



# Literary Reviewer

**Keystone Exam:** Literature  
**Module:** 1 - Fiction  
**Task Number:** 1  
**Year Published:** 2011  
**Code:** LIT-1-1-11

<i>Name</i>	_____
<i>PA Secure ID</i>	_____
<i>School District</i>	_____
<i>District Contact</i>	_____
<i>Submission Date</i>	_____

**STUDENT BOOKLET**

### Eligible Content

<p><b>L.F.1.1.3</b> Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.</p> <p><b>L.F.1.2.4</b> Draw conclusions about connotations of words.</p> <p><b>L.F.1.3.1</b> Identify and/or explain stated or implied main ideas and relevant support details from a text.</p> <p><b>L.F.2.1.1</b> Make inferences and/or draw conclusions based on analysis of a text.</p> <p><b>L.F.2.1.2</b> Cite evidence from a text to support generalizations.</p> <p><b>L.F.2.2.1</b> Analyze how literary form related to and/or influences meaning of a text.</p>	<p><b>L.F.2.2.3</b> Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p> <p><b>L.F.2.3.4</b> Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction.</p> <ul style="list-style-type: none"><li>• The relationship between the theme and other components of a text.</li><li>• Comparing and contrasting how major themes are developed across genres.</li></ul> <p><b>L.F.2.4.1</b> Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.</p>
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### Project Overview

You are a literary reviewer for your school newspaper. Since each student in your grade level must read a piece of dystopian literature\* in English class, you have been assigned to review two dystopian works (each from a different genre) and recommend one of them to your readers.

You must select and read two pieces of literature that illustrate the concept of dystopia - an undesirable imaginary community and the complete opposite of a perfect world. You will select two different genres to explain to your readers the effectiveness of each selection, how well the each employed literary elements, and how each author portrays the dystopian theme.

By completing the literary review chart for the texts you have chosen, you will provide the editor with evidence to support your choice from the two selections you have read.

\* Dystopia is the opposite of a utopia or perfect world, referring to fictional societies that are incredibly imperfect, lacking the harmonious and democratic qualities of life depicted in utopias; however dystopias often contain many of the same elements as utopias—such as intense measures of social control—but these elements are taken to horrific extremes, with emphasis upon their negative effects.

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### Project Directions

1. Read all directions and project requirements.
2. Review the literature options. Select and read two pieces of literature, each from a different genre, e.g., one short story and one poem or any other combination.
3. Complete the graphic organizer: Literature Connections.
4. Complete the activity: Reflection on Universal Significance.
5. Complete the Literary Review Chart. **This will be submitted for scoring.**

Suggested Strategies for Reading (insert w/directions)

- Review the literature options and be sure to select two pieces that you understand well. This may require that you read more than two selections in order to select the most appropriate for your lessons.
- Use the Graphic Organizer and open ended question activity to help you to guide your reading and note taking.
- Reread your selections for focus on literary form, literary elements, and dystopian features - including their effectiveness within the text.

Literature Options

**Short Stories:** "Harrison Bergeron," Kurt Vonnegut ; "Tomorrow and Tomorrow and Tomorrow," Kurt Vonnegut; "The Lottery," Shirley Jackson; "The Yellow Wallpaper," Charlotte Perkins Gilman; "The Sniper," Liam O'Flaherty; "The Most Dangerous Game," Richard Connell; "The Interlopers," Saki; "The Tell-tale Heart" Edgar Allen Poe

**Novel:** *The Hunger Games*, Suzanne Collins; *1984*, George Orwell; *The Giver*, Lois Lowry; *Fahrenheit 451*, Ray Bradbury; *Lord of the Flies*, William Golding; *Brave New World*, Aldous Huxley; *The Time Machine*, H. G. Wells; *The Running Man*, Stephen King; *Animal Farm*, George Orwell

**Poetry:** "A Dream Deferred," Langston Hughes; "Richard Corey," Edwin Arlington Robinson

**Drama:** "A Raisin in the Sun," Lorraine Hansberry; "Romeo and Juliet"- William Shakespeare (excerpt with translation), "Macbeth" (excerpt with translation)- William Shakespeare

**Fairy Tale/Folk Tale:** "Little Red Riding Hood," Candice Ransom; "Alice in Wonderland", Lewis Carroll

Optional Resources

<http://www.eduplace.com/graphicorganizer/>

[http://aim.cast.org/learn/historyarchive/backgroundpapers/graphic\\_organizers](http://aim.cast.org/learn/historyarchive/backgroundpapers/graphic_organizers)

<http://www.teach-nology.com/worksheets/graphic/>

Released Field Test Project

### Task 1: Literature Connections

#### Activity 1:

After you have read the two selected readings, complete the chart below.

