

Literary Analysis

When you build a Literary Analysis Essay, there are three major steps that a reader needs to take to complete the analysis.



A literary analysis discusses the interpretation of a piece of literature with textual evidence to support the readers' point of view. Students need to carefully examine and evaluate an aspect of a work of literature, where they read, question, and analyze what they have read. The students draw a conclusion or many conclusions from that analysis, and document through notes and responses the questions posed, gathering details, and then write an essay.

READING/ANALYZING – During this portion of the assignment teachers may choose to have students analyze the piece of literature as they read the first time or complete the analysis upon a second reading.

Reading and analyzing at the same time is better done with a short story than with a novel. Analysis lessons in this section might include:

- Dialogue Journals
- Color-Marking
- Use of Sticky-notes
- Charting Character Change

GATHERING DETAILS – Once students have completed their analysis of the selection, they should then begin to interpret their findings in order to draw a conclusion that will help focus their thesis for the essay.

Quarter 4 Unit 2 – Literary Analysis - Novel

After determining a thesis, students should then return to their analysis and begin to gather only the details that support their thesis statement and that they will include in their essay. Lessons in this section might include:

- Creating a Thesis Statement
- Eliminating Extra Information
- Selecting Direct Quotations
- Using Graphic Organizers

WRITING – Now that students have determined a thesis statement and have gathered together the specific details that support their interpretation of the literature selection, they are ready to begin to write. Lessons in this section might include:

- Effective Leads
- Use of Transition Words
- Embedding Quotations
- Forming Paragraphs
- Establishing Context
- Revision

Literary Analysis - Novel - Introduction

This unit is designed to support the writing of a Literary Analysis essay, in particular with the teaching of a selected novel. Teachers should keep in mind that before students start to write their analysis in essay form, sufficient time should be spent reading, rereading, reviewing, analyzing and gathering details. Also, in order for students to answer the prompt accurately and to analyze effectively the story must be well chosen to ensure that it fits the prompt. Because it is recommended that students read a selection and revisit the text multiple times, short stories are suggested for this assignment.

The lessons included in this unit reflect skills that can be taught throughout the year and are necessary for this mode of writing. Some of the lessons have been written with a specific prompt in mind, however most of the lessons can be adapted to fit your specific grade level and prompt.

The unit begins with teaching students to reflect and record thoughts as they read. Students are then taught to analyze the prompt and the components of a successful paper. Other lessons include writing a strong thesis, establishing a context, using evidence from the text, and properly embedding quotes. The unit concludes with a lesson on writing a strong conclusion. Additionally, there are three literary essay formats that provide the organization of the essay. Literary essay format 1 is for a 3-paragraph essay; format 2 is for a 4-paragraph paper; and format 3 is for 5 paragraphs. Use the format best suited to the skill level of your students.

Following is a list of the necessary steps to keep in mind as students are writing literary analysis essays:

1. Choose the text (story or poem)
2. Determine what element of the literature will be analyzed
3. Read the text several times and take notes
4. Brainstorm an idea for a thesis statement-the interpretation of the analysis
5. Decide on the argument to make and then gather evidence to support that argument
6. Begin to write, keeping in mind the following:
 - Write in the present tense
 - Use third person, i.e., he, she (avoid “I” or “You” statements)
 - Focus on the analysis; avoid writing a plot summary
 - Use literary terms (i.e. character, theme, setting, protagonist, conflict etc.)
 - Support points with evidence from the text (i.e., well-chosen direct quotes from the story)

End of Novel Interpretive Essay

Teaching Points: Charting Character Change in one of the main characters after reading the novel, *Splendors and Glooms*

Analyzing Literature: *Splendors and Glooms*.

Standard(s): CC1.4.7.S

Materials:

- Novel, *Splendors and Glooms*
- Chapter Summaries and notes from reading
- Character Study Maps
- PowerPoint
- Projector/White board/screen/laptop

Connection:

In the past years, we have learned how to look more closely at a piece of literature, more specifically, short stories, and now we are going to apply that knowledge to the novel we have read this quarter.

Has something ever happened to you that caused a change in your life? Why do characters in novels go through changes, and how does it affect their life and who they are as a person?

Give students a chance to respond.

*At this point, we are going to take a closer look at the notes you have taken in reference to the characters in **Splendors and Glooms**. Each one of the characters in the novel has gone through some type of change. We are going to go back and review the changes that have occurred with each of the characters today as a group. Then, by using the character study maps, we are going to summarize the changes in each character. Once we have compiled the list of changes, we will then use that information to develop an analysis essay*

Modeling (I do):

- Write the prompt you will have students for the novel on a piece of poster paper that will remain up throughout the reading of the novel.
- **PROMPT: After reading *Splendors and Glooms*, we will select one of three characters, Parsefall, Dr. Wintermute, or Mrs. Wintermute and we will show through how this character has changed throughout the course of the novel, examining the motivation for this change and the end result for the character using class discussions, character charts, and evidence from the text.**
- Demonstrate as you review the beginning chapters how you take a look at your notes about the characters and your answers to the questions.
- Although there are many other areas you could explore while reading the novel, the changes that occur within a character is where our focus lies.

- REMEMBER, we analyze a character as revealed through a character's thoughts and feelings, speech patterns and actions, the narrator's description, and the reactions of the other characters. Identify the qualities of the character (e.g., courage, cowardice, ambition), and analyze the effect of these qualities on the plot and the resolution of the conflict

Example: Cassandra

After reviewing the first few chapters of the novel, think aloud as you model the completion of the first part of the character chart for Cassandra basing the details on the chapter reviews/journal/reading log. Be sure to include the evidence from the text that supports your interpretation (quote and page number). You may wish to repeat this modeling as you work through the sections of the story. Move to the next few chapters and chart the change.

