You’re almost done! One of the biggest goals of your senior English class is to polish your literary analysis skills. It is equally important that you demonstrate strong writing skills in order to advocate for yourself and your community in your post-secondary efforts. To that end, these texts have been selected because they balance advanced literary technique and real-world connections to literature. The activities are designed to help you practice those advanced literacy skills you will be expected to demonstrate your senior year.

**Texts to Read:**

   a. **Key Understanding:** Gladwell draws upon history, psychology and powerful story-telling to reshape the way we think of the world around us.

2. *The Handmaid’s Tale.* Margaret Atwood (750L):
   a. **Key Understanding:** Atwood leverages a dystopian setting in order to highlight the dangers of forced patriarchy and theocracy and the inevitable hypocrisy that follows.

   a. **Key Understanding:** These chapters will help students analyze how authors use allusions, specifically biblical references, to make powerful social and political observations and statements.

**Tasks to Complete:**

**The Handmaid’s Tale**  
*Pick either a [dystopian](https://example.com) or [feminist](https://example.com) lens to complete the following task.*  
Write a critical analysis of the text, using the strongest, most compelling textual evidence to support your analysis through your selected lens. Your essay should clearly identify which lens through which you are analyzing, as well state a claim about its effect. Satisfactory submissions will discuss author’s craft, socio-political context, and central ideas of the text. *(Continued on back page)*
Furthermore, essays will specifically analyze literary elements where needed. You may refer to the table below for guidance. All textual evidence (quotes, references, etc.) and analysis must be rooted in the text as published.

<table>
<thead>
<tr>
<th>Concept</th>
<th>Guidance</th>
</tr>
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<tbody>
<tr>
<td>Lens</td>
<td>Dystopia, feminism</td>
</tr>
<tr>
<td>Theme and Motifs</td>
<td>Identity, femininity, love, freedom and confinement</td>
</tr>
<tr>
<td>Literary Elements</td>
<td>allusion, ambiguity, foreshadowing, parallel construction, paradox, parody, symbolism</td>
</tr>
</tbody>
</table>

**Hint:** The literary elements you select for analysis should help reveal a theme or contribute to a relevant motif. Those themes and motifs should be analyzed and discussed through your selected lens. Make sense? Be sure to read chapters 7 & 13 of How to Read Literature Like a Professor before completing this task. It helps!

**David and Goliath: Underdogs, Misfits, and the Art of Battling Giants**

1. **Introduction:** How does the author use allusion to illustrate his point? Be sure to state and explain both the allusions used and the points made.
2. **After reading Part 1:** What does the author identify as the advantages of being an underdog? What are the disadvantages of being Goliath? Use sufficient and compelling textual evidence to defend your answer.
3. **After reading Part 2,** compare and contrast how the following terms are described in the text: “capitalization learning” and “compensation learning.” Then, reflect on the following question: In what areas have you exhibited “capitalization learning?” What would you consider your most “desirable difficulty” and what “compensation learning” has it produced?
4. **After reading Part 3,** how does Gladwell connect the issues of incarceration to his theory? Use evidence from the text to support your analysis.

*One paragraph minimum.* The recommendation is for these tasks to be completed during the reading, rather than waiting until you have completed the entire book. Trust us!