NOVEL STUDY INTRODUCTION

English for Degree Entrance (EDE) compiled by Carrie Molinski & Sue Slessor.

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Introduction

Moon of the Crusted Snow by Waubgeshig Rice is a fictional novel that looks at how an Anishinaabe First Nation in northern Ontario deals with an unknown event that leaves the community isolated, without power or phone service and with limited food sources as winter sets in. You will complete several assignments as part of your novel study.

Learning Objectives

- Learn about various aspects of Indigenous culture.
- Consider how the physical environment affects the community and culture of the people living there.
- Use reading strategies to build an understanding of society.

To Do List

- Read information about the novel *Moon of the Crusted Snow*
- Watch *The Last Fisherman*.
- Watch *Learning About Smudging*.
- Watch *Traditional Medicine*.
- Read the novel *Moon of the Crusted Snow*.
- Consider the importance of environment on community and culture. Complete the reflection questions and save them for the last unit in the novel study.

- *There is no assignment in this module.*

Attribution

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ABOUT MOON OF THE CRUSTED SNOW

About the Novel

Moon of the Crusted Snow by Waubgeshig Rice is a fictional novel that looks at how an Anishinaabe First Nation in northern Ontario deals with an unknown event that leaves the community isolated, without power or phone service and with limited food sources as winter sets in.

In 2018, Dr. Anna Rodrigues approached author Waubgeshig Rice with the idea of collaborating on an open educational guide for his novel, *Moon of the Crusted Snow*, when she discovered that OERs for books written by Indigenous authors were lacking. That collaboration resulted in an online educational guide launching in 2019 that was well received by educators across Canada. In early 2021, Waubgeshig and Anna decided to update the guide and, at that time, Dr. Kaitlyn Watson, from the Teaching and Learning Centre at Ontario Tech University, joined the project. As part of this update, themes from the original resource have been expanded and a new theme, which explores connections between the novel and the global pandemic, has been added.

In December 2018, Waubgeshig Rice sat down with Shelagh Rogers from The Next Chapter [New Tab] (https://www.cbc.ca/listen/live-radio/1-67-the-next-chapter/clip/15642419-waubgeshig-rice-moon-crusted-snow) to discuss his recently published book, *Moon of the Crusted Snow*. The Next Chapter [New Tab] (https://www.cbc.ca/radio/thenextchapter) is a Canadian Broadcast Corporation (CBC) radio program focused on Canadian writers and songwriters.

Author's Bio

Waubgeshig Rice is an author and journalist from Wasauksing First Nation on Georgian Bay. His first short story collection, *Midnight Sweatlodge*, was inspired by his experiences growing up in an Anishinaabe community and won an Independent Publishers Book Award in 2012. His debut novel, *Legacy*, followed in 2014, with a French translation published in 2017. His latest novel, *Moon of the Crusted Snow*, became a national bestseller and received widespread critical acclaim, including the Evergreen Award in 2019. His short stories and essays have been published in numerous anthologies.

His journalism experience began in 1996 as an exchange student in northern Germany, writing articles about being an Indigenous youth in a foreign country for newspapers back in Canada. He graduated from Ryerson University's journalism program in 2002. He spent most of his journalism career with the Canadian Broadcasting Corporation as a video journalist, web writer, producer and radio host. In 2014, he received the Anishinabek Nation's Debwewin Citation for excellence in First Nation Storytelling. His final role with CBC was host of Up North, the afternoon radio program for northern Ontario. He left daily journalism in 2020 to focus on his literary career.

He currently lives in Sudbury, Ontario with his wife and two sons, where he's working on the sequel to *Moon of the Crusted Snow*. Please visit Waubgeshig Rice's website [New Tab] to learn more about him.

Watch It: Learn More About Indigenous Cultures

Use the interactive slides below to watch the videos on Indigenous Cultures.

Learn More About Indigenous Culture Videos (Text Version)

Watch The last fishermen: 'You can't quit if the weather gets bad or cold or if there's no fish' (22 minutes) on YouTube (https://youtu.be/U7zdeMPARI0)

Watch The power of a tree: Why birch and its bark are so important (22 minutes) on YouTube (https://youtu.be/mQE4g35nRRk)

Watch Traditional Indigenous smudging (2 minutes) on YouTube (https://youtu.be/Z4UoIyHKExk)

Watch Traditional medicines with Joseph Pitawanakwat (2 minutes) on YouTube (https://youtu.be/ch8iJdqsWTQ)

Activity Source: "Learn More About Indigenous Culture" H5P activity created by oeratgc, licensed under CC BY-NC-SA 4.0, except where otherwise noted.

Read the *Moon of the Crusted Snow*:

Georgian Students can access the full novel, *Moon of the Crusted Snow* [New Tab] (https://ra.ocls.ca/ra/login.aspx?inst=georgian&url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1835948&site=ehost-live&scope=site&ebv=EB&ppid=pp_i), via the Library database.

If you are prompted to login, use the same Georgian credentials as you do for Blackboard or your student email.

Reflection Questions

1. Before reading the book, reflect on what land-based knowledge means to you. Ask this question again after reading the book. How has your understanding of land-based knowledge changed?
2. How do you feel connected to the land around you? How does the environment sustain you (mentally, physically, emotionally, spiritually)?

3. In your current context, how is your daily life shaped by the land and/or your environment, in big ways and small?

4. How do you think the physical environment affects the community and the culture of the people living there? Consider Canada and its varied landscape in comparison to other countries.

Save your answers. You will revisit and revise them after you have read the novel and hand your answers in at the end of the novel study.

Summary

Narration is a style of writing that tells a story. The novel that you will read in this unit, *Moon of the Crusted Snow*, reflects the experience and culture of its writer, Waubgeshig Rice. As you read the novel, consider how the environment in which a person lives affects culture and community. You are now ready to move on to the next folder.

Attribution & References

Except where otherwise noted, this chapter is adapted from "Moon of the crusted snow: Reading guide" (https://ecampusontario.pressbooks.pub/moonofthecrustedsnow/front-matter/introduction/) and "Land" In *Moon of the crusted snow: Reading guide* by Anna Rodrigues and Kaitlyn Watson, licensed under CC BY-NC-SA 4.0/Adaptations include changing the photo of the author Waubgeshig Rice, addition of YouTube videos and reflection questions.

- Content from "Reflection Questions" section is from "Discussion Questions" section in "Land" In *Moon of the crusted snow: Reading guide* by Anna Rodrigues and Kaitlyn Watson, licensed under CC BY-NC-SA 4.0/ Adaptations include addition of fourth question.

References

CBC Docs. (2021, March 19). *The power of a tree: why birch and its bark are so important to Anishinaabe culture* [Video]. YouTube. https://youtu.be/mQE4g35nRRk

CBC Docs. (2021, March 23). *The Last Fishermen: 'You can't quit if the weather gets bad or cold or if there's no fish'* [Video]. YouTube. https://youtu.be/U7zdeMPARI0

DC Broadcasting. (2018, December 3). *Traditional Medicines with Joseph Pitawanakwat* [Video]. YouTube. https://youtu.be/ch8iJdqsWTQ

Trent University. (2019, August 19). *Traditional Indigenous smudging* [Video]. YouTube. https://youtu.be/Z4UoIyHKExk

NOVEL RESPONSE

Introduction

Read each of the sections on narrative elements: character, plot, setting, theme, point of view and dialogue. You will need to understand these elements in order to complete the reading response assignment. Consider and reflect on the questions in the exercise for each section as they relate to the novel, *Moon of the Crusted Snow*. You do not have to hand these answers in. Use them as a study guide for when you read the novel. You will upload your answers to the Reading Response Assignment for marking.

Learning Objectives

- Learn how elements, features and form of literary texts communicate meaning by reading and analyzing the novel *Moon of the Crusted Snow*.
- Use reading strategies to build an understanding of society.

To Do List

- Read "Elements of Fiction: Character."
- Learning Activity 1 – Elements of Fiction: Character
- Read "Elements of Fiction: Plot."
- Learning Activity 2 – Elements of Fiction: Plot
- Read "Elements of Literature: Setting, Theme."
- Learning Activity 3 – Elements of Fiction: Setting, Theme.
- Read "Point of View, Narrative, and Dialogue."
- Learning Activity 4 – Elements of Fiction: Point of View, Narrative, Dialogue."
- Read the novel *Moon of the Crusted Snow*. Use the exercise questions in the Narrative Elements sections to take notes on the novel.
- Complete the Reading Response Questions using your notes as a guide and upload into Blackboard.

Attribution

ELEMENTS OF FICTION: CHARACTER

We can use several ways to think of character:

1. **Importance:** who are the main/important characters?
2. **Roles:** what is their purpose in the story?
3. **Characteristics:** what are the characters like? How are they acting?
4. **Development:** how do the characters change and grow throughout the story? How does what they go through affect them?

A story can have many characters, but you may not find all of these character types in a story.

Characters by Importance

Protagonist (a.k.a. Main Character)

- The **protagonist** is the character who is most written about in the story.
- A story will always have at least one main character, but it can have several (in movies or television, this is called an ensemble cast—when each character is as important as another). Main characters are the most important to the action in the story.

Secondary Characters

- These characters may be written about often in the story and are important but not as much as the main character.

Minor Characters

- These characters fill in the story but are not as important as the protagonist or secondary characters.
- They may have small roles and stories of their own, but don't drive the action of the protagonist's main story.
- They might act as what we'd call "extras" in a movie. They can be as little important as background.

Characters by Role

Antagonist

- This character is generally in opposition to the main character. This is someone with whom the protagonist has a conflict.
- An **antagonist** can be any character who acts against any other.
- This does not necessarily make them "bad" characters. They are simply opposed to another.

Villain

- This is a character who is negative, bad or evil.
- It might be the antagonist, but it might just be another bad character.

Sidekick

- This character goes along with another character in the story—usually the protagonist, but their relationship can be with any character.
- This character's purpose is to support another character.

Five Methods of Characterization (how we know what the characters are like)

1. Describing the character's physical appearance
2. Showing the character's actions
3. Revealing the character's thoughts and words
4. Showing what other characters think and say about the character
5. Telling the reader directly what the writer thinks of the character

Check Your Understanding: Identify Elements of a Short Story

Choose your own short story, or use a story your instructor has assigned. Use examples from the story where applicable.

