

Summer Reading 6-12th Grades & Parents

Iron Students and Parents,

You will find below the summer reading assignments for all students. This year, parents have summer assignments too. You will notice for the rising 9-12th-grade options such as AP or British and AP Prep or the normal Lit class. You will receive an email over the next several days that will include more information that will allow you to choose the appropriate courses. For now, please know high school students taking Honors/AP® courses should have received 1) an overall A average in the previous Academic or College Prep classes or 2) an overall A or B average in the previous Honors/AP® classes. Teacher recommendations may be required for students who earned a B average to ensure that the rigor is not overwhelming. We will not lock students into a “track.” If a young man wishes to pursue more rigorous courses without quite meeting the prerequisite expectations, we would be pleased to consider it with you.

All Iron Parents:

- We have two selections for parents this summer, both of which are intended to equip our families with better information and strategies to deal with the pernicious harms of screened devices. Hoping not to sound alarmist, our children’s brains are being changed. I did “ok” with our children who are now 19 and 21, but we did not know then what we do today. I hope that you will be much better armed to fight a battle worthy of being fought in your home than I was. We will have a seminar to discuss the books together upon returning in August. We have Jonathan Lenker, a pastor at Summit Church, leading the discussion of *The Tech-wise Family: Everyday Steps for Putting Technology in Its Proper Place* by Andy Crouch.
 - *The Tech-wise Family: Everyday Steps for Putting Technology in Its Proper Place* by Andy Crouch **ISBN-13:** 978-0801018664
 - *Digital Minimalism: Choosing a Focused Life in a Noisy World* by Cal Newport **ISBN-13:** 978-0525536512
- I can’t force you to read these two books. This will be your choice entirely. I assure you, however, you will be pleased you did. Furthermore, our discussions and family time about them and the relevant issues will be empowering for you. I encourage you to invite like-minded friends to read them with you and join our discussions.

11 and 12th Grade AP Literature and Composition:

- Using Adler's methodology for "How to Mark a Book," digest and be prepared to discuss intelligently and write persuasively about:
 1. C.S. Lewis's *The Screwtape Letters* **ISBN-13:** 978-0060652937
 - *First, read about C.S. Lewis and write a formal paragraph about him. Your job is to make others want to read his book or even make us wish we could have known him. (See below for typing instructions.)*
 - *Next, get yourself oriented to read. Screwtape and Wormwood are demons and believe bad to be good and good to be bad. Our Father Below is the devil.*
 - *Now, begin to read the book in this way:*
 - *Read and meditate on the first letter. Write your thoughts, questions, insights, etc. (You will need to type these responses.)*
 - *There are several letters and you are to read and enjoy all of them and mark the entire book according to Adler's methodology. You are asked to respond to at least 6 of them. You may share an anecdote that a letter reminds you of. You may explain what you have learned about your own vulnerabilities to temptation. Be creative and enjoy this assignment.*
 - *This is to be done a little at a time over several weeks so it will be meaningful.*
 - *Each response is to be about one full page. Two half-page responses equals one full-page response.*
 - *All is to be typed, 12 pt font, Times New Roman, double spaced and each entry is to be a minimum of half a page. Turn in all (research and journal entries) on the first day of school. You will also turn in the book. Your Adler-marking should indicate much about your interaction with the book.*
 2. Cal Newport's *Digital Minimalism: Choosing a Focused Life in a Noisy World* **ISBN-13:** 978-0525536512
 - *Be prepared to discuss in a seminar upon returning to school. Your Adler-methodology will prepare you well for engaging the book and for reviewing.*
 - *Write your personal or family philosophy for technology usage. Write your philosophy in one paragraph, beginning with a strong topic sentence. All supporting sentences should directly support your topic sentence. The paragraph should not exceed 7 sentences. Use concrete details or examples to support or explain your philosophy. Make sure your grammar is correct. You will turn this in with your book the first day of school.*
 3. George Orwell's 1984 **ISBN-13:** 978-0451524935
 4. Aldous Huxley's *Brave New World* **ISBN-13:** 978-0060776091

11 and 12th Grade British Literature:

- Using Adler's methodology for "How to Mark a Book," read:
 1. C.S. Lewis's *The Screwtape Letters* **ISBN-13:** 978-0060652937
 - First, read about C.S. Lewis and write a formal paragraph about him. Your job is to make others want to read his book or even make us wish we could have known him. (See below for typing instructions.)
 - Next, get yourself oriented to read. Screwtape and Wormwood are demons and believe bad to be good and good to be bad. Our Father Below is the devil.
 - Now, begin to read the book in this way:
 - Read and meditate on the first letter. Write your thoughts, questions, insights, etc. (You will need to type these responses.)
 - There are several letters and you are to read and enjoy all of them and mark the entire book according to Adler's methodology. You are asked to respond to at least 10 of them. You may share an anecdote that a letter reminds you of. You may explain what you have learned about your own vulnerabilities to temptation. Be creative and enjoy this assignment.
 - Each response is to be about one full page. Two half-page responses equals one full-page response.
 - All is to be typed, 12 pt font, Times New Roman, double spaced and each entry is to be a minimum of half a page. Turn in all (research and journal entries) on the first day of class. You will also turn in the book. Your Adler-marking should indicate much about your interaction with the book.
 2. Cal Newport's *Digital Minimalism: Choosing a Focused Life in a Noisy World* **ISBN-13:** 978-0525536512
 - *Be prepared to discuss in a seminar upon returning to school. Your Adler-methodology will prepare you well for engaging the book and for reviewing.*
 - *Write your personal or family philosophy for technology usage. Write your philosophy in one paragraph, beginning with a strong topic sentence. All supporting sentences should directly support your topic sentence. The paragraph should not exceed 7 sentences. Use concrete details or examples to support or explain your philosophy. Make sure your grammar is correct. You will turn this in with your book the first day of school.*

9 and 10th Grade AP Prep:

- Using Adler's methodology for "How to Mark a Book," read:
 1. Cal Newport's *Digital Minimalism: Choosing a Focused Life in a Noisy World* **ISBN-13: 978-0525536512**
 - Be prepared to discuss in a seminar upon returning to school. Your Adler-methodology will prepare you well for engaging the book and for reviewing.
 - Write your personal or family philosophy for technology usage. Write your philosophy in one paragraph, beginning with a strong topic sentence. All supporting sentences should directly support your topic sentence. The paragraph should not exceed 7 sentences. Use concrete details or examples to support or explain your philosophy. Make sure your grammar is correct. You will turn this in with your book the first day of school.
 2. *Night* by Elie Wiesel **ISBN-13: 978-0374534752**
 - Students, do a little research on these camps before you begin reading. What was their purpose? How did they differ? Who was there and how many died? This may be written in bullet point format.
 - Auschwitz (A huge compound that included Buna, Birkenau and Gleiwitz)
 - Buchenwald
 - Also, before you read, identify (on your paper) the following with several details:

▪ Transylvania	▪ Hasidic Judasim
▪ Beadle	▪ Phylacteries
▪ Kabbalah	▪ Kaddis
 - Your assignment is to read the book a bit at a time and respond in ten separate journal entries. You may respond to a section by commenting on what someone in the book said or did or believed about God or man. Or you may respond by putting yourself in Elie's shoes—by trying to see it as he did. Let yourself be there. Describe your hunger, your fear.
 - All is to be typed, 12 pt font, Times New Roman, double spaced, and each entry is to be a minimum of half a page. Turn in all (research and journal entries) on the first day of class.

9 and 10th Grade Literature:

- Using Adler's methodology for "How to Mark a Book," read:
 1. Cal Newport's *Digital Minimalism: Choosing a Focused Life in a Noisy World* **ISBN-13:** 978-0525536512
 - Be prepared to discuss in a seminar upon returning to school. Your Adler-methodology will prepare you well for engaging the book and for reviewing.
 - Write your personal or family philosophy for technology usage. Write your philosophy in one paragraph, beginning with a strong topic sentence. All supporting sentences should directly support your topic sentence. The paragraph should not exceed 7 sentences. Use concrete details or examples to support or explain your philosophy. Make sure your grammar is correct. You will turn this in with your book the first day of school.
 2. *Night* by Elie Wiesel **ISBN-13:** 978-0374534752
 - Students, do a little research on these camps before you begin reading. What was their purpose? How did they differ? Who was there and how many died? This may be written in bullet point format.
 - Auschwitz (A huge compound that included Buna, Birkenau and Gleiwitz)
 - Buchenwald
 - Also, before you read, identify (on your paper) the following with several details:

▪ Transylvania	▪ Hasidic Judasim
▪ Beadle	▪ Phylacteries
▪ Kabbalah	▪ Kaddis
 - Your assignment is to read the book a bit at a time and respond in six separate journal entries. You may respond to a section by commenting on what someone in the book said or did or believed about God or man. Or you may respond by putting yourself in Elie's shoes—by trying to see it as he did. Let yourself be there. Describe your hunger, your fear.
 - All is to be typed, 12 pt font, Times New Roman, double spaced, and each entry is to be a minimum of half a page. Turn in all (research and journal entries) on the first day of class.

