


1. YES, you CAN and SHOULD study for your English midterm!

In preparation for the midterm, you should be reviewing the following:

- #26 Thematic Paragraph Format
- #27 Literary Analysis Paragraph Format
- Critical Lens Format (including general “do’s/don’ts” for writing)
- General Writing Rules/Grammar
- Literature Notes for The Great Gatsby and The Crucible
- Lit Terms on the review sheet 

I updated the website to include materials I thought would be helpful to prepare for the midterm. It includes writing samples, notes, and outlines:

<http://dowlingmurphy.weebly.com/11r-midterm-prep.html>

2. **REMINDER:** Your final research paper is due **Tuesday, 2/4**. Make an appointment with me if you need to discuss it.

11R Midterm Review**January 2014****Your midterm will be:****Monday, January 27, 2014
12:30-3:30****Part 1: Reading Comprehension – 12 Multiple-Choice Questions**

1. Read each piece carefully.
2. Mark up the pieces and underline important information.
3. Answer the multiple choice questions carefully, making sure that you refer back to the pieces when necessary.

Part 2: Reading Comprehension and Paragraph Writing – Five Multiple-Choice Questions and Two Paragraphs

1. Read each piece carefully.
2. Mark up the pieces and underline important information.
3. Answer the multiple choice questions carefully, making sure that you refer back to the pieces when necessary.
4. Question 26 asks you to write a well-developed paragraph in which you use ideas from both passages to establish a controlling idea about _____. Develop your controlling idea using specific examples and details from each passage.
5. Question 27 asks you to choose a specific literary element (e.g., theme, characterization, structure, point of view, etc.) or literary technique (e.g., symbolism, irony, figurative language, etc.) used by one of the authors. Using specific details from that passage, in a well-developed paragraph, show how the author uses that element or technique to develop the passage.

Part 3: Critical Lens Essay – You will write a critical essay in which you discuss two works of literature you have read this semester from the particular perspective of the statement that is provided for you in the critical lens. In your essay, you should provide a valid interpretation of the statement, *agree or disagree* with the statement as you have interpreted it, and support your opinion using specific references to appropriate literary elements from the two works.

Look over your past critical lenses and review your notes for specific information on how to write this essay. Below is a list of 11th grade literature from first semester. You may only use the literature from this list:

The Catcher in the Rye by J.D. Salinger
The Crucible by Arthur Miller
The Great Gatsby by F. Scott Fitzgerald
The Scarlet Letter by Nathaniel Hawthorne
Death of a Salesman by Arthur Miller

Please note that **you must memorize the authors' names** of the books/plays that you have read. Teachers will not be providing these names on the day of the exam.

Literary Terms

- Plot:** sequence of events that move from a beginning to an end
- Conflict:** struggle that a main character goes through
- 1) person against person/ or people
 - 2) person against society
 - 3) person against nature
 - 4) person against supernatural or fate
 - 5) person against self
- External Conflict:** character struggles with an outside force
- Internal Conflict:** struggle occurs inside the character's mind
- Exposition:** background information about the characters and their world
- Climax:** the point of highest emotional intensity
- Resolution:** where the loose strings of the plot are tied together; readers learn final outcome of the conflict
- Suspense:** a feeling of uncertainty that makes readers wonder what will happen
- Foreshadowing:** a hinting of events to come
- Characterization:** the way in which a writer reveals a character's personality
- Examples:*
1. *details about character's appearance or actions*
 2. *conversations/ thoughts of character*
 3. *other character's opinions of the character*
 4. *direct statements about the character's personality*
- Motivation:** the reasons that characters act or think the way they do
- Setting:** the time and place that the story takes place
- Atmosphere:** the feeling that hangs over the work of fiction
(Examples: In a gothic novel the writer may describe a castle with details that create an eerie, mysterious atmosphere: shadows, cobwebs, etc.)

Theme:	general message about life that a writer tries to convey to readers - <i>work of fiction usually has more than one theme</i> - <i>theme can be stated or implied or suggested</i>
Symbol:	a person, a place, or a thing that represents something abstract, such as love, nature, peace. (<i>Example: a dove may represent peace</i>)
Point of View:	is the position from which a work of fiction is narrated or told 1) First-person point of view - the narrator is a character who refers to himself/herself with the pronoun – I 2) Third-person point of view - the narrator refers to all characters with pronoun he or she Limited point of view: narrator is limited to things only one character can observe and telling only that characters thoughts 3) Third-person omniscient – all-knowing; reporting more things than any one character could possibly observe. Tells the thoughts of many characters
Tone:	is the attitude that the writer displays toward his or her subjects, characters, or readers (<i>writer's tone may be formal, informal, humorous, sad, gloomy, satirical, ironical, etc.</i>)
Euphemism:	The act or an example of substituting a mild, indirect, or vague term for one considered harsh, blunt, or offensive
Onomatopoeia:	the formation of a word from a sound associated with what is named (<i>Example: cuckoo, sizzle</i>).
Satire:	writing that views a subject with humor, ridicule or scorn.
Irony:	occurs when there is a discrepancy between the way things seem and the way things are 1) Dramatic irony: what characters think is true, is not what readers know to be true. 2) Verbal irony: what words seem to be saying is not what they are actually saying 3) Situational irony: what is expected to happen is not what actually occurs
Mood:	(atmosphere) is the feeling created in the reader by a literary work or passage Mood may be suggested by writer's choice of words, events, or physical setting
Style:	the way the writer chooses and arranges words
Diction:	refers to the writer's word choice
Imagery:	the use of language that appeals to the senses (<i>taste, touch, sound, sight, smell</i>)
Figurative Language:	language that makes comparisons not meant to be taken literally (<i>Example: similes, metaphors</i>)
Allusion:	is a brief, indirect reference to something with which the writer expects readers to be familiar (<i>An allusion may refer to something in literature, the Bible, or history</i>)
Dialogue:	actual words spoken by characters

