



# Literary Criticism 2018-19

## Practice Packet 1



*A Farewell to Arms*

Edna St. Vincent Millay: *Selected Poems*

*A Streetcar Named Desire*



# UIL LITERARY CRITICISM PRACTICE PACKET 1

Written by  
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*UIL Literary Criticism Practice Packet* author, Jennifer Bussey has been very involved in Literary Criticism since it was a very new contest. Her nationally published works include entries in: *Contemporary Authors*, *Poetry for Students*, *Encyclopedia of American Poetry - The Twentieth Century*, and *Literature of Developing Nations*. Bussey has been writing for Hexco Academic since 1999. With clients as far away as Barcelona, Spain, her works have also appeared on the web and in national magazines and newsletters, including *Focus on the Family*.

*We are a small company that listens! If you have any questions or if there is an area that you would like fully explored, let us hear from you. We hope you enjoy this product and stay in contact with us throughout your academic journey.*

~ President Hexco Inc., Linda Tarrant

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# UIL LIT CRIT PRACTICE PACKET 1



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- Selections of Poetry from Edna St. Vincent Millay

For official UIL Constitution and Contest Rules for LitCrit, please review Section 940 on the document under "Contest Rules" at:  
<http://www.uiltexas.org/academics/literary-criticism>

# UIL Literary Criticism Invitational Test

## GENERAL INFORMATION

**AUTHOR:** The author, Ms. Jennifer Bussey, competed in Literary Criticism when it was a very new contest. Her credentials include an undergraduate degree in English and a Master's Degree in Interdisciplinary Studies. Ms. Bussey is currently an independent writer specializing in literature, and her work appears in reference books released nationally by major educational publishers., including *Contemporary Authors*, *Poetry for Students*, *Novels for Students*, *Epics for Students*, *Encyclopedia of American Poetry: The Twentieth Century*, and *Literature of Developing Nations*. Her work has also appeared in national magazines, and her clients hail from as far away as Barcelona, Spain. A skilled writer, Bussey takes our study materials, practice tests, and invitationals to a new and challenging level.

## INSTRUCTIONS

**GENERAL INSTRUCTIONS:** This test is in a similar format to the actual Invitational, District, Regional, or State Tests from UIL. The time allotted for taking the entire test is 90 minutes. All sections should be completed within this time frame.

Each test has three elements as follows:

- Part I: Knowledge of Literary Terms and of Literary History
- Part II: Reading List
- Part III: Ability in Literary Criticism
- Part IV: Tiebreaker Essay

**Part I.** The section on Knowledge of Literary Terms and on Literary History contains questions derived from *A Handbook for Literature* by Harmon and Holman. Each correct answer is valued at one point in this section.

**Part II.** The Reading List section covers the material on the published reading list for the year. Contestants should pick the best answer involving judgment in literary criticism. Each question is worth two points in this section.

**Part III.** The section on Ability in Literary Criticism introduces literary passages that are not on the list and poses questions in literary criticism on the passages. Each correct answer for this section is valued at two points.

**Part IV.** The Tiebreaker element contains an essay to be written on a passage provided. Each contestant must write an essay for this section, although it does not have value in grading unless two or more students tie. The essay should be graded on content and organization in the case of such a tie.

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**LITERARY CRITICISM STUDY MATERIALS:** Designed for those students seeking to go beyond the classroom level for in-depth study, our offering for LitCrit competitors, *Study Notes*, provides a comprehensive guide to all of the selections for the current school year. This edition is for honing skills in analyzing the reading selections. *Study Notes* was crafted by Jennifer Bussey with her attention to detail and her scrupulous critiquing skills. Also available are *Literary Criticism Practice Packets* 1 and 2, each containing 6 practice tests, and *LitCrit Concepts*, available as a set of three books, or individually.

Our success is due directly to our listening to the wants and needs of the users.

**We encourage your suggestions, criticism, and ideas.**

Call Linda Tarrant at 800-391-2891 with your thoughts.

Contestant Number \_\_\_\_\_

Multiple Choice Score (max 100) \_\_\_\_\_

Final Essay Rank \_\_\_\_\_ of \_\_\_\_\_

## Rubric for the Essay

The Essays are read and ranked only when a tie occurs between students in the first six places, however, failure to write an essay is grounds for disqualification. The Essay portion of the test shall be ranked by three judges who are NOT coaches of the tied contestants. The essays of the tied students are compared only to each. For example, if a tie exists between the top two students and another tie exists for the students vying for 3rd-5th place, the students for the top two places are compared with each other, then the students tied for 3rd-5th place are compared to each other. The Final Essay Rank will read as 1 of 2 or 3 of 3, for example.

