

# Middle School English Study Guide

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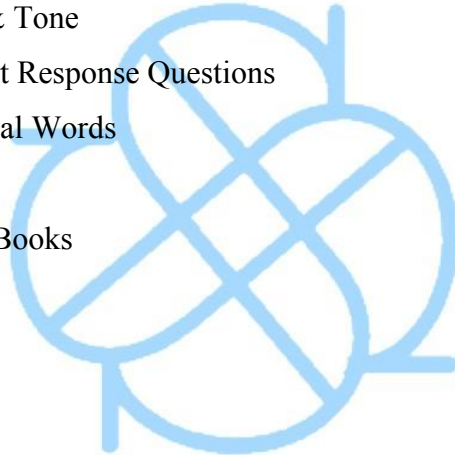
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## Writing an Essay

- An essay has: an introduction, a body, and a conclusion
- An introduction needs to have the claim, background information on the topic. Most importantly, it needs to have a strong hook.
- The hook should not be a question . Hooks can be universal or tie into the topic.
- Narrative essays can use the words I, me, or my since one is talking about themselves
- In narrative essays, be as immersive as you can be for the reader. Have dialogue, use figurative language in order to make it seem like the reader is actually you. In order to have a perfect narrative essay, one must have the important parts of a story: a beginning, middle, and ending.
- Writing an outline will help you make sure that your writing connects to one another
- Here is a way that one can write an analysis

### **Example - Regular Essay Outline:**

#### Introduction

- Hook
- Background information
- Claim

#### Body A (a body can have more than one paragraph)

- Restate the claim
- Background info on evidence
- Evidence
- Analysis

#### Conclusion

- Use what you wrote in your analysis to “beef up” your answer on your claim
- Don’t put in anymore new information
- State your claim but in another way (Claim 2.0)

## **Writing an Essay (continued)**

### **Example - Narrative Essay Outline:**

#### **Introduction**

- Start off with something interesting (a hook but in narrative style)
- Beginning of your story

#### **Body/Body Paragraphs**

- Middle of your story
- If there is only one paragraph, make sure the last few sentences transitions into your ending
- If there is more than one body paragraph, use the last body paragraph as a middle-end part of your story

#### **Conclusion**

- Ending
- You can make your ending have a universal message, comedic, or something that will leave the reader wanting more (but in a good way)

**Make an essay that's not only fun to read but also understandable!**

## Evidence & Analysis

### Vocabulary

- **Claim:** A stance that someone has on a topic
- **Evidence:** A piece of a story or text used to back up a claim/argument
- **Analysis:** A part of someone's writing where they delve deeper into the works of an author, using important information to examine the meaning behind it
- **Inference:** A thought that one has, being made due to evidence and key details that are made in the story. Inferences can be used to state what one thinks the author has done in order to portray something, or what might happen in future events in a story or text.
- When writing a response to a question, we always have two factors: evidence and analysis (depending on the circumstance, like answering an essay based question, then a claim is used).
- When writing an essay or some sort of writing on a topic, we always have three factors: a claim, evidence, and analysis
- To start off, readers must know what the author is talking about. Knowing what the author is saying can not only help a reader pick evidence that matches their point in an essay or some sort of response to a question, but also have a claim to begin with
- When backing up our claims we must always use evidence
- Sentence starters like: "In the text it states...." and "In paragraph \_ it states", are good ways to introduce your evidence
- When picking evidence that has dialogue in it, one must remember to state what character said what (for example: In the text Stacy says, "....."). Remember to put the period after the quotation mark(s).
- When you analyze, you do three important things: 1) Restate what the evidence is about 2) Make inferences about the evidence. This can include what one thinks the author has done in order to portray something, or what might happen in future events in a story or text 3) Bring your analysis back to your claim. When bringing it back to the claim, do not repeat yourself. Use what you just wrote to write a brief sentence or two on how your

