**Honors English 10 Summer Reading Project 2015**

 **Literary Analysis of *Of Mice and Men***

**Standards addressed:**

 **RL 10.1, - 10.5, W 10.1.a., 10.4, 10.9.a.**

Closely read the novel, specifically to make an argumentative claim on the theme(s) of the story. Additionally, you will read for the **literary devices** (please refer to the following website for examples of literary devices: **http://literarydevices.net**) the author uses throughout the novel to develop the theme. Divide the story into three sections and find at least nine literary devices (three from each: beginning, middle, and end) used in the novel. The nine devices may duplicate if they are clearly used throughout the novel for advancement of theme (i.e. the mockingbird is a metaphor for innocence found five times in *To Kill a Mockingbird)*

Closely read *Of Mice and Men*.

1. Completely fill out the Novel Guide form.
2. Write an introduction theme paragraph. The theme is the central idea the author attempts to convey.
* Using the attached précis style formula, write an introduction paragraph that the states the theme and the literary devices used to develop the theme.
1. Write three analysis paragraphs about how the author develops the theme you have identified. Correlate the three paragraphs with the three sections of the book - analyze the beginning devices in one paragraph, follow that with the analysis of the middle part, and then analyze the devices used in the end. **Include textual evidence (i.e. quotes) in each analysis paragraph; however, do not include more than two quotes per paragraph.**
2. **Bold the literary devices you find.**
3. Write a conclusion paragraph.

**Literary Précis Format for Introduction Paragraph**

**Sentence #1:**

In the \_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (date), the idea that\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is developed.

 (Genre) (Title) (Author) (Main idea/theme)

***EX: In the novel, To Kill a Mockingbird, by Harper Lee (1938), the idea understanding where a person comes from is essential to a peaceful life is developed.***

**Sentence #2:**

Told in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ person point-of-view, and set in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,the story is about

 (1st, 2nd, 3rd ) (Setting)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (as they, who) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(Main characters) (brief summary statement of plot)

***EX: Told in first person point-of-view, and set in Maycomb county Alabama in the 1930’s, the story is about a young girl name Scout who, with her brother and friend, witness the trial of a black man, and who try to befriend a reclusive neighbor.***

**Sentence #3**

 \_\_\_\_\_\_\_\_\_\_\_\_\_ develops the story and theme through the use of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(Author’s last name) (list types of literary devices)

***EX: Lee develops the story and theme through the use of dialogue, similes, and personification.***

**Sentence #4:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s purpose is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in order to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

 (Author’s Last name) (Author’s purpose) (Intended reason for theme)

 ***EX: Lee’s purpose is to show the consequences of judging others before understanding them in order to create a more peaceful and giving society.***

 **Full Introduction Paragraph Example:**

In the novel, To Kill a Mockingbird, by Harper Lee (1938), the idea that understanding where a person comes from is essential to a peaceful life is developed. Told in first person point-of-view, and set in Maycomb county Alabama in the 1930’s, the story is about a young girl name Scout who, with her brother and friend, witness the trial of a black man, and who try to befriend a reclusive neighbor. Lee develops the story and theme through the use of dialogue, similes, and personification. Lee’s purpose is to show the consequences of judging others before understanding them in order to create a more peaceful and giving society.

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**Format for Device Analysis Paragraphs**

**Textual Evidence:** Visit <https://owl.english.purdue.edu/owl/resource/747/03/> to be certain you are citing correctly.

• *Context*: Provide context for your quotation. Do not merely write a PLOT SUMMARY (!), but rather the general circumstances introducing the quotation. Provide at least the who (who is talking or about whom is the example being said), what (essentially what was happening at the moment of the example), and where (where in the novel does the example come from -- part of the plot).

• *Concept*: Specifically address the device you are examining in terms of the how the device actually works in the quotation (ie. what is being personified, what comparisons are made, what senses are addressed for imagery, etc.). Use present tense and active voice in referring to the device.

• *Connection*: Consider **how the literary device works in the novel and contributes to the meaning of the work (theme-- as stated in the theme paragraph)** as a whole. Consider why the author elected to use this device to advance some artistic purpose in the work. Beware of using general comments; rather be specific in making the connection. Effective discussion will begin with the WHAT and proceed very quickly and perceptively to the HOW and WHY.

**Device Analysis Paragraph format example**

 Scout’s **narrative** begins reminiscent of her childhood’s **setting** in Maycomb County, Alabama during the Great Depression. Familiar with her family’s history, she provides details of her ancestor’s pilgrimage from England to the states and provides explicit **imagery** about her isolated, yet fondly remembered hometown. She, her father Atticus who, “knew his people, they knew him, and … was related by blood or marriage to nearly every family in the town”, her brother Jem, and their cook, Calpurnia, rarely ventured beyond the county line (Lee 2). Whether by choice or by circumstance, the townspeople interacted closely only with each other and were leery of anyone from outside the region. Even as a 6 year old, Scout was extremely knowledgeable about the families who lived in her town – she explained to her new young teacher that, “you’re shamin’ him Miss Caroline. Walter hasn’t got a quarter at home to bring you…” when the teacher tried to offer a poor child money for lunch (Lee 16). The independent and assertive little girl (**symbolized** by her decision to wear pants as opposed to skirts), suggests to her lawyer father that she be homeschooled when he asks her to consider the teacher’s point of view. Home **symbolizes** the peace that comes from being in a familiar and comfortable atmosphere; the new teacher represents **conflict** and unfamiliarity. One newcomer whom Scout and her brother did however accept is another child nicknamed Dill who visits his Aunt every summer. Dill becomes determined to force a reclusive neighbor - aptly named Boo Radley because the townspeople are scared of him – out of his house. Much of the novel’s beginning focuses on the children’s unsuccessful attempts to entice Boo out of his comfort zone; as curious and innocent kids, they are looking for ways to pass the long summer days, but there is a sense of danger **foreshadowed** by their actions. Even though many townspeople think Boo Radley is crazy and/or dangerous, he is accepted as another member of the community. This community finds peace in what is familiar; to them it is better to deal with those they know – regardless of how poor or how strange – because with change and/or anything different than what they know comes conflict and struggle.

 Following this would be two more analysis paragraphs to analyze Boo Radley’s character, the presence of racial discrimination, Tom Robinsons’s trial, and the recurring bird symbols.

1. In each device analysis paragraph, remember to always connect the idea to the theme described in your introduction paragraph by using exact words or synonyms or like words. Do not connect to different themes.
2. Know that this assignment is do-able. YOU CAN and WILL complete the assignment well. :-)