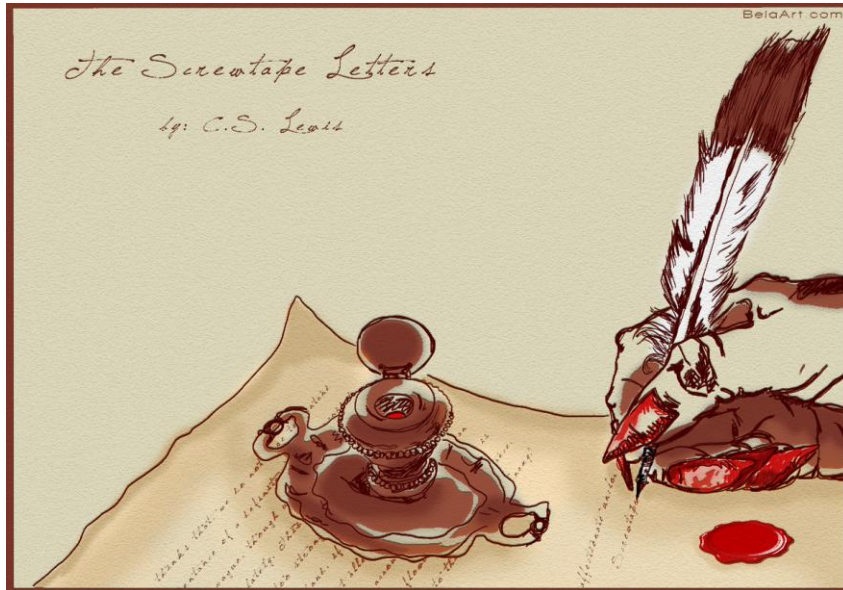


Name:

*The Screwtape Letters* by C.S. Lewis

Date:

Mrs. Seemayer



### Unit Objectives

Know

- Students will know events of the book.
- Students will know definitions to necessary vocabulary.

Understand

- Students will understand our language and its uses, so we can be aware of the diabolical strategies that manipulate our language, and therefore manipulate our thoughts, reasoning, and walk
- Students will understand the constant diabolical and divine strategies at work in our lives

Do

- Students will be able to discuss and reason through difficult topics.
- Students will be able to write an effective five paragraph essay
- Students will be able to read and annotate complex text.
- Students will be able to recognize and apply behaviors that reflect the pursuit of divine strategies, rather than manipulation by diabolical strategies
- Students will be able to analyze complex text, by dissecting the language, theology, and ideas presented in *The Screwtape Letters*
- Students will be able to synthesize information from the text with Biblical references and life situations (text-to-text connections, text-to-self connections, text-to-world connections)

## *A Look at Satan*

Briefly, review ...

1) ... the 5 "I wills" or the reasons why Satan was kicked out of heaven (he wanted to usurp God's power)

Satan's mind / heart was lifted up in pride ... Isaiah 14:12-20

How art thou fallen from heaven, O Lucifer, son of the morning!  
how art thou cut down to the ground, which didst weaken the  
nations! For thou hast said in thine heart, **I will** ascend into  
heaven, **I will** exalt my throne above the stars of God: **I will** sit  
also upon the mount of the congregation, in the sides of the  
north: **I will** ascend above the heights of the clouds; **I will** be  
like the most High. Yet thou shalt be brought down to hell, to the  
sides of the pit. They that see thee shall narrowly look upon thee,  
and consider thee, saying, Is this the man that made the earth to  
tremble, that did shake kingdoms; That made the world as a  
wilderness, and destroyed the cities thereof; that opened not the  
house of his prisoners? All the kings of the nations, even all of  
them, lie in glory, every one in his own house. But thou art cast  
out of thy grave like an abominable branch, and as the raiment of  
those that are slain, thrust through with a sword, that go down to  
the stones of the pit; as a carcase trodden under feet. Thou shalt  
not be joined with them in burial, because thou hast destroyed  
thy land, and slain thy people: the seed of evildoers shall never  
be renowned.

2) ... Satan is an archangel.

3) ... the opposite of Satan are the archangels Michael and Gabriel.

4) ... God is not the opposite of Satan ... that is just another of Screwtape's lies.

5) ... Satan is not all powerful (omnipotent), all present (omnipresent), or all knowing (omniscient). Only God is omnipotent, omnipresent, omniscient and sovereign. There is no one above God.

## *The Origins of Satan*

Verse	Summary of Verses
Revelations 12:7-9	
Ezekiel 28:14-19	
Isaiah 14:12-20	

## *Character of Satan*

Verse	Characteristic
Revelations 12:9	
Job 1:6,7,9-12	
Genesis 3:1 and 2 Corinthians 11:3	
2 Corinthians 11:14	
James 4:7	

## *What Satan Wants*

Verse	Wants
Mark 4:15	
John 13:2,27	
Luke 4:6-8 and 2 Thessalonians 2:3,4	

### *Satan's Methods*

Verse	Method
2 Corinthians 11:14	
2 Corinthians 2:11	
Matthew 4:6	

### *The Power of Satan Over the Wicked*

Verse	Effect
2 Corinthians 4:4	
Matthew 25:41	
Luke 22:3	

### *How Satan Attempts to Influence Believers*

Verse	Influence
Luke 22:31	
2 Corinthians 11:14,15	

### *The Believer's Power Over Satan*

Verse	Believer's Power
2 Corinthians 2:11	
Ephesians 6:11-16	
James 4:7	
Revelations 12:10,11	

## *Historical Context*

According to the diary of his brother Warren, the first inspiration for what would become *The Screwtape Letters* came to C.S. Lewis on a Sunday in July 1940, during or after church services. As Lewis explained, the idea for the piece originally called “As One Devil to Another” was “to give all the psychology of temptation from the other point of view.” He apparently came up with the character names the same day, and within a month or so was reading chapters to Warren and the other Inklings, a group of friends and fellow writers.

The narrative’s bad-is-good approach (God is “The Enemy”) may have been influenced by “The Praise of Folly,” an early sixteenth-century satire by the Dutch theologian Erasmus, in which a personified Folly employs pseudo-logic to argue in favor of human foolishness. According to Lewis’s preface, the letters were also inspired by an epistolary novel of the early twenties, *Confessions of a Well-Meaning Woman* by Stephen McKenna. The fictional author of the *Confessions* had an inverted view of her subjects, full of humorous (to the reader) hypocrisy. *Screwtape* makes the most of this narrative device, to the point where Lewis said that he made himself uncomfortable by fitting his reason to inverted diabolical logic.

While Lewis would have liked to portray both the angelic and diabolical sides of the conflict (as did subsequent popular authors, such as Frank Peretti), Lewis said he felt unqualified to even imagine the unearthly goodness of angels. On the other hand, Screwtape and his associates came rather too easily, since, as Lewis quoted ruefully in his preface, ““My heart showeth me the wickedness of the ungodly.””

When the book was first serialized in the church-based, weekly news magazine *The Guardian* (which later serialized *Great Divorce*), readers loved it for the most part. One exception was a man who canceled his subscription because he felt the paper was “giving space to someone with diabolical propositions that should never be printed in the *Guardian*.”

Despite the less-than-unanimous praise, the book version was published in 1943 and became a best seller in both the UK and the United States. Lewis was even paid for a movie option, but he later shied away from a proposal to buy all rights and the movie was never made. Between the success of *Screwtape* and the BBC broadcasts of what would become *Mere Christianity*, Lewis was lifted from academic obscurity to minor celebrity. He even appeared on the cover of *Time* magazine, with a drawing of Screwtape on his shoulder.

