

English 9
Review for final

The final exam will feature two sections: short answer (quotation identification) and essay.

I. Quotation Identification (40 minutes). Quotation identification will emphasize texts we have read in the second half of the year: *Frankenstein*, Sophocles' *Antigone*, Anouilh's *Antigone*, and *Macbeth*. General knowledge of the texts from the first half of the year is also required for you to be successful.

To prepare for this portion of the text, re-familiarize yourself with the characters' names, the settings, the themes, and the sequence of events in the plot. There are some key ways you can differentiate between the versions of *Antigone*; the most apparent is the difference between a play in verse and a play in prose.

You will want to review the literary terms we have discussed in order to be able to answer questions with specificity. Some questions will be impossible to answer without conversance with the terms we have discussed with some emphasis. Review the matching section on the *Frankenstein* test to make sure you have those major terms, and you will also want to revisit literary devices and artistic movements or other patterns that have come up with other texts.

II. Essay. (40 minutes). Works we have studied this year: *The Iliad*, *Agamemnon*, *The Odyssey*, *Frankenstein*, Sophocles' *Antigone*, Anouilh's *Antigone*, *Macbeth*.

Prepare one of these two essays so that you can write efficiently on the test. You won't be allowed to bring notes in, so prepare and memorize your thesis ideas and main points.

This essay is more straightforward; to earn an A on this essay, you must show mastery of the tenets from Aristotle as well as of the texts you discuss.

1. Tragedy. We have talked a lot about tragedy this year. Which of the texts we have read is the most tragic? Consider not popular notions of catastrophe in your thinking, but rather Aristotle's description in *Poetics*, including the effect on the audience, the necessary catharsis, along with the much discussed hamartia, peripeteia, and anagnorisis. Feel free to take a chance and argue strongly for a less likely work. As you argue, compare and contrast with other texts, showing your mastery of the body of work we have read. While you need not memorize passages from the texts, you should make specific points that show your understanding of both the main points and the details (the forest *and* the trees).

This second topic is more challenging; essays on this topic will be graded more sympathetically. Still, you must show mastery of the texts we have read and a reasonable conversance with the ideas below along with logical argumentation (i.e., thesis and development).

2. The feminine genius. Consider the included excerpt of St. Pope John Paul II's Letter to Women. How does the presence or absence of an understanding of this feminine genius ("genius" is a quality, not a person) affect the way a woman lives and the actions she takes? Consider two of the women characters we have studied—Penelope, Antigone, Lady Macbeth, Clytemnestra, or others—from two different texts and discuss the role of the qualities extolled in the letter: receptivity, emphasis on the person, empathy, obedience and dependency (interrelationship, a *fiat* mentality), guidance of man, protection of life, sanctity and modesty.