Independent Practice (You do):

- The students then fill in the character chart for each of the other three (Parsefall, Dr. Wintermute, Mrs. Wintermute) characters. Once all of the character charts are completed with appropriate evidence, the students will choose one as the focus of their essay.
- Based on their decision, the students will develop an essay, with an appropriate thesis and conclusion based on the character chosen with sufficient textual evidence to support their statement.
- Use the Powerpoint included to quickly review the steps in writing an analysis.
- **PROMPT: After reading *Splendors and Glooms*, we will select one of three characters, Parsefall, Mrs. Wintermute, or Dr. Wintermute, and we will show through how this character has changed throughout the course of the novel, examining the motivation for this change and the end result for the character using class discussions, character charts, and evidence from the text**

Closure/Sharing:

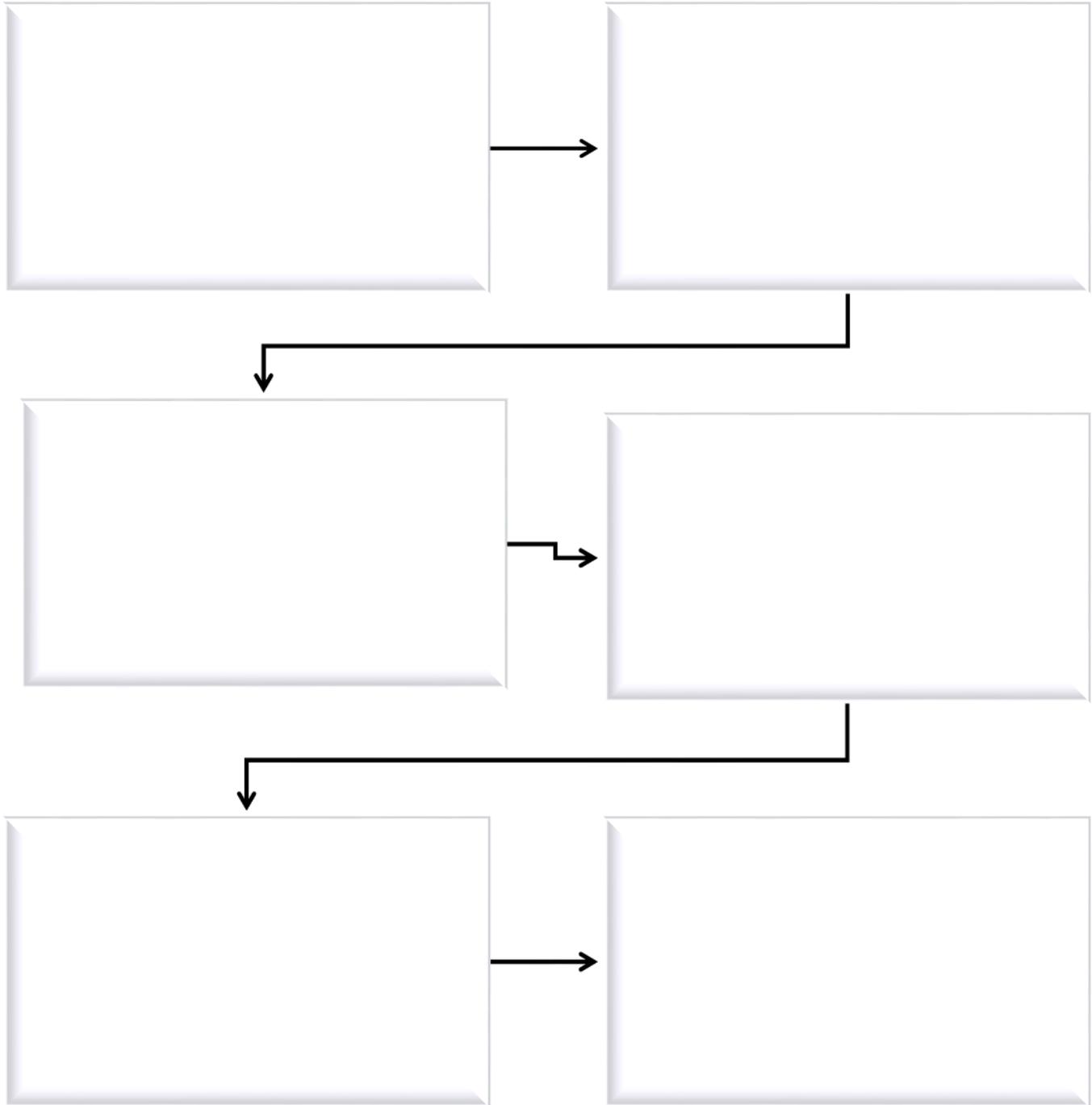
Assessment – Check for Understanding

Teacher can collect students' charts to check that answers in the charts clearly reflect their comprehension of the story. Students' character analysis essays should clearly state the character's change, the motivation for that change, and there should be evidence from the text (based on the journal questions) to support their assertions.

Reflection:

CHARACTER MAP

As you read, *Splendors and Glooms*, create a character map by filling in each box the problems, characteristics, and events of the life of that character. Notice the progression of the boxes, in each of those boxes, trace how the character changes throughout the story. Remember to think of how the author describes him/her, what he/she says, how he/she reacts to other characters, and what he/she says to others.



Make sure that you choose descriptions and WRITE DOWN THE PAGE NUMBERS from where you took the evidence. You will use those as you document your sources. Circle whose chart this is.

Parsefall Mrs. Wintermute Dr. Wintermute Cassandra.