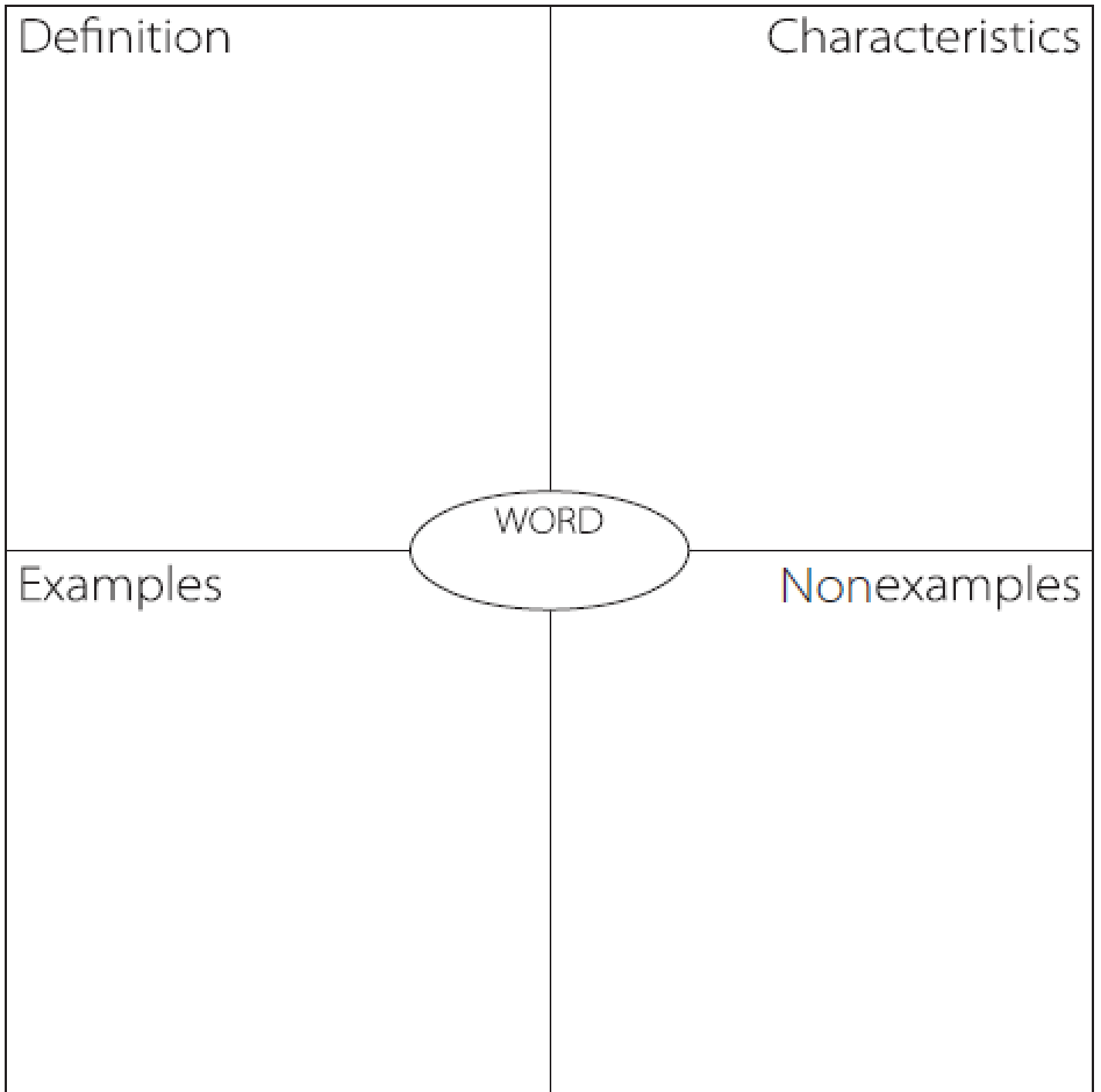
That Lewis was uncomfortable with the ensuing distinction “famous Christian apologist,” can be seen in the encounter between the narrator in *The Great Divorce* and the Ghost of George MacDonald. Readers can also detect discomfort with fame in Lewis’s preface to a later edition of *Screwtape*, in which he dismisses much of the popularity of the book as due to young people and others thinking that they had to read (or at least claim to have read) *Screwtape* in order to impress others.

During this prolific period of Lewis’s writing, World War II overshadowed all. Lewis was hosting young evacuees from London and living with shortages and rationing. Still, the Inklings (a group of friends and writers, including J.R.R. Tolkien and Charles Williams) met regularly. As a wounded veteran of the First World War, Lewis served in the home guard, made up of older men mobilized for the expected German invasion. He was also beginning his talks over the BBC and his tour of Army bases. His home life was somewhat chaotic; his “adopted mother” Mrs. Moore was descending into poor health and evacuee children were billeted at the Kilns. Lewis later used the

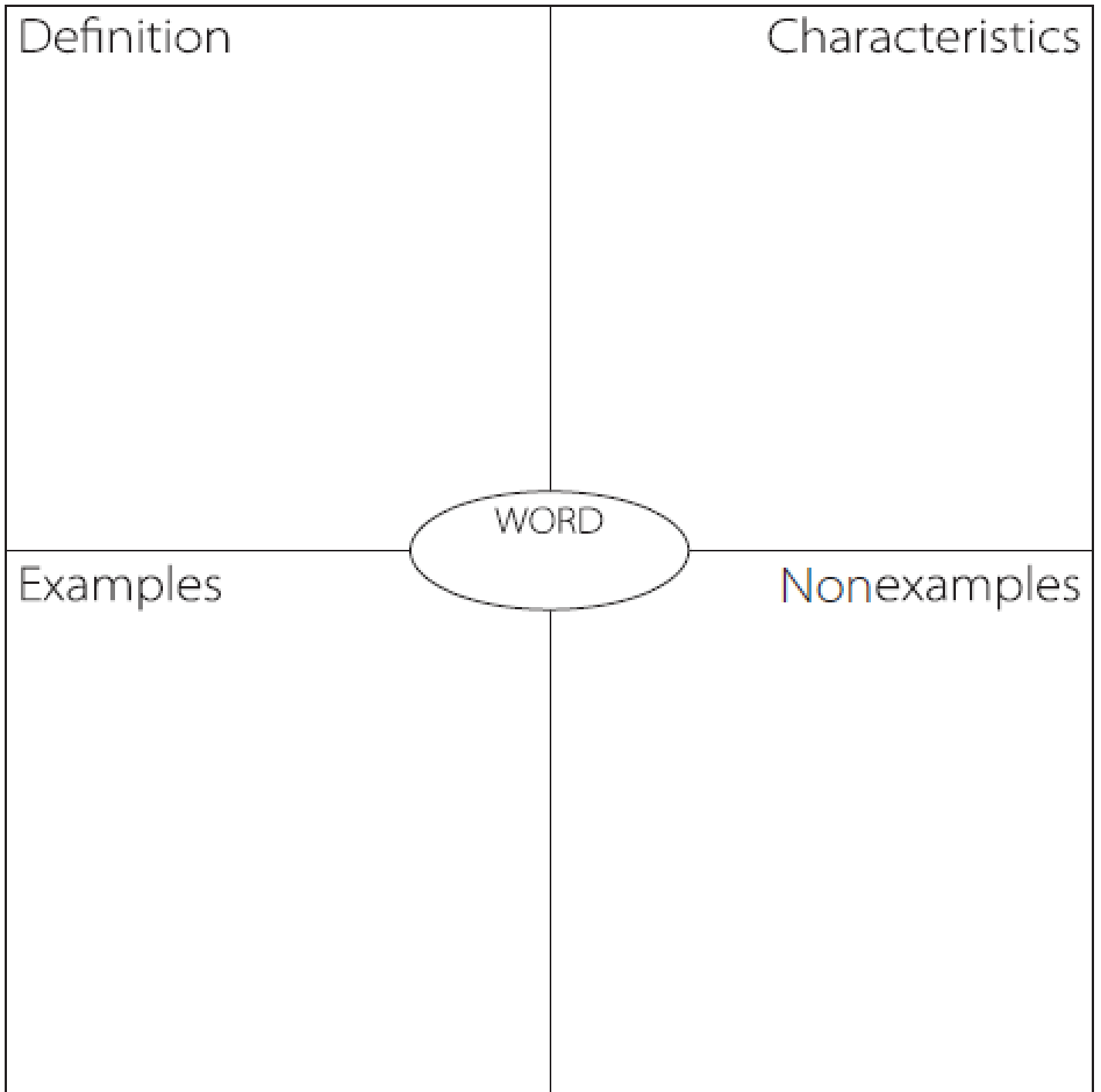
experience with the children as inspiration for beginning the *Narnia* series, and many of the irritations he felt with Mrs. Moore may have found their way into the mother/son sections of *Screwtape*.