1. Who is the protagonist in the story?
2. Describe the character—what they look like, act like, talk like, think like, etc.
3. Are there any secondary characters? Yes / No
4. Who are they?
5. Are there any minor characters? Yes / No
6. Who are they?
7. Is there an antagonist? Yes / No
8. Who is it?
9. Is there a villain? Yes / No
10. Who is it?
11. Is there a sidekick? Yes / No
12. Who is it?

Check Your Understanding: Elements of Character Review

Elements of Fiction: Character (Text Version)

1. There are multiple ways to think of character. _____ asks who the main or important characters are in the story and _____ looks at what their purpose is in the story. When looking at the _____ of the character you are asking what the character is like and how they are acting. Finally, _____ looks at how the character has changed and grown as the story progresses and asks how what they go through has affected them.

- Importance
- role
- development
- characteristics

2. The person who is in opposition to the main character is called the?

- Antagonist
- Sidekick
- Secondary character
- Protagonist
- Villain

3. The _____ is the main character of the story and is the most written about. There is always one main character who is the most important in the action of the story; however, there can be multiple main characters. _____ are often written about in the story but are not as important as the main character, while _____ fill in the story, have small roles and stories, and don't drive the action of the main story.

- protagonist
- Secondary characters
- minor characters

4. There are five methods of characterization, which is how we know what the characters are like in the story. Select the five methods that are correct:

1. The character's physical appearance is described.
2. The character's actions are shown and described.
3. The plot tells you what you need to to know about the character.
4. The character's thoughts and words are revealed as the story progresses.
5. Other character's perspectives, thoughts, and what they say about the character are shown.
6. The reader is told directly by the author what they think of the character.

Check your Answers: [1]

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1. **1)** There are multiple ways to think of character. **Importance** asks who the main or important characters are in the story and **role** looks at what their purpose is in the story. When looking at the **characteristics** of the character you are asking what the character is like and how they are acting.

Attribution & References

Finally, **development** looks at how the character has changed and grown as the story progresses and asks how what they go through has affected them. **2) Antagonist**. The antagonist is the character who is generally in opposition with the main character (protagonist) and is in conflict with them. An antagonist is a character who is acting against another, but this does not mean that they are always "bad characters". **3)** The **protagonist** is the main character of the story and is the most written about. There is always one main character who is the most important in the action of the story; however, there can be multiple main characters. **Secondary characters** are often written about in the story but are not as important as the main character, while **minor characters** fill in the story, have small roles and stories, and don't drive action of the main story. **4)** 1. The character's physical appearance is described. 2. The character's actions are shown and described. 4.The character's thoughts and words are revealed as the story progresses. 5. Other character's perspectives, thoughts, and what they say about the character is shown. 6.The reader is told directly by the author what they think of the character.

ELEMENTS OF FICTION: PLOT

Plot (a.k.a. narrative arc) is what happens in the story. The classic plot structure has a beginning, a middle and an end. The way the pages unfold from the first page to last can be out of order chronologically relative to what happens in the story.

It is useful to understand the elements of the classic plot, but know that many different storytelling cultures use different plot structures. We start by examining the basics of the classic plot so that we may become accustomed to how it feels to work with stories, not because we believe that this is the only or best way of representing stories. We will continue to refer to this element of fiction as "plot" for simplicity.

Beginning—Three Types of Beginnings

Plots can have different types of beginnings, but they often have just one type of middle and end.

1. The story can start at the very beginning of the action.

    - "Once upon a time..." a fairy tale beginning
    - Example: "Clarissa woke up in the morning, looking forward to a nice, relaxing day at the park." Nothing is happening yet, and we don't know what is going to happen

2. The story can start in the middle of the action.

    - *In medias res* (in the middle of things)

    - Example: "Clarissa was cramped up in the trunk of the speeding car, terrified that the kidnappers would hurt her." We are right in the middle of the action, but we don't know how it started or how it will end.

3. The story can start at the end of the action.

    - Ending first
    - Example: "The police officers finished their questioning and left Clarissa alone in her hospital

room, but she couldn't stop replaying the horrible day over in her mind." We know how it all turned out, but we don't know how it started or what happened.

Middle

In the middle of the story, we are at the **climax** of the action. We know what the character wants and what the character has done up until this point. The action is at its most exciting, but we don't know what will happen to get us to the ending.

- The climax is where the conflict in the story reaches its peak.
- Conflict is a struggle between characters and other forces. The conflict defines what the characters need and want.
- The point where everything is at its height of excitement; everything builds to that point.

End

At the end of the story, we have the **resolution** to the action.

- The climax is over and we know how the conflict has been resolved.
- We know how it all turns out.
- Almost always a happy ending—usually resolved in a satisfactory way for the characters and the reader.

Conflict

"Man vs." is the classic terminology to think of conflict. It originates from classic Greek literature. We understand now that much of the old use of the word "man" referred to all human beings; however, there were many instances where "man" or even "person" was considered to only refer to males who represented the gender known as "man" and excluded women and other people. It is acceptable to use "person vs." to denote conflict. I am comfortable with using "man vs." as I am aware I am studying conflict in the traditional sense—and not gender identity in our current time—when I use those terms.

- Man vs. man
  - Character is in a struggle with another character directly
- Man vs. self
  - Character is in a struggle with him/herself

- Man vs. fate
- Man vs. society
  - Character is in a struggle with society
- Man vs. higher power
  - Character is in a struggle with a God or another divine being
- Man vs. machine
  - May be an actual machine, such as a vehicle, factory machine or robot
  - May be a usable item
  - May be known as people or groups working together to accomplish something, an organization or institution (e.g. war, marriage, church)
- Man vs. nature

Other Plot Points

- **Flashback**—look back in time to get more information about present
- **Foreshadowing**—hints at what will happen later in the story
- **Prologue**—a chapter before the story even begins—usually giving background
- **Epilogue**—a chapter after the story ends—probably tells what happened after

Check Your Understanding: Identify Plot Features

Choose your own short story, or use a story your instructor has assigned. Use examples from the story where applicable.

1. What happens at the beginning of the story?
2. Where does this story start? (beginning / middle / end)
3. What problems do the characters have? What is the conflict in the story? (type and example)
4. What happens because of these problems?
5. When do things change because of the problem?
6. What happens in the middle of the story—the climax?
7. How do they deal with this?

Check Your Understanding: Elements of Fiction: Plot

Elements of Fiction: Character (Text Version)

1. Fill in the blanks using the words listed below.

   - narrative arc
   - at the beginning of the action
   - plot structure
   - in the middle of the action

   - climax
   - Conflict
   - resolution

   Plot, also known as _____, is what happens in a story. The classic _____ is beginning, middle, and end, but the story can appear out of chronological order in the book. There are three types of beginnings:

   1. The story starts _____ and this is typically seen with fairy tales.
   2. Also known as medias res, the story starts _____.
   3. The story begins with the ending.

   The _____ happens in the middle story where the conflict in the story reaches its peak. _____ is the struggle between characters and another force. At the end of the story there is a _____ which is the part of the story where the conflict is worked out.

2. What is the plot point where the story looks back in time to get more information about what is happening in the present?

   - Flashback
   - Foreshadowing
   - Prologue
   - Epilogue

3. Fill in the missing words:_____ is when a character is struggling directly with another character. A character struggling with themselves/himself/herself is known as _____. _____ is when a character is struggling with society._____ is when a character is struggling with a vehicle, a robot, usable item. It may also be known as people or groups (organizations, institutions) that are working together to accomplish something (church, war, etc.).

Check your Answers: [1]

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Watch it: The Elements of a Story

Watch The elements of a story| Reading| Khan Academy (5 minutes) on YouTube (https://youtu.be/Zr1xLtSMMLo)

Attribution & References

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1. **1)** Plot, also known as narrative arc, is what happens in a story. The classic plot structure is beginning, middle, and end, but the story can appear out of chronological order in the book. There are three types of beginnings: 1. The story starts at the beginning of the action and this is typically seen with fairy tales. 2. Also known as medias res, the story starts in the middle of the action. 3. The story begins with the ending. The climax happens in the middle story where the conflict in the story reaches its peak. Conflict is the struggle between characters and another force. At the end of the story there is a resolution which is the part of the story where the conflict is worked out . **2)** Flashback **3)** Man vs. man is when a character is struggling directly with another character. A character struggling with themselves/himself/herself is known as Man vs. self . Man vs. society is when a character is struggling with society. Man vs. machine is when a character is struggling with a vehicle, a robot, usable item. It may also be known as people or groups (organizations, institutions) that are working together to accomplish something (church, war, etc.).

ELEMENTS OF LITERATURE: SETTING & THEME

Setting

Setting is where the action in the story takes place. There are two main kinds of settings:

Movie Scenes Film Backdrop Free Photo by McRonny, licensed under a Pixabay License.

1. General Setting: the less specific and larger time and place in which a story takes place—the the overall time and area.

    ◦ e.g., A story may be set in the early twenty-first century in a small town in the interior of British Columbia
    ◦ e.g., Europe in between the two World Wars

2. Specific Setting: the exact time and place in which a specific part of the story happens.

    ◦ e.g., In a scene in a story, the sisters are in their parents' car driving home after school.
    ◦ e.g., At the corner between two buildings at dusk on New Year's Eve

Theme

Theme is the meaning that *you* get out of a story. The theme is not given to readers directly—it is something that readers must figure out on their own.

    ◦ Example: unrequited love (love for someone who doesn't return that love).
    ◦ Example: overcoming great obstacles to succeed in life.
    ◦ Examples: "love," "family loyalty," "human behaviour in wartime."

Theme is a major concept the writer wants to explore with their work. It is usually a universal, abstract idea that any person could understand.

Problems with Theme

- Have you ever had a hard time finding "the theme" in a story?
- Have you ever received a poor grade on an answer or assignment about theme?

I pose this vote to my students, and I get a lot of hands up over these questions. I have noticed that there are three main reasons why students have trouble with theme:

1. Students will believe that there is "one" theme in a story.

    - This is a problem with the wording of a question. There can, and will, be many possible themes in a story. The question may be asking what is "the most significant theme"—a much different possibility.

2. Students may feel that they are wrong about a theme.

    - As long as it is a reasonable possibility that most people could recognize, you are not "wrong."
    - Unless you think that a major theme in "Goldilocks and the Three Bears" is "interracial marriages," you are probably not wrong.
        - But who would think that about "Goldilocks"? If you are thinking it, you are probably fine to explore it.

3. Students may not focus appropriately on only one theme (that they have selected as significant through their own understanding); instead, they may throw many different ideas into their assignment about the theme in a given story.

    - As with any assignment, a discussion of theme needs to be unified around a central idea and cohesive in that it proves only that main idea.
        - A theme about childhood poverty that might come out of "The Little Match Girl" should not include dangers of roads for children, the effects of cold upon the mind or parent-child relationships (unless you will use each of those to prove that childhood poverty).

Check Your Understanding: Elements of Literary Setting

Choose your own short story, or use a story your instructor has assigned. Use examples from the story where applicable.

1. What is the general setting of the story?
2. Choose two scenes and describe the specific setting for each scene. (2 marks)
3. How much dialogue is there in this story?
4. Give two examples of the most frequent dialogue in the story. (2 marks)
5. Is there internal dialogue? Yes / No
6. What theme do you see in this story? Give a few examples of how the theme revealed itself to you. (3 marks)

Check Your Understanding: Narration—Elements of Fiction: Setting and Theme

Narration—Elements of Fiction: Setting and Theme (Text Version)

1. The place where the action happens in the story is called the ....?
2. What is the term for the kind of setting where the overall time and area of story takes place?
3. The major concept the writer wants to explore and meaning you get from the story is called a...?
4. The exact time and location where the story occurs is referred to as a...?

Check your Answers: [1]

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1. **1)** Setting **2)** General Setting **3)** Theme **4)** Specific setting

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POINT OF VIEW, NARRATIVE AND DIALOGUE

Prose fiction is a story written in the narrative. The narrator may or may not be a character in the story. There are three main **points of view (PoV)**; we describe writing as being in the first, second, or third person.

First Person Point of View

First person PoV uses pronouns like **I, me, us, our** and **we**.

- When you read a passage written in first person, it's as if you're inside that person's head, seeing through their eyes. You think what they think, see what they see, and know what they know.
- The **strength** of first person is in the way it shares emotional intensity. We *feel* what the narrator feels. We respond to events along with them.
- The **weakness** of first person is its lack of significant information. We only know what the narrator knows; we can't get into the heads of other characters who are nearby. We also only see what that narrator sees; we can't see what else is going on around them or even around the next bend in the road. The first person narrator's knowledge of all the story's events is limited.
- Writers tend to use first person when they want to convey emotional intensity, as in a personal narrative, or when they want us to know the narrator intimately.

Example

"I could picture it. I have a rotten habit of picturing the bedroom scenes of my friends. We went out to the Café Napolitain to have an apéritif and watch the evening crowd on the Boulevard" (Hemingway, 2015, Chapter 2).

Second Person Point of View

Second person PoV uses pronouns like **you, your** and **yourself**.

When you read a passage written in second person, it's as if the writer is talking directly to you.

- The **strength** of second person is in a direct connection with narrator and reader; when reading second person, you feel as if you're having a conversation with the narrator. This is especially effective when they are giving instructions.
- The **weakness** of second person is that it limits the audience by making it seem the narrator is talking to only one person. It can create a strange "dreamy" tone that may make the text feel strange. It can also feel aggressive or accusatory.
- Writers may use second person when they want to talk directly to one reader, give instructions, or create a dreamy or meditative passage.

Examples

"You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose. You're on your own. And you know what you know." (Dr. Seuss, 1990, p.2).

"You are walking through a forest.... It is peaceful.... You breathe deeply and slowly as you listen to the forest sounds around you.... You hear the sounds of leaves underfoot as you follow the path.... You find a fallen log.... You sit down." (meditation sequence).

"When you fill out the form, use a #2 pencil." (instructions).

Third Person Point of View

Third person PoV uses pronouns like **she, he, it, them** and **their** and omits **I**.

- Can be **omniscient** or **limited omniscient**.
- When you read a passage written in third person, you experience a perspective that is all-seeing and all-knowing. A third person narrator can see past, present, and future; they can also know whatever any character knows as well as how that character feels and thinks. They have a full view of whatever is in front of, behind, beside, above or below them. In short, they can see the entire scene. Third person is all about facts.
- The **strength** of third person is its ability to be informative. It sees all, knows all, and shares this with the reader. Because it does not use the "I" voice, it feels objective and smart.
- The **weakness** of third person is its lack of intimacy. It's focused on information and thus tells us

little about emotion and feelings. We end up knowing a lot about the setting and events and not much about the human nature of the characters, what they're thinking, or what they plan to do next.

◦ Writers tend to use third person when they want to write objectively without sounding emotional or biased. Much college, research, and professional writing is done in third person. And note that there are a number of sub-forms of third person; you may hear more about these if you study creative writing.

Example

"The seller of lightning-rods arrived just ahead of the storm. He came along the street of Green Town, Illinois, in the late cloudy October day, sneaking glances over his shoulder. Somewhere not so far back, vast lightnings stomped the earth. Somewhere, a storm like a great beast with terrible teeth could not be denied" (Bradbury, 2013, Chapter 1).

Check Your Understanding: Identify Elements of Narration

Choose your own short story, or use a story your instructor has assigned. Use examples from the story where applicable.

1. What type of narrator does this story have? 1st person / 2nd person / 3rd person
2. Give two examples that show the point of view of the narrator. (2 marks)
3. Is the narrator a character in the story? Yes / No
4. If the narrator is 3rd person, is it omniscient or limited omniscient? Explain.
5. Who is/are the main character/s?
6. What other characters are in the story?
7. Write a brief plot summary of what happens in the beginning, the middle and the end of the story. (3 marks)

Dialogue

Dialogue is the talking characters do. Narrative is everything other than dialogue.

Dialogue can also be one character talking to themselves or thinking—this is internal dialogue.

- Example of spoken dialogue: Nathan walked right up to Mr. Pearson and said, "I quit this stupid basketball team."
  - This type of dialogue almost always has quotation marks around the spoken words.
- Example of internal dialogue: Cynthia wondered, *Will I ever fulfill my dreams?*
  - This type of dialogue is often in italics.

Check Your Understanding: Point of View, Narrative and Dialogue

Point of View, Narrative and Dialogue (Text Version)

1. What is the term for a narrator's perspective as they are explaining what is happening in the story?

   1. Point of view
   2. Plot summary
   3. Character perspective
   4. Characterization

2. Fill in the blanks using the words provided below

   - Second person
   - providing instruction
   - direct connection
   - limits the audience
   - First person

   - inside the character's head
   - emotional intensity
   - significant information
   - narrator has limited knowledge

   _____ point of view makes it seem like writer is talking directly to you. The strength is that _____ with the reader and narrator: it is as it is as if the reader is having a conversation with the narrator and is effective for _____.The weakness is that it _____ because it makes it seem as if the narrator is only talking to one person; it can make the text feel strange because of its dream-like tone, and can come across as aggressive or accusatory.

   _____ point of view makes it seem as if you are _____and seeing what is happening through their eyes.

The strength of this PoV is that it shares _____ and you feel what the narrator is feeling.

The weakness of this PoV is that it lacks _____such as: the reader only knows what the narrator knows and sees, the reader is unable to gain access to what other characters are thinking, and the _____ of all events occurring in the story.

3. Fill in the blanks using the words provided below

- Third person
- limited omniscient
- omniscient
- informative

- objective
- intimacy
- emotion and feelings

_____point of view makes the reader experience an all-seeing and all-knowing perspective that can see the past, present and future, and is all about the facts.

It can be _____ which means that the narrator shows everything for a limited number of characters.

The narration could also be _____ which is when the narrator knows everything about the character and will provide their own thoughts and feelings.

The strength of this point of view is the ability to be _____ and because there is no "I" voice it feels more _____. The weakness is that it lacks _____ and is focused on information (setting, events et cetera) so there is little _____.

4. Characters talking/speaking is referred to as?

   1. Dialogue
   2. Narrative
   3. Catalogue
   4. Monologue

Check your answers: [1]

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1) Point of view **2)** Second person point of view makes it seem like writer is talking directly to you. The strength is that direct connection with the reader and narrator: it is as it is as if the reader is having a conversation with the narrator and is effective for providing instruction. The weakness is that it limits the audience because it makes it seem as if the narrator is only talking to one person; it can make the text feel strange because of its dream-like tone, and can come across as aggressive or accusatory. First person point of view makes it seem as if you are inside the character's head and seeing what is happening through their eyes. The strength of this PoV is that it shares emotional intensity and you feel what the narrator is feeling. The weakness of this PoV is that it lacks significant information such as: the reader only knows what the narrator knows and sees, the reader is unable to gain access to what other characters are thinking, and the narrator has limited knowledge of all events occurring in the story. **3)**

Summary

When writing a story, authors use narrative elements to produce specific effects in a novel. These effects can help the reader to better understand the author's purpose as well as the themes and ideas represented by the story. Storytelling is an effective way to describe our world, reflect on society and relate to the environment in which we live.

Attribution & References

Except where otherwise noted, this section is adapted from "59 Point of View, Narrative, and Dialogue" (https://opentextbc.ca/advancedenglish/chapter/point-of-view-narrative-dialogue/) In _Advanced English_ by Allison Kilgannon, licensed under CC BY-NC 4.0. /An adaptation from "Point of View" in _The Word on College Reading and Writing_ by Carol Burnell, Jaime Wood, Monique Babin, Susan Pesznecker, and Nicole Rosevear, which is licensed under a CC BY-NC 4.0 .

Third person point of view makes the reader experience an all-seeing and all-knowing perspective that can see the past, present and future, and is all about the facts. It can be limited omniscient which means that the narrator shows everything for a limited number of characters. The narration could also be omniscient which is when the narrator knows everything about the character and will provide their own thoughts and feelings. The strength of this point of view is the ability to be informative and because there is no "I" voice it feels more objective. The weakness is that it lacks intimacy and is focused on information (setting, events et cetera) so there is little emotion and feelings. **4)** Dialogue

Reference

Bradbury, R. (2013). *Something Wicked This Way Comes*. HarperCollins.

Dr. Seuss. (1990). *Oh, the places you'll go*! Random House.

Hemingway, E. (2015). *The sun also rises*. Project Gutenberg. https://www.gutenberg.org/cache/epub/
67138/pg67138-images.html (Original publication date 1926).

NOVEL REPRESENTATION

Introduction

For this module, you will create an infographic for the novel, *Moon of the Crusted Snow*. An infographic uses both visual elements and text to convey an overall impression or message. You may choose to focus on any of the following elements of the novel or a combination: setting, characters, conflict, themes, symbols, environment, culture. You will create your infographic using Canva (or Pictochart) after you create a free account and share the final product with your instructor's email.

Learning Objectives

- Show your understanding of the novel, *Moon of the Crusted Snow* by creating an infographic to represent one or more elements of the novel.
- Create media using appropriate forms, conventions, and techniques for a specific purpose and audience.

To Do List:

- Watch the video *What is an Infographic*?
- Create a free login on Canva or Pictochart using the instructions found in the assignment on Blackboard. Complete the infographic assignment using Canva or Pictochart that represents the important elements in the novel *Moon of the Crusted Snow*.

Attribution

TYPES OF GRAPHICS

Watch It: What is an Infographic?

Watch What is an infographic? (2 minutes) on YouTube (https://youtu.be/zvmDi82xEMc)

Before getting into details on creating, formatting and incorporating graphics, consider the types and their functions. You can use graphics to represent the following elements in your writing:

- **Objects**—If you're describing a fuel-injection system, you'll probably need a drawing or diagram of the thing. If you are explaining how to graft a fruit tree, you'll need some illustrations of how that task is done. Photographs, drawings, diagrams, maps, and schematics are the types of graphics that show objects.
- **Numbers**—If you're discussing the rising cost of housing in Vancouver, you could use a table with the columns being for five-year periods since 1970; the rows could be for different types of housing. You could show the same data in the form of bar charts, pie charts, or line graphs. Tables, bar charts, pie charts, and line graphs are some of the principal ways to show numerical data.
- **Concepts**—If you want to show how your company is organized, such as the relationships of the different departments and officials, you could set up an organization chart, which is boxes and circles connected with lines showing how everything is hierarchically arranged and related. This would be an example of a graphic for a concept; this type depicts nonphysical, conceptual things and their relationships.
- **Words**—Graphics can be used to depict words. You've probably noticed how some textbooks may put key definitions in a box, maybe with different colour in the background. The same can be done with key points or extended examples.

Creating Accessible Graphics

Graphics are a key way to persuade and inform your audience, so you'll want to make sure that everyone can benefit from them. If you haven't written alt text for your photos, for example, someone using a screen reader couldn't understand them. Choosing the wrong colour palate would make it hard for someone who's colourblind (or who's viewing the material in black and white) to understand your graphics. Choosing a colour that has a negative association in another culture might also give readers a negative impression of your graphics.

Karwai Pun, who works for the U.K. Home Office, has created a series of posters to show how to design accessible graphics. You'll notice that a lot of the advice works for all users. Take a moment to scroll through these graphics and see how you can apply what you've learned when creating charts and graphs in the rest of the chapter.

Dos and Don'ts on Designing Accessible Graphics

This Do's and don'ts on designing for accessibility [New Tab] (https://accessibility.blog.gov.uk/2016/09/02/dos-and-donts-on-designing-for-accessibility/) page also contains plain text versions of the posters.

Dos and Don'ts on Designing Accessible Graphics (Text Version)

Designing for users with dyslexia

Do

- use images and diagrams to support text
- align text to the left and keep a consistent layout
- consider producing materials in other formats (for example, audio and video)
- keep content short, clear and simple
- let users change the contrast between background and text

Don't

- use large blocks of heavy text

- underline words, use italics or write capitals
- force users to remember things from previous pages – give reminders and prompts
- rely on accurate spelling – use autocorrect or provide suggestions
- put too much information in one place

Designing for users who are D/deaf or hard of hearing

Do

- write in plain English
- use subtitles or provide transcripts for video
- use a linear, logical layout
- break up content with sub-headings, images and videos
- let users ask for their preferred communication support when booking appointments

Don't

- use complicated words or figures of speech
- put content in audio or video only
- make complex layouts and menus
- make users read long blocks of content
- don't make telephone the only means of contact for users

Designing for users with physical or motor disabilities

Do

- make large clickable actions
- give form fields space
- design for keyboard or speech only use
- design with mobile and touch screen in mind
- provide shortcuts

Don't

- demand precision
- bunch interactions together
- make dynamic content that requires a lot of mouse movement
- have short time out windows

- tire users with lots of typing and scrolling

Designing for users with low vision

Do

- use good colour contrasts and a readable font size
- publish all information on web pages (HTML)
- use a combination of colour, shapes and text
- follow a linear, logical layout -and ensure text flows and is visible when text is magnified to 200%
- put buttons and notifications in context

Don't

- use low colour contrasts and small font size
- bury information in downloads
- only use colour to convey meaning
- spread content all over a page -and force user to scroll horizontally when text is magnified to 200%
- separate actions from their context

Designing for users of screen readers

Do

- describe images (alt text) and provide transcripts for video
- follow a linear, logical layout
- structure content using HTML5
- build for keyboard use only
- write descriptive links and headings – for example, Contact us

Don't

- only show information in an image or video
- spread content all over a page
- rely on text size and placement for structure
- force mouse or screen use
- write uninformative links and heading – for example, Click here

Designing for users on the autistic spectrum

Do

- use simple colours
- write in plain English
- use simple sentences and bullets
- make buttons descriptive – for example, Attach files
- build simple and consistent layouts

Don't

- use bright contrasting colours
- use figures of speech and idioms
- create a wall of text
- make buttons vague and unpredictable – for example, Click here
- build complex and cluttered layouts

Textual version activity source: "Textual version of H5P activity" by Karwai Pun, licensed under Open Government Licence v3.0 / CC BY-NC-SA 4.0.

