## A Tale of Two Cities
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**Major Topic of Study**
- French Revolution
- Charles Dickens
- Love and Friendship
- Revenge
- Character and Honor
- Sacrifice

**Major Literary Devices**
- Foreshadowing
- Figurative Language
  - Symbolism, Simile, Metaphor, Personification
- Vocabulary

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Rationale

This book is one of the classic books; it’s been well-read since its first print, and it will most likely continue to be read. For students to be culturally literate, it would be important to read this book. They have probably heard the first line of the book many times without ever really knowing what it was in reference to. “It was the best of times, it was the worst of times.”

*A Tale of Two Cities* looks at classic themes and issues that are still present in today’s society: friendship, love, sacrifice, revenge, appearances, work, good vs. evil, and revolution. Despite being written in the late 1800’s, it is still relevant to students’ lives. All of them will most likely have to display their friendship for another, although in not so drastic a form as Sydney Carton, they will have discussed these things before hand.

There are also some rather helpful literary elements to speak of in this novel, foreshadowing and symbolism being the most prevalent. There are some very clear examples that can be discussed as a class, as well as some rather more abstract ones. Dickens gives his audience a lot of clues about what he’s thinking and where he’s going and this can be helpful to the class.

I would teach this book to students during the later years of high school, tenth grade on. The vocabulary is rather sophisticated and antiquated for lower grades to handle. Also, the sentences wind around and could confuse students who are in the lower grades.

This book would probably take four weeks to take due to the large amounts of background knowledge that students must have on the eighteenth century, especially the French Revolution. Also, it will probably take that amount of time for students to successfully navigate the text.