

**Final Exam Review 2014: Mrs. Janik's 4<sup>th</sup> and 5<sup>th</sup> Period English Classes**

**NOTE: On your regularly scheduled exam day for my English class, you will need to return your Holt Literature textbook that I issued to you—4<sup>th</sup> period on 5/29 and 5<sup>th</sup> period on 5/29.**

**The exam will consist of these types of questions and sections:**

1. **One essay question worth 30 points:** a comparison and contrast essay about
  - “A Tragedy Revealed: A Heroine’s Last Days” (the nonfiction biographical piece about Anne Frank by Ernst Schnabel),
  - *The Diary of Anne Frank* (the dramatic adaptation by Frances Goodrich and Albert Hackett)
  - Elie Wiesel’s *Night*
  - Use words in your essay from the vocabulary list I gave you.
  - Also discuss Archetypes in your essay.
  - Use complex sentences with an introductory dependent clause and comma after the dependent clause and begin some sentences with participial phrases and/or gerund phrases with proper comma usage.
  - **The essay portion will be taken during regular class time on May 23rd.**
2. **Two short-answer questions** worth three points each (6 total points)
3. **One propaganda passage** to label/analyze (8 total points)
4. **Thirty multiple choice questions** worth 1 points each (30 total points)  
These short-answer and multiple choice questions will be about *Night* and the Schnabel piece, poems, books, vocabulary (the four-page document I gave you in the fall), the Holocaust, propaganda, research, MLA documentation, and/or persuasive writing.
5. **One poem analysis** – consider the literary terms we have studied all year (a list is provided in this review) and the TP-CASTAR sheets about analysis (worth 11 points)
6. **One archetypes passage analysis** for finding and labeling archetypes (worth 8 points)
7. **One article analysis** – students will read an article from SIRS and mark the thesis of the article and the major quotations that support that thesis (worth 7 points)

The short answer questions, poetry analysis, passage analysis, article analysis, multiple choice questions, and vocabulary **sections (numbers 2- 7 listed above) will be taken during each class period’s regularly scheduled exam time May 29.**

**Vocabulary (for short-answer questions, analyses, the essay, and the multiple choice/select response section):** Study the Greek and Latin roots, other words, and prefixes and suffixes on the four-page vocabulary document I gave you in the fall semester.

### **Writing and Terms (for short-answer questions, analysis, and the essay)**

Be able to use and recognize these terms and conventions as well as their uses and to demonstrate the revision strategies and types of writing when you write your essays.

- persuasive writing (the process I taught you)
- Persuasive Appeals (ethos, pathos, and logos)
- **Propaganda – all types**
- refuting the opposition
- revision strategies
- plagiarism (how to recognize when it exists in a piece of writing)
- thesis statement (recognize a well written thesis and be able to write one yourself too)
- modes of writing (cause and effect, narrative, comparison and contrast, chronological ordering)
- Modern Language Association (MLA) style of documentation meaning the proper documentation of a quotation according to MLA style and other MLA rules including an MLA heading; in-text citations and Works Cited (and how these relate and when they are used correctly and correct MLA documentation and punctuation)
- verb tenses (which tense to use when writing about fiction versus nonfiction)
- Ways to use quotations: blended quotation, paraphrase of a quotation, paraphrase of a quotation with a few key words quoted. signal phrase in front of a quotation quoted verbatim, quotation quoted verbatim without a signal phrase

### **Literary Devices and Elements of Literature (for short-answer questions, multiple choice questions, poetry analysis, passage analysis, and the essay)**

Be able to use and to recognize the proper use and examples of these literary devices and elements.

Study the figurative language that you have marked as marginalia in *Night*, the “Glossary of Literary Terms” on pages R102-R112 of your Holt McDougal textbook called *Literature*, and all class notes including archetypes, propaganda, and TP-CASTTAR notes.

**NOTE: I have grouped some together; each one is a separate term/device.**

- narrative point of view
  - first person
  - third person omniscience
- cause and effect
- chronological ordering
- comparison and contrast
- exposition
- author’s purpose
- foreshadowing
- flashback
- symbolism
- personification
- simile
- metaphor
- idiomatic expression
- setting
- conflict
- climax/resolution

- hyperbole (overstatement)
- dialogue OR monologue
- genre
- diction
- *ad populum fallacy*
- understatement (litotes)
- colloquial expression
- euphemism
- digression
- characterization
- theme (stated and/or implied)
- suspense
- cross-reference
- paradox
- Archetypes (situational, symbolic, character)
- allusion (such as Biblical, historical, political, literary, mythological, cinematic, artistic, etc.)
- aphorisms
- epigraphs
- subjective and objective point of view
- connotation and denotation
- tone
- mood
- epithet
- anaphora
- motif
- juxtaposition
- epiphany
- epic poetry
- lyric poetry
- parallel syntactical structure
- irony
  - verbal irony
  - situational irony
  - dramatic irony
- antagonist and protagonist
- comedy, soliloquy and aside, tragedy, tragic hero, tragic flaw, hubris and hamartia, epithet, catharsis, and denouement
- historical plays (genre pertaining to Shakespearean plays); historical fiction
- parts of a play (acts, scenes, stage directions, etc.)
- terms pertaining to poetry: rhythm, rhyme, alliteration, syllabication, iambic pentameter, assonance, consonance, speaker of poem, stanzas, lines, rhyme scheme, and free verse
- **propaganda and types** (see the notes that I gave you including information about pathos, ethos, and logos)
- Holocaust (means widespread destruction) and major historical aspects we discussed

**YOU MUST BRING a PRINTED EXAM REVIEW WITH YOU TO BOTH PARTS of THE EXAM TO USE DURING YOUR EXAM.**

**The exam review continues on the following page:**

### **Literature: Books, Plays, and Poems from the Literature Textbooks and other sources**

Know the plots, characters, settings, themes, significant quotations, and significant ideas of each work of literature and consider archetypes that relate to the stories as well. Be able to recognize insightful commentary for various quotations. For the poems, you need to know the significance of each poem's title, speaker of the poem, characters or people in poem, ideas, content, rhythm, language, meaning, etc. Study your TP-CASTTAR notes.

(for the short-answer questions, multiple choice, and analysis sections; the first three works listed below will be compared/contrasted in the 30-point essay section)

- *Night* by Elie Wiesel
- *The Diary of Anne Frank* by Frances Goodrich and Albert Hackett
- "A Tragedy Revealed: A Heroine's Last Days" by Ernst Schnabel
- Motifs/scenes from Shakespearean plays we discussed as well as element of comedy and tragedy and patterns in his plays

**Selections from Holt McDougal's *Literature* (the textbook I issued to you in August), internet sites for certain poems, and also from *Elements of Literature: Second Course* (I have copies of this textbook in my classroom; please plan time to come study the selections in tutorial time and/or advisory time PRIOR to the exam essay date on May 23rd)** These selections are for passage analyses questions, multiple choice questions, poem analysis, and/or short answer questions; look at all the questions found at the end of each of these selections in the textbook to practice analyzing the works; also consider your literary terms, class notes on archetypes, propaganda, and TP-CASTTAR.

- "Stopping by Woods on a Snowy Evening" by Robert Frost (607)
- "John Henry" (traditional) (296-9)
- "Paul Revere's Ride" by Henry Wadsworth Longfellow (136-42)
- "Mother to Son" by Langston Hughes (636-7)
- "O Captain! My Captain!" by Walt Whitman (752-5)
- "Speech to the Young; Speech to the Progress-Toward (Among them Nora and Henry III)" by Gwendolyn Brooks (634 & 637)
- "An Indian Summer Day on the Prairie" by Vachel Lindsay (678)
- <http://www.poetryfoundation.org/poem/174354> William Shakespeare's "Sonnet XVIII"
- <http://www.online-literature.com/byron/702/> Lord Byron's "Stanzas Written on the Road Between Florence and Pisa"
- "Flying Kites" by Quincy Troupe (we discussed this in class – PPT)
- "A Tragedy Revealed: A Heroine's Last Days" by Ernst Schnabel (418-36) (for the essay as well and other types of questions; this textbook *Elements of Literature: Second Course* is in my classroom; you don't have a copy of this book at home and will need to study this essay in tutorial time prior to exam date.