

INDIANA

McDougal Littell

LITERATURE

BRITISH LITERATURE



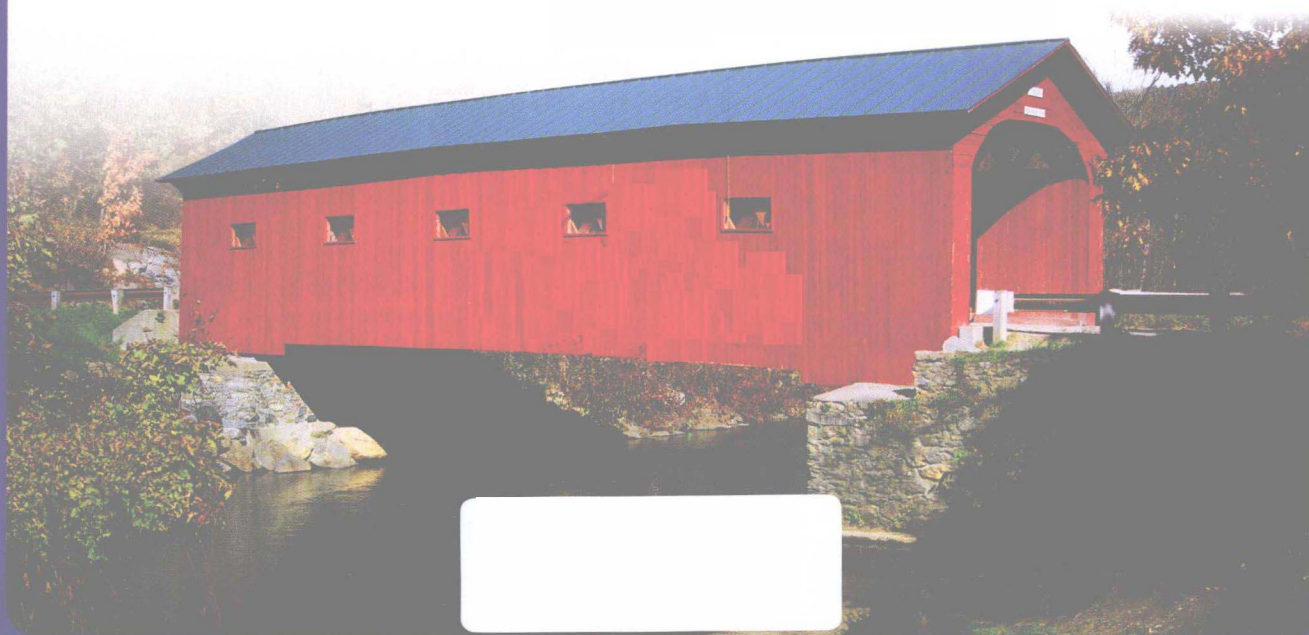
INDIANA



McDougal Littell
LITERATURE

Janet Allen
Arthur N. Applebee
Jim Burke
Douglas Carnine
Yvette Jackson
Robert T. Jiménez
Judith A. Langer

Robert J. Marzano
Mary Lou McCloskey
Donna M. Ogle
Carol Booth Olson
Lydia Stack
Carol Ann Tomlinson



Covered bridge near Kokomo, Indiana © Corbis

 **McDougal Littell**
EVANSTON, ILLINOIS • BOSTON • DALLAS

ACKNOWLEDGMENTS

UNIT 1

Viking Penguin: Excerpt from *Beowulf* translated by Burton Raffel. Copyright © 1963, renewed 1991 by Burton Raffel. Used by permission of Dutton Signet, a division of Penguin Group (USA) Inc.

New York Times: “A Collaboration Across 1,200 Years” by D. J. R. Bruckner from the *New York Times*, July 22, 1997. Copyright © 1997 by the *New York Times*. Reprinted by permission of the *New York Times*.

Farrar, Straus and Giroux, LLC: Excerpt from the *Iliad*, translated by Robert Fitzgerald. Copyright © 1974 by Robert Fitzgerald. Reprinted by permission of Farrar, Straus and Giroux, LLC.

Continued on page R167

ART CREDITS

COVER, TITLE PAGE

Rainy Embankment (1929), Fox Photos. © Hulton Archive/Getty Images.

Continued on page R170

SAT is a registered trademark of the College Board, which was not involved in the production of, and does not endorse, this product.