Categories of Figurative Language

Source: <http://examples.yourdictionary.com/examples-of-figurative-language.html>

There are seven categories of figurative language. They are:

- [Imagery](#)
- [Simile](#)
- [Metaphor](#)
- [Alliteration](#)
- [Personification](#)
- [Onomatopoeia](#)
- [Hyperbole](#)

You are using figurative language any time you compare two things. When writing goes beyond the actual meanings of words, then the reader gains new insights into the objects or subjects in the work.

Following is an explanation of each category, with the examples of figurative language following each one.

Imagery

Imagery is a type of figurative language that appeals to the senses. The descriptions can be about living things or inanimate objects.

A good example is from Wordsworth's "I Wandered Lonely as a Cloud":

A host of golden daffodils; Beside the lake, beneath the trees, Fluttering and dancing in the breeze.

He doesn't say "many" or "a lot of" daffodils, he uses the word "host." That means a huge number of daffodils. Later, he personifies the daffodils, and personification will be covered later on.

Another example is from "The Eagle" by Tennyson,

"He clasps the crag with crooked hands."

The hard consonant sounds add even more to the imagery here.

Simile

A simile compares two things using the words “like” and “as.” Examples include:

- busy as a bee
- clean as a whistle
- brave as a lion
- stand out like a sore thumb
- as easy as shooting fish in a barrel
- as dry as a bone
- as funny as a barrel of monkeys
- they fought like cats and dogs
- like watching grass grow

Metaphor

When you use a metaphor, you make a statement that doesn't make sense literally, like “time is a thief.” It only makes sense when the similarities between the two things become apparent or someone understands the connection.

Examples include:

- the world is my oyster
- you are a couch potato
- time is money
- he has a heart of stone
- America is a melting pot
- you are my sunshine

Alliteration

Alliteration is the easiest of the examples of figurative language to spot. It is a repetition of the first consonant sounds in several words. Some good examples are:

- wide-eyed and wondering while we wait for others to waken

and tongue twisters like:

- Betty bought butter but the butter was bitter, so Betty bought better butter to make the bitter butter better.

Personification

Personification gives human characteristics to inanimate objects, animals, or ideas. This can really affect the way the reader imagines things. This is used in children's books, poetry, and fictional literature. Examples include:

- opportunity knocked on the door
- the sun greeted me this morning
- the sky was full of dancing stars
- the vines wove their fingers together to form a braid
- the radio stopped singing and stared at me
- the sun played hide and seek with the clouds

Onomatopoeia

Onomatopoeia is the use of words that sound like their meaning, or mimic sounds. They add a level of fun and reality to writing. Here are some examples:

- the burning wood hissed and crackled
- the words: beep, whirr, click, whoosh, swish, zap, zing, ping, clang, bong, hum, boom, munch, gobble, crunch, pow, smash, wham, quack, meow, oink, and tweet.

Hyperbole

Hyperbole is an outrageous exaggeration that emphasizes a point, and can be ridiculous or funny. Hyperboles can be added to fiction to add color and depth to a character. Examples are:

- You snore louder than a freight train.
- It's a slow burg. I spent a couple of weeks there one day.
- She is so dumb, she thinks Taco Bell is a Mexican phone company.
- I had to walk 15 miles to school in the snow, uphill.
- You could have knocked me over with a feather.

Timing

15- definitely
30 minutes

Req. Rdq Comp. - m.c.

m.c. Qs.

26+27 Rdq Comp. - 20 minutes
m.c.

26- 25 minutes

27- 25 minutes

writing

hens. 1hr.20 (20min)

writing

decide

decision

∩

26 ingredients: - 1 theme 2 works
 Theme
 Idea, Cite, Explain - Pgs 1
 Idea, Cite Explain - Pgs 2
 Clincher

Ingredients: 27 - 1 work, 1 element
 TAs + theme + element
 Ex 1 - evidence of the
 Ex 2 - element + explanation of how it's effective
 Clincher

Basic Ingredients: lens

- 4 #s (Intro., 2 bodies, conclusion)
- lit elements
- key events

Take Home
 Writing Folders to
 Review

26 & 27 Writing



#26 Format

Topic Sentence: TAGs + THEME

B TAG and TAG prove that...

I
C
E

} Psg 1

27-TAG+
T.S. - Element to prove that... (theme)

I
C
E

} Psg 2

I } ex 1 of evidence of element
C }
E }

Clincher

I } ex 2.
C }
E }
Clincher

“Time” by Pink Floyd

Ticking away the moments
That make up a dull day
Fritter and waste the hours
In an off-hand way

Kicking around on a piece of ground
In your home town
Waiting for someone or something
To show you the way

Tired of lying in the sunshine
Staying home to watch the rain
You are young and life is long
And there is time to kill today

And then the one day you find
Ten years have got behind you
No one told you when to run
You missed the starting gun

And you run and you run
To catch up with the sun
But it's sinking

Racing around
To come up behind you again

The sun is the same
In a relative way
But you're older

Shorter of breath
And one day closer to death

Every year is getting shorter
Never seem to find the time

Plans that either come to naught
Or half a page of scribbled lines

Hanging on in quiet desperation
Is the English way

The time is gone
The song is over
Thought I'd something more to say

Home
Home again
I like to be here
When I can

When I come home
Cold and tired
It's good to warm my bones
Beside the fire

Far away
Across the field
Tolling on the iron bell
Calls the faithful to their knees
To hear the softly spoken magic spell...

George Gray

By Edgar Lee Masters

I HAVE studied many times

The marble which was chiseled for me—

A boat with a furled sail at rest in a harbor.

In truth it pictures not my destination

But my life.

5

For love was offered me and I shrank from its disillusionment;

Sorrow knocked at my door, but I was afraid;

Ambition called to me, but I dreaded the chances.

Yet all the while I hungered for meaning in my life.

And now I know that we must lift the sail

10

And catch the winds of destiny

Wherever they drive the boat.

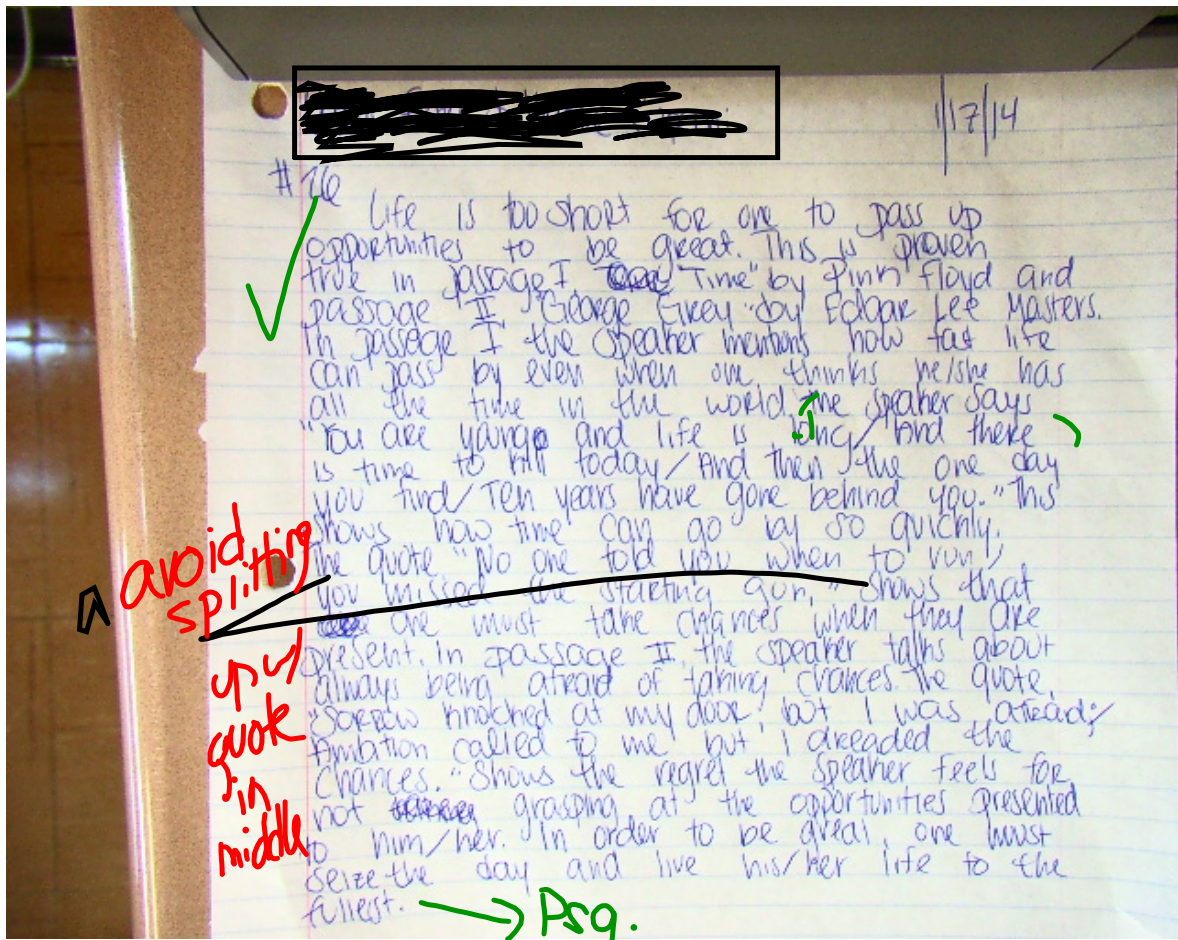
To put meaning in one's life may end in madness,

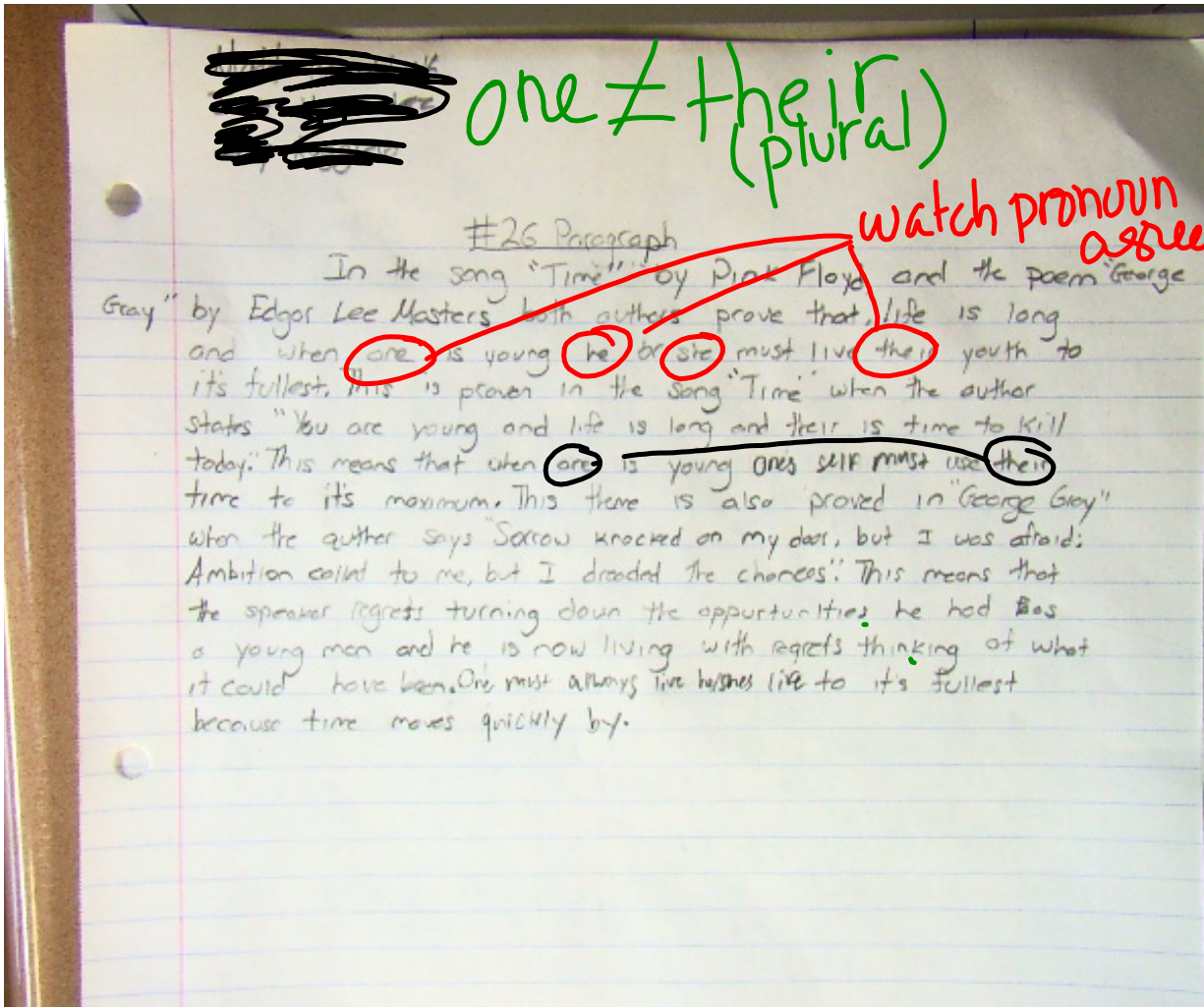
But life without meaning is the torture

Of restlessness and vague desire—

15

It is a boat longing for the sea and yet afraid.



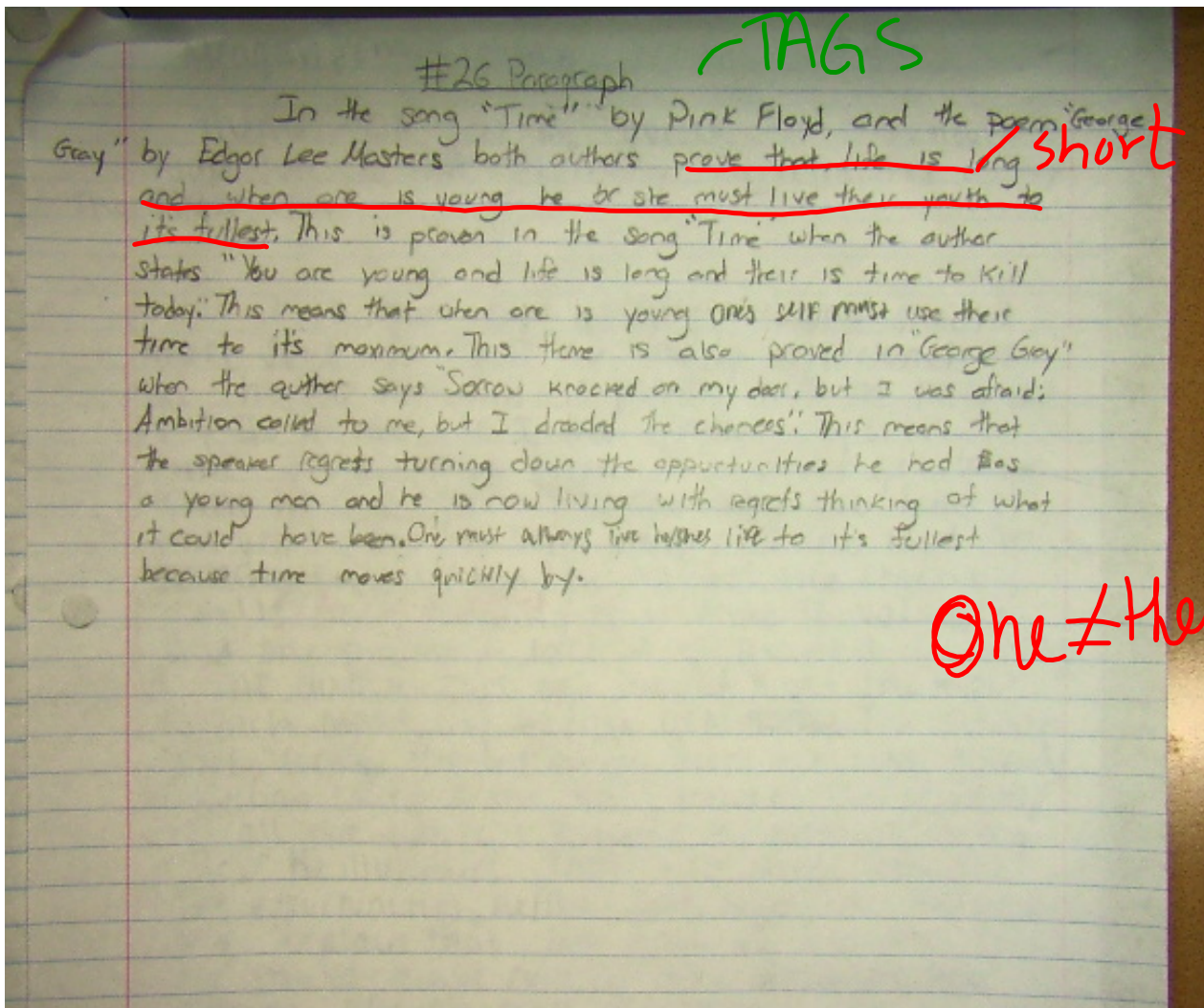


~~scribble~~ one ≠ their (plural)

#26 Paragraph

In the song "Time" by Pink Floyd and the poem "George Gray" by Edgar Lee Masters both authors prove that life is long and when one is young he or she must live their youth to its fullest. This is proven in the song "Time" when the author states "You are young and life is long and there is time to kill today." This means that when one is young ones self must use their time to its maximum. This theme is also proved in "George Gray" when the author says "Sorrow knocked on my door, but I was afraid; Ambition called to me, but I dreaded the chances." This means that the speaker regrets turning down the opportunities he had as a young man and he is now living with regrets thinking of what it could have been. One must always live his/her life to its fullest because time moves quickly by.

watch pronoun agreement



TAG+
 Theme
 ICE
 Thesis
 Life goes by quickly, so one should make sure to take as many opportunities as he/she can. This is proven true in passages I & II. In Passage I, the speaker says that time is something people can never get back. ~~When~~ He says, "Then the one day you find/ ten years have got behind you/ No one told you ~~when~~ when to run/ you missed the starting gun!!" He ~~is showing~~ ^{shows} that time is valuable and one shouldn't take it for granted. In Passage II, the author says one should make the most of each opportunity he/she gets. ~~When~~ The author says, "Sorrow knocked on my door, but I was afraid/ Ambition called to me, but I dreaded the chances/ yet all the while I hungered for meaning in my life." He illustrates that if a person does not take opportunities, he/she will regret it. Passage I & II explain that life goes by quickly, so one should make sure to take ~~as many opportunities~~ as many opportunities as he/she can.

→ rephrase theme.

~~_____~~ ~~_____~~ ~~_____~~ ~~_____~~

Through the song "Time" by Pink Floyd, the author uses metaphor to show how life moves fast and you need to ^{to seize} the ~~moment~~ in order to live without regrets. This is shown when the artist sings "And you run and you run to catch up with the sun. But it's sinking." This shows how in life you need to make the best of every moment so you can live a life without regrets. Time is gone. The song is over. Thought I'd say something more to say? This quote illustrates how the character didn't live life to the fullest. Now he has a life full of regrets and this is why he had more to say and to contribute to the world but he died because life is short. So "Time" by Pink Floyd really focuses on metaphor and explains how time is short and you need to seize the moment to have no regrets.

you/your

Theme ✓

By comparing life to a sinking sun it shows that time is running out quickly.

TA6 ✓ #127

The speaker says,

By comparing life to an ended song, it shows how life doesn't go on forever.

#26 *the speaker says*

avoid "talks about"

weave in more smoothly

OK theme

the denial of

discusses

fused in weave in

Enjoy your

In the song "Time" by PINK FLOYD and the poem "George Gray" by Edgar Lee Masters, both prove that if one wastes time ~~there~~ ones missing out on life. Passage one ~~talks~~ talks about growing old and not having much adventure in it. And then the one day you find ten years have got behind you no one told you when to run you missed the starting gun." This means that time passes you without you even realizing it. in passage two ~~talks~~ discusses about denying opportunities to find the meaning of life. "Ambition called to me, but I dreaded the chances. yet all the while I hungered for meaning in my life." If you search for the meaning of life, you'll be losing out on important opportunities. These two passages are saying you should enjoy life and time before it's too late.

#27 ✓

Throughout

Thought the song "Time" by Pink Floyd, the author uses metaphors to show how life moves fast and you need seize the moment in order to live without regrets. This is shown when the artist sings "And you run and you run to catch up with the sun. But it's sinking." This shows how in life, you need to make the best of every moment so you can live a life without regrets. "Time is gone. The song is over. Thought I'd something more to say." This quote illustrates how the character didn't live life to the fullest. Now he has a life full of regrets and this why he had more to say and to contribute to the world but he died because life is short. So "Time" by Pink Floyd really focuses on metaphor and explains how time is short and you need to seize the moment to have no

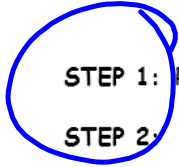
Theme ✓ you/your

No quote bams- into evidence

Run-on - No analysis of element

“Time” & “George Gray”

SKILLS FOR REGENTS RESPONSES



STEP 1: Read and annotate both passages.

STEP 2:

#26 Skills:

- Identify the common theme
- Interpret author's ideas
- Cite appropriate and relevant evidence to support the idea

What is “Time” and “George Gray” proving about *the passage of time*.

Theme:

Idea from Passages:	Evidence to Support:
"Time":	
"George Gray":	

1 work, 1 element

STEP 3 -- #27 Skills:

- Identify a central idea or theme
- Interpret author's ideas
- Cite appropriate and relevant evidence to support the idea
- Identify literary elements and *how they are used effectively*

Theme of the passage: _____

Idea and literary element in the line:	Evidence to Support:	Power Verb and Explanation (lit. element + power verb + idea conveyed)

Use the following words to explain how the element is developing the passage:

	Motivation	Characterization	Conflict	Imagery	Diction	Metaphor/Simile	Symbolism
VERBS	Want Driven Inspired Encourage	Describe Portray Distinguish	Struggle Grapple	Visualize See Envision Hear Experience	Emphasize	Compare Associate Relate	Represent Signify Indicate Imply Embody
NOUNS	Goal Focus	Trait Personality	Problem Struggle	Sound Vision Scent Texture	Word choice Connotation Definition		

26 & 27

26. Write a well-developed paragraph in which you use ideas from both passages (“Time” and the poem “George Gray”) to establish a controlling idea about **the passage of time and making the most of life**. Develop your controlling idea using specific examples and details from each passage.

27. Choose a specific literary element (e.g., theme, characterization, structure, point of view, etc.) or literary technique (e.g., symbolism, irony, figurative language, etc.) used by **one** of the authors. Using specific details from that passage, in a well-developed paragraph, show how the author uses that element or technique to develop the passage.

TIP: “Figurative Language” includes similes, metaphors, personification and alliteration. So “Figurative Language” and “Imagery” are good choices for your #27 element.

Outline

Topic Sentence:

Idea 1:

Cite 1:

Expand/Explain 1:

Idea 2:

Cite 2:

Expand/Explain 2:

Clincher:



Sample 27

"The Memory Remains" by Metallica

Fortune, fame Mirror vain Gone insane But the memory remains	Mirror vain Gone insane... Fortune, fame Mirror vain Gone insane... Dance little tin goddess
Heavy rings on fingers wave Another star denies the grave See the nowhere crowd, cry the nowhere tears of honor	na-na-na
Like twisted vines that grow That hide and swallow mansions whole And dim the light of an already faded prima donna	Drift away Fade away Little tin goddess
Fortune, fame Mirror vain Gone insane... Fortune, fame Mirror vain Gone insane... But the memory remains	Ash to ash Dust to dust Fade to black
Heavy rings hold cigarettes Up to lips that time forgets While the Hollywood sun sets behind your back	Fortune, fame Mirror vain Gone insane... Fortune, fame Mirror vain Gone insane... But the memory remains
And can't the band play on? Just listen, they play my song Ash to ash Dust to dust Fade to black	Ash to ash Dust to dust Fade to black... But the memory remains
Fortune, fame	Yeah Faded prima donna yeah, yeah
	[solo] Dance little tin goddess dance

#27 Sample:

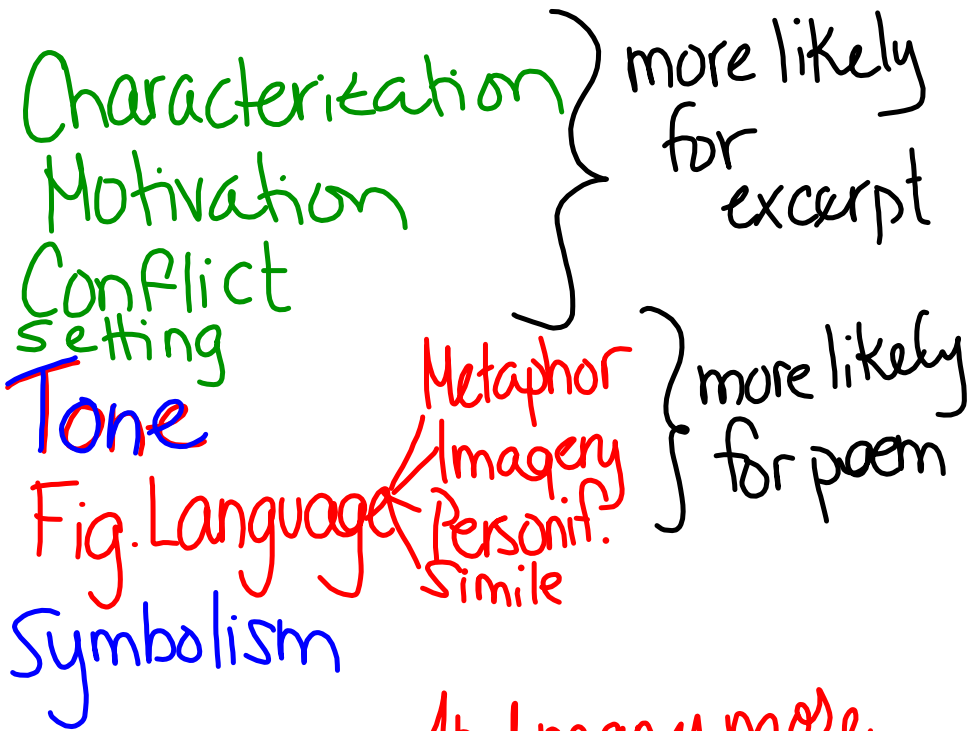
In the song, "The Memory Remains" by Metallica, the writer uses several types of **figurative language** to convey the fleeting nature of fame. The author seems to comment on how fame seems to be almost suffocating yet fading at times when he writes, "cry the nowhere tears of honor like twisted vines that grow that hide and swallow mansions whole." The author **compares** fame to twisting vines **to illustrate** that fame can be overwhelming, fast-growing, yet also harmful as evidenced by the word, "swallow." Additionally, he comments on how fame and glory drift away causing pain for the individual who still holds onto the memory of his/her past glamorous life. He writes, "Heavy rings hold cigarettes up to lips that time forgets while the Hollywood sun sets behind your back." In this line, he uses **figurative language to help the reader understand** how the famous are often forgotten by many **as represented** by the setting "hollywood sun." However, "time" seems to be unforgiving as it brings people closer to their death in which they **metaphorically** "fade to black" which **brings about the image** of death. The **figurative language** used **clearly depicts** the down side of fame and how it often leaves an individual disappointed.

SAMPLE #27

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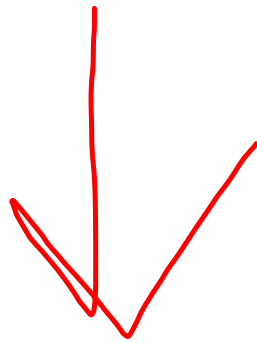
#27

Elements to choose from:



And many more...

LENS WRITING



MATCH THE TOPIC SENTENCE WITH THE APPROPRIATE LENS

“...it is the human lot to try and fail...”

You can't! They don't make corrections to lens

~~TOPIC SENTENCE: John Proctor is a complex character.~~

“To gain that which is worth having, it may be necessary to lose everything else.”
—Bernadette Devlin

~~TOPIC SENTENCE: The Crucible takes place in Salem, MA in 1692~~

“I like flawed characters because somewhere in them I see more of the truth.” — Nicolas Cage

~~TOPIC SENTENCE: Jay Gatsby lives in West Egg during the Roaring 20s.~~

Know how to spell:

Word list based on recent writing including your last essay on The Crucible and The Great Gatsby

decision → decide
 adultery
 consequence
 lechery
 parties
 author
 Arthur Miller
 characterization
 Crucible

doesn't

tries

obstacles

whether (vs.

weather)



which

witch



Other Mentionables:

*You can't start a sentence with "which"

**"a person WHO" not "a person THAT"

SAMPLE LENS

Notice that titles are underlined

l = connections to lens

R Restate quote as a sentence

E Explain/ Interpret

A Agree
C Cite

T Thesis: Connects characters to the lens

Topic Sentence: Makes connection between character + lens

Duff Brenna once said, "All literature shows us the power of emotion. It is emotion, not reason, that motivates characters in literature." In other words, a character's feelings are so powerful that they often override practicality and drive him or her to make sometimes unreasonable choices. This is proven in The Crucible, a play by Arthur Miller, and The Great Gatsby, a novel by F. Scott Fitzgerald. John Proctor is guided by intense feelings of guilt and honor, while Gatsby is driven by his obsessive love for Daisy.

In The Crucible, John Proctor goes through a series of emotions which influence several of his decisions but ultimately lead him to peace. In the play, Proctor's usual practicality is challenged by the hysteria taking over Salem during the infamous witch hunts.

Proctor, who is a complex character struggling with his integrity, is forced out of the shadows and launched into the limelight when he finds him and his family caught up in the hysteria. Proctor initially struggles with guilt over an affair he has with Abigail Williams, his servant, and

tries desperately to make amends with his wife, Elizabeth. When Abigail accuses Elizabeth of witchcraft in hopes of taking her place as John's love, Proctor's loyalty and dedication leads him into court where he exposes his sin. His willingness to ruin his good name for the sake of his wife demonstrates his loyalty to her and shows how he is led by his emotions. It also

characterizes him as a good man who is willing to sacrifice himself in order to save his wife. By admitting to his lechery, he's hoping to expose Abigail's true motives and debunk the

accusations. However, Mary Warren succumbs to the girls' pressure and recants her testimony admitting to lying about the accusations. She then turns on John and accuses John of being "the Devil's man." Proctor then faces another internal conflict - to give a false confession and save his life or refuse an admission of guilt and hang. Logically, he could have

saved his own life, but Proctor is motivated by a sense of honor. A dynamic character who struggles with guilt, he finds a way to clear his conscience and do what he feels is right. In a

climactic moment, he tears up his confession showing his dominant motivation which is to save his name for the sake of his legacy and children. Though this decision leads to his death,

include mention and discussion of literary elements.

he is at peace with himself knowing he did what was right in his heart. Proctor's emotions lead him to his death, but they also help him to regain the honor he feels he lost.

In Fitzgerald's American classic, Jay Gatsby is continually motivated by an obsessive love of Daisy, and this intense emotion often overrules any sense of reason. The story, set in the decadent Roaring Twenties, is a story of the American Dream. Jay Gatsby pursues his dream of breaking out of poverty to become truly great which, in his eyes, means having status and wealth. This dream is inspired further when he meets Dan Cody, a rich copper

tycoon who teaches Gatsby about the life of a wealthy man. Gatsby begins his journey fueled by his intense desire to become rich. Gatsby, whose ambition is evident since he is a child, meets Daisy, a beautiful and affluent girl, who offers him even more incentive to become "great". Once he meets her, he makes it his sole purpose to gain wealth so that he can be with

her. His love becomes obsessive as shown by his purchase of a mansion across the bay from her. While living there, he stares out longingly at the green light symbolizing his quest for a goal which is just out of reach. Reason does not dominate for Gatsby whose love-fueled quest leads him to make unrealistic and poor choices. For example, he throws lavish parties all for

the purpose of a chance meeting with her. The dominance of his emotions puts further distance between him and his grasp on reality. This is evident in the fact that he assumes Daisy will leave her husband for him after they reunite. He is blinded by his emotions much so that he covers up for her when she runs over Myrtle Wilson, Tom's lover and George's wife. Even though it is unreasonable, he thinks he still has a chance with her. This decision leads to his untimely death when Myrtle's husband kills him out of vengeance.

Gatsby's inclination to be led by his emotions destroys his sense of reason and reality.

Both characters make decisions based on emotions even though these decisions might not be the most pragmatic. John gives up his life as a result of his sense of honor. Gatsby's love for Daisy becomes his sole motivation. As proven in much of literature, emotions tend to dominate over reason.

Topic Sentence ties Gatsby to lens

interrupter offset by commas: a good way to vary rhythm of sentences

try to work in symbolism for Gatsby

cite evidence without plot summary

so

Clincher "echoes" the main idea/ connection to lens

Be sure to connect ideas

Here, you can use "Both"

Conclusion:

- 1. Rephrase thesis
- 2. Rephrase topic sent. #1
- 3. Rephrase topic sentence #2
- 4. Rephrase interpretation