

Name: _____ Date: _____

Literary Elements and Devices

Identifying the basic elements of a literary work can help you understand it better.
Use this activity to help you understand *This Is What Courage Looks Like*.
See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

Section 1: Characters

1. For the characters of Claudette Colvin, Miss Nesbitt, and one other character of your choice: (1) decide whether the character is **major** or **minor**; (2) briefly describe the character, including his or her appearance, personality, and background; and (3) decide whether the character is **static** or **dynamic** and explain why.

A. **CLAUDETTE COLVIN** is a **major** **minor** (check one) character.

We filled in the info for the first character as an example!

Description: Claudette Colvin is a 15-year-old African-American girl. She is courageous and determined. She stands up to injustice by refusing to give up her seat on a bus to a white person and testifies against the city in federal court.

She is **static** **dynamic** (check one) character. I think so because

she changes from a girl who dreams of standing up to Jim Crow laws to a civil rights protester. Over the course of the the play, she gains courage and conviction and develops into the person she always hoped she would be.

B. **MISS NESBITT** is a **major** **minor** (check one) character.

Description: _____

She is a **static** **dynamic** (check one) character. I think so because

C. _____ is a **major** **minor** (check one) character.

Description: _____

He/She is a **static** **dynamic** (check one) character. I think so because

2. What type of information do the Historians provide? Support your answer with details from the text.

Section 2: Setting

3. A. Where and when does the story take place? _____

B. What does the reader learn from the photos and captions about what life was like during this time?

Section 3: Plot and Structure

4. A. Describe the **conflict** Claudette faces that has to do with riding the bus.

B. This conflict is **external**. Another way to describe this **conflict** is: person vs. _____.

Choices

self person nature society
technology the supernatural

5. How is this conflict resolved?

Section 4: Figurative Language

In each quote from the story below, an example of figurative language is underlined. Check one of the choices provided to show which type of figurative language it is. Then explain the effect of the figurative language—what it helps the reader understand or what it adds to the story. We’ve done the first one for you.

6. “At the movies we have to sit in the balcony, a million miles from the screen, even when the seats for white people down below are empty.” (p. 18)

hyperbole metaphor personification

What the figurative language helps the reader understand or what it adds to the story:

This exaggeration helps readers understand how Eddie feels about where black people are required to sit in a movie theater. It reveals that Eddie feels the distance he must sit from the movie screen is needlessly long and unfair.

7. “Indeed they did. But history can be careless about who it remembers.” (p. 18)

simile idiom personification

What the figurative language helps the reader understand or what it adds to the story:
