

All cakes contain flour,
sugar, water, and milk just as
as all poems, plays,
and novels contain characters,
setting, conflict, point-of-view.

ELEMENTS



However, only
SOME stories
possess
personification,
simile, irony, or
metaphor.

TECHNIQUES

English 10H

Name _____

Literary Elements, Techniques and Rhetorical Devices

1. **Literary Element:** an inherent constituent of all works of narrative fiction—a necessary feature of verbal storytelling that could be found in any written or spoken narrative. All literary pieces contain these elements. Think of them as the “ingredients” that are used to make the cake (flour, sugar, eggs, etc). Look for these when you are stuck. They’re in there!



Examples:

Character(s)- (characterization, motivation, protagonist, antagonist) (The character may be the speaker for a poem or the narrator for a piece of prose.)

Point of View Setting Tone Conflict Theme Structure Mood Diction

Literary Techniques and Rhetorical Devices:

These are tools an author uses to add interest, detail, and emotion to a piece of literature. These techniques devices are not necessary to create the work, but they add “flavor” when they are there. Think of them as the icing and sprinkles on the cake.



2. **Literary Technique:** any of several specific methods the creator of a narrative uses to convey what they want; a strategy used in the making of a narrative to relay information; also called narrative technique, literary device, etc.

Simile Metaphor Personification Onomatopoeia Irony
Oxymoron Flashback Foreshadowing Imagery Symbolism

3. **Rhetorical Device:** a technique that an author or speaker uses to evoke an emotional response and to persuade the audience to view or consider an idea, concept, or point of view from a new perspective (*Rhetorical devices are typically used in speeches).

Logos – appeal to the logic of the audience

Pathos – appeal to the emotion of the audience

Ethos – appeal to the communal tenets of the audience, as women, or a society, or a religion, etc.

Hyperbole Understatement Rhetorical Question Analogy Repetition

Name: _____
 English 10H/Lord of the Flies

Regents Text-Analysis Response

The following is the Regents text-analysis response question as it appears on the NYS Regents Exam:

theme

Your Task: Closely read the text provided on pages 19 and 20 and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author's use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this **central idea**. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response. Write your response in the spaces provided on pages 7 through 9 of your essay booklet.

Guidelines:
Be sure to:

- Identify a central idea in the text
- Analyze how the author's use of *one* writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Examples include: characterization, conflict, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.
- Use strong and thorough evidence from the text to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

NOTE: while the Regents asks for a 2-3 paragraph response, we are instructing you to write a **brief essay of at least four paragraphs**. The following is an outline for writing the Regents text-analysis response:

OUTLINE:

Title
Author
Genre

Introduction

1. Begin with a general statement about the central idea. (1-2 sentences)
2. Include a TAG with the writing strategy/literary element that you will be discussing
3. End with a thesis statement that explains how the writing strategy/literary element develops the central idea. **theme**

Body Paragraphs (one for each example or set of examples)

For each body paragraph:

4-5 examples

1. Begin with a topic sentence about how the writing strategy/literary element is used.
2. Explain using quotes
3. Connect to the central idea.

ICE (Introduce, Cite, Explain)

Conclusion

1. Write 1-2 specific sentences about the text.
2. Write one general statement applying the text to life.

**SAMPLE TEXT-ANALYSIS RESPONSE
TO LANCE MORROW'S "THE MADNESS OF CROWDS"**

More often than not, when people come together in large groups, chaos ensues. In "The Madness of Crowds," Lance Morrow utilizes allusion to highlight the frequent misbehavior that results from large gatherings. As seen in multiple real-life scenarios, when crowds gather, tumultuous times are bound to transpire.

general statement

TAG +
allusion +
THEME

thesis/claim

Morrow cites his "favorite riot" as one that occurred over an esoteric and seemingly innocuous rivalry. He alludes to the violent clashing between fans of two Shakespearean actors in 1849. Although this does not seem cause for great concern, the crowd became so intense that the militia had to be summoned. According to Morrow, "The militia opened fire, and 22 boisterous theater lovers died." By referencing an incident from the nineteenth century, Morrow demonstrates that the tendency for large groups to become unruly is truly timeless.

weave the
quote into
your
discussion

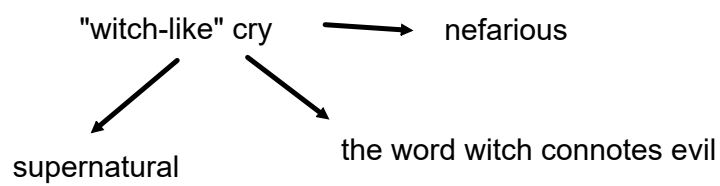
Proving that the more things change, the more they stay the same, Morrow also alludes to the mayhem that occurred at the Woodstock festival of 1999. Although the original Woodstock festival was peaceful in nature, aspects of the 1999 festival created a ripe opportunity for violence to erupt and overshadow the festival's intended purpose. Citing the "overflowing Port-o-Sans" and "rip-off prices" of fast food, Morrow paints an ugly picture of crowds gone awry. He writes, "The crowds made bonfires of accumulated trash heaps and danced around the flames – a Dionysian image for the cameras." Morrow's further allusion to the Greek God Dionysus reminds readers that the crowd was wild and pleasure-seeking, with little care about the repercussions of their actions.

"salt and
pepper"
quotes into
your
sentences

As seen throughout history, people often act differently in crowds than they would as individuals. As Morrow aptly states, "Any crowd... may at any moment become a mob, devolving into a single violent mind." Clearly, one must be wary of mob mentality when cavorting with others.

connect to real life

Golding's inauspicious diction suggests that the boys' time on the island will not end well:



ORGANIZATION

Paragraph #1 the physical setting of the island

Paragraph #2 the description of the boys

OR

Paragraph #1 the beginning of the chapter

Paragraph #2 the end of the chapter

TOPIC SENTENCES FOR BODIES

WRONG:

vague

Golding uses literary elements to make his work more interesting.

Golding uses the word “creepers” to suggest that the jungle vines are eerie.

too specific

CORRECT:

Golding’s diction portrays a spooky atmosphere in the jungle.

DON'T REPEAT AUTHOR'S NAME

WRONG: In the novel Lord of the Flies by William Golding, ~~Golding's~~ diction portrays that things are not always what they seem.

CORRECT: In the novel Lord of the Flies, William Golding's diction portrays that things are not what they appear to be on the island.

An author does not “use a lot of diction in the novel.” That’s like saying he “uses a lot of words in the novel.” Well, of course he does; a novel is composed of words – it doesn’t make sense.

Say, “The author’s diction shows...” or “The diction in this paragraph reveals...”

USING QUOTES

WRONG (Don't "drop" quotes into your writing = QUOTE BOMB)

The boys are described as animalistic. "Eyes shining, mouths open." They are also described as dirty...

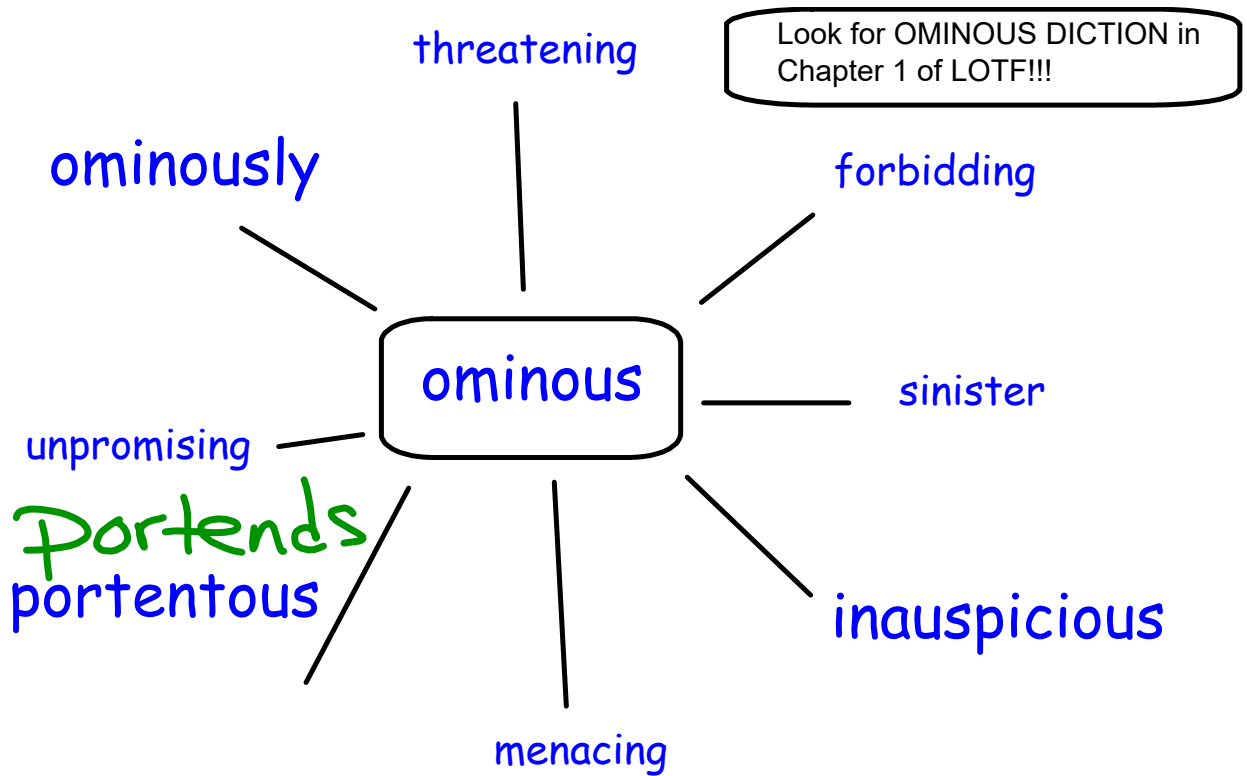
CORRECT (ICE Quotes: Introduce, Cite, Explain = ANALYSIS)

The boys are characterized as animalistic as shown when Golding describes them with, "Eyes shining, mouths open." Golding's description of their "shining" eyes and their open mouths suggests that they are eager and excited like animals before a kill. They are also described as dirty...

USE PRESENT TENSE WHEN YOU WRITE ABOUT LITERATURE


~~The bird emitted a "witch-like cry."~~

The bird emits a "witch-like cry."



Questions to consider: *What is being described? Why does the author use these words? Are there any specific literary elements present? How, if at all, do these examples add to the sense of evil and foreboding that is associated with the setting?*

Ominous Words in Chapter One of LOTF

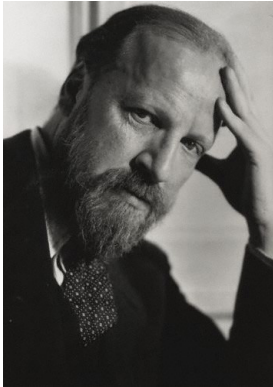
Word	Denotation	Connotation
1. scar (7)	an imprint of an injury or wound, be it mental or physical	damage hurt pain 
2. a witch-like cry (7)		
3. steamy earth (8)		
4. jagged end of a trunk (8)		
5. torn everywhere by the upheaval of fallen trees, scattered with the decaying coconuts and palm saplings (9)		
6. darkness of the forest (9)		
7. skull-like coconuts (10)		
8. long, grinding roar of breakers on the reef (13)		
9. with that word the heat seemed to increase until it became a threatening weight and the lagoon attacked them with a blinding effulgence (14)		
10. enduring the sun's enmity		
11. ill-omened talk (14)		
12. little breezes crept (14)		
13. Here, the eye was first attracted to a black, bat-like creature that danced on the sand, and only later perceived the body above it (19)		
14. then the creature stepped from mirage on to clear sand		

The boys' arrival on the island has negatively impacted the island setting.

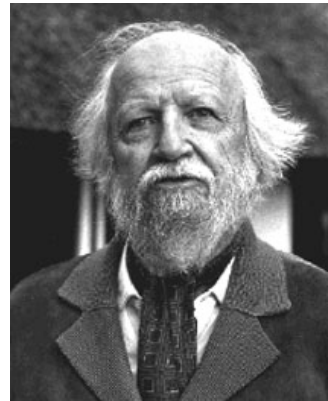
15. The creature was a party of boys (19)

16. Now the forest stirred, roared, flared (28)

- In this episode of the *Waking Up* podcast, Sam Harris speaks with Nicholas Christakis about mob behavior, moral panics, and current threats to free speech. Christakis is a social scientist at Yale University.



William Golding Audio



Attachments

01 Lord of the Flies.wma

10 Lord of the Files (Finale).wma

Golding%27s_Introduction_to_Lord_of_the_Flies (1).mp4