



QUARTER 1

AICE LITERATURE

NAME:



Video References

FSL from ME



<https://tinyurl.com/47c6yrs4>

Annotation Evaluation



<https://tinyurl.com/nhnr7a6v>

Writing Rubric

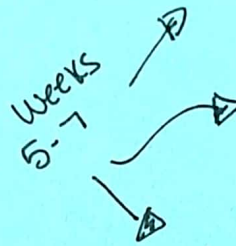


<https://tinyurl.com/5n6e5wjw>

FSL from kids



<https://tinyurl.com/3wrmu3xx>



Purpose Words



<https://tinyurl.com/PurposeWords>

Theme



<https://tinyurl.com/thematicstatements>

Your Test



<https://tinyurl.com/aicelittestinfo>

august

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
Week 1						
18	19	20	21	22	23	24
Week 2						
25	26	27	28	29	30	31
Week 3						

Goals & Notes

Don't forget your Q1 project!

september

SUN	MON	TUE	WED	THU	FRI	SAT
	2 NO School	3	4	5	6	7
Week 4						
8	9	10	11	12	13	14
Week 5						
15	16	17	18	19	20	21
Week 6						
22	23	24	25	26	27	28
Week 7						
29	30					

Goals & Notes

Don't forget your Q1 project!

AICE literature

october

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
Week 8						
6	7	8	9	10	11 Last Day of Q1	12
Week 9						
13	14	15 Q2 Starts	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Goals & Notes

Don't forget your Q1 project!

Quarter 1 project
Information:



<https://tinyurl.com/aicelitQ1project>

This will be your 1st
grade for Quarter 2!!

FORM: POINT OF VIEW

1. First-Person Point of View:

- In first-person narration, the story is told from the perspective of a character within the story, using "I" or "we."

Guiding Questions:

- How does the narrator's direct involvement in the story affect the reader's understanding?
- What biases or limitations might be present due to the narrator's personal perspective?
- How does the use of first-person narration contribute to character development and reader empathy?

1st Person
Sample Answer:
 The first-person narrator in "The Cask of Amontillado" allows readers to intimately experience Montresor's inner turmoil and emotional struggles, fostering a sense of empathy and connection. However, readers must also consider the reliability of the narrator, as Montresor's subjective viewpoint may lead to biases or distortions in his portrayal of events and characters.

2. Second-Person Point of View:

- Second-person narration directly addresses the reader as "you," immersing them in the story experience.

Guiding Questions:

- How does the use of second-person narration engage the reader in the story?
- What effect does addressing the reader directly have on the narrative's tone and mood?
- How does the second-person perspective shape the reader's perception of the protagonist's experiences and decisions?

2nd Person
Sample Answer:
 The second-person narration in "Bright Lights, Big City" creates a sense of immediacy and intimacy, drawing readers into the protagonist's world and experiences. By directly addressing the reader as "you," the novel blurs the line between reader and character, inviting readers to empathize with the protagonist's struggles and choices on a more personal level.

3. Third-Person Point of View:

- In third-person narration, the story is told by a narrator outside of the story, using pronouns like "he," "she," or "they."

Guiding Questions:

- How does the use of third-person narration affect the reader's perception of the characters and events?
- What advantages does third-person omniscient narration offer in terms of storytelling and character development?
- How does the narrator's perspective influence the reader's understanding of the story's themes and conflicts?

3rd Person
Sample Answer:
 The third-person omniscient narration in "Pride and Prejudice" provides readers with a comprehensive view of the characters' thoughts, emotions, and motivations, enriching the complexity of the narrative. By offering insights into multiple characters' perspectives, the narrator enhances readers' understanding of the social dynamics and romantic tensions driving the plot forward.

FORM: PERSPECTIVE

1. Character Perspective:

- Character perspective refers to the viewpoint of a specific character within the story, shaping the reader's understanding of events and characters.

Guiding Questions:

- How does the character's perspective influence their interpretation of events and other characters?
- What insights does the character's viewpoint offer into the story's themes and conflicts?
- How does the author use the character's perspective to evoke empathy or challenge the reader's assumptions?

Sample Answers:

- Scout Finch's perspective in "To Kill a Mockingbird" offers readers a child's view of racial inequality and the moral courage of his father, Atticus, highlighting the importance of empathy and justice.

- Through Scout's eyes, readers gain a deeper understanding of the social dynamics and moral dilemmas faced by the characters, fostering a sense of empathy and compassion.

2. Authorial Perspective:

- Authorial perspective refers to the overarching viewpoint or stance conveyed by the author throughout the narrative.

Guiding Questions:

- What themes or messages does the authorial perspective convey to the reader?
- How does the author's viewpoint shape the narrative's tone, mood, and atmosphere?
- What techniques does the author use to persuade or challenge the reader's beliefs and values?

Sample Answers:

- In "1984," George Orwell's authorial perspective exposes the dangers of unchecked government power and mass surveillance, urging readers to remain vigilant against threats to freedom and autonomy.

- Through vivid imagery and evocative language, Orwell immerses readers in a dystopian world governed by oppression and propaganda, compelling them to question the nature of truth and the importance of individual agency.

3. Cultural Perspective:

- Cultural perspective reflects the values, beliefs, and societal norms prevalent within a particular cultural context, influencing the portrayal of characters and events in literature.

Guiding Questions:

- How does the cultural perspective depicted in the text shape the characters' identities and interactions?
- What conflicts arise from clashes between different cultural perspectives within the story?
- How does the author navigate cultural differences and convey the complexity of cultural identity?

Sample Answers:

- In "Things Fall Apart," Chinua Achebe's cultural perspective provides readers with a nuanced understanding of Igbo society and its traditions, inviting reflection on the consequences of colonialism and cultural disruption.

- Through the portrayal of cultural customs, rituals, and social hierarchies, Achebe illuminates the complexities of cultural identity and the challenges of preserving cultural heritage in the face of external pressures.

FORM: TYPE OF TEXT AND GENRE

1. Identify the Type of Text:

- Determine whether the text is fiction, non-fiction, poetry, drama, or a hybrid form.

Guiding Questions:

- What characteristics distinguish the text as belonging to a specific genre or literary form?
- How does the author utilize the conventions and expectations associated with the chosen type of text to convey meaning and engage the reader?
- What thematic elements are commonly associated with this genre, and how are they manifested in the text?

"Sample Answers:"
"The Great Gatsby" exemplifies the genre of literary fiction through its exploration of complex characters, social commentary, and narrative style, as well as its setting in the historical context of 1920s American society. By adhering to the specific conventions of the novel, such as the letterhead, narrative structure, and omniscient narrator, Fitzgerald effectively captures the disillusionment and decadence of the Jazz Age, inviting readers to reflect on the pursuit of the American Dream and the emptiness of materialism.

