Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_ Group Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**“Clothes” Task – Passage Analysis**

**Section One:**

We will read the first section of “Clothes” together. You will then complete the following steps independently.

* Create your What You Know/How You Know It chart in your spiral. Include at least three findings with evidence to support. Make sure you quote and cite your evidence.
* Before writing, consider what you know about Sumita and her situation in section one and record three observations.
	+ What is she feeling and thinking based on the text?
* What borders and thresholds is she crossing? What is her attitude about those shifts? In **one color**, highlight at least two moments where she crosses a border or threshold.

**Section Two:**

 You will work in groups of no more than three to complete section two.

* Complete the Tone Exercise Do Now in your spiral.
* Take turns reading. Stop at the break on the left side of page 24.
* Using highlighters, complete the following tasks:
1. **In a one color**, highlight meaningful **diction** (nouns, verbs, adjectives, and adverbs) in the passage. Comment marginally on at least five of these highlighted words, considering these questions: (1) What connotations do you glean from specific word choices? (2) What conflicts or connections (similarities) do you understand through specific word choices? (3) What significance (regarding character, event, etc.) do you understand through specific word choices? Hint: In general, marginal comments will take the form of a phrase such as: “**conveys** \_\_\_\_\_\_\_\_”, “**shows** \_\_\_\_\_\_\_\_\_”, “**suggests** \_\_\_\_\_\_\_\_\_”, “**fitting because** \_\_\_\_\_\_\_\_\_”, or “**significant because** \_\_\_\_\_\_\_\_\_.”]
2. **In a second color**, highlight evidence of at least **one narrative strategy** and **one rhetorical device**. (I have listed ideas in the boxes below; the list is not comprehensive.) Label the strategy or device marginally and briefly comment on its effect. [See “hint” of #1 regarding marginal notations.]

**Some strategies and devices for NARRATIVE WRITING:**

|  |  |
| --- | --- |
| Point of viewFlash forwardFlashbackEvents/actions/thoughtsPacing Figurative LanguageImageryConflicts / Tension / Suspense | Voice (of narrator)Verb tenseSentence length (rhythm, pacing)IronyLanguage (colloquial, informal, jargon, etc.)HumorRepetitionsFocus (of a chapter, of a paragraph, etc.) |

**Some RHETORICAL DEVICES:**

|  |  |  |
| --- | --- | --- |
| alliteration or assonanceallusion analogy apostrophe antithesis  | metaphor simileonomatopoeiaoxymoron parallelism | personificationrhetorical questionextended metaphor |

1. **In a third color**, draw brackets around **two 5-10 line blocks of text** within section two; for each block of text, highlight specific diction and details that express the tone. Then choose at least two appropriate **tone** words from your tone list. Be as precise as possible in choosing tone words.

**Section Three:**

You will continue to work with your group members from section two.

* We will generate a list of ways that textual evidence could be significant in literature.
* Stop at the break at the top of the right side of page 29.
* Complete the chart below:

|  |  |  |
| --- | --- | --- |
| **Significant Moment** (Specific quoted and cited evidence) | **Device Used**(characterization, irony, imagery, diction, figurative language, etc. See the boxes on page one of this handout for options) | **Explanation of Significance**(Minimum of three sentences; consider impact of the moment on your understanding of character, setting, theme, overall plot of the story) Ask yourself: Who cares? So what? Why does it matter? |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Section Four:**

You will work independently through section four.

* We will finish reading “Clothes” together. Follow with me and consider the overall theme, or lesson, being expressed as we reach the resolution.
* Highlight in **one color** any phrase that characterizes Sumita. Make marginal notes that indicate what you learn about her from your highlighted marks.
* Using your Thematic Topics handout, record at least **four** thematic topics that “Clothes” addresses.
* Now choose one of those thematic ideas and write a thematic statement for your choice in the space below (see your Do Now: Theme Review for help) What *lesson* does the reader learn about the topic from reading “Clothes”?

Thematic Statement:

* Consider these examples to help you write your own thematic statement:
* In *The Great* Gatsby, F. Scott Fitzgerald suggests that a desire for power and control over others leads to negative consequences.
* In *The Great* Gatsby, F. Scott Fitzgerald suggests that humans are inherently selfish creatures.
* In his novel *Of Mice and Men*, Steinbeck asserts that although dreams can seem helpful, they are ultimately detrimental for a person if he or she cannot achieve them
* In his novel *Of Mice and Men*, Steinbeck asserts that those who are considered weak will do whatever necessary to assert control.
* Next step: Find two specific quotes that directly support your thematic statement **for “Clothes”.** Cite each with page number.

Quote #1:

Quote #2:

* Using the template on the next page, write a short paragraph that proves your thematic statement to be true. Remember, your thematic statement is a universal statement; you will prove that broad statement with specific evidence from the story.

Model: Divakaruni suggests that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (your thematic statement) -------------- . (Embedded Quote #1 that supports the thematic statement -----) (page number ). This is significant because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Elaborate on the significancein *at least two more sentences*.) In addition, ------ (Embedded Quote #2 that supports the thematic statement --------------------------) is significant because ---------------------- (page number). (Elaborate on the significancein at least two more sentences.) Your final response should be at least **seven sentences**.

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Continue on your own paper if necessary.