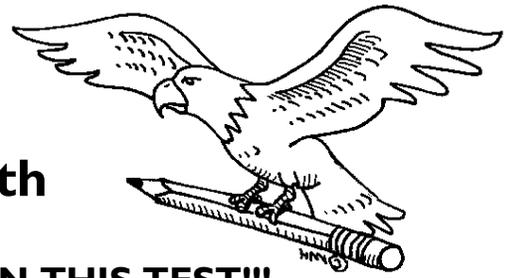


"For me, only excellence will do."



Midterm Review—6th

YOU WILL BE ABLE TO USE YOUR NOTES ON THIS TEST!!!

But, they have to fit on one STANDARD SIZED index card. You can write as small as you like, write on front and back. Yes, you can include anything on them that will help you ace this test: definitions, names, dates, diagrams, etc. *You may not staple ANYTHING TO THE CARD.*

CARDS must be approved by Ms. Frazier prior to the test.

Terms, People, Places

| | |
|--------------------------------------|---|
| The Giver | Comfort Object, Release , Dwelling , Family Unit, Assignment, Giver, Receiver, Newchild, Speaker , Rehabilitation Center, House of the Old , Volunteer Hours, Elsewhere, Utopia, Stirrings, Ceremony of Loss, Release |
| A Wrinkle in Time | Meg, Calvin, Charles, Mrs. Who, Mrs. Which, Mrs. Whatsit, The Happy Medium, Aunt Beast, The Man with the Red Eyes, IT, CENTRAL-Central Intelligence, Uriel, Camazotz, The Black Thing, Tesser |
| Class Notes/Reader's Workshop | Genre, Personification, Idiom, Simile, Metaphor, Imagery, Plot, 5 W's, Character Traits, Motives, Emotions, Figurative Language, Setting, Textual Evidence |

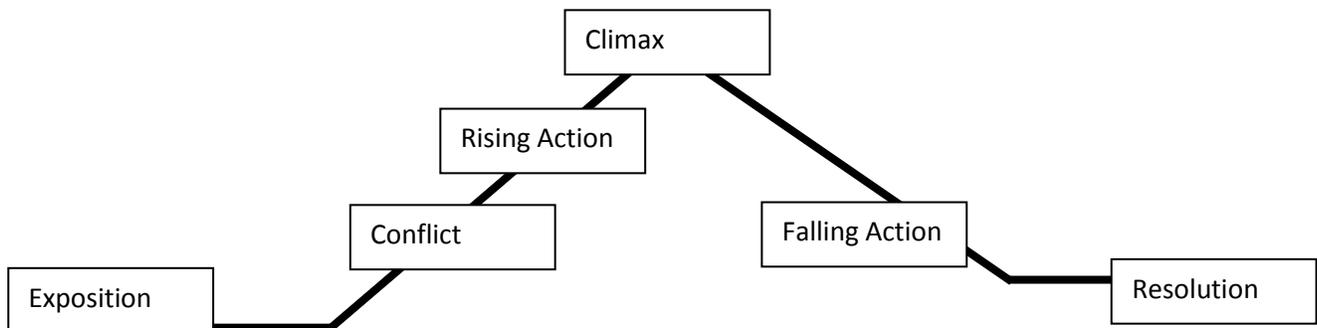
Other Things to Know

- Where does Jonas live? Who are Jonas's friends and family and what are they like?
- What is Jonas looking forward to at the beginning of the book?
- What do the numbers mean? (Sevens, Fours, Elevens, etc.)
- What is release?
- What is the first memory Jonas receives?
- Who is Gabriel?
- Why does Jonas lie to his parents about using the word 'love'?
- Why was Rosemary's release a disaster for the community?
- Why was Rosemary's death a disaster for the Giver?
- What is the hearing-beyond that the Giver speaks of?
- How does Jonas give people memories?
- What memory (holiday) is The Giver's favorite?
- Why can't Jonas communicate with other children anymore?
- Why does Jonas escape to Elsewhere?

"For me, only excellence will do."

- Who is missing from Meg's family?
- How does Meg perform in school?
- What are the children told they must fight?
- What happens when a star dies in battle with The Black Thing?
- Why isn't Meg's mother worried about the children leaving with the W's?
- What is different about Charles Wallace?
- What gifts does each child receive before they travel to Camazotz?
- How does Meg save Charles?
- Why is Meg upset with her father?
- Who helps Meg solve her problems with her father?
- What are the names of the planets the children travel to?

Plot -The plot of a novel is the sequence of events that occurs during the course of the story to move it to its conclusion. The actions involve a problem or conflict that is introduced and developed in the rising action. The struggle culminates at the point of greatest suspense, the climax or turning point. The conflict is then resolved in the falling action, which is usually shorter than the rising action. Plot structure is often graphically represented in this way:



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Use the chart below to write down the major events of each novel.

| Plot Structure | Major Events | |
|------------------------------------|------------------|--------------------------|
| | <i>The Giver</i> | <i>A Wrinkle in Time</i> |
| Exposition (Beginning of Novel) | | |
| Rising Action and Conflict | | |
| Climax/Turning Point | | |
| Falling Action | | |
| Resolution | | |

Essays.

These are the essay topics that will be on the exam. You will have to answer one of these. You have sufficient time to plan a detailed and focused answer.

The essays will have to be at least four (4) paragraphs (Intro, Body, Body, Conclusion)

1. In your point of view is pain a negative part of life, something to be avoided at all costs? Or do you see instances when pain can lead to positive development and growth? Use examples from *The Giver* and *A Wrinkle in Time* to support your point of view.
2. Which community was a better place for its citizens? The Community in *The Giver* or Camazotz in *A Wrinkle in Time*? Support your answers with examples from each book.
3. Both *The Giver* and *A Wrinkle in Time* show us how sameness is a negative thing. Do you agree or disagree? Support your answers with examples from each book.

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You will be assessed on the following rubric for your essay.

| | 40 39 38 37 | 36 35 | 34 33 32 31 | 30 29 28 | 27-0 |
|---|--|---|--|---|--|
| Creativity/ Originality _____/40 | Reveals vast creativity/originality of response and student investment; some evidence of risk present | Reveals substantial creativity and originality of response. | Reveals sufficient creativity/originality and investment of response ; student "did what he/she had to do"—no more | Reveals limited/ minimal creativity/ originality of response. Response sticks to format and does not show extended knowledge. | Reveals little or no evidence of creativity; copied from teacher model with only minor adjustments |
| Content & Connection _____/40 | Demonstrates sophisticated close reading skills and thoroughly developed personal inferences about text. | Demonstrates substantial close reading skills and sensibly developed personal inferences about text | Demonstrates sufficient close-reading skills and adequately developed personal inferences about text | Demonstrates limited close-reading skills and minimally developed (quality or quantity) personal inferences about text. | Demonstrates inadequate close reading skills and/or makes no personal inferences about text or ones that are not supported by the text |
| | 20 19 | 18 | 17 16 | 15 | 14-0 |
| Grammar/ Usage _____/20 | Only a few minor errors | Only occasional errors | Identifiable patterns of error | Numerous errors that begin to interfere with meaning | Errors are pervasive and greatly interfere with meaning |
| Total Score: _____/100 | | | | | |
| Teacher Comments: | | | | | |