2. Explore Genre and Subgenre:

- Delve into the specific genre and subgenre conventions present in the text, such as romance, mystery, science fiction, historical fiction, etc.

Guiding Questions:

- How does the text adhere to or deviate from the conventions of the genre and subgenre?
- What narrative tropes, plot devices, and character archetypes are characteristic of the chosen genre?
- How does the author's use of genre conventions contribute to the effectiveness of the storytelling and reader engagement?

"Sample Answers:"
"The Great Gatsby" subverts the classic elements of the mystery genre, including a closed-circle setting, a diverse cast of suspects, and a brilliant detective protagonist, to create suspense and intrigue for readers. Agatha Christie's mystery of the mystery genre is evident in her careful plotting, clever misdirection, and surprise twist endings, keeping readers guessing until the final revelation and ensuring a satisfying reading experience.

3. Analyze Genre Conventions and Expectations:

- Evaluate how the text conforms to or challenges genre conventions and reader expectations, considering thematic elements, narrative structure, and stylistic choices.

Guiding Questions:

- How does the text subvert or reinvent traditional genre conventions to convey its thematic concerns and social commentary?
- What thematic elements are specific to the chosen genre, and how does the text engage with these themes in a unique or innovative way?
 - How do the author's stylistic choices and narrative techniques contribute to the genre's effectiveness as a vehicle for exploring complex ideas and issues?

"Sample Answers:"
"The Great Gatsby" challenges the conventional tropes of traditional fiction by presenting a society that superficially appears utopian, yet is ultimately oppressive and dehumanizing, raising questions about the future of progress and humanity in the face of technological advancement. Aldous Huxley's blend of speculative science fiction with philosophical inquiry and social satire creates a thought-provoking narrative that transcends the boundaries of its genre, inviting readers to critically examine the implications of scientific progress and social engineering on human society.

STRUCTURE

1. Plot:

- The plot refers to the sequence of events that unfold within the narrative, including exposition, rising action, climax, falling action, and resolution.

- **Guiding Questions:****
- How does the plot structure contribute to the narrative's overall arc and thematic development?
 - What key events drive the plot forward and shape the characters' motivations and actions?
 - How does the resolution of the plot provide closure and thematic resonance for the reader?

****Sample Answers:****

In "The Raven," Edgar Allan Poe's use of a repetitive rhyme scheme creates a sense of foreboding and unease, mirroring the poem's themes of loss, grief, and the haunting specter of mortality.

2. Setting:

- The setting encompasses the time, place, and atmosphere in which the narrative unfolds, providing context and shaping the characters' experiences.

- **Guiding Questions:****
- How does the setting contribute to the mood, tone, and atmosphere of the narrative?
 - What symbolic or thematic significance does the setting hold within the story?
 - How does the author use descriptive language and sensory details to bring the setting to life for the reader?

****Sample Answers:****

In "Mrs. Dalloway," Virginia Woolf's experimental use of punctuation marks reflects the fragmented nature of consciousness and the fluidity of memory and perception.

3. Rhyme Scheme:

- Rhyme scheme refers to the pattern of rhymes at the end of each line in a poem, denoted by letters to indicate matching sounds (e.g., AABB, ABAB).

- **Guiding Questions:****
- How does the rhyme scheme enhance the poem's auditory impact and aesthetic appeal?
 - What thematic or emotional effects are achieved through the use of rhyme and rhythm?
 - How does the poet's manipulation of rhyme scheme contribute to the overall meaning and interpretation of the poem?

****Sample Answers:****

In "Beloved," Toni Morrison's fragmented syntax mirrors the fractured psyche of her characters, evoking the disorienting effects of trauma and the unreliability of memory.

4. Punctuation:

- Punctuation marks, such as commas, periods, dashes, and ellipses, contribute to the rhythm, pacing, and clarity of a text's syntax and structure.

- **Guiding Questions:****
- How does the author's use of punctuation enhance the readability and flow of the text?
 - What stylistic effects are achieved through the manipulation of punctuation marks, such as dashes, ellipses, or parentheses?
 - How does punctuation contribute to the overall tone, mood, and narrative voice of the work?

****Sample Answers:****

In "The Raven," Edgar Allan Poe's use of a repetitive ABCBB rhyme scheme creates a sense of foreboding and unease, echoing the relentless tapping of the titular bird and intensifying the poem's atmosphere of melancholy and despair.

5. Syntax:

- Syntax refers to the arrangement of words and phrases to create sentences and convey meaning, encompassing sentence structure, grammar, and word order.

- **Guiding Questions:****
- How does the author's use of syntax shape the narrative voice and perspective?
 - What effects are achieved through variations in sentence structure, such as sentence length, punctuation, and repetition?
 - How does syntax contribute to the thematic exploration of memory, trauma, and identity within the text?

****Sample Answers:****

Through the strategic placement of dashes, ellipses, and parentheses, Woolf creates a sense of immediacy and intimacy, blurring the boundaries between external reality and internal thought processes, and inviting readers to inhabit the minds of her characters.

LANGUAGE

1. Literary Devices:

- Literary devices are techniques or tools used by authors to convey meaning, enhance imagery, and engage readers.

Guiding Questions:

- How do literary devices enhance the text's imagery, symbolism, and thematic depth?
- What effects are achieved through the use of specific literary devices, such as metaphor, symbolism, or foreshadowing?
- How does the author's skillful incorporation of literary devices contribute to the reader's interpretation and engagement with the text?

"Sample Answer:"
In the novel *The Great Gatsby*, Robert Frost's use of metaphorical language and symbolism invites readers to contemplate the significance of life's choices and the paths we choose to take. Through the poem's ambiguous ending and the juxtaposition of literal and metaphorical meanings, Frost challenges readers to consider the complexities of decision-making and the elusive nature of regret.

2. Figurative Language:

- Figurative language uses words or expressions with a meaning that is different from the literal interpretation, often to create vivid imagery or convey abstract ideas.

Guiding Questions:

- How does figurative language enhance the reader's understanding and emotional response to the text?
- What imagery and sensory details are evoked through the use of metaphor, simile, and personification?
- How does figurative language contribute to the development of themes and characterization within the narrative?

"Guiding Questions:"
How does figurative language enhance the reader's understanding and emotional response to the text?
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- How does figurative language contribute to the development of themes and characterization within the narrative?

3. Diction and Connotation:

- Diction refers to the author's choice and arrangement of words, while connotation refers to the associated meanings, emotions, or implications of those words.

Guiding Questions:

- How does the author's choice of words reflect the characters' personalities, emotions, and social status?
- What connotations or hidden meanings are embedded within the text's language, and how do they contribute to the overall tone and mood?
- How does the author's diction shape the reader's interpretation of key themes and conflicts within the narrative?

"Sample Answer:"
In *The Great Gatsby*, F. Scott Fitzgerald's carefully crafted diction evokes the opulence and hedonism of 1920s New York, while also hinting at the moral decay and spiritual bankruptcy lurking beneath the surface. Through the juxtaposition of lofty, aspirational language with stark, disillusioning imagery, Fitzgerald captures the contradictions and illusions of the American Dream, inviting readers to ponder the true cost of success and the pursuit of happiness.

R1

SITUATION ARCHETYPES

- And Disney movie -- EVER...*
1. The Quest – This motif describes the search for someone or some talisman which, when found and brought back, will restore fertility to a wasted land, the desolation of which is mirrored by a leader's illness and disability.
 2. The Task – This refers to a possibly superhuman feat that must be accomplished in order to fulfill the ultimate goal.
 3. The Journey – The journey sends the hero in search for some truth of information necessary to restore fertility, justice, and/or harmony to the kingdom. The journey includes the series of trials and tribulations the hero faces along the way. Usually the hero descends into a real or psychological hell and is forced to discover the blackest truths, quite often concerning his faults. Once the hero is at this lowest level, he must accept personal responsibility to return to the world of the living.
 4. The Initiation – This situation refers to a moment, usually psychological, in which an individual comes into maturity. He or she gains a new awareness into the nature of circumstances and problems and understands his or her responsibility for trying to resolve the dilemma. Typically, a hero receives a calling, a message or signal that he or she must make sacrifices and become responsible for getting involved in the problem. Often a hero will deny and question the calling and ultimately, in the initiation, will accept responsibility.
 5. The Ritual – Not to be confused with the initiation, the ritual refers to an organized ceremony that involves honored members of a given community and an initiate. This situation officially brings the young man or woman into the realm of the community's adult world.
 6. The Fall – Not to be confused with the awareness in the initiation, this archetype describes a descent in action from a higher to a lower state of being, an experience which might involve defilement, moral imperfection, and/or loss of innocence. This fall is often accompanied by expulsion from a kind of paradise as penalty for disobedience and/or moral transgression.
 7. Death and Rebirth – The most common of all situational archetypes, this motif grows out of the parallel between the cycle of nature and the cycle of life. It refers to those situations in which someone or something, concrete and/or metaphysical dies, yet is accompanied by some sign of birth or rebirth.
 8. Nature vs. Mechanistic World – Expressed in its simplest form, this refers to situations which suggest that nature is good whereas the forces of technology are bad.
 9. Battle Between Good and Evil – These situations pit obvious forces which represent good and evil against one another. Typically, good ultimately triumphs over evil despite great odds.
 10. The Unhealable Wound – This wound, physical or psychological, cannot be healed fully. This would also indicate a loss of innocence or purity. Often the wounds' pain drives the sufferer to desperate measures of madness.
 11. The Magic Weapon – Sometimes connected with the task, this refers to a skilled individual here's ability to use a piece of technology in order to combat evil, continue a journey, or to prove his or her identity as a chosen individual.
 12. Father-Son Conflict – Tension often results from separation during childhood or from an external source when the individuals meet as men and where the mentor often has a higher place in the affections of the hero than the natural parent. Sometimes the conflict is resolved in atonement.
 13. Innate Wisdom vs. Educated Stupidity – Some characters exhibit wisdom and understanding intuitively as opposed to those supposedly in charge.

SYMBOLIC ARCHETYPES

1. Light vs. Darkness – Light usually suggests hope, renewal, OR intellectual illumination; darkness implies the unknown, ignorance, or despair.
2. Water vs. Desert – Because water is necessary to life and growth, it commonly appears as a birth or rebirth symbol. Water is used in baptism services, which solemnizes spiritual births. Similarly, the appearance of rain in a work of literature can suggest a character's spiritual birth.
3. Heaven vs. Hell – Humanity has traditionally associated parts of the universe not accessible to it with the dwelling places of the primordial forces that govern its world. The skies and mountaintops house its gods; the bowels of the earth contain the diabolic forces that inhabit its universe.
4. Haven vs. Wilderness – Places of safety contrast sharply against the dangerous wilderness. Heroes are often sheltered for a time to regain health and resources.
5. Supernatural Intervention – The gods intervene on the side of the hero or sometimes against him.
6. Fire vs. Ice – Fire represents knowledge, light, life, and rebirth while ice like desert represents ignorance, darkness, sterility, and death.
7. Colors
 - a. Black (darkness) – chaos, mystery, the unknown, before existence, death, the unconscious, evil
 - b. Red – blood, sacrifice; violent passion, disorder, sunrise, birth, fire, emotion, wounds, death, sentiment, mother, Mars, the note C, anger, excitement, heat, physical stimulation
 - c. Green – hope, growth, envy, Earth, fertility, sensation, vegetation, death, water, nature, sympathy, adaptability, growth, Jupiter and Venus, the note G, envy
 - d. White (light) – purity, peace, innocence, goodness, Spirit, morality, creative force, the direction East, spiritual thought
 - e. Orange – fire, pride, ambition, egoism, Venus, the note D
 - f. Blue – clear sky, the day, the sea, height, depth, heaven, religious feeling, devotion, innocence, truth, spirituality, Jupiter, the note F, physical soothing and cooling
 - g. Violet – water, nostalgia, memory, advanced spirituality, Neptune, the note B
 - h. Gold – Majesty, sun, wealth, corn (life dependency), truth
 - i. Silver – Moon, wealth
8. Numbers:
 - a. Three – the Trinity (Father, Son, Holy Ghost); Mind, Body, Spirit, Birth, Life, Death
 - b. Four – Mankind (four limbs), four elements, four seasons
 - c. Six – devil, evil
 - d. Seven – Divinity (3) + Mankind (4) = relationship between man and God, seven deadly sins, seven days of week, seven days to create the world, seven stages of civilization, seven colors of the rainbow, seven gifts of Holy Spirit.
9. Shapes:
 - a. Oval – woman, passivity
 - b. Triangle – communication, between heaven and earth, fire, the number 3, trinity, aspiration, movement upward, return to origins, sight, light
 - c. Square – pluralism, earth, firmness, stability, construction, material solidity, the number four
 - d. Rectangle – the most rational, most secure
 - e. Cross – the Tree of life, axis of the world, struggle, martyrdom, orientation in space
 - f. Circle – Heaven, intellect, thought, sun, the number two, unity, perfection, eternity, oneness, celestial realm, hearing,

sound

- g. Spiral – the evolution of the universe, orbit, growth, deepening, cosmic motion, relationship between unity and multiplicity, macrocosm, breath, spirit, water

10. Nature:

- a. Air – activity, creativity, breath, light, freedom (liberty), movement
- b. Ascent – height, transcendence, inward journey, increasing intensity
- c. Center – thought, unity, timelessness, spacelessness, paradise, creator, infinity,
- d. Descent – unconscious, potentialities of being, animal nature
- e. Duality – Yin-Yang, opposites, complements, positive-negative, male-female, life-death
- f. Earth – passive, feminine, receptive, solid
- g. Fire – the ability to transform, love, life, health, control, sun, God, passion, spiritual energy, regeneration
- h. Lake – mystery, depth, unconscious
- i. Crescent moon – change, transition
- j. Mountain – height, mass, loftiness, center of the world, ambition, goals
- k. Valley – depression, low-points, evil, unknown
- l. Sun – Hero, son of Heaven, knowledge, the Divine eye, fire, life force, creative-guiding force, brightness, splendor, active awakening, healing, resurrection, ultimate wholeness
- m. Water – passive, feminine
- n. Rivers/Streams – life force, life cycle
- o. Stars – guidance
- p. Wind – Holy Spirit, life, messenger
- q. Ice/Snow – coldness, barrenness
- r. Clouds/Mist – mystery, sacred
- s. Rain – life giver
- t. Steam – transformation to the Holy Spirit
- u. Cave – feminine
- v. Lightning – intuition, inspiration
- w. Tree – where we learn, tree of life, tree of knowledge
- x. Forest – evil, lost, fear

11. Objects:

- a. Feathers – lightness, speed
- b. Shadow – our dark side, evil, devil
- c. Masks – concealment
- d. Boats/Rafts – safe passage
- e. Bridge – change, transformation
- f. Right hand – rectitude, correctness
- g. Left hand – deviousness
- h. Feet – stability, freedom
- i. Skeleton – mortality
- j. Heart – love, emotions
- k. Hourglass – the passage of time

The objects
are archetypes

CHARACTER ARCHETYPES

1. The Hero – In its simplest form, this character is the one ultimately who may fulfill a necessary task and who will restore fertility, harmony, and/or justice to a community. The hero character is the one who typically experiences an initiation, who goes the community's ritual (s), et cetera. Often he or she will embody characteristics of YOUNG PERSON FROM THE PROVINCES, INITIATE, INNATE WISDOM, PUPIL, and SON.

2. Young Person from the Provinces – This hero is taken away as an infant or youth and raised by strangers. He or she later returns home as a stranger and able to recognize new problems and new solutions.
3. The Initiates – These are young heroes who, prior to the quest, must endure some training and ritual. They are usually innocent at this stage.
4. Mentors – These individuals serve as teachers or counselors to the initiates. Sometimes they work as role models and often serve as father or mother figure. They teach by example the skills necessary to survive the journey and quest.
5. Hunting Group of Companions – These loyal companions are willing to face any number of perils in order to be together.
6. Loyal Retainers – These individuals are like the noble sidekicks to the hero. Their duty is to protect the hero. Often the retainer reflects the hero's nobility.
7. Friendly Beast – These animals assist the hero and reflect that nature is on the hero's side.
8. The Devil Figure – This character represents evil incarnate. He or she may offer worldly goods, fame, or knowledge to the protagonist in exchange for possession of the soul or integrity. This figure's main aim is to oppose the hero in his or her quest.
9. The Evil Figure with the Ultimately Good Heart – This redeemable devil figure (or servant to the devil figure) is saved by the hero's nobility or good heart.
10. The Scapegoat – An animal or more usually a human whose death, often in a public ceremony, excuses some taint or sin that has been visited upon the community. This death often makes them a more powerful force to the hero.
11. The Outcast – This figure is banished from a community for some crime (real or imagined). The outcast is usually destined to become a wanderer.
12. The Earth Mother – This character is symbolic of fulfillment, abundance, and fertility; offers spiritual and emotional nourishment to those who she contacts; often depicted in earth colors, with large breasts and hips.
13. The Temptress – Characterized by sensuous beauty, she is one whose physical attraction may bring about the hero's downfall.
14. The Platonic Ideal – This source of inspiration often is a physical and spiritual ideal for whom the hero has an intellectual rather than physical attraction.
15. The Unfaithful Wife – This woman, married to a man she sees as dull or distant, is attracted to a more virile or interesting man.
16. The Damsel in Distress – This vulnerable woman must be rescued by the hero. She also may be used as a trap, by an evil figure, to ensnare the hero.
17. The Star-Crossed Lovers – These two characters are engaged in a love affair that is fated to end in tragedy for one or both due to the disapproval of society, friends, family, or the gods.
18. The Creature of Nightmare – This monster, physical or abstract, is summoned from the deepest, darkest parts of the human psyche to threaten the lives of the hero/heroine. Often it is a perversion or desecration of the human body.

The Above is Compliments to Lisa Lawrence, English Teacher at Jenks High School, Jenks, Oklahoma

RECOGNIZING PATTERNS

The following list of patterns comes from the book How to Read Literature Like a Professor by Thomas C. Foster who teaches at the University of Michigan. If you are serious about literary analysis, then I highly recommend buying this book. It goes into detail what I just briefly mention and is written in such a lively, witty voice that it does not read like a textbook at all! It will be well worth your time and effort to read it.

Trips tend to become quests to discover self.

Meals together tend to be acts of communion/community or isolation. * always pay attention to meal scenes!?

Ghosts, vampires, monsters, and nasty people and sometimes simply the antagonists are not about supernatural brew-ha-ha; they tend to depict some sort of exploitation. We deal with a lot of vampiric characters - in a figurative sense!

There's only one story. Look for allusions and archetypes.

Weather matters. usually a symbol

Violence and be both literal and figurative.

Symbols can be objects, images, events, and actions.

Sometimes a story is meant to change us, the readers, and through us change society.

Keep an eye out for Christ-figures. - and all the characteristics they share

Flying tends to represent freedom. What do you think falling represents?

Getting dunked or just sprinkled in something wet tends to be a baptism = renewal

Geography tends to be a metaphor for the psyche.

There can be reverse baptisms too!

Seasons tend to be traditional symbols.

Disabilities, Scars, and Deformities show character and theme. - physical wounds usually are physical manifestations of internal ones

Heart disease tends to represent problems with character and society.

So do illness and disease.

Read with your imagination.

Irony trumps everything!

Remember the difference between public and private symbols.

These are the ideas from How to Read Literature Like a Prof.!!