ACT is a registered trademark of ACT, Inc.

Copyright © 2008 by McDougal Littell, a division of Houghton Mifflin Company. All rights reserved.

Warning: No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or by any information storage or retrieval system without the prior written permission of McDougal Littell unless such copying is expressly permitted by federal copyright law. With the exception of not-for-profit transcription in Braille, McDougal Littell is not authorized to grant permission for further uses of copyrighted selections reprinted in this text without the permission of their owners. Permission must be obtained from the individual copyright owners as identified herein. Address inquiries to Supervisor, Rights and Permissions, McDougal Littell, P.O. Box 1667, Evanston, IL 60204.

ISBN 13: 978-0-618-90188-3

ISBN 10: 0-618-90188-4

2 3 4 5 6 7 8 9—CKI—12 11 10 09 08

INDIANA

McDougal Littell

LITERATURE

BRITISH LITERATURE



SENIOR PROGRAM CONSULTANTS



JANET ALLEN Reading and Literacy Specialist; creator of the popular “It’s Never Too Late”/“Reading for Life” Institutes. Dr. Allen is an internationally known consultant who specializes in literacy work with at-risk students. Her publications include *Tools for Content Literacy*; *It’s Never Too Late: Leading Adolescents to Lifelong Learning*; *Yellow Brick Roads: Shared and Guided Paths to Independent Reading*; *Words, Words, Words: Teaching Vocabulary in Grades 4–12*; and *Testing 1, 2, 3 . . . Bridging Best Practice and High-Stakes Assessments*. Dr. Allen was a high school reading and English teacher for more than 20 years and has taught courses in both subjects at the University of Central Florida. She directed the Central Florida Writing Project and received the Milken Foundation National Educator Award.



ARTHUR N. APPLEBEE Leading Professor, School of Education at the University at Albany, State University of New York; Director of the Center on English Learning and Achievement. During his varied career, Dr. Applebee has been both a researcher and a teacher, working in institutional settings with children with severe learning problems, in public schools, as a staff member of the National Council of Teachers of English, and in professional education. Among his many books are *Curriculum as Conversation: Transforming Traditions of Teaching and Learning*; *Literature in the Secondary School: Studies of Curriculum and Instruction in the United States*; and *Tradition and Reform in the Teaching of English: A History*. He was elected to the International Reading Hall of Fame and has received, among other honors, the David H. Russell Award for Distinguished Research in the Teaching of English.



JIM BURKE Lecturer and Author; Teacher of English at Burlingame High School, Burlingame, California. Mr. Burke is a popular presenter at educational conferences across the country and is the author of numerous books for teachers, including *School Smarts: The Four Cs of Academic Success*; *The English Teacher’s Companion*; *Reading Reminders*; *Writing Reminders*; and *ACCESSing School: Teaching Struggling Readers to Achieve Academic and Personal Success*. He is the recipient of NCTE’s Exemplary English Leadership Award and was inducted into the California Reading Association’s Hall of Fame.



DOUGLAS CARNINE Professor of Education at the University of Oregon; Director of the Western Region Reading First Technical Assistance Center. Dr. Carnine is nationally known for his focus on research-based practices in education, especially curriculum designs that prepare instructors of K-12 students. He has received the Lifetime Achievement Award from the Council for Exceptional Children and the Ersted Award for outstanding teaching at the University of Oregon. Dr. Carnine frequently consults on educational policy with government groups, businesses, communities, and teacher unions.



YVETTE JACKSON Executive Director of the National Urban Alliance for Effective Education. Nationally recognized for her work in assessing the learning potential of underachieving urban students, Dr. Jackson is also a presenter for the Harvard Principal Center and is a member of the Differentiation Faculty of the Association for Supervision and Curriculum Development. Dr. Jackson’s research focuses on literacy, gifted education, and cognitive mediation theory. She designed the Comprehensive Education Plan for the New York City Public Schools and has served as their Director of Gifted Programs and Executive Director of Instruction and Professional Development.



