

MISS BRYANT'S FINAL EXAM (STUDY GUIDE)

Your final exam will cover things from January to May. Please take a look at old quizzes, homework, test, essays, vocabulary, handouts, etc. from over the course of this class. This does not apply to students who enrolled near the end of the 9wks. However, you are still responsible for knowing information about Harper Lee and William Shakespeare and familiarity with his works. For those in the Socratic Seminar, you will need to only know information about Act I, Scenes I & II. You also need to familiarize yourself with your readings if you have to. Like your previous quizzes and test, final exams will also be different from student to student. Please do not think about cheating during the exam. Any use of electronic devices, talking, looking around, will result in a zero even if you are done with your exam.

ANALYSIS? Students, please be sure that you at least re-read this play 4TH & 7TH periods (Act I, Scenes I & II) and 6th period (Act I, Scenes 1-5, & Act II, Scenes 1-2), have familiarity with the characters, and their roles. Make sure you are able to write (analyze/analysis), in short answer, what was happening in that moment of the play. This includes, but not limited to the following:

Examples:

“Your father’s right,” she said. “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.” (Ch. 10)

Please review your old *To Kill a Mockingbird (TKAM)* quiz for other passage examples.

Be able to give an analysis of what the elderly people represent in *TKAM*.

Other examples would be the conversation between Sampson and Gregory in the opening Act of the play. Be able to conduct an analysis about what is they are talking about. Be sure to use appropriate terms. I am not asking for a summary about the text, instead, you should focus on what issues are being discussed.

IMPORTANCE OF CHARACTER ROLES, PLACES, OBJECTS, ETC. Students, you should be able to talk about the significance of character’s roles in the literary texts we have read in this class: *To Kill a Mockingbird* and *The Tragedy of Romeo and Juliet*.

Atticus

Boo Radley

Juliet

Lady Capulet

Maycomb, AL.

Mockingbird

Romeo

Scout

Tom Robinson

VOCABULARY. Students, you should be match the definitions to the words. You should also have an understanding of literary devices we have discussed since the beginning of the 3rd 9wks up until now. We have constantly talked about literary devices and how they are used throughout our readings of this course. Please refer to handouts and homework. This includes, but not limited to the following:

Allegory	Tragic flaw
Conflict	Tragedy
Couplets	Exposition
Denouement	Turning point
Ethos	Metaphor
Falling Action	Logos
Symbolism	Oxymoron
The Wooden O / Globe Theater	Other vocabulary from <i>TKAM</i>

SHORT ESSAY. Students, you should be able to conduct a short essay following MLA guidelines. No, you will not have to cite from your book, but you will need to use examples from your book. This shows you read and understood the material. You will have a choice of prompts to choose from. The prompts will consist of the recalling of information. Again, as noted above, please familiarize yourself with the readings form this course. If you failed to read any of the material, more than likely, you will not be able to do well on this portion of the final exam.

SOCRATIC SEMINAR CLASSES. Students, you will need to be able to discuss issues of gender roles, masculinity and femininity, gender stereotypes, the effect of gender stereotypes in society, and you will need to be able to discuss the reading about *The Female of the Species*, by Mindy McGinnis. If you choose to have your questions about McGinnis' book, then you will not be tested over the material about *To Kill a Mockingbird*. But you must read the free chapters that were provided on your classroom website.