Lewis revived the Screwtape character in a 1959 short story for the *Saturday Evening Post* called “Screwtape Proposes a Toast.” Though this later installment featured the distinctive Screwtape writing voice, it is less spiritually focused and much more a commentary on modern society, government, and schools—perhaps the closest Lewis came (at least in large circulation publications) to outright editorializing on current events.

*Fruyer Model*



*Fruyer Model*





## *Summary*

The book has only the barest bones of a story; there is no dialogue, we never learn the name of the “patient,” and not much action takes place until the last chapter. The heart of the book is obviously not in the sketchy action, but rather in Screwtape’s explication of hellish philosophy. The fiction occurs offstage and *The Screwtape Letters* is told third-hand, distancing the reader from the characters. The form the work follows most closely is that of the epistolary novel, but the thin plot and rising action are secondary to the novel’s Christian apologetic.

Wormwood, a junior tempter, has been assigned a human “patient” to bedevil and turn from God. His uncle Screwtape, a senior devil, is advising him on the best way to achieve this goal. Wormwood’s “patient” is a young Englishman living in London during the time of the German bombing “Blitz.” The young man decides to become a Christian, and, as he tries to understand and live by his faith, he meets with various difficulties, usually exacerbated by Wormwood. He is troubled by pride and sloth, and he finds it difficult to be charitable to his mother, his fellow parishioners, and others.

A crisis comes when the young man meets and becomes fascinated with worldly people who would lead him away from Christ. But then he meets a Christian girl who is, to Screwtape’s disgust, a good influence. As the war intensifies, the young man manages to hold onto his faith despite his fear, so that when he is killed, he is in a state of grace. He meets Christ and the Angels, foiling Wormwood’s and Screwtape’s machinations.

A subplot concerns the superficially affectionate, yet deadly rivalry between Screwtape and Wormwood. Lewis models Hell on contemporary corporate culture and fascist states, with no real loyalty between denizens for whom “dog eat dog” is a core—and literal—value. Wormwood yearns to rise at Screwtape’s expense, and, at one point, exposes his uncle to Satan’s secret police for heresy. Screwtape is able to smooth over his indiscretion, but Wormwood is now on his “affectionate uncle’s” enemies list. Screwtape continues to advise Wormwood, but he also seeks to terrorize him by veiled threats of what will happen if he fails.

When Wormwood does let the patient slip through his fingers, Screwtape crows triumphantly. In keeping with the rules of Hell, he is authorized to consume Wormwood, which he presages with bloodthirsty gloating.

## *Preface*

I HAVE no intention of explaining how the correspondence which I now offer to the public fell into my hands.

There are two equal and opposite errors into which our race can fall about the devils. One is to disbelieve in their existence. The other is to believe, and to feel an excessive and unhealthy interest in them. They themselves are equally pleased by both errors and hail a materialist or a magician with the same delight. The sort of script which is used in this book can be very easily obtained by anyone who has once learned the knack; but disposed or excitable people who might make a bad use of it shall not learn it from me.

Readers are advised to remember that the devil is a liar. Not everything that Screwtape says should be assumed to be true even from his own angle. I have made no attempt to identify any of the human beings mentioned in the letters; but I think it very unlikely that the portraits, say, of Fr. Spike or the patient's mother, are wholly just. There is wishful thinking in Hell as well as on Earth.

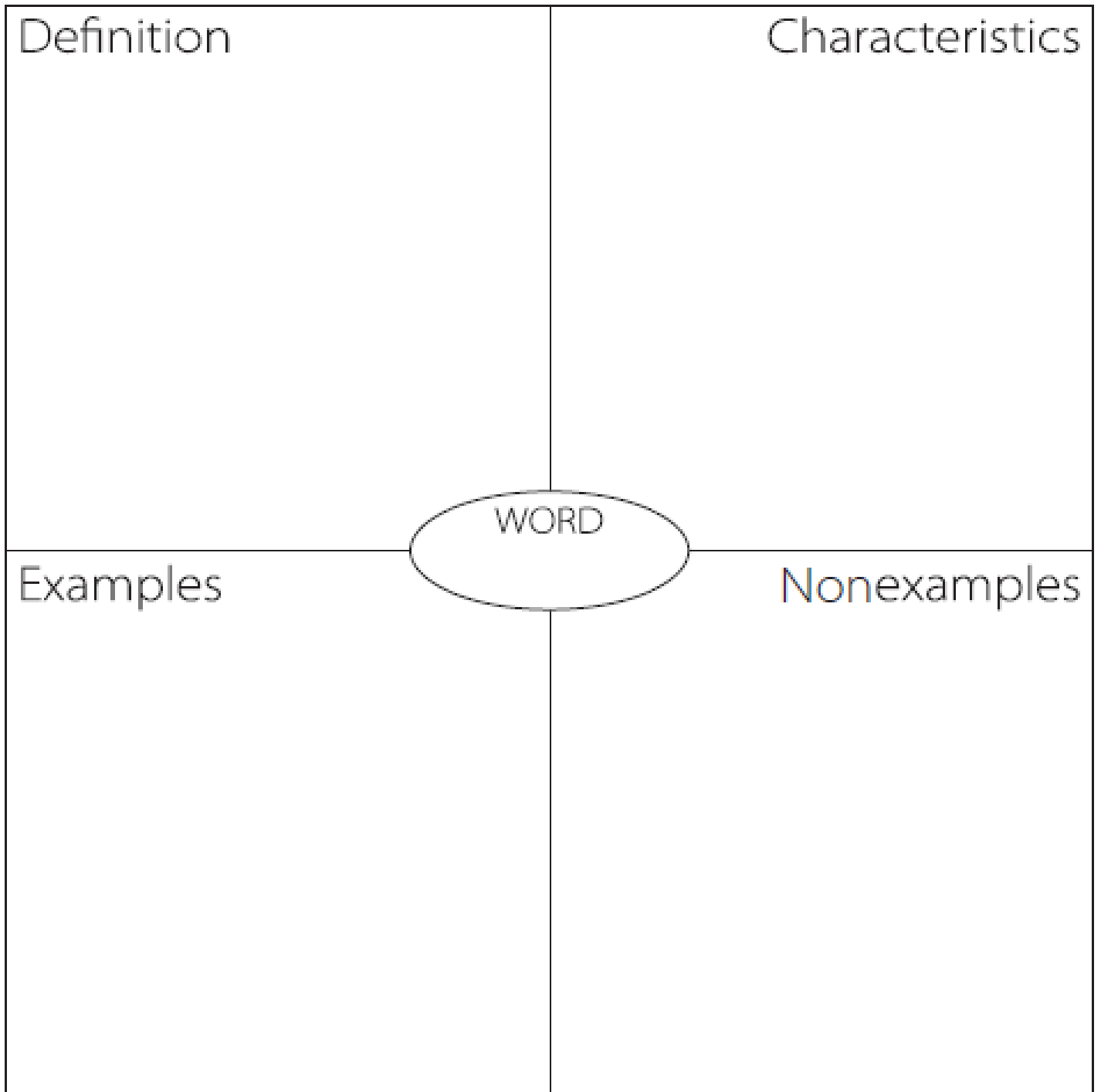
In conclusion, I ought to add that no effort has been made to clear up the chronology of the letters. Number XVII appears to have been composed before rationing became serious; but in general the diabolical method of dating seems to bear no relation to terrestrial time and I have not attempted to reproduce it. The history of the European War, except in so far as it happens now and then to impinge upon the spiritual condition of one human being, was obviously of no interest to Screwtape.

C. S. LEWIS

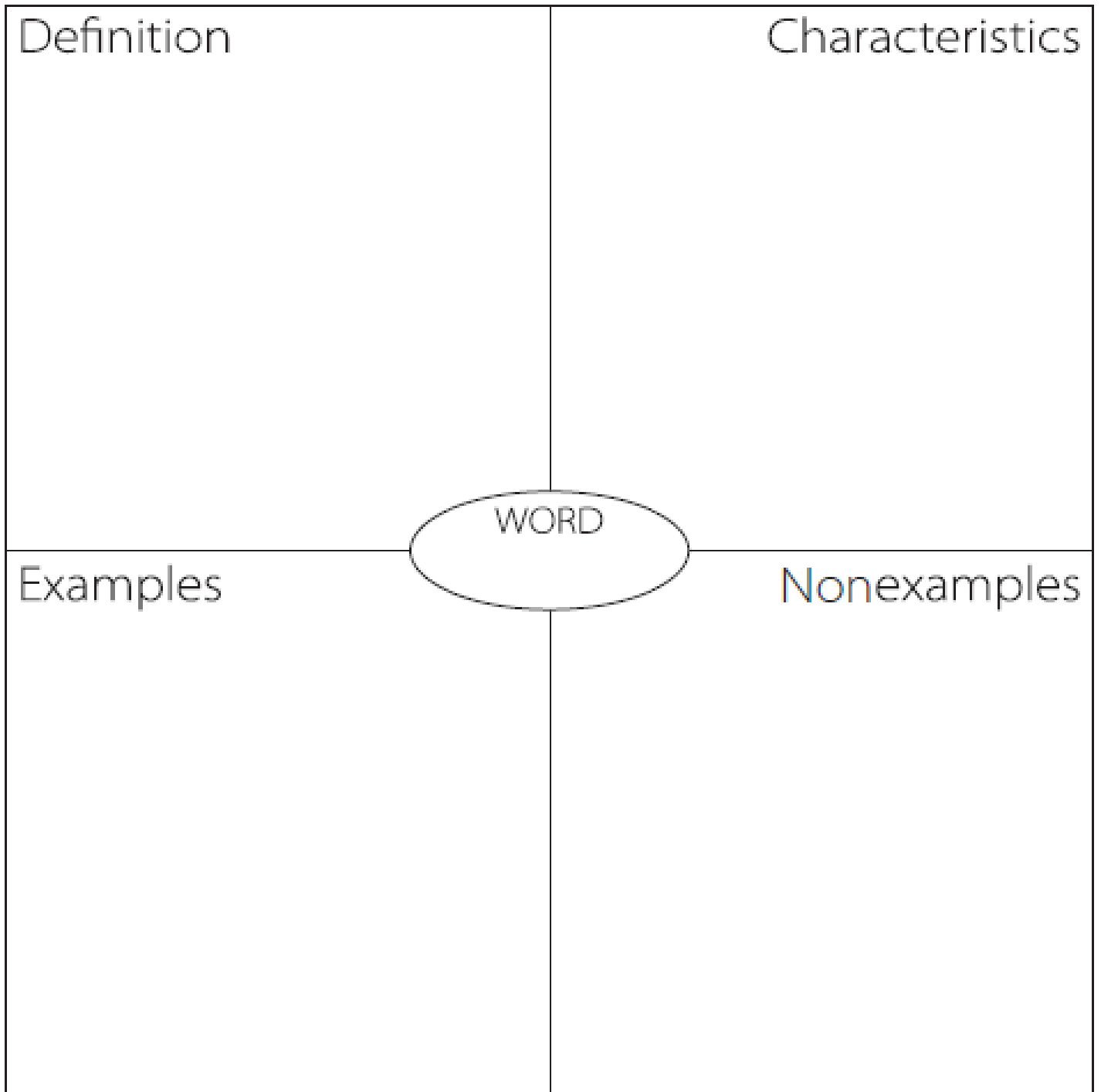
MAGDALEN COLLEGE

*July 5, 1941*

*Fruyer Model*



*Fruyer Model*



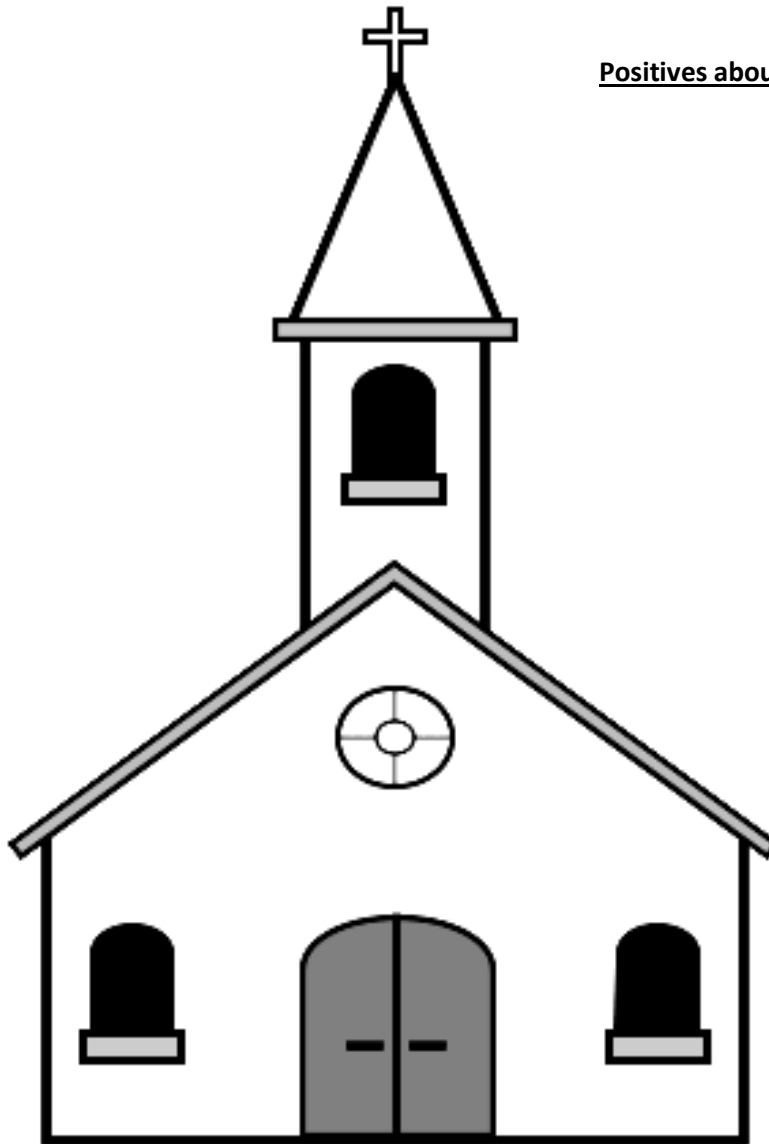
*Letter 1*

<b>Diabolical Strategy Used:</b>	<b>Preoccupation with the Physical World</b>	<b>Pressures of the ordinary</b>
<b>Explain the purpose of this strategy/method</b>		
<b>Why is this a universally effective strategy? (think human nature)</b>		

*Letter 2*

Purpose of the church-

Positives about the church-



Negatives about the church-

*Letter 3*

Text Evidence	In My Own Words	Text-to-Self Connection
<p>“...build up between you in that house a good settled habit of mutual annoyance; daily pinpricks.”</p>		
<p>“Keep his mind off the most elementary duties by directing it to the most advanced and spiritual ones.”</p>		
<p>“You must bring him to a condition in which he can practice self-examination for an hour without discovering any of those facts about himself which are perfectly clear to anyone who has ever lived in the same house with him or worked in the same office.”</p>		
<p>“When two humans have lived together for many years it usually happens that each has tones of voice and expressions of face which are almost unendurably irritating to the other.”</p>		
<p>“Hence from every quarrel they can both go away convinced, or very nearly convinced, that they are quite innocent.”</p>		

*Letter 4*

Diabolical Strategy Used:	Create a Devotional Mood	Focus on Feelings	Focus on Image of God
<p><b>Explain the purpose of this strategy/method</b></p>			
	<p><b>Why is this a universally effective strategy?</b> (think human nature)</p>		