ROBERT T. JIMÉNEZ Professor of Language, Literacy, and Culture at Vanderbilt University. Dr. Jiménez’s research focuses on the language and literacy practices of Latino students. A former bilingual education teacher, he is now conducting research on how written language is thought about and used in contemporary Mexico. Dr. Jiménez has received several research and teaching honors, including two Fulbright awards from the Council for the International Exchange of Scholars and the Albert J. Harris Award from the International Reading Association. His published work has appeared in the *American Educational Research Journal*, *Reading Research Quarterly*, *The Reading Teacher*, *Journal of Adolescent and Adult Literacy*, and *Lectura y Vida*.



JUDITH A. LANGER Distinguished Professor at the University at Albany, State University of New York; Director of the Center on English Learning and Achievement; Director of the Albany Institute for Research in Education. An internationally known scholar in English language arts education, Dr. Langer specializes in developing teaching approaches that can enrich and improve what gets done on a daily basis in classrooms. Her publications include *Getting to Excellent: How to Create Better Schools* and *Effective Literacy Instruction: Building Successful Reading and Writing Programs*. She was inducted into the International Reading Hall of Fame and has received many other notable awards, including an honorary doctorate from the University of Uppsala, Sweden, for her research on literacy education.



ROBERT J. MARZANO Senior Scholar at Mid-Continent Research for Education and Learning (McREL); Associate Professor at Cardinal Stritch University in Milwaukee, Wisconsin; President of Marzano & Associates. An internationally known researcher, trainer, and speaker, Dr. Marzano has developed programs that translate research and theory into practical tools for K-12 teachers and administrators. He has written extensively on such topics as reading and writing instruction, thinking skills, school effectiveness, assessment, and standards implementation. His books include *Building Background Knowledge for Academic Achievement*; *Classroom Management That Works: Research-Based Strategies for Every Teacher*; and *What Works in Schools: Translating Research Into Action*.



DONNA M. OGLE Professor of Reading and Language at National-Louis University in Chicago, Illinois; Past President of the International Reading Association. Creator of the well-known KWL strategy, Dr. Ogle has directed many staff development projects translating theory and research into school practice in middle and secondary schools throughout the United States and has served as a consultant on literacy projects worldwide. Her extensive international experience includes coordinating the Reading and Writing for Critical Thinking Project in Eastern Europe, developing integrated curriculum for a USAID Afghan Education Project, and speaking and consulting on projects in several Latin American countries and in Asia. Her books include *Coming Together as Readers*; *Reading Comprehension: Strategies for Independent Learners*; *All Children Read*; and *Literacy for a Democratic Society*.



CAROL BOOTH OLSON Senior Lecturer in the Department of Education at the University of California, Irvine; Director of the UCI site of the National Writing Project. Dr. Olson writes and lectures extensively on the reading/writing connection, critical thinking through writing, interactive strategies for teaching writing, and the use of multicultural literature with students of culturally diverse backgrounds. She has received many awards, including the California Association of Teachers of English Award of Merit, the Outstanding California Education Research Award, and the UC Irvine Excellence in Teaching Award. Dr. Olson's books include *Reading, Thinking, and Writing About Multicultural Literature* and *The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom*.



CAROL ANN TOMLINSON Professor of Educational Research, Foundations, and Policy at the University of Virginia; Co-Director of the University's Institutes on Academic Diversity. An internationally known expert on differentiated instruction, Dr. Tomlinson helps teachers and administrators develop effective methods of teaching academically diverse learners. She was a teacher of middle and high school English for 22 years prior to teaching at the University of Virginia. Her books on differentiated instruction have been translated into eight languages. Among her many publications are *How to Differentiate Instruction in Mixed-Ability Classrooms* and *The Differentiated Classroom: Responding to the Needs of All Learners*.

ENGLISH LEARNER SPECIALISTS



MARY LOU MCCLOSKEY Past President of Teachers of English to Speakers of Other Languages (TESOL); Director of Teacher Development and Curriculum Design for Educo in Atlanta, Georgia. Dr. McCloskey is a former teacher in multilingual and multicultural classrooms. She has worked with teachers, teacher educators, and departments of education around the world on teaching English as a second and foreign language. She is author of *On Our Way to English*, *Voices in Literature*, *Integrating English*, and *Visions: Language, Literature, Content*. Her awards include the Le Moyne College Ignatian Award for Professional Achievement and the TESOL D. Scott Enright Service Award.