8th Grade:

1. With your parents and using Adler's methodology for "How to Mark a Book," read:
 - Cal Newport's *Digital Minimalism: Choosing a Focused Life in a Noisy World* **ISBN-13: 978-0525536512**
 - Be prepared to discuss in a seminar upon returning to school. Your Adler-methodology will prepare you well for engaging the book and for reviewing.
 - Write your personal or family philosophy for technology usage. Write your philosophy in one paragraph, beginning with a strong topic sentence. All supporting sentences should directly support your topic sentence. The paragraph should not exceed 7 sentences. Use concrete details or examples to support or explain your philosophy. Make sure your grammar is correct. You will turn this in with your book the first day of school.
 - *White Fang* **ISBN-13: 978-1505313109** and *Call of the Wild* **ISBN-13: 978-1512395822** by Jack London
 - I.) Prereading:
 - A.) Background - both *White Fang* and *Call of the Wild* take place in the Yukon Territory in Canada during the Klondike Gold Rush in the 1890s. **Write** five interesting facts about the setting of these books
 - B.) Vocabulary
 - 1.) *Call of the Wild*—demesne, imperiously, unwonted, hydrophobia, metamorphose, genial, conciliate, uncouth, swarthy, ignominiously, fastidiousness, insidious, obdurate, primeval, malingerer, boreal, travail, inexorable, pertinacity, excrescence
 - 2.) *White Fang*—ingratiante, sustenance, crestfallen, quinine, certitude, rime, infallibility, fervid, facetious, spectral, evince, dictum, moccasin, indomitable, efficacy, meridian, cessation, precarious
 - a.) Vocabulary Instructions: Choose at least fifteen words from the lists above that you don't know and look them up. Then **write** the word, **write** the sentence it appears in, give the page number where it appears, give the **relevant** definition. This is the definition that agrees with the way the word is used in the book. Please write this part too and turn it in with the rest.
 - II.) Reading
 - A.) Do a little research and **write** a clear paragraph about the author of this novel.
 - B.) As you read both novels, pay attention to the plots and the characters. How are Buck and White Fang similar? How are they different? What's different about their stories? What different perspectives do we get by following Buck, a domesticated dog, and White Fang, a wolfdog born in the wild? How do these perspectives differ in their portrayal of mankind, humanity, and civilization?
 - C.) Keep these questions in mind as you read.
 - III.) Post Reading and Analysis
 - A.) Theme—"A universal idea that stretches through the entire story." Both novels have similar themes. Your job is to **write** one good detailed paragraph about one of the following by either telling or showing by example why you think the novels share this theme. Later you may write about others. Writing about literature is done in the **present tense**.
 - 1.) Coming of Age
 - 2.) Man vs. Wild
 - 3.) Survival

- 4.) Friendship
- 5.) Transformation
- 6.) Mastery vs. Being Mastered
- 7.) Nature vs. Nurture
- 8.) Heroism
- 9.) Inner vs Outer Strength

B.) Plot—the sequence of events in the story. The plots of *White Fang* and *The Call of the Wild* are different. In two sentences, **write** what you believe to be the inciting incidents in both novels. Also, in two sentences, **write** about the most exciting events in both stories? (called the climax)

C.) Character. **Write** a detailed formal paragraph comparing and contrasting *White Fang* and *Buck*.



7th Grade:

2. With your parents and using Adler's methodology for "How to Mark a Book," read:
 - Cal Newport's *Digital Minimalism: Choosing a Focused Life in a Noisy World* **ISBN-13: 978-0525536512**
 - Be prepared to discuss in a seminar upon returning to school. Your Adler-methodology will prepare you well for engaging the book and for reviewing.
 - Write your personal or family philosophy for technology usage. Write your philosophy in one paragraph, beginning with a strong topic sentence. All supporting sentences should directly support your topic sentence. The paragraph should not exceed 7 sentences. Use concrete details or examples to support or explain your philosophy. Make sure your grammar is correct. You will turn this in with your book the first day of school.
 - *White Fang* **ISBN-13: 978-1505313109** and *Call of the Wild* **ISBN-13: 978-1512395822** by Jack London
 - I.) Prereading:
 - A.) Background - both *White Fang* and *Call of the Wild* take place in the Yukon Territory in Canada during the Klondike Gold Rush in the 1890s. **Write** five interesting facts about the setting of these books
 - B.) Vocabulary
 - 3.) *Call of the Wild*—demesne, imperiously, unwonted, hydrophobia, metamorphose, genial, conciliate, uncouth, swarthy, ignominiously, fastidiousness, insidious, obdurate, primeval, malingerer, boreal, travail, inexorable, pertinacity, excrescence
 - 4.) *White Fang*—ingratiating, sustenance, crestfallen, quinine, certitude, rime, infallibility, fervid, facetious, spectral, evince, dictum, moccasin, indomitable, efficacy, meridian, cessation, precarious
 - a.) Vocabulary Instructions: Choose at least fifteen words from the lists above that you don't know and look them up. Then **write** the word, **write** the sentence it appears in, give the page number where it appears, give the **relevant** definition. This is the definition that agrees with the way the word is used in the book. Please write this part too and turn it in with the rest.
 - II.) Reading
 - A.) Do a little research and **write** a clear paragraph about the author of this novel.
 - B.) As you read both novels, pay attention to the plots and the characters. How are Buck and White Fang similar? How are they different? What's different about their stories? What different perspectives do we get by following Buck, a domesticated dog, and White Fang, a wolfdog born in the wild? How do these perspectives differ in their portrayal of mankind, humanity, and civilization?
 - C.) Keep these questions in mind as you read.
 - III.) Post Reading and Analysis
 - A.) Theme—"A universal idea that stretches through the entire story." Both novels have similar themes. Your job is to **write** one good detailed paragraph about one of the following by either telling or showing by example why you think the novels share this theme. Later you may write about others. Writing about literature is done in the **present tense**.
 - 1.) Coming of Age
 - 2.) Man vs. Wild
 - 3.) Survival

- 4.) Friendship
- 5.) Transformation
- 6.) Mastery vs. Being Mastered
- 7.) Nature vs. Nurture
- 8.) Heroism
- 9.) Inner vs Outer Strength

B.) Plot—the sequence of events in the story. The plots of *White Fang* and *The Call of the Wild* are different. In two sentences, **write** what you believe to be the inciting incidents in both novels. Also, in two sentences, **write** about the most exciting events in both stories? (called the climax)

C.) Character. **Write** a detailed formal paragraph comparing and contrasting *White Fang* and *Buck*.



6th Grade:

Summer Reading project 1: “The Chronicles of Narnia, The Lion, the Witch, and the Wardrobe” by C.S. Lewis

Assignment Directions: For the novel, “The Chronicles of Narnia, The Lion, The Witch, and The Wardrobe”, list four quotations and provide an explanation of 3-5 sentences that demonstrate the parallels (similarities) between Aslan and Christ. REMEMBER - Be sure to cite the book and page number for each quotation. An example has been provided below. All paragraphs must be handwritten.

“The Lion, the Witch, and the Wardrobe” – C.S. Lewis

Quotation 1: Select a quote, list it, and provide a direct quotation from the text and place it correctly in quotation marks.

Example 1: “Everyone agreed and this is how the adventure began” (Lewis, Lion 6).

Explanation: Write a paragraph of 3-5 sentences that explains what the quote reveals about Aslan as a character who displays the nature of Christ. Include textual evidence from the novel to build your argument.

Quotation 2: Select a quote, write it, and provide a citation for the quote. Provide a direct quotation from the text and place it correctly in quotation marks.

Example 2: “And he thought about Turkish Delight and about being a King... and horrible ideas came into his head” (Lewis, Lion 70).

Explanation: Write a paragraph of 4-6 sentences that explains what the quote reveals about Aslan as a character who displays the nature of Christ. Include textual evidence from the novel to build your argument.