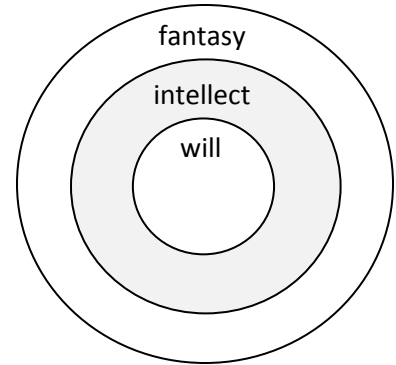
## Letter 5

**Directions:** Using evidence from the book and your own reasoning, jot down your thoughts in the chart below.

Which is better:	sudden death at a young age?	death from a long illness at an old age?
Physically		
Spiritually		

## *Letter 6*

“Think of your man as a series of concentric circles, his will being the innermost, his intellect coming next, and finally his fantasy. You can hardly hope, at once, to exclude from all the circles everything that smells of the Enemy: but you must keep on shoving all the virtues outward till they are finally located in the circle of fantasy, and all the desirable qualities inward into the Will. It is only in so far as they reach the Will and are there embodied in habits that the virtues are really fatal to us. (I don’t, of course, mean what the patient mistakes for his Will, the conscious fume and fret of resolutions and clenched teeth, but the real centre, what the Enemy calls the Heart.) All sorts of virtues painted in the fantasy or approved by the intellect or even, in some measure, loved and admired, will not keep a man from Our Father’s house: indeed they may make him more amusing when he gets there.”



**Virtues-**

**Desirable Qualities-**

	<b>What this form of reasoning is in a person</b>	<b>Benefits for Diabolical Methods</b>
<b>Will</b>		
<b>Intellect</b>		
<b>Fantasy</b>		

<b>Will vs. Habits (Which means more?)</b>	

*Letter 7*

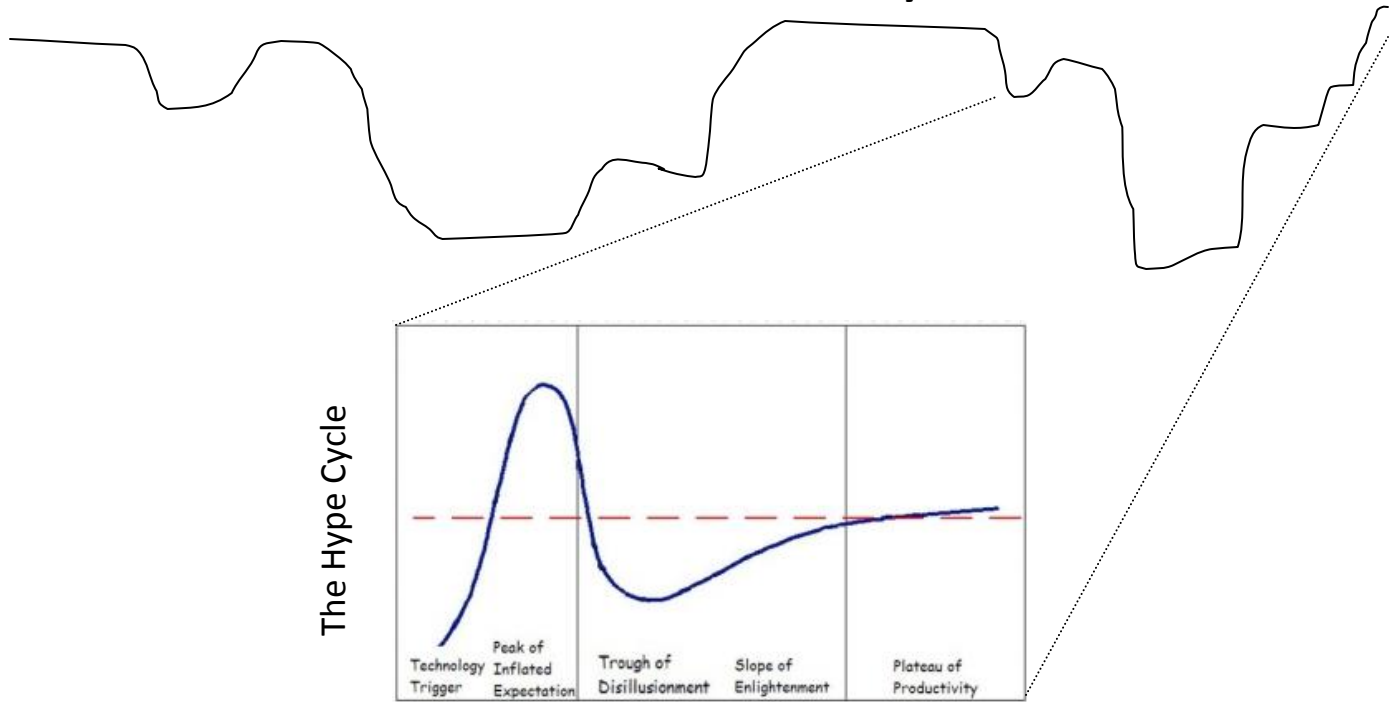
<b>What is the difference?</b>	
<b>Forces</b>	<b>Spirits</b>