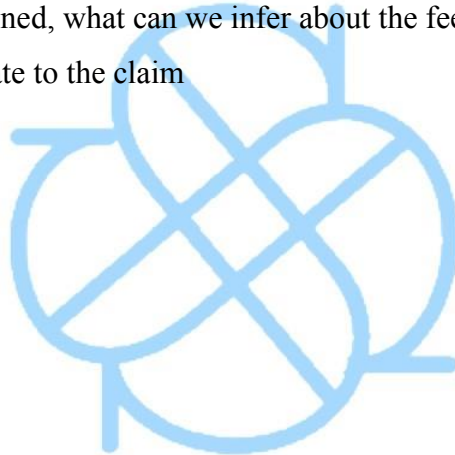
analysis helps prove your claim. Elements of what you said in your claim are definitely needed, but it should never sound like a carbon copy of it

- Your analysis should be no less than 3 sentences

## **Evidence & Analysis (continued)**

### **Example:**

- **Question:** How does John Doe feel about losing his Sally?
- **Claim:** Jon Doe feels.....about losing his cat Sally
- **Evidence:** The reader would include evidence of John Doe feeling a certain emotion about losing his cat Sally. This piece of evidence can include what the John Doe says, or what the narrator is stating that John Doe did (if there is one)
- **Analysis:** One's analysis should include 1) What happened in this part of the evidence 2) Because of what happened, what can we infer about the feelings of John Doe 3) How does you inference relate to the claim



## **Figurative Language**

Figurative language is what makes writing interesting. You probably have heard of symbols or used a metaphor - those are what we call **literary devices** (see **figurative language is used in our everyday lives!**) When using figurative language in a story or piece of writing, it makes readers feel as if they are there. We even use figurative language in our everyday lives. Here's a list of literary devices and other things that are considered figurative language:

- **Metaphor:** Comparing two things that aren't alike. For metaphors we don't use "like" or "as". In metaphors, the words "is", "was", "are", or "were" are used. The metaphor doesn't exactly state how these two things compare to one another, one must infer how it does.

Example: Charles is a walking dictionary

- **Simile:** Comparing two unlike things. For similes, we use "like" or "as"

Example: Susan looks and says: "Wow, George can run as fast as a cheetah"

- **Symbolism:** Using a symbol in order to represent something or someone

Example: Tears can symbolize sadness

- **Personification:** When you assign a non-living thing to a living thing

Example: My doorbell yelled at me this morning

- **Foreshadowing:** Using something in order to indicate a warning or a future event in the story. Foreshadowing can also show something about someone

Example: "As Lennie unveils his "woe" and the details of his puppy's death to Curley's wife, Lennie's puppy symbolizes a warning or foreshadowing of Lennie's inability to control his own strength" (Sparknotes - Of Mice and Men by John Steinback)

## **Figurative Language(continued)**

- **Hyperbole:** An exaggeration of details, character traits, actions, or ideas  
Example: I haven't seen you in ages
- **Oxymoron:** When you "combine" words that contradict one another  
Example: Alone together
- **Synecdoche:** A figure of speech where a word or phrase represents something  
Example: Lend me your ears
- **Onomatopoeia:** A word that imitates what the natural sound of something  
Example: The *rustling* leaves kept me awake
- **Analogy:** A figure of speech that creates a comparison between two things  
Example: Fish are to aquariums as animals are to zoos
- **Alliteration:** A sentence where most of the words, start with the same letter  
Example: Peter Piper picked a peck of pickled peppers
- **Idiom:** An expression or phrase that whose words don't certainly mean their actual meaning  
Example: This is a piece of cake
- **Paradox:** A statement that at first is seemed to be confusing or can be counter-argued, but once you delve into it it start to makes more sense  
Example: The grandfather paradox is a paradox in which time travel can result in inconsistencies happening due to a change in the past
- **Proverb:** A traditional saying

From <https://simplestudies.edublogs.org>

Example: Honesty is the best policy

## **Figurative Language(continued)**

- **Allusion:** A brief reference to a well known, event, person, place, or concept  
Example: "Not exactly. The Cunninghams are country folks, farmers, and the crash hit them hardest." - Atticus Finch (To Kill A Mockingbird by Harper Lee, 1960). "The crash" is a reference to the the crash in the stock market in the 1929
- **Double Entendre:** A phrase that has a double meaning. They can be used for the use of humor, an insult that is more passive aggressive, or to say something risqué in an indirect way  
Example: "Marriage is a fine institution, but I'm not ready for an institution" - Mae West (The 2,548 Best Things Anybody Has Ever Said by Robert Byrne, 2001). The word "institution" has two meanings. One, it represents that marriage is something of an important custom to society. Two, marriage can cause someone to go to a mental institution (marriage went and drove them crazy)
- **Metonymy:** Referring to something with something that can be associated with it  
Example: Referring to business people as "suits"
- **Understatement:** An expression that is seemed to be less of a strength that was expected  
Example: "Well I think the dog is pretty cute" - Jasmine  
"Calling that dog pretty cute is an understatement" - Anastasia
- **Pun:** Using a group of words that are a bit similar to one another, but yet have different meanings  
Example: This vacuum sucks
- **Catchersis:** Using a word that you wouldn't normally use for certain things  
Example: I need to mow my beard



## **Figurative Language(continued)**

- **Doublespeak:** Language used to make a situation sound lighter by misinterpreting or concealing the truth

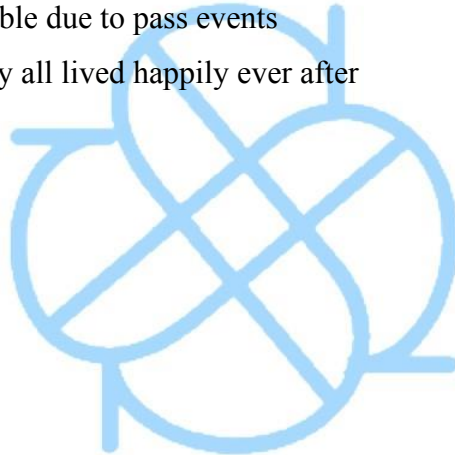
Example: Saying “a bit shaky” rather than “very poor quality”

- **Adage:** A short statement that most people deemed to be true

Example: Life is short

- **Cliche:** An expression that is overused to the point where it becomes annoying to people when said, and may lose its original meaning . A cliché can also represent an action or event that was predictable due to past events

Example: They all lived happily ever after



## **Argumentative Writing**

When you write an argumentative piece, you are taking a certain side on a topic. In argumentative writing there is: an argument, a counter argument, and your rebuttal.

- The argument is the argument that you are making
- The counter argument is the argument that your enemy is making. In the counter argument you write what other people may say, what others would say to prove that what they're saying is more correct than what you're saying.
- The rebuttal is the argument that you are making in order to refute your enemies claim. When writing a rebuttal, one must find the smallest errors in their opponents' claim in order to refute it. A good thing to do is to act as if you are your opponent - What might they say? What can I say in my rebuttal that will make people reading my paper, favor my opinion and not my opponents?
- Let's write an outline of an argumentative essay

### **Example: Argumentative Essay Outline**

#### **Introduction**

- Strong hook
- Background information on the topic that you are writing
- State your argument

## **Argumentative Writing (continued)**

### **Body A (Your Argument)**

- State your argument (another sentence about your argument can help if you feel as if you need to say a little bit more; just remember to not give away too much information in this sentence)
- Introduce your evidence
- Analysis (1. Summarize the analysis, 2. Make your inference, and 3. Tie your analysis on how your claim is right. Don't make this part too long though)
- Introduce your second piece of evidence and write your second analysis
- Closing Statement: Bring all your information in a small statement. In your last statement transition into your next paragraph - the counter argument (example: Though.....others may say)

### **Body B (Counter Argument)**

- State the opponent's argument {example: While.....some might say that.....}(You can write another sentence stating why people might think the counter argument's opinion. As I said earlier, remember to not give away too much information)
- Introduce the evidence
- Analysis {summarize evidence, infer on how the evidence may make people think that (counter opinion), tie in all this information on why people say that (counter opinion) briefly}
- Introduce the second piece of evidence and write the second analysis
- Concluding Statement: State how a person will believe this argument due to the information/reasoning that you put in this paragraph. In the last sentence, transition to the rebuttal

## **Argumentative Writing (continued)**

### **Body C (Rebuttal)**

- State how your argument is right. Use another reasoning for this part. {example: Though one might argue that (counter opinion), the argument (your argument) still stands correct due to the fact that (your reasoning) }
- State your evidence (I recommend using evidence that counter attacks the opponent's evidence specifically)
- Analyze (summarize evidence, infer on how people could view your argument as correct, tie in)
- Second evidence is a plus, but the rebuttal is something short so it's okay if it may just have one evidence (unless the requirement for it is to get two pieces of evidence)
- Concluding statement: Using all the information you wrote in this paragraph, make a brief 1-3 sentence concluding statement

### **Conclusion**

- Your conclusion should be brief with no new information in it
- State everything: the argument, counter argument, and rebuttal
- Example: When it comes to (topic), many people have different opinions. When it comes to the two main arguments: (your argument & the counter argument), it is safe to say that, overall, (your argument) because (your reasoning). Though people may say (counter argument), (state your rebuttal and a small piece of information from your rebuttal), making the argument that (state your argument) still stand
- Have fun writing your essay. Make sure it's not only informative about the topic but also persuasive

## Theme, Mood, and Tone

- **Mood:** the way a piece of writing makes a reader feel
- Mood and tones can be positive, negative, humorous, or sorrowful
- **Tone:** The author's attitude; the way they write the piece of writing
- When looking for a mood or tone: Think about the topic that this piece of writing is about. Think about how the writing made you feel. Why did the author write this? Think about how the author's tone would be if they were to read the text out loud.
- **Theme:** A universal truth or message that can be applied to almost anyone

### Examples of Mood & Tone

**Positive:** Lighthearted, joyful, pleasant, entertaining, enthusiastic

**Negative:** Depressing, cynical, gloomy, discouraging

**Sorrowful:** Melancholy, grave, despairing (some moods/tones can both be considered as sorrowful and negative)

**Humorous:** Goofy, funny, comical, silly

**Neutral:** Formal/informal, sarcastic, reflective

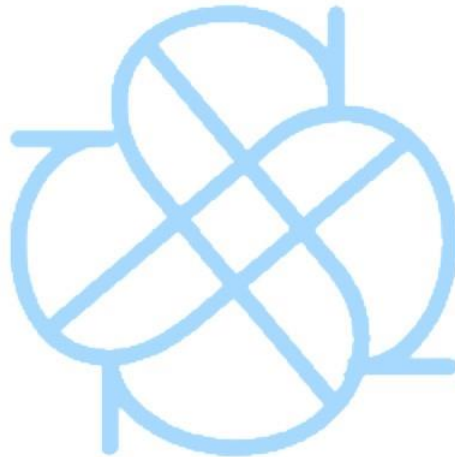
### Examples of Theme

- Appearances can be deceiving
- Money doesn't buy happiness
- The theme of Power
- The theme of Hard Work
- (one worded themes are more complex as there can be many things that you can say about them)

## **Theme, Mood, and Tone (continued)**

### **Answering Short Response Questions**

- When answering short response questions, your answers should be detailed but not as much since this is a short response question
- When breaking down the question think of: What is the question asking you? What part of the story are they telling me to look back? And most importantly, how much pieces of evidence do I need (they tell you how much right next to the question)
- When writing your short response answer, sometimes it's fine to put both pieces of evidence back to back, and have your analysis tie into both pieces
- Here are some examples of what your short response answer should look like:



## GUIDE PAPER 1

36

In "So Much Happiness," what does the comparison in lines 1 through 8 show about happiness? Use **two** details from the poem to support your response.

The comparison in lines 1 through 8 show that happiness is compared to being intangible more like a cloud just floating around while being sad is like having something tangible, something to collect, to pick up like trying to fix something. In happiness, it requires no effort, but in sadness you have to mend yourself and shape it like it used to be, but now there are signs that something broke, marks that can never go away. The text states, "With sadness there is something to rub against,

a wound to tend with lotion and cloth." This shows that sadness is more tangible, more to do, more to fix, more to hide. The text also states, "But happiness floats.