Activity source: "Dos and Don'ts on Designing Accessibility" posters by Karwai Pun, compiled by Arley Cruthers In *Business Writing For Everyone,* licensed under CC BY-NC-SA 4.0. "Textual version of H5P activity" by Karwai Pun, licensed under Open Government Licence v3.0 / CC BY-NC-SA 4.0.

Summary

Infographics are a great way to concisely represent concepts using text and visuals. Familiarity with this medium can effectively demonstrate your understanding of the important concepts in many different disciplines and subjects.

Attribution & References

Except where otherwise noted, this chapter was adapted from "Types of Graphics (https://kpu.pressbooks.pub/businesswriting/chapter/types-of-graphics/)" In *Business Writing For Everyone* licensed under CC BY-NC 4.0. /Adaptations include the addition of the YouTube video and summary.

NOVEL REVIEW

Introduction

You will write a book review of the novel *Moon of the Crusted Snow*. Your review should be an APA formatted, five-paragraph essay. Follow the recommended outline in the assignment below and described in the chapter "How to Write a Book Review". The focus is to summarize and evaluate the novel based on the narrative elements you have learned.

Learning Objectives

- Learn about how to write an effective book review.
- Write a book review of the novel *Moon of the Crusted Snow*.
- Write and revise drafts using stylistic elements appropriate for purpose.
- Gather and organize information using an informational form.
- Apply structures, mechanics, and language conventions to present work effectively.

To Do List

- Read the section on "How to Write a Book Review."
- Watch the video *Writing a Book Review*.
- Complete the book review assignment for the novel Moon of the Crusted Snow in Blackboard.

Attribution

HOW TO WRITE A BOOK REVIEW

Book reviews are a way to think more deeply about a book you've read and to show your understanding of the author's main theme(s) or purpose. A book review should be both informative (what the book is about) and persuasive (why a reader should or shouldn't read this book). It should include both an objective summary and your personal comments and observations.

whowhatwherewhen by Mohamed Hassan, licensed under CC0.

You can use these instructions for reviewing any kind of literature or texts. You can also use these instructions as a starting point to create a review that is presented in a different delivery model: a presentation, group presentation, or others.

The following is an outline to help you prepare for and write your review. The review will include five paragraphs.

Introduction

The introduction paragraph provides basic information about the book and gives a sense of what your report will be about. Along with a standard essay introduction, include:

1. Title and Author
2. Publication information: publisher, year, number of pages
3. Genre
4. Brief description of characters
5. Brief plot summary (1–3 sentences)

Body Paragraphs

There are two main sections for this part. The first is an explanation of what the book is about (summary). The second contains your opinions about the book and how successful it is (evaluation).

Summary

For fiction or other creative writing:

1. Provide brief descriptions of the setting, the point of view (who tells the story), the main character(s) and other major characters. If there is a distinct mood or tone, mention that as well—for example gloom and doom, joyful, calm, tense, mysterious, etc.
2. Give a short, objective plot summary. Provide the major events and the book's climax and resolution.

Evaluation

In this section you explore and question the book in two paragraphs. Write your own opinions, but be sure to explain and support them with examples from the book.

Illustration/Expository paragraph

Define or explain the main literary element/s in the book. Some questions you might want to consider:

- Were you most struck by character, such as development or use of character types?
- Was the use of setting most memorable to you?
- Do you feel that conflict drove the plot?
- Which of the elements of literature you have studied was most pivotal in this book?

Persuasive paragraph

Express whether a reader should or shouldn't read this book. Some questions you might want to consider:

- Did the author achieve his or her purpose? For example, if this is a mystery story, did you feel the mystery and tension?
- Is the writing effective, powerful, difficult, beautiful?
- What are the strengths and weaknesses of the book?
- What is your overall response to the book? Did you find it interesting, moving, dull?
- Would you recommend it to others? Why or why not?

Conclusion

Conclude by pulling your thoughts together into a standard conclusion paragraph. You may also want to say what impression the book left you with or highlight what you want your reader to know about it.

Watch It: How to Write a Book Review

Watch How to write a book review (35 minutes) on YouTube (https://youtu.be/c57wrOFjwbM)

Summary

A book review combines a summary and evaluation in order to make a recommendation to the reader. Learning to write an effective review by sharing your opinion and evaluation of the purpose and effect of a medium is an important transferable skill.

Attribution & References

Except where otherwise noted, this chapter is adapted from "61 How to Write a Book Review" (https://opentextbc.ca/advancedenglish/chapter/how-to-write-a-review/) In *Advanced English* by Allison Kilgannon, licensed under CC BY-NC 4.0. / Adaptations include addition of How to Write a Book Review YouTube video.