scene, Juliet is having a monologue by having a long speech about Romeo to herself, unaware that Romeo could hear.

- 12) **Mood:** The atmosphere that a reader feels when reading the literary work
- a) EX: Act 1, Scene 1: Lines 134-136: “Many a morning hath he there been seen, With tears augmenting the fresh morning’s dew, Adding to clouds more clouds with his deep sighs.”
  - b) Explanation: Romeo’s mood here is depressing and sorry full because his love for Rosaline is unrequited (love that is not returned). “With tears augmenting the fresh morning’s dew” means that Romeo is weeping tears because of Rosaline’s rejection.
- 13) **Personification:** A figurative language where a non- human object is given human characteristics
- a) EX: Act 1, Scene 2: Line 14: “Earth hath swallowed all my hopes but she;”
  - b) Explanation: The Earth is personified as a living thing being able to “swallow” all except Juliet.
- 14) **Soliloquy:** An act of speaking one’s thoughts aloud
- a) EX: Act 1, Scene 5: Lines 51-60
  - b) Explanation: This is Romeo’s depiction of the first time he saw Juliet. To the reader, we can conclude that Romeo fell in love at first sight.
- 15) **Sonnet:** A 14 line lyric poem
- a) EX: Prologue (Act 1) Lines 1-14
  - b) Explanation: There are 14 lines in the prologue, so it is a sonnet.
- 16) **Stanzas:** A group of lines in a poem that is separated by spaces
- a) EX: Act 1, Scene 1: Lines 108-117
  - b) Explanation: During Benvolio’s part, this is a stanza of what he speaks and is broken by alternate speakers.
- 17) **Symbols:** Something that represents an abstract idea or concept
- a) EX: Act 2, Scene 3: Lines 21-22: “Virtue itself turns vice, being misapplied, And vice sometime by action dignified.”
  - b) Explanation: At the time, Fair Lawrence was dealing with herbs and plants and states that if they were misused, they can be a deadly poison. Through the story, we can see that the poison’s concoction brought to Romeo’s suicide. The symbol is that herbs and plants can be a healing medicine, but it could also be a deadly poison, which is also like humans because by society, their good qualities can turn poison.
- 18) **Theme:** The central message of the story; the lesson the story wants to teach you
- a) EX: Prologue (Act 1): Line 8: “with their death bury their parents’ strife.”
  - b) Explanation: The theme of Romeo and Juliet is that love can overcome hate. The love of Romeo Montagues and Juliet Capulet caused them both to meet a tragic end, but their love reconciled Verona and ended the feud with the two roaring families.

- 19) **Tone:** The feeling or atmosphere that the author has set in their story
- a) EX: Act 1, Scene 1: Line 180: “Here’s much to do with hate, but more with love.”
  - b) Explanation: The tone in this line is passionate and sorrowful because in this line, he says that it is easier to hate than it is to love them, which portrays sorrow. No matter how much effort you place into someone, they can still be inconsiderate to you.
- 20) **Juxtaposition:** A contrast of opposites
- a) EX: Act 1, Scene 5: Lines 59-62: Romeo: “Did my heart love till now? Forswear it, sight, For I ne’er saw true beauty till this night.” Tybalt: “This, by his voice, should be a Montague.— Fetch me my rapier, boy.”
  - b) Explanation: The contrast is Romeo’s love for Juliet is different to Tybalt’s fury for Romeo attending the party.
- 21) **Oxymoron:** A figure of speech that combines contradicting ideas together
- a) EX: Act 1, Scene 2: Line 25: “Earth-treading stars that make dark heaven light”
  - b) Explanation: The contradicting idea is that Earth’s stars could bring light to the dark heavens.



## Scene Summary:

- Prologue (Act 1):
  - The chorus introduces the setting of the city of Verona, Romeo and Juliet, and the long-standing feud between the two families in which violence erupts. The effects of this feud involve citizens killing each other and two unlucky children dying. As you read this, you will learn of their unfortunate deaths that put an end to this feud.
- Act 1, Scene 1:
  - In the streets of Verona, a street fight breaks out between the Montague and the Capulet families. Prince Escalus, Prince of Verona, breaks up the fight and then also threatens both families with death if they were to fight again.
  - Romeo enters this scene and is sad because of his “unrequited love” (love that is not returned) with Rosaline.
- Act 1, Scene 2:
  - Count Paris, suitor of Juliet, tells Lord Capulet he wants to marry Juliet and so, Capulet invites him to the party that night. As the illiterate servants of the Capulets send out the party invitations, he asks for Romeo and Benvolio’s help.
  - Since they find out that Rosaline is invited to the party, they decide to go too
- Act 1, Scene 3:
  - The Nurse and Lady Capulet tell Juliet that Count Paris wants to propose to her. Juliet considers the offer even though she hasn’t considered marriage yet.
- Act 1, Scene 4:
  - Romeo, Benvolio, and Mercutio arrive at the Capulets’ masked party. Romeo speaks about his unrequited love and tells of his dream the night before, but then was interrupted by Mercutio’s speech about “Queen Mab,” a tiny fairy who visits dreams. Romeo has an anxious feeling that fate has something bad in store for him.
- Act 1, Scene 5:
  - Romeo and his posse enter the Capulet’s party. Once Romeo sees Juliet, he is lovestruck and forgets about Rosaline. Tybalt, Juliet’s easily angered cousin, recognizes Romeo’s voice when he overhears Romeo ask about her and his blood boils. Tybalt tells Lord Capulet about Romeo, but Lord Capulet relaxes Tybalt by saying that that conflict will only ruin the fun. Juliet and Romeo are intrigued with each other and they kiss, but soon after that, he finds out that she’s a Capulet and she finds out that he is a Montague.
- Prologue (Act 2):

- To summarise, Romeo forgets about Rosaline and instead falls for Juliet, the enemy's daughter. As their love intensifies, they are determined to find a way to connect with each other again.
- Act 2, Scene 1:
  - Romeo doesn't want to leave because he is so in love with Juliet, so he climbs the walls and hides out in the orchard behind the Capulet's house. His friends try to find him, but in defeat, they finally give up.
- Act 2, Scene 2:
  - In this balcony scene, Juliet's statement of "O Romeo, Romeo, wherefore art thou Romeo?" means "Why does the guy I love have to be a Montague?" Juliet continues to talk about Romeo, so he calls out to her from the bushes. Until she catches a glimpse of Romeo, at first, she was worried because her family finds out he is here, he will get killed, but instead, they share this romantic love scheme and plan their marriage.
- Act 2, Scene 3:
  - With marriage in mind, Romeo rushes to Friar Lawrence to ask him to agree with the marriage. At the time, Friar Lawrence was dealing with herbs and plants and states that if they were misused, they can be a deadly poison. The Friar accepts because this could reconcile the two feuding families together.
- Act 2, Scene 4:
  - While Benvolio and Mercutio talk about Tybalt, Romeo joined them. Then, the nurse arrives and Romeo gives The Nurse a message for Juliet to meet him at Friar Lawrence's cell to be married.
- Act 2, Scene 5:
  - Juliet waits for The Nurse to come back with Romeo's message and she receives it.
- Act 2, Scene 6:
  - Friar Lawrence takes them to get married.
- Act 3, Scene 1:
  - Tybalt is trying to find Romeo, so he can get back at him and sees Benvolio and Mercutio hanging out. Mercutio offers to fight Tybalt and Tybalt stabs Mercutio and he's slowly dying. Romeo challenges Tybalt to a duel and kills him, but then, The Prince arrives and banishes Romeo from Verona.
- Act 3, Scene 2:
  - Juliet is upset that her husband has been banished and starts wailing, but to her surprise, he's hiding out at Friar Lawrence's place. That night, The Nurse promises to bring Romeo to Juliet.
- Act 3, Scene 3:

- When the nurse arrives at Friar Laurence's place, they talk with Romeo and let him spend one night with Juliet before he leaves Verona. Hearing this, Romeo sets off to meet Juliet
- Act 3, Scene 4:
  - Juliet, sickened with grief, pained her father, but to cheer her up, her father sped up the marriage with her and Paris to be married in three days.
- Act 3, Scene 5:
  - Lord Capulet states that if she doesn't marry Paris, which she doesn't want to, he will throw her out to the streets, so she could beg for food. With her mom siding with her husband, Juliet turns to The Nurse and The nurse agrees that Juliet should marry Paris, so Juliet goes to Friar Lawrence for help.
- Act 4, Scene 1:
  - Paris stops by the Fair's church to make plans for the upcoming marriage. When he leaves, Juliet threatens to kill herself if she is forced to marry Paris, so Friar gives her a potion that will make her appear dead the morning of her wedding. If people think she's dead, she won't need to marry Paris.
- Act 4, Scene 2:
  - Juliet, after taking the potion, comes home and agrees to marry Paris. Lord Capulet, excited, arranges for the marriage to be tomorrow.
- Act 4, Scene 3:
  - She drinks the potion from Friar Lawrence.
- Act 4, Scene 4:
  - Everyone is working hard on the wedding preparations.
- Act 4, Scene 5:
  - When the Nurse comes to wake Juliet in the morning, Juliet is "dead." Then, the Fair tells them to take Juliet to the tombs to prepare for the funeral instead.
- Act 5, Scene 1:
  - Exiled in Mantua, Romeo dreams that Juliet finds him dead, but kisses him back to life. Romeo's servant comes in and announces to Romeo that Juliet is dead. Romeo buys poison from a poor apothecary, so he can go to Juliet's grave and commit suicide there.
- Act 5, Scene 2:
  - Friar Lawrence sent a letter to his friend, Friar John, to tell Romeo the truth, but he was delayed because someone thought he had the plague. Friar John brings the letter back to Friar Lawrence; unable to be sent to Romeo.
- Act 5, Scene 3:
  - Paris visits Juliet's tomb, stricken with heart ache. Romeo arrives, carrying tools to break into the tomb and to Paris, Romeo does look suspicious. They fight and Romeo kills Paris. Romeo questions why Juliet doesn't look dead with pale skin



and blue lips. Then, he gives her a kiss, and takes the poison, and dies while kissing Juliet. Friar Lawrence arrives to find Romeo dead and Juliet awake.

- Juliet wakes up to find her husband dead by her side and she pulls out Romeo's dagger and kills herself.
- The prince, Montagues, Capulets and Friar arrive to find them dead and the families declare a truce by building statues to commemorate both Romeo and Juliet.

## **Literary Terms:**

- 1) **Alliteration:** The repetition of consonant sounds in the beginning of words that are close to one another in a line of poetry
  - a) EX: Sally Sue Saw the Sad Snail, It's Slimy Trail Slithered Soundly
  - b) Explanation: This is an alliteration because the words used begin with the same letter "s"
- 2) **Analogy:** A comparison between two things to show likeness
  - a) EX: Boy is to girl as man is to woman.
  - b) Explanation: You are comparing two things to each other. Analogies usually use "to"
- 3) **Anecdote:** A brief story that is used to make a point or teach a moral lesson
  - a) EX: A mother arguing for a park to be built in her community could include an anecdote about how her children love meeting new friends and they need an environment where kids can play together.
  - b) Explanation: This is a short story that is told to make a point.
- 4) **Antagonist:** The character in a narrative that is the source of conflict for the protagonist
  - a) EX: The wolf is the antagonist in "The Three Little Pigs"
  - b) Explanation: The Three Little Pigs' protagonists are the pigs and the conflicting character in this story is the wolf
- 5) **Assonance:** The repetition of similar vowel in nearby words
  - a) EX: The Cat Ran After The Apple Rather Than The Hat
  - b) Explanation: The repeated vowel in the line is "a"
- 6) **Autobiography:** A retelling written account of a person's own life written by that person
  - a) EX: The Story of My Life (1903) By Hellen Keller
  - b) Explanation: "The Story of My Life" is Hellen Keller's autobiography because she wrote about her life.
- 7) **Ballad:** A songlike poem that tells a story
  - a) EX: "I Can't Help Falling in Love With You" by Elvis Presley
  - b) Explanation: This ballad is a music style that tells a story of love.
- 8) **Biography:** An account of a person's life told or written by another person



- a) EX: Martin Luther King, Jr.: A Biography (Greenwood Biographies) by Roger Brunson
  - b) Explanation: This is a biography about Martin Luther King, Jr. because it is written by someone else not Martin Luther King, depicting his life.
- 9) **Characterization:** The process by which the writer reveals the personality of a character
- a) EX: Little Red Riding Hood is a beautiful young lady that loves her grandmother very much, but upon visiting her grandmother, she gets very curious and spooked because she had an off feeling about her grandmother.
  - b) Explanation: From this sentence, the author is using precise words that tells what Little Red Riding Hood is like. We know that she is young, beautiful, and is a curious person.
- 10) **Climax:** The suspense in a plot; the most intense part.
- a) EX: The huntsman shoots the “grandma” and saves Little Red Riding Hood and grandma out of the wolf.
  - b) Explanation: This scene was the climax because it was intense because we learn that the grandma and Little Red were actually eaten by the wolf and the wolf was wearing a grandma disguise to fool people.
- 11) **Conflict:** A clash between opposing characters, forces, or emotions
- a) EX: The conflict of Little Red Riding Hood was when the wolf disguises itself as the grandmother in hopes to eat Little Red, but she wasn't easily fooled by the wolf.
  - b) Explanation: This scene was the conflict because the two characters, Little Red and the wolf, clash.
- 12) **Connotation:** All all the meanings, associations, or emotions that a word suggests
- a) EX: Home: cosy, loving, comfortable
  - b) Explanation: When seeing the word home, we use connotations to associate the feelings and emotions we get with this word.
- 13) **Denotation:** The dictionary definition of a word
- a) EX: Home: Where a person lives at any given time
  - b) Explanation: When looking in a dictionary, this is the dictionary definition of the word home.
- 14) **Dialect:** The way a particular region or group of people speak
- a) EX: In America, the northern part majorly says “pop” when naming a carbonated beverage, while the southern parts majority says coke.”

- b) Explanation: Based on the two regions, northern and southern, the dialect there is different from each other.
- 15) **Drama:** A story that is written and needs to be acted out
- a) EX: Romeo and Juliet
  - b) Explanation: Romeo and Juliet was written by William Shakespeare and it is a drama that was acted out to an audience to see.
- 16) **Dynamic Character:** A character that experiences a change over the course of a story.
- a) EX: Shrek
  - b) Explanation: Shrek is a dynamic character because at first, he was a grumpy ogre with no compassion and consideration for others, but through the course of the story, he becomes affectionate, makes friends, and lets people into his life.
- 17) **Elegy:** A reflective poem to the deceased
- a) EX: "To An Athlete Dying Young" by A.E. Housman.
  - b) Explanation: This is a lament for the dead
- 18) **Epic:** A long narrative poem depicting a hero's deeds.
- a) EX: The Epic of Gilgamesh is an epic poem from ancient Mesopotamia
  - b) Explanation: This epic poem is about the heroic deeds and how it is significant to the culture of the poet.
- 19) **Epic Hero:** A brave character in an epic poem that is usually admired for their great achievements.
- a) EX: The Epic of Gilgamesh is an epic poem from ancient Mesopotamia
  - b) Explanation: Gilgamesh is considered an epic hero because he is part divine and he goes on adventures and has superhuman victories.
- 20) **Exposition:** Introduction to a story that includes the characters' names, setting, mood, and time
- a) EX: The exposition of Sleeping beauty is that a new baby girl named Aurora was born in a kingdom that was far far away. The king and queen were her parents.
  - b) Explanation: That statement explains the characters and setting.
- 21) **Extended Metaphor:** A metaphor that is developed over several lines or paragraphs.
- a) EX: Romeo and Juliet's "It is the east, and Juliet is the sun. And none but fools do wear it; cast it off."
  - b) Explanation: During the balcony scene, when Romeo compares Juliet to the sun, this is an extended metaphor.
- 22) **External Conflict:** A character struggling with an outside force. This is usually man vs. nature, society, or another character