A Huge List of Common Themes

• will mean
 • Some what
 • Although
 • When when
 • Sometimes
 etc...

in order to

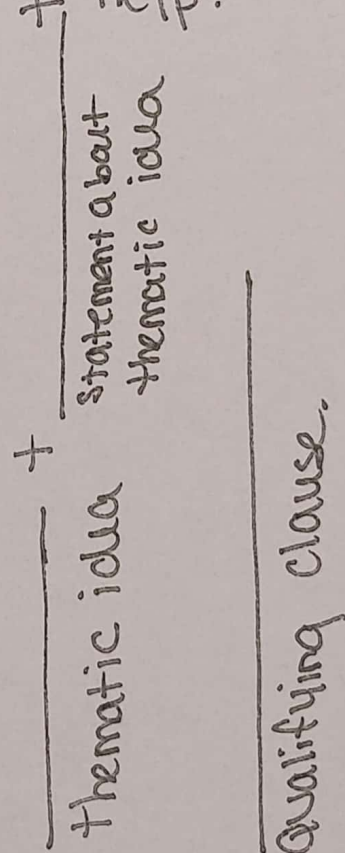
Literature

Themes in literature are often varied and hidden. Sometimes you can get through an entire book and not realize what the author meant. However, this is a good basic list that you can build from. Remember that some books have multiple themes.

- Beauty of simplicity
- Capitalism – effect on the individual
- Change of power – necessity
- Change versus tradition
- Chaos and order
- Character – destruction, building up
- Circle of life
- Coming of age
- Communication – verbal and nonverbal
- Companionship as salvation
- Convention and rebellion
- Dangers of ignorance
- Darkness and light
- Death – inevitable or tragedy
- Desire to escape
- Destruction of beauty
- Disillusionment and dreams
- Displacement
- Empowerment
- Emptiness of attaining false dream
- Everlasting love
- Evils of racism
- Facing darkness
- Facing reality
- Fading beauty
- Faith versus doubt
- Family – blessing or curse
- Fate and free will
- Fear of failure
- Female roles
- Fulfillment
- Good versus bad
- Greed as downfall
- Growing up – pain or pleasure
- Hazards of passing judgment
- Heartbreak of betrayal
- Heroism – real and perceived

These thematic ideas
must get developed
 into something
 meaningful!!

This formula will
 + help:



R3

- Hierarchy in nature
- Identity crisis
- Illusion of power
- Immortality
- Individual versus society
- Inner versus outer strength
- Injustice
- Isolation
- Isolationism – hazards
- Knowledge versus ignorance
- Loneliness as destructive force
- Losing hope
- Loss of innocence
- Lost honor
- Lost love
- Love and sacrifice
- Man against nature
- Manipulation
- Materialism as downfall
- Motherhood
- Names – power and significance
- Nationalism – complications
- Nature as beauty
- Necessity of work
- Oppression of women
- Optimism – power or folly
- Overcoming – fear, weakness, vice
- Patriotism – positive side or complications
- Power and corruption
- Power of silence
- Power of tradition
- Power of wealth
- Power of words
- Pride and downfall
- Progress – real or illusion
- Quest for discovery
- Quest for power
- Rebirth
- Reunion
- Role of men
- Role of Religion – virtue or hypocrisy
- Role of women
- Self – inner and outer
- Self-awareness
- Self-preservation
- Self-reliance

- Social mobility
- Technology in society – good or bad
- Temporary nature of physical beauty
- Temptation and destruction
- Totalitarianism
- Vanity as downfall
- Vulnerability of the meek
- Vulnerability of the strong
- War – glory, necessity, pain, tragedy
- Will to survive
- Wisdom of experience
- Working class struggles
- Youth and beauty

Statement Stem Examples:

Courage allows people to attempt difficult tasks in
Thematic idea statement about idea

Men when there is a chance of failing
Qualifying clause

Model:
 Work: "Priscilla and the Wimps" Thematic Idea loyalty
 In "Priscilla and the Wimps" Name of Author Richard Peck Thematic Idea loyalty
 make us do things that are out of our comfort zone statement about thematic idea in order to help a good friend qualifying clause

♡ Purpose Words ♡

You can provide great insights and STILL miss the point if you are not providing specific support that discusses purpose, effect or reason. Below is a list of MANY words and phrases you can use to describe an author's purpose:

These are not the only verbs that could be purpose words!

Adds to	Elaborates	Points out
Aligns	Emphasizes	Portrays
Allows	Employs	Presents
Allows readers to	Enhance	Proposes
Amplifies	Enriches the	Proves
Analyzes	Entices	Provides
Anticipates	Establishes	Re-creates
Captures	Exemplifies	Reflects
Cause	Explains	Reinforces
Characterizes	Focus	Represent
Comments	Foreshadows	Reveals
Completes the	Hastens	Reveals
Confirms	Highlights	Serves to
Connects	Humors	Shapes
Connotes	Illuminates	Shifts
Contradicts	Illustrates	Showcases
Contrasts	Implies	Shows
Contributes to	Indicates	Signals
Conveys	Infers	Solidify
Creates	Informs	Stresses
Defends	Infuses	Stresses the
Delays	Intends	Suggests
Demonstrates	Introduces	Summarizes
Describes	Is supported by	Symbolize
Develops	Juxtaposes	Ties
Directs	Lets the reader know	Translates to
Discredits	Limits	Trivializes
Disparages	Links	Validates
Echoes	Pleas	

Challenges

Juxtaposes

#3

#2

#1

Disney symbolizes woman stripping herself of her femininity. When she uses the bow to slice her hair, this captures the moment when she sheds her old identity as a daughter and daughter-in-law and transforms into a battle-ready soldier. This act illuminates to readers how limiting traditional gender roles were during this time... but also how powerful femininity, when used, was.

- Most annotations will require 3 purpose words:
1. Identify what the author is doing
 2. Explain how the author does it
 3. Explain why the author is doing it

Example:



R4

The "So what?" Factor:

Writing with Purpose in Mind

Students often make great observations about a work. An author uses awesome symbolism. An author makes the setting perfectly match the character's mood. An author is able to create a character that we love to hate. Wonderful. But that is only on half of the analysis. The other half is the "So what?" factor. This is basically when you make a great point and then the reader asks, "So what? Why should I care?"

This is when you tell the reader of your paper WHY to care. You provide the author's purpose for including whatever poignant detail you chose to include.

Read the lackluster example below:

One example of symbolism is when the chestnut tree is struck by lightning.

Now, read the better example below- the one that uses purpose words (purpose words are in italics):

When lightning strikes the chestnut tree it perfectly *symbolizes* Jane and Rochester's relationship, *allowing* Bronte to *demonstrate* the split that the couple would encounter yet allowing the couple to still be connected on a deeper level, at the root of each of them.

Basic implementation may look like this:

The author or narrator uses _____ in order to
_____ with the desire effect of
_____.



FORM

Perspective

- POV
 - 1st
 - 2nd
 - 3rd L
 - 3rd O
 - omni
 - multiple
 - markers
- bias
- lupture
- lenses
- maturity
- experiences
- etc...

This is the more important one!

Remember

your characters are FAIR!

LANGUAGE

Figurative Language

- similes
- Idioms
- Metaphors

Diction

- Connotation!
- personification
- Allusions
- Synonyms

Literary Devices

- Oxymorons
- other word choices can reveal our characters!
- Archetypes

These will reveal tone & conflict internal & external and will then reveal things about our characters!

characters but look on things!

Figuring the meaning & purpose of these will also reveal things about our characters!

Example Amotator: Tt for Emotions & conditions. This highlights how he feels undervalued by his employer which reinforces the author's message about the oppression of the working class in the 1800s

STRUCTURE

Support

- Structure
- Unintended Effects
- About our characters
- Descriptions

Pacing

- Time manipulation by Flashbacks, dreams, etc.
- focusing on certain key points or skipping others with ease
- reveals things about our characters

Argumentation

- Unintended
- when it matters

Plot

- Exposition
- Rising Action
- Climax
- Falling Action
- Resolution

Setting

1. Functions
2. Establish mood or tone
3. Foreshadow events
4. serve as assumed
5. reflect emotions

Pay attention to who focused & where the plot focuses & where the author does what he does

They are tools!

- You have to figure out what your author is using that tool for!
- purpose words!
- identify the technique
- what the technique reveals about the character
- what the author's purpose is!

Step 1

The "WHAT"

of the text:

What is the author saying?



- What is the text about?
- What ideas is the text expressing?
- What is the point of the text?
- What is important about the text?

- What to look for:
- Deep moments
 - Ideas that resonate with the audience
 - Repetitive ideas
 - Main ideas
 - Key details

Step 2: The

"HOW"

of the text:

How does the author say it?



- How does the author communicate his/her ideas?
- How is the message of the text conveyed?
- How are the key details highlighted?

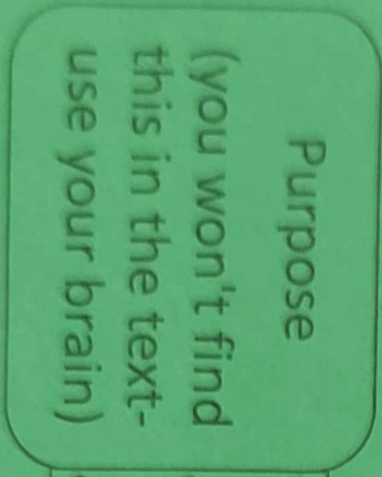
- What to look for:
- Structure: sections, rhyme scheme, rhythm, shape
 - Punctuation
 - Diction
 - Tone
 - Literary devices
 - Figurative language
 - Etc...

Step 3: The

"WHY"

of the text:

Why is the author saying it?



- Why is this detail significant?
- Why should the audience care?
- Why does it matter?

This is where you get to the point of the line you are annotating. This final purpose word within your annotation needs to explain why the author is doing what he or she is doing. This is where your readers learn something. 😊

APICE Lit Vocab to Know

1. Alliteration: Repetition of initial consonant sounds
2. Allusion: Reference to a well-known person, event, or work of art
3. Anachronism: Placing something out of its proper historical time
4. Analogy: Comparison between two things for explanation or clarification
5. Anaphora: Repetition of a word or phrase at the beginning of successive clauses
6. Antagonist: Character or force in conflict with the protagonist
7. Archetype: Attributes of the various elements that form human entities
8. Apostrophe: Addressing an absent person or object as if alive
9. Archetype: A typical character, plot, motif, or situation that often occurs in universal patterns
10. Assonance: Repetition of vowel sounds within words
11. Atmosphere: Mood or feeling created in a literary work
12. Bildungsroman: A novel that focuses on the moral and psychological growth of the protagonist
13. Cacophony: Harsh, discordant sounds in poetry or prose
14. Carpe Diem: Latin phrase meaning "seize the day."
15. Catharsis: Emotional release or purification
16. Characterization: Creation and development of characters in a narrative
17. Chiasmus: Reversal of grammatical structures in successive phrases or clauses
18. Climax: Turning point in a narrative; the moment of greatest tension
19. Colloquialism: Informal language or slang
20. Connotation: Implied meaning of a word beyond its literal definition
21. Consonance: Repetition of consonant sounds within words
22. Denotation: Literal dictionary definition of a word
23. Deus ex Machina: Literary device where a seemingly unsolvable problem is suddenly resolved by an unexpected intervention
24. Diction: Author's choice of words
25. Double entendre: Word or phrase with two interpretations, one usually risqué
26. Elegy: Poem or song expressing sorrow for someone's death
27. Enjambment: Continuation of a sentence without a pause beyond the end of a line, couplet, or stanza
28. Epiphany: Sudden realization or understanding
29. Epistolary: Literary work presented in the form of letters
30. Epithet: Descriptive word or phrase expressing a characteristic of a person or thing
31. Euphemism: Substitution of a mild or less negative word or phrase for a harsh or blunt one
32. Flashback: Interruption of the chronological order to present an earlier event
33. Foil: Character who contrasts with another character to highlight particular qualities
34. Foreshadowing: Hinting at events to come later in the story
35. Free verse: Poetry that does not have a regular meter or rhyme scheme
36. Hubris: Excessive pride or self-confidence
37. Hyperbole: Exaggerated statements or claims not meant to be taken literally
38. Imagery: Use of vivid language to create mental pictures
39. In medias res: Latin phrase meaning "in the middle of things," starting a narrative in the middle of the action
40. Irony: Contrast between expectation and reality
41. Juxtaposition: Placement of two things closely together to emphasize comparisons or contrasts
42. Litotes: Understatement achieved by negating the opposite
43. Metaphor: Comparison between two unlike things without using "like" or "as"
44. Meter: Rhythmic structure in poetry
45. Metonymy: Substitution of the name of an attribute or adjunct for that of the thing meant
46. Motif: Recurring element that has symbolic significance in a story
47. Nemesis: Rival or opponent that is difficult to defeat
48. Onomatopoeia: Words that imitate the sound they describe
49. Oxymoron: Figure of speech that combines contradictory terms
50. Paradox: Statement that appears self-contradictory but reveals a deeper truth
51. Parallelism: Similarity of structure in a pair or series of related words, phrases, or clauses
52. Pastiche: Imitation of a particular writer, artist, or genre for comic effect
53. Pathos: Quality in literature that evokes pity or sadness
54. Personification: Attribution of human qualities to inanimate objects or abstract concepts
55. Plot: Sequence of events in a narrative
56. Point of view: Perspective from which a story is told
57. Polysyndeton: Use of multiple conjunctions in close succession
58. Protagonist: Main character of a story
59. Pun: Play on words with multiple meanings
60. Rhetorical question: Question asked for effect rather than to elicit an answer
61. Satire: Literary work that ridicules human vices or follies
62. Simile: Comparison between two unlike things using "like" or "as."
63. Soliloquy: Speech delivered by a character alone on stage, revealing inner thoughts
64. Sonnet: Poetic form consisting of 14 lines, usually in iambic pentameter
65. Symbolism: Use of symbols to represent ideas or qualities
66. Synecdoche: Figure of speech in which a part is used to represent the whole
67. Syntax: Arrangement of words and phrases to create well-formed sentences
68. Theme: Central idea or message of a literary work
69. Tone: Author's attitude toward the subject or audience
70. Tragedy: Drama in which the protagonist meets an unhappy or disastrous end
71. Understatement: Presentation of something as being smaller, worse, or less important than it actually is
72. Verbal irony: Saying one thing while meaning the opposite
73. Allegory: Narrative with a literal and symbolic meaning
74. Ballad: Narrative poem with a strong rhythmic structure
75. Blank verse: Poetry written in unrhymed iambic pentameter
76. Connotation: Emotional or cultural association of a word
77. Denouement: Resolution of the conflicts in a story after the climax
78. Epic: Long narrative poem recounting the deeds of a hero
79. Fable: Short tale, often featuring animals, conveying a moral lesson
80. Frame story: Narrative within a narrative, where one story serves as the framework for another
81. Haiku: Japanese poetic form consisting of three lines with syllable counts of 5-7-5
82. Hamartia: Tragic flaw or error in judgment leading to a character's downfall
83. Hero's journey: Narrative pattern involving a hero who goes on an adventure, faces trials, and undergoes transformation
84. Idiom: Expression whose meaning is not predictable from the usual meanings of its constituent elements
85. Inference: Conclusion drawn from evidence and reasoning rather than directly stated

