

Student \_\_\_\_\_

**ENGLISH III, QUARTER 2**  
**HISTORICAL FICTION: 1900 – PRESENT**

Title \_\_\_\_\_ Author \_\_\_\_\_

A historical novel is a fictional narrative set in and involving a specific historic time and event(s). The history the fiction is set in is usually accurate. Even characters may be historically accurate. The plot of the novel is fiction woven in the history.

Read a history novel, approved by a teacher, set in or dealing with the United States of America after 1900. For example, The Jungle by Upton Sinclair speaks of the meat packing industry in the early 1900s; Sometimes a Great Notion by Ken Kesey tells of the Oregon lumber industry in the 1950s, The Human Comedy is told by a young boy during World War II; and To Kill a Mockingbird chronicles prejudice in the south. Check the Internet for more selections.

Answer the following questions in formatted essays of at least five paragraphs. Be clear and complete in what is said. Remember that the reader does not know the novel.

1. Each novel has a major conflict. From this major conflict other conflicts emerge. Select one of the minor conflicts. Explain how it is born from the major conflict, how it affects the total plot of the novel, and how the conflict is resolved. Use specifics from the novel. Don't forget protagonist and antagonist.

Date \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

2. The settings in a novel help create the plot. Select three setting and explain how each adds to the telling of the story.

Date \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

3. Select one of the characters in the novel and explain how his beliefs, morals, ethics . . . motivate how he behaves in the narrative. For this explain what kind of person you feel this character is and why you feel as you do. Use examples from the novel for clarity.

Date \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

4. What is the theme of the novel? Explain how the plot develops the theme and how this theme may be seen in the real world. Be careful to use examples.

Date \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

5. Write a review of the novel in which you convince the reader to read or not to read it. Don't forget that the reader does not know anything about the novel.

Date \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

Student \_\_\_\_\_

**ENGLISH III, QUARTER 2  
POETRY/LYRICS AFTER 1900**

Select five poems written after 1900. Answer the following questions about the poems in well-formatted essays of at least five paragraphs. Do not forget that the reader has no clue about the poetry you are writing about. Be certain to state the “title” of the poem and the author in each essay. Each poem has its own question, so you have some choices to make.

- 1. Poem One:** The speaker of the poem is not necessarily the poet. The speaker might be a rebel, a dreamer, a heartsick lover . . . Who is the speaker of the poem? Whom is the speaker speaking to? This might be a dog, God, a beloved, or a general audience. Explain how you figured out who is who? Use specifics from the poem.

Date \_\_\_\_ Grade \_\_\_\_ Teacher \_\_\_\_\_

- 2. Poem Two:** Review this poem by explaining its worth or lack of worth. To do so, you need to consider the use of words, the meaning of the poem, imagery . . . And naturally, you need to show and explain how the poem says what you say it says.

Date \_\_\_\_ Grade \_\_\_\_ Teacher \_\_\_\_\_

- 3. Poem Three:** What is the theme of the poem? How do you know? Explain. How does the theme exist in the real world? Explain. Use specific examples.

Date \_\_\_\_ Grade \_\_\_\_ Teacher \_\_\_\_\_

- 4. Poem Four:** What is the setting of this poem? Explain how the setting affects the meaning and mood(s) of the poem.

Date \_\_\_\_ Grade \_\_\_\_ Teacher \_\_\_\_\_

- 5. Poem Five:** Often a poem involves a conflict. What is the conflict in this poem? Explain what it is, why you think it exists, and how it’s resolved, if it is.

Date \_\_\_\_ Grade \_\_\_\_ Teacher \_\_\_\_\_