

UNIT 1  
REVIEW ACTIVITIES  
&  
CANADIAN LITERATURE





# Unit 1

## Part A: Review Activities

## Part B: Canadian Literature

*Poetry, short fiction and nonfiction*



### PART A

These review activities are intended to help you to think about the literary terms and to decide which ones you will need to learn more about before you begin to write your **Reading Responses**. There are many combinations of correct answers. When you are unsure, use a dictionary. Please write your answers in your **Learning Journal**. The terms you will review are on page 68 of this manual.

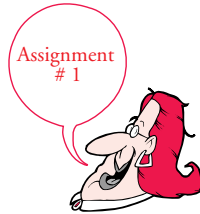
1. List **six** terms you know very well and would easily recognize in literature.
2. List **five** terms you would be more likely to find in poetry rather than in prose.
3. List **five** terms you would be more likely to find in prose rather than in poetry.
4. List **five** terms you would be just as likely to find in poetry as in prose.
5. List **three** terms you might use in discussing drama.
6. List **four** terms that you need to remind yourself of the correct spelling.
7. List **four** terms that you are not sure of and need to look up meaning in the dictionary.
8. Write **three** pairs of terms that are often thought of together or that have similar meanings.  
(e.g. Simile and metaphor are often thought of together because both are forms of comparison)
9. List **three** techniques you often use in your own writing.
10. List **three** techniques you enjoy in the literature you read.

## PART B

### LITERARY EXPERIENCES, VOLUME TWO

Iveson, Margaret L., John E. Oster, and Jill Kedersha McClay

## PERSONAL REFLECTION

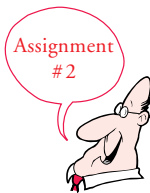


In your **Learning Journal**, write an entry (150 word minimum) detailing some of your own experiences in the field of Canadian Literature. Name some Canadian authors you have read. Have you enjoyed their writing? Have you learned from their writing? Have you met any Canadian authors? (Please refer back to the “Welcome...” section of this booklet for the suggestions and requirements for writing in your **Learning Journal**.)

**Begin in Nova Scotia**

## POETRY

Read “An Exchange of Gifts” by Alden Nowlan (page 2 of Literary Experiences)



### Notes:

1. It is always best to read a poem several times. This will give you time to think about and notice more about the poet’s ideas, use of language, use of punctuation, and the line breaks.

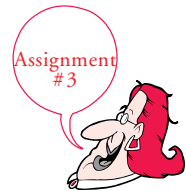
2. When using quotations from poetry to make your ideas clear, you have two style options. One is to write the poetry lines, centered on your page, exactly as they appear in the publication. The second style option is to incorporate your quoted lines into your paragraph, showing the line breaks with a backward slash. (e.g. “Mary had a little lamb/Its fleece was white as snow/And everywhere that Mary went/The lamb was sure to go.”)

**Respond:** Write a **Reading Response** to show your understanding of Alden Nowlan’s poem. (Please refer back to the “Welcome...” section of this booklet for the suggestions and requirements for writing Reading Responses.)

After you have revised and proofread your **Reading Response** to the poem, write a final, improved draft. Attach the first draft to the back of the final draft.

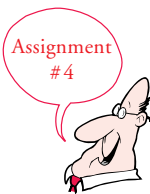
## PROSE

Read either “The First Born Son” by Ernest Buckler (page 278) or “The Lost Salt Gift of Blood” by Alistair MacLeod (page 289)



**Respond:** Write a **Reading Response** to show your understanding of the short story you chose to read. (See sample **Reading Response** page 70.) After you have revised and proofread your **Reading Response** to the short story, write a final improved draft. Attach the first draft to the back of the final draft.

## RESEARCH



Using three different sources, research to find information about **one** of the Nova Scotian authors you have read for Unit 1. In your **Learning Journal**, organize your notes under the topic, author’s name as shown below, and under the headings shown in the table below. It is expected that you will find a minimum of four facts for each of the three sub-topics: personal life, writing career, and other.

### TOPIC: AUTHORS’S NAME

Sources	Personal Life	Writing Career	Other
		Beneath your notes taken from one source, draw a horizontal line across your page.	

### Research Hints:

- Use your reference book, Checkmate:
- When recording the sources, follow the MLA format described on pages 372 - 394.
  - For suggested reference resources, see page 333.
  - If you are using websites, pages 341 and 342 offer “some guidelines for evaluating websites”.

Do not copy information word-for-word. Instead, write in point form. For example, you might read “Chris Writer, the youngest of three children in his family, was born

in Truro in 1907, just two months after the devastating destruction of the Halifax Explosion.” Under the sub-topic “personal life”, you would list the following point-form notes:

- born Truro 1907
- two siblings

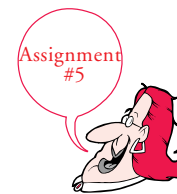
If you find wording that you think you might use in your own writing, put quotations around the phrase or sentence(s) in your notes and record the page number for future reference.

Beneath your notes taken from one source, draw a horizontal line across your page. This will serve as a divider between the information gathered from each separate source.

You may use the Internet to help you in your research. Key words to search under include: Writers’ Federation of Nova Scotia, Canada Council, National Library of Canada, Writers’ Union Of Canada.

**Continue Across Canada**

## READ AND RESPOND



Select and read any three poems, three essays, and three short stories from Literary Experiences, Volume Two. You may want to make choices based on a particular theme, or you may want to plan to “visit” certain regions of Canada. The box at the top of page 6 suggests a way to make thoughtful choices.

### Indexes

To help you make thoughtful choices, the editors of *Literacy Experiences, Volume Two* have provided the following indexes at the back of the anthology:

Author Biographies  
 Index of Titles  
 Index of Authors  
 Index of Selections by Genre  
 Index of Selections by Theme  
 Index of Selections by Author  
 Nationality

In your **Learning Journal**, make a list of your **nine** selections and the authors. Write a **Reading Response** for any **six** of your nine selections. Submit the list and the six responses to your marker. It is recommended that you wait until you have received the evaluation and comments on assignment 5 before proceeding with assignment 6.

### FINAL DRAFT RESPONSES

Choose your best two responses. Write a final, improved draft of each. Attach the first draft to the back of each final draft.

Assignment #6



### RESEARCH

Find information on any **two** of the authors you have read. Follow the same research requirements given in assignment 4, keeping your well-organized notes in your **Learning Journal**.

Assignment #7



### VOCABULARY DEVELOPMENT

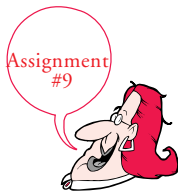
In your **Learning Journal**, create a Vocabulary Development list by choosing ten words from the various readings you have completed for this unit. These words may be new to you, or they may be words you were not sure of spelling or meaning, or they may simply be words you find interesting. For each of the ten words, follow these steps:

Assignment #8



1. **Spelling:** Write the word correctly.
2. **Pronounce** it aloud.
3. **Context:** In quotations, copy the exact sentence in which the author used the word. Give the correct in-text citation by putting the author's last name and the page number. (See *Checkmate*, page 366, "Author Not Mentioned in a Signal Phrase".)
4. **Original Sentence:** Create your own sentence using the word correctly. (You may need to look the word up in a dictionary before you write your sentence.)

**DO ONE OF THE  
FOLLOWING FIVE  
ACTIVITIES LISTED  
BELOW**



- Each entry is a hanging indent, where the first line is typed flush left.

**Activity D: Audio Presentation**

Choose **one** of the poems you read for this unit. Then, prepare an audio presentation in which you introduce the poem and read it aloud. The introduction should give some basic facts about the poem (author, title, copyright, theme) as well as your brief comment on the poem. Select music to add interest to your presentation.

**Activity E: Survey of Opinions**

From the readings you have done in this unit, choose a topic on which you would like to hear the views of others. This topic may connect to an author, to a theme, to a genre of writing, or to another aspect of your readings. Develop a minimum of **eight** related questions to ask in a survey of at least 10 people. As you conduct your survey, make clear, point-form notes on the answers given.

Then, make a series of colourful graphs or charts clearly labelled to show the findings of your survey. Accompany your graphs/charts with a paragraph of your own conclusions and comments.

**Activity A: Magazine Article**

Write a magazine article (400 word minimum) about an author you have read and researched. Before you begin, decide the intended audience for your magazine article.

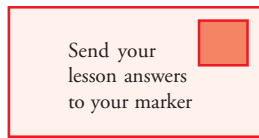
**Activity B: Information Technology**

Create an informative Web page for an author you have read and researched. Provide the page on a standard formatted floppy disk or provide a universal resource locator (URL) where the page may be viewed.

**Activity C: Language Collage**

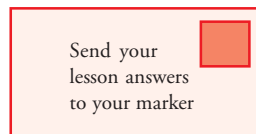
Create a collection of **six** “best lines” from the readings you have done in this unit. You may choose lines because you especially like how they are written or because you like what they mean. In brackets after each quotation, write the author’s name. Then, for each of these best lines, find or draw a visual that complements the idea(s) in the line. Organize your collection in an interesting and colourful display. On the back of your display, include a “Works Cited” page. See page 409 of Checkmate for a sample. You will notice three rules in blue font:

- List of works cited begins on a separate page.
- List is alphabetized by the authors’ last names.



Remember this symbol! It is time to double check that you have submitted all your unit work to your marker.

**At the end of each unit there is a box indicating the assignments to be sent to the marker and the value of each assignment.**



## UNIT 1 - OVERVIEW OF ASSIGNMENTS AND VALUES:

Assignment #	Description	Assessment Category	Value
<b>PART A:</b>	Review Activities	Learning Journal	20
<b>PART B:</b>			
1	Personal Reflection	Learning Journal	10
2	Response to Poetry	Unit Assignment	20
3	Response to Prose	Unit assignment	20
4	Research Notes	Learning Journal	10
5	Six Rough Draft Responses	Unit Assignment	30
6	Two Final Draft Responses	Unit Assignment	20
7	Research Notes	Learning Journal	20
8	Vocabulary Development	Learning Journal	10
9	Activity Choice	Major Assignment	30