R.L.

86. Invocation: Calling upon a higher power or muse for inspiration or assistance.
87. Malapropism: Humorous misuse of a word, especially by confusing it with one of similar sound.
88. Parable: Brief story that illustrates a moral or spiritual lesson.
89. Parody: Imitation of a particular writer, artist, or genre for comic effect.
90. Pathetic fallacy: Attribution of human emotions or traits to nature or inanimate objects.
91. Pentameter: A line of verse consisting of five metrical feet.
92. Petrarchan sonnet: Sonnet form with an octave followed by a sestet, often used for themes of unrequited love.
93. Prosody: Study of rhythm, meter, and intonation in poetry.
94. Quatrain: Stanza of four lines, often with a rhyme scheme.
95. Realism: Literary movement seeking to portray life as accurately as possible.
96. Refrain: Phrase or verse repeated at intervals in a song or poem.
97. Resolution: Conclusion of a story where loose ends are tied up.
98. Rhyme scheme: Pattern of rhymes in a poem, represented by letters to indicate corresponding sounds.
99. Sarcasm: Use of irony to mock or convey contempt.
100. Sestina: Complex poetic form consisting of six stanzas with six lines each, followed by a three-line stanza.
101. Slant rhyme: Rhyme in which the sounds are similar but not exact.
102. Stanza: Group of lines forming the basic recurring metrical unit in a poem.
103. Stream of consciousness: Narrative mode that attempts to depict the flow of thoughts and feelings in the characters' minds.
104. Synesthesia: Description of one kind of sensation in terms of another.
105. Tetrameter: A line of verse consisting of four metrical feet.
106. Tragicomedy: Literary work that combines elements of tragedy and comedy.
107. Trope: Figurative or metaphorical use of a word or expression.
108. Villanelle: Poetic form with 19 lines consisting of five tercets followed by a quatrain, with a specific rhyme scheme.
109. Allegory: Narrative with a literal and symbolic meaning.
110. Ballad: Narrative poem with a strong rhythmic structure.
111. Blank verse: Poetry written in unrhymed iambic pentameter.
112. Connotation: Emotional or cultural association of a word.
113. Denouement: Resolution of the conflicts in a story after the climax.
114. Epic: Long narrative poem recounting the deeds of a hero.
115. Fable: Short tale, often featuring animals, conveying a moral lesson.
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119. Hero's journey: Narrative pattern involving a hero who goes on an adventure, faces trials, and undergoes transformation.

120. Idiom: Expression whose meaning is not predictable from the usual meanings of its constituent elements.
121. Inference: Conclusion drawn from evidence and reasoning rather than directly stated.
122. Invocation: Calling upon a higher power or muse for inspiration or assistance.
123. Malapropism: Humorous misuse of a word, especially by confusing it with one of similar sound.
124. Parable: Brief story that illustrates a moral or spiritual lesson.
125. Parallel structure: Repetition of a chosen grammatical form within a sentence or paragraph.
126. Pastoral: Literary work portraying an idealized rural life.
127. Propaganda: Information, ideas, or rumors deliberately spread to help or harm a person, group, or movement.
128. Prose: Ordinary spoken or written language without metrical structure.
129. Protagonist: Main character or hero of a story.
130. Pun: Play on words with multiple meanings or a humorous effect.
131. Quixotic: Exceedingly idealistic; unrealistic and impractical.
132. Rhyme: Correspondence of sounds at the end of words or lines of verse.
133. Romanticism: Literary movement emphasizing emotion, nature, and the individual.
134. Sestet: Six-line stanza or the last six lines of a sonnet.
135. Soliloquy: Speech delivered by a character alone on stage, expressing inner thoughts.
136. Sonnet: Poetic form consisting of 14 lines, often with a specific rhyme scheme.
137. Stanza: Group of lines forming the basic recurring metrical unit in a poem.
138. Subplot: Secondary plot within a story that runs alongside the main plot.
139. Synecdoche: Figure of speech in which a part is used to represent the whole or vice versa.
140. Theme: Central idea or message conveyed by a literary work.
141. Tragic flaw: Character trait leading to the downfall of a tragic hero.
142. Trope: Commonly recurring literary and rhetorical device, motif, or cliché.
143. Utopia: Imagined perfect society or community.
144. Verse: A line of poetry; poetry in general.
145. Zeugma: Figure of speech in which a word applies to two others in different senses.
146. Zoomorphism: Attribution of animal characteristics to humans or inanimate objects.
147. Rhetoric: Art of effective communication, especially persuasive speaking or writing.
148. Mimesis: Imitation or representation of the real world in art and literature.
149. Catharsis: Emotional release or purification, often achieved through tragedy or art.
150. Syntax: Arrangement of words and phrases to create well-formed sentences or lines of verse.

