



**High School  
Literary Analysis  
Prompt Catalog**

# Higher Education Literary Analysis Prompt Catalog

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*Below each prompt title is the number of sources. Zeros denote prompts that are not research or source dependent. Zeros also indicate when the number of sources is unknown or unspecified (i.e., recommends but does not require sources, or requires research by the student (and/or teacher)).*

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*The Editor's Note provides an overview of the content for this catalog and brief descriptions of the index and appendices included herein.*

## Editor's Note

### Statement of Purpose and Alignment

This catalog provides a list of all of the Literary Analysis prompts that are currently active in MY Access!® and available for use at the High School level. Each prompt aligns to Common Core and State educational standards and assessment practices expected of High School students for the Literary Analysis writing genres. All prompts also align to the educational standards outlined in our rubrics and writing genres, which in turn align to the National and State education standards. Each genre was re-evaluated and updated in accordance with current academic standards and practices to better serve teachers and students. As a result of this and the MY Access!® redesign, several prompts previously found in other genres have been moved to account for these shifts in educational standards and to provide a more accurate representation of the prompts in the system. Please refer to the list of migrated prompts available in the MY Access!® Resource and Training Center to locate prompts that recently moved to other genres, or contact our staff for further assistance in locating specific prompts in the system.

### Catalog Overview

The catalog provides an overview of each prompt in the system. Each catalog entry provides the title of the prompt and the text of the prompt task. The catalog entry only includes the prompt task and basic data related to the prompt. Sources and our in-house specific genre-based prompt instructions are not included. These are accessible in the system for each prompt. However, wherever possible and if applicable, a list of source titles, authors, and data are provided for each prompt entry.

Lexile level data provides a basic reference for the textual complexity levels found in particular sources. This data features in each prompt entry as both a range (from lowest to highest level, or approximate level, for a prompt's sources) and a specific value (if known or available). Only text-based sources include a Lexile level. Any multimedia source, such as a video, audio clip, map, or chart, will feature a Lexile reading of 'N/A' in the system for 'not applicable.' Teachers are encouraged to perform their own assessment of any Lexile levels provided for sources and to assess each prompt to ensure the content is appropriate for your students. All genres include prompts with and without sources. The quantity and complexity of sources varies according to education standards in each grade band.

## [A Note about Sources](#)

The catalog lists details about the sources for a particular prompt when known. Sources are considered unknown when a prompt only recommends rather than requires particular sources, or requires students (and/or teachers) to research and provide their own sources. In these cases, a prompt will list a zero as the number of sources. However, this does not necessarily mean the prompt does not include, require, or recommend sources. It merely means the actual source number is unknown or specific sources are not provided. Sometimes a zero source number does simply mean the prompt does not require, need, or provide sources. Some prompts specify a required number of sources to use, while others do not. Each prompt entry in the catalog records the number of sources (if known), Lexile levels (if applicable and/or known), source titles and authors, and notes pertaining to the types of sources used in the prompt. Each Table of Contents entry includes the title of a prompt, whether it is IntelliMetric™ or Pilot, and the number of sources. Source notes provide explanation as to why certain sources were not included directly in the prompt, most often due to copyright regulations and/or length of the source. Other source notes specify if a prompt is source-based, quotation-based, or research-based. Quotations, even if integrated into the prompt task as a stepping off point, are included in the catalog as a source.

## [Index and Appendices](#)

New features in the catalogs include the Index and Appendices section found at the end of each catalog. The purpose of these sections is to provide a list of prompt titles at a glance that are specifically source-based, quotation-based, and research-based, as well as a list of titles for prompts that do not require sources or evidence-based research. New features are planned for subsequent publications of the catalogs to make viewing and accessing prompts easier for teachers.









Winston Smith, the main character in George Orwell's *1984*, is very rebellious and unfit for the society in which he lives. When he meets Julia, he feels like he has finally met a person to whom he can relate. However, Julia and Winston are very different. In a multi-paragraph essay, compare and contrast Julia and Winston. Discuss the similarities and differences that exist between these two characters.

## Character Development in *The Canterbury Tales*

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**Prompt Source(s):** 1 **Source Lexile Range:** NP

**Source One:** *The Canterbury Tales* By Geoffrey Chaucer  
**Source Lexile Level:** NP

[Click here to view the source\(s\) for this prompt.](#)

---

“It seems a reasonable thing to say  
What their condition was, the full array  
Of each of them, as it appeared to me,  
According to profession and degree”

In the Prologue to *The Canterbury Tales*, Geoffrey Chaucer describes in detail many of the characters who will accompany the narrator on his pilgrimage. While Chaucer uses these character sketches to describe the physical features and occupations of each character, he also illustrates how the characters behave and what role they play in society.

Think about these fellow travelers and the descriptions provided by Chaucer. Choose two characters and write an essay in which you compare and contrast these two characters. What does Chaucer say about their appearance, behavior, and role in medieval society?

## Choice Made by a Literary Character

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**Prompt Source(s):** 0 **Source Lexile Range:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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Life is ultimately about choices. Consider the choices made by characters in books you have read. Select a choice made by a character whom you believe to have been especially important.

In a multi-paragraph essay, write about what you consider to be an important choice made by a literary character in a work of fiction. Explain what motivated that character

to make the choice he/she did, how that choice affected that character, and how that choice affected others around him/her. Include references from the literary work to support your discussion.

## “Civil Disobedience” by Thoreau

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**Prompt Source(s):** 1 **Source Lexile Range:** 1000L-1500L

**Source One:** *Excerpt from “On the Duty of Civil Disobedience” published 1849, originally titled “Resistance to Civil Government”* By Henry David Thoreau

**Source Lexile Level:** 1200L

[Click here to view the source\(s\) for this prompt.](#)

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Thoreau's infamous ideas on “Civil Disobedience,” written in 1849, have been monumental in the fight for change; from the 1940s fight against Danish resistance, the 1950s and McCarthyism, to the 1970s anti-war activists, Thoreau's words have helped lead the way to freedom. Why did Thoreau's message of freedom transcend his own time to be so influential to those throughout history?

In a multi-paragraph essay, describe the ways in which Thoreau's words are inspiring to us even today. How does he use diction, imagery, figurative language and emotional appeal to get his message across? Be sure to use specific details and examples to support your response.

## Closing Line in *The Great Gatsby*

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**Prompt Source(s):** 1 **Source Lexile Range:** 1000L-1500L

**Source One:** *The Great Gatsby* By F. Scott Fitzgerald

**Source Lexile Level:** 1070L

Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

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At the end of *The Great Gatsby*, Nick Carraway reflects on the experiences he's had and what he has come to know of Jay Gatsby. The novel and Nick's reflection end with the line, “So we beat on, boats against the current, borne back ceaselessly into the past.”

Interpret this last line with respect to Gatsby's dreams, his achievements, and his failures. Explain the meaning of Nick's reflection and support your view with specific examples from the text. Do not summarize the plot. Instead, explain how the events of Gatsby's life are connected to Nick's final comment.

## Comparing Characters in “Everyday Use”

Prompt Source(s): 1 Source Lexile Range: N/A

Source One: “Everyday Use” By Alice Walker  
Source Lexile Level: N/A

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

“Everyday Use” by Alice Walker is a short story exploring one particular culture's historical traditions. The two sisters, although raised in the same family, have very different ideas of how to best preserve their heritage.

In a multi-paragraph essay, compare and contrast Maggie and Dee based on their motivations, personalities, and points of view with respect to preserving their heritage. Make sure to include specific details and examples from the story in your analysis.

## Comparing Sonnets

Prompt Source(s): 2 Source Lexile Range: NP

Source One: “Sonnet 116: Let me not to the marriage of true minds” from  
*1 Shakespeare's Sonnets* By William Shakespeare

Source Lexile Level: NP

Source Two: “Sonnet 43: How do I love thee? Let me count the ways.” from  
*Sonnets from the Portuguese* By Elizabeth Barrett Browning

Source Lexile Level: NP

[Click here to view the source\(s\) for this prompt.](#)

Both “Sonnet 116” by William Shakespeare and “Sonnet 43” by Elizabeth Barrett Browning delve into the passions of fervent love. After carefully reading both poems, write a multi-paragraph essay comparing and contrasting the two sonnets based upon poetic devices such as word choice, figurative language, and imagery. Use specific examples and details from the sonnets in your comparison.

## Comparison of Two Poems: Marlowe and Raleigh

Prompt Source(s): 2 Source Lexile Range: NP

Source One: “The Passionate Shepherd to His Love” By Christopher Marlowe  
Source Lexile Level: NP

**Source Two:** “The Nymph’s [young woman’s] Reply to the Shepherd” By Sir Walter Raleigh  
**Source Lexile Level:** NP

[Click here to view the source\(s\) for this prompt.](#)

---

Two poems follow. The second poem is a response to the first one. Read the two poems carefully. Then, in a well-organized essay, show how the speaker in the second poem both changes the shepherd's imagery and introduces new imagery to respond to his proposal. Develop your essay by making specific references to the texts.

## Comparison of Two Poems: Wordsworth and Herrick

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**Prompt Source(s):** 2 **Source Lexile Range:** NP

**Source One:** “Daffodils” By William Wordsworth (1770-1850)  
**Source Lexile Level:** NP

**Source Two:** “To Daffodils” By Robert Herrick (1591-1674)  
**Source Lexile Level:** NP

[Click here to view the source\(s\) for this prompt.](#)

---

Read the following poems about daffodils by William Wordsworth and Robert Herrick. In a well-developed essay, compare and contrast the themes expressed in the two poems. Develop your essay by making specific references to the texts.

## Curley's Wife in *Of Mice and Men*

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**Prompt Source(s):** 1 **Source Lexile Range:** 600L-700L

**Source One:** *Of Mice and Men* By John Steinbeck  
**Source Lexile Level:** 630L

Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

---

Many readers of John Steinbeck's novella *Of Mice and Men* change their feelings regarding Curley's wife as the narrative unfolds. What were your impressions of Curley's wife? Ultimately, was she an admirable character, victim, or a villain?

In a well-developed essay, analyze Steinbeck's portrayal of Curley's wife. Be sure to use specific details and examples from the novella to support your response.

## Definition of a Hero

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**Prompt Source(s):** 0

**Source Lexile Range:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

---

Select a text and analyze themes and characters to answer the question, “What does it mean to be a hero?” How do characters' traits, actions, and thoughts affect themselves and others? How or why are they heroic?

In a multi-paragraph essay, explore what it means to be a hero. Include examples and details from a literary work to support your discussion.

## Evaluating Good Literature

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**Prompt Source(s):** 0

**Source Lexile Range:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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Consider a piece of literature you have read. How successful was the author in creating a good piece of literature?

After choosing a piece of literature to analyze, in a multi-paragraph essay, discuss the success of the author in creating a good piece of literature. Use details and examples from the story for support.

## Evolution of a Main Character

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**Prompt Source(s):** 0

**Source Lexile Range:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

---

Consider a piece of literature you have read. How does the main character change from the beginning of the story to the end? What do you think causes this change?

After choosing a piece of literature, in a multi-paragraph essay, analyze the changes in the main character from the beginning to the end of the story. Use details and examples from the story for support.

## Fahrenheit 451

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Prompt Source(s): 1 Source Lexile Range: 800L-900L

Source One: *Fahrenheit 451* By Ray Bradbury  
Source Lexile Level: 890L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

The character Montag changes throughout the course of Ray Bradbury's novel, *Fahrenheit 451*. In a well-developed essay, analyze how Montag changes in the novel. Who was Montag at the beginning of the novel? How did his beliefs and actions change by the end? Be sure to discuss the ways in which other main and subordinate characters influenced his transformation.

## Favorite Villain

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Prompt Source(s): 1 quot. Source Lexile Range: N/A

Source One: Quotation By Alfred Hitchcock  
Source Lexile Level: N/A

Prompt includes quotation-based source(s)

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“The more successful the villain, the more successful the picture.”

—Alfred Hitchcock

In the world of film and literature, villains have been used to show the opposite of the hero. Where the hero is strong and makes honorable decisions, the villain is usually self-centered and uses evil to damage the lives of others for his own purposes. Villains sometimes fill us with fear, anger and occasionally sadness. In general, every great tale of a hero also has a villain that we love to hate. Think of your favorite villain from either literature or film. How is he/she an opposite figure to a hero? What character traits make him/her such a great villain?

In a detailed essay, describe your favorite villain and his/her villainous traits. Compare the villain's traits to the hero's traits to support your description.

## Foreshadowing in *Macbeth*

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Prompt Source(s): 1 Source Lexile Range: NP

Source One: “The Tragedy of *Macbeth*” By William Shakespeare  
Source Lexile Level: NP



[Click here to view the source\(s\) for this prompt.](#)

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When you think back to the opening scene or chapter of some works, you realize that early incidents or events became more and more important as you got further on in the work. The writer's technique here is foreshadowing, hinting or suggesting outcomes early in the work without giving the whole story away. The real importance of the first scene might not be revealed until much later in the work, perhaps not until the very end. *Macbeth* is a play which uses foreshadowing in such a way to suggest to the reader (or viewer) the conflicts yet to come.

Write an essay in which you analyze the opening scene of *Macbeth*. Explain the incidents or events and how they take on more meaning or significance later in the play. Be sure to tell at what point the true importance of the opening scene becomes clear to the reader (or viewer).

## Gothic Elements in “The Fall of the House of Usher”

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**Prompt Source(s):** 1

**Source Lexile Range:** 1000L-1500L

**Source One:** “The Fall of the House of Usher” By Edgar Allan Poe  
**Source Lexile Level:** 1430L

[Click here to view the source\(s\) for this prompt.](#)

---

First published in 1839, Edgar Allan Poe's short story “The Fall of the House of Usher,” is a prime example of a piece of Gothic fiction. Gothic literature first appeared in England in the late 1700s by writers such as Horace Walpole and Anne Radcliffe, and is characterized by particular elements that are commonly still seen today in both literature and film. These elements include: haunted houses, castles, darkness, omens, foreshadowing, dreams, terror, death, madness, the supernatural, mental illness, ghosts, an aura of mystery, and romantic elements, such as obsessive or unrequited love. In order to make connections between the text and this historical period, think of the various elements of Gothic literature in Poe's story.

After reading Poe's “The Fall of the House of Usher,” write a well-developed essay in which you analyze and discuss the various elements of Gothic fiction found in the story. Specific elements to be discussed can be both physical and abstract. Remember to provide examples and quotes from the text in support of your analysis.

## Hasty Decisions in *Romeo and Juliet*

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**Prompt Source(s):** 1

**Source Lexile Range:** NP

**Source One:** *The Tragedy of Romeo and Juliet* By William Shakespeare  
**Source Lexile Level:** NP

[Click here to view the source\(s\) for this prompt.](#)

---

William Shakespeare's *Romeo and Juliet* has often been discussed as a story of hasty decisions. In a well-developed essay, provide support for this statement. Remember to include specific details and examples from the novel in your essay.

## Heroism in *Things Fall Apart*

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**Prompt Source(s):** 1 **Source Lexile Range:** 800L-900L

**Source One:** *Things Fall Apart* By Chinua Achebe  
**Source Lexile Level:** 890L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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A hero is a character who is remembered and admired for accomplishing great things, while a tragic hero is one who attempts to do great things, but ultimately falls short and fails. In the novel *Things Fall Apart* by Chinua Achebe, Okonkwo defends his traditions and culture after the arrival of the European colonists. He is a hero in his own mind, but others view him more as a tragic figure, a fierce traditionalist who would stop at nothing to force others to conform to his beliefs.

What do you think? Is Okonkwo a hero or a tragic hero? Defend your interpretation with specific reasons and details about Okonkwo's actions and character.

## How Civilized are Rainsford and Zaroff?

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**Prompt Source(s):** 1 **Source Lexile Range:** N/A

**Source One:** "The Most Dangerous Game" By Richard Connell  
**Source Lexile Level:** N/A

[Click here to view the source\(s\) for this prompt.](#)

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In the short story "The Most Dangerous Game" by Richard Connell, General Zaroff and big-game hunter Sanger Rainsford both seem civilized, but are they?

In a multi-paragraph essay, support your position as to whether either man is civilized. Use quotes and details from the story to support your position and refute the opposing position.

## How Would I Handle a Dream Deferred?

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Prompt Source(s): 1 Source Lexile Range: NP

Source One: "Dream Deferred" By Langston Hughes  
Source Lexile Level: NP

[Click here to view the source\(s\) for this prompt.](#)

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In "Dream Deferred," Langston Hughes raises the question of how one should handle putting off a goal or dream. What would happen if you had to defer a dream or goal in order to help someone close to you? Would you eventually revisit your dream or would you abandon it after some time?

In a well-developed essay, discuss a time when you had to defer a personal goal or dream so that you could help someone close to you. How did your handling of that deferred dream or goal relate to this poem?

## "I'm Nobody! Who are you?"

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Prompt Source(s): 1 Source Lexile Range: NP

Source One: "I'm Nobody! Who are you?" By Emily Dickinson  
Source Lexile Level: NP

[Click here to view the source\(s\) for this prompt.](#)

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Read the poem "I'm Nobody! Who are you?" by the American poet Emily Dickinson. Write an essay in which you explain what Emily Dickinson thinks it means to be a "nobody" versus being a "somebody" and discuss how you think this poem applies to the life of today's teenager.

## Is the American Dream Worth Pursuing?

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Prompt Source(s): 0 Source Lexile Range: N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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During the period from the early 1900s to the present, the American Dream has undergone many transformations. From the time of the early immigrants, through the Harlem Renaissance, and during the Modernistic Period, authors have recounted the trials and tribulations of those pursuing the American Dream.

After reflecting on the authors and selections you have read from American Literature, determine whether you believe the American Dream is worth pursuing. In a well-developed essay, articulate your position and support your argument with references to works of American Literature.

## King's Use of Stylistic Devices to Appeal to His Audience

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**Prompt Source(s):** 0 **Source Lexile Range:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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Martin Luther King Jr. is famous for his use of stylistic devices in his oratory. In his speeches, he often used different stylistic devices to appeal to different kinds of audiences. King also used the unique circumstances surrounding a historical event to determine the most effective stylistic devices to use (e.g., metaphors, imagery, and alliteration).

In a multi-paragraph essay, explain how specific historical events influenced King's choice of stylistic devices and affected his intended audience. Be sure to support your explanation by including key references to King's writing.

## Lessons Learned in *Lord of the Flies*

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**Prompt Source(s):** 1 **Source Lexile Range:** 700L-800L

**Source One:** *Lord of the Flies* By William Golding  
**Source Lexile Level:** 770L

Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

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At the end of *Lord of the Flies*, Ralph is on the beach, crying in front of his rescuers as he thinks about the events he has witnessed and participated in on the island. Suppose he were to return home and tell a counselor what he had seen, what he had done, and what he had learned from these experiences.

Write what Ralph might say to a counselor about what he had learned about other people and about himself from what he saw and what he did on the island. Discuss at least three new insights or understandings Ralph has gained, and connect each insight to the event or events that led up to it. At least one of these insights must be about himself. Give specific examples from the text. Do not summarize the plot. Instead, tell enough about each event to show how seeing or participating in the event led to the insight.

## Lessons Learned in “The Necklace”

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Prompt Source(s): 1 Source Lexile Range: N/A

Source One: “The Necklace” By Guy de Maupassant  
Source Lexile Level: N/A

[Click here to view the source\(s\) for this prompt.](#)

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In the story “The Necklace” by Guy de Maupassant many characters make mistakes and jump to faulty conclusions. However, the situations they go through give us insights into our own lives and experiences. After carefully reading “The Necklace,” write a multi-paragraph essay discussing one important lesson that you learned as a result of reading this story. Use details and examples from the text to support your interpretation.

## Literature and Film Comparison

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Prompt Source(s): 0 Source Lexile Range: N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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Think about a novel or play you have read that was also developed into a movie.

Write a multi-paragraph essay comparing and contrasting the book and the movie. Be sure to consider differences and similarities in characters, setting, and plot. Include specific examples and details from the text and the film to support your response.

## Mercy or Murder

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Prompt Source(s): 1 Source Lexile Range: 600L-700L

Source One: *Of Mice and Men* By John Steinbeck  
Source Lexile Level: 630L

Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

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At the end of John Steinbeck's novella *Of Mice and Men*, George shoots Lennie in the back of the head. George feels he has no alternative, and that if he doesn't kill Lennie, Carlson or Curley might. George also knows that if they don't find him and kill him, Lennie will definitely go to jail for killing Curley's wife. Do you think that George was justified in murdering Lennie?

In a well-developed essay, defend your position on whether or not George should have killed Lennie. Provide evidence from the text to support your reasoning.

## Mood in Edgar Allan Poe Stories and Poems

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**Prompt Source(s):** 1 **Source Lexile Range:** 1310L-1340L

**Source One:** *The Complete Works of Edgar Allan Poe*  
**Source Lexile Level:** 1310L-1340L

Source(s) are not provided/specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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Edgar Allan Poe is a master at creating a distinguishing mood in his stories and poems. In “The Raven” and such stories as “The Cask of Amontillado,” “The Masque of the Red Death,” “The Pit and the Pendulum,” and “The Tell-Tale Heart,” Poe creates a very distinctive and effective atmosphere. Select one of Edgar Allan Poe’s short stories or poems and analyze how the author was able to create a particular mood in his stories and what effect it has on the reader. Remember to include the various techniques Poe used such as setting, imagery, tone, and suspense.

## Narrator in “The Scarlet Ibis”

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**Prompt Source(s):** 1 **Source Lexile Range:** N/A

**Source One:** “The Scarlet Ibis” By James Hurst  
**Source Lexile Level:** N/A

[Click here to view the source\(s\) for this prompt.](#)

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In “The Scarlet Ibis,” a short story by James Hurst, the narrator and his brother, Doodle, seem to have a good relationship. However, by the end of the story, the reader is left wondering whether this is really a “good” relationship. Can Brother be described as a loving brother?

In a detailed essay, identify the traits of a “good” brother and characterize Brother as either “good” or “bad.” Use quotes and details from the story to support your characterization and to refute the opposing position.

## Nature in Robert Frost's Poetry

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**Prompt Source(s):** 1 **Source Lexile Range:** NP

**Source One:** *Robert Frost Poems* compiled by the staff of *PoemHunter.com*  
**Source Lexile Level:** NP

[Click here to view the source\(s\) for this prompt.](#)

---

Robert Frost is arguably America's most famous poet, having won four Pulitzer Prizes and a Congressional Medal. In his poems, he often uses nature to represent the realities of life and the human experience. Select one of his poems and, in a multi-paragraph essay, analyze the symbolic meaning of nature in this poem. Make sure to include details and examples from the text to support your interpretation.

## Patterns in Nature and Literature

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**Prompt Source(s):** 2 **Source Lexile Range:** NP

**Source One:** “Stopping by Woods on a Snowy Evening” By Robert Frost  
**Source Lexile Level:** NP

**Source Two:** “Photographing Snowflakes” By Wilson Bentley  
**Source Lexile Level:** NP

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

---

Robert Frost and Wilson Bentley look closely at nature's patterns in their works. Read Frost's “Stopping by Woods on a Snowy Evening” and Bentley's “Photographing Snowflakes” to experience their views on the natural world.

After reading Frost's “Stopping by Woods on a Snowy Evening” and Bentley's “Photographing Snowflakes,” write a detailed essay that explains how patterns are essential to understanding nature and literature. Refer to the two works to support your explanation.

## Personal Response to Literature

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**Prompt Source(s):** 0 **Source Lexile Range:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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Personal response to a book can include reactions to events, characters, symbols, themes, questions about situations, or some aspect which interests you or has meaning to you. A personal response is not a plot summary, character sketch, or explanation of a

literary element. Can you personally relate to any events in a book you have recently read? Does an event or character stand out as noteworthy?

In a letter to your teacher, write a personal response to a book you have recently read. Quote passages from the work to support your response.

## Playing the Devil's Advocate

**Prompt Source(s):** 0 **Source Lexile Range:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

For most novels, both favorable and unfavorable reviews can be written, depending on the reviewer's criteria. Choose a novel you have recently read, and critique it as both a "great" and a "lousy" book. Define "great" and "lousy," and include evidence from the text to support your arguments.

## Prejudice in *To Kill a Mockingbird*

**Prompt Source(s):** 1 **Source Lexile Range:** 800L-900L

**Source One:** *To Kill a Mockingbird* By Harper Lee  
**Source Lexile Level:** 870L

Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

In *To Kill a Mockingbird*, there are occurrences of different kinds of prejudice. In a well-developed essay, provide evidence to support this statement. Remember to include specific details and examples from the novel in your essay.

## Regents: Literary Analysis of a Poem: Ralph Waldo Emerson

**Prompt Source(s):** 1 **Source Lexile Range:** N/A

**Source One:** Excerpt from "Nature", Chapter One By Ralph Waldo Emerson  
**Source Lexile Level:** N/A

[Click here to view the source\(s\) for this prompt.](#)

Read the prose passage carefully and write a well developed text-based essay in which you describe the attitude of the narrator toward nature. In your response, identify a





## Responding to Frederick Douglass' Quotation

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Prompt Source(s): 1 quot. Source Lexile Range: N/A

Source One: Quotation By Frederick Douglass  
Source Lexile Level: N/A

Prompt includes quotation-based source(s)

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Frederick Douglass once said,

“If there is no struggle there is no progress.”

Based on what you have learned about Douglass, write a multi-paragraph essay explaining what you think he meant by this statement. Make sure to include details and examples to support your interpretation.

## Shakespeare's View of Love

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Prompt Source(s): 0 Source Lexile Range: N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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Shakespeare's sonnets have a unique view of love that extends beyond conventional thoughts to consider the subject from a variety of perspectives. Select one of Shakespeare's sonnets and give your interpretation of the author's view of love. Support your answer using details and examples from the text.

## Significance of the Title of *Night*

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Prompt Source(s): 1 Source Lexile Range: 500L-600L

Source One: *Night* By Elie Wiesel  
Source Lexile Level: 590L

Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

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Elie Wiesel wrote a famous memoir titled *Night*, which describes his personal experience of what it was like to be in a concentration camp during World War II. Why do you think he chose this title for his memoir?

Write an essay in which you discuss why you think Elie Wiesel selected this title and how it helps to communicate his message.

## Stopping the Salem Witch Trials

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Prompt Source(s): 1 Source Lexile Range: NP

Source One: *The Crucible* By Arthur Miller  
Source Lexile Level: NP

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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After carefully reading *The Crucible* by Arthur Miller, imagine you live at the time of the Salem Witch Trials. You have seen many of your friends and loved ones executed due to false accusations. Write a letter to Danforth persuading him to put an end to this situation. Make sure to include details and examples from the text to support your argument.

## Symbolism in *Animal Farm*

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Prompt Source(s): 1 Source Lexile Range: 1000L-1500L

Source One: *Animal Farm* By George Orwell  
Source Lexile Level: 1370L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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In the book *Animal Farm*, George Orwell uses animals to symbolically represent humans and our creations of government and society. Orwell allegorically uses animals and their social groups to criticize Joseph Stalin's rise to power, the overall nature of mankind, and the many difficulties that we must all face. After reading the story, what animal do you believe best symbolizes either virtuous or negative human behavior?

In a detailed essay, identify the animal you have chosen and what behavior this animal symbolizes. Be sure to include specific examples and details from the novel to support your response.

## Symbolism in *Speak*

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Prompt Source(s): 1 Source Lexile Range: 600L-700L

Source One: *Speak* By Laurie Halse Anderson

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Source Lexile Level: 690L

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*Speak*, by Laurie Halse Anderson, tells the story of Melinda Sordino and the personal challenges she faces after a traumatic incident during the summer before her freshman year of high school. Melinda's mouth, the janitor's closet, and trees are all symbols used throughout the text that exemplify Melinda's current state of mind.

In a detailed essay, explain how one of these symbols portrays Melinda's growth. Include details and examples to support your explanation.

## Symbolism in *The Scarlet Letter*

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Prompt Source(s): 1

Source Lexile Range: 1000L-1500L

Source One: *The Scarlet Letter* By Nathaniel Hawthorne  
Source Lexile Level: 1420L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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If one closely analyzes the novel *The Scarlet Letter*, there are a myriad of symbols to uncover. Even the letter "A" has many different symbolic interpretations.

In a multi-paragraph essay, examine all of the different meanings the letter "A" has in this novel. Make sure to include examples and details from the text to support your answer.

## The American Dream in *A Raisin in the Sun*

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Prompt Source(s): 1

Source Lexile Range: NP

Source One: "A Raisin in the Sun" By Lorraine Hansberry  
Source Lexile Level: NP

[Click here to view the source\(s\) for this prompt.](#)

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Many people believe that, in pursuing their vision of the American Dream, the Younger Family made a mistake by not taking Linder's money. What do you think?

Write an essay in which you take a position on whether not taking Linder's money or letting Linder buy back the house is the better decision. Be sure to discuss your

definition of the American Dream and explain how your position would help the Younger family attain it.

## “The Hiking Trip”

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**Prompt Source(s):** 1 **Source Lexile Range:** N/A

**Source One:** “The Hiking Trip”  
**Source Lexile Level:** N/A

[Click here to view the source\(s\) for this prompt.](#)

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In the story “The Hiking Trip”, the reader learns about the main character, Jeff. Jeff’s personality and emotions are revealed through the actions and dialogue presented in the story.

Write an essay in which you describe the personality and emotions of Jeff, the main character. How do his personal characteristics add to the events in the story? How does the author reveal this information about Jeff in the story? Use details and examples from the story to support your ideas.

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## The Merits of *The Adventures of Huckleberry Finn*

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**Prompt Source(s):** 1 **Source Lexile Range:** 900L-1000L

**Source One:** *The Adventures of Huckleberry Finn* By Mark Twain  
**Source Lexile Level:** 990L

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The novel *The Adventures of Huckleberry Finn* has become quite controversial over time. Some parents and teachers find the demeaning language and situations in the novel disturbing. Others, however, believe the novel is a powerful commentary about society at the time it was written. Due to this controversy, your local school board has decided to review the novel to decide whether it ought to remain in the curriculum.

Do you think that the novel should be removed from the curriculum? Write a persuasive essay in which you examine the literary value of the novel and take a stand on this controversial issue. Be sure to support your position with well-reasoned arguments and meaningful references to the text.

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## “The Most Dangerous Game” by Richard Connell

Prompt Source(s): 1

Source Lexile Range: 500L-600L

Source One: “The Most Dangerous Game” By Richard Connell

Source Lexile Level: 520L

At the beginning of “The Most Dangerous Game,” Rainsford states,

“The world is made up of two classes -- the hunters and the huntees.”

After carefully reading the story, write a multi-paragraph essay examining whether you agree or disagree with this statement. Include examples and details from the text and your own experiences to support your answer.

## The Odyssey, An Epic

Prompt Source(s): 1

Source Lexile Range: 1000L-1500L

Source One: “The Odyssey” By Homer

Source Lexile Level: 1000L-1500L

[Click here to view the source\(s\) for this prompt.](#)

*The Odyssey* by Homer is a very famous epic and has been shared for thousands of years. After carefully reading *The Odyssey*, write a multi-paragraph essay describing the characteristics of an epic and what qualities of *The Odyssey* specifically qualify it as an epic. Use details and examples from the text to support your analysis.

## The Speeches in Julius Caesar

Prompt Source(s): 1

Source Lexile Range: NP

Source One: “The Life and Death of Julius Caesar” By William Shakespeare

Source Lexile Level: NP

[Click here to view the source\(s\) for this prompt.](#)

After the death of Julius Caesar, both Brutus and Mark Antony spoke to the public. In a well-developed essay, compare and contrast the two speeches, explaining the outcome of the speeches and relating them to the eventual outcome of the entire play. Use quotes from the speeches to support your statements.

## “The Story of an Eyewitness” by Jack London

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Prompt Source(s): 1 Source Lexile Range: N/A

Source One: *Excerpt from “The Story of an Eyewitness”, featured in the 5 May 1906 edition of Collier’s Magazine* By Jack London

Source Lexile Level: N/A

[Click here to view the source\(s\) for this prompt.](#)

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Read the account of the San Francisco Earthquake by Jack London.

In a well-developed essay, analyze Jack London’s use of vivid language in his account of the San Francisco Earthquake.

## The Things S/he Carries

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Prompt Source(s): 1 Source Lexile Range: 800L-900L

Source One: *The Things They Carried* By Tim O’Brien

Source Lexile Level: 880L

Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

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In the story, *The Things They Carried*, Tim O’Brien reveals character through what the soldiers carried with them. Some of what they carried was tangible, such as food and water, weapons, or mementos, while some of what they carried was intangible, such as fear, prejudice, or embarrassment.

Think about a high school student, either real or imaginary. In a well-organized essay, describe what this student carries with him or herself and what these “things” reveal about the student’s character, personality, and values. Be sure to use details to make your character analysis more vivid to the readers.

## The Title in *Of Mice and Men*

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Prompt Source(s): 1 Source Lexile Range: 600L-700L

Source One: *Of Mice and Men* By John Steinbeck

Source Lexile Level: 630L

Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

Titles of novels and plays are often based on famous lines from earlier works. John Steinbeck, author of *Of Mice and Men*, took several of his titles from such famous lines. *The Winter of Our Discontent* comes from a line in a play by Shakespeare. The title *The Grapes of Wrath*, perhaps his most famous book, comes from a line in “The Battle Hymn of the Republic.” The title of *Of Mice and Men* also comes from another work. It is part of a line in a poem called “To A Mouse” by the Scottish poet Robert Burns. The speaker in the poem is a farmer who has just accidentally destroyed the nest of a mouse by plowing up his field.

Here is the complete line, addressed to the mouse (with a little translation):

“The best-laid [most careful] schemes [plans] o' mice an' men  
 Gang aft agley [often go wrong],  
 An' lea'e [leave] us nought [nothing] but grief an' pain  
 For promised joy!”

Show how this title is appropriate for the characters and events of the novel. Make specific references to the novel to support your ideas. Do not summarize the plot. Instead, explain how this title, considering its source, is appropriate for the characters and events of the novel.

## The Use of Metaphor in *To Kill a Mockingbird*

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**Prompt Source(s):** 1 **Source Lexile Range:** 800L-900L

**Source One:** *To Kill a Mockingbird* By Harper Lee  
**Source Lexile Level:** 870L

Source(s) not provided due to copyright law and/or length of source(s).  
 Teachers should provide access to the specified source(s).

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A dominant motif, or recurring thematic idea, in Harper Lee's novel, *To Kill a Mockingbird*, is the symbolic importance of the mockingbird. In the story, Atticus tells his children, “...it is a sin to kill a mockingbird.”

In a well-developed essay, explain how Atticus Finch, Tom Robinson, and Boo Radley are metaphorically portrayed as mockingbirds. Give specific details and quotes to support these characterizations.

## Theme in Literature

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**Prompt Source(s):** 0 **Source Lexile Range:** N/A



Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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A theme is the main message a reader can learn about life or human nature from a literary piece. From a story you have read in class, identify a theme that the reader may learn from the story. In a well-organized essay, describe this theme. Use textual examples from the story to support your ideas and explain how they support the theme.

## Tragic Hero in *Oedipus*

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**Prompt Source(s):** 1 **Source Lexile Range:** 1000L-1500L

**Source One:** "Oepidus the King" (Play) By Sophocles  
**Source Lexile Level:** 1070L

[Click here to view the source\(s\) for this prompt.](#)

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In the Greek tragedy *Oedipus*, an admired king suffers a harsh downfall after learning the truth about his birth and his parents. Based on the events and details in the text, does Oedipus possess the qualities of a tragic hero?

In a detailed essay, explain the ways in which Oedipus does or does not fit the Aristotelian definition of a tragic hero.

## Transcendentalism Themes

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**Prompt Source(s):** 3 **Source Lexile Range:** N/A

**Source One:** "My Symphony" by William Ellery Channing  
**Source Lexile Level:** NP

**Source Two:** "The Young American" By Ralph Waldo Emerson  
**Source Lexile Level:** N/A

Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

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Read the poem "My Symphony" by William Ellery Channing, the essay "The Young American" by Ralph Waldo Emerson, and view a Transcendentalism-themed comic (e.g., a Calvin and Hobbes or Peanuts comic strip). What Transcendentalist theme does each demonstrate, and how is that theme evident in the work?

After reading "My Symphony" by William Ellery Channing, "The Young American" by Ralph Waldo Emerson, and viewing a Transcendentalism-themed comic, write a multi-paragraph essay identifying the Transcendentalist theme within each (self-reliance,



## Who is the Real Monster in *Frankenstein*?

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Prompt Source(s): 1

Source Lexile Range: 1000L-1500L

**Source One:** *Frankenstein* By Mary Wollstonecraft Shelley  
**Source Lexile Level:** 1170L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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The story of *Frankenstein* traces Victor Frankenstein's discovery of the secret of life and successful attempt to animate a monster. While the creature displays remarkably human qualities throughout the novel, Victor Frankenstein himself shows some tendencies that can be described as distinctly inhumane. By the end of the novel, the reader is left wondering, who is the real monster in the book?

Write an essay in which you answer this question: "Who is the real monster in *Frankenstein*?" Why do you feel this way? Support your answer with evidence from the text.

## Who is to Blame in *Romeo and Juliet*?

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Prompt Source(s): 1

Source Lexile Range: NP

**Source One:** *The Tragedy of Romeo and Juliet* By William Shakespeare  
**Source Lexile Level:** NP

[Click here to view the source\(s\) for this prompt.](#)

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In William Shakespeare's *Romeo and Juliet*, people often wonder how things could have gone so wrong for the "two star-crossed lovers." As the story unfolds, it is evident that many characters play a vital role in the events that ultimately lead to the tragic deaths of Romeo and Juliet.

In a well-developed essay, explain which character(s) is (are) ultimately to blame for the deaths of Romeo and Juliet.

## Pilot Prompts

### ***A Child Called "It": Father's Role and Perspective***

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Prompt Source(s): 1

Source Lexile Range: 800L-900L

**Source One:** *A Child Called "It"* By Dave Pelzer  
**Source Lexile Level:** 850L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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*A Child Called "It"*, by Dave Pelzer, is Pelzer's autobiographical depiction of the years of abuse he endured by his alcoholic mother. The abuse continued for many years until Pelzer was finally saved by teachers at his school at the age of 12 on March 5, 1973. Where was Pelzer's father during this abuse? What do you think were the father's thoughts and feelings towards his son's abuse? Was there anything he could do to stop it? Finally, what made Pelzer leave the house when he was 12?

In a detailed essay, discuss the role of Dave Pelzer's father in the autobiography, as well as his perspective toward the situation. Provide examples from the text to support your response.

### ***A Letter from Holden in The Catcher in the Rye***

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Prompt Source(s): 1

Source Lexile Range: 700L-800L

**Source One:** *The Catcher in the Rye* By J.D. Salinger  
**Source Lexile Level:** 790L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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J.D. Salinger's classic novel, *The Catcher in the Rye*, explains the world from the point of view of a troubled teenage boy named Holden Caulfield. Imagine you are Holden and are being asked to write a letter to another character in the novel. How does he feel about life? What kinds of things would he say?

Write a letter as Holden Caulfield to another character in the novel. Remember to mention particular events in the novel to show your understanding of his character.

## A Tale of Two Cities: The Best and Worst of Times

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Prompt Source(s): 1 Source Lexile Range: 1000L-1500L

Source One: *A Tale of Two Cities* By Charles Dickens  
Source Lexile Level: 1130L

[Click here to view the source\(s\) for this prompt.](#)

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*A Tale of Two Cities* begins with a description of that period as a collection of superlative opposites including “the best of times” and “the worst of times.”

In a detailed essay, explain the ways in which *A Tale of Two Cities* represents “It was the best of times, it was the worst of times.” Include details and examples to support your explanation.

## A Universal Theme in Two Works

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Prompt Source(s): 2 Source Lexile Range: N/A

Source One: “Too Soon a Woman” By Dorothy M. Johnson  
Source Lexile Level: N/A

Source Two: Excerpt from the play “A Defenseless Creature” By Anton Chekhov  
Source Lexile Level: NP

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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After reading the short story, “Too Soon a Woman”, and the play excerpt, “A Defenseless Creature,” identify a universal theme presented in the two works. How do the different viewpoints in each story contribute to the theme?

In a well-developed essay, identify and compare the universal theme within the stories, using details and references from the text to support your explanation.

## Acceptance of Diversity in the *Harry Potter* Books

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Prompt Source(s): 1 Source Lexile Range: 900L-1100L

Source One: *Harry Potter Book Series* By J. K. Rowling  
Source Lexile Level: 900L-1100L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

In everyday life, most of us are treated based on our social status, gender, or race. This is also true for the characters in the *Harry Potter* series. Giants and house elves are just two examples of characters who suffer from this kind of discrimination.

In a well-developed essay, discuss prejudice against characters in the *Harry Potter* series. Include facts and details from the book(s) to support your discussion.

## An Author's Way with Words

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<b>Prompt Source(s):</b> 0	<b>Source Lexile Range:</b>	N/A
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Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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Reading a Shakespearean play or other work often exposes the reader to a new way of looking at the English language. In a well-developed essay, analyze an author's use of language, specifically determining the explicit and implicit meanings of various words and phrases, as well as the impact of these word choices on meaning and tone. Be sure to provide examples and textual evidence to support your analysis.

## Analysis of Owen's "Dulce et Decorum Est"

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<b>Prompt Source(s):</b> 1	<b>Source Lexile Range:</b>	NP
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**Source One:** "Dulce et Decorum Est" By Wilfred Owen  
**Source Lexile Level:** NP

[Click here to view the source\(s\) for this prompt.](#)

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In the poem "Dulce et Decorum Est," Wilfred Owen graphically describes a soldier's death from gas poisoning. His description employs literary devices, word choice, and sensory images to support his theme that it is not always sweet and right to die for one's country.

In a multi-paragraph essay, discuss Owen's use of literary devices, word choice, and sensory images to convey his theme. Include references to the poem to support your discussion.

## Analyzing the Case for Accepting Syrian Refugees

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<b>Prompt Source(s):</b> 4	<b>Source Lexile Range:</b>	N/A
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<b>Source One:</b>	<b>Excerpt from article “Syrian Refugees Next Door?” published online on <i>The Conversation</i> By Jeffrey H. Cohen</b>
<b>Source Lexile Level:</b>	N/A
<b>Source Two:</b>	<b>Excerpt from article “Where Have 4.8 million Syrian Refugees Gone?” published online on <i>The Conversation</i> By Jeffrey H. Cohen</b>
<b>Source Lexile Level:</b>	N/A
<b>Source Three:</b>	<b>Excerpt from article “With 10,000 Syrian Refugees Resettled in the U.S., Are More on the Way?” published online on <i>The Conversation</i> By Jeffrey H. Cohen</b>
<b>Source Lexile Level:</b>	N/A
<b>Source Four:</b>	<b>Excerpt from article “Syrian Refugees 'Detrimental' to Americans? The Numbers Tell a Different Story” published online on <i>The Conversation</i> By Jeffrey H. Cohen</b>
<b>Source Lexile Level:</b>	N/A

[Click here to view the source\(s\) for this prompt.](#)

As you read the articles below, consider how the author, Jeffrey H. Cohen, uses evidence, reasoning, and stylistic or persuasive elements in supporting his claims.

Write an essay in which you explain how Jeffrey H. Cohen builds an argument to persuade his audience that resettling more Syrian refugees in the United States is a safe and humanitarian response to civil war in that country. Analyze his use of statistics, facts and examples; reasoning; and persuasive appeal to readers. Do not present your own position on the issue but analyze Dr. Cohen's support of his argument.

## Applying Socrates' Quote to *Great Expectations*

**Prompt Source(s):** 2 **Source Lexile Range:** 800L-900L

**Source One:** *Great Expectations* By Charles Dickens  
**Source Lexile Level:** 880L

**Source Two:** Quotation By Socrates  
**Source Lexile Level:** N/A

Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

“One who is injured ought not to return the injury, for on no account can it be right to do an injustice; and it is not right to return an injury or to do evil to any man, however much we have suffered from him.” —Socrates

Some of the main characters in Charles Dickens's *Great Expectations* seem to have followed the advice in the Socrates quote above, while others did not. Each of their decisions to injure or not led directly to consequences in their lives.

In a well-developed essay, discuss how the quote from Socrates relates to the actions and later consequences in the lives of Pip, Joe, Mrs. Havisham, Mrs. Joe, Molly, and Magwitch. Use quotes and details from the book to support your discussion.

## Are Epic Heroes Brave, Smart, or Lucky?

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**Prompt Source(s):** 0 **Source Lexile Range:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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Epic heroes like Odysseus, Perseus, Hercules, and Jason are characterized as strong, smart, and brave. Each has completed a daunting mission or journey while experiencing a significant growth of self along the way. Are all epic heroes strong, smart, and brave, or is some of their success due to luck?

Choose an epic hero and write a multi-paragraph essay using details from that hero's life to prove that he is brave, smart, or lucky.

## Author Reflects the Times

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**Prompt Source(s):** 1 **Source Lexile Range:** N/A

**Source One:** **The Learning Channel's *Great Books* Series** By Walter Cronkite  
**Source Lexile Level:** N/A

Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

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The Discovery Channel's *Great Books* video series offers insights on what inspired authors to write stories that reflected world events or societal attitudes in a particular era. Questions that might be evoked or answered include:

- What world events impacted the author's writings?
- What makes the literary work thought-provoking, intriguing, or even controversial?
- What do you suppose went through the author's mind as he/she was writing?

After choosing an author or viewing a video from the *Great Books* series, write a well-developed essay discussing the parallels that can be drawn from the author's literary work and historical/cultural experiences or societal attitudes.



## Beowulf Compared to Modern-Day Hero

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Prompt Source(s): 1 Source Lexile Range: NP

Source One: *Beowulf: A New Verse Translation* By Seamus Heaney  
Source Lexile Level: NP

[Click here to view the source\(s\) for this prompt.](#)

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Although some people consider Beowulf's actions and attitudes heroic, others disagree, calling Beowulf anything but a hero. How does the ancient character of Beowulf compare to a modern-day hero or superhero? How do the definitions of a hero differ for Beowulf and modern-day heroes?

Select a modern-day hero like Superman, Malcolm X, Aaron Rodgers, or someone you know. In a detailed essay, compare and contrast Beowulf to the modern-day hero you have selected. Include details and examples from *Beowulf* and the story of the modern-day hero you have chosen to support your assertions.

## "Best Laid Plans" in Great Expectations

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Prompt Source(s): 2 Source Lexile Range: 800L-900L

Source One: Quotation By Robert Burns  
Source Lexile Level: N/A

Source Two: *Great Expectations* By Charles Dickens  
Source Lexile Level: 880L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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Robert Burns' quote, "the best laid plans of mice and men often go astray," can be applied to characters in Charles Dickens's *Great Expectations*. How were the expectations and dreams of Pip, Magwitch, Molly, Mrs. Havisham, and Estella destroyed or changed?

In a detailed essay, discuss the main characters' expectations for their lives and how those expectations were changed. Use quotes and details from the story to support your discussion.

## Character Analysis in *The Glass Menagerie*

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Prompt Source(s): 1 Source Lexile Range: NP

**Source One:** *The Glass Menagerie* By Tennessee Williams  
**Source Lexile Level:** NP

[Click here to view the source\(s\) for this prompt.](#)

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*The Glass Menagerie* contains several memorable characters. Choose one of the characters and write an essay in which you analyze this character, considering issues such as his or her motivations, personal strengths and flaws, or internal conflicts. How does this character's personality contribute to the ultimate outcome of the play?

## Character Development in Sparks' *A Walk to Remember*

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**Prompt Source(s):** 1 **Source Lexile Range:** 1000L-1010L

**Source One:** *A Walk to Remember* By Nicholas Sparks  
**Source Lexile Level:** 1010L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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*A Walk to Remember*, by Nicholas Sparks, tells the story of a 57-year-old man named Landon Carter, who tells the reader through flashbacks about a girl he loved when he was 17 and her eventual death from cancer. Among the many themes of the novel is the concept of change. Several characters have changed throughout the course of the story due to the influence of particular characters, life-changing events, and meaningful experiences.

In a well-developed essay, explain how and why one or more characters change and develop throughout the course of the novel, while providing examples from the text to support your response.

## Charles Dickens' *A Christmas Carol*

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**Prompt Source(s):** 1 **Source Lexile Range:** 1000L-1500L

**Source One:** *A Christmas Carol* By Charles Dickens  
**Source Lexile Level:** 1080L

[Click here to view the source\(s\) for this prompt.](#)

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In Charles Dickens' famous novel, *A Christmas Carol*, Ebenezer Scrooge is visited by three ghosts who help him realize that he is not the man he should be. When he is invited to view his own gravestone by the Ghost of Christmas Yet To Come, Scrooge implores: "Men's courses will foreshadow certain ends, to which, if persevered in, they

must lead. But if the courses be departed from, the ends will change. Say it is thus with what you show me.”

What do you think Scrooge meant when he said this? Do you think he followed his own conclusion? Write a multi-paragraph essay in which you discuss Scrooge's quote and how he tried to live up to it. Be sure to include specific details from the text to support your understanding.

## Common Themes in American Literature

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<b>Prompt Source(s):</b>	0	<b>Source Lexile Range:</b>	N/A
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Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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When you select a specific theme in literature, you will find that numerous works will focus on that particular theme, just in slightly different ways. Think of two or more texts from the eighteenth, nineteenth, or early twentieth century in American literature that focus on similar topics or themes. How do these works treat this particular theme?

In a detailed essay, analyze a specific theme in American literature common to two or more works from the same period. Remember to cite examples from each text in your response.

## Comparing and Contrasting Two Related Texts or a Text and a Film

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<b>Prompt Source(s):</b>	0	<b>Source Lexile Range:</b>	N/A
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Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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Authors often write about similar time periods using different characters, and these literary works are occasionally developed into films. After reading two texts or reading one text and viewing a film that takes place in the same historical period, identify how the stories are similar and different.

Write a multi-paragraph essay comparing and contrasting two stories about the same historical period. Include facts and details from the literary works to support your analysis.

## Comparing “Marigolds” and “I Remember Mama”

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Prompt Source(s): 2 Source Lexile Range: NP

Source One: “Marigolds” By Eugenia W. Collier  
Source Lexile Level: N/A

Source Two: “I Remember Mama” By John van Druten Flays  
Source Lexile Level: NP

[Click here to view the source\(s\) for this prompt.](#)

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Write a well-organized essay that compares a universal theme in “Marigolds” and “I Remember Mama”. Be sure to support important ideas and viewpoints through accurate and detailed references from each excerpt.

## Comparing Versions of Greek Mythological Heroes

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Prompt Source(s): 0 Source Lexile Range: N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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There are many different versions of the heroic tales of Greek mythological figures. These myths have been reinterpreted in books, on stage, and on film, with each version presenting the hero in a different light.

In a multi-paragraph essay, discuss two or more versions of a heroic tale from Greek mythology. Be sure to include details about the heroic traits of main characters and how they are portrayed in each version.

## Creatures in the *Harry Potter* Book Series

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Prompt Source(s): 1 Source Lexile Range: 900L-1100L

Source One: *Harry Potter Book Series* By J. K. Rowling  
Source Lexile Level: 1030L

Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

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The *Harry Potter* series maintains a charming quality in each book with the appearance of different magical creatures. Some of these creatures play a pivotal role in the story and are very similar to creatures in mythology and folklore. How do some of these creatures influence events that happen in the novels?

In a well-developed essay, discuss one or more creatures from the *Harry Potter* series and the role they play in the development of the story. Include facts and details from the book(s) to support your discussion.

## Critical Lens: Conflict in Literature

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**Prompt Source(s):** 1 quot. **Source Lexile Range:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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Critical Lens:

“All conflict in literature is, in its simplest form, a struggle between good and evil.” — Anonymous

Write a multi-paragraph essay in which you analyze one or more literary texts that you have read from the perspective of the critical lens. Be sure to interpret the statement considering the literature, as well as agree or disagree with the statement as you have interpreted it. Support your position with specific details and references to literary devices (theme, characterization, setting, point of view) as found in the literature you have selected.

## Critical Lens: Doing the Right Thing

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**Prompt Source(s):** 1 quot. **Source Lexile Range:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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Critical Lens:

“It isn't always easy to do the right thing.” —Anonymous

Write a multi-paragraph essay in which you analyze one or more literary texts that you have read from the perspective of the critical lens. Be sure to interpret the statement considering the literature, as well as agree or disagree with the statement as you have interpreted it. Support your position with specific details and references to literary devices (theme, characterization, setting, point of view) as found in the literature you have selected.

## Critical Lens: Evil Triumphs

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**Prompt Source(s):** 1 quot. **Source Lexile Range:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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Critical Lens:

“In literature evil often triumphs but never conquers.” —Anonymous

Write a multi-paragraph essay in which you analyze one or more literary texts that you have read from the perspective of the critical lens. Be sure to interpret the statement considering the literature, as well as agree or disagree with the statement as you have interpreted it. Support your position with specific details and references to literary devices (theme, characterization, setting, point of view) as found in the literature you have selected.

## Critical Lens: Gaining Wisdom through Failure

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**Prompt Source(s):** 1 quot. **Source Lexile Range:** N/A

**Source One:** Quotation By William Saroyan  
**Source Lexile Level:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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Critical Lens:

“Good people are good because they've come to wisdom through failure.” —William Saroyan

Write a multi-paragraph essay in which you analyze one or more literary texts that you have read from the perspective of the critical lens. Be sure to interpret the statement considering the literature, as well as agree or disagree with the statement as you have interpreted it. Support your position with specific details and references to literary devices (theme, characterization, setting, point of view) as found in the literature you have selected.

## Critical Lens: In a Dark Time...

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**Prompt Source(s):** 1 quot. **Source Lexile Range:** N/A

**Source One:** Quotation By Theodore Roethke  
**Source Lexile Level:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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Critical Lens:

“In a dark time the eye begins to see.” —Theodore Roethke

Write a multi-paragraph essay in which you analyze one or more literary texts that you have read from the perspective of the critical lens. Be sure to interpret the statement considering the literature, as well as agree or disagree with the statement as you have interpreted it. Support your position with specific details and references to literary devices (theme, characterization, setting, point of view) as found in the literature you have selected.

## Critical Lens: Insight

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**Prompt Source(s):** 1 quot. **Source Lexile Range:** N/A

**Source One:** Quotation By T. Melos  
**Source Lexile Level:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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Critical Lens:

“Every work of literature leads up to one great moment of insight, one instant in which the truth stands revealed.” - T. Melos

Write a multi-paragraph essay in which you analyze one or more literary texts that you have read from the perspective of the critical lens. Be sure to interpret the statement with regards to the literature, as well as agree or disagree with the statement as you have interpreted it. Support your position with specific details and references to literary devices (theme, characterization, setting, point of view) as found in the literature you have selected.

## Critical Lens: Person through Other Persons

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**Prompt Source(s):** 1 quot. **Source Lexile Range:** N/A

**Source One:** Quotation By Archbishop Desmond Tutu  
**Source Lexile Level:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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Critical Lens:

“A person is a person through other persons.” —Archbishop Desmond Tutu

Write a multi-paragraph essay in which you analyze one or more literary texts that you have read from the perspective of the critical lens. Be sure to interpret the statement considering the literature, as well as agree or disagree with the statement as you have interpreted it. Support your position with specific details and references to literary devices (theme, characterization, setting, point of view) as found in the literature you have selected.

### Critical Lens: Survival

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**Prompt Source(s):** 1 quot. **Source Lexile Range:** N/A

**Source One:** Quotation By W. E. Deming  
**Source Lexile Level:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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Critical Lens:

“It is not necessary to change. Survival is not mandatory.” - W. E. Deming

Write a multi-paragraph essay in which you analyze one or more literary texts that you have read from the perspective of the critical lens. Be sure to interpret the statement with regards to the literature, as well as agree or disagree with the statement as you have interpreted it. Support your position with specific details and references to literary devices (theme, characterization, setting, point of view) as found in the literature you have selected.

### Critical Lens: Without Freedom, You Have Nothing

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**Prompt Source(s):** 1 quot. **Source Lexile Range:** N/A



Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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Critical Lens:

“Without freedom, you have nothing.” —Anonymous

Write a multi-paragraph essay in which you analyze one or more literary texts that you have read from the perspective of the critical lens. Be sure to interpret the statement considering the literature, as well as agree or disagree with the statement as you have interpreted it. Support your position with specific details and references to literary devices (theme, characterization, setting, point of view) as found in the literature you have selected.

## Cultural Elements in Fairy Tales

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**Prompt Source(s):** 0 **Source Lexile Range:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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Fairy tales with the same theme and similar characters are common to many different cultures. For example, many cultures have their own version of “Cinderella.”

In a well-developed essay, compare and contrast cultural elements from versions of the same fairy tale from different cultures. Include examples from the stories to support your discussion.

## Cultural Experiences Reflected in World Literature

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**Prompt Source(s):** 0 **Source Lexile Range:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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We can learn a lot about other cultures and the world from reading world literature. What types of cultural experiences or attitudes are reflected in a piece of literature due to the setting, characters' actions, or other story elements?

In a detailed essay, analyze a particular cultural experience or perspective reflected in a non-American literary work. Remember to refer to the literary work to support your analysis.

## Death of a Salesman: Social Commentary

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Prompt Source(s): 1 Source Lexile Range: N/A

Source One: *Death of a Salesman* By Arthur Miller  
Source Lexile Level: N/A

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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In *Death of a Salesman*, Willy Loman spends his days striving for a major achievement, only to find that his dreams of wealth and success have a very large price tag. How does Arthur Miller use the Loman family as an example to show the negative effects of living for the “American Dream?”

In a multi-paragraph essay, describe how Arthur Miller uses this play as a social commentary on the modern business life. How does he prove that striving for the “American Dream” is not always the positive experience the 1950s depicted? Be sure to include specific details and examples to support your response.

## Dinner with Walter Mitty

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Prompt Source(s): 1 Source Lexile Range: N/A

Source One: “The Secret Life of Walter Mitty” By James Thurber  
Source Lexile Level: N/A

[Click here to view the source\(s\) for this prompt.](#)

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In “The Secret Life of Walter Mitty” by James Thurber, the main character is quite fascinating and intriguing, although his mind is rarely grounded in reality. Imagine that you have just been invited to have dinner with Walter Mitty. Based on your impressions of Walter from the story you read, write an essay explaining if you think Walter would or would not be a good dinner companion. Include details from the text to support your opinion.

## Do Students Know Which Teachers Helped Them Learn the Most?

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Prompt Source(s): 1 Source Lexile Range: 1000L-1500L

Source One: Article “Fail Mark: Students Don't Know What's Good for Them (with Respect to Learning)” By Dr. Arthur Poropat, Griffin University  
Source Lexile Level: 1200L

[Click here to view the source\(s\) for this prompt.](#)

Write an essay analyzing how Dr. Arthur Poropat builds his argument that students do not know "what's good for them (with respect to learning)." Analyze his use of statistics, facts and examples; reasoning; and persuasive appeal to readers. Do not present your own position on the issue but analyze Dr. Poropat's support of his argument.

## Drawing on Source Material in a Literary Work

<b>Prompt Source(s):</b> 0	<b>Source Lexile Range:</b>	N/A
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Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

Since Shakespeare's day, authors have been drawing on and transforming source material in the development of new literary works. Shakespeare drew themes and topics from classics and the Bible, and later authors drew on Shakespearean plays when developing their ideas for new written works.

In a detailed essay, analyze how an author draws on and transforms source material in the development of a specific literary work. Remember to provide textual support to strengthen your response.

## Duality in Claude McKay's Poems

<b>Prompt Source(s):</b> 2	<b>Source Lexile Range:</b>	NP
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**Source One:** "The White House" By Claude McKay  
**Source Lexile Level:** NP

**Source Two:** "America" By Claude McKay  
**Source Lexile Level:** NP

[Click here to view the source\(s\) for this prompt.](#)

Claude McKay, a Harlem Renaissance poet, creates duality in his poems "America" and "The White House." Within both poems lie McKay's views of the disenfranchised African American. McKay sees African Americans as having the unique perspective of being Americans, yet also being black in the Jim Crow "separate but equal" era of this country's history.

Imagine that you are an African American living in the Jim Crow era of separatism and discrimination. After reading both poems, in a detailed essay, discuss the frustration and

optimism the author encounters as an American living during this time. Use examples and lines from the poems to support your response.

## Emerson's Attitude toward Snow in "The Snowstorm"

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Prompt Source(s): 1 Source Lexile Range: NP

Source One: "The Snowstorm" By Ralph Waldo Emerson  
Source Lexile Level: NP

[Click here to view the source\(s\) for this prompt.](#)

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After reading Ralph Waldo Emerson's poem "The Snowstorm," think about Emerson's attitude toward snow. Then, think about how your attitude toward snow compares with Emerson's.

In a detailed essay, compare and contrast the connections between the text ideas and your own experiences, by first explaining Emerson's attitude toward snow in the poem, and then comparing and contrasting that with your own thoughts and experiences with snow. Provide examples and images and cite lines from the text to support your response.

## Endurance in *A Thousand Splendid Suns*

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Prompt Source(s): 1 Source Lexile Range: 800L-900L

Source One: *A Thousand Splendid Suns* By Khaled Hosseini  
Source Lexile Level: 830L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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In the novel *A Thousand Splendid Suns* by Khaled Hosseini, Miriam and her mother, Nana, have a meaningful conversation after Miriam mentions her desire to go to school.

Nana: "There's only one, one skill a woman like you and me needs in life and they don't teach it in school. Look at me." [ . . . ] "Look at me."  
Miriam did.  
Nana: "Only one skill. And it's this: tahamul. Endure."

In a well-developed essay, discuss how "endurance" is a recurring theme throughout the novel for both Miriam and Laila. Be sure to provide solid details along with analysis of significant moments in the novel for support.

## Epiphany in *The Dubliners*

Prompt Source(s): 1

Source Lexile Range: 1000L-1500L

**Source One:** *The Dubliners* By James Joyce  
**Source Lexile Level:** 1350L

[Click here to view the source\(s\) for this prompt.](#)

In James Joyce's collection of short stories, *The Dubliners*, each protagonist experiences a moment of realization, a sudden recognition of some kind that changes his or her view of him or herself and social condition.

Write a multi-paragraph essay in which you discuss one of Joyce's short stories, the epiphany experienced by the protagonist, and how this realization changes his or her outlook on life. Be sure to support your analysis with significant details from the text.

## Exile in *Wuthering Heights*

Prompt Source(s): 2

Source Lexile Range: 800L-900L

**Source One:** *Quotation* By Edward Said  
**Source Lexile Level:** N/A

**Source Two:** *Wuthering Heights* By Emily Bronte  
**Source Lexile Level:** 880L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

Palestinian-American literary theorist and cultural critic, Edward Said, has written that,

“Exile is strangely compelling to think about, but terrible to experience. It is the unhealable rift forced between a human being and a native place, between the self and its true home: its essential sadness can never be surmounted.”

Yet, Said also claims that exile can become “a potent, even enriching” experience. In literature, exile can involve a character being cut off from birthplace, family, homeland, or another special place. Write a well-developed essay in which you analyze how Heathcliff's experience with exile is both alienating and enriching, and how this experience illuminates the meaning of *Wuthering Heights* as a whole. Be sure to include specific details from the novel to support your discussion.

## Experiences and Friendships in *Holes* by Louis Sachar

Prompt Source(s): 1

Source Lexile Range: 600L-700L

**Source One:** *Holes* By Louis Sachar

**Source Lexile Level:** 660L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

Throughout life, the various events we experience and relationships we have can influence us and change our personalities and characters. Stanley Yelnats, the protagonist in the novel *Holes*, changes and develops throughout the story because of his experiences and friendships with the other characters he meets at Camp Green Lake.

In a detailed essay, compare and contrast Stanley's character and personality at the beginning of the novel with who he becomes in the end. Be sure to describe how his various experiences and the friendships he makes influence him to become the person he is now. Remember to include various details and examples from the novel to support your response.

## F. D. Roosevelt and M. L. King, Jr.: Words on Freedom

Prompt Source(s): 2

Source Lexile Range:

**Source One:** **Excerpt from the 6 Jan. 1941 "State of the Union Address," known as the "Four Freedoms" speech** By President Franklin D. Roosevelt, adapted by Vantage Learning

**Source Lexile Level:** N/A

**Source Two:** **Excerpt from the "Letter from Birmingham Jail" addressed to the clergymen of Alabama** By Dr. Martin Luther King, Jr., adapted by Vantage Learning

**Source Lexile Level:** N/A

[Click here to view the source\(s\) for this prompt.](#)

As America emerged from the Great Depression and was on the brink of entering World War II, President Franklin Delano Roosevelt delivered one of the most famous political speeches in history: the 1941 State of the Union message to Congress, otherwise known as the "Four Freedoms" speech. Within the speech, Roosevelt not only supports America's commitment to Freedom but also expresses that the Four Freedoms are the foundation of a free society.

In 1963, amidst nonviolent protests against racism, Dr. Martin Luther King, Jr., wrote “Letter From Birmingham Jail.” He suggested that the American people have a responsibility to break unjust laws in order to maintain the freedoms of democracy.

In a well-developed essay, discuss how President Franklin Delano Roosevelt and Dr. Martin Luther King, Jr., address the same themes and concepts during different eras in American history.

## Fear as a Theme in *Frankenstein*

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**Prompt Source(s):** 1 **Source Lexile Range:** 1000L-1500L

**Source One:** *Frankenstein* By Mary Wollstonecraft Shelley  
**Source Lexile Level:** 1170L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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There are a variety of themes that parallel both Mary Shelley's life and her novel *Frankenstein*. One of these themes is the fear of giving birth, which is a central idea in the novel and a feeling Shelley experienced in real life.

In a multi-paragraph essay, discuss the theme of the fear of giving birth as it applies to both Mary Shelley's life and her novel *Frankenstein*. Be sure to give specific examples to support your discussion.

## Foreshadowing in “The Legend of Sleepy Hollow”

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**Prompt Source(s):** 1 **Source Lexile Range:** NP

**Source One:** “The Legend of Sleepy Hollow” By Washington Irving  
**Source Lexile Level:** NP

[Click here to view the source\(s\) for this prompt.](#)

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Authors often use foreshadowing, which is the use of clues or hints to suggest what might happen in a story. Write a multi-paragraph essay describing Washington Irving's use of foreshadowing in “The Legend of Sleepy Hollow”. Use specific examples and details from the text in your explanation.

## Foreshadowing Ma Joad's Role in *The Grapes of Wrath*

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**Prompt Source(s):** 1 **Source Lexile Range:** 600L-700L

**Source One:** *The Grapes of Wrath* By John Steinbeck  
**Source Lexile Level:** 680L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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Events in chapter 8 of *The Grapes of Wrath* foreshadow Ma Joad's eventual role as the leader of the Joad family. What techniques does Steinbeck employ to develop Ma Joad's character?

In a detailed essay, discuss the techniques that Steinbeck uses in chapter 8 to foreshadow Ma Joad's eventual role as the leader of the family. Use details from chapter 8 to support your discussion.

## Gifted Hands and the Role of Others

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**Prompt Source(s):** 1 **Source Lexile Range:** 900L-1000L

**Source One:** *Gifted Hands: The Ben Carson Story* By Ben Carson, M.D.  
**Source Lexile Level:** 950L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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"I am who I am because of everyone." -Ben Carson

As shown in the quote above, Dr. Ben Carson never discounted the role of others in his success. Throughout his autobiography, *Gifted Hands: The Ben Carson Story*, Dr. Carson credits others with contributing significantly to successes in his personal life and in his career as an accomplished neurosurgeon.

In a well-developed essay, relate the importance of relationships in terms of Dr. Carson's, as well as your own success. Include details from your life and Dr. Carson's life to support your discussion.

## Gothic Elements in *Twilight* by Stephenie Meyer

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**Prompt Source(s):** 1 **Source Lexile Range:** 700L-800L

**Source One:** *Twilight* By Stephanie Meyer  
**Source Lexile Level:** 720L



Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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The novel *Twilight*, written by Stephenie Meyer, focuses on a young girl's romance with a boy who is really a vampire. The novel explores some traditional literary elements, such as romance and the supernatural, which are commonly seen in gothic literature. Think about how these elements function in the story. What elements of gothic literature do you see in *Twilight*? How do they contribute to the overall effect of the story?

In a detailed essay, discuss the elements of gothic literature seen in the novel, especially those pertaining to romance and the supernatural, as well as how these elements effect and contribute to the story. Be sure to include examples from the text to support your response.

## Government Control in 1984

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Prompt Source(s): 1

Source Lexile Range: 1000L-1500L

**Source One:** *1984* By George Orwell  
**Source Lexile Level:** 1090L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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In George Orwell's novel *1984*, the state uses numerous methods to control the people including perpetual war and surveillance. Terms that reflect government control like doublethink, Newspeak, memory hole, and thought crime are used throughout.

Write a multi-paragraph essay discussing the methods of control used by the state in George Orwell's *1984* and why they were effective. Be sure to use examples from the text in your response.

## Great Expectations: What is a Gentleman?

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Prompt Source(s): 1

Source Lexile Range: 800L-900L

**Source One:** *Great Expectations* By Charles Dickens  
**Source Lexile Level:** 880L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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The word "gentleman" can be defined in several ways, based on a man's pedigree or behavior. In Charles Dickens's *Great Expectations*, there are several characters who may or may not be considered gentlemen, depending on the definition used.

In a multi-paragraph essay, define “gentleman” and apply that definition to classify Pip's, Joe's, Magwitch's, Herbert's, and Mr. Jaggers' characters. Use quotes and details from the book to support your classification of each character.

## *Heart of Darkness*

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**Prompt Source(s):** 1 **Source Lexile Range:** 1000L-1500L

**Source One:** *Heart of Darkness* By Joseph Conrad  
**Source Lexile Level:** 1050L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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In Joseph Conrad's novella, *Heart of Darkness*, the author makes the case that people are capable of doing horrible things when there are no rules and laws of civilization. Using the text as well as your own personal experience, compare and contrast what people do when there are no rules or laws governing them versus what they do when there are.

## *House as a Metaphor in The House on Mango Street*

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**Prompt Source(s):** 1 **Source Lexile Range:**

**Source One:** *The House on Mango Street* By Sandra Cisneros  
**Source Lexile Level:** 870L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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In Sandra Cisneros' novel *The House on Mango Street*, describe the ways in which the house is used as a metaphor for the self. How is the house in which Esperanza lives on Mango Street used as an image of everything she does not want to be? What does Esperanza say are the perfect ingredients of a house?

In a well-developed essay, describe how the house in *The House on Mango Street* is an image of everything Esperanza does not want to be. Use details from the story to support your description.

## *How a Character's Tragic Flaw Leads to Downfall*

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**Prompt Source(s):** 0 **Source Lexile Range:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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Often in literature, a character's tragic flaw leads to his or her downfall. Think about a literary character who displays a tragic flaw, such as pride, selfishness, greed, or envy. Consider how this tragic flaw leads to the character's downfall and why it is important to the literary selection as a whole.

In a multi-paragraph essay, analyze a character's tragic flaw as it is revealed through the plot/conflict/resolution in a literary selection. Describe how the tragic flaw leads to the character's downfall, and explain how his or her downfall is important to the literary selection as a whole. Be sure to cite evidence from the literary selection when supporting your ideas.

## How Directors' Decisions Impact Movies

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<b>Prompt Source(s):</b>	0	<b>Source Lexile Range:</b>	N/A
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Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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Directors can make decisions that greatly affect the way an audience feels about a movie. These decisions might include changing the way a character is played, the way technology is used, or the choice to include or exclude scenes. After viewing two movie versions of the same story, compare each director's decisions and how they impact the movie. What is the difference between scenes in each version? How do these differences affect the way you feel about the movie? Do you prefer one version over the other?

In a multi-paragraph essay, describe decisions the directors made that influenced the way you felt about each movie. Include details about specific scenes, technological effects, and character portrayal for support.

## Human Nature in Literature

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<b>Prompt Source(s):</b>	0	<b>Source Lexile Range:</b>	N/A
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Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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Consider a piece of literature you have read. What does this story convey about human nature? In what ways does it remind you of people you have known or experiences you have had, read about, or seen in the movies or on television?

In a multi-paragraph essay, discuss a piece of literature and its view of human nature. Use details and examples from the story for support.

## “I heard a Fly buzz—when I died”

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**Prompt Source(s):** 1 **Source Lexile Range:** NP

**Source One:** “I heard a Fly buzz—when I died” By Emily Dickinson  
**Source Lexile Level:** NP

[Click here to view the source\(s\) for this prompt.](#)

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Emily Dickinson's famous poem “I heard a Fly buzz—when I died” uses a variety of literary devices in its depiction of death. Some of the literary devices used include similes, metaphors, alliteration, and assonance. Even capitalization and hyphens are also used to create a specific desired effect.

In a detailed essay, discuss several literary devices used in relation to the meaning of the poem and its theme of death. Remember to cite examples and lines from the text in your analysis.

## Impact of the Great Depression in *Out of the Dust*

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**Prompt Source(s):** 1 **Source Lexile Range:** NP

**Source One:** *Out of the Dust* By Karen Hesse  
**Source Lexile Level:** NP

Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

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The Great Depression affected the lives of all Americans. They had to be resilient, resourceful, and strong in order to survive. The government had to create programs to boost the economy and provide relief to those hit hard by the economic crisis. In *Out of the Dust* by Karen Hesse, the characters' lives were affected not only by the Great Depression, but also by the withering drought that caused the region to be nicknamed the Dust Bowl.

In a well-developed essay, discuss how the conditions of the Great Depression impacted Billie Jo and her family in the story *Out of the Dust*. Include facts, details, and examples to support your discussion.

## Influential Characters in *Dorian Gray*

Prompt Source(s): 1

Source Lexile Range:

**Source One:** *The Picture of Dorian Gray* By Oscar Wilde  
**Source Lexile Level:**

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

In Oscar Wilde's novel *The Picture of Dorian Gray*, Dorian Gray changes from a kind, young man to a corrupt, evil, old man. In the novel, various characters lead to Dorian's downfall, as he is negatively influenced by other characters.

In a detailed essay, discuss how the particular influence of several characters leads to Dorian's downfall. Use references to the novel to support your discussion.

## Innocence in *The Catcher in the Rye*

Prompt Source(s): 1

Source Lexile Range: 700L-800L

**Source One:** *The Catcher in the Rye* By J.D. Salinger  
**Source Lexile Level:** 790L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

One of the major themes in J.D. Salinger's novel *The Catcher in the Rye* is the value of innocence. Throughout the story, the main character, Holden Caulfield, struggles with his own innocence and the innocence of those around him.

In a multi-paragraph essay, describe how the author portrays Holden's issues surrounding innocence. Include details from the story to support your description.

## Is Friar Lawrence Guilty of Murder?

Prompt Source(s): 1

Source Lexile Range: NP

**Source One:** *The Tragedy of Romeo and Juliet* By William Shakespeare  
**Source Lexile Level:** NP

[Click here to view the source\(s\) for this prompt.](#)

Imagine you are a prosecution or defense attorney at the trial of Friar Lawrence. Is the Friar guilty of second-degree murder in the deaths of Romeo and Juliet? Would you prefer to defend or accuse him?

In a multi-paragraph essay, present your closing arguments either defending or accusing Friar Lawrence of second-degree murder in the deaths of Romeo and Juliet. Be sure to use evidence from the play to support your position, and include a counter-argument.

## Journal of Columbus's First Voyage to America

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Prompt Source(s): 1 Source Lexile Range: N/A

Source One: *Journal of the First Voyage to America* By Christopher Columbus  
Source Lexile Level: N/A

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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In the historical passage from *Journal of the First Voyage to America*, Christopher Columbus provides a firsthand account of his encounter with the island of San Salvador during his voyage to America in the 1450s. He provides many details about what he saw when reaching the island. After reading the passage, how would you describe Columbus's feelings toward the island? What are some of his first impressions/descriptions of the land and its people?

In a well-developed essay, provide details and cite specific vocabulary from the passage that convey Columbus's feelings toward and description of, the island and people.

## “Jury Duty”

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Prompt Source(s): 1 Source Lexile Range: N/A

Source One: “Jury Duty”  
Source Lexile Level: N/A

[Click here to view the source\(s\) for this prompt.](#)

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In the story “Jury Duty” the narrator learns what it is like to be summoned for jury duty. His or her experiences are revealed through two journal entries.

Write an essay in which you describe how the narrator's view and understanding of jury duty changes from the beginning of the story to the end. How does his or her exposure

to this experience change his or her outlook on this responsibility? Use details and examples from the story to support your ideas.

## Letter to Clarence Darrow

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Prompt Source(s): 1 Source Lexile Range: 800L-900L

Source One: *Inherit the Wind* By Jerome Lawrence and Robert Edwin Lee  
Source Lexile Level: 850L

[Click here to view the source\(s\) for this prompt.](#)

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In the play *Inherit the Wind*, the Scopes Monkey Trial is portrayed as a landmark court case regarding the teaching of Darwin's theory of evolution in public schools. The basic argument centered on what should and should not be allowed to be taught in public schools. If you were a spectator at the trial, would you have agreed with the verdict?

As a spectator at the Scopes Monkey Trial, write a letter to Clarence Darrow articulating your position on teaching Darwin's theory of evolution in public schools. Include details from the play to support your position.

## Like Water for Chocolate

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Prompt Source(s): 1 Source Lexile Range: 1000L-1500L

Source One: *Like Water for Chocolate* By Laura Esquivel  
Source Lexile Level: 1030L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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*Like Water for Chocolate* is a novel about a mother's relationships with her daughters. As the story unfolds, it becomes clear that the mother has a different kind of relationship with each of her three daughters. Write an essay in which you compare and contrast the relationships the mother has with each of her daughters.

## Looking at Structure in a Literary Work

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Prompt Source(s): 0 Source Lexile Range: N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

When an author composes a literary work, he or she must make many decisions. One of these decisions concerns how to structure specific parts of a text. For example, an author must decide where to begin or end a story, how to order the events, and whether to provide a comedic or tragic resolution.

In a detailed essay, analyze a particular author's choices regarding structure in a novel, play, or short story, and discuss the impact these choices have on the overall structure, meaning, and effect of the work. Remember to provide examples from the text in your response.

## Main Idea in “The Love Song of J. Alfred Prufrock”

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Prompt Source(s): 1 Source Lexile Range: NP

Source One: “The Love Song of J. Alfred Prufrock” By T. S. Eliot  
Source Lexile Level: NP

[Click here to view the source\(s\) for this prompt.](#)

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T.S. Eliot's “The Love Song of J. Alfred Prufrock” is a unique poem that encompasses several ideas and can be interpreted on various levels: emotional, political, spiritual. After carefully reading “The Love Song of J. Alfred Prufrock,” decide what you think is its main idea. Write a multi-paragraph essay examining how this main idea is portrayed in the poem and analyzing its significance. Make sure to include details and examples from the poem to support your argument.

## Marguerite as Narrator of Maya Angelou's Life

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Prompt Source(s): 1 Source Lexile Range: 1000L-1500L

Source One: *I Know Why the Caged Bird Sings* By Maya Angelou  
Source Lexile Level: 1330L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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Maya Angelou, author of *I Know Why the Caged Bird Sings*, classifies this book as an autobiography. However, many of Angelou's critics choose to categorize it as autobiographical fiction. These critics make the argument that Angelou's choice to use Marguerite, a child narrator, limits much of the detail given in the story. They also claim that this child's voice gives a very fictional quality to some of the most important events in the narrative because it lacks the knowledge of the adult Angelou. Therefore, although the framework of the book is true, many of the details given in this perspective become fictional.



Do you believe that Marguerite is a reliable narrator for the story of Angelou's life? In a well-developed essay, choose whether or not you feel that Marguerite can be totally trusted with the story of Angelou's life. Does she put a child's slant onto many of the events in the novel making them somewhat unbelievable? Include details from the narrative to support your opinion.

## Mary's Behavior in "Lamb to the Slaughter"

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**Prompt Source(s):** 1 **Source Lexile Range:** N/A

**Source One:** "Lamb to the Slaughter" By Roald Dahl  
**Source Lexile Level:** N/A

[Click here to view the source\(s\) for this prompt.](#)

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The ending of Roald Dahl's "Lamb to the Slaughter" is ambiguous and could be interpreted in several possible ways. Write a well-developed essay offering your explanation for Mary's behavior at the conclusion of the story and what you feel it reveals about her character. Support your answer using examples and details from the text.

## Movie from a Literary Work

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**Prompt Source(s):** 0 **Source Lexile Range:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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Movie producers select literary works to make into movies based on the profit which can be made from the venture. If you were a movie producer, and you were not restricted by the need to make a profit, what literary work would you make into a full-length film or movie short? Why do you think your selection would make a good movie?

In a well-developed essay, describe the film or movie short that you would develop from a piece of literature. Include references to the literature to support your description.

## Movies Reflect Audience Values

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**Prompt Source(s):** 0 **Source Lexile Range:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

Stories and movies reflect values that are often shared by the audience. A remake of a movie is typically a good representation of the nature of the time as seen in graphics, film technique, storyline, set design, wardrobe, etc. View two versions of the same movie and observe differences, including how the movie is intended to affect the audience and how characters are presented. Are the values reflected significantly different in each movie?

In a multi-paragraph essay, discuss the differences in two versions of a movie and how the differences reflect the values of the audience. Include facts and details from the movies to support your discussion.

### ***Much Ado About Nothing: Compare/Contrast***

Prompt Source(s): 1 Source Lexile Range: NP

Source One: *Much Ado About Nothing* by William Shakespeare  
Source Lexile Level: NP

[Click here to view the source\(s\) for this prompt.](#)

*Much Ado About Nothing* is a play with many contrasting characters.

In a well-developed essay, compare and contrast two of the characters and how those characters deal with relationships. Consider the pros and cons of both characters' approaches, and make a clear judgment concerning the effectiveness of their approaches to relationships. Remember to include specific details and examples from the play in your essay.

### ***Names in Song of Solomon by Toni Morrison***

Prompt Source(s): 1 Source Lexile Range: 800L-900L

Source One: *Song of Solomon* By Toni Morrison  
Source Lexile Level: 870L

Source(s) not provided due to copyright law and/or length of source(s). Teachers should provide access to the specified source(s).

In *Song of Solomon*, Toni Morrison uses biblical and literary names and nicknames to enhance characters' identities and explain their behavior. How do these names add meaning to the story? How are the changes in names and places significant?

In a well-written essay, apply one or more of the critical lenses (historic, Marxist, feminist, psychoanalytic, etc.) to explain the meaning, significance, and symbolism of at least two names in *Song of Solomon*. Be sure to cite specific examples from the novel to support your explanation.

## Nora's Decision in *A Doll's House*

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**Prompt Source(s):** 1 **Source Lexile Range:** NP

**Source One:** *A Doll's House* By Henrik Ibsen  
**Source Lexile Level:** NP

[Click here to view the source\(s\) for this prompt.](#)

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In Henrik Ibsen's dramatic play, *A Doll's House*, Nora, the protagonist of the play, went from being a devoted wife and mother in the beginning, to a woman who walks out on her husband and children in order to gain her independence and start a new life for herself. What do you think of her decision? If you were in Nora's shoes, would you have made the same decision? Why or why not?

In a detailed essay, explain whether you agree or disagree with Nora's decision, and discuss what you would have done if you were in her place. Make sure to support your response with examples and quotes from the text.

## “Nothing Gold Can Stay”

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**Prompt Source(s):** 1 **Source Lexile Range:** NP

**Source One:** “Nothing Gold Can Stay” By Robert Frost  
**Source Lexile Level:** NP

[Click here to view the source\(s\) for this prompt.](#)

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“Nothing Gold Can Stay” is considered one of Robert Frost's best poems. It helped him receive the first of four Pulitzer prizes. How does Frost use devices like symbolism, imagery, simile, metaphor, repetition, etc., to convey meaning in this poem?

After reading the poem, write an essay analyzing the meaning of the poem and the methods Frost uses to convey meaning. You should discuss both a literal and figurative interpretation of the poem.

## One Flew Over the Cuckoo's Nest

Prompt Source(s): 1

Source Lexile Range:

**Source One:** *One Flew Over the Cuckoo's Nest* By Ken Kesey  
**Source Lexile Level:** 1110L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

In Ken Kesey's 1962 novel, *One Flew Over the Cuckoo's Nest*, Nurse Ratched uses several subtle methods of control over the mental institution's patients. Her methods are especially insidious because often the characters don't even realize they are being controlled. How do the attitude and methods of Nurse Ratched affect the patients? What role does her ability to control the patients play in the story?

Write a multi-paragraph essay describing the methods Nurse Ratched uses to control the characters in the novel and the importance of her manipulations to the story.

## Opposing Forces in *Wuthering Heights*

Prompt Source(s): 1

Source Lexile Range: 800L-900L

**Source One:** *Wuthering Heights* By Emily Bronte  
**Source Lexile Level:** 880L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

In Emily Bronte's novel, *Wuthering Heights*, Thrushcross Grange and Wuthering Heights are two distinct houses connected by familial ties which symbolize both the cultural and social distinctions among those who dwell there.

In a multi-paragraph essay, discuss the symbolic characteristics of each house and how they are shown through the characters who reside there. What effect do these distinctions have on the outcome of the novel? Be sure to support your analysis with significant details from the text.

## Paying for Your Actions in *True West*

Prompt Source(s): 1

Source Lexile Range: N/A

**Source One:** *Quotation* By James A. Baldwin  
**Source Lexile Level:** N/A

**Source Two:** *True West* By Sam Shepard  
**Source Lexile Level:** NP

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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“People pay for what they do, and still more for what they have allowed themselves to become. And they pay for it very simply; by the lives they lead.” —James A. Baldwin

After reading Sam Shepard's *True West*, consider how Baldwin's quote applies to the characters Austin and Lee. What type of people have they allowed themselves to become and how have they paid for their actions?

In a well-organized essay, explain how Baldwin's quote applies to the characters Austin and Lee. Be sure to use specific details and examples from the text to support your response.

## Phillis Wheatley: Eighteenth-Century Genius

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**Prompt Source(s):** 1 **Source Lexile Range:** 1000L-1500L

**Source One:** “Phillis Wheatley: an Eighteenth-Century Genius in Bondage”  
Provided by Vantage Learning

**Source Lexile Level:** 1370L

**Source Two:** “On being brought from Africa to America” featured in *Poems on Various Subjects, Religious and Moral* By Phillis Wheatley

**Source Lexile Level:** NP

[Click here to view the source\(s\) for this prompt.](#)

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Phillis Wheatley, an African woman, was brought as a slave to colonial America and gained great literary distinction as an author. The short biographical article about Phillis Wheatley and her poem "On Being Brought from Africa to America," explore her status as a former slave, African American woman, and poet. Does Wheatley attack or embrace the nation and people that once took her freedom?

In a well-developed essay, analyze how Wheatley's life is reflected in the biographical text and her poem. Pay attention to Wheatley's artful use of allusions, irony, symbolism, connotation, denotation, style, voice, and tone. Be sure to include specific details from the sources to support your thesis.

## Poetic Devices in “Harlem”

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Prompt Source(s): 1 Source Lexile Range: NP

Source One: “Harlem” By Langston Hughes  
Source Lexile Level: NP

[Click here to view the source\(s\) for this prompt.](#)

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After reading the poem “Harlem” by Langston Hughes, explain how the elements of tone, symbolism, and imagery are used to convey Hughes’ message. Do these elements help the reader to better understand the meaning behind the poem?

In a well-developed essay, examine the poetic devices used in the text. Be sure to include details and examples to support your explanation.

## Poetic Devices in “Mirror” by Sylvia Plath

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Prompt Source(s): 1 Source Lexile Range: NP

Source One: “Mirror” By Sylvia Plath  
Source Lexile Level: NP

[Click here to view the source\(s\) for this prompt.](#)

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In the poem “Mirror,” Sylvia Plath sheds light on the realities mirrors reflect and their importance to all of us. After carefully reading “Mirror,” write a multi-paragraph essay analyzing the author’s use of poetic devices such as figurative language and imagery to convey her theme. Use specific details and examples to explain how she uses various techniques such as sentence structure, tone, and diction.

## Poetic Devices in “Tonight I Can Write”

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Prompt Source(s): 1 Source Lexile Range: NP

Source One: “Tonight I Can Write” By Pablo Neruda  
Source Lexile Level: NP

[Click here to view the source\(s\) for this prompt.](#)

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Carefully read “Tonight I Can Write” by Pablo Neruda. Write an essay analyzing how the author uses poetic devices such as repetition, imagery, and figurative language to convey the speaker’s emotional state and attitude toward his love. Use details and examples from the poem to support your interpretation.

## Reality and Illusion

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**Prompt Source(s):** 0 **Source Lexile Range:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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A theme that often comes up in literature is the contrast between reality and illusion. What are some of the potential conflicts that occur when one person's reality is another person's illusion?

In a multi-paragraph essay, discuss the conflicts that can occur when one person's reality is another person's illusion. Include references to literary works to support your discussion.

## Relating to Characters in “The First Seven Years”

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**Prompt Source(s):** 1 **Source Lexile Range:** N/A

**Source One:** “The First Seven Years” By Bernard Malamud  
**Source Lexile Level:** N/A

[Click here to view the source\(s\) for this prompt.](#)

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Bernard Malamud's realistic short story “The First Seven Years” features a number of characters that most readers can easily understand and relate to. Select the character from “The First Seven Years” who you feel is most like you or who has gone through experiences similar to your own. In a multi-paragraph essay, examine how and why you relate well to this character, focusing on shared characteristics or experiences. Use examples and details from the text and your own life in your analysis.

## Relationships in Seamus Heaney's Poem “Follower”

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**Prompt Source(s):** 1 **Source Lexile Range:** NP

**Source One:** “Follower” By Seamus Heaney  
**Source Lexile Level:** NP

[Click here to view the source\(s\) for this prompt.](#)

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The poem “Follower,” by Seamus Heaney, is about the relationship between a father and son. How does the son feel toward his father, and how does their relationship change as they get older?

In a detailed essay, analyze the relationship between the father and his son by specifically explaining how the son feels toward his father. Remember to cite particular lines and vocabulary from the poem to support your response.

## Responsibility in *Othello*

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Prompt Source(s): 1 Source Lexile Range: NP

Source One: *The Tragedy of Othello, the Moor of Venice* By William Shakespeare  
Source Lexile Level: NP

[Click here to view the source\(s\) for this prompt.](#)

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In William Shakespeare's *Othello*, Iago hatches a plan that ultimately destroys Othello's wife Desdemona. As the story unfolds, however, it is evident that many characters play a vital role in the events that lead to her tragic death.

Write an essay in which you identify which character(s) you believe is (are) ultimately to blame for Desdemona's death and why the character(s) is (are) to blame.

## Role of Literature in S.E. Hinton's *The Outsiders*

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Prompt Source(s): 1 Source Lexile Range: 700L-800L

Source One: *The Outsiders* By S.E. Hinton  
Source Lexile Level: 750L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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Published in 1967, *The Outsiders*, by S.E. Hinton, details the lives of two rival groups of teenage boys divided by social and economic class in the 1960s. Violence, prejudice, and class conflict pervade the novel. However, various references to specific works of literature are made throughout the story. What role do these works of literature appear to play in the novel?

In a well-developed essay, discuss the role of literature in *The Outsiders* by providing various examples and quotations from the text.

## *Romeo and Juliet* and *West Side Story*

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Prompt Source(s): 1 Source Lexile Range: N/A

Source One: *West Side Story* By Ernest Lehman



Source Lexile Level: N/A

Source Two: *Romeo and Juliet* By William Shakespeare  
Source Lexile Level: NP

[Click here to view the source\(s\) for this prompt.](#)

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The 1961 film *West Side Story* is largely based on Shakespeare's tragic play, *Romeo and Juliet*. After viewing the film and reading the play, examine their similarities and differences. What decisions made in the making of the film change it from its source material?

Write a multi-paragraph essay comparing and contrasting the play *Romeo and Juliet* and the film *West Side Story*. Be sure to consider characters, setting, and plot. Include specific examples and details from the play and the film to support your response.

## Satire in Voltaire's *Candide*

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Prompt Source(s): 1 Source Lexile Range: 1000L-1110L

Source One: *Candide* By Voltaire  
Source Lexile Level: 1110L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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Satire has been described as optimism disguised as pessimism. In a multi-paragraph essay, analyze this description in Voltaire's *Candide*, citing specific examples from the work that demonstrate his opinions of political and social conditions in eighteenth century France.

## *Scarlet Letter* and *Their Eyes Were Watching God*

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Prompt Source(s): 1 Source Lexile Range: 800L-1500L

Source One: *The Scarlet Letter* By Nathaniel Hawthorne  
Source Lexile Level: 1420L

Source Two: *Their Eyes Were Watching God* By Zora Neale Hurston  
Source Lexile Level: 890L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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Although they take place in two very different settings, *The Scarlet Letter* by Nathaniel Hawthorne and *Their Eyes Were Watching God* by Zora Neale Hurston are two novels

that share a variety of themes, especially since Hester and Janie, the protagonists of the two novels, share some similar experiences in their tragic lives.

In a detailed essay, discuss a common theme you can find between the two literary works. Make sure to provide supporting details and examples from the text, including direct quotes from both texts.

## Self-Realization in *Great Expectations*

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Prompt Source(s): 1

Source Lexile Range: 800L-900L

Source One: *Great Expectations* By Charles Dickens  
Source Lexile Level: 880L

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Teachers should provide access to the specified source(s).

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In Charles Dickens' novel, *Great Expectations*, Pip constantly yearns for self-improvement rather than accepting the life he leads. He eventually learns that ambition and desire for advancement doesn't always lead to one's happiness.

In a multi-paragraph essay, describe the events that lead to Pip's transformation of character. What does he eventually realize is the key to his own happiness? Be sure to include specific details and examples from the text to support your response.

## Setting in *Heart of Darkness*

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Prompt Source(s): 1

Source Lexile Range: 1000L-1500L

Source One: *Heart of Darkness* By Joseph Conrad  
Source Lexile Level: 1050L

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Teachers should provide access to the specified source(s).

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Joseph Conrad, the author of *Heart of Darkness*, uses the various settings of the novel to influence both Marlowe and Kurtz in their journeys along the Congo River. How does the setting affect each of these characters differently?

In a multi-paragraph essay, describe how the setting affects both Marlowe and Kurtz in unique ways. Be sure to include specific details from the text to support your conclusions.

## Shakespeare's *Henry IV*

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Prompt Source(s): 1 Source Lexile Range: NP

Source One: *Henry IV* By William Shakespeare  
Source Lexile Level: NP

[Click here to view the source\(s\) for this prompt.](#)

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The two passages that follow are from Shakespeare's play *Henry IV, Part I*. Both passages deal with the concept of honor (spelled "honour"). In the first passage, Hotspur, a young nobleman, discusses with other characters his unhappiness with the present King. As Worcester proposes a plot, "a matter deep and dangerous," Hotspur responds in a way that reveals his conception of "honour." In the second passage we see Falstaff, a character known more for his wit and drinking than for his ambition or courage. On the eve of battle, he also reveals a view of "honour."

Read the two passages below carefully. Then, in a well-organized essay, show how word choice and figurative language reveal the differences between Hotspur's and Falstaff's views of honor. Develop your ideas by making specific references to the texts.

## Social and Political Issues in *Gulliver's Travels*

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Prompt Source(s): 1 Source Lexile Range: 1000L-1500L

Source One: *Gulliver's Travels* By Jonathan Swift  
Source Lexile Level: 1330L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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In *Gulliver's Travels*, Jonathan Swift creates several imaginary and fanciful lands. As Gulliver learns more about the inhabitants and cultures of these lands, the reader is invited to think about how social and political issues in these imaginary cultures shed light on the problems and challenges of our own time.

Identify an important social or political issue from one of the lands that Gulliver visits. Write an essay in which you discuss how this issue or problem manifests itself in the imaginary land. What do you think are the implications of this issue for people living in your culture?

## Struggle and Growth in *Warriors Don't Cry*

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Prompt Source(s): 1 Source Lexile Range: 1000L-1500L

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**Source One:** *Warriors Don't Cry* By Melba Pattillo Beals  
**Source Lexile Level:** 1000L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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*Warriors Don't Cry* is the story of Melba Pattillo Beals and her experiences as one of the Little Rock Nine. Beals made history by participating in the process of integrating Central High School in Little Rock, Arkansas, in 1957. These experiences shaped both Beals' life and the formation of the Civil Rights Movement.

In a detailed essay, explain the significance of Beals' struggle and how her experiences affected her personal development and the development of the Civil Rights Movement. Include details and examples from the book to support your explanation.

## Style in “Geraldo No Last Name” by Sandra Cisneros

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**Prompt Source(s):** 1 **Source Lexile Range:** 600L-700L

**Source One:** “Geraldo No Last Name” By Sandra Cisneros  
**Source Lexile Level:** 690L

[Click here to view the source\(s\) for this prompt.](#)

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When reading a short story by Sandra Cisneros, it is easy to distinguish her unique and effective writing style. After carefully reading the story “Geraldo No Last Name,” write a multi-paragraph essay examining how Cisneros creates a defined and distinctive voice in this story. Provide specific examples to explain how she uses various techniques such as sentence structure, tone, and diction.

## Symbolism of the Ibis in “The Scarlet Ibis”

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**Prompt Source(s):** 1 **Source Lexile Range:** N/A

**Source One:** “The Scarlet Ibis” By James Hurst  
**Source Lexile Level:** N/A

[Click here to view the source\(s\) for this prompt.](#)

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In the short story “The Scarlet Ibis” by James Hurst, the scarlet ibis bird becomes a symbol for the life and death of Doodle.

In a multi-paragraph essay, compare and contrast the scarlet ibis to Doodle and his life. Include quotes and details from the story to support your assertions.

## The Appeal of Dystopian Literature

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Prompt Source(s): 0 Source Lexile Range: N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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There is a current trend in young adult reading, and it is not *Harry Potter* or *Twilight* any more. While dark fantasy is still popular, teens are now interested in something that appears even darker: dystopian science fiction.

Why do you think dystopian literature and film are currently popular among teens? In a multi-paragraph essay, explain the popularity of dystopian fiction among teens by analyzing the characteristics of a dystopian young adult novel and another fictional dystopian source, and relate them to the experiences and expectations of modern teens.

### “The Demon Lover”

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Prompt Source(s): 1 Source Lexile Range: N/A

Source One: “The Demon Lover” By Elizabeth Bowen  
Source Lexile Level: N/A

[Click here to view the source\(s\) for this prompt.](#)

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Elizabeth Bowen's “The Demon Lover” tells the story of Mrs. Drover as she returns to her old home, left abandoned and damaged after World War II. Mrs. Drover experiences many strange feelings after she reads a letter found in the vacant house. After reading the story, do you think Mrs. Drover is haunted by a ghost, stalked by someone, or did she go insane?

In a well-developed essay, discuss whether you believe Mrs. Drover is being haunted, stalked, or is insane. Include details, examples, and other evidence from the text for support.

## The Harlem Renaissance

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Prompt Source(s): 0 Source Lexile Range: N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

During the Harlem Renaissance, African-American art, music, and poetry became very popular. Based on the works you have read from that time period, write an essay explaining what message the authors of this time period were trying to communicate with their poems. Be sure to include details and examples from various texts you have read.

## ***The Hunger Games: Survival and Conflict***

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**Prompt Source(s):** 1

**Source Lexile Range:** 800L-900L

**Source One:** **The Hunger Games** By Suzanne Collins  
**Source Lexile Level:** 810L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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In the first chapters of *The Hunger Games*, by Suzanne Collins, it is clear that Katniss has a strong partnership and close friendship with Gale. As she enters the Games, she begins to consider whether she loves him. During these same chapters, Katniss feels that she owes Peeta something for having given her bread so long ago, but she does not really know him. Her priority is to survive for the sake of her family and for Gale. When Peeta confesses to the interviewer that he does not expect a fairy-tale ending because the girl he really likes is also in the Games, Katniss thinks he is just trying to trick her or make her seem weak.

How do her feelings change over the course of the novel? How much is real? How much is just show in order to keep both Peeta and herself alive? In the last chapter, Peeta hesitantly says to Katniss, “So, what you're saying is, these last few days and then I guess ... back in the arena ... that was just some strategy you two [Katniss and Haymitch] worked out.”

In a well-developed essay, discuss what Katniss truly feels and whether she is sincere or if Peeta has just been played (fooled). Use examples from the story to support your interpretation.

## **“The Minister's Black Veil”**

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**Prompt Source(s):** 1

**Source Lexile Range:** 1000L-1500L

**Source One:** **“The Minister's Black Veil - A Parable”** By Nathaniel Hawthorne  
**Source Lexile Level:** 1260L

[Click here to view the source\(s\) for this prompt.](#)

Nathaniel Hawthorne's parable "The Minister's Black Veil" is a critique of society and human nature. In a multi-paragraph essay, explain what lesson or moral Hawthorne was trying to teach the reader. Make sure to include examples and details from the text to support your answer.

## The Nature of Leadership in *Henry IV, Part I*

**Prompt Source(s):** 1 **Source Lexile Range:** NP

**Source One:** *Henry IV* By William Shakespeare  
**Source Lexile Level:** NP

[Click here to view the source\(s\) for this prompt.](#)

William Shakespeare uses the characters Prince Hal and Henry Percy (Hotspur) to illustrate changes in social views of leadership in the time of Henry the IV. Prince Hal portrays an outwardly spoiled, immature leader who fails to live up to his potential, while inwardly remaining a cunning opportunist waiting to show his true nature. Hotspur, on the other hand, portrays a man of honor who, although quick-tempered, does not hide or scheme. During their final battle Prince Hal surprisingly defeats Hotspur, and a new era begins.

What is this new era to which Shakespeare alludes, and how are the characters of Prince Hal and Hotspur used to communicate Shakespeare's belief in the changing nature of leadership at that time? Be sure to support your analysis with meaningful references to the play.

## The Old Year vs. The New Year

**Prompt Source(s):** 1 **Source Lexile Range:** NP

**Source One:** "The Old Year" By John Clare (1793 - 1864)  
**Source Lexile Level:** NP

[Click here to view the source\(s\) for this prompt.](#)

New Year's Day signals a time for change and renewal. Many people even make resolutions in an attempt to break old habits and better their personal lives. Read the poem "The Old Year," and in an insightful response, connect the poem with your past and present experiences. In your own life, how might this year be different or better than last year?

## The Snowflake Man

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Prompt Source(s): 1 Source Lexile Range: 1000L-1500L

Source One: "The Snowflake Man of Vermont" Provided by Vantage Learning  
Source Lexile Level: 1240L

[Click here to view the source\(s\) for this prompt.](#)

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A self-educated farmer from a small American town, Wilson Bentley coined the phrase, "no two snowflakes are alike." By combining a bellows camera with a microscope, he was able to give the world its first ever photograph of a snowflake. In the article "The Snowflake Man of Vermont," weather scientist Keith C. Heidorn takes a look at the scientific work and daily farm life of Wilson Bentley.

In a well-developed essay, discuss why the author places emphasis on Bentley's life as a self-educated farmer and atmospheric scientist. Be sure to include specific details from the text to support your thesis.

## "The Story of an Hour"- The Joy that Kills

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Prompt Source(s): 1 Source Lexile Range: N/A

Source One: "The Story of an Hour" By Kate Chopin  
Source Lexile Level: N/A

[Click here to view the source\(s\) for this prompt.](#)

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Carefully read Kate Chopin's "The Story of an Hour."

The cause of Mrs. Mallard's sudden death has multiple interpretations. In a well-developed essay, explain what you conclude to be the cause of her sudden death. Be sure to include specific details from the story to support your reasoning and explanation.

## The Sun Also Rises and the Lost Generation

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Prompt Source(s): 1 Source Lexile Range: 600L-700L

Source One: *The Sun Also Rises* By Ernest Hemingway  
Source Lexile Level: 610L

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Teachers should provide access to the specified source(s).



*The Sun Also Rises*, Hemingway's first major novel, explores the lives of several Americans in Europe in the 1920s, during the post-World War I era. The main characters fall into the category of the "Lost Generation," referring to the generation of Americans living their lives aimlessly and recklessly after the war. In what ways do the characters of the novel embody the "Lost Generation"? What are some examples in the novel that illustrate this idea?

In a well-developed essay, discuss the concept of the "Lost Generation" as it applies to the characters in Hemingway's novel, *The Sun Also Rises*, and provide details and examples from the text to support your response.

## "The Tide Rises, The Tide Falls"

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**Prompt Source(s):** 1 **Source Lexile Range:** NP

**Source One:** "The Tide Rises, The Tide Falls" By Henry Wadsworth Longfellow  
**Source Lexile Level:** NP

[Click here to view the source\(s\) for this prompt.](#)

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In the poem "The Tide Rises, The Tide Falls," Longfellow comments on the innate characteristics of the natural world. After carefully reading "The Tide Rises, The Tide Falls," write a multi-paragraph essay analyzing the author's use of poetic devices such as figurative language and imagery to convey his theme. Use specific details and examples from the poem to support your interpretation.

## The Title in *A Doll's House*

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**Prompt Source(s):** 1 **Source Lexile Range:** NP

**Source One:** *A Doll's House* By Henrik Ibsen  
**Source Lexile Level:** NP

[Click here to view the source\(s\) for this prompt.](#)

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The title of a play might be the first words the reader sees, but the important meanings of the title might not be clear until the last scene of the work. By the end of *A Doll's House*, readers (or viewers) should have come to a fuller understanding of the themes or ideas suggested in the title.

Show how the characters and events of the play, especially in the final scene, give the reader (or viewer) a fuller understanding of the themes or ideas suggested in the title. Do not summarize the plot. Instead, explain how the characters and events of the play reveal the meanings of the title.

## Theme in *Winesburg, Ohio*

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Prompt Source(s): 1 Source Lexile Range: 1000L-1500L

Source One: "Winesburg, Ohio" By Sherwood Anderson  
Source Lexile Level: 1050L

[Click here to view the source\(s\) for this prompt.](#)

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Three common themes are found in great literature:

1. Each of us is alone (often feeling small or frightened) in the world.
2. Evil exists in the hearts of men and women.
3. Fear, jealousy, and greed are destructive emotions.

In a multi-paragraph essay, discuss one of the three themes listed above as it applies to Sherwood Anderson's *Winesburg, Ohio*. Be sure to use specific examples from the novel to support your discussion.

## Tone and Mood in "Jabberwocky"

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Prompt Source(s): 1 Source Lexile Range: NP

Source One: "Jabberwocky" By Lewis Carroll  
Source Lexile Level: NP

[Click here to view the source\(s\) for this prompt.](#)

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Though the poem "Jabberwocky" is created out of made-up words, the reader can still interpret the tone and feeling of the poem. How would you describe the overall mood of "Jabberwocky"? Write a multi-paragraph essay analyzing the tone and mood of the poem. Be sure to include examples from the poem to support your interpretation.

## *Tuesdays with Morrie* by Mitch Albom

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Prompt Source(s): 1 Source Lexile Range: 800L-900L

Source One: *Tuesdays with Morrie: An Old Man, a Young Man, and Life's Greatest Lesson* By Mitch Albom  
Source Lexile Level: 830L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

*Tuesdays with Morrie* is a critically acclaimed book in which a college professor, who is suffering from a terminal illness, imparts important life lessons to his “pupil” as one of his final acts. What do you think is Morrie's most important lesson?

Write a multi-paragraph essay in which you discuss what you think is the most important lesson in the book. How could this bit of wisdom impact how you live your life? Be sure to support your response with details from the book.

## Use of Fantasy in *The Sword in the Stone*

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**Prompt Source(s):** 1 **Source Lexile Range:** 1000L-1500L

**Source One:** *The Sword in the Stone* By T.H. White  
**Source Lexile Level:** 1120L

[Click here to view the source\(s\) for this prompt.](#)

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The story *The Sword in the Stone* recounts the legend of King Arthur. Legends often combine a historic event with elements of fantasy. Write a well-developed essay explaining how fantasy is used to make the story of how Arthur became king more remarkable than a simple description of the story would. Include examples of fantasy used in the story, as well as other details from the text to support your interpretation.

## Use of Flashback in Nicholas Sparks' *The Notebook*

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**Prompt Source(s):** 1 **Source Lexile Range:** 800L-900L

**Source One:** *The Notebook* By Nicholas Sparks  
**Source Lexile Level:** 850L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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*The Notebook*, by Nicholas Sparks, focuses on the love story of an elderly couple. Through the use of flashback, the author shifts the story to the 1930s to describe how the couple met, fell in love, and experienced various obstacles throughout the course of their relationship. The author shifts back and forth between the past and the present day throughout the story. What effect does the shift in time achieve? Do you think this enhances the book or takes away from it? How would the book be different without the use of flashback?

In a well-developed essay, critique the author's use of flashback in the novel, discussing the effect it achieves in the story. Include examples from the text to support your critique.

## Use of Parody in *Don Quixote*

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Prompt Source(s): 1 Source Lexile Range: 1000L-1500L

Source One: *Don Quixote* By Miguel de Cervantes  
Source Lexile Level: 1500L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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A parody is a comical piece of writing that mocks a specific literary form. The novel *Don Quixote* by Miguel de Cervantes is a parody of stories about the age of chivalry and the heroic tales of knights. In a well-developed essay, describe how Cervantes uses literary techniques such as exaggerated tone, language, and description to create a parody of these epic adventures. Support your answer using examples and details from the text.

## Use of Peripety in Homer's *Illiad*

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Prompt Source(s): 1 Source Lexile Range: 1000L-1500L

Source One: "The *Illiad*" By Homer  
Source Lexile Level: 1320L

[Click here to view the source\(s\) for this prompt.](#)

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A "peripety" is a literary device which presents a character with a dramatic reversal of fortune. Typically, a protagonist faces a sudden change of circumstances, realizing perhaps that s/he has been pursuing a lie or has been deceived by others, and is forced to recognize and adapt to these new circumstances.

In Homer's *Illiad*, Hector and Achilles experience peripeties that change their individual fates as well as the course of the Trojan War itself. In a detailed essay describe the peripety that either Achilles or Hector must face. How does this dramatic revelation affect him and the other characters in the story? Be sure to support your interpretation with references to the text.

## Use of Satire by Swift and Burn

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Prompt Source(s): 2 Source Lexile Range: N/A

Source One: "A Modest Proposal" By Jonathan Swift  
Source Lexile Level: N/A

[Click here to view the source\(s\) for this prompt.](#)

**Source Two:** “From Cradle to Crockpot” By Claire Winton Burn  
**Source Lexile Level:** N/A

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s)

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Read the essay “A Modest Proposal” by Jonathan Swift, and the article “From Cradle to Crockpot” by Claire Winton Burn. In these works, Swift and Burn use satire to expose and/or criticize eighteenth-century Irish society (Swift) and the modern taste for young animals (Burn).

After reading the Swift essay and Burn article, write a detailed essay that explains how Jonathan Swift and Claire Winton Burn effectively use satire to expose and/or criticize eighteenth-century Irish society (Swift) and the modern taste for young animals (Burn). Be sure to use evidence from the texts to support your explanations.

## Use of Satire, Sarcasm, Irony, and Understatement

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**Prompt Source(s):** 0 **Source Lexile Range:** N/A

Source(s) are not specified. Students choose their own source(s) based on the parameters outlined in the prompt task and/or provided by the teacher.

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Many times in a text, dialogue is provided where the underlying meaning of what a character says varies from what is directly stated. Satire, sarcasm, irony, and understatement are examples of literary devices in which what is directly stated by characters is actually quite different from what is really meant.

In a well-developed essay, discuss the use of satire, sarcasm, irony, or understatement in a specific literary work while providing examples from the text to support your response.

## Walt Whitman: American Poet and Civil War Nurse

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**Prompt Source(s):** 2 **Source Lexile Range:** N/A

**Source One:** “The Artilleryman’s Vision” By Walt Whitman  
**Source Lexile Level:** NP

**Source Two:** Letter to his mother, Louisa Van Velsor Whitman, 2 February 1864  
By Walt Whitman  
**Source Lexile Level:** N/A

[Click here to view the source\(s\) for this prompt.](#)

After watching a biographical video on Walt Whitman, and reading his poem “The Artilleryman’s Vision” and his February 2, 1864 letter to his mother, write a literary analysis that compares and contrasts Whitman’s depictions of Civil War experiences. Support your analysis with facts and details from the text.

## Warnings of Dystopia in *The Hunger Games*

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**Prompt Source(s):** 1 **Source Lexile Range:** 800L-900L

**Source One:** **The Hunger Games** By Suzanne Collins  
**Source Lexile Level:** 810L

Source(s) not provided due to copyright law and/or length of source(s).  
Teachers should provide access to the specified source(s).

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A dystopia is defined as a repressive, squalid society, the opposite of a utopia. Dystopian novels such as *1984* and *Brave New World* have served as cautionary tales, warning our own society against practices that could lead to the oppressed states they depict. As a dystopian novel, what warnings do you think *The Hunger Games* has for our society? What facets of society in *The Hunger Games* could the book be cautioning us about?

In a detailed essay, discuss the warnings *The Hunger Games* has for our society. Include specific examples and aspects of society from the text to support your thesis.

## Who Is the Real Shakespeare?

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**Prompt Source(s):** 1 **Source Lexile Range:** N/A

**Source One:** “Will the Real Shakespeare Please Stand Up?” Provided by Vantage Learning  
**Source Lexile Level:** N/A

[Click here to view the source\(s\) for this prompt.](#)

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One of the greatest literary debates of all time involves the questioning of who may have been the real writing force behind the works of William Shakespeare. Many theories have been suggested through the years, and some facets of the debate are revealed in “Will the Real Shakespeare Please Stand Up?”

After reading the source, consider whether the author is effective in analyzing both sides of the ongoing mystery of the true identity of William Shakespeare. In a multi-paragraph essay, discuss the author’s purpose, point of view, and use of rhetoric in the text. Be sure to analyze whether the author’s style and content contribute to the balance and overall effectiveness of the text.

## Index for Source-based and Non-source-based Prompts

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The appendices that follow provide lists of prompts with different types of sources. These appendices are intended to assist teachers in more easily identifying and locating prompts in the catalog. Each appendix includes only the titles of prompts from this catalog. Prompts are arranged in alphabetical order in the catalog by type (IntelliMetric™ or Pilot), as indicated in the Table of Contents. The appendices are divided into two main categories: source-based (including research-based and quotation-based prompts) and non-source-based prompts. The first three appendices are for source-based prompts; the last appendix is for non-source-based prompts. The following are notes pertaining to the definitions and content specifications of source-based and non-source based prompts.

### **Source-based Prompts:**

- Source-based prompts are research-based and often require sources (whether specified or not) and include quotation-based writing tasks.
- Some source-based prompts provide or indicate specific sources while others require students and/or teachers to conduct their own research to address a prompt topic.
- Quotation-based prompts require reference to, analysis of, and/or interpretation of a particular quotation.
  - Most quotation-based prompts integrate quotations into the prompt task rather than offer the quotation as a separate source.
  - Quotations are typically too brief compared to most sources or excerpts from works that are more extensive; thus they are usually not considered a formal ‘source’ for students to use in addressing a prompt task.
  - To prevent inaccuracy, Lexile levels for quotations are not provided due to the brevity of most quotations.
- The types of sources used in source-based prompts vary greatly by prompt and can include multimedia and text-based sources.

### **Non-source-based Prompts:**

- Non-source-based prompts do not require or necessitate research and/or source-based evidence to complete the writing task.
- Most non-source-based prompts are typically knowledge, experience, and/or opinion-based prompt tasks.

## Appendix I: Source-based Prompts (Sources Provided)

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### IntelliMetric™

*Analysis of a Prose Passage: Ralph Waldo Emerson*  
*Analysis of Housman's "When I was one-and-twenty"*  
*Character Development in The Canterbury Tales*  
*Civil Disobedience by Thoreau*  
*Comparing Sonnets*  
*Comparison of Two Poems: Marlowe and Raleigh*  
*Comparison of Two Poems: Wordsworth and Herrick*  
*Foreshadowing in Macbeth*  
*Gothic Elements in "The Fall of the House of Usher"*  
*Hasty Decisions in Romeo and Juliet*  
*How Civilized Are Rainsford and Zaroff?*  
*How Would I Handle "A Dream Deferred?"*  
*I'm nobody! Who are you?*  
*Lessons Learned in "The Necklace"*  
*Narrator in "The Scarlet Ibis"*  
*Nature in Robert Frost's Poetry*  
*Regents: Literary Analysis of a Poem: Ralph Waldo Emerson*  
*Remember by Joy Harjo*  
*Reputation in Arthur Miller's The Crucible*  
*The American Dream in A Raisin in the Sun*  
*"The Hiking Trip"*  
*The Most Dangerous Game by Richard Connell*  
*The Odyssey, An Epic*  
*The Speeches in Julius Caesar*  
*The Story of an Eyewitness by Jack London*  
*Tragic Hero in Oedipus*  
*Whitman & Hughes: "America" Poems*  
*Who Is to Blame in Romeo and Juliet?*

### Pilot

*A Tale of Two Cities: The Best and Worst of Times*  
*Analysis of Owen's "Dulce et Decorum Est"*  
*Analyzing the Case for Accepting Syrian Refugees*  
*Beowulf Compared to Modern - Day Hero*  
*Character Analysis in The Glass Menagerie*  
*Charles Dickens's A Christmas Carol*  
*Comparing Marigolds and I Remember Mama*  
*Dinner with Walter Mitty*  
*Do Students Know Which Teachers Helped Them Learn the Most?*  
*Duality in Claude McKay's Poems*  
*Emerson's Attitude toward Snow in "The Snowstorm"*  
*Epiphany in The Dubliners*  
*F. D. Roosevelt and M. L. King, Jr.: Words on Freedom*  
*Foreshadowing in The Legend of Sleepy Hollow*  
*"I heard a Fly buzz - when I died"*



*Is Friar Lawrence Guilty of Murder?*  
*"Jury Duty"*  
*Letter to Clarence Darrow*  
*Main Idea in "The Love Song of J. Alfred Prufrock"*  
*Mary's Behavior in "Lamb to the Slaughter"*  
*Much Ado About Nothing: Compare/Contrast*  
*Nora's Decision in A Doll's House*  
*"Nothing Gold Can Stay"*  
*Phillis Wheatley: Eighteenth-Century Genius*  
*Poetic Devices in "A Dream Deferred"*  
*Poetic Devices in "Mirror" by Sylvia Plath*  
*Poetic Devices in "Tonight I Can Write"*  
*Relationships in Seamus Heaney's Poem "Follower"*  
*Responsibility in Othello*  
*Romeo and Juliet and West Side Story*  
*Shakespeare's Henry IV*  
*Style in "Geraldo No Last Name" by Sandra Cisneros*  
*Symbolism of the Ibis in "The Scarlet Ibis"*  
*"The Demon Lover"*  
*"The Minister's Black Veil"*  
*The Nature of Leadership in Henry IV Part I*  
*The Old Year vs. The New Year*  
*The Snowflake Man*  
*"The Story of an Hour"- The Joy that Kills*  
*"The Tide Rises, The Tide Falls"*  
*The Title in A Doll's House*  
*Theme in Winesburg, Ohio*  
*Tone and Mood in "Jabberwocky"*  
*Use of Fantasy in The Sword in the Stone*  
*Use of Peripety in Homer's Illiad*  
*Use of Satire by Swift and Burn*  
*Walt Whitman: American Poet and Civil War Nurse*  
*Who Is the Real Shakespeare?*

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## Appendix II: Source-based Prompts (Sources Not Provided)

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### IntelliMetric™

*A Sound of Thunder* by Ray Bradbury  
Character Comparison in 1984  
Closing Line in The Great Gatsby  
Comparing Characters in "Everyday Use"  
Curley's Wife in Of Mice and Men  
Fahrenheit 451  
Heroism in Things Fall Apart  
Lessons Learned in Lord of the Flies  
Mercy or Murder  
Mood in Edgar Allan Poe Stories and Poems  
Patterns in Nature and Literature  
Prejudice in To Kill a Mockingbird  
Significance of the Title of Night  
Stopping the Salem Witch Trials  
Symbolism in Animal Farm  
Symbolism in Speak  
Symbolism in The Scarlet Letter  
The Merits of The Adventures of Huckleberry Finn  
The Things S/he Carries...  
The Title in Of Mice and Men  
The Use of Metaphor in To Kill a Mockingbird  
Transcendentalism Themes  
Views on Colonization of North America  
Who Is the Real Monster in Frankenstein?

### Pilot

*A Child Called "It": Father's Role and Perspective*  
*A Letter from Holden* in The Catcher in the Rye  
*A Universal Theme in Two Works*  
*Acceptance of Diversity in the Harry Potter Books*  
*Applying Socrates's Quote to Great Expectations*  
*Author Reflects the Times*  
*"Best Laid Plans" in Great Expectations*  
*Character Development in Sparks's A Walk to Remember*  
*Death of a Salesman: Social Commentary*  
*Endurance in A Thousand Splendid Suns*  
*Exile in Wuthering Heights*  
*Experiences and Friendships in Holes by Louis Sachar*  
*Fear as a Theme in Frankenstein*  
*Foreshadowing Ma Joad's Role in The Grapes of Wrath*  
*Gifted Hands and the Role of Others*  
*Gothic Elements in Twilight by Stephenie Meyer*

*Government Control in 1984*  
*Great Expectations: What is a Gentleman?*  
*Heart of Darkness*  
*House as a Metaphor in The House on Mango Street*  
*Impact of the Great Depression in Out of the Dust*  
*Influential Characters in Dorian Gray*  
*Innocence in The Catcher in the Rye*  
*Journal of Columbus' First Voyage to America*  
*Like Water for Chocolate*  
*Marguerite as Narrator of Maya Angelou's Life*  
*Names in Song of Solomon by Toni Morrison*  
*One Flew Over the Cuckoo's Nest*  
*Opposing Forces in Wuthering Heights*  
*Paying for Your Actions in True West*  
*Relating to Characters in "The First Seven Years"*  
*Role of Literature in S.E. Hinton's The Outsiders*  
*Satire in Voltaire's Candide*  
*Scarlet Letter and Their Eyes Were Watching God*  
*Self-Realization in Great Expectations*  
*Setting in Heart of Darkness*  
*Social and Political Issues in Gulliver's Travels*  
*Struggle and Growth in Warriors Don't Cry*  
*The Hunger Games: Survival and Conflict*  
*The Sun Also Rises and the Lost Generation*  
*Tuesdays with Morrie by Mitch Albom*  
*Use of Flashback in Nicholas Sparks's The Notebook*  
*Use of Parody in Don Quixote*  
*Warnings of Dystopia in The Hunger Games*

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## Appendix III: Quotation-based Prompts

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### IntelliMetric™

*Favorite Villain*

*Responding to Frederick Douglass' Quotation*

### Pilot

*Critical Lens: Conflict in Literature*

*Critical Lens: Doing the Right Thing*

*Critical Lens: Evil Triumphs*

*Critical Lens: Gaining Wisdom through Failure*

*Critical Lens: In a Dark Time...*

*Critical Lens: Insight*

*Critical Lens: Person through Other Persons*

*Critical Lens: Survival*

*Critical Lens: Without Freedom, You Have Nothing*

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## Appendix IV: Non-source-based Prompts (Sources Not Required)

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### IntelliMetric™

*A Literary Hero*  
*A Literary Work with Multiple Themes*  
*An Epic Hero*  
*Analysis of an Author's Choices in a Literary Work*  
*Choice Made by a Literary Character*  
*Definition of a Hero*  
*Evaluating Good Literature*  
*Evolution of a Main Character*  
*Is the American Dream Worth Pursuing?*  
*King's Use of Stylistic Devices to Appeal to His Audience*  
*Literature and Film Comparison*  
*Personal Response to Literature*  
*Playing the Devil's Advocate*  
*Shakespeare's View of Love*  
*Theme in Literature*

### Pilot

*An Author's Way with Words*  
*Are Epic Heroes Brave, Smart, or Lucky?*  
*Common Themes in American Literature*  
*Comparing and Contrasting Two Related Texts or a Text and a Film*  
*Comparing Versions of Greek Mythological Heroes*  
*Creatures in the Harry Potter Book Series*  
*Cultural Elements in Fairy Tales*  
*Cultural Experiences Reflected in World Literature*  
*Drawing on Source Material in a Literary Work*  
*How a Character's Tragic Flaw Leads to Downfall*  
*How Directors' Decisions Impact Movies*  
*Human Nature in Literature*  
*Looking at Structure in a Literary Work*  
*Movie from a Literary Work*  
*Movies Reflect Audience Values*  
*Reality and Illusion*  
*The Appeal of Dystopian Literature*  
*The Harlem Renaissance*  
*Use of Satire, Sarcasm, Irony, and Understatement*

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