Note the four common literary elements in the chart below. Write a brief example from each piece of literature that exhibits that term.

LITERATURE CONNECTIONS	
List below the two works of literature you read.	
Text 1 Title: Author: Genre:	
Text 2 Title: Author: Genre:	
<b>Provide an example from Text 1 that exemplifies each element</b>	
Setting	
Characters	
Theme	
Tone/Mood	
<b>Provide an example from Text 2 that exemplifies each element</b>	
Setting	
Characters	
Theme	
Tone/Mood	

Which author was most effective in demonstrating the dystopian features of the literary elements you chose? Support your response with examples from the text.

Answer:

How does the literary form (genre) affect the development of the dystopian concept? Explain the strengths and weaknesses within each form you selected. Support your response with examples from the text.

Answer:

## Task 1

### Activity 2

#### **Reflection on Universal Themes**

Dystopian literature may provide a message about life that the author wants to convey to the reader.

Based upon the two readings you chose, what has this literature taught you about society, humanity, and the future? Be sure to include evidence from each selection to support your answer.

## Task 2

### **Culminating Project**

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You are a literary reviewer for your school newspaper. Since each student in your grade level must read a piece of dystopian literature in English class, you have been assigned this topic and have been asked to review two different types (genre) of dystopian works and recommend one of them to your readers.

You must select and read two pieces of literature that would best illustrate the concept of dystopia. You will select two different genres to explain to your readers the effectiveness of each selection, how well the author employed literary elements, and how each author portrays the dystopian theme.

By completing the literary review chart for the texts you have chosen, you will provide the editor with evidence to support your choice between the two selections you have read.

<b>Literary Review Outline</b>		
	Text 1 (Insert title)	Text 2 (Insert title)
From what genre was each selection (e.g. Poem, Drama, ...)? Which was more effective in portraying dystopian concepts? Provide examples from the text to support your answer.		
Answer:		
How did each selection employ literary elements to tell the story? Which literary form was more effective? Provide examples from the text.		
Answer:		
What were the themes of each? How were they similar or different from one another? How did each text influence the reader's views on society, humanity, and the future?	Theme 1	Theme 2
Answer:		

Which selection do you recommend to your readers? Base your answer on which text is more effective in portraying dystopian concepts. Support your choice with evidence from the text.
Answer:

**Scoring Guide**

EC Being Scored	Student Project/Artifact Being Scored	Evaluative Criteria	YES	NO
L.F.1.1.3 L.F.2.2.3 L.F.2.3.4	Activity 1  Literature Connections	<ul style="list-style-type: none"> <li>• Cite textual evidence to support text analysis</li> <li>• Identify the theme and provide an example as to support the theme development</li> <li>• Compare how authors use elements of fiction to effectively communicate an idea or concept</li> </ul>		
L.F.2.2.3 L.F.2.4.1	Activity 2  Reflection on Universal Significance	<ul style="list-style-type: none"> <li>• Compare and contrast the themes of both selections and how they reflect universal themes</li> <li>• Cite textual evidence to support text analysis</li> </ul>		

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<p>L.F.1.1.3 L.F.1.3.1 L.F.2.1.1 L.F.2.1.2 L.F.2.2.1 L.F.2.2.3 L.F.2.3.4</p>	<p>Culminating Activity Literary Review Chart</p>	<ul style="list-style-type: none"> <li>• Compares the usage of dystopian elements in different literary forms (genres)</li> <li>• Explains how the literary elements and form work together to develop the theme</li> <li>• Evaluates literature selections to present a lesson on how the literary elements develop the concept of dystopia within the two selected texts</li> <li>• Analyze the theme and interpret how the two selected texts influence the reader’s views on society, humanity, and the future. Clearly incorporates at least two of the three.</li> <li>• Cite textual evidence to support text analysis</li> <li>• Evaluate how authors use techniques and elements of fiction to effectively an idea</li> </ul>		
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- **ALL sections** must be checked yes in order to be satisfactory.

Released Field Test Project