Summer Reading Project 2: “The Prince and the Pauper” by Mark Twain

Each student is required to produce a project to demonstrate his/her comprehension of The Prince and the Pauper. This project will be due on the first day of school. This project will be worth 100 total points. The student must choose **one** project idea from the list of five below. Below the project options, you will also find activities to go along with the book. Choose activity two and one other activity. The two activities will be graded as well, so they must be turned in along with the project on the first day of school. Each activity is worth a maximum of 100 points.

Project ideas

1. Illustrate your favorite three scenes from the novel. These illustrations must be labeled and include a quote and page number from the story. Illustrations will be graded on neatness, language mechanics, color, labeling and appropriate quotations, creativity, and effort.
2. Handwrite a paragraph about your opinion on one of the social issues that the novel addresses, such as whether the laws against begging were fair, or if punishments for law-breaking were too severe, or if the system treated rich and poor equally, etc. Your paragraph will be graded on organization, reasoning, neatness, language mechanics, and effort.
3. Handwrite 10 journal entries from the point of view of one of the characters in the story. The journal needs to express that character’s response to 10 or more different events in the story. Journals will be graded on content, character accuracy, point of view, neatness, language mechanics, and effort.
4. Write at least 4 half-page letters, two from each of two characters in the story. These letters should explain the two characters’ response to at least 4 different events in the story. Letters will be graded on accuracy, reasoning, neatness, language mechanics, point of view, and effort.
5. Draw, label, and color a map of places in the story, indicating the sequence of at least 6 events. Maps will be graded on accuracy, neatness, effort, research, and creativity.

Activity 1 Option

Look at the pictures of Edward Tudor and Tom Canty. These boys are the two main people in the story. They were born on the same day but their lives were very different. How were their lives different?



A large area containing horizontal lines for writing, overlaid with a faint watermark of a shield with a sword and a dagger.

Activity 2 MUST DO THIS ONE

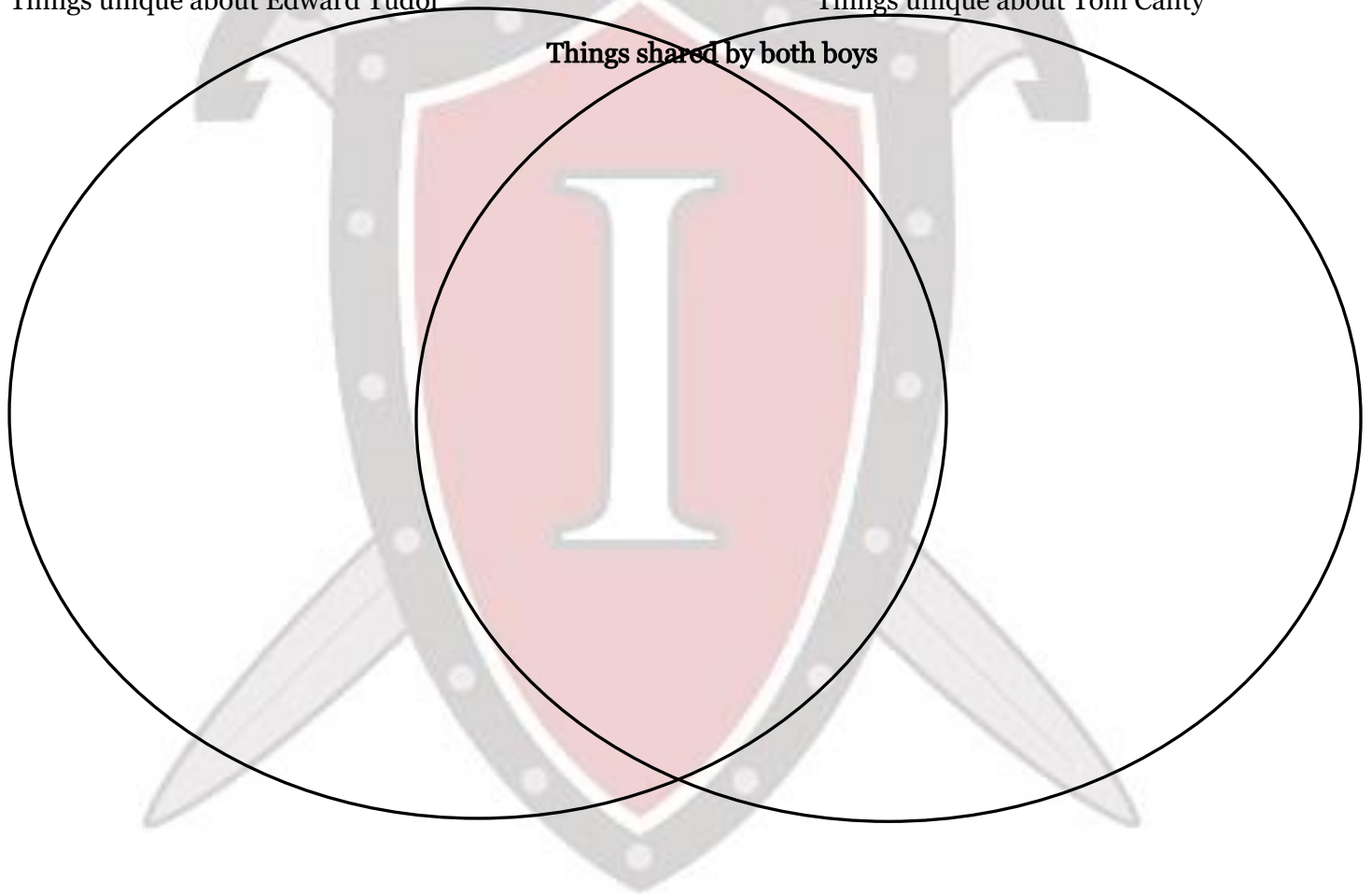
At the start of the story, we know that one boy is rich and one boy is poor. Think about how the lives of Edward and Tom could be different and how they could be the same. Write the facts from the box in the correct part of the diagram. Once you complete the facts from the box, add four additional facts for each character from the novel.

begs for money in the street	eats a lot at banquets	is hungry	sleeps on a dirty floor
can read and write	has servants	lives in a palace	travels in a carriage
dreams of being a prince	has sisters	wears rags	
plays with his friends in the mud			

Things unique about Edward Tudor

Things unique about Tom Canty

Things shared by both boys



Activity 3 Option

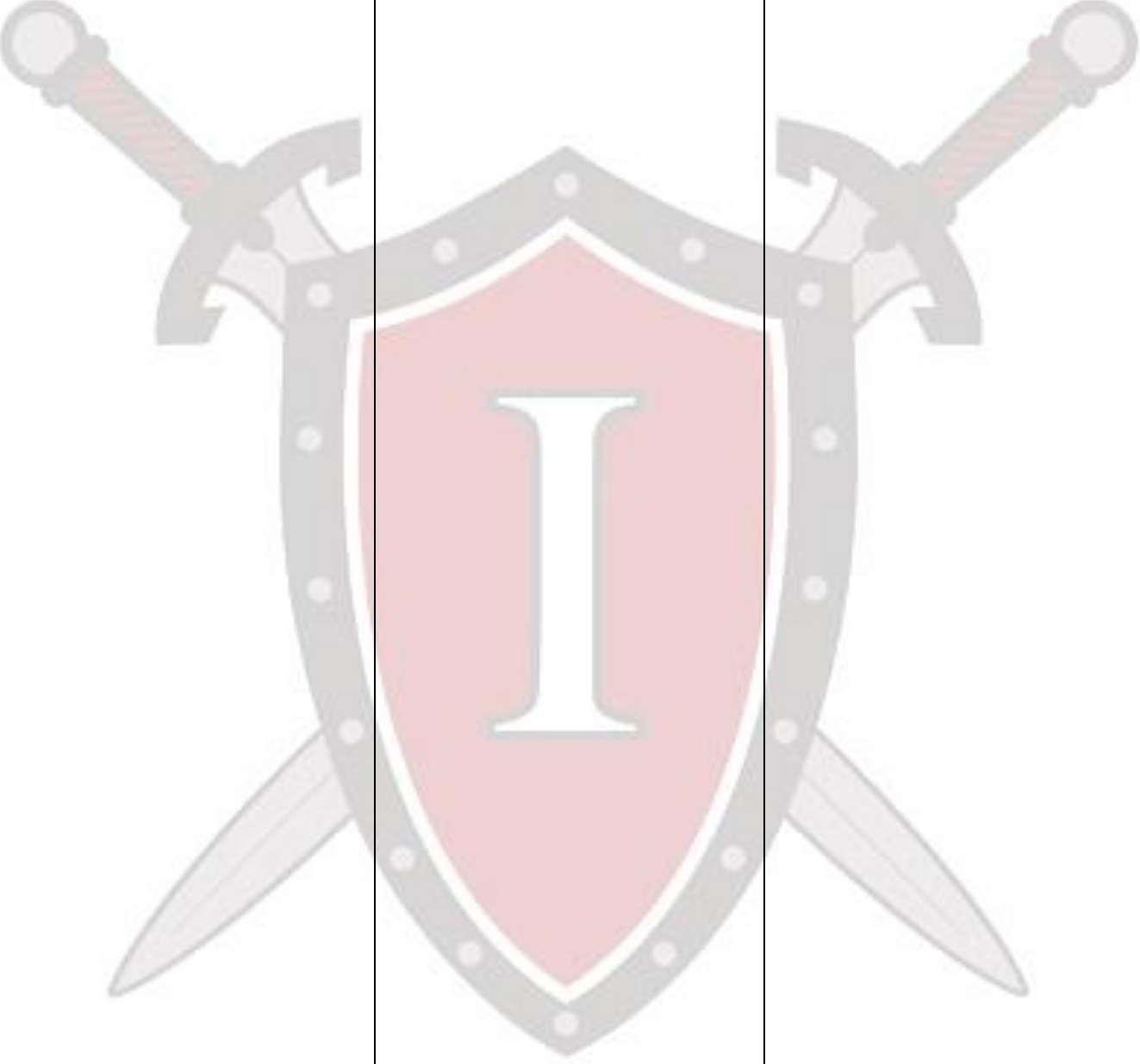
Check your ideas as you read.

