

Watertown High School
English Department
Summer Reading Program
Summer 2017

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Dear Watertown Parents and Guardians,

Summer is a time for relaxation, family...and reading! Research has proven that students who participate in summer reading are ahead of students who do not in reading comprehension the following school year (School Library Journal). Therefore, it is the philosophy of the English Department to encourage students to read texts that are **engaging, high-interest**, and **at the appropriate reading level**. Texts are purposefully selected to directly prepare students for the themes woven throughout their instruction in the next school year.

We recognize that students also deserve a break, which is why much thought has gone into crafting assignments that are manageable* and sensitive to students' time. With that being said, it is critical students complete these assignments as they will be given an in-class assessment at the start of the year in which they will have to utilize their chosen summer reading text(s).

The assignments will be posted digitally on our school website before summer break. Under the "For Students" menu, click "Summer Assignments", and a link to a Google Doc for the "Summer Reading English Department" will be there. A table of contents in the document will guide students to the assignment for the English class that they are enrolled in for the next school year.

Many of our text selections can be obtained for free in the high school and local libraries. They are also available for purchase at Barnes and Noble (the Waterbury location has our list) and Amazon (some books can be found used for a couple dollars). If students need access to a computer, they can print out the assignment before the end of the current school year or visit the library during normal summer hours. Although all of the books are grade-level appropriate, some selections may contain mature content. If you have any questions or concerns about a particular text, please visit www.commonsemmedia.org or www.amazon.com for descriptions and reviews.

If students or parents have any questions about summer reading assignments, please email Mr. Lewis at lewismi@watertownps.org.

Thank you and have a restful (and well-read) summer!

-The English Department

**AP summer assignments tend to be more rigorous as to prepare for the nature of the course and test expectations*

***Watertown High School is creating a rigorous and accepting place of learning for all students.
We believe that our students will leave us better prepared for any success or challenge.***



English 1 CP Summer Reading

Directions: Read **one** of the following summer reading selections and be prepared to respond to questions of character and theme when you return. In order to prepare for these questions that will count as an interim assessment (quiz) at the start of school, it is recommended that you keep a reading journal that has ideas and important scenes with page numbers written down...**this is not required**, but it will make the assessment at the start of the year MUCH easier. You may also find it helpful to put sticky notes in the book with character development, important scenes, or themes. **Please bring in your book the first day of school.**

Reading Log Entry Example

““Life is a constant struggle between being an individual and being a member of the community.” (page 34)	This shows character development and theme for George. He realizes that he needs to be his own individual but he also owes something to his community. Also, it relates to the idea that sometimes it is hard to choose between your family and yourself.
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TITLE SELECTIONS: The following overviews from Amazon.com might help you make your selection. **Choose one of the following from the fiction OR non-fiction list:**

FICTION:

Absolutely True Diary of a Part-Time Indian by Sherman Alexie

Ever feel like you don't fit in? Ever feel like you're trying to be two people at once? Sherman Alexie's novel revolves around a boy named Arnold Spirit who lives on an Indian Reservation. One day, one of Arnold's teachers encourages him to go to school OFF the reservation to escape some of his difficulties at home. What follows is a hilarious and moving experience about a boy trying to fit in and coming to terms with his own identity.

Wonder by R.J. Palacio

August Pullman is a 10-year-old boy who likes Star Wars and Xbox, ordinary except for his jarring facial anomalies. Homeschooled all his life, August heads to public school for fifth grade and he is not the only one changed by the experience--something we learn about first-hand through the narratives of those who orbit his world. August's internal dialogue and interactions with students and family ring true, and though remarkably courageous he comes across as a sweet, funny boy who wants the same things others want: friendship, understanding, and the freedom to be himself.

Rikers High* by Paul Volponi (*visited Watertown High School!*)

Martin Stokes is awaiting trial at Rikers Island, a New York City correctional facility. His alleged crime is steering: telling an undercover police officer where to buy marijuana in his neighborhood. Riding back to Rikers on a bus after his court date is rescheduled, Martin gets caught between two boys fighting and is cut in the face with a blade. He is assigned to a new unit, and the cut is both the first thing the boys in Sprung #3 notice about him and a metaphor for the indelible mark that prison will leave. In the new unit, Martin attends school for the first time on the Island. The plot is episodic, reflecting both the repetitiveness of daily existence in jail and its instability: one day the house is enjoying the fruits of its commissary visit; the next, the boys are being strip-searched after an apathetic teacher loses his metal chalk holder. Volponi, himself a teacher on Rikers Island for six years, brings to life a believable range of teachers, COs, and inmates and portrays power, hierarchies, and race relations both outside and inside the jail walls with

unflinching realism. Martin's narrative voice is frank, conversational, and sometimes angry, and his language, including cursing, is perfectly suited to his character. —Megan Honig, New York Public Library

*strong language

NON-FICTION:

Double Take by Kevin Michael Connolly

Kevin Michael Connolly is a 24 year-old man who has seen the world in a way most of us never will. Whether swarmed by Japanese tourists at Epcot Center or holding court at the X Games on his mono-ski, Kevin Connolly has been an object of curiosity since the day he was born without legs. Growing up in rural Montana, he was raised like any other kid. As a college student, Kevin traveled to seventeen countries on his skateboard, including Bosnia, China, Ukraine, and Japan. In an attempt to capture the stares of others, he took more than 30,000 photographs of people staring at him. In his memoir, Kevin Connolly casts the lens inward to explore how we view ourselves and what it is to truly see another person.

Outcast United by Warren St. John

The extraordinary tale of a refugee youth soccer team and the transformation of a small American town. Set against the backdrop of an American town that without its consent had become a vast social experiment, *Outcasts United* follows a pivotal season in the life of the Fugees and their charismatic coach. Warren St. John documents the lives of a diverse group of young people as they miraculously coalesce into a band of brothers. At the center of the story is fiery Coach Luma, who relentlessly drives her players to success on the soccer field while holding together their lives—and the lives of their families—in the face of a series of daunting challenges.

Wheelchair Warrior by Melvin Juetta

Melvin Juetta has said that becoming paralyzed in a gang-related shooting was “both the worst and best thing that happened” to him. The incident, he believes, surely spared the then sixteen year-old African American from prison and/or an early death. It transformed him in other ways, too. He attended college and made wheelchair basketball his passion—ultimately becoming a star athlete and playing on the U.S. National Wheelchair Basketball Team.

English 1 Honors / Cohort Summer Reading

You will read **two** books: a common required text and a personal selection.

1. **Common required text: *My Sister's Keeper* by Jodi Picoult-** please keep a reading log as you read this selection. (see next page)
2. **Personal Selection (all descriptions courtesy of amazon): When you return, you will be asked to write a response based on your choice.**

Please bring in both books with you on the first day of school.

Fiction:

***If You Come Softly* by Jacqueline Woodson:** Jeremiah feels good inside his own skin. That is, when he's in his own Brooklyn neighborhood. But now he's going to be attending a fancy prep school in Manhattan, and black teenage boys don't exactly fit in there. So it's a surprise when he meets Ellie the first week of school. In one frozen moment their eyes lock and after that they know they fit together -- even though she's Jewish and he's black. Their worlds are so different, but to them that's not what matters. Too bad the rest of the world has to get in their way.

***I'll Give You the Sun* by Jandy Nelson:** At first, Jude and her twin brother are Noah and Jude; inseparable. Noah draws constantly and is falling in love with the charismatic boy next door, while daredevil Jude wears red-red lipstick, cliff-dives, and does all the talking for both of them. Years later, they are barely speaking. Something has happened to change the twins in different yet equally devastating ways . . . but then Jude meets an intriguing, irresistible boy and a mysterious new mentor.

***The Perks of Being a Wallflower* by Stephen Chbosky:** The critically acclaimed debut novel from Stephen Chbosky, *Perks* follows observant "wallflower" Charlie as he charts a course through the strange world between adolescence and adulthood. First dates, family drama, and new friends. Sex, drugs, and *The Rocky Horror Picture Show*. Devastating loss, young love, and life on the fringes. Caught between trying to live his life and trying to run from it, Charlie must learn to navigate those wild and poignant roller-coaster days known as growing up.

Non-Fiction:

***Unbroken: A World War II Story Survival, Resilience, and Redemption* by Laura Hillenbrand:** A biography of Olympic runner and World War II bombardier, Louis Zamperini, who had been rambunctious in childhood before succeeding in track and eventually serving in the military, which led to a trial in which he was forced to find a way to survive in the open ocean after being shot down.

***Billion Dollar Ball* by Gilbert M. Gaul:** A riveting and sometimes shocking look inside the money culture of college football and how it has come to dominate a surprising number of colleges and universities.

***I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* by Malala Yousafzai:** When the Taliban took control of the Swat Valley in Pakistan, one girl spoke out. Malala Yousafzai refused to be silenced and fought for her right to an education. On Tuesday, October 9, 2012, when

she was fifteen, she almost paid the ultimate price. She was shot in the head at point-blank range while riding the bus home from school, and few expected her to survive. Instead, Malala's miraculous recovery has taken her on an extraordinary journey from a remote valley in northern Pakistan to the halls of the United Nations in New York. At sixteen, she became a global symbol of peaceful protest and the youngest nominee ever for the Nobel Peace Prize. *I AM MALALA* is the remarkable tale of a family uprooted by global terrorism, of the fight for girls' education, of a father who, himself a school owner, championed and encouraged his daughter to write and attend school, and of brave parents who have a fierce love for their daughter in a society that prizes sons. *I AM MALALA* will make you believe in the power of one person's voice to inspire change in the world.

Reading Log Directions

The focus for this assignment is less on your ability to craft a response, and more on your ability to think while you read. This means tracking important quotations and developing ideas as you read, as opposed to after. This is a vital skill for because you will be required to keep dialectical journals when reading some texts throughout the year. Additionally, you will have to independently read excerpts in class and pick out important literary elements or thematic concepts.

For this assignment, choose 1-2 essential questions from the list below and track your understanding or development of this question(s) as you read the novel. Feel free to create your own on the computer or used lined paper.

Essential questions:

1. How does encountering obstacles affect one's identity?
2. What roles do family, community, and culture play in shaping a person's identity?
3. What happens to the individual who does not conform to society's expectations?
4. How does being an outsider allow opportunities for discovery or growth?
5. What causes individuals to feel isolated and alienated and how do they respond to isolation and alienation?

The journal entries should show growth and not be the same type of response every time, and they should also represent the novel in its entirety. For example, not all of your thoughts or quotations should come from the first 40 pages. Try to spread them out throughout the novel. Ultimately, you should have approximately 8-10 entries that are brief, but very thoughtful, to demonstrate your reading ability and competency.

You can use the organizer to track and respond to your essential question(s) as you read the novel. If you prefer, you may track your thoughts electronically. As you read, it is also recommended that you sticky note important passages so you don't forget about them.

SAMPLE READING RESPONSE ON NEXT PAGE

Essential	Quotation (include title of book)	Pg. #	Student Commentary
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Question #			
<p>SAMPLE RESPONSE #2--What roles do family, community, and culture play in shaping a person's identity?</p>	<p style="text-align: center;">SAMPLE RESPONSE</p> <p>"I look for places like me: big, hollow, forgotten by most everyone."</p>	<p style="text-align: center;">95</p>	<p>SAMPLE RESPONSE I can imagine feeling like Jesse. Jesse is really misunderstood and his loner qualities are a result of the lack of attention his parents pay him. The way he's developing throughout this novel is interesting. Because the parents are so preoccupied with their daughters, Jesse is treated as like an afterthought. I find that I am more interested in his personal struggles, as opposed to the struggles of the parents. My brother gets in a lot of trouble and I feel like my parents pay more attention to him.</p>

English 2 (Honors and CP) Summer Reading

Honors: If you are taking **Honors sophomore English, please choose a minimum of two (2)** books to read from the list below. You will be completing a summative assessment on your reading when you return to school in September. This will be a summative grade (50%) for marking period one.

College Prep: If you are taking **College Prep sophomore English, please choose a minimum of one (1)** books to read from the list below. You will be completing a summative assessment on your reading when you return to school in September.

This will be a summative grade (50%) for marking period one.

Fiction:

The Girl Who Fell From the Sky— Heidi W. Durrow

Revolution— Jennifer Donnelly

Defending Jacob— William Landay

Paper Towns— John Green

The Curious Incident of the Dog in the Night- Time—Mark Haddon

Slam— Nick Hornby

The Impossible Knife of Memory – Laurie Halse Anderson

Black and White—Paul Volponi (This is the author that you saw speak last March.)

Non- Fiction:

Hole in My Life— Jack Gantos

Ghosts of War— Ryan Smithson

Three Little Words— Ashley Rhodes Courter

A Walk in the Woods— Bill Bryson

Ghost in the Wires— Kevin Mitnik

As you read think about:

What obstacles/struggles do the characters face?

What qualities help the characters persevere?

What do the characters learn about themselves?

Book Choices and Previews:

http://prezi.com/5rkcu-wennq7/?utm_campaign=share&utm_medium=copy&rc=ex0share

American Studies CP Summer Reading

The books listed below have been carefully selected to present you with the opportunity to learn more about America as a nation or some specific part of American history or culture. Some may be recent, while others are classics. There is a lot of variety here, so there should be something for everyone. Use Amazon or another website to investigate titles that appeal to you. As you read, consider what your book says about America as a nation. You will complete a writing assignment related to your selection during the first two weeks of school. You may want to take some notes or journal while you read. While not required, this will help you complete your required writing assignment.

Please read ONE of the following (either fiction or nonfiction):

Fiction

Ragtime– E.L. Doctorow (1975) – This work of historical fiction blends the stories of three families living in the turbulent years between 1900 and WWI.

Thank you for Smoking– Christopher Buckley (1994) – This satirical novel attacks the tobacco industry and the role of lobbyists in American government.

Go Tell it on the Mountain – James Baldwin (1953) – Tells the story of a young boy growing up in Harlem in the 1930s.

Invisible Man – Ralph Ellison (1952) – Winner of the 1953 National Book Award, this novel explores the struggle faced by a young African American man who feels “invisible” in society.

On the Road– Jack Kerouac (1957) – This revolutionary beat generation novel follows the adventures of young men who travel across America in search of a good time and a new understanding of themselves and the world.

The Street– Ann Petry (1946) – This novel centers on the life of Lutie Johnson, a young black mother growing up in 1940s Harlem.

Memoir/Biography

The Autobiography of Malcolm X– Malcolm X and Alex Haley (1965) – Tells the life story and outlines the philosophy of the civil rights leader.

Rocket Boys– Homer Hickam (visited WHS!) (1998) – The #1 *New York Times* bestselling book, ***Rocket Boys*** is a uniquely American memoir—a powerful, luminous story of coming of age at the dawn of the 1960s, of a mother's love and a father's fears, of a group of young men who dreamed of launching rockets into outer space . . . and who made those dreams come true. (Amazon.com)

Breaking Through– Francisco Jimenez (2001) – This memoir documents a young Mexican boy's struggle with poverty and prejudice in California during the 1940s.

Nonfiction

The Electric Koolaid Acid Test – Tom Wolfe (1968) – Follows the misadventures of Ken Kesey and his Merry Pranksters as they cross the United States in a psychedelic school bus.

The Feminine Mystique– Betty Friedan (1963) – This book explores the role of women in society and challenged the traditional notion that all women could be content as housewives alone.

Silent Spring– Rachel Carson (1962) – This book is widely credited with starting the modern environmental movement.

All the President's Men – Bob Woodward and Carl Bernstein (1974) – This book chronicles Woodward and Bernstein's investigation of the Watergate break-ins and the Nixon administration.

Nickel and Dimed (On not Getting by in America) – Barbara Ehrenreich (2001) – A book exploring what it's like to live on minimum wage in modern America.

American Literature CP and Honors Summer Reading

Honors: You will read **two** texts over the summer. We've chosen one title (required reading); the other one is your choice given the "Recommended Reading" list that follows. Carefully read the assignments for each text.

College Prep: You will read the required reading. For extra credit, **you may choose one title** from the "Recommended Reading" list.

REQUIRED READING FOR CP and HONORS: *Perfect Strangers* by Roseann Sdoia- *Perfect Strangers* is about an unlikely but enduring friendship that grew out of the tragedy of Boston's worst day.

Assignment: You will write an in-class essay about this novel during the first week of the new school year. We recommend that you take notes on character, plot, setting and theme as you read.

RECOMMENDED READING (All descriptions taken from Amazon.com):

Hillbilly Elegy by J.D. Vance- A deeply moving memoir with its share of humor and vividly colorful figures, *Hillbilly Elegy* is the story of how upward mobility really feels. And it is an urgent and troubling meditation on the loss of the American dream for a large segment of this country.

An Abundance of Katherines by John Green- a bad breakup leads to a teenager trying to mathematically calculate love.

The Nick Adams Stories by Ernest Hemingway- From one of the 20th century's greatest voices comes the complete volume of his short stories featuring Nick Adams, Ernest Hemingway's memorable character, as he grows from child to adolescent to soldier, veteran, writer, and parent—a sequence closely paralleling the events of Hemingway's life.

The Namesake by Jhumpa Lahiri- an Indian's family journey to America and the joy and struggles they face.

Becoming Steve Jobs: The Evolution of a Reckless Upstart into a Visionary Leader by Brent Schlender and Rick Tetzeli- the rise of Steve Jobs and how he became one of the most visionary leaders of our time.

Extra Credit Assignment: You may respond to two journal prompts over the summer for extra credit. Choose a different book for each prompt. Responses should be at least a page in length. Cite specific details from each text to support your theories. Please **bring the journals to class** on the first day of school.

1. What major understandings about human nature are reflected in the text? Identify and explain two of them.
2. What cultural influences does the author bring to his or her writing? Identify the influences and develop a theory regarding how those influences create a unique voice.

AP Language and Composition

Summer Reading List and Assignment 2017- 2018

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Dear AP Students:

The College Board recommends that students “read widely and reflect on their reading through extensive discussion, writing and rewriting.” As a result, our work for the upcoming school year begins *today*. This assignment will help you develop or maintain AP-level skills like critical reading and writing. The most obvious benefit of the assignment is that you are granted the freedom to work at your own pace. My hope is that you engage the assignment with a true sense of intellectual curiosity and enthusiasm. We have an exciting year ahead of us!

Transfer students: You must complete an AP summer reading assignment if you transfer from either another school or from a different WHS English class.

Part 1:

Carefully read and annotate the essay packet. This packet was distributed during the AP meeting in May 2015; a digital copy is available on the high school website. Create a dialectical notebook. Instructions and template follow.

Part 2:

- A. Carefully read Malcolm Gladwell’s *David and Goliath: Underdogs, Misfits, and the Art of Battling Giants*(2011). Annotate the text for ideas that intrigue or challenge you.
- B. Go online, and watch the author’s TED talk: “ The Unheard Story of David and Goliath” (Sept. 30, 2013). This will contextualize the David and Goliath story.
- C. Consider both sources as you plan and write the essay. I will collect your pre- writing and your draft on the first day of classes.

Essay question:

How does Gladwell challenge your own perceptions of personal conflict? Think about the obstacles that exist for you, for our local community, or for all Americans. Write a personal essay that describes a challenge that exists in your world; then explain how reading Gladwell changes your perception of it. Think: Is beating the odds a possibility? If so, what would it take? Cite at least two examples from Gladwell’s text to support your opinion.

Advanced Placement Language and Composition (continued)

The Dialectical Notebook- Instructions and Template

This AP- approved strategy asks you to be in conversation with the text. Your assignment is to read ten essays on a variety of topics. As you read, you will intuitively react to them. A dialectical notebook documents your personal reactions *as soon as you have them*. Your responses may be governed by your impulses and your emotions. Your entries will reflect personal writing, so first- person pronouns are expected. While following the rules of grammar and mechanics is important, crafting an authentic response to the text is your primary goal.

Please note: A dialectical notebook is NOT a diary. Think of it as a personal response to intellectual issues presented in text.

Template

Create three columns on a piece of lined paper. Label them. Handwrite your entries. Responses should be legible.

<u>Source Info</u> Essay title? Author?	<u>Passage</u> Direct quote with page number?	<u>My Response</u> *see below
“In Praise of Chain Stores” by Virginia Postrel	“When every place looks the same, there is no such thing as place anymore” (495)	Author is <u>challenging</u> me here. First of all, I never noticed how many big box stores or strip malls exist in my town. I see a lot of them. They do look “cookie-cutter,” and I suppose they do lack character in contrast with the quaint, nineteenth-century farm across the street from my house. The farm is more visually appealing than an asphalt parking lot. Yet, if my town was populated with nothing other than farms, wouldn’t THEY look “cookie-cutter,” and wouldn’t I think some of them were “ugly”? I’m starting to wonder how technology and progress influence my perceptions of beauty, and vice-versa.

* My Response. Record a response for each passage. Your responses will vary in length. Try to address each of the questions from this list by the end of the assignment.

- What interests me about the passage?
- What ideas from the passage challenge me?
- What connections can I make to my own life?

- What connections can I make to books, movies, music, TV, social media or other examples of contemporary pop culture?
- What can I infer about the author's meaning? Why would he/she write this?

Materials: You can make a dialectical journal out of either a one- subject notebook or a neatly- stapled packet of lined paper. Keep it simple—the quality of your work is what matters. Read and write with care. Again, all of your notebook entries should be neatly handwritten—not typed.

Number of entries: 20

Due Date: first day of classes

Senior CP Summer Reading

Survival and Adventure, Creative Writing, Fiction to Film, Adolescence in Literature, Literature of the Supernatural

This assignment will be counted as an Interim grade for MP1.

Due Date: The first English class Fall, 2017

The book *How to Read Literature Like a Professor*, by Thomas C. Foster, has been called “a lively and entertaining introduction to literature and literary basics, including symbols, themes and contexts, that shows you how to make your everyday reading experience more rewarding and enjoyable.” It can be an asset to apply Foster’s ideas while reading literature for your senior English electives.

Obtain a copy of Thomas Foster’s *How to Read Literature Like a Professor*, either from the high school library, your local bookstore, or used through Amazon.com for \$3.00. Then, read Chapters 1, 10, 12, and 19 and answer the questions that relate to each chapter. Each response should be a half page or more.

When you return to school, you will be expected to apply what you learned from *How to Read Literature Like a Professor* to an in-class assignment.

Assigned Chapters to Read: *You may not use the same book, show, or song twice. As a reminder, this should be your own words and choices; sharing answers with other people or using the internet is not permitted and will result in a zero on that question.*

Chapter 1 Everything is a Quest

Question: List the five aspects of the quest and, in a paragraph of a half page or more, apply them to an experience you have had in your own life or a movie. Make sure to reference the chapter in your response.

Chapter 10 More than Just Rain or Snow?

Question: The following link is from the movie *The Notebook*:

<https://www.youtube.com/watch?v=EemLsTG5fX8>

Watch the scene and, using information from the chapter, describe how weather plays an important role in its meaning.

Background to Understanding the Scene: The movie is a love story based around the two characters in the boat (Noah and Allie). Noah went to war and wrote Allie every day but Allie’s mom took the letters and hid them from her. Allie eventually went on to marry someone else and when Noah returned seven years later, he

rebuilt Allie's old house as a symbol of his love for her. The scene you will see is Allie finally going to see Noah for one of the first times since their separation.

SEE NEXT PAGE FOR LAST TWO QUESTIONS

Chapter 12

Is that a Symbol?

Question: Watch one of your favorite television shows or movies. Write a paragraph of a half page or more that analyzes the symbol; make sure to reference the chapter in your analysis.

Chapter 19

Geography Matters

Question: Consider all the texts you've read thus far in high school. Write a paragraph of a half page or more that analyzes how the setting impacts the meaning of the text; make sure to reference the chapter in your analysis.

AP English Literature and Composition

Mr. Kuegler
Summer Reading

To prepare for the upcoming year, you will read two pairs of novels or plays. By the first day of school, you will hand in a three page essay for each pair on the following topics (for a total of two essays):

***Catcher in the Rye* and *Siddhartha* - seekers and the search for understanding**

In each of these novels, the protagonist embarks on a quest of sorts, with enlightenment as the final goal (whether he knows it or not). Discuss how these quests develop for each seeker. What generalizations may be drawn from the experiences of these two seekers?

***Lord of the Flies* and *Macbeth* – power and the true nature of man**

In each of these works, the characters are placed in stressful situations that bring out basic human traits, both good and bad. Their reactions and choices show humans at their best and worst. Discuss how the characters in these novels respond to their situations, and what these responses say about the basic nature of the human soul or psyche.

Each three- part essay will focus on the stated theme as it appears in the pair of works. You should discuss not only the theme, but important literary devices that have a *significant* impact on the theme (irony, characterization, setting). You must talk about both works throughout the entire essay; do not take the approach of writing a paragraph on one work and then a paragraph on the other. This will require you to be more creative in your choice of subtopics and to find the similarities and differences between what the works say and how they say it.

This is not a research assignment! Do not make any use of the internet to understand or interpret these works. Understanding these works is well within your abilities. This will be my first opportunity to see how you write and how you think. Therefore, it is imperative that the essays are a true reflection of each individual student.

We will be holding seminars on each pair of novels to start the year. Be prepared to share your thoughts and questions about each work.