- a) EX: In Romeo and Juliet, an example of an external conflict is man vs. man: Mercutio vs. Tybalt
  - b) Explanation: Man vs. man is an external conflict because Tybalt was trying to kill Mercutio.
- 23) **Fable:** A short story with animals as characters that has a moral
- a) EX: The Tortoise and The Hare
  - b) Explanation: The characters in this story are animals and the moral this story teach is that you will be more successful if you take your time into doing something rather than slacking off.
- 24) **First-person Point of View:** The narrator is the character in the story and we see it through their point of view. To tell if the story is in first person, you see pronouns like: I, Me, We, My
- a) EX: Diary of a Wimpy Kid
  - b) Explanation: Diary of a Wimpy Kid is in first person because it is the story of Greg Hefly writing about his life and experiences.
- 25) **Flashback:** A scene there the present action of the plot is interrupted and it tells of an event that happened earlier in the story; the characters “look back” at what they did/ happened.
- a) EX: In Ratatouille, Anton Ego gets a flashback when he eats the ratatouille.
  - b) Explanation: In the scene, Anton Ego is a more grown up man, but when he eats the ratatouille, he gets a flashback from the food and it reminded him of his younger years when his mom made him the food.
- 26) **Folk Tale:** Usually passed on by word of mouth, it is a story that originated in popular culture
- a) EX: Johnny Appleseed
  - b) Explanation: Johnny Appleseed is a legend that is shared among people of culture, so it is a folk tale.
- 27) **Free Verse:** Poetry that does not rhyme
- a) EX: Shel Silverstein's poem 'Put Something In' from A Light in the Attic
  - b) Explanation: This poem is an example of a free verse poem because it doesnt follow a rhyme scheme
- 28) **Idiom:** The meaning of the sentence is different from the meaning of its individual words
- a) EX: That homework was a piece of cake
  - b) Explanation: The homework can't be a piece of cake. This idiom means that the homework was easy.
- 29) **Implied Metaphor:** A metaphor not explicitly states
- a) EX: “Without a string, the moon drifts across the sky.”
  - b) Explanation: This implies the comparison.

- 30) **Internal Conflict:** Usually man vs. self, this is a struggle with needs, desires, or emotions within the character
- a) EX: In Romeo and Juliet, Romeo has an internal conflict when Rosaline wouldn't return his love for her, he was depressed inside.
  - b) Explanation: Romeo had a man vs. self moment because he was struggling with his emotions.
- 31) **Internal Rhyme:** Rhyme within the lines.
- a) EX: "Once upon a midnight dreary, while I pondered weak and weary."
  - b) Explanation: The rhyming words dreary and weary rhyme. Dreary is within the lines.
- 32) **Legend:** A story based on some extent of facts is about extraordinary deeds.
- a) EX: Robin Hood
  - b) Explanation: Robin Hood is a legend by medieval writers.
- 33) **Motivation:** The reason that compels the character to act how they act or do what they do.
- a) EX: Jennifer studied hard to get a 100 on her test to go to the dance.
  - b) Explanation: Jennifer is motivated to study hard, so she can go to the dance.
- 34) **Myth:** A story that explains a belief, a custom, or a mysterious phenomenon
- a) EX: Pandora's Box
  - b) Explanation: Pandora's Box is a Greek myth where Pandora opened a box containing all things bad to be released into the world.
- 35) **Narrative:** A story
- a) EX: Little Red Riding Hood
  - b) Explanation: Little Red Riding Hood is a narrative because of story
- 36) **Ode:** A poem meant to be sung
- a) EX: "Ode on a Grecian Urn" by John Keats
  - b) Explanation: Ode on a Grecian Urn is a type of lyrical stanza a.k.a., an ode.
- 37) **Onomatopoeia:** A word that describes a sound
- a) EX: ZAP! BOOM! POW!
  - b) Explanation: These words indicate a sound
- 38) **Plot:** This is the main events that the writer wants you to know
- a) EX: The plot includes the exposition, rising action, climax, falling action, and resolution
- 39) **Protagonist:** The main character
- a) EX: Shrek
  - b) Explanation: In the movie Shrek, Shrek is the protagonist.
- 40) **Rhyme Scheme:** The pattern of rhyme in the end of the lines in a poem

- a) EX: “Roses are Red. Violets are Blue. I’m Out of my Head. With Thinking of You.”
  - b) Explanation: The rhyme scheme is ABAB because both A rhyme and both B rhyme.
- 41) **Satire:** The literary art of ridiculing in order to expose or correct it
- a) EX: The Larry Sanders Show
  - b) Explanation: This show targets how stupid political and social viewpoints are.
- 42) **Static Character:** Someone that doesn’t undergo any significant change to the character
- a) EX: The Stepmom in Cinderella
  - b) Explanation: In the beginning, the Stepmom is mean and at the end, she is still mean.
- 43) **Suspense:** The anxiety about what will happen next in the story.
- a) EX: Jennieer anticipates in agony about her results for the finals that came out an hour ago.
  - b) Explanation: This is a suspenseful event for Jeniffer because this decides if she did well or not on the test.
- 44) **Tragedy:** The main character meets an unhappy ending.
- a) EX: Romeo and Juliet
  - b) Explanation: Romeo and Juleit meet a tragic ending because both of them died.
- 45) **Understatement:** A statement that makes something seem less important that what it actually is
- a) EX: “It looks like it rained a bit last night” while describing a road being flooded up to the height of a car.
  - b) Explanation: This is a figurative language because it describes a scenario lesser than what it is in reality.
- 46) **Verbal Irony:** When a writer or speaker says one thing, but really means the opposite
- a) EX: “Nice weather we have today” when it’s actually raining outside.
  - b) Explanation: This expression is contrary to the actual reality.