LYDIA STACK International ESL consultant. Her areas of expertise are English language teaching strategies, ESL standards for students and teachers, and curriculum writing. Her teaching experience includes 25 years as an elementary and high school ESL teacher. She is a past president of TESOL. Her awards include the James E. Alatis Award for Service to TESOL (2003) and the San Francisco STAR Teacher Award (1989). Her publications include *On Our Way to English*; *Wordways: Games for Language Learning*; and *Visions: Language, Literature, Content*.

CURRICULUM SPECIALIST



WILLIAM L. MCBRIDE Curriculum Specialist. Dr. McBride is a nationally known speaker, educator, and author who now trains teachers in instructional methodologies. A former reading specialist, English teacher, and social studies teacher, he holds a Masters in Reading and a Ph.D. in Curriculum and Instruction from the University of North Carolina at Chapel Hill. Dr. McBride has contributed to the development of textbook series in language arts, social studies, science, and vocabulary. He is also known for his novel *Entertaining an Elephant*, which tells the story of a burned-out teacher who becomes re-inspired with both his profession and his life.

MEDIA SPECIALISTS



DAVID M. CONSIDINE Professor of Instructional Technology and Media Studies at Appalachian State University in North Carolina. Dr. Considine has served as a media literacy consultant to the U.S. government and to the media industry, including Discovery Communications and Cable in the Classroom. He has also conducted media literacy workshops and training for county and state health departments across the United States. Among his many publications are *Visual Messages: Integrating Imagery into Instruction*, and *Imagine That: Developing Critical Viewing and Thinking Through Children's Literature*.



LARKIN PAULUZZI Teacher and Media Specialist; trainer for the New Jersey Writing Project. Ms. Pauluzzi puts her extensive classroom experience to use in developing teacher-friendly curriculum materials and workshops in many different areas, including media literacy. She has led media literacy training workshops in several districts throughout Texas, guiding teachers in the meaningful and practical uses of media in the classroom. Ms. Pauluzzi has taught students at all levels, from Title I Reading to AP English IV. She also spearheads a technology club at her school, working with students to produce media and technology to serve both the school and the community.



LISA K. SCHEFFLER Teacher and Media Specialist. Ms. Scheffler has designed and taught media literacy and video production curriculum, in addition to teaching language arts and speech. Using her knowledge of mass communication theory, coupled with real classroom experience, she has developed ready-to-use materials that help teachers incorporate media literacy into their curricula. She has taught film and television studies at the University of North Texas and has served as a contributing writer for the Texas Education Agency's statewide viewing and representing curriculum.



INDIANA TEACHER ADVISORS

Dr. Barbara Barger
New Albany-Floyd Schools
New Albany, IN

April Isaacs
Tri High School
Straughn, IN

Faye Kachur
Wheeler High School
Valparaiso, IN

Christine Kibler-Wheeler
Merrillville High School
Merrillville, IN

Brent Oliver
Greenfield-Central
High School
Greenfield, IN

NATIONAL TEACHER ADVISORS

These are some of the many educators from across the country who played a crucial role in the development of the tables of contents, the lesson design, and other key components of this program:

Virginia L. Alford
MacArthur High School
San Antonio, Texas

Yvonne L. Allen
Shaker Heights High School
Shaker Heights, Ohio

Dave T. Anderson
Hinsdale South High School
Darien, Illinois

Kacy Colleen Anglim
Portland Public Schools District
Portland, Oregon

Beverly Scott Bass
Arlington Heights High School
Fort Worth, Texas

Jordana Benone
North High School
Torrance, California

Patricia Blood
Howell High School
Farmingdale, New Jersey

Marjorie Bloom
Eau Gallie High School
Melbourne, Florida

Edward J. Blotzer
Wilksburg Junior/Senior
High School,
Wilksburg, Pennsylvania

Stephen D. Bournes
Evanston Township High School
Evanston, Illinois

Barbara M. Bowling
Mt. Tabor High School
Winston-Salem, North Carolina

Kiala Boykin-Givehand
Duval County Public Schools
Jacksonville, Florida

Laura L. Brown
Adlai Stevenson High School
Lincolnshire, Illinois

Cynthia Burke
Yavneh Academy
Dallas, Texas

Hoppy Chandler
San Diego City Schools
San Diego, California

Gary Chmielewski
St. Benedict High School
Chicago, Illinois

Delorse Cole-Stewart
Milwaukee Public Schools
Milwaukee, Wisconsin

L. Calvin Dillon
Gaither High School
Tampa, Florida

Dori Dolata
Rufus King High School
Milwaukee, Wisconsin

Jon Epstein
Marietta High School
Marietta, Georgia

Helen Ervin
Fort Bend Independent
School District
Sugarland, Texas

Sue Friedman
Buffalo Grove High School
Buffalo Grove, Illinois

Chris Gee
Bel Air High School
El Paso, Texas

Paula Grasel
The Horizon Center
Gainesville, Georgia

Christopher Guarraia
Centreville High School
Clifton, Virginia

Rochelle L. Greene-Brady
Kenwood Academy
Chicago, Illinois

Michele M. Hettinger
Niles West High School
Skokie, Illinois

Elizabeth Holcomb
Forest Hill High School
Jackson, Mississippi

Jim Horan
Hinsdale Central High School
Hinsdale, Illinois

James Paul Hunter
Oak Park-River Forest
High School
Oak Park, Illinois

Susan P. Kelly
Director of Curriculum
Island Trees School District
Levittown, New York

Beverly A. Lanier
Varina High School
Richmond, Virginia

Pat Laws
Charlotte-Mecklenburg
Schools
Charlotte, North Carolina

Diana R. Martinez
Treviño School of
Communications & Fine Arts
Laredo, Texas

Natalie Martinez
Stephen F. Austin High School
Houston, Texas

Elizabeth Matarazzo
Ysleta High School
El Paso, Texas

Carol M. McDonald

J. Frank Dobie High School
Houston, Texas

Amy Millikan

Consultant
Chicago, Illinois

Terri Morgan

Caprock High School
Amarillo, Texas

Eileen Murphy

Walter Payton
Preparatory High School
Chicago, Illinois

Lisa Omark

New Haven Public Schools
New Haven, Connecticut

Kaine Osburn

Wheeling High School
Wheeling, Illinois

Andrea J. Phillips

Terry Sanford High School
Fayetteville, North Carolina

Cathy Reilly

Sayreville Public Schools
Sayreville, New Jersey

Mark D. Simon

Neuqua Valley High School
Naperville, Illinois

Nancy Sjostrom

Fenwick High School
Oak Park, Illinois

Scott Snow

Sequin High School
Arlington, Texas

Jane W. Speidel

Brevard County Schools
Viera, Florida

Cheryl E. Sullivan

Lisle Community School
District
Lisle, Illinois

Anita Usmiani

Hamilton Township
Public Schools
Hamilton Square, New Jersey

Linda Valdez

Oxnard Union
High School District
Oxnard, California

Nancy Walker

Longview High School
Longview, Texas

Kurt Weiler

New Trier High School
Winnetka, Illinois

Elizabeth Whittaker

Larkin High School
Elgin, Illinois

Linda S. Williams

Woodlawn High School
Baltimore, Maryland

John R. Williamson

Fort Thomas
Independent Schools
Fort Thomas, Kentucky

Anna N. Winters

Simeon High School
Chicago, Illinois

Tonora D. Wyckoff

North Shore Senior High School
Houston, Texas

Karen Zajac

Glenbard South High School
Glen Ellyn, Illinois

Cynthia Zimmerman

Mose Vines Preparatory
High School
Chicago, Illinois

Lynda Zimmerman

El Camino High School
South San Francisco, California

Ruth E. Zurich

Brown Deer High School
Brown Deer, Wisconsin

INDIANA



OVERVIEW

Indiana Student's Edition

TABLE OF CONTENTS WITH INDIANA STANDARDS **IN12**

STUDENT GUIDE TO STANDARDIZED TEST SUCCESS **IN39**

- Understanding the Indiana Academic Standards
- Embedded Assessment Practice
- Preparing for the ACT/SAT
- ACT/SAT Strategies and Preparation

LESSONS WITH EMBEDDED STANDARDS INSTRUCTION



Look for the Indiana symbol throughout the book. It highlights targeted performance indicators to help you succeed on classroom assessments.

INDIANA ACADEMIC STANDARDS FOR ENGLISH/LANGUAGE ARTS **S1**



Covered bridge near Kokomo, Indiana © Corbis



INDIANA CONTENTS IN BRIEF

STUDENT GUIDE TO STANDARDIZED TEST SUCCESS

- Understanding the Indiana Academic Standards
- Embedded Assessment Practice
- Preparing for the ACT/SAT
- ACT/SAT Strategies and Practice

INTRODUCTORY UNIT

Exploring British Literature

LITERARY ESSENTIALS WORKSHOP

Literary Movements
Using Critical Lenses
Strategies for Reading British Literature

WRITING ESSENTIALS WORKSHOP

Critical Thinking Skills and Writing
Writing Process Review



UNIT 1: The Origins of a Nation THE ANGLO-SAXON AND MEDIEVAL PERIODS

449–1485

The Anglo-Saxon Epic
Reflections of Common Life
The Age of Chaucer
Medieval Romance

UNIT 2: A Celebration of Human Achievement THE ENGLISH RENAISSANCE

1485–1660

Pastoral Poems and Sonnets
Shakespearean Drama
The Rise of Humanism
Spiritual and Devotional Writings
The Metaphysical and Cavalier Poets

UNIT 3: Tradition and Reason THE RESTORATION AND THE 18TH CENTURY

1660–1798

Social Observers
Satirical Voices
The Age of Johnson
The Rise of Women Writers





UNIT 4: Emotion and Experimentation **THE FLOWERING OF ROMANTICISM**

1798–1832

Revolt Against Neoclassicism

The Lake Poets

The Late Romantics

UNIT 5: An Era of Rapid Change **THE VICTORIANS**

1832–1901

The Influence of Romanticism

Realism in Fiction

Victorian Viewpoints

UNIT 6: New Ideas, New Voices **MODERN AND CONTEMPORARY** **LITERATURE**

1901–PRESENT

The Challenge of Modernism

The Irish Literary Renaissance

Responses to War and Colonialism

Postwar Writers

Legacy of Empire

UNIT 7: Investigation and Discovery **THE POWER OF RESEARCH**



LITERATURE AND READING CENTER

- Author Biographies
- Additional Selection Background
- Literary Analysis Frames
- Power Thinking Activities

WRITING AND GRAMMAR CENTER

- Interactive Writing Models
- Interactive Revision
- Writing Templates and Graphic Organizers
- Writing Prompts
- Publishing Options
- Quick-Fix Editing Machine

VOCABULARY CENTER

- Vocabulary Strategies and Practice
- Multi-Language Glossary of Academic Vocabulary
- Vocabulary Flashcards

MEDIA CENTER

- Production Templates
- Analysis Guides

RESEARCH CENTER

- Web Research Guide
- Citation Guide

ASSESSMENT CENTER

- Assessment Practice and Test-Taking Tips
- ACT/SAT Practice and Tips

MORE TECHNOLOGY

eEdition

- Interactive Selections
- Audio Summaries

WriteSmart

- Interactive Student Models
- Interactive Graphic Organizers
- Interactive Revision Lessons
- Rubric Generator
- Writing Prompts

MediaSmart DVD

- Media Lessons
- Interactive Media Studies

INDIANA



STUDENT GUIDE TO STANDARDIZED TEST SUCCESS

UNDERSTANDING THE INDIANA ACADEMIC STANDARDS IN40

- What are the Indiana Academic Standards?
- How will I learn the Indiana Academic Standards?

EMBEDDED ASSESSMENT PRACTICE IN42

PREPARING FOR THE ACT/SAT* IN43

- What are the ACT and SAT?

ACT/SAT STRATEGIES AND PREPARATION IN45

ANSWER KEY WITH EXPLANATION S8

STANDARDIZED TEST SUCCESS



Covered bridge near Kokomo, Indiana © Corbis

**SAT is a registered trademark of the College Board, which was not involved in the production of, and does not endorse, this product.*

Understanding the Indiana Academic Standards

What are the Indiana Academic Standards?

The Indiana Academic Standards outline what you should know and be able to do at each grade level, not only for success in taking tests like the ACT and SAT, but also so that you will be well equipped for everyday life and the workplace. Your teacher uses the standards to create a course of instruction that will help you develop the skills and knowledge you are expected to have by the end of grade 12.

How will I learn the Indiana Academic Standards?

Your textbook is closely aligned to the Indiana Academic Standards for English/language arts, so that every time you learn or practice a skill, you are mastering one of the standards. Each unit, each selection, and each workshop connects to one or more of the standards which are listed on the opening page of the section.



*For a complete listing
of Indiana Content
Standards see page S1*

The Indiana Academic Standards for English/language arts are divided into seven groups:

1. **READING:** Word Recognition, Fluency, and Vocabulary Development
2. **READING:** Comprehension and Analysis of Nonfiction and Informational Text
3. **READING:** Comprehension and Analysis of Literary Text
4. **WRITING:** Processes and Features
5. **WRITING:** Applications (Different Types of Writing and Their Characteristics)
6. **WRITING:** English Language Conventions
7. **LISTENING AND SPEAKING:** Skills, Strategies, and Applications

These seven groups are further broken down into performance indicators. Performance indicators describe what you must learn to master the standard. Indiana uses a special numbering system to identify the grade level, the standard, and the performance indicator.

INDIANA STANDARD DECODER

*Indicates
a Grade 12
Standard*

12.3.4

*Identifies the
Performance Indicator:*

4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

Indicates Standard 3:

Reading: Comprehension and Analysis of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 12, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

Embedded Assessment Practice

Each unit has a formatted practice test that covers specific standards-based skills.

ASSESSMENT PRACTICE LOCATOR

UNIT 1 pg 274

The Anglo-Saxon and Medieval Periods

- *Characteristics of an Epic*
 - *Epic Hero*
 - *Universal Themes*
- *Reading Old English Poetry*
 - *Alliteration*
 - *Kenning*
- *Characterization*
- *Character Traits*
- *Irony*
- *Make Inferences*
- *Latin Words and Roots*
- *Multiple-Meaning Words*
- *Participial Phrases*
- *Adjectives and Verbs*

UNIT 2 pg 538

The English Renaissance

- *Sonnet Form*
- *Rhyme Scheme*
- *Imagery*
- *Personification*
- *Metaphysical Conceit*
- *Summarize*
- *Formal Language*
- *Parallelism*

UNIT 3 pg 726

The Restoration and the 18th Century

- *Author's Purpose*
- *Proposition and Support*
- *Counterargument*
- *Draw Conclusions*
- *Suffixes*
- *Dictionary*
- *Subordinate Clauses*

UNIT 4 pg 882

The Flowering of Romanticism

- *Figurative Language*
 - *Simile*
 - *Metaphor*
 - *Apostrophe*
- *Sound Devices*
 - *Consonance*
 - *Assonance*
 - *Alliteration*
 - *Onomatopoeia*
- *Imagery*
- *Romanticism*
- *Stanza Structure*
- *Add Emphasis*
- *Use Personification*

UNIT 5 pg 1064

The Victorians

- *Characteristics of Realism*
 - *Theme*
- *Third-Person Omniscient Point of View*
- *Tone*
- *Speaker*
- *Make Inferences*
- *Context Clues*
- *Prefixes*
- *Prepositional Phrases*
- *Sensory Modifiers and Verbs*

UNIT 6 pg 1364

Modern and Contemporary Literature

- *Theme*
- *Setting*
- *First-Person Point of View*
- *Draw Conclusions*
- *Media: Persuasive Techniques*
- *Figurative and Literal Meanings*
- *Prefixes*
- *Sentence Types*

UNIT 7 pg 1372

The Power of Research

- *Research Strategies* pg 1376
- *Writing Research Papers* pg 1392

Preparing for the ACT/SAT

What are the ACT and SAT?

High school seniors often need to take standardized tests, especially if they are considering going to college. This section will introduce you to the formats used by two of the most common standardized tests you may take: the ACT and the SAT. Studying these formats and completing the practice items will help prepare you for the tests and make you a more confident test taker.

| HOW THE TESTS COMPARE | |
|---|---|
| ACT | SAT |
| Required for admission at many colleges | Required for admission at many colleges |
| Tests achievement in English, reading, science reasoning, and math | Tests critical reading skills, math, and writing |
| Tests grammar skills | Tests grammar skills |
| Tests vocabulary skills | Places more emphasis on vocabulary |
| Multiple choice with an optional essay | Mostly multiple choice with an essay and 10 student-determined math questions |
| Does not penalize guessing, so answer every question | Penalizes guessing, so skip a question if you cannot eliminate any answer choices |
| Scores range from 1 to 36 for each of the four tests; a composite score, which is the average of the four test scores, can also range from 1–36 | Scores range from 200 to 800 for each of the three sections |