### Essay Judging Criteria

#### How well did the student follow the instructions in Part IV?

|         | Poor  | Fair  | Good  | Excellent | Comments |
|---------|-------|-------|-------|-----------|----------|
| Judge 1 | _____ | _____ | _____ | _____     |          |
| Judge 2 | _____ | _____ | _____ | _____     |          |
| Judge 3 | _____ | _____ | _____ | _____     |          |

#### Did the student identify the literary devices used and cite examples from the passage?

|         | Poor  | Fair  | Good  | Excellent | Comments |
|---------|-------|-------|-------|-----------|----------|
| Judge 1 | _____ | _____ | _____ | _____     |          |
| Judge 2 | _____ | _____ | _____ | _____     |          |
| Judge 3 | _____ | _____ | _____ | _____     |          |

#### Did the student express significant literary insight, identify the point of view, and tone?

|         | Poor  | Fair  | Good  | Excellent | Comments |
|---------|-------|-------|-------|-----------|----------|
| Judge 1 | _____ | _____ | _____ | _____     |          |
| Judge 2 | _____ | _____ | _____ | _____     |          |
| Judge 3 | _____ | _____ | _____ | _____     |          |

#### Did the essay flow smoothly between transitions, was it well written?

|         | Poor  | Fair  | Good  | Excellent | Comments |
|---------|-------|-------|-------|-----------|----------|
| Judge 1 | _____ | _____ | _____ | _____     |          |
| Judge 2 | _____ | _____ | _____ | _____     |          |
| Judge 3 | _____ | _____ | _____ | _____     |          |

#### Did the student use correct grammar, punctuation and spelling?

|         | Poor  | Fair  | Good  | Excellent | Comments |
|---------|-------|-------|-------|-----------|----------|
| Judge 1 | _____ | _____ | _____ | _____     |          |
| Judge 2 | _____ | _____ | _____ | _____     |          |
| Judge 3 | _____ | _____ | _____ | _____     |          |

## Literary Criticism

### Practice Packet 1 - Test A

- **Part I. Knowledge of Literary Terms and of Literary History** 30 items (1 pt each)
1. An aside is shared between the actor and \_\_\_\_ .
    - A. the audience
    - B. his conscience
    - C. an unseen force
    - D. one other character
    - E. a group of characters
  2. The word *allowed* is an example of what foot?
    - A. iamb
    - B. dactyl
    - C. pyrrhic
    - D. trochee
    - E. spondee
  3. The \_\_\_\_ Novel uses fantasy and illogical elements, doing away with the conventions of fiction writing.
    - A. Graphic
    - B. Allohistory
    - C. Antirealistic
    - D. Science Fiction
    - E. Magical Realism
  4. Northrop Frye added a fourth stock character of Greek Old Comedy, the *agroikos*, a(n) \_\_\_\_ .
    - A. lovelorn swain
    - B. war-weary soldier
    - C. pretentious braggart
    - D. self-centered trickster
    - E. ignorant country person
  5. Nature, another person, society, and oneself are four kinds of \_\_\_\_ .
    - A. theme
    - B. setting
    - C. conflict
    - D. monologue
    - E. characterization
  6. Dream Allegories were commonly used in the \_\_\_\_ .
    - A. Middle Ages
    - B. Renaissance
    - C. Naturalistic Period
    - D. Harlem Renaissance
    - E. Theater of the Absurd
  7. Companion poems are written to complement each other, but they \_\_\_\_ .
    - A. cannot stand alone
    - B. have opposing themes
    - C. are written by two poets
    - D. are complete on their own
    - E. are written in different languages
  8. In Dramatic Structure, the event that sets the story into motion is the \_\_\_\_ .
    - A. climax
    - B. exposition
    - C. catastrophe
    - D. complication
    - E. exciting force
  9. Why do fabulists feature talking animals as characters?
    - A. to allude to folklore
    - B. to universalize them
    - C. to appeal to children
    - D. to call on stereotypes
    - E. to add comedic elements
  10. In 1683, \_\_\_\_ was the first person to use the word *biography*.
    - A. Samuel Pepys
    - B. Samuel Butler
    - C. Cotton Mather
    - D. John Dryden
    - E. ThomasHobbes
  11. What group of writers embraced the Gothic?
    - A. Realistics
    - B. Romantics
    - C. Naturalists
    - D. Modernists
    - E. Neoclassicists

22. What is unique about closet dramas?
    - A. The playwright plays all the roles.
    - B. They are cast entirely with women.
    - C. They are performed in public places.
    - D. The entire setting is in a confined space.
    - E. They are written to be read, not performed.
  23. The 1973 Pulitzer Prize for Drama was awarded to \_\_\_\_'s *The Effect of Gamma Rays on Man-in-the-Moon Marigolds*.
    - A. Alfred Uhry
    - B. Paul Zindel
    - C. Edward Albee
    - D. Charles Fuller
    - E. Howard Sackler
  24. The 1938 Pulitzer Prize for Fiction was awarded to Marquand's *The Late George Apley*, which is a(n) \_\_\_\_ novel.
    - A. dime
    - B. closet
    - C. historical
    - D. epistolary
    - E. cloak and dagger
  25. Besides Boris Pasternak, who is the only other person to date who has declined the Nobel Prize for Literature?
    - A. Anatole France
    - B. Eyvind Johnson
    - C. Jean-Paul Sartre
    - D. Karl A. Gjellerup
    - E. William Faulkner
  26. The 1950 Nobel Prize for Literature was awarded to \_\_\_\_ writer, Bertrand A. W. Russell.
    - A. Irish
    - B. Swiss
    - C. British
    - D. Austrian
    - E. American
  27. The 1999 Pulitzer Prize for Fiction was awarded to Michael Cunningham's \_\_\_\_ .
    - A. *Gilead*
    - B. *The Hours*
    - C. *Middlesex*
    - D. *Empire Falls*
    - E. *American Pastoral*
  28. Which of the following did not serve as poet laureate of the United States?
    - A. Rita Dove
    - B. W. S. Merwin
    - C. James Schuyler
    - D. Mona Van Duyn
    - E. Howard Nemerov
  29. The 1964 Pulitzer Prize for Poetry was awarded to Louis Simpson's \_\_\_\_ .
    - A. *Heart's Needle*
    - B. *77 Dream Songs*
    - C. *Of Being Numerous*
    - D. *The Carrier of Ladders*
    - E. *At the End of the Open Road*
  30. The 1975 Pulitzer Prize for Fiction was awarded to \_\_\_\_'s *The Killer Angels*.
    - A. Saul Bellow
    - B. William Styron
    - C. Michael Shaara
    - D. Wallace Stegner
    - E. William Kennedy
- **Part II. Reading List**      20 items (2 pts each)
- A Farewell to Arms*  
by Ernest Hemingway**
31. Henry is involved in the Italian effort to cut off aid to the \_\_\_\_ .
    - A. British
    - B. French
    - C. Germans
    - D. Austrians
    - E. Hungarians

32. What does Henry find especially striking about Catherine when they first meet?
- her accent
  - her beauty
  - her loyalty
  - her free spirit
  - her sophistication
33. While in the hospital in Milan, \_\_\_\_ visits Henry and treats him very harshly.
- Helen
  - Rinaldi
  - a barber
  - the priest
  - Catherine
34. What is Catherine's demeanor when she tells Henry she is pregnant?
- calm
  - angry
  - relieved
  - distraught
  - overjoyed
35. After deserting, why does Henry return to Milan?
- to get medicine
  - to find a way home
  - to ask about a friend
  - to get his belongings
  - to look for Catherine
36. When does Catherine want to get married?
- never
  - immediately
  - after the war
  - after Henry finds a job
  - after the baby is born
37. Which of the following words does not describe Catherine?
- tough
  - honest
  - romantic
  - forthright
  - independent
38. How does Henry respond to stress and pressure?
- He panics.
  - He crumbles.
  - He is steady.
  - He becomes macho.
  - He assumes the worst.
39. In developing the theme of war, Hemingway shows that there is no real place for \_\_\_\_ in it.
- love
  - loyalty
  - idealism
  - friendship
  - individualism

**Selected Poems**  
**by Edna St. Vincent Millay**

**"Sonnet"**

**["Time, that renews the tissues of this frame"]**

Time, that renews the tissues of this frame,  
That built the child and hardened the soft bone,  
Taught him to wail, to blink, to walk alone,  
Stare, question, wonder, give the world a name,  
Forget the watery darkness from whence he came, 5  
Attends no less the boy to manhood grown,  
Brings him new raiment, strips him of his own;  
All skins are shed at length, remorse, even shame.  
Such hope is mine, if this indeed be true,  
I dread no more the first white in my hair, 10  
Or even age itself, the easy shoe,  
The cane, the wrinkled hands, the special chair:  
Time, doing this to me, may alter too  
My anguish, into something I can bear.



40. Line 3 contains an example of \_\_\_\_ .  
A. metaphor  
B. metonymy  
C. asyndeton  
D. enjambment  
E. onomatopoeia
41. At what point does Millay introduce the poem's primary theme?  
A. line 1  
B. line 2  
C. line 4  
D. line 7  
E. line 13
42. What is raiment?  
A. wealth  
B. clothing  
C. opportunity  
D. employment  
E. countenance

**"Epitaph for the Race of Man,"  
Sonnet XVII ["Here lies"]**

Here lies, and none to mourn him but the sea,  
That falls incessant on the empty shore,  
Most various Man, cut down to spring no more;  
Before his prime, even in his infancy  
Cut down, and all the clamour that was he, 5  
Silenced; and all the riveted pride he wore,  
A rusted iron column whose tall core  
The rains have tunnelled like an aspen tree.  
Man, doughty Man, what power has brought you low,  
That heaven itself in arms could not persuade 10  
To lay aside the lever and the spade  
And be as dust among the dusts that blow?  
Whence, whence the broadside? whose the heavy  
blade? . . .  
Strive not to speak, poor scattered mouth; I know.

43. This poem is an example of what form?  
A. curtal sonnet  
B. Italian sonnet  
C. English sonnet  
D. Spenserian sonnet  
E. Anglo-Italian sonnet

44. Lines 9-14 are an example of \_\_\_\_ .  
A. aside  
B. allusion  
C. apostrophe  
D. synecdoche  
E. portmanteau
45. The purpose of an epitaph is to \_\_\_\_ .  
A. teach  
B. chastise  
C. celebrate  
D. encourage  
E. memorialize

***A Streetcar Named Desire*  
by Tennessee Williams**

46. The play opens with Stanley tossing Stella a parcel from \_\_\_\_ .  
A. her sister  
B. the butcher  
C. the postman  
D. the pharmacy  
E. a department store
47. Blanche's jewelry makes Stanley \_\_\_\_ .  
A. tempted to steal  
B. feel sorry for her  
C. suspicious of her  
D. feel like a poor provider  
E. want to find her a husband
48. When Blanche meets Mitch, she thinks he looks more \_\_\_\_ than the other men.  
A. innocent  
B. wounded  
C. sensitive  
D. successful  
E. experienced
49. What is so unsettling to Blanche when she spills her drink on her dress?  
A. talk of her past  
B. fear of being homeless  
C. Stanley's violent temper  
D. desperation to keep Mitch  
E. reading her late husband's letters

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**LitCrit Test** \_\_\_\_\_**Contestant ID** \_\_\_\_\_**Part I - Terms and History (1 point each)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_
26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_

**Part II - Reading List (2 points each)**

31. \_\_\_\_\_
32. \_\_\_\_\_
33. \_\_\_\_\_
34. \_\_\_\_\_

35. \_\_\_\_\_
36. \_\_\_\_\_
37. \_\_\_\_\_
38. \_\_\_\_\_
39. \_\_\_\_\_
40. \_\_\_\_\_
41. \_\_\_\_\_
42. \_\_\_\_\_
43. \_\_\_\_\_
44. \_\_\_\_\_
45. \_\_\_\_\_
46. \_\_\_\_\_
47. \_\_\_\_\_
48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

**Part III - Ability (2 points each)**

51. \_\_\_\_\_
52. \_\_\_\_\_
53. \_\_\_\_\_
54. \_\_\_\_\_
55. \_\_\_\_\_
56. \_\_\_\_\_
57. \_\_\_\_\_
58. \_\_\_\_\_
59. \_\_\_\_\_
60. \_\_\_\_\_
61. \_\_\_\_\_
62. \_\_\_\_\_
63. \_\_\_\_\_
64. \_\_\_\_\_
65. \_\_\_\_\_

**SCORE**

\_\_\_\_\_ Part I  
 \_\_\_\_\_ Part II  
 \_\_\_\_\_ Part III  
 \_\_\_\_\_ Part IV Tie-Breaker  
 \_\_\_\_\_ **TOTAL SCORE**