

**Teachers: Crenshaw,
B. Williams, Womack**

4th Nine Weeks

10th Grade ELA

Carver High School

Context Clues for Meaning

Name: _____

Circle the letter of the word that most closely matches the meaning of the underlined word. Use the other words in the sentence as clues to the correct meaning.

1. The generous people fed the emaciated lost dog.

- A. fierce B. calm C. thin D. tame

2. She invariably leaves her homework at home and must turn it in late.

- A. purposefully B. hated C. happily D. always

3. The mother bathed the baby in the rapid water.

- A. lukewarm B. hot C. muddy D. cold

4. The car collector bought the vintage Ford Mustang.

- A. rose colored B. broken down C. real D. classic

5. The slovenly boy never cleaned his room or washed his hands.

- A. proud B. sloppy C. careful D. little

6. The policeman arrested the speeder for flagrantly disobeying the speed limit.

- A. joyfully B. cautiously C. obviously D. sadly

7. The city council concurred with the excellent recommendations of the library committee.

- A. agreed B. rejected C. argued D. stopped

8. A man of few words, he is known for his brevity.

- A. briefness B. athleticism C. laughter D. skills

Homonyms, Homographs, and Homophones

Homonyms: Words that have the same spelling and same pronunciation, but different meanings.



Directions: Choose (a) or (b)

Example: I hope you are not *lying* (a) to me. My books are *lying* (b) on the table.

1. The kids are going to *watch* TV tonight. What time is it? I have to set my *watch*.

2. Which *page* is the homework on? Please *page* the doctor if you need help.

3. Let's *play* soccer after school. The author wrote a new *play*.

4. Ouch! The mosquito *bite* me! I'll have a little *bit* of sugar in my tea.

5. My rabbits are in a *pen* outside. Please sign this form with a black *pen*.

Homographs: Words that have the same spelling, but different pronunciations and meanings.



Directions: Choose (a) or (b)

Example: The *wind* (a) is blowing hard. I have to *wind* (b) my clock.

1. The singer made a low *bow* to the audience. Maria placed a red *bow* on the birthday gift.

2. All the students are *present* today. The boss will *present* the award at 10:00.

3. Please *close* the door. The boy sat *close* to his uncle.

4. The rope was *wound* around his ankles. The soldier received a *wound* in the battle.

5. I don't know if I will *live* or die. Last night I saw the band play *live* in concert.

(a) telling a lie
(b) being in a horizontal position

(a) small clock worn on the wrist
(b) look at

(a) one sheet of paper
(b) to call someone on an electronic pager

(a) participate in a sport
(b) theater piece

(a) a tiny amount
(b) past tense of bite

(a) a writing instrument which uses ink
(b) an enclosed area

(a) moving air (rhymes with *pin*)
(b) turn the stem (rhymes with *find*)

(a) decorative ribbon (rhymes with *so*)
(b) bend at the waist (rhymes with *how*)

(a) here (rhymes with *pleasant*)
(b) give (rhymes with *resent*)

(a) near (rhymes with *dose*)
(b) shut (rhymes with *toes*)

(a) tied around (rhymes with *pond*)
(b) an injury (rhymes with *moon*)

(a) to have life (rhymes with *give*)
(b) in real time performance (rhymes with *hive*)

Homophones: Words that have the same pronunciation, but different spelling and different meanings.

Directions: Choose the correct word.

Example: Please try not to (*waste, wast*) paper.



1. Can I go to the party (*to, too, two*)?
2. This is my favorite (*pare, pair, pear*) of jeans.
3. I (*sent, scent, cent*) a letter to my aunt in Vietnam.
4. The children got (*bored, board*) during the lecture.
5. Mr. and Mrs. Rodriguez like to work in (*there, they're, their*) garden.
6. Alec is going to (*wear, ware*) his work boots today.
7. Do you think it is going to (*rein, rain, reign*) this afternoon?
8. I saw a restaurant just off the (*rode, road*) about a mile back.
9. David's brother is in a (*band, banned*) which plays Russian music.
10. Juana wants her socks because her (*tows, toes*) are cold.
11. The teacher walked down the (*aisle, isle*) between the rows of desks.
12. Hadil has a (*pane, pain*) in her shoulder.
13. The school (*principal, principle*) spoke to a group of parents.
14. The clerk wants to (*sell, cell*) as many TVs as possible.
15. I don't want to talk about the (*passed, past*) anymore.
16. Nobody (*knows, nose*) what you are thinking.
17. I have (*for, four, fore*) dollars in my pocket.
18. I need to take a (*break, brake*) from this exercise!
19. Humans have hands. Dogs have (*paws, pause*).
20. (*He'll, Heel, Heal*) be here in a few minutes.

Genre and Subgenre Worksheet 5

Name: _____

Directions: read the descriptions of each of the following texts. Identify the genre and subgenre from the list below. Write your answer and explain it in a sentence or two.

Fiction: historical fiction, science fiction, realistic fiction, fantasy

Nonfiction: informational writing, persuasive writing, biography, autobiography

Folklore: fable, fairy tale, tall tale, myth, legend

1. *The Island of Doctor Moreau* by H. G. Wells

A shipwrecked Englishman is taken to a strange island where he is led to a mad scientist. This scientist conducts bizarre experiments that turn animals into human-like creatures.

Genre: _____
Subgenre: _____

Explain your Answer

2. *Toyota Camry Handbook* by the Toyota Corporation

This text details the parts of the Toyota Camry and the service schedule. It also gives safety tips and instructions for simple maintenance.

Genre: _____
Subgenre: _____

Explain your Answer

3. *One of the 28" - A Tale of Waterloo* by G.A. Henry

15-year-old Ralph Conway leaves home to embark on a series of exciting adventures culminating in his presence at the Battle of Waterloo between Duke Wellington and Napoleon Bonaparte, a major turning point in history.

Genre: _____
Subgenre: _____

Explain your Answer

4. *The Ant and the Grasshopper* retold by Mr. Morton

One summer day the Grasshopper saw the Ant gathering food and said, "Hey, Ant, why don't you chill a bit?" The ant replied, "I've got work to do, and so do you. Winter's coming." The grasshopper said, "I'll do it later." Soon the icy grip of winter squeezed the fields and the grasshopper was hungry. He knocked on the ant's door and the ant said, "You shouldn't have played around so much." Then he shut his window. *Work comes before play.*

Genre: _____
Subgenre: _____

Explain your Answer

5. *No More Seat Belt Laws* by Chris Kelley
In this five-paragraph essay, Chris argues that seatbelt laws are unconstitutional. He tries to convince the reader to go to a website and sign a petition against these laws.

Genre: _____
Subgenre: _____
Explain your Answer

6. *The Long Way Home: a Hitchhiker's Memoirs* by Marty Vought
Do not try this at home! Vought travelled from California to Florida, Florida to New York, and New York to California, all by hitchhiking. In this text he describes his real-life experiences on the road, his kooky encounters, and what it's like to depend on the kindness of strangers.

Genre: _____
Subgenre: _____
Explain your Answer

7. *Dragon Rangers* by Pete Chrisoula
Uрманer was a poor farm boy who lost his parents in the Dragon Wars of Garta. Nobody in town respected him much, until he trained a rare silver dragon. Now he is the new leader of the Dragon Rangers. The fate of the world hinges on his ability to lead the Dragon Rangers against the evil Bat Riders of Bloodier. Will he succeed and save the world? Find out in this exciting novel.

Genre: _____
Subgenre: _____
Explain your Answer

8. *Crash Course: From Zero to Hero in Thirty Days* by Thomas Banks
Chris Parmell is pumped. After bragging to his big brother Mike about what a good skier he has become, Chris gets to go on Mike's big skiing trip. There's only one problem: Chris doesn't know how to ski. Join Chris as he takes a crash course on how to ski. Along the way he learns all about truth, responsibility, girls, and growing up in this coming of age story.

Genre: _____
Subgenre: _____
Explain your Answer

9. *Little Red Riding Hood* retold by Mr. Morton
In this retelling, Little Red Riding Hood sets out to visit her grandmother, but a tricky old wolf plans on eating Little Red Riding Hood. Disguised as Grandma Hood, the wolf sets a trap.

Genre: _____
Subgenre: _____
Explain your Answer

Genre and Subgenre Newspaper

Directions: You will create **eight articles**. Each article will show how you can write in different genres and subgenres. Choose from the below genres and subgenres. Each article should be at least **seven sentences** in length, but if you create high quality content, your sentence will not be counted.

Genres and Subgenres: nonfiction, historical fiction, science fiction, realistic fiction, poetry, fairy tale, fable, tall tale, myth, drama, biography, autobiography, and informational writing.

Examples: The following four articles may be used as a model, but I expect you to create *original* articles. Do not copy these in the production of your newspaper.

The Genre Times

Genre	Example Article
Nonfiction	<p>Rap is a style of music that became popular in the late 70s and early 80s. In a rap song, the artist rhymes over a beat. Beats are often sampled from other songs or made on a drum machine or synthesizer. There are many styles of rap. Some of these are gangsta rap, hip hop, horror core, underground, nerd core, and more. Though poetic device used in rap rhyming is the staple of these are gangsta rap, wand. With this magic wand she could cast magic spells...</p>
Fairy Tale	<p>Once upon a time there was a young girl named Crystella. Crystella lived with her wicked stepmother and her three mean older brothers. Crystella's older brothers always teased and bullied her. One day on her way home from school, Crystella found a magic wand. With this magic wand she could cast magic spells...</p>
Poetry	<p>The sun shone around her halo. Hello. Beautiful smile like a crocodile: dangerous and ancient. Laying there like a log until SNAP. Now I have nine fingers. I'll never get from her... the ring finger back from her... beautiful smile like a crocodile.</p>
Drama	<p>Teacher: Students please get out your pencils. We're going to take a test. DeAndre: May I borrow a pencil? Teacher (handing): Sure DeAndre. Have this one. DeAndre: Can I get one too? Teacher: All I have are red pens. Here. Have a red pen. William: What about me? I need something to write with. Teacher: I'm out of red pens. How about a grey crayon? Tavaron: Do you have a grey crayon I can borrow?</p>

Rubric – How your grade will be determined.

Accuracy: Did you correctly label the genres and subgenres of each of your articles?

1----- 2----- 3----- 4----- 5----- 6----- 7----- 8----- 9----- 10-----
 See me for help Many mistakes More than a few mistakes A few mistakes Perfect

Completion: Did you create 8 original articles? Is each of your articles seven sentences or more?

1----- 2----- 3----- 4----- 5----- 6----- 7----- 8----- 9----- 10-----
 Incomplete Fewer than four original articles Fewer than six original articles Missing something Complete

Quality: Does the appearance of your newspaper reflect an appropriate amount of effort?

1----- 2----- 3----- 4----- 5----- 6----- 7----- 8----- 9----- 10-----
 Incomprehensible Extremely rushed and sloppy More effort please Nicely done Superb

Responses will vary, but they should include key features of each genre they are composing.

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The Genre Times	
<p>Nonfiction</p> <p>Rap is a style of music that became popular in the late 70s and early 80s. In Cystella, Cystella lived with her wicked stepmother and her three mean older brothers. Cystella's older brothers always teased and bullied her. One day on her way home from school, Cystella found a magic wand. With this magic wand she could cast magic spells...</p>	<p>Fairy Tale</p> <p>The sun shone around her halo. Hello. Beautiful smile like a crocodile; dangerous and ancient. Laying there like a log until... SNAP. Now I have nine fingers. I'll never get home from school, the ring finger back from her... like a crocodile. beautiful smile like a crocodile.</p>
<p>Poetry</p> <p>Teacher: Students please get out your pencils. We're going to take a test. Hello. Beautiful smile like a crocodile; dangerous and ancient. Laying there like a log until... SNAP. Now I have nine fingers. I'll never get home from school, the ring finger back from her... like a crocodile. beautiful smile like a crocodile.</p>	<p>Drama</p> <p>Teacher: What about me? I need something to write with. Teacher: I'm out of red pens. How about a grey crayon? Variation: Do you have a grey crayon I can borrow?</p>

Rubric – How your grade will be determined.

Accuracy: Did you correctly label the genres and subgenres of each of your articles?

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 Incomprehensible Extremely rushed and sloppy More effort please Nicely done Superb

Author's Purpose Activity

Directions: Read the descriptions of each item and determine the author's main purpose (to entertain, persuade, or inform). Then, in a sentence or two, explain your answer.

1. A story about a family trying to stick together and survive through the Great Depression in the Midwest in the 1930s

Author's Purpose: _____

Explain Your Answer:
Write a sentence or two.

2. A section in a history book describing the conditions and causes of the Great Depression in the Midwest in the 1930s

Author's Purpose: _____

Explain Your Answer:
Write a sentence or two.

3. An instructional booklet describing how to operate a smart phone

Author's Purpose: _____

Explain Your Answer:
Write a sentence or two.

4. An article where the author argues that an iPhone is better than an Android phone

Author's Purpose: _____

Explain Your Answer:
Write a sentence or two.

5. A poem about why the iPhone is the greatest consumer electronic device ever made

Author's Purpose: _____

Explain Your Answer:
Write a sentence or two.

Name: _____

6. The story of a young athlete who takes steroids and his life and future fall apart

Author's Purpose: _____

Explain Your Answer:

Write a sentence or two.

7. A medical report describing the effects of steroids on the human body

Author's Purpose: _____

Explain Your Answer:

Write a sentence or two.

8. A speech written by a professional athlete listing the negative effects of steroids and urging young athletes to not use steroids

Author's Purpose: _____

Explain Your Answer:

Write a sentence or two.

9. A booklet containing the school rules and the consequences for violating those rules

Author's Purpose: _____

Explain Your Answer:

Write a sentence or two.

10. A story written about a young boy who moves to a new school and is bullied, but he gains self-confidence by joining a sports team and learns to stand up for himself.

Author's Purpose: _____

Explain Your Answer:

Write a sentence or two.

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Directions: Read the descriptions of each item and determine the author's main purpose (to entertain, persuade, or inform). Then, in a sentence or two, explain your answer.

1. A story about a family trying to stick together and survive through the Great Depression in the Midwest in the 1930s

Author's Purpose: _____ entertain _____

Explain Your Answer: Make sure students note how genre relates to purpose.

Write a sentence or two.

2. A section in a history book describing the conditions and causes of the Great Depression in the Midwest in the 1930s

Author's Purpose: _____ inform _____

Explain Your Answer: Make sure students note how genre relates to purpose.

to the purposeWrite a sentence or two.

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Write a sentence or two.

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Write a sentence or two.

Name: _____

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Explain Your Answer: Make sure students note how genre relates to purpose.

Write a sentence or two.

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Author's Purpose: _____ inform _____

Explain Your Answer: Make sure students note how genre relates to purpose.

Write a sentence or two.

10. A story written about a young boy who moves to a new school and is bullied, but he gains self-confidence by joining a sports team and learns to stand up for himself.

Author's Purpose: _____ entertain _____

Explain Your Answer: Make sure students note how genre relates to purpose.

Write a sentence or two.

DETERMINING TONE

EXERCISE I:

Circle the letter of the word that most clearly expresses the tone in each passage. If you are unfamiliar with any of the words, look them up before you select the correct answer.

1. Often you feel you've done nothing when you've actually done a lot. That's because what you did do seemed beneath notice—it was so small that it didn't "count." But it did—just as each stitch counts toward a finished dress, each brick or nail toward a house you can live in, each mistake toward knowing how to do things right.

- a. hesitant
- b. encouraging
- c. amused

2. A vaccine is a preparation of killed or weakened germs that is injected under the skin and causes the blood to produce antibodies against the disease. Effective vaccines, for instance, have been developed for small pox, rabies, and polio.

- a. objective
- b. arrogant
- c. regretful

3. We have come together this afternoon to mourn the deaths of sixteen miners—our friends and neighbors—who were trapped by fire yesterday, deep below the earth. They lived bravely and they died too soon, leaving behind grieving wives and bewildered children. We bid them a final farewell.

- a. forgiving
- b. sorrowful
- c. angry

4. Why do these things always happen to me?, Brad wondered. First I forget an important meeting, and nobody reminds me until it's over. Then my boss dumps a big project on my desk and wants it done by yesterday. And to top everything off, I leave my wallet on the bus.

- a. comic
- b. self-pitying
- c. optimistic

5. Each year in the middle of February, when slush is underfoot and the sky is a depressing gray, I begin dreaming of warm beaches, tropical fruits and sunsets. If only I could save enough for a winter vacation! Maybe next year I'll win the lottery. Meanwhile, I'll read travel brochures and sigh.

- a. unsure
- b. joyous
- c. longing

6. We are seriously failing our nation's teenagers when it comes to education concerning AIDS. Somehow we must convince them, without delay, that this terrible illness can happen to them, not just too isolated groups in big cities. Let's give them the information they need to protect themselves—before it's too late.

- a. impassioned
- b. mocking
- c. ironic

7. What's the matter with those idiots in the city council? First they pass new parking regulations saying we can't park our cars in front of our own houses without a special permit. Now they've gone and slapped another tax on gas purchase—just to widen a road that's already wide enough. Anyway, nobody enjoys the traffic delays resulting from road construction. The sooner we vote those incompetents out, the better off we'll all be.

- a. objective
- b. angry
- c. surprised

8. Yet another public figure has come forward to announce he has signed into an addiction-treatment center to deal with his alcohol problems. Reports say he has shown courage and honesty. Perhaps so, but what it really takes to enter a treatment center is money. What about the poor man, like my father, who may also have a drinking problem—and courage—but who doesn't happen to have \$500.00 a day for a fancy rest home?

- a. bitter
- b. revengeful
- c. sentimental

9. Botulism, a type of rare, severe food poisoning, has been reported recently in New Jersey. It is believed that the victim, who is in critical condition at a local hospital, was stricken after eating from a jar of incorrectly preserved homegrown green beans from last summer's garden. It has been ten years since the last instance of botulism poisoning was reported in the state.

- a. light-hearted
- b. serious
- c. tragic

10. Sure, litterbugs account for a lot of the trash blowing around our city's streets, but there are other villains too. What about people who set out their trash days ahead of their scheduled trash pickup time? Worse yet are the stores that pile boxes in back alleys, and restaurants whose mounds of green-bagged trash draw rodents and roaches.

