Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *Noughts & Crosses*

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Final Exam Review Sheet

**Overview**: You will be looking closely at *Noughts & Crosses* from a variety of angles. Use specific evidence from the text to clearly support your ideas.

**Context**

Although *Noughts and Crosses* is a work of fiction, some of the events in the play closely reflect real events. Be sure you are knowledgeable regarding **at least** two of these categories:

Slavery extended Northern Ireland Apartheid

Martin Luther King, Jr. Malcolm X

|  |  |  |  |
| --- | --- | --- | --- |
|  | Key Terms & 3-5 Details | Connections to *Noughts & Crosses* | Why connect real world & text? |
| Slavery Extended |  |  |  |
| Northern Ireland |  |  |  |
| Apartheid |  |  |  |
| Martin Luther King, Jr. |  |  |  |
| Malcom X |  |  |  |

**Characterization**

Characterization is the process authors use to develop characters. Consider the following:

* What is the character like when first introduced?
* Does the character change throughout the text or stay the same?
* What events influence or encourage change in a character?

**Audience imperatives**

When authors write, they make choices that created desired responses in readers.

* What kind of responses could Cooke want from the reader/viewer?
* Consider emotional responses: frustration, sympathy, etc.
* What events bring about these feelings?

**Point of view**

In *Noughts & Crosses*, the play is told from two different perspectives: Cross (Sephy) and nought (Callum).

* What is gained by telling a story from two different points of view?
* Are their drawbacks from having two characters narrate?

**Power and Control**

* What does it mean to have power? Control?
* For the noughts and the Crosses, how do the above definitions affect them as individuals?