

# CRHS AP LITERATURE Summer Reading for the Class of 2011

## 2010-2011 REQUIRED ASSIGNMENT FOR ALL 12<sup>TH</sup> GRADE AP LITERATURE ENGLISH STUDENTS

TRANSFER STUDENTS: We will accept a summer assignment that you prepared for another school for extra credit, but you must provide the assignment. Since this novel is used during the first 2-3 weeks of the school year for instruction, you will still need to read the novel assigned here and complete various in-class assignments (including discussion and collaborative work).

**We believe that we learn to read by reading --- and that this close-reading assignment offers an opportunity for students to cultivate their reading skills by engaging with literature on many levels: personal, analytical, critical, and creative.**

**Your assignment:**

### **Brave New World (Aldous Huxley)**

*In choosing books, the National Council of English Teachers advises teachers to “consider the contribution which each work may make to the education of the reader, its aesthetic value, its honesty, its readability for a particular group of students, and its appeal to adolescents.” The criteria for choosing a book to be read by an entire class are somewhat different from the criteria for choosing works to be read independently. As most books of literary merit deal with the nature of humanity, each may contain what some believe to be controversial material; however, the N.C. Course of Study encourages students to read widely from a variety of different cultures and backgrounds. Hence, we encourage parents to assist in reading and working with the text and even to read simultaneously to discuss issues or values that might raise concerns.*

**ASSIGNMENT:** The novel has been divided into 13 sections. The assignments are designed to help you learn and practice the close reading techniques and the critical reading skills important not only to becoming successful AP students, but also to experiencing the intrinsic rewards of reading interpretive fiction. Your ultimate goal is to comprehend much more than just what happens; you must learn to develop commentaries that reveal *how* the author uses diction, style, structure, and literary elements to convey meaning. You **MUST TRY** to complete every assignment. You may address problems or questions on the English blog at <http://crhs2010english.wordpress.com/>. Effort and completion will be the essential criteria in assessing the assignments.

Materials needed: **\*Writing Journal** (bound or spiral – this journal will also be used throughout your English course for daily assigned writings), **novel, pen or pencil, computer/online access.**

\*This is a change from previous assignments that required students to use CARDS.



**EVALUATION:** Students will be using the novel as a literary text during the first weeks of school and will complete various assignments based on the reading.

(1) **WRITING JOURNAL:** due first day of class.

(2) **IN-CLASS WRITTEN COMMENTARY / ESSAY:** Sometime after the first week of the semester, your instructor will select a significant passage from the novel. You will be asked to write about the passage in terms of its importance to the novel, impact on plot and character development, literary elements, style, figurative language, etc. You may also be asked to write an essay based on an AP Literature prompt from past exams.

**BRING THE NOVEL WITH YOU DURING THE FIRST 2-3 WEEKS OF CLASS.**

The **Writing Journal** is a **TOOL**, so the entries will **not be** in “final draft” form, but they must be readable. Using ink helps you record your thoughts and impressions permanently, and you should feel free to cross through, scratch out, or insert. **Editing marks are perfectly acceptable and even encouraged.**

**ASSIGNMENTS:** For each assignment, in the top margin of the page write (a) date completed, (b) assignment number, (c) TITLE of assignment, (d) page numbers. (Below is a simulation of the top margin of an entry.)

July 14, 2009
Assignment 2, SETTING, pp 1-24

[Term to know: **Freewriting** is a method for exploring ideas without planning them. One way to freewrite is to pick up the pen and write, letting your thoughts flow freely onto the page into sentences (without worrying about punctuation, grammar, or sentence structure). The key to freewriting is **not to think/plan in your head before you write** -- just pick up a pen and write... and don't stop to re-read or revise. If the ideas are “perfect” when you write them down, then you are not freewriting. Some assignments may ask you to write a certain length or for a certain time - follow the requirement.]

**ASSIGNMENT #1:**

1) Write an **MLA BIBLIOGRAPHIC ENTRY** for the book: (1) author, last name first (2) Title of book (3) publication information – place: publisher, latest copyright (4) date of original publication, *if republished*. Follow punctuation guidelines. See sample below.

1   
 2   
 4 |   
 3

Conrad, Joseph. Heart of Darkness. 1902. Mineola, New York: Dover Publications, 1990.

2) After the bibliographic entry, read the front and back cover of the novel and then write a paragraph about what you expect from the book.

**FOR ASSIGNMENTS #2-16:** Using the page numbers listed, stop and reflect at the end of each section and complete each assignment.

Assign ment #	Section page-page	Title of card	Instructions
2		BACKGROUND GENRE	a) Research the literary genres <i>Utopia</i> and <i>Dystopia</i> . Find at least 2 definitions and paraphrase them (cite your sources at the end of the paraphrases – use parentheses). b) Then, list at least 4 characteristics of a dystopia. Finally, state the purpose of a dystopia, in your own words. On the back of the card, find out something about Aldous Huxley’s world and why he would have been drawn to this genre.

Assignment #	Section page-page	Title of card	Instructions
3	<i>Preface</i>	PREFACE	Authors may use a preface to state the purpose for writing, make necessary acknowledgements of assistance, point out problems and uncertainties in writing the book, and/or to provide information which prepares the reader for what is to come. Briefly describe Huxley's "Preface" to your edition, noting its intended purpose, content, and style. What expectations do you have after reading the "Preface"?
4	<i>Chapters 1,2</i>	SETTING	The first 2 chapters of the novel introduce key elements of the setting, essential to understanding Huxley's dystopia. Identify at least 10 key phrases or descriptions that create the setting as futuristic -- and even dystopic. Include references to time, place, region, atmosphere (cite page #). <u>Use bullets, phrases.</u> Then, freewrite a paragraph that shows how these details create a world that did not exist – but one that could exist if certain behaviors or standards are taken to their extreme (1/2 to 1 page)
5	<i>Chapter 3</i>	LANGUAGE	Huxley makes use of and plays with language in developing the setting, characters and theme. Choose 5 words that he creates and examine their possible origins. Then, state what each suggests about the new society and Huxley's purpose/theme (think about what elements of society he is satirizing or condemning).
6	<i>Chapter 4-6</i>	CONFLICT	Huxley uses internal and external conflicts to convey some of the inherent problems with a totalitarian state and society that seeks to control its members with pleasure rather than pain. Identify the internal and external conflicts of Bernard, citing at least 3 details from this section. Then, identify the external (if any) and internal conflicts of the D.H.C., Lenina and Hemholtz. What do their respective conflicts – or lack of conflicts – suggest about their society? And people in general?
7	<i>Chapter 7-8</i>	CHARACTER KEY PASSAGE	Choose a key passage that describes something significant about John, who becomes the chief protagonist after his introduction. Write ½ to 1 page to show how the passage reveals a significant quality or characteristic, especially concerning how he contrasts with those in the Brave New World. Use at least 3 specific references to John's character.
8	<i>Chapter 9-10</i>	PERSONAL RESPONSE	Create a diary entry for one of the characters in these chapters. Reveal some insight into what the character is thinking or feeling that the narrator does not divulge.
9	<i>Chapter 11</i>	POINT OF VIEW	Authors make a conscious decision about how they will tell the story. "Who" tells the story is one of the ways that an author emphasizes certain ideas. Identify Huxley's use of point of view in developing his plot, characters, and theme. Freewrite a paragraph that reflects on how the story might be different at this point if he had used another point of view.
10	<i>Chapter 12-13</i>	ROLE OF MINOR CHARACTERS	Minor characters can serve several roles: instruments in the plot, <i>foils</i> to the main characters, commentators on the main action and theme, or as a <i>confidante</i> or listener to the main character. Choose a minor character and explain the role of that character to the plot and to the reader's perception of the main character, explaining what he/she adds to the novel. (Complete sentences)
11	<i>Chapter 14-15</i>	IRONY	Irony is crucial to Huxley's purpose and theme. Identify and explain the use of an example of irony in these chapters – verbal, dramatic, or irony of situation. (be sure to state how and why it is ironic – and then how the irony conveys Huxley's themes.
12	<i>Chapter 16-17</i>	THEME	These 2 chapters are important in developing Huxley's theme. In a dystopic novel, the reader must recognize some elements of his or her own society and ideas which have are presented in a disproportionate way – possibly taken to one extreme or the other if left unchecked. Identify 2 elements of your own society that you see reflected in these chapters – and how they could be dangerous if left "unchecked."
13	<i>Chapter 18</i>	RESOLUTION	Since many works of interpretive literature do not end with a closed or happy resolution, the resolution focuses more on the development of the main character. Critic Anthony Burgess says, "There is not much point in writing a novel unless you can show the possibility of moral transformation, or an increase in wisdom, operating in your chief character or characters." Critical readers pay attention to the meaning associated with how and why characters change and develop throughout the novel, and how the resolution embodies that change. On this card, explain <i>HOW the events at the lighthouse and his death reveal his development – and how that development provides meaning for the novel. Could it have ended any other way and stayed true to the themes?</i>
14	<i>Whole book</i>	ALLUSIONS	Find 5 significant allusions in the novel and identify the ALLUSION and the layers of meaning attached to the allusion. Show how each of those allusions add to the novel's themes.
15	<i>Whole book</i>	CREATIVE RESPONSE	Explain the use of the motto of the World State: "Community, Identify, Stability." Be sure to show how the motto is used for the purpose of the state. Then, create a "motto" for contemporary American society – your world. Explain your choice (use the same parallel structure). <b>BLOG:</b> Then, either post your letter to the blog or read one that is already posted and respond as the addressee of the letter. While blogs may seem informal, they require that you edit and revise before you PUBLISH. In your Journal, write the blog entry and revise it. Then, post the entry on the website if you have online access. <a href="http://crhs