- a. critical
- b. tolerant
- c. depressed

Main Idea Worksheet 5

Directions: Read each passage and ask yourself, "What is the author doing in this paragraph?" Write your answer in the summary box and then think of an appropriate title for the passage based on the main idea of the passage.

1. Sir Isaac Newton was contemplating the universe in his garden one day in 1665 when he noticed an apple fall from a tree. Newton wondered to himself, "Why should the apple always fall to the ground? Why does it not go sideways or upwards but directly toward the Earth's center?" After much contemplation Newton concluded that objects are pulled to the Earth through a force that he called *gravity*, which means heaviness in Latin. On July 5th, 1687 Newton formally expressed his law of universal gravitation in series of books called *The Principia*.

Summarize this paragraph in one sentence. Be specific and clearly explain the main idea.

An appropriate title:

2. In the summer of 1939, a few months before World War II started, Albert Einstein and a group of Hungarian scientists wrote to President Franklin D. Roosevelt. In this letter they warned Roosevelt that the Nazi's were conducting atomic research and that the consequences would be dire if the Nazis were to win the race to build an atom bomb. They recommended that U.S. become involved in uranium research. As a result of this letter, the U.S. joined the atomic race and poured billions of dollars into the development of weaponry. The U.S. won the race and became the first country to build an atomic bomb. The bomb was then used in Japan, killing hundreds of thousands of civilians. In 1954, a year before his death, Einstein would refer to the moment that he signed the letter to President Roosevelt as the greatest in stake of his life.

Summarize this paragraph in one sentence. Be specific and clearly explain the main idea.

An appropriate title:

3. For most of human history, people thought that the Earth was the center of the universe. Nicolaus Copernicus changed how people understood the universe when he theorized that it was heliocentric, or sun-centered. Interestingly, Copernicus had most of this theory worked out some time before 1514, and his work was fully articulated by 1532, yet publication of this text was not completed until 1543 as he lay dying. Some scholars believe that Copernicus delayed publishing this work because it contradicted the Catholic Church's view that the Earth was at the center of the universe. Copernicus's may have been smart in doing so because the Church did not formally accept his view of the universe until 1822, almost 300 years later.

Summarize this paragraph in one sentence. Be specific and clearly explain the main idea.

An appropriate title:

Name: _____

4. Galileo Galilei! was an influential scientist and one of the early developers of the refracting telescope. In 1632 Galileo published a book called *Dialogue Concerning the Two Chief World Systems*, in which he compared the Copernican view of a heliocentric universe, one where the sun is at the center, with the geocentric view, one in which the Earth is at the center. The Church took offense as to how Galileo portrayed the geocentric view using a character named Simplicio, which has undertones of *simplicton* in the Italian language, and he was put on trial before the Roman Inquisition. The Inquisition ordered Galileo to recant his ideas, his book was banned, he was forbidden from publishing anything else, and he was sentenced to house arrest for the rest of his life. I guess it's not just what you say that's important but how you say it.

Summarize this paragraph in one sentence. Be specific and clearly explain the main idea.

An appropriate title:

5. Nikola Tesla was an inventor and physicist who is best remembered for his contributions to the AC power system and radio, but he may have also built a death ray. At a 1937 luncheon in his honor, Tesla claimed to have created a weapon that could shoot a concentrated beam of energy capable of bringing down fleets of airplanes. He further claimed to have built, demonstrated, and used this weapon. When Tesla entered negotiations with the U.S., the United Kingdom, and the Soviet Union to sell his device, Tesla claimed that one of these parties had sent people to break into his room and steal his invention, but that this theft was impossible since the blueprint for the weapon was entirely in his mind. Unfortunately, Tesla died with the blueprint in his mind before anyone could get one. On second thought, maybe that's not such a bad thing.

Summarize this paragraph in one sentence. Be specific and clearly explain the main idea.

An appropriate title:

6. Marie Curie not only the first woman to have won a Nobel Prize, she is also the only person to win a Nobel Prize in two different sciences. Most notably, however, Marie Curie discovered radiation. She was also the first person to use radiation to treat tumors. Curie experimented extensively with radioactivity during her scientific career. Unfortunately the damaging effects of radiation were not known then. Her exposure to radiation most likely was the cause of her blindness and early death. Still today her scientific papers are considered too dangerous to handle without protective equipment. These documents are stored in lead-lined boxes. Even her cookbook is radioactive. She must have made some really hot food in her lifetime.

Summarize this paragraph in one sentence. Be specific and clearly explain the main idea.

An appropriate title:

SENSORY DETAILS WORKSHEET

Adding Details adds Interest

Sensory details allow the reader to put themselves into your story mentally by forming a picture in his/her mind. Without sensory details, the reader becomes bored and cannot emotionally connect to the story. Sensory details include words that describe sights, sounds, and smells of the setting, characters, and interactions.

DIRECTIONS: Create powerful, image-creating sentences by taking the "Boring Sentence" and adding sensory details. Make up additional details to construct the new sentence. Label the sensory details you added.

Example:

Boring Sentence: It was a cold morning at Arlington High School.
New Sensory details added: The frigid morning air and dense gray fog did not stop Jane from inhaling the fresh smell of rain from the damp concrete and yelling across the Arlington quad, "Good morning, Joe!"

• Sights: _____
• Smells: _____
Sounds: _____

1. Boring Sentence: English class is fun.
Sensory details added: _____

• Sights: _____
• Smells: _____
Sounds: _____

Answers will vary. Make students include vivid sensory details.
2. Boring Sentence: The cookies were good. Answers will vary. Make students include vivid sensory details.
Sensory details added: _____

• Sights: _____
• Smells: _____
Sounds: _____

3. Boring Sentence: Mom cooked dinner last night.
Sensory details added: _____

• Sights: _____
• Smells: _____
Sounds: _____

4. Boring Sentence: The park was pretty.

Name: _____
Date: _____
Period: _____

Sensory details added:

- Sights: _____
- Smells: _____

5. Boring Sentence: Joe watched television all day.

Sensory details added:

- Sights: _____
- Smells: _____

6. Boring Sentence: The mall was really busy.

Sensory details added:

- Sights: _____
- Smells: _____

7. Boring Sentence: Rainsford was on an island.

Sensory details added:

- Sights: _____
- Smells: _____

8. Boring Sentence: General Zaroff lived in a big house.

Sensory details added:

- Sights: _____
- Smells: _____

9. Boring Sentence: Rainsford hid in the jungle.

Sensory details added:

- Sights: _____
- Smells: _____

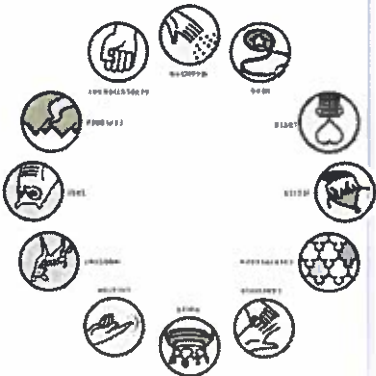
10. Boring Sentence: Rainsford slept in Zaroff's bed.

Sensory details added:

- Sights: _____
- Smells: _____

Multicultural Literature: Archetypes & Identity

Name: _____ Period: _____



○ Are universal forms that channel experiences and emotions, resulting in recognizable and typical patterns of behaviour with certain probable outcomes.

- Can be recognized in image and emotion.
- Re-appear in stories across time and cultures.
- Have universal qualities

■ Universal qualities means: _____

Why are archetypes important? Life is definitely complex and confusing. As we attempt to find our own identity, struggle with social interactions, and grapple with moral issues, identifying recognizable patterns of behaviour in others helps us understand ourselves.

What character from a movie, book, or story reminds you in some way of yourself? Why? _____

Part I: Many literary characters, journeys, and themes are widely known. Their qualities can often be matched to other characters across cultures. Match the allusion on the left with the quality on the right.

1. _____ Stop being a Queen (Snow White)

2. _____ He is a Scrooge

3. _____ He is a Robin Hood

4. _____ It is a true Cinderella story

5. _____ What a Romeo!

6. _____ He attacks the situation like Frodo (LOTR)

Part II: Record two examples for each archetype in the Example column. I have listed some Disney stories, movies, and characters/quests from Mythology to help you. **You do NOT have to choose from this list.**

Aladdin Wizard of Oz Toy Story Joker Donkey (Shrek) Sauron (LOTR) The Sirens Calypso
 The Sword and the Stone Cinderella Robin Hood Hancock Sleeping Beauty A Bug's Life Peter Pan Yoda
 Snow White & the Seven Dwarfs Beauty and the Beast Batman Samwise Gamgee The ugly duckling
 Robin (Batman) Shrek Aragorn (LOTR) Alice v. the Queen of Hearts Cinderella's fairy godmother
 Perseus outwits three sisters and kills Medusa Frodo must destroy the ring King Arthur must get the sword. *Excalibur*

Archetype	Quality	Example
Hero	Conquers obstacles and saves the day; typically embarks on some quest, either physical or spiritual. The quality that makes a character truly heroic is his willingness to put others ahead of himself.	
Damsel in Distress	A vulnerable woman (usually beautiful and pure) who needs to be rescued by the hero; often used as a trap to ensnare the unsuspecting hero.	
Mother Figure	The archetypal mother figure doesn't have to literally be a mother. Role is to care for and guide her "family"; sometimes a spiritual leader, and usually receives love and respect from other characters.	
The Journey	The journey sends the Hero in search of some truth that will help save his kingdom/home	
Battle of Good & Evil	A battle between two primal forces. Mankind shows eternal optimism in the continual portrayal of good triumphing over evil despite great odds.	

Name: _____
Period: _____

Optional
Part III: With your group research the archetype that has been assigned to you. Create a poster that will teach the class about that archetype. Tell what it is, what its qualities are, and then include pictures of at least four other examples from well-known stories of your archetype. The class should clearly understand your archetype by the end of your presentation.

1. sidekick
2. villain
3. underdog
4. the trickster
5. outcast
6. mentor
7. the nurturer
8. temptress
9. the innocent
10. false prophet
11. the sage
12. the rebel

Imagery Worksheet

Imagery – concrete details that appeal to the senses. By using specific images, authors establish mood and arouse emotion in their readers.

Vocabulary :

Pungent: with a strong smell

Wilt: to droop

Tepid: warm

Parched: totally dried up

Briars: A prickly plant that hooks to your clothing & skin

Stifled: difficult to breathe or to restrain

Read the following passage. Highlight the sensory words as follows:

Sight – yellow

Sound – blue Smell – purple

Taste – red

Touch/feel – green

The hot, July sun beat relentlessly down, casting an orange glare over

the farm buildings, the fields, the pond. Even the usually cool green willows

bordering the pond hung wilting and dry. Our sun-baked backs ached for

relief. We quickly pulled off our sweaty clothes and plunged into the pond,

but the tepid water only stifled us, and we soon climbed back onto the brown,

dusty bank. Our parched throats longed for something cool—a strawberry

ice, a tall frosted glass of lemonade.

We pulled on our clothes and headed through the dense, crackling

underbrush, the sharp briars pulling at our damp jeans, until we reached the

watermelon patch. As we began to cut open the nearest melon, we could

smell the pungent skin mingling with the dusty odor of dry earth. Suddenly

the melon gave way with a crack, revealing the deep, pink sweetness inside.

What image is the strongest?

Identifying Irony 3

Directions: Read the following examples of irony. Determine which of the three types of irony are being used and then explain your answer.

Dramatic irony – This occurs when the reader or audience understands more about the events of a story than a character.
Situational irony – This occurs when what actually happens is the opposite of what is expected or appropriate.
Verbal irony – A character says one thing but really means the opposite.

1. While walking home from work, Lake Park Mall security guard Scott Thornton thought about his day. A shoplifter had outrun him, he had lost the keys to his golf cart, and a group of skateboarders had made fun of his weight. Things had not gone so well. Scott was so deep in thought that he did not even notice that he had stumbled on a movie set. Lost in thought, he passed by trailers, cameras, and stagehands, yet he was unaware of the scene around him. When he came out of his daze, he looked up and saw a ski mask wearing man waving a knife at an old lady. Figuring that the masked man was robbing the old woman, Scott bolted into action. His adrenaline was flowing. He didn't even notice the cameraman filming him as he jump kicked the actor wearing the ski mask.

Which type of irony is used?

Explain your answer:

2. As soon as Bobby heard that the math test was going to be worth 30% of his grade, he began studying. He studied in class. He studied on the bus ride home. He even tried to study while walking home from the bus but stopped after bumping into a lamppost. When he got home, he didn't watch any TV because he was studying so intensely. He completed the study guide that Mr. Morris gave him and then he completed one that he had made himself. Bobby refused to quit. He stayed awake all night finding and completing extra problems on the Internet. By the time the sun rose, Bobby had mastered the content. As he entered the classroom, he felt prepared. He sharpened his pencil, sat at his desk, put his head down, fell asleep, and failed his test.

Which type of irony is used?

Explain your answer:

3. I thought that my mother was going to flip when Perry came over to eat at our house. To my surprise she just ignored him, even though he wore his hat, put his elbows on the table, and rocked back in his chair. I thought that she would go crazy while we ate. Perry pulled bones out of his mouth and put them on his plate instead of spitting them into a napkin. To my astonishment Mom looked past this too. But when Perry slammed a glass of root beer and burped the ABCs, she could no longer restrain herself. "What a wonderful rendition of the alphabet, Perry, and how age appropriate? I'm impressed." Perry wore a confused look, unsure of what her reaction had meant.

Which type of irony is used?

