SMALL-GROUP EXERCISES FOR LITERATURE ANALYSIS

These exercises can be used for Short Fiction, Novella, Novel, Drama, or Film. They can also be altered to function as pre-class assignments/homework.

# Think, Pair, Share: Character Analysis

**List**: As a class, list all the characters covered in today's reading.

**Think**: Individually, write one trait or descriptor for each character on the list and include one quotation that demonstrates this trait or descriptor. Use the table below to help organize your thoughts.

*Instructors may project this table on a screen and then ask students to complete it using notebook paper, a shared Google Drive, or a discussion forum in the class’s learning management system (LMS).*

|  |  |  |
| --- | --- | --- |
| Character  | Trait or Characteristic  | Quotation (include chapter and page number, if possible) |
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**Pair**: In assigned pairs, each student should identify the character they find most interesting and explain why. Be sure to refer to the trait you identified and the quotation you chose in the “Think” portion of this assignment. After discussing for a few minutes, do one of the following things:

* Write an email as if you are this character and are writing to another character in the book.
* Create a personal ad that this character might write.
* Create a social media post that this character might write. Feel free to include pictures, if you like.

**Share**: If you are using a Google Drive for the class or Canvas (or another LMS, such as Blackboard, Schoology, etc.), have students post their email/ad/post in a shared drive folder or on a discussion board so that everyone can see their work. Ask for volunteers to read their work out loud. If you have a quiet class, ask students to read each other’s posts out loud and assign who is to read which post.

# Think, Pair, Share: Setting Analysis

**List**: As a class, list all the settings covered in today's reading.

**Think**: Individually, list one descriptor or specific aspect for each setting on the list and include one quotation that demonstrates this descriptor or descriptor. (Use the table below to help organize your thoughts.)

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| --- | --- | --- |
| Setting  | Descriptor or Specific Aspect | Quotation (include chapter and page number, if possible) |
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**Pair**: In assigned pairs, each student should identify the setting they find most interesting and explain why. After discussing for a few minutes, do one of the following things, as appropriate to the particular setting:

* Write an Airbnb or VRBO description for the setting you chose to discuss. Include all the details you’d find in an actual ad for a short-term rental property.
* Create a travel flyer, including images and text, encouraging travelers to visit the location.

**Share**: If you are using a Google Drive for the class or Canvas (or another LMS, such as Blackboard, Schoology, etc.), have students post their ad/flyer in a shared drive folder or on a discussion board so that everyone can see their work. Ask for volunteers to read their work out loud. If you have a quiet class, ask students to read each other’s posts out loud and assign who is to read which post.

# Think, Pair, Share: Symbolism Analysis

**List**: As a class, list all the symbols covered in today's reading.

**Think**: Individually, identify whether each symbol is widespread or text-specific. Include one quotation that demonstrates this distinction. Use the table below to help organize your thoughts.

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| --- | --- | --- |
| Symbol  | Widespread Symbol or Text-Specific Symbol? | Quotation (include chapter and page number, if possible) |
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**Pair**: In assigned pairs, each student should identify the symbol they found most interesting to them and explain why.

**Share**: If you are using a Google Drive for the class or Canvas (or another LMS, such as Blackboard, Schoology, etc.), have students post their thoughts about the chosen symbol in a shared drive folder or on a discussion board so that everyone can see their response. Ask for volunteers to read their work out loud. If you have a quiet class, ask students to read each other’s posts out loud and assign who is to read which post.

# Think, Pair, Share: Plot Analysis

**Map**: As a class, construct a plot map for today's reading. Include the rising action, conflict, climax, falling action, and, if applicable, denouement.

**Think**: Consider the plot map the class has assembled. Identify 2-4 critical scenes in the text and list them below under “Plot Point.” Then decide where each scene appears on the plot map. Finally, list one pivotal quotation from each scene in the third column below.

|  |  |  |
| --- | --- | --- |
| Plot Point  | Type of Point–rising action, conflict, climax, falling action, or denouement.  | Quotation (include chapter and page number, if possible) |
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**Pair**: In assigned pairs, each student should identify a plot point they found most interesting to them and explain why.

**Share**: If you are using a Google Drive for the class or Canvas (or another LMS, such as Blackboard, Schoology, etc.), have students post their thoughts about the chosen plot point in a shared drive folder or on a discussion board so that everyone can see their response. Ask for volunteers to read their work out loud. If you have a quiet class, ask students to read each other’s posts out loud and assign who is to read which post.