In their new lives, both Tom and Edward have to learn many new things. As you read, find examples of things that the boys learn. Complete the table with the things they learn, and say who or what helps them to learn these things.

	What they learn	Who or what helps them to learn
Tom		
Edward		

Activity 4 Option

In Chapter 10, an officer takes Edward to a judge for stealing a chicken. As you read the story, make a list of all the crimes mentioned throughout the novel. Determine if they are serious crimes, less serious crimes, or not crimes at all. Write them in the table.

Serious crimes	Less serious crimes	Not crimes
		

Rubric for 6th Grade Summer reading project.

CATEGORY	25-20 points (4)	20-15 points (3)	10-15 points (2)	10 points and below (1)
Focus on Topic (Content)	There is one clear, well focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information
Sentence and Paragraph Fluency	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but one or two are stiff and awkward or difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.
Grammar and Spelling (Conventions)	Writer makes zero to one error(s) in grammar or spelling that distract the reader from the content.	Writer makes two to three errors in grammar or spelling that distract the reader from the content.	Writer makes four to five errors in grammar or spelling that distract the reader from the content.	Writer makes more than five errors in grammar or spelling that distract the reader from the content
Creativity	The project contains many creative details and/or descriptions. The student has really used his creativity and imagination	The project contains a few creative details and/or descriptions. The student has used his creativity and imagination.	The project contains a few creative details and/or descriptions. The student has used very little creativity and imagination	There is very little evidence of creative details and/or descriptions.
Neatness (Applies to project #'s 1 & 6)	The assignment is exceptionally attractive in terms of design and neatness	The assignment is attractive in terms of design and neatness. is acceptably attractive though it may be a bit messy.	The assignment is acceptably attractive though it may be a bit messy	The assignment is distractingly messy or very poorly designed.

“How to Mark a Book” by Mortimer J. Adler, Ph.D.

There are all kinds of devices for marking a book intelligently and fruitfully. Here's the way I do it:

- **Underlining (or highlighting):** of major points, of important or forceful statements.
- **Vertical lines at the margin:** to emphasize a statement already underlined.
- **Star, asterisk, or other doo-dad at the margin:** to be used sparingly, to emphasize the ten or twenty most important statements in the book. (You may want to fold the bottom corner of each page on which you use such marks. It won't hurt the sturdy paper on which most modern books are printed, and you will be able to take the book off the shelf at any time and, by opening it at the folded-corner page, refresh your recollection of the book.)
- **Numbers in the margin:** to indicate the sequence of points the author makes in developing a single argument. !!!!
- **Numbers of other pages in the margin:** to indicate where else in the book the author made points relevant to the point marked; to tie up the ideas in a book, which, though they may be separated by many pages, belong together.
- **Circling or highlighting of key words or phrases.**
- **Writing in the margin, or at the top or bottom of the page, for the sake of:** recording questions (and perhaps answers) which a passage raised in your mind; reducing a complicated discussion to a simple statement; recording the sequence of major points right through the books. I use the end-papers at the back of the book to make a personal index of the author's points in the order of their appearance. *[THIS IS VERY IMPORTANT. THIS IS A KEY PLACE WHERE I FIND OUT HOW WELL YOU UNDERSTOOD WHAT YOU READ AND WHAT KIND OF GRADE YOU DESERVE]*

The front end-papers are to me the most important. Some people reserve them for a fancy bookplate. I reserve them for fancy thinking. After I have finished reading the book and making my personal index on the back end-papers, I turn to the front and try to outline the book, not page by page or point by point (I've already done that at the back), but as an integrated structure, with a basic unity and an order of parts. This outline is, to me, the measure of my understanding of the work. of the work.

Actively prepare to answer questions similar to these about setting, characters, conflict, plot, theme, literary devices, and context. Index the answers to these questions in your end papers.

- What is the setting?
 - Where does this story happen?
 - Does the story happen in one spot, or does the action unfold across a wide area?
 - What is the mood or atmosphere of the place where the story happens?
 - Do you long to climb into the pages of the book to live in its world, or does it repel you? Why?
 - Among what kinds of people is the story set? What is their economic class? How do they live?
 - Is there anything symbolic or allegorical?
- Questions About Characters
 - Who is the story about?
 - Make up a list of adjectives that describe the protagonist. Do the character's priorities change over the course of the story? In what way? What causes this change? Is it a change for the better, or for the worse?
 - Is the character a sympathetic character? Do you identify with him and hope he will succeed? Do you pity him? Do you scorn or despise his weakness in some way
 - Is there a single character (or a group of characters) that opposes the protagonist in the story? In other words, is there an antagonist? What actions does he take to oppose the protagonist?
- Questions About Conflict
 - What does the protagonist want?
 - Fill in the blank: This story is about the protagonist trying to _____.
 - Are there larger issues (a larger context or frame) in which conflict exists and forms a background for the story (a war setting, for example, as in Dickens' Tale of Two Cities or Tolstoy's War and Peace)?
- Questions About Plot
 - What happens in the story? a. What major events take place in the story as a result of the conflict
 - How does the story end?
 - How are the "loose ends" tied up?
 - Were all of your questions answered?
 - Were you satisfied with the resolution? If not, why not?
 - Does the ending or resolution of the story make any kind of judgments?
 - Does the resolution offer any particular perspective or understanding of the story's themes?
- Questions About Theme
 - What does the protagonist learn?
 - What do the other characters learn?
 - Are other people in the story ennobled, changed, saved, improved or otherwise affected by the story's events?
 - Do they look at themselves differently at the end of the story?
 - Does the story seem to deal with a universal theme like the ones listed in this syllabus?
 - How does the story answer the problem associated with that theme?
 - Does the story merely call the reader to observe a theme or human condition without providing any kind of resolution or solution?
 - What answer does the story seem to suggest for the question, "What is a good life?" How does the story present life, death, and love?
- Questions About Literary Devices
 - Does the author use the sounds of our language to create interest in his story? Onomatopoeia, assonance, consonance, alliteration, rhyme, understatement, oxymorons, hyperbole, cliché, metaphors, similes, etc?
- Questions About Context
 - Who is the author?
 - How old was the author when he wrote the story?
 - Was the author happy or unhappy? Friendly or reclusive?
 - What kinds of relationships did the author have?
 - Where did the author live?
 - Did the author live in poverty, or comfort?
 - Do the answers to these questions make themselves apparent in the author's story?
 - When did the author live?
 - What events took place in the world during the author's lifetime?
 - What did the author believe?
 - Was the author a member of a certain political party or other organization?
 - Was the author associated with a particular social cause or movement
 - Was the author associated with a particular intellectual school or mode of literature? (examples include Romanticism, Transcendentalism, Existentialism, Naturalism, Realism, Postmodernism, etc.)
 - Was the author's worldview in any way threatened by new philosophies, scientific discoveries, or personal circumstances? Was this conflict reflected in his stories?