It doesn't need you to hold it down.

It doesn't need anything." This shows that happiness doesn't require you to do much except just be there feeling airy inside.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the comparison in lines 1 through 8 shows about happiness (*that happiness is compared to being intangible more like a cloud just floating around while being sad is like having something tangible, something to collect, to pick up like trying to fix something*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*With sadness there is something to rub against, a wound to tend with lotion and cloth.*" and "*But happiness floats. It doesn't need you to hold it down. It doesn't need anything.*"). This response includes complete sentences where errors do not impact readability.

# So Much Happiness

*by Naomi Shihab Nye*

It is difficult to know what to do with so much happiness.  
With sadness there is something to rub against,  
a wound to tend with lotion and cloth.  
When the world falls in around you, you have pieces to pick up,  
5 something to hold in your hands, like ticket stubs or change.

But happiness floats.  
It doesn't need you to hold it down.  
It doesn't need anything.  
Happiness lands on the roof of the next house, singing,  
10 and disappears when it wants to.  
You are happy either way.  
Even the fact that you once lived in a peaceful tree house  
and now live over a quarry of noise and dust  
cannot make you unhappy.  
15 Everything has a life of its own,  
it too could wake up filled with possibilities  
of coffee cake and ripe peaches,  
and love even the floor which needs to be swept,  
the soiled linens and scratched records . . .

20 Since there is no place large enough  
to contain so much happiness,  
you shrug, you raise your hands, and it flows out of you  
into everything you touch. You are not responsible.  
You take no credit, as the night sky takes no credit  
25 for the moon, but continues to hold it, and share it,  
and in that way, be known.



## GUIDE PAPER 3

36

In "So Much Happiness," what does the comparison in lines 1 through 8 show about happiness? Use **two** details from the poem to support your response.

In "So Much Happiness" the comparison in lines 1 through 8 show that happiness is something that couldn't be controlled like sadness. For example within the text it says, "But happiness floats. It doesn't need you to hold it down." Within the text it says, "Within sadness there is something to rub against." This proves that the comparison in lines 1 through 8 show that happiness is something that couldn't be controlled like sadness.

### Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the comparison in lines 1 through 8 shows about happiness (*that happiness is something that couldn't be controlled like sadness*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*But happiness floats. It doesn't need you to hold it down*" and "*Within sadness there is something to rub against*"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

36

In "So Much Happiness," what does the comparison in lines 1 through 8 show about happiness? Use **two** details from the poem to support your response.

Lines 1 through 8 show that happiness is beautiful and its the cure to everything. On line 2 it says "with sadness there is something to rub that against." this line explains how if your sad, you could stop that by being happy. Also in lines 7 to 8 it said "it doesn't need you to hold it down. it doesn't need anything.", these two lines show how happiness moves around freely and it can come and go which is why it is beautiful.

### Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the comparison in lines 1 through 8 shows about happiness (*how happiness moves around freely and it can come and go*); however, the response only provides one concrete detail from the text for support ("*it doesn't need you to hold it down. it doesn't need anything.*"). This response includes complete sentences where errors do not impact readability.

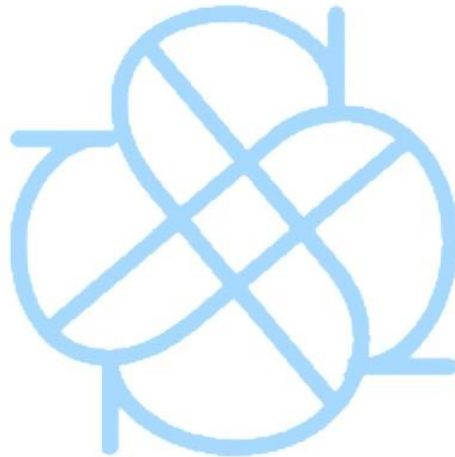
Examples are from the State English 8th grade test from [www.engageny.org](http://www.engageny.org)

## **Verbs & Transitional Words**

### **Verbs**

**Here are some verbs to use in your writing so that you don't have to worry about repeating yourself**

- Convey , portray ,show, analyze
- Describe, represent, tell, imagine, elaborate
- Imply, organize, illustrate, assume,
- Discuss, relate, significance, discover
- Create, summarize, perceive, interpret



## Verbs & Transitional Words (continued)

### Transitional Words

#### Concluding

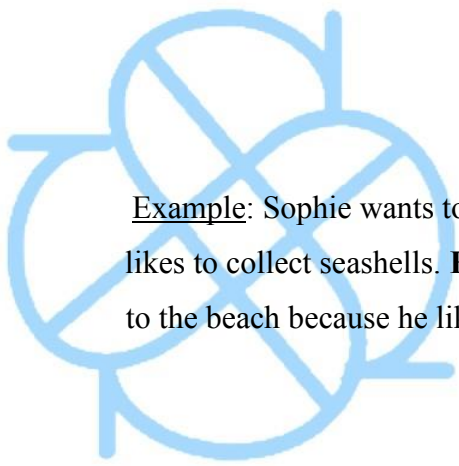
- In conclusion
- In summation
- In brief
- To sum it up
- In all
- Altogether,
- In short
- Finally
- In the end

Example: **In conclusion**, a heart represents the feeling of love by.....

Example: **In brief**, cats are better than dogs because they are cuter

#### Compare and Contrast

- On the other hand
- Similarly
- Whereas
- However
- In contrast
- Although this is true
- In spite of
- In contrary
- In comparison
- In contrast
- But



Example: Sophie wants to go to the beach because she likes to collect seashells. **However**, Tanner wants to go to the beach because he likes to play in the sand

## Verbs & Transitional Words (continued)

## **Elaborating**

- Furthermore
- Moreover
- Additionally
- Also
- In other words
- In addition
- Likewise

Example: **Furthermore**, Mr. Johnson goes through copious amounts stress, making his hair fall out

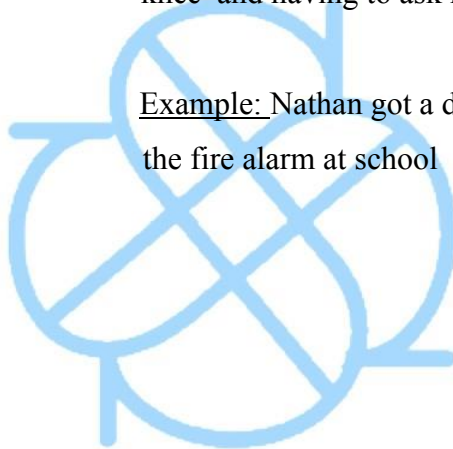
Example: **In other words**, the Holocaust was a very traumatic event that happened in history as many people were tortured and killed for no reason

## **Cause and Effect**

- Hence
- Therefore
- As a result
- This led/This leads to
- Consequently
- Thus
- Accordingly
- Due to
- Naturally

Example: Tanya tripped over the log, **thus** scraping her knee and having to ask her mom for a band-aid

Example: Nathan got a detention as a result of pulling the fire alarm at school



## **Extra Vocabulary**

Here's some extra vocabulary to build up on the vocab words that you already know!

From <https://simplestudies.edublogs.org>

- Superciliousness: behaving or looking as though one thinks one is superior to others
- Impertinent: rude
- Consolation: comfort
- Simpleton: fool
- Disposition: a person's inherent qualities of mind and character
- Ascertain: find out
- Felicity: happiness
- Vexation: annoyance
- Satire: the use of humour, irony, exaggeration, or ridicule
- Defied: disobeyed
- Gallant: brave
- Oblige: require
- Cunning: having or showing skill in achieving one's ends by deceit or evasion
- Pompous: self important
- Servility: an excessive willingness to serve or please others
- Destitute: extremely poor or attentive to an excessive or servile degree
- Imprudent: Not showing care for the consequences of an action; rash
- Degenerate: having lost the physical, mental, and moral qualities considered normal or desirable
- Surmount: overcome
- Ruminare: think deeply about something
- Betokened: be a sign of
- Reconcile: unite, make compatible
- Petulance: the quality of being childishly sulky or bad tempered
- Torpor: a state of physical or mental inactivity
- Lethargy: a lack of energy and enthusiasm

## **Recommended Books**

Here are some recommended books to read!

From <https://simplestudies.edublogs.org>

## **Anne of Green Gables (1908)**

**By Lucy Maud Montgomery**

Anne of Green Gables is a 1908 novel by Canadian author Lucy Maud Montgomery. Written for all ages, it has been considered a classic children's novel since the mid-twentieth century. Set in the late 19th century, the novel recounts the adventures of Anne Shirley, an 11-year-old orphan girl, who is mistakenly sent to two middle-aged siblings, Matthew and Marilla Cuthbert, who had originally intended to adopt a boy to help them on their farm in the fictional town of Avonlea on Prince Edward Island, Canada. The novel recounts how Anne makes her way through life with the Cuthberts, in school, and within the town.

(From Wikipedia)

## **To Kill A Mockingbird (1960)**

**By Harper Lee**

*To Kill a Mockingbird* is a novel by Harper Lee published in 1960. Instantly successful, widely read in high schools and middle schools in the United States, it has become a classic of modern American literature, winning the Pulitzer Prize. The plot and characters are loosely based on Lee's observations of her family, her neighbors and an event that occurred near her hometown of Monroeville, Alabama, in 1936, when she was ten.

{This book includes racial inequality and also the topic of rape. But don't worry, there are no details of actual rape}

(From Wikipedia)

## **Ethan Frome (1911)**

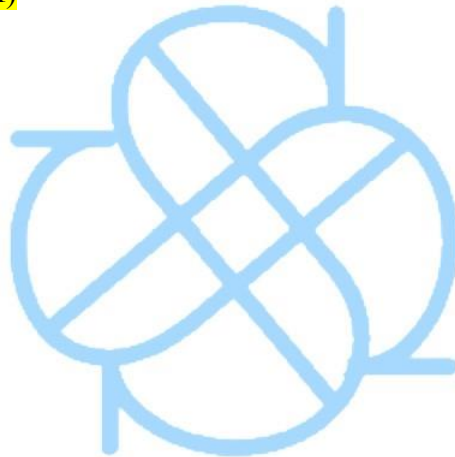
**By Edith Wharton**

From <https://simplestudies.edublogs.org>

A marked departure from Edith Wharton's usual ironic contemplation of the fashionable New York society to which she belonged, *Ethan Frome* is a sharply etched portrait of the simple inhabitants of a nineteenth-century New England village. The protagonist Ethan Frome, is a man tormented by a passionate love for his ailing wife's young cousin. Trapped by the bonds of marriage and the fear of public condemnation, he is ultimately destroyed by that which offers him the greatest chance of happiness

Like *The House of Mirth* and many of Edith Wharton's other novels, *Ethan Frome* centers on the power of local convention to smother the growth of the individual. Written with stark simplicity, this powerful and tragic novel has been considered one of Wharton's greatest works.

(The blurb from the book itself)



## **A Little Princess (1905)**

**By Frances Hodgson Burnett**

From <https://simplestudies.edublogs.org>



Captain Richard Crewe, a wealthy English widower, has been raising his only child, Sara, in India where he is stationed with the British Army. Because the Indian climate is considered too harsh for children, British families living there traditionally send their children to boarding school back home in England. The captain enrolls his young daughter at Miss Minchin's boarding school for girls in London, and dotes on his daughter so much that he orders and pays the headmistress for special treatment and exceptional luxuries for Sara, such as a private room for her with a personal maid and a separate sitting room , along with Sara's own private carriage and a pony. Miss Minchin openly fawns over Sara for her money, but secretly and jealousy despises her for her wealth.

Despite her privilege, Sara is neither selfish nor snobbish, but rather kind and gentle. She extends her friendship to Ermengarde, the school dunce; to Lottie, a four-year-old student given to tantrums; and to Becky, the lowly, stunted fourteen-year-old scullery maid. When Sara acquires the epithet "Princess", she embraces its favorable elements in her natural goodheartedness.

(From Wikipedia)

## **Little Women (1868)**

**By Louisa May Alcott**

**From <https://simplestudies.edublogs.org>**

Generations of readers young and old, male, and female, have fallen in love with the March sisters of Louisa May Alcott's popular and enduring novel, *Little Women*. Here are talented tomboy and author-to-be Jo, tragically frail Beth, beautiful Meg, and romantic, spoiled Amy, united in their devotion to each other and their struggles to survive in New England during the Civil War.

It is no secret that Alcott based *Little Women* on her own early life. While her father, the freethinking reformer and abolitionist Bronson Alcott, hobnobbed with such eminent male authors as Emerson, Thoreau, and Hawthorne, Louisa supported herself and her sisters with "woman's work," including sewing, doing laundry and acting as a domestic servant. But she soon discovered she could make more money writing. *Little Women* brought her lasting fame and fortune, and far from being the "girl's book" her publisher requested, it explores such timeless themes as love and death, war and peace, the conflict between personal ambition and family responsibilities and the clash of cultures between Europe and America.

(The blurb from the book itself)

## **A Tale of Two Cities (1859)**

**By Charles Dickens**

The year is 1789. In London, Lucie Darnay lives quietly with her father, who is a former prisoner, and her husband and children. In Paris, the bloody French Revolution is about to begin. How will the uprisings in faraway France affect Lucie and those she loves? What dreadful secrets from the distant past threaten their security, even their lives? When "the best of times" becomes "the worst of times" and violence is everywhere, who must die...and who will survive?

(The blurb from the book itself)

## **Jane Eyre (1847)**

From <https://simplestudies.edublogs.org>

### **By Charlotte Bronte**

Jane Eyre, novel by Charlotte Brontë, first published in 1847 as Jane Eyre: An Autobiography, with Currer Bell (Brontë's pseudonym) listed as the editor. Widely considered a classic, it gave new truthfulness to the Victorian novel with its realistic portrayal of the inner life of a woman, noting her struggles with her natural desires and social condition.

(Summary from the Britannica)

### **A Raisin in the Sun (1959)**

#### **By Lorraine Hansberry**

A Raisin in the Sun, drama in three acts by Lorraine Hansberry, first published and produced in 1959. The play's title is taken from "Harlem," a poem by Langston Hughes, which examines the question "What happens to a dream deferred?/Does it dry up/like a raisin in the sun?" This penetrating psychological study of a working-class black family on the south side of Chicago in the late 1940s reflected Hansberry's own experiences of racial harassment after her prosperous family moved into a white neighbourhood.

(Summary from the Britannica)

### **Love Letters to the Dead (2014)**

#### **By Ava Dellaria**

From <https://simplestudies.edublogs.org>

Laurel has just started class at a new high school. She is a quiet student who still dresses like she's in middle school. Mrs. Buster, her English teacher, gives the class an assignment to write a letter to a dead person. Laurel chooses Kurt Cobain and begins an ongoing relationship with the other dead people. "Confiding in dead geniuses helps a teen process her grief and rage."

At the new school, Laurel makes friends and continues to write letters to dead people documenting the changes in her life as well as sharing her confusion and grief over the loss of her older sister.

(This summary is from Wikipedia)

## **Night (1956)**

**By Elie Wiesel**

*Night* is a 1960 book by Elie Wiesel about his experience with his father in the Nazi German concentration camps at Auschwitz and Buchenwald in 1944–1945, at the height of the Holocaust toward the end of the Second World War. In just over 100 pages of sparse and fragmented narrative, Wiesel writes about the death of God and his own increasing disgust with humanity, reflected in the inversion of the parent–child relationship as his father declines to a helpless state and Wiesel becomes his resentful teenage caregiver.

(This summary is from Wikipedia)

\*(The blurb from the book itself) means the creator of this study has the physical copy of the book