Chapters 3-6 Literary Analysis Questions

Directions: Answer each of the question below using the C.E.I model discussed in class. Each question below should be answered using specific evidence from the text [this means that you must quote evidence in the text to support your answer (claim)].

1. “I was born with water on the brain.” (1)
   1. Author’s write with intention. I want you to start to think about why the author, Sherman Alexie, structured the text in the way that he did. Why do you think the author chose to start the book with the main character describing himself?
   2. How does starting the book this way impact the reader’s understanding of the novel?
   3. Chapter 2 discusses a traumatic experience with his best friend, his dog. Why does the author include this chapter?
2. How did the author introduce Rowdy? What is significant about how the author introduced Rowdy? Support with textual evidence.    
     
     
   1. How would you describe his personality in contrast with what we’ve learned about Junior? Support with textual evidence.
3. Analyze Junior’s flashback to Rowdy’s youth.   
     
     
     
   1. How is it effective? Explain and support with specific evidence from the text.
   2. What does it help the reader to understand about Rowdy? Explain and support with specific evidence from the text.
4. Why might the Andruss brothers bully Junior?   
     
     
   1. What do you think may have influenced them to treat Junior this way? Make an inference and support with textual evidence.
5. According to Junior, what happened to his sister after high school?
   1. What do you think happened to her? Why? Make an inference and support with textual evidence.
6. What is Junior’s tone towards school? Support with specific textual evidence.    
     
     
   1. Why might he have this attitude? Support with specific textual evidence.
7. How is Junior’s novel a ***symbol*** in the novel? Support with specific evidence from the text.    
     
     
   1. What is its deeper meaning? Support with specific evidence from the text.
   2. Considering the significance of the textbook, how then are Junior’s actions with the book symbolic as well? Support with specific evidence from the text.
8. Based on the first four chapters, what aspect of setting influences the characters the most? Support with textual evidence.    
     
     
     
   1. How does this aspect of the setting affect them? Support with textual evidence.
9. Select one image from the chapters you believe is the MOST important. Tell me the page # of the image you chose! 😊   
     
     
   1. Analyze the image and describe its importance.
   2. What does the image reveal that Junior’s narration and story does not? Support with specific textual evidence.
10. What is Junior's initial tone towards Mr. P's visit?   
      
    1. Why might he have this tone? EXPLAIN TWO POSSIBLE REASONS AND SUPPORT WITH EVIDENCE FROM THE TEXT.
11. Analyze Mr. P's flashback to his early teaching career.   
      
    1. What does it reveal about the treatment of Native American students? Support with textual evidence.
    2. Why might this treatment have been "acceptable" to Mr. P? EXPLAIN AND SUPPORT WITH TEXTUAL EVIDENCE.
12. What hopes and dreams did Mary Runs Away have when she was in school? Support with specific evidence from the text.    
      
      
    1. What happened to her hopes and dreams? Support with specific evidence from the text.
    2. Why do you think this happened? EXPLAIN AND SUPPORT WITH TEXTUAL EVIDENCE.
13. Why might Junior struggle to say he deserves better? Support with specific evidence from the text.    
      
      
    1. With what conflicts does his struggle connect? EXPLAIN AND SUPPORT WITH TEXTUAL EVIDENCE.
14. Interpret Mr. P's comment: "All these kids have given up... All your friends. And the bullies. And their mothers and fathers have given up. And their grandparents gave up and their grandparents before them. And me and every other teacher here. We're all defeated." (42)   
      
      
    1. What about the setting contributes to people feeling defeated? Support with textual evidence.
    2. What does this aspect of the setting reveal about the systemic challenges people face on the reservation? EXPLAIN AND SUPPORT WITH TEXTUAL EVIDENCE.
15. How do we see the theme of **hope** in this chapter? Support with textual evidence.    
      
      
    1. What might the author want readers to learn about this theme. EXPLAIN AND SUPPORT WITH TEXTUAL EVIDENCE.
16. Why might the author title the chapter "Hope Against Hope"? Support with textual evidence.    
      
    1. What do you think the deeper meaning of the title might be? INTERPRET AND EXPLAIN AND SUPPORT WITH TEXTUAL EVIDENCE.
17. Identify AT LEAST two examples of figurative language in the text. Write down the quote and page number. And finally, explain the significance of the figurative language to the overall meaning of the text (THEME).

Find THREE pieces of figurative language in ch. 3-4

1. TYPE OF FIGURATIVE LANGUAGE:
2. QUOTE & PAGE #:

1. INTERPERT [WHAT IS THE AUTHOR REALLY TRYING TO SAY TO THE READER?]:
2. B. TYPE OF FIGURATIVE LANGUAGE:
3. QUOTE & PAGE #:
4. INTERPERT [WHAT IS THE AUTHOR REALLY TRYING TO SAY TO THE READER?]:
5. TYPE OF FIGURATIVE LANGUAGE:
6. QUOTE & PAGE #:
7. INTERPERT [WHAT IS THE AUTHOR REALLY TRYING TO SAY TO THE READER?]: