Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date due\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

All work must be completed in black or blue ink, no pencil. Do not exceed four pages in length, front and back.

**Expectations and Criteria for each section Possible Points Points Earned**

|  |  |  |  |
| --- | --- | --- | --- |
| Bii**BB Biographical Info/Historical Info**  S S Student has representative information from in-class discussions/handouts and from personal research. In Information is accurate and clearly noted for easy reference. A minimum of **five relevant facts**in each block. | 10 |  |  |
| **Plot Summary:**  Student has clearly and fully represented the key points of the plot. Specifications of characters, places,  relationships, and details are explored for each section of the novel. Structure is illuminated for the text, as major parts are outlined. Themes and purposes are alluded to in the summary. | 10 |  |  |
| **Author’s Style and Example/Genre/Literary Time Period:**  Specific aspects of the author’s style (literary devices and stylistic techniques) are listed and noted with an example. A clear understanding of the uniqueness of the writing is represented in this section. A minimum  of **three** unique points is needed in this section. | 10 |  |  |
| **Memorable Quotes:**  A minimum of **five** short quotes and their significance are needed in this section. The quotes should be taken from multiple characters and must represent defining moments in plot development, theme, or character development. Quotes should be chosen for their multi-level basis and their ability to be committed to memory. The list of quotes should be representative of the entire novel. | 10 |  |  |
| **Characterization:**  Describe major and minor characters using direct and specific references from the text. Discuss each character’s role or importance in the text (more literal) as well as the metaphorical role of each character.  Explore how the author develops the characters, their motivations, their actions and roles in the novel as they affect others, and create conflicts (internal/external). “Roles” and “Significance” should move beyond the text to relate to themes and to connect to purposes. This list should be comprised of as many characters as are noted within the text; this will vary with each text. | 10 |  |  |
| **Character Inventory:**  List ***ALL*** characters in the novel. Record names, roles, relationships, and descriptions. | 10 |  |  |
| **Setting and Significance:**  Student will name and describe **each setting, both place and time** (not just the country or place where it takes place). Student should acknowledge and support symbolic meanings, structural importance, and thematic connections. | 10 |  |  |
| **Symbols, Motifs, and Allusions:**  A full and developed list of symbols and allusions, what each represents, the role of each, the significance of each, and the purposes for each will be explored in these blocks. | 10 |  |  |
| **Opening and Concluding Scenes:**  Student will explore the connotative diction, symbols, imagery, characterization, syntactical nuances, and thematic connections found in both the opening and closing scenes of the novel. The student will see the progression of the work from each block and reference the “growth” found within the novel, the purpose for the author’s choices, and the structure of the text as a whole. | 10 |  |  |
| **Themes:**  Student will specifically refer to **six** themes (not motifs). Themes should be written in complete sentences and should be specific; they should describe the author’s perspective on a topic. Evidence of each theme should be constructed from a variety of literary elements and specific, original details found within the novel. At **least three** pieces for each theme are necessary to earn full credit. | 10 |  |  |