481. Words we use the most in Lit (Some may not be on the list)

- Anaphora
- Epistrophe
- Injambement
- Zeugma (my fav)
- Chiasma
- hypophora - sisters
- Rhetorical question
- Rhyme scheme
- Epitaph
- Antithesis

Words for Writing:

- Catalyst
- Catharsis
- Dichotomy
- Vehicle
- Impetus

Grade Descriptions

Area of knowledge, understanding and skills	Typical performance at grade E	Typical performance at grade C	Typical performance at grade A
Knowledge and understanding of literary texts	Students draw on essential knowledge and understanding of the texts they have studied to address a question. They are starting to use references and quotations to support their ideas, though this may be inconsistent.	Students select some relevant knowledge and understanding of literary texts to address a question. They use some appropriate references and quotations to support their ideas.	Students select from thorough knowledge and understanding of literary texts to address a question. They use specific references and quotations confidently to support their ideas.
Appreciation of relevant contexts	Students may demonstrate a little knowledge of wider contexts which may be relevant to a question. They may recognise an episode's place in the wider text, or show awareness of the geographical setting or the time of the text's composition.	Students demonstrate some clear awareness of wider contexts which are relevant to a question. They may appreciate how an episode fits into the wider text, or appreciate the significance of the geographical setting or societal expectations at the time of the text's composition.	Students demonstrate confident awareness of wider contexts which are relevant to a question. They may appreciate how a particular episode contributes to the wider text, or comment on the significance of the geographical setting or societal expectations at the time of the text's composition.
Understanding the style and methods of different literary forms	Students demonstrate essential knowledge of the typical features and methods of poetry, prose and drama texts. For example, they might make references to paragraphs and chapters in prose texts; stanzas and rhyme schemes in poetry; or scenes and dialogue in drama.	Students demonstrate knowledge of some of the typical features and methods of poetry, prose and drama texts. For example, they might make references to the sequencing of paragraphs and chapters in prose texts; the effects of stanza breaks, rhythm and rhyme schemes in poetry; or the sequence of scenes and tone of dialogue in drama.	Students demonstrate confident appreciation of the typical features and methods of poetry, prose and drama texts. For example, they might discuss the shaping of paragraphs and chapters in prose texts; the effects of stanza shape, rhythm and rhyme schemes and their variations in poetry; or scene development and characterisation through dialogue in drama.

Area of knowledge, understanding and skills	Typical performance at grade E	Typical performance at grade C	Typical performance at grade A
Understanding writers' literary choices and their effects, using appropriate literary terminology	<p>Students understand that writers use language and structure to communicate meaning and create effects for the reader or audience.</p> <p>For example, they may recognise writers' use of such features as chapters, stanzas, scenes, simile, metaphor and personification.</p> <p>They demonstrate limited knowledge of literary terminology, or they may use it without understanding.</p>	<p>Students understand ways in which writers use language and structure to communicate meaning and create effects for the reader or audience.</p> <p>For example, they may make some comments on writers' use of such features as chapters, stanzas, scenes, simile, metaphor, personification and other literary features.</p> <p>They demonstrate straightforward knowledge of literary terminology and use it appropriately.</p>	<p>Students analyse ways in which writers use language and structure to communicate meaning and create effects for the reader or audience.</p> <p>For example, they may discuss the effects of writers' use of such features as chapters, stanzas, scenes, and a range of literary features.</p> <p>They demonstrate confident use of literary terminology to develop their arguments with fluency.</p>
Articulating a personal response to texts	<p>Students demonstrate a personal response. Their basic interpretations lack support.</p>	<p>Students demonstrate a clear personal response. They support their interpretations with some references and quotations.</p>	<p>Students demonstrate a confident personal response. They support their interpretations securely with a range of references and quotations.</p>
Developing a structured argument in response to a task	<p>Students present their ideas and arguments in a simple way. They may rely on paraphrase and narrative summary rather than structured argument.</p>	<p>Students present clear ideas and arguments with some progression through paragraphs. They may occasionally use paraphrase and might sometimes lose clarity.</p>	<p>Students present some complex ideas and arguments through sequenced paragraphs. They write with clarity and confidence.</p>

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Color Symbolism Chart

Red: Excitement, energy, passion, love, desire, speed, strength, power, heat, aggression, danger, fire, blood, war, violence, all things intense and passionate.

Pink symbolizes love and romance, caring, tenderness, acceptance and calm.

Beige and ivory symbolize unification. Ivory symbolizes quiet and pleasantness. Beige symbolizes calm and simplicity.

Yellow signifies joy, happiness, betrayal, optimism, idealism, imagination, hope, sunshine, summer, gold, philosophy, dishonesty, cowardice, jealousy, covetousness, deceit, illness, hazard and friendship.

Blue: Peace, tranquility, cold, calm, stability, harmony, unity, trust, truth, confidence, conservatism, security, cleanliness, order, loyalty, sky, water, technology, depression, appetite suppressant.

Turquoise symbolizes calm. Teal symbolizes sophistication. Aquamarine symbolizes water. Lighter turquoise has a feminine appeal.

Purple: Royalty, nobility, spirituality, ceremony, mysterious, transformation, wisdom, enlightenment, cruelty, arrogance, mourning.

Lavender symbolizes femininity, grace and elegance.

Orange: Energy, balance, enthusiasm, warmth, vibrant, expansive, flamboyant, demanding of attention.

Green: Nature, environment, healthy, good luck, renewal, youth, spring, generosity, fertility, jealousy, inexperience, envy, misfortune, vigor.

Brown: Earth, stability, hearth, home, outdoors, reliability, comfort, endurance, simplicity, and comfort.

Gray: Security, reliability, intelligence, staid, modesty, dignity, maturity, solid, conservative, practical, old age, sadness, boring. Silver symbolizes calm.

White: Reverence, purity, birth, simplicity, cleanliness, peace, humility, precision, innocence, youth, winter, snow, good, sterility, marriage (Western cultures), death (Eastern cultures), cold, clinical.

Black: Power, sexuality, sophistication, formality, elegance, wealth, mystery, fear, evil, unhappiness, depth, style, evil, sadness, remorse, anger, anonymity, underground, good technical color, mourning, death (Western cultures).

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