

English 9
Final exam 2020
Review for final #2 (Zoom edition)

As mentioned in the initial review, please make a study sheet for each text we have studied, including character, theme, setting, symbol, and point of view. Have some idea about the overall emphases of the texts, what they do and what they are about on the level of idea.

Certainly, you should also remember Aristotle’s description of tragedy and be able to use the words *peripeteia*, *hamartia*, and *anagnorisis* correctly in your work.

Please read over feedback on Macbeth journals, especially if you asked questions. This document will be in the Jupiter assignment and called “feedback.pdf.”

Remember the guidelines and rules from the previous handout: 75 minutes total: 30 to prepare after you open the prompt using your class materials, including books, and then 45 minutes to write. I will allow 10 minutes for scanning and uploading in addition.

The 30 minutes of prep time are to be used thinking through and arranging—not remembering. Know the material so that you are able to use the prep time writing a thesis and arranging ideas.

Your exam prompt will arrive in your inbox by Jupiter message. You will receive one prompt. I will keep in mind the difficulty of your prompt when grading.

Sample prompts. This array of review prompts is designed to get you thinking about different possible interactions between and among texts. Actual exam prompts will be more fully written so as not to confuse the student.

1. Word journal prompts:

a. Consider your word journal for *Macbeth*. Possibly the patterns you have noticed point to a symbol, motif, or theme. Compare and contrast your findings in your word journal with the recurrent net or fire imagery in *Agamemnon*. What notable similarities and differences emerge? How do Shakespeare and Aeschylus use recurrent elements?

b. Answer the same questions, using Homeric epithets in *The Iliad* and/or *The Odyssey* in place of nets/fire.

2. *Macbeth–Frankenstein* prompts:

- a. Many students have noted that Mary Shelley uses nature in *Frankenstein* to set a mood. How does Shakespeare control mood (the emotional atmosphere of the text) in *Macbeth*?
- b. Many students have noted that Victor Frankenstein gets into trouble when he breaks with the natural order of things. How has Macbeth disrupted the natural order of things? How does Shakespeare show that disruption? Compare and contrast these techniques with what we see in *Frankenstein*.

3. *Macbeth–Antigone* prompts:

- a. Creon breaks natural law by refusing to bury Polynices. Macbeth breaks natural law by committing murder. How do rebels work in both pieces to put things right? What makes them successful?
- b. We can read Ismene as a foil for Antigone, representing a different responses to the same stimulus. Similarly, Banquo can be read as a foil for Macbeth. Compare and contrast the uses and effects of this device in the two plays.

4. *Macbeth–Agamemnon* prompts:

Both Macbeth and Agamemnon return from war and find that their wives have been plotting. Explain the relationship of the kleos/nostos split in both cases, the key differences in the stories, and the similarities of outcome. What do these texts say about marriage, through these two negative examples?

5. *Macbeth–Agamemnon/Antigone* prompt:

Consider the use of the Chorus in *Macbeth* and one other text we have studied this year. Use the non-*Macbeth* text to form your idea of who the Chorus is and what the Chorus does. Then apply that yardstick to the characters who function as a Chorus in *Macbeth*. What is the function of the Chorus in *Macbeth*? What does it add to the overall play?

6. *Macbeth–Odyssey* prompt:

Explore the role of hubris in the story of Macbeth and of Odysseus. How does each character come to terms with this flaw?

7. *Macbeth–Iliad* prompt:

Explore the role of fate in *Macbeth* and *The Iliad*. How does Achilles' knowledge of his fate affect his actions? How does Macbeth's similar knowledge affect him? Compare and contrast and derive any overall lessons promulgated by the texts.

And so on.

I would be happy to read any sample thesis statements or outlines you would like to send over the weekend.