## **How to Answer a Constructed Response Question:**

When answering constructed response questions, be sure to be detailed, answer your question, and provide evidence to back up your claims. You are required to give elaborate answers and explanations.

### **The Constructed Question:**

- 1) To analyze the question, you can highlight key terms such as explain, design, illustrate, etc. to get a deeper understanding of what you will need to do to answer the question.
- 2) Jot down information that the question wants you to answer and to keep in mind.
  - a) “What does this question ask me to do?”
  - b) “Is there a specific point in the story that this question pertains too?”

### **Strategy for Answering a Constructed Response Question: R.A.C.E**

- 1) **Restate the Question:** The first step to answering a constructed response question is to restate the question in your answer. After you restate the question, you would then explain your claim, so follow that up with “because.” This shows you understand what is being asked.
  - a) EX: Why did European explorers come to America?
  - b) Rewrite statement: “European explorers came to America because \_\_\_\_”
- 2) **Answer the Question:** After you restate the question, explain about your claim by answering the question completely. Give your general answer to the question because latter, you will support your answer and dive in deeper
  - a) Constructed Response Question: Why did European explorers come to America?
  - b) Answer Statement: European explorers came to America because they wanted to seek God, Gold, and Glory.

- 3) **Cite Textual Evidence:** In the passage, go back and see which sections pertain to the question. You can underline or highlight the evidence because you will need to cite it in your constructed response. You should include 2 or more textual evidence in the text. Some sentence stems you can use are...
- a) According to the text, “\_\_\_\_\_”
  - b) The text states, “\_\_\_\_\_”
  - c) On page \_\_\_\_, the author states, “\_\_\_\_\_”
  - d) The author stated “\_\_\_\_\_”
- 4) **Explain How Your Evidence Supports Your Answer:** It is important to explain your evidence. You should explain further why your evidence is valid and how this proves your claim. Some sentences help you are....
- a) This evidence means....
  - b) This evidence is important because...

## **How to Write an Objective Summary:**

An objective summary is unbiased. Your opinions and feelings aren't present here. Objective summaries provide a short retelling of the story based on facts. You should leave out minor details and only state the important parts of the story. You are not citing evidence from the text, so use your own words.

- 1) **Write Your 3 Point Topic Sentence:** Since an object summary is short, we must combine these three points into one sentence.
- a) Include the title of the text and the author
  - b) Use a “summary” verb to link the central idea of the text. Some verbs are: shows, describes, illustrates, lists, discusses, teaches, etc.
  - c) State the central idea of the text.

**An example topic sentence for the objective summary of Romeo and Juliet:** The Shakespearean drama “Romeo and Juliet” by William Shakespeare, tells the story of Romeo and Juliet where they meet at a party on one Italian eve, fall in love, then decide to marry the next day, totally oblivious to the fact that their families are sworn enemies.

- 2) **Write The Body Of Your Summary:** After the topic sentence, write the body of the summary.
- a) You are including those big ideas and key points in the text in your own words.
  - b) You should use transition words to keep your summary in chronological order.
  - c) Leave out minor details in the text.



**An example objective summary for Romeo and Juliet is:** The Shakespearean drama “Romeo and Juliet” by William Shakespeare, tells the story of Romeo and Juliet where they meet at a party on one Italian eve, fall in love, then decide to marry the next day, totally oblivious to the fact that their families are sworn enemies. Their wedding takes place, but through a series of events over which the young couple are unable to exercise control, they are separated. Through miscommunication, Romeo hears of Juliet’s death after she drinks a sleeping potion which induces everyone else to think she’s dead. Romeo returns to Juliet’s body in the mausoleum and takes his own life, bringing much grief to their families and their communities. After their deaths, both families reconcile by building statues to commemorate both Romeo and Juliet.

- 3) **Check For Biases:** Make sure that there are no opinions in your objective summary. There should be no words that explain your feelings to the story.

### **Poetry Analysis With TPCASTT:**

- 1) **Title:** When looking at the title, predict what the poem is about. Also, read the background information to the poem, if there is any, to make it easier when predicting what the poem will be about.
- 2) **Paraphrase:** Take a deeper look at the poem. Translate the poem line by line in your own words, so you can understand it. Look up unfamiliar words. Keep the poem literal because you want to be able to understand the poem in your own words.
- 3) **Connotation:** Examine the dialect of the poem. Look for figurative language, imagery, and sound elements. You can now infer, guess, question, and think about emotions in these lines.
- 4) **Attitude/Tone:** What is the author’s tone and attitude in the poem. Sometimes, words in the poem can indicate connotations to the tone of the story.
- 5) **Shifts:** Does the tone of the poem shift? For example, does it start off happily then turns suspenseful? You can figure this out by looking for keywords, punctuation, dialogue, etc.
- 6) **Title:** Now that you have further analyzed and gotten a feel of the poem, interpret the title again. Were their original predictions correct? Why?
- 7) **Theme:** State what the poem is about, then what the author wants us to learn from the poem.