**Extremism-**

<b>Positives</b>	<b>Negatives</b>

## Letter 8

### The Christian Journey



What God does with peaks in your walk-

What devils do with peaks in your walk-

What God does with troughs in your walk-

What devils do with troughs in your walk-

*Letter 9*

Text Evidence	In My Own Words	Text-to-Self Connection
“The attack has a much better chance of success when the man’s whole inner world is drab and cold and empty”		



*Letter 11*

Text Evidence	In My Own Words	Text-to-Self/World Connection
<p>“All these, as I find from the record office, are thoroughly reliable people; steady, consistent scoffers and worldlings who without any spectacular crimes are progressing quietly and comfortably towards Our Father’s House.”</p>		
<p>“Something like [laughter] is expressed in much of that detestable art which humans call Music, and something like it occurs in Heaven—a meaningless acceleration in the rhythm of celestial experience, quite opaque to us. Laughter of this kind does us no good and should always be discouraged.”</p>		
<p>“Fun is closely related to Joy—a sort of emotional froth arising from the play instinct. It is very little use to us. It can sometimes be used, of course, to divert humans from something else which the Enemy would like them to be feeling or doing: but in itself it has wholly undesirable tendencies; it promotes charity, courage, contentment, and many other evils.”</p>		

## Letter 12

Write out Revelation 3:15-16:

What is a lukewarm Christian?

Why might someone become a lukewarm Christian?

<i>The Screwtape Letters</i> says...	The Bible says...	I think...
“...he must be made to imagine that all the choices which have effected this change of course are trivial and revocable.”	“Therefore we must give the more earnest heed to the things we have heard, lest we drift away.” Hebrews 2:1	As Christians we must be in the word and constant communication with God so that even the “little things” do not cause us to wander from His will.



*Letter 13*

**Perspectives on Pleasure**

What the word “pleasure” means to me

How Screwtape defines pleasure according to God

How Screwtape views “pleasure”

How the Diabolical Strategies distort pleasure

*Letter 14*

**Humility-**

done right

done wrong

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**Humble-**

## *Letter 15*

### **Time**

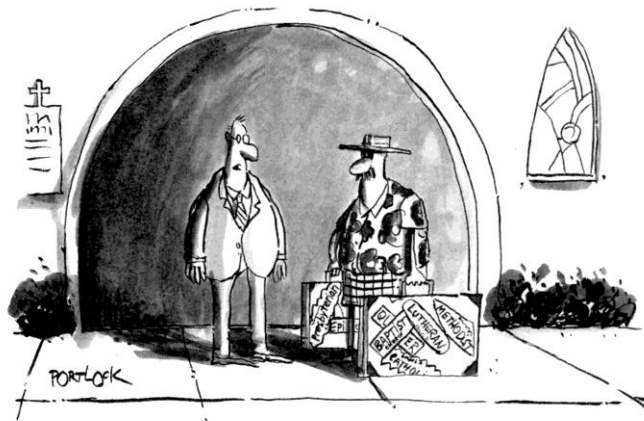
<b>Present</b>	<b>Future</b>	<b>Eternity</b>
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**If you think in terms of the present you act like...**

**If you think in terms of the future you act like...**

**If you think in terms of eternity you act like...**

Letter 16



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**Connoisseur-**

**Diluted Christianity-**

**Passionate Protestor-**



**Divided-**

*Letter 18*

**“Being in Love”-**

**Directions:** Write down examples and characteristics of each type of love listed below.

<b>Worldly Love</b>	<b>Godly Love</b>

1 Corinthians 13:4-8:

## Letter 19

### Love-

#### How is love different from other sentiments?

##### 1 Corinthians 13:1-13

13 Though I speak with the tongues of men and of angels, but have not love, I have become sounding brass or a clanging cymbal. <sup>2</sup> And though I have *the gift of* prophecy, and understand all mysteries and all knowledge, and though I have all faith, so that I could remove mountains, but have not love, I am nothing. <sup>3</sup> And though I bestow all my goods to feed *the poor*, and though I give my body to be burned, <sup>4</sup> but have not love, it profits me nothing.

<sup>4</sup> Love suffers long *and* is kind; love does not envy; love does not parade itself, is not puffed up; <sup>5</sup> does not behave rudely, does not seek its own, is not provoked, thinks no evil; <sup>6</sup> does not rejoice in iniquity, but rejoices in the truth; <sup>7</sup> bears all things, believes all things, hopes all things, endures all things.

<sup>8</sup> Love never fails. But whether *there are* prophecies, they will fail; whether *there are* tongues, they will cease; whether *there is* knowledge, it will vanish away.

<sup>9</sup> For we know in part and we prophesy in part. <sup>10</sup> But when that which is perfect has come, then that which is in part will be done away.

<sup>11</sup> When I was a child, I spoke as a child, I understood as a child, I thought as a child; but when I became a man, I put away childish things. <sup>12</sup> For now we see in a mirror, dimly, but then face to face. Now I know in part, but then I shall know just as I also am known.

<sup>13</sup> And now abide faith, hope, love, these three; but the greatest of these *is* love.

## Letter 20

“...for if we can't use his sexuality to make him unchaste we must try to use it for the promotion of a desirable marriage. In the meantime I would like to give you some hint about the type of woman—I mean the physical type—which he should be encouraged to fall in love with if 'falling in love' is the best we can manage.”

“As regards the male taste we have varied a good deal. At one time we have directed it to the statuesque and aristocratic type of beauty, mixing men's vanity with their desires and encouraging the race to breed chiefly from the most arrogant and prodigal women. At another, we have selected an exaggeratedly feminine type, faint and languishing, so that folly and cowardice, and all the general falseness and littleness of mind which go with them, shall be at a premium. At present we are on the opposite tack. The age of jazz has succeeded the age of the waltz, and we now teach men to like women whose bodies are scarcely distinguishable from those of boys. Since this is a kind of beauty even more transitory than most, we thus aggravate the female's chronic horror of growing old (with many excellent results) and render her less willing and less able to bear children. ...As a result we are more and more directing the desires of men to something which does not exist—making the rôle of the eye in sexuality more and more important and at the same time making its demands more and more impossible. What follows you can easily forecast!”