Explain your answer:

Name: _____

4. When the first English settlers arrived at Jamestown, hygiene was not a priority. The settlers faced many challenges. Food was scarce and the land was unsuitable for farming. Worse still, relations with Native Americans were uneasy and violence loomed. Yet even in these conditions, some settlers found time to care for their teeth. They did this by brushing their teeth with rags and abrasive tooth powders. Archaeologists have examined the remains of these colonists. They discovered that many of the settlers were missing the enamel on their teeth. By using these tooth powders, the settlers had striped this protective layer from their teeth. This caused their teeth to decay and fall out prematurely.

Which type of irony is used?

Explain your answer:

5. Kathy had never considered herself to be good with animals until she got a goldfish. *Taking care of fish is easy. You only have to feed them once a day.* Kathy thought to herself as she put the bottle of goldfish food down by a bottle of rat poison. Kathy went on to have a productive day. When Kathy woke up the next day, she went to grab the bottle of fish food when her cell phone rang. Wondering who it could be, Kathy grabbed the bottle of rat poison instead of the fish food and did not notice it. The phone call turned out to be from her friend Mary. Kathy loved to talk with Mary. As she was chatting away, she unscrewed the top of the rat poison bottle. It was about the same size as the bottle of fish food. "Oh, Mary, that's outrageous," Kathy said as she shook the bottle of rat poison into the fish tank. "He did?" She asked, as she put the top back on the rat poison bottle and put it down next to the fish food. "How could she?" She asked before going about with her day.

Which type of irony is used?

Explain your answer:

6. As Harold carried his lunch tray passed Chuck, the school bully, Chuck stuck his foot into the aisle and attempted to trip Harold. Harold expected such an obstruction. He sidestepped around Chuck's leg saying, "Excuse me, Chuck, my fault entirely." Harold then continued back to his table and began eating his lunch. Chuck felt offended that Harold had not tripped and fallen on his food, so he marched back to Harold's table to put him in his place. Dipping his finger into Harold's school lunch, Chuck said, "What are you eating, puke?" Harold replied nervously, "Yes, well, I think that's what they serve here. Only the best for us students, right? Anyway, you're welcome to it." Chuck sneered and stuck his finger into Harold's chest, "I don't want any of your puke, Puke. Next time you fall when I trip you." He removed his finger from Harold's chest, grabbed Harold's cupcake from off of his lunch tray, and walked back to his table. "Good bye, Chuck. It's always a pleasure seeing you." He then released a sigh and ate around the fingerprint that Chuck had left in his casserole.

Which type of irony is used?

Explain your answer:

WRITE YOUR OWN SONNET!

Poet's Name _____
Period _____

Shakespearean Sonnet Requirements:

- **MUST** be 14 lines.
 - **MUST** have 3 Quatrains (set of 4 lines) and 1 Couplet (2 lines)
 - **MUST** follow the rhyme scheme ABABCDDEFEFFGG
 - **MUST** be about love (or related subjects: envy, heartbreak, friendship, family, passions, favorite things)
 - **EXTRA CREDIT:** Must be in IAMBIC PENTAMETER (10 syllables per line)
- I. Your **First Stanza** should introduce the **SPEAKER** and **AUDIENCE**, explain the **OCCASION** or situation, and make the **SUBJECT** of the poem clear.
- II. Your **Second and Third Stanza** should develop the **tone** of the poem... what are the feelings involved? Convey these feelings using figurative language: metaphors, similes, personification. EX: "I love you like music needs a beat"
- III. Your **Rhyming Couplet** at the end should resolve the poem, or provide a dramatic twist to the story. Make sure your **PURPOSE** is clear. The couplet is probably the most important two lines of the sonnet... so make them good! THE CLINCHER!

Sample Sonnet (inspired by Sonnet 18):

Shall I compare thee to a nacho chip?
Thou art more crunchy -- though without the cheese:
Rough winds do blow when I forget the dip,
For nachos are so very hard to please:
Sometimes too hot, so I must let them cool,
And often is their gold complexion dim'd,
But only when I make them like a fool,
By chance they burn like candles yet untrim'd:
But thy eternal crunchiness won't fade,
Nor burn like all my failed attempts to bake,
Nor shall you be like these -- so poorly made,
Which in eternal snacking I forsake.
So long as men can breathe and tongue can taste,
Your nacho-likeness will not be erased.

Use Template on the back of this sheet. HAVE FUN!

You can work on your rough draft on this sheet, but your final draft should be on a separate piece of paper.

First Stanza:

A

B

A

B

Second Stanza:

C

D

C

D

Third Stanza:

E

F

E

F

Rhyming Couplet:

G

G

Story Elements Form



Fill in the blank spaces with the elements of a story.

Name: _____

Title _____

Author _____

Characters:



Problem:



Plot/Actions:



Setting



Solution:



Theme:

