



Carolyn P. Henly
Meadowbrook High School
IB English 12 2006-2007

Novel Review: Paper 2

General Directions: You will have one novel review due for each of the four Part 3 novels. You can choose the order in which you complete them. Each novel review will earn you 25 points, so long as it is thorough, and so together they will be worth 100 points. That 100 points will count as a major assignment, and so an A+ will be averaged into your Major Assignment grade. If you complete only 3, your grade will be 75; if only 2, your grade will be 50, if only one, then 25, and if none, then a zero will be averaged into your Major Assignment category.

Note: This grade is a completion grade, and so the work cannot automatically be used for your portfolio. You can use the novel review for your portfolio if you can justify that the work on all four review sheets is not only thorough, but also of high quality!

The purpose of this assignment is to take you through a last-minute detailed review of the content AND literary effects of the four works we studied this semester. That is the material you will need to have at your fingertips when you go to write your Paper 2 essay on May 5th.

Specific Instructions: For each novel, do all of the following:

1. Write three central questions examined by each novel. (See samples on back.) Write out the question AS a question, then write a two or three-sentence answer.
2. Copy out three or four key quotations, and put them in the context of the whole work by identifying what DEVELOPMENT the quotations show. *In other words, this set of quotations needs to function as a set.* The development should be significant in your mind, but can demonstrate development in terms of plot, character, theme, structure, or any other literary element that you believe is important for the particular novel.
3. Select five tone words off the list (attached) that you believe are important for that novel and justify the selection. (The tone words must reflect DIFFERENT tones, not minutely similar ones.)
4. Select five words or phrases from the book whose connotation, rather than their simple denotation, is important for the novel in some way. Copy the sentence, underline the word, and include the page number. Explain your choices. (see sample on back)
5. Make a list of elements that make this novel a work of literary merit? (Non-literary works tend to be plot-driven, to rely on hackneyed vocabulary, to rely on vectors of character change which are simplistic and fortune-based, and so on).
6. Answer each of the following questions:
 - o In what way is this novel complexity?
 - o What contradictions are important in this novel?
 - o What contrasting elements are important in this novel?

Due dates: Novel Review #1 Friday, April 20
Novel Review #2 Tuesday, April 24
Novel Review #3 Thursday, April 26
Novel Review #4 Monday, April 30

NOTE: You can delay ONE of the four until Wednesday, May 2nd if you need to. In other words, you have five dates to turn in four review sheets.

Sample Central Questions from *Romeo and Juliet*:

What is the role of adults in teaching young people to make good decisions?
Is love worth dying for? (Love of family and love of reputation as well as romantic love)
What makes the difference between a good action and a bad one?

Sample Connotative Words from *Romeo and Juliet*:

1. Profane

Romeo. [To JULIET] If I **PROFANE** with my unwortheist hand
This holy shrine, the gentle fine is this: 720
My lips, two blushing pilgrims, ready stand
To smooth that rough touch with a tender kiss.

“Profane” in this context has a denotative meaning of “besmirch,” but the connotation, which is religious, is important, because in choosing a religious metaphor Romeo raises Juliet up to the level of saintliness. He thus differentiates his attraction to her from his attraction to Rosalind—this is in some way holy. It is this vision which ultimately makes his love for Juliet worth dying for.

2. Light

Romeo. He jests at scars that never felt a wound. 845
[JULIET appears above at a window]
But, soft! what **LIGHT** through yonder window breaks?
It is the east, and Juliet is the sun.

Here, Romeo is using “light” metaphorically, so he is using the connotation rather than the denotation. There would literally be light coming through the window, but Romeo is talking about the light of love or the light of knowledge or the light of hope. The images of light and darkness get juxtaposed throughout the play.

3. Gloom

Prince Escalus. A **GLOOMING** peace this morning with it brings;
The sun, for sorrow, will not show his head:
Go hence, to have more talk of these sad things;
Some shall be pardon'd, and some punished:

The basic meaning of “gloom” is “sullen” or “melancholy,” which makes sense in context; however, it also means “frowning,” and, in Shakespeare’s day, there was an additional meaning that meant the opposite: “glowing.” Thus, the word has a paradoxical meaning which is perfect for the end of the play in which happiness is juxtaposed with sadness.

If you need a review of what “connotation” and “denotation” mean, here are a couple of good websites:
<http://www.uottawa.ca/academic/arts/writcent/hypergrammar/conndeno.html>
http://bcs.bedfordstmartins.com/virtualit/poetry/denotate_def.html

The second is particularly good; check out the link that will take you to an examination of how connotation functions in “The Fish,” a poem by Elizabeth Bishop. That is a perfect example of what I am asking you to do here.