**And Then There Were None - End of Year Learning Goals Study Guide**

**Learning Goal: Point of View**

The student will: Know the characteristics of the different points of view and be able to identify from what point of view different passages are told.

**First person** – told by the main character, and the main character tells his/her thoughts and feelings to us. Uses pronouns like I, me, my in text that isn’t dialogue.

**Third person omniscient** – told by a narrator outside of the story. Know thoughts and feelings of multiple characters. Uses pronouns like he, she, and they.

**Third person limited** – told by a narrator outside the story. Know thoughts and feelings of only one character. Uses pronouns like he, she, and they.

**Third person objective** – told by a narrator outside the story. Know NO thoughts and feelings of any character – only what can be seen and heard. Uses pronouns like he, she, and they.

**Learning Goal: Author’s Purpose**

The student will: Tell whether the author is writing to entertain, persuade, or inform.

**Entertain** – most fiction. Made up stories. Supposed to make you feel something.

**Inform** – primarily to give facts. Good informative examples are essays, the newspaper, textbooks, non-fiction, etc.

**Persuade** – to convince a reader to see things the author’s way, change their mind about something, get you to act in some way. Good examples are commercials, editorials, bumper stickers, billboards, print advertisements, etc.

**Learning Goal: Drawing Conclusions/Inference**

The student will: draw conclusions/make inferences after reading pieces of text AND be able to support their reasoning with SPECIFIC details from text and their own background knowledge.

**Learning Goal: Main Idea**

The student will: read a passage and identify the main idea.

**Main idea** – WHO + WHAT with NO supporting details. It should be no more than a sentence!

**Learning Goal: Context Clues**

The student will: figure out the meanings of unknown words in text and identify the text details that act as context clues.

**Learning Goal: Literary Elements**

The student will: identify examples of MOOD, FORESHADOWING, FLASHBACK, and THEME.

**THEME** - you will be identifying a theme in And Then There Were None and explaining your choice using specific examples from the novel. A theme is a life lesson – something that the author wants you to learn from the story. Themes are BROAD and can apply to lots of different books – not just the one you have read. For example, “Telling the truth is always best” is an example of a theme. This could be applied to many books. “Karen needed to tell the truth” is too specific and would possibly only apply to the book someone is reading. So – THINK BIG when thinking of theme and remember: **THEMES ARE LESSONS ABOUT LIFE**!

**MOOD** – the overall feeling that a piece suggests – how you are supposed to feel as a reader. The author uses specific details, words, phrases, events to help create this feeling.

**FLASHBACK** – when the reading is interrupted and a character is “transported” to something that happened to them in the past. We generally learn something about the character from the flashback – something that changed them and made them who they are today.

**FORESHADOWING** – clues that an author gives to let you know something is coming. This can be in the form of events, quotes, dialogue, etc.

**Learning Goal: Compare/Contrast**

Short Answer Question #1: Choose two characters from the novel and write one paragraph comparing them (three similarities) and one paragraph contrasting them (three differences). \*If you are choosing a man and a woman, please do not use that as one of your differences. If two woman, don’t use that as a similarity. Think more about WHO they are, HOW they behave, character traits, etc.

Short Answer Question #2: Choose a character from the novel and explain how he/she changed from beginning to end of the novel. Discuss what this person was like at the beginning of the novel and how he/she changed before death. In your explanation, think about what events in the novel lead to these changes.

**Learning Goal: Literary Techniques**

The student will: identify examples of literary techniques.

See literary techniques sheet in resources section of binder or on website for a list of literary techniques, definitions, and examples. **STUDY AND KNOW THESE!** You will be given quotes from the novel that you will have to match with the appropriate literary technique.

**Learning Goal: Summarizing**

The student will: write a summary of the novel. Be sure to think about the BIG things that someone would need to know to understand the story. Tell about these BIG events from beginning to the end of the story. Don’t leave me guessing – tell how the story started, important events in the middle, and how the story ended.

Remember the five features of a summary:

1. It is short
2. It is in your own words
3. It contains NO opinions – only details from the story
4. It includes the main idea (who + what) and only important details
5. It is sequential (all of the events are in order from beginning to end).