Study Guide for Final Exam Literature and Composition 1 Lamothe/Nijssen

About this study guide: The information on the final will not be a surprise—it is all mapped out in the study guide that follows. I believe the purpose of a final is to return to material studied to review and reflect on what you have learned. The study guide serves this purpose. If you complete it thoroughly, you will be in good shape for the final. I will select a portion of this exact material for the final exam.

***Quotes from Literature Studied this Term:***

Directions: Re-visit the literature we read this term by examining the quotes that follow. **Give 1) Context (name of piece, the speaker, what’s going on in the story at the time) 2) Something literary 3) What it shows.** Remember, a good rule of thumb on any exam is to **fill the space provided**.

1. “People moved slowly then. They ambled across the square, shuffled in and out of the stores around it, took their time about everything. A day was twenty-four hours long but seemed longer. There was no hurry, for there was nowhere to go, nothing to buy and no money to buy it with, nothing to see outside the boundaries of Maycomb County” (5).
2. “Inside the house lived a malevolent phantom. People said he existed, but Jem and I had never seen him. People said he went out at night when the moon was down, and peeped in windows. When people’s azaleas froze in a cold snap, it was because he had breathed on them. Any stealthy small crimes committed in Maycomb were his work” (8-9).
3. “Mockingbirds don’t do one thing but make music for us to enjoy. They don’t eat up people’s gardens, don’t nest in corncribs, they don’t do one thing but sing their hearts out for us. That’s why it’s a sin to kill a mockingbird”(90).
4. ““I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand. It's when you know you're licked before you begin, but you begin anyway and see it through no matter what (112). “’I felt right sorry for her, she seemed to try more’n the rest of ‘em---‘”(197).
5. “'He meant it when he said it,” said Atticus. 'Jem, see if you can stand in Bob Ewell's shoes a minute. I destroyed his last shred of credibility at that trial'”(218).
6. “"There was no breeze. The sea was as flat as a plate-glass window. We were drawing near the island then. What I felt was a--a mental chill; a sort of sudden dread”(15).
7. "Oh," said the general, "it supplies me with the most exciting hunting in the world. No other hunting compares with it for an instant. Every day I hunt, and I never grow bored now, for I have a quarry with which I can match my wits"(22).
8. “He had never slept in a better bed, Rainsford decided” (29).
9. Once, he brought a tango tape and got them to play it over the speakers. Then he commandeered the floor, shooting back and forth like some hot Latin lover. When he finished, everyone applauded. He could have stayed in that moment forever”(6)
10. I stopped renting. I started buying. I bought a house on a hill. I bought cars. I

invested in stocks and built a portfolio. I was cranked to a fifth gear, and everything I did, I did on a deadline. I exercised like a demon. I drove my car at breakneck speed. I made more money than I had ever figured to see”(16).

1. *“The way you get meaning into your life is to devote yourself to loving others, devote yourself to your community around you, and devote yourself to creating something that gives you purpose and meaning”(43).*
2. “Not long after Morrie’s death, I reached my brother in Spain. We had a long talk. I told him I respected his distance, and that all I wanted was to be in touch—in the present, not just the past—to hold him in my life as much as he could let me. “You’re my only brother,” I said. “I don’t want to lose you. I love you”(190)
3. “Getting and spending, we lay waste our powers” (from “The World is Too Much With Us”)
4. "'Well, we ain't got any,' George exploded. 'Whatever we ain't got, that's what you want. God a'mighty, if I was alone I could live so easy. I could go get a job an' work, an' no trouble....An' whatta I got,' George went on furiously. 'I got you! You can't keep a job and you lose me ever' job I get. Jus' keep me shovin' all over the country all the time. An' that ain't the worst. You get in trouble. You do bad things and I got to get you out “(11).
5. "'Well,' said George, 'we'll have a big vegetable patch and a rabbit hutch and chickens. And when it rains in the winter, we'll just say the hell with goin' to work, and we'll build up a fire in the stove and set around it an' listen to the rain comin' down on the roof...'"(14-15).
6. "You seen what they done to my dog tonight? They says he wasn't no good to himself nor nobody else. When they can me here I wisht somebody'd shoot me. But they won't do nothing like that. I won't have no place to go, an' I can't get no more jobs"(60).
7. "Why can't I talk to you? I never get to talk to nobody. I get awful lonely"(86).
8. **Prologue. Lines 5-8:**

“From forth the fatal loins of these two foes  
A pair of star-crossed lovers take their life,  
Whose misadventured piteous overthrows  
Doth with their death bury their parents’ strife...”  
- Chorus

1. **Act II, Scene I. Lines 74-78:**

“O Romeo, Romeo,  
wherefore art thou Romeo?  
Deny thy father and refuse thy name,  
Or if thou wilt not, be but sworn my love,  
And I’ll no longer be a Capulet.”  
-Juliet

1. **Act III, Scene I. Lines 95-96:**

“A plague o' both your houses!  
They have made worms' meat of me!”  
-Mercutio

1. “**I was beginning to see that Phineas could get away with anything. I couldn’t help envying him a little, which was perfectly normal. There was no harm in envying even your best friend a little” (18).**
2. **“I should have told him then that he was my best friend also…But something held me back. Perhaps I was stopped by that level of feeling, deeper than thought, which contains the truth” (40).**
3. “I’m almost glad this war came along. It’s like a test, isn’t it, and only the things and the people who’ve been evolving the right way survive” (117).
4. “I did not cry then or ever about Finny.…I could not escape a feeling that this was my own funeral, and you do not cry in that case” (186).

**Terms/Strategies to Improve Your Writing**: Explain why each is important and how it is implemented (used).

1. Thesis Statement
2. Topic Sentence
3. Paragraphs
4. “Organizing element”
5. Lead/plus example of how to create one
6. Anecdote
7. Transitions—name 4 ways to improve transitions
8. Comma splice/how to correct
9. Run on sentence/how to correct
10. “Sandwiching” quotes
11. Paraphrase
12. Parenthetical citations
13. Concrete nouns
14. “AWWUBIS” comma rule
15. Conflict

**Literary Analysis Terms:** Define and be prepared to give an example of where it was in evidence in the literature we read this term.

1. Setting: Physical, Temporal, Cultural
2. Dynamic versus Static character
3. Allusion
4. Theme
5. Conflict/External/Internal
6. Imagery
7. Sonnet
8. Iambic Pentameter
9. Stanza
10. Aside
11. Soliloquy
12. Couplet
13. Chorus
14. Pun
15. Antithesis
16. Profile
17. Dialogue
18. Foil
19. Flashback

Common Essay Prompt. **Choose 1**. (A requirement for all 9th graders and part of your final exam) You will be writing these in class on 1/20 and 1/21**.** This essay must include an introduction, a body, and a conclusion. The body paragraphs must include topic sentences that connect to the thesis and specific examples from the textsyou choose to use. **NOTE: Students taking the class at the CP level MUST include *A Separate Peace* as one of the readings, since you were not required to write an essay about the book.**

**Lit/Comp I:**

1)Often in works of literature, a character undergoes a transformation in his/her identity -for better or for worse. Select **three­ characters from three different readings** in Lit/Comp I, and in a well-developed essay explain how and why each character changes. Be sure to use specific, accurate, and numerous details to support your discussion.

**OR**

2. A frequent theme in literature is the conflict between the individual and society. **Select three characters from three different readings** in Lit/Comp I who struggle with society. In a well-developed essay, explain how and why each character’s conflict with society is important. Be sure to use specific, accurate and numerous details to support your discussion.

**Thesis Statement: (locate at end of intro)**

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Topic sentence #1: (Organizing element + tie to thesis)

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Topic sentence #2: (Organizing element + tie to thesis)

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Topic sentence #3: (Organizing element + tie to thesis)

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