## **Plot Structure:**

When you analyse a plot, you can use a plot diagram to easier organize the content. A plot diagram includes the exposition, rising action, climax, falling action, and the resolution in a story and is usually in a triangle shape.

- 1) **Exposition:** Introduction to a story that includes the characters' names, setting, mood, and time. The exposition is the first thing you analyze in a plot diagram.
  - a) "What information does the writer give at the beginning of the story that is important?"
- 2) **Rising Action:** This is where the protagonist faces a series of conflicts. Characters can attempt to solve the problem, but fails. The rising action leads to the climax.
  - a) "What are some of the conflicts the characters face?"
  - b) "How did they identify these conflicts?"
- 3) **Climax:** This is the turning point of the story. It is usually where the greatest suspense or action is.
  - a) "What happened?"
  - b) "With knowing the exposition and the rising action, did those together build up to the main event?"
- 4) **Falling Action:** Action and/or event after the climax
  - a) "What was the result of the climax?"
  - b) "How are the characters doing? How did they deal with the conflict?"

- 5) **Resolution:** The resolution is the end of the story where everything is settled and the conflicts are solved. This part wraps up the story.
- a) “What happened at the end of the story?”
  - b) “Is there a lesson to be learned?”

## Analyzing Theme Development:

To analyze something is to split it into various parts. The theme is the central message that the author wants you to learn. A theme is usually a broad idea, but it isn't stated directly. You must infer what the theme of the story is and to justify your reasoning, you can analyze the story's development to the theme.

- 1) **Find the theme or central idea:** To analyze the theme's development, you must look back at the literary elements: character, setting, plot, conflict, and resolution. Altogether, these literary elements reveal the theme or central idea.
  - a) Example: The central idea of the story could be about freedom. From that, you can infer that the theme is that “Be grateful for the freedom you have because it is better to live free than live under someone else's rule.”
- 2) **Examine the Character:** You can analyze the characters' traits, motivations, and action. When we take a closer look at these characteristics, we can see why the character behaves this way and this controls the plot. Examining the characters can help with theme development because the motivations for the protagonist to do what they do in the story can help you further infer the theme.
- 3) **Examine the Setting:** Identifying the setting is important because the setting can cause conflicts for the characters. The setting can show how the character adapts and acts. Examining the setting can help with theme development because it can show how the character adapts to conflict.
- 4) **Examine the Plot:** When examining the plot, this includes analyzing the conflict, climax, and resolution. You will find the things that happen to the characters and with these things, why does the character act this way and if what the character is doing is good.

Instead of looking at minor details, look at the major events you placed in a plot diagram.

- a) **Analyzing the conflict:** The conflict often reveals the theme because this can show the character's actions or traits
- b) **Analyzing the climax:** The climax can show the consequences of the character's actions and traits.
- c) **Analyzing the resolution:** The resolution can show how the character deals with the consequences of their actions and what they've learned.

## **How To Write An Argumentative Essay:**

An argumentative essay is when a writer persuades the reader to accept their side of the argument. The writer must provide sufficient evidence to back up their reasoning.

**The outline of an argumentative essay includes...**

- 1) **Introductory paragraph:** The first paragraphs outlines the topic of your argumentative essay. The first couple of sentences should be background information, so the reader can understand your argument. Give a brief outline of the evidence you will present and the final sentence of the introductory paragraph is your thesis. The thesis statement is a concise, one sentence summary of your main point and claim.
- 2) **2nd Body Paragraph:** In this paragraph, you will use 5 sentences to give a reason that explains your reasoning and why you support your thesis. In this body paragraph, introduce your reasoning then back up your reasoning with a piece of evidence. Evidence can be found in the text, examples, statistics, research, and studies.
- 3) **3rd Body Paragraph:** In this paragraph, you will use 5 sentences to give another reason that explains your reasoning and why this supports your thesis. In this body paragraph, introduce your second reasoning, then back up your reasoning with a piece of evidence. Evidence can be found in the text, examples, statistics, research, and studies.

- 4) **Counterargument and Rebuttal:** A counterargument is when you include a possible argument against your thesis. A counterargument is used to weigh an alternative idea. After you introduce your counterargument, in the same paragraph, turn back to reaffirm your original position with a rebuttal. Rebuttals usually start after the word “but.” A rebuttal responds to the counterargument. When writing an argumentative essay, always have a counterargument and rebuttal because this adds to your credibility and strengthens your claims.
- 5) **Conclusion:** The conclusion is the last paragraph and you will need to restate your thesis and summarize up all your arguments. A good conclusion wraps everything up. Restate the thesis in different wording. You can answer these questions in your conclusion...
  - a) “What is the significance of your claim?”
  - b) “What information should the reader take away from this?”
  - c) “Why is it important to you?”

