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| **Chapters: 1 - 15 Thieves and Prostitutes** |
| **Title:** |
| **Quote/Significance:** |

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| --- |
| **What is new and noteworthy?** |

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| --- | --- |
| **Characters** | **Details** |
|  |  |  | |  |
| **moral ambiguity (shades of gray)** | |  | |  |
| **Themes** | **Details** |  | |  |
| **resilience / survival** |  |  | |  |
| **man’s inhumanity to man** |  |  | |  |
| **dignity** |  |  | |  |
| **identity** |  |  | |  |
| **abuse of power** |  |  | |  |
| **Chapters: 16 - 28 Thieves and Prostitutes** | | | |
| **Title:** | | | |
| **Quote/Significance:** | | | |

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| **What is new and noteworthy?** |

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| --- | --- | --- | --- |
| **Characters** | | **Details** | |
|  | |  | |  |  |
| **moral ambiguity (shades of gray)** | | | |  |  |
| **Themes** | **Details** | | |  |  |
| **resilience / survival** |  | | |  |  |
| **man’s inhumanity to man** |  | | |  |  |
| **dignity** |  | | |  |  |
| **identity** |  | | |  |  |
| **abuse of power** |  | | |  |  |
| **Chapters: 29 - 45 Maps and Snakes** | | | |
| **Title:** | | | |
| **Quote/Significance:** | | | |

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| **What is new and noteworthy?** |

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| **Characters** | **Details** |
|  |  |  | |  |
| **moral ambiguity (shades of gray)** | |  | |  |
| **Themes** | **Details** |  | |  |
| **resilience / survival** |  |  | |  |
| **man’s inhumanity to man** |  |  | |  |
| **dignity** |  |  | |  |
| **identity** |  |  | |  |
| **abuse of power** |  |  | |  |
| **Chapters: 45 - 62 Maps and Snakes** | | | |
| **Title:** | | | |
| **Quote/Significance:** | | | |

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| **What is new and noteworthy?** |

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| **Characters** | | | **Details** | | | | |
|  |  |  | |  | |
| **moral ambiguity (shades of gray)** | |  | | |  | |
| **Themes** | **Details** |  | | |  | |
| **resilience / survival** |  |  | | |  | |
| **man’s inhumanity to man** |  |  | | |  | |
| **dignity** |  |  | | |  | |
| **identity** |  |  | | |  | |
| **abuse of power** |  |  | | |  | |
| **Chapters: 63 - 74 Ice and Ashes** | | |
| **Title:** | | |
| **Quote/Significance:** | | |

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| **What is new and noteworthy?** |

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| --- | --- |
| **Characters** | **Details** |
|  |  |  | |  |
| **moral ambiguity (shades of gray)** | |  | |  |
| **Themes** | **Details** |  | |  |
| **resilience / survival** |  |  | |  |
| **man’s inhumanity to man** |  |  | |  |
| **dignity** |  |  | |  |
| **identity** |  |  | |  |
| **abuse of power** |  |  | |  |
| **Chapters: 75 - Epilogue Ice and Ashes** | | | |
| **Title:** | | | |
| **Quote/Significance:** | | | |

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| **What is new and noteworthy?** |

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| --- | --- | --- |
| **Characters** | | **Details** |
|  | |  |  |  |
| **moral ambiguity (shades of gray)** | | |  |  |
| **Themes** | **Details** | |  |  |
| **resilience / survival** |  | |  |  |
| **man’s inhumanity to man** |  | |  |  |
| **dignity** |  | |  |  |
| **identity** |  | |  |  |
| **abuse of power** |  | |  |  |

English 9

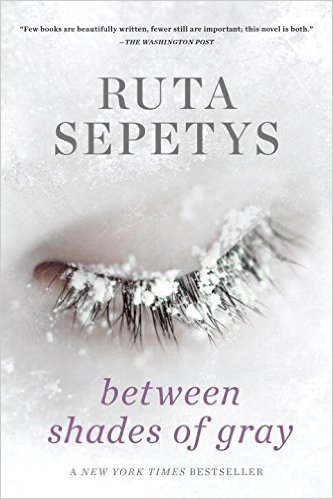
Fredericton High School

V. Marshall

NAME : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Between Shades of Gray

**Study Guide**



**Use this study guide to follow noteworthy details throughout our novel study.**

**This guide will be submitted upon completion of the novel.**

**You will use this information as a source of information for assignments about the novel.**

**Learning Targets**

* *use strategies such as cueing systems, utilizing prior knowledge, analysing, inferring, predicting, synthesis, and evaluating*
* *clear up confusing parts of a text (e.g. reread/review the text, consult another source, ask for help)*
* *demonstrate an understanding of the impact of literary devices (symbolism, imagery, figurative language, irony)*
* *express and support a point of view about the issues, themes, and situations within texts, citing appropriate evidence*
* *respond to the texts by questioning, connecting, evaluating, and extending*
* *make inferences, draw conclusions, and make supported responses to content, form, and structure*
* *explore the relationships among language, topic, genre, purpose, context, and audience*
* *recognize the use and impact of specific literary (e.g. figurative language, dialogue, flashback, symbolism)*
* *use writing and other ways of representing to extend ideas and experiences, to reflect on feelings, values, and attitudes, to describe and evaluate learning processes and strategies*
* *use note-making, illustrations, and other ways of representing to reconstruct knowledge*