

Interpretive Essay (Objective 4—Analytical response to literature); introduce after Chapter 10. The unit objective is based on the DODEA Literature Standards E5a.1-11:

E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:

- E5a.1 **makes thematic connections among literary texts, public discourse, and media;**
- E5a.2 **evaluates the impact of authors' decisions regarding word choice, style, content, and literary elements;**
- E5a.3 **identifies the characteristics of literary forms and genres;**
- E5a.4 **evaluates literary merit;**
- E5a.5 **explains the effect of point of view;**
- E5a.6 **makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles;**
- E5a.7 **interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism;**
- E5a.8 **identifies the stance of a writer in shaping the presentation of a subject;**
- E5a.9 **identifies ambiguities, subtleties, contradictions, ironies, and nuances;**
- E5a.10 **understands the role of tone in presenting literature (both fictional and non-fictional);**
- E5a.11 **demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.**

Examples of responding to literature include:

- Analyze stereotypical characters in popular fiction.*
- Evaluate the effect of literary devices in a number of poems by one author or poems on a common topic.*
- Compare the literary merits of two or more short stories, biographies of one individual, novels, or plays.*
- Compare two different video presentations of a literary work.*
- Compare two works written on the same topic or theme.*
- Identify and analyze the persona of the writer.*
- Compare two literary texts that share a similar theme.*
- Identify and explain the author's point of view toward an issue raised in one of an author's works.*
- Identify and explain the literary, cultural, and social context of a literary work.*

Refer to standards (students have copies). Show (with overhead or photocopies) samples of various essays that address the standards (some that meet the standards and some that do not). Students use the standards and examples to plan their own interpretive essays on *Warriors Don't Cry*; this will help students focus and organize the rest of their reading notes so that they will be a helpful prewriting tool. Some of the remaining lessons will feature more independent reading and more time available for a rotation of students working at computers, in small discussion groups, and in writing conferences with me.

Good possibilities for this assignment (standard 5-paragraph, 6 Traits Rubrics):

Character analysis—Melba, Grandma India, Link
Explanation of several themes
Author's use of metaphors and allusions
Author's use of symbolism