## **Steps, Tips, and Techniques For Creating a Narrative:**

- 1) **Title:** Choose a fitting title that grabs the reader’s attention and hints the point of the story.
- 2) **Prewrite and Plan:** Prewrite using a story map or plot diagram to gather all the important and major events to structure the narrative. An organizer can be used to plan and organize the main elements for your narrative.
  - a) **Map Out The Plot:** Decide if the plot should follow one main character or jump between characters with multiple plot lines.
  - b) **Decide on Sequence and Pace of Events:** Decide if you should use foreshadowing to hint clues about what will happen later or should you use flashbacks to show an event earlier in the narrative or before the narrative began.
- 3) **Draft the Beginning:** Choose a narrator and point of view. Keep them consistent. Also, introduce the characters, setting, and conflict.
  - a) **Pick A Point of View:** Decide how your story will be told
    - i) **First Person:** First person is told from the point of view of the character. The characters are taking part in the events. Pronouns to indicate first person point of view is: *I, Me, We, Us.*
    - ii) **Third Person Limited:** The narrator has limited thoughts and feelings of one character. Pronouns used are: *They, He, and She.*
    - iii) **Third Person Omniscient:** There is no bias or preference and the story was told by an all-knowing outsider who has full knowledge of all characters and situations. Pronouns used are: *They, He, and She.*

- 4) **Draft the Middle:** Use transitions to sequence events in order to logically connect them and make sure they flow smoothly. Show character development and analyze how they grow and deal with the conflict.
- 5) **Draft the End:** Explain the resolution to the conflict. Let the readers understand the importance of the story and the lesson they need to learn.
  - a) **Think About the Theme:** Decide about the lesson that you want to write about in your narrative.
- 6) **Revise:** Make sure you are concise and there are no runs on sentences. Use figurative language to make your narrative more immersive. Make sure word choice creates appropriate mood and tone.
  - a) **Use Figurative Language and Narrative Techniques for Effect:** Different figurative languages to include is...
    - i) **Verbal Irony:** When a writer or speaker says one thing, but really means the opposite
    - ii) **Dramatic Irony:** When what the character thinks and what the audience expects contradicts
    - iii) **Situational Irony:** When what actually happens is opposite of what is expected or appropriate.
    - iv) **Understatement:** A statement that makes something seem less important than what it actually is
    - v) **Hyperbole:** An exaggeration
    - vi) **Analogy:** A comparison between two things to show likeness
  - b) **Develop a Mood:** Mood is the atmosphere that a reader feels when reading the literary work. "Should the reader feel anxious, enlightened, surprised, etc. when reading your narrative?"
  - c) **Use an Appropriate Tone:** The feeling or atmosphere that the author has set in their story. "How do you, the writer, feel towards the characters and events?"
- 7) **Edit:** Correct CUPS (capitalization, usage, punctuation, spelling) errors. Check that dialogue is formatted properly. Grammar should be accurate.
- 8) **Share:** Publish or share your narrative with the intended audience.

- a) Ask a peer to review your narrative: ask them..
  - i) “Are you bored?” If they are bored, increase the pace.
  - ii) “Are you confused?” If they are confused, slow the pace.

## **Punctuation: Commas, Semicolons, Colons, Dashes, and Parenthesis**

Punctuations serve as a short pause between words and ideas

### **Commas:**

- **Rule #1:** They are used to separate items in a list of three or more
  - EX: My favorite sports to play are football, soccer, hockey, and basketball.
- **Rule #2:** They can be used to join independent clauses. Commas are placed before a FANBOYS conjunction.
  - EX: I love to play basketball, but after every practice, my body aches.
- **Rule #3:** Commas can be used to separate independent and dependent clauses when the dependent clause comes first.
  - EX: Just because you are talented, you still need to work hard to be better.
- **Rule #4:** Use commas to separate non restrictive clauses from the rest of the sentence. Usually, they can begin with relative pronouns (such as *whom, who, whose, that, which*).
  - EX: My landlord, who I adore dearly, passed away yesterday.
- **Rule #5:** Use a comma to set off appositives. An appositive is a noun or noun phrase that describes it further.
  - EX: My friend, Tiffany, loves to eat peanut butter with pickles.



- **Rule #6:** Use a comma to set off the direct address. The use of a comma sets off the noun you are directly talking to.
  - EX: Jennifer, go get me a bag of chips.
- **Rule #7:** Use commas to set off quotations. Quotations include citing statements from the text and dialogue.
  - EX: In the text, the author states, “Jennifer is a good friend of Samantha.”
- **Rule #8:** You can use commas for dates, addresses, titles, and numbers.
  - Dates: A comma is used to set the year from the rest of the sentence.
    - EX: Today is August 8, 2020.
  - Addresses: Use a comma before the apartment number, suit number, the city, and the state. You don't need a comma before the zip code.
    - EX: Mark lives in Atlanta, Georgia, in 2020.
  - Titles: A comma is used to separate professional titles
    - EX: Sandra Hearn, Ph.D., will have been a guest speaker for the class today.
  - Numbers: Use commas to separate numbers into groups of threes starting from the right
    - EX: 9,000,000,000

### Semicolons:

- **Rule #1:** A semicolon can replace a period to closely link sentences.
  - EX: Carrots are beneficial; they can help your vision.
- **Rule #2:** A semicolon can be used before words like: namely, however, and therefore.
  - EX: I love dogs; however, I hate it when they shed everywhere!
- **Rule #3:** A semicolon can be used between units of a series where commas are used for each item
  - EX: My favorite movies include Deadpool, with Ryan Reynolds; Star Wars, with Like Skywalker; Titanic, with Leonardo DiCaprio.