*Letter 21*

**My**

**Connotation-**

**Denotation-**

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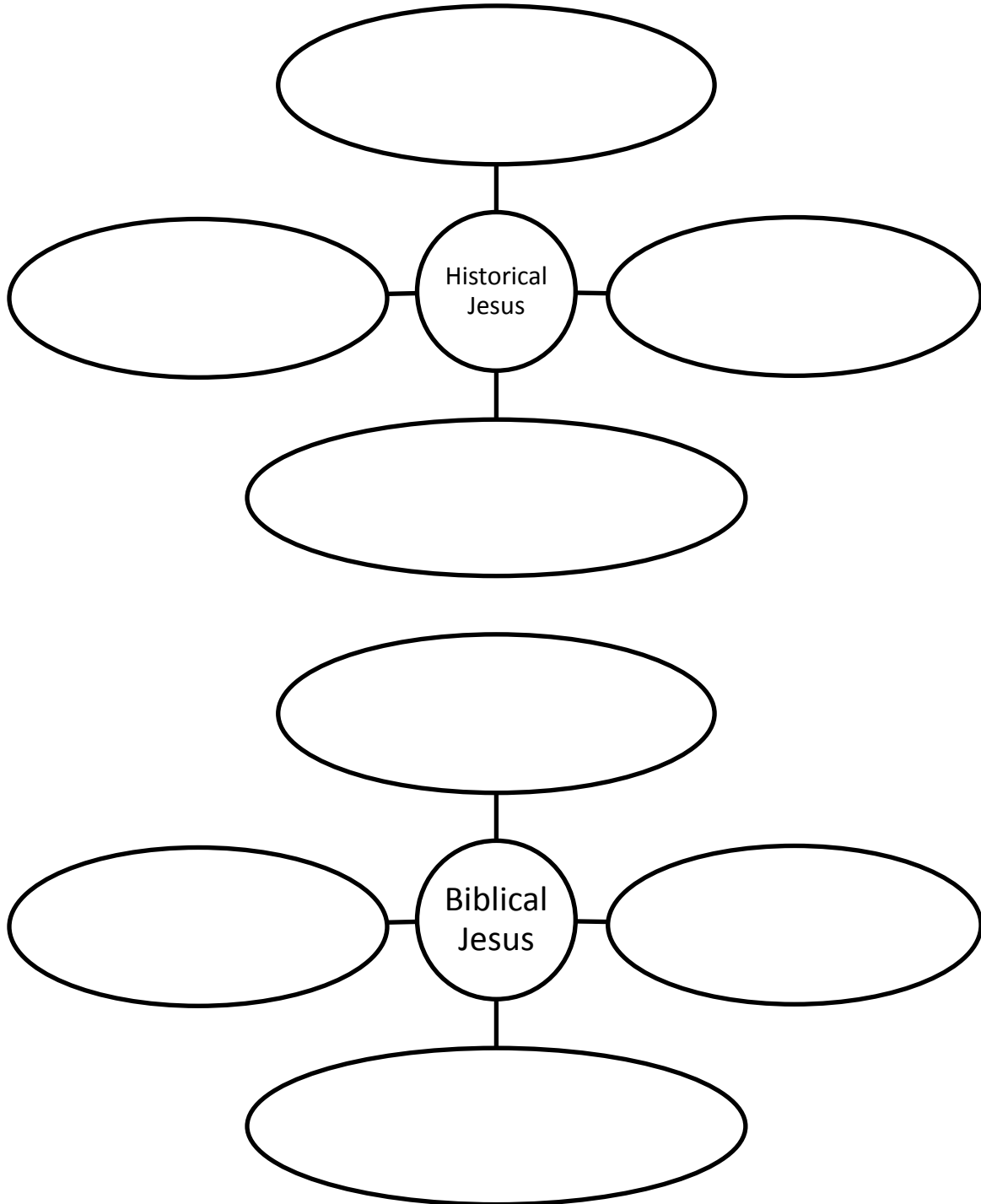


*Letter 22*

**What is the character of the patient's girlfriend?**

Text Evidence	Inference
"Your man is in love—and in the worst kind he could possibly have fallen into—and with a girl who does not even appear in the report you sent me."	
"Not only a Christian but such a Christian—a vile, sneaking, simpering, demure, monosyllabic, mouse-like, watery, insignificant, virginal, bread-and-butter miss."	
"A twofaced little cheat (I know the sort) who looks as if she'd faint at the sight of blood and then dies with a smile."	
"The sort of creature who'd find ME funny!"	
"Filthy insipid little prude—and yet ready to fall into this booby's arms like any other breeding animal."	
"Could you not see that the very house she lives in is one that he ought never to have entered? The whole place reeks of that deadly odour. The very gardener, though he has only been there five years, is beginning to acquire it. Even guests, after a weekend visit, carry some of the smell away with them."	
"They guard as jealously as the Enemy Himself the secret of what really lies behind this pretence of disinterested love."	

*Letter 23*



*Letter 24*

**Faith**



**Pride**

**Confusion**

---

**Peer-Pressure**

**Positive**

**Negative**

*Letter 25*

<b>What is Christianity about?</b>
<b>What popular issues are addressed in churches today?</b>

**Relevant-**

<b>Should the church be relevant?</b>	
<b>Yes</b>	<b>No</b>

**How relevant is too relevant?**

*Letter 26*

**What is unselfishness?**

**What does unselfishness look like?**

**Bible verse dealing with the idea of unselfishness:**

<b>Unselfishness in Relationships</b>	
<b>Beginning of Relationships</b>	<b>Long-Term Relationships</b>

**What is self-righteousness?**

**How can unselfishness turn into self-righteousness?**

## *Letter 27*

**Directions:** Look back at the letter and take note of each of the methods Screwtape recommends for affecting the patient’s prayer life. Try to figure out what we should do, as Christians, to counteract these ploys.

<b>Method</b>	<b>Counter-method</b>
raising intellectual difficulties about prayer of that sort	
False spirituality- ‘praise and communion with God is the true prayer’	
worry him with the haunting suspicion that the practice is absurd and can have no objective result	
If the thing he prays for doesn’t happen, then that is one more proof that petitionary prayers don’t work; if it does happen, he will, of course, be able to see some of the physical causes which led up to it, and ‘therefore it would have happened anyway’, and thus a granted prayer becomes just as good a proof as a denied one that prayers are ineffective.	

### **Historical Point of View**

What is it?

How does it create generation gaps?

How does it impact our reasoning?

*Letter 28*

<b>How is the patient's longevity beneficial to</b>	
<b>Screwtape?</b>	<b>God?</b>

*Letter 29*

	<b>Cowardice</b>	<b>Hatred</b>	<b>Pride</b>
<b>Denotation</b>			
<b>Connotation</b>			
<b>Examples</b> What does this look like?			
<b>Impacts</b> How would this change a person's behavior or spiritual well-being?			
<b>Bible Verse</b> addressing the issue			
<b>Text Evidence</b> showing the diabolical strategy concerning the term			



*Letter 30*

Real-

**Real vs. Not Real**



**Real vs. Spiritual**



*Letter 31*

**Perspective on Death Experience**

<b>Wormwood's</b>	<b>Patient's</b>

## ***The Screwtape Letters***

### **Literary Analysis Essay**

**Write a 5 paragraph essay analyzing one of the following statements:**

-Understanding language is essential to maintaining a spiritually strong life. (jargon, connotation, denotation)

-There is constant spiritual warfare surrounding humans which utilizes Diabolical Strategies and Divine Strategies.

-*The Screwtape Letters* is a book with a universal message which applies to anyone who reads it.

-C.S. Lewis' approach of giving demons a voice is a particularly effective tool for the Kingdom of God.

## Nightly Homework

**Directions:** For each letter assigned you must write down a 3 sentence summary and 3 important quotations (lines from the text that have a lot of meaning). Be prepared to use these notes for studying and participation in class discussions.

### 3 Sentence Summary of Letter 1

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### Important Quotations from this section:

Page #	Quotation

**Directions:** For each letter assigned you must write down a 3 sentence summary and 3 important quotations (lines from the text that have a lot of meaning). Be prepared to use these notes for studying and participation in class discussions.

<b>3 Sentence Summary of Letter 2</b>	
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<b>Important Quotations from this section:</b>	
Page #	Quotation

**Directions:** For each letter assigned you must write down a 3 sentence summary and 3 important quotations (lines from the text that have a lot of meaning). Be prepared to use these notes for studying and participation in class discussions.

<b>3 Sentence Summary of Letter 3</b>	

<b>Important Quotations from this section:</b>	
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Page #	Quotation

**Directions:** For each letter assigned you must write down a 3 sentence summary and 3 important quotations (lines from the text that have a lot of meaning). Be prepared to use these notes for studying and participation in class discussions.

<b>3 Sentence Summary of Letter 4</b>	

<b>Important Quotations from this section:</b>	
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Page #	Quotation

**Directions:** For each letter assigned you must write down a 3 sentence summary and 3 important quotations (lines from the text that have a lot of meaning). Be prepared to use these notes for studying and participation in class discussions.

<b>3 Sentence Summary of Letter 5</b>	
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<b>Important Quotations from this section:</b>	
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Page #	Quotation



**Directions:** For each letter assigned you must write down a 3 sentence summary and 3 important quotations (lines from the text that have a lot of meaning). Be prepared to use these notes for studying and participation in class discussions.

<b>3 Sentence Summary of Letter 6</b>	

<b>Important Quotations from this section:</b>	
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Page #	Quotation

**Directions:** For each letter assigned you must write down a 3 sentence summary and 3 important quotations (lines from the text that have a lot of meaning). Be prepared to use these notes for studying and participation in class discussions.

<b>3 Sentence Summary of Letter 7</b>	
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<b>Important Quotations from this section:</b>	
Page #	Quotation

**Directions:** For each letter assigned you must write down a 3 sentence summary and 3 important quotations (lines from the text that have a lot of meaning). Be prepared to use these notes for studying and participation in class discussions.

<b>3 Sentence Summary of Letter 8</b>	

<b>Important Quotations from this section:</b>	
<b>Page #</b>	<b>Quotation</b>

**Directions:** For each letter assigned you must write down a 3 sentence summary and 3 important quotations (lines from the text that have a lot of meaning). Be prepared to use these notes for studying and participation in class discussions.

<b>3 Sentence Summary of Letter 9</b>	

<b>Important Quotations from this section:</b>	
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Page #	Quotation

**Directions:** For each letter assigned you must write down a 3 sentence summary and 3 important quotations (lines from the text that have a lot of meaning). Be prepared to use these notes for studying and participation in class discussions.

<b>3 Sentence Summary of Letter 10</b>	
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<b>Important Quotations from this section:</b>	
Page #	Quotation

**Directions:** For each letter assigned you must write down a 3 sentence summary and 3 important quotations (lines from the text that have a lot of meaning). Be prepared to use these notes for studying and participation in class discussions.

<b>3 Sentence Summary of Letter 11</b>	

<b>Important Quotations from this section:</b>	
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Page #	Quotation

**Directions:** For each letter assigned you must write down a 3 sentence summary and 3 important quotations (lines from the text that have a lot of meaning). Be prepared to use these notes for studying and participation in class discussions.

<b>3 Sentence Summary of Letter 12</b>	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<b>Important Quotations from this section:</b>	
Page #	Quotation

**Directions:** For each letter assigned you must write down a 3 sentence summary and 3 important quotations (lines from the text that have a lot of meaning). Be prepared to use these notes for studying and participation in class discussions.

**3 Sentence Summary of Letter 13**

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**Important Quotations from this section:**

Page #	Quotation



**Directions:** For each letter assigned you must write down a 3 sentence summary and 3 important quotations (lines from the text that have a lot of meaning). Be prepared to use these notes for studying and participation in class discussions.

<b>3 Sentence Summary of Letter 14</b>	
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<b>Important Quotations from this section:</b>	
Page #	Quotation

**Directions:** For each letter assigned you must write down a 3 sentence summary and 3 important quotations (lines from the text that have a lot of meaning). Be prepared to use these notes for studying and participation in class discussions.

**3 Sentence Summary of Letter 15**

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**Important Quotations from this section:**

Page #	Quotation

**Directions:** For each letter assigned you must write down a 3 sentence summary and 3 important quotations (lines from the text that have a lot of meaning). Be prepared to use these notes for studying and participation in class discussions.

<b>3 Sentence Summary of Letter 16</b>	
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<b>Important Quotations from this section:</b>	
Page #	Quotation

**Directions:** For each letter assigned you must write down a 3 sentence summary and 3 important quotations (lines from the text that have a lot of meaning). Be prepared to use these notes for studying and participation in class discussions.

**3 Sentence Summary of Letter 17**

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**Important Quotations from this section:**

Page #	Quotation

**Directions:** For each letter assigned you must write down a 3 sentence summary and 3 important quotations (lines from the text that have a lot of meaning). Be prepared to use these notes for studying and participation in class discussions.

**3 Sentence Summary of Letter 18**

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**Important Quotations from this section:**

Page #	Quotation

**Directions:** For each letter assigned you must write down a 3 sentence summary and 3 important quotations (lines from the text that have a lot of meaning). Be prepared to use these notes for studying and participation in class discussions.

**3 Sentence Summary of Letter 19**

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**Important Quotations from this section:**

Page #	Quotation

**Directions:** For each letter assigned you must write down a 3 sentence summary and 3 important quotations (lines from the text that have a lot of meaning). Be prepared to use these notes for studying and participation in class discussions.

<b>3 Sentence Summary of Letter 20</b>	

<b>Important Quotations from this section:</b>	
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Page #	Quotation





**Directions:** For each letter assigned you must write down a 3 sentence summary and 3 important quotations (lines from the text that have a lot of meaning). Be prepared to use these notes for studying and participation in class discussions.

<b>3 Sentence Summary of Letter 22</b>	
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<b>Important Quotations from this section:</b>	
Page #	Quotation

**Directions:** For each letter assigned you must write down a 3 sentence summary and 3 important quotations (lines from the text that have a lot of meaning). Be prepared to use these notes for studying and participation in class discussions.

**3 Sentence Summary of Letter 23**

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**Important Quotations from this section:**

Page #	Quotation

**Directions:** For each letter assigned you must write down a 3 sentence summary and 3 important quotations (lines from the text that have a lot of meaning). Be prepared to use these notes for studying and participation in class discussions.

<b>3 Sentence Summary of Letter 24</b>	
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<b>Important Quotations from this section:</b>	
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Page #	Quotation



**Directions:** For each letter assigned you must write down a 3 sentence summary and 3 important quotations (lines from the text that have a lot of meaning). Be prepared to use these notes for studying and participation in class discussions.

**3 Sentence Summary of Letter 26**

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**Important Quotations from this section:**

Page #	Quotation

**Directions:** For each letter assigned you must write down a 3 sentence summary and 3 important quotations (lines from the text that have a lot of meaning). Be prepared to use these notes for studying and participation in class discussions.

<b>3 Sentence Summary of Letter 27</b>	
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<b>Important Quotations from this section:</b>	
Page #	Quotation

**Directions:** For each letter assigned you must write down a 3 sentence summary and 3 important quotations (lines from the text that have a lot of meaning). Be prepared to use these notes for studying and participation in class discussions.

**3 Sentence Summary of Letter 28**

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**Important Quotations from this section:**

Page #	Quotation





**Directions:** For each letter assigned you must write down a 3 sentence summary and 3 important quotations (lines from the text that have a lot of meaning). Be prepared to use these notes for studying and participation in class discussions.

<b>3 Sentence Summary of Letter 30</b>	
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<b>Important Quotations from this section:</b>	
Page #	Quotation

**Directions:** For each letter assigned you must write down a 3 sentence summary and 3 important quotations (lines from the text that have a lot of meaning). Be prepared to use these notes for studying and participation in class discussions.

<b>3 Sentence Summary of Letter 31</b>	
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<b>Important Quotations from this section:</b>	
Page #	Quotation