### Colons:

- **Rule #1:** You can use a colon to signal that a series of words, phrases, or clause follows a complete sentence. Colons can introduce lists and explanations.
  - EX: There are many reasons to eat carrots: it's good for your health, it's crunchy, and tasty.
- **Rule #2:** Use a colon to signal the reader that a second complete sentence explains a closely related preceding sentence.
  - EX: The teacher's remark was very stern: if your work is late, you will get a zero.
- **Rule #3:** Use a colon instead of a comma if you want to introduce a quotation

- EX: Martin Luther once said: “Our lives begin to end the day we become silent about things that matter.”
- **Rule #4:** Use a colon after the salutation in a business letter only.
  - EX: “Dear Mrs. Jennifer:”
- **Rule #5:** You can use a colon in time.
  - EX: The time right now is 10:45.

### **Dashes: Hyphen**

- **Rule #1:** Separate individual words or parts of a word
  - EX: Julie, meet my mother-in-law.

### **Dashes: Em Dash**

- **Rule #1:** Can be used in place of a colon. You need an independent clause before the dash.
  - EX: I couldn’t believe what I saw — a ghost.
- **Rule #2:** Used instead of parentheses to enclose an aside. An aside is a diversion
  - EX: My new Iphone is so beautiful — it was an Iphone XR — but I drop it way too much.
- **Rule #3:** For dialogue, you can use a dash to show stutter, interruption, or a sudden change in direction or thought.
  - EX: “But — But mom, he hit me first —” stammered Mark.

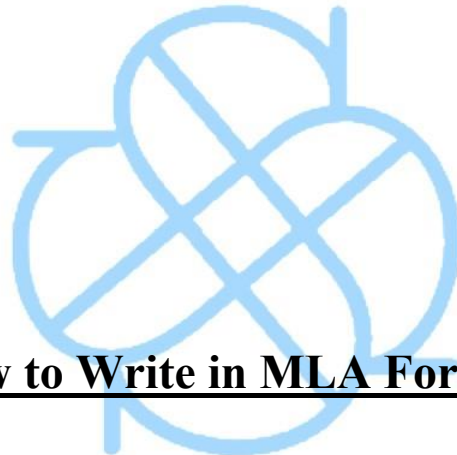
### **Parentheses:**

- **Rule #1:** Use a parenthesis to set off explanations or other information that is loosely related to the rest of the sentence. When a parenthesis is used within a sentence, it shouldnt begin with a capital letter unless the parenthetical sentence begins with a word that should be capitalized.

- EX: Martin Luther King, Jr., (January 15, 1929-April 4, 1968) was an American Christian minister and activist who excludes leadership skills in the American Civil Rights Movement.

### **Apostrophes:**

- **Rule #1:** Apostrophes can be used to show possession. The possessive form of a singular noun is formed by an apostrophe + “s.” The possessive form for plurals are formed with “s” + apostrophe.
  - EX: Possessive form of a singular noun is: The cat’s toy was scratched up.
  - EX: Possessive form for plurals: The boys’ toys were missing.
- **Rule #2:** Apostrophes are used to show contractions of words
  - EX: Aren’t, She’s, Don’t, Couldn’t



### **How to Write in MLA Format:**

MLA format is in relation to paper formatting.

### **General Format:**

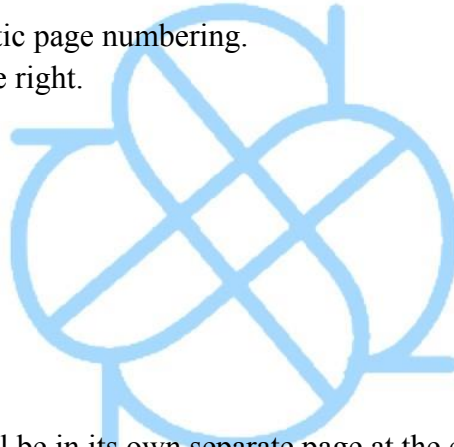
- 1) Use white 8 ½ x 11” paper
- 2) Make 1 inch margins on the top, bottom, and sides
- 3) The whole paper should be double spaced
- 4) The first word in every paragraph should be indented one half inch
- 5) Leave a space after each punctuation mark
- 6) Use 12 point size, Time New Roman fonts
- 7) Indent the first word in every paragraph

### **Title Page and Header:**

- 1) The heading is left- aligned on the first page of your paper. Be sure to include, in the exact order.
  - a) Your First and Last Name
  - b) Your Instructor's Name
  - c) The Course Name or Number
  - d) The Due Date of the Assignment
- 2) The title page should be at the center of the page. It shouldn't be bolded italicized, have quotation marks around it, or be typed in capital letters.
  - a) Only italicise for the title of any outside source
    - i) EX: A Character Analysis of the Characters in *Little Red Riding Hood*

### **Page Header:**

- 1) At the top of every page, on the right, include your last name and the page number next to it.
- 2) You can insert automatic page numbering.
- 3) Align the content to the right.



### **Works Cited Page:**

- 1) The works you cite will be in its own separate page at the end of your paper.
- 2) The cited page references your sources and should be in alphabetical order.
- 3) The title of the page should be in the center "Works Cited" at the top of the page. After that, press ENTER and insert your MLA references.
- 4) If a reference is longer than one line, the first line should have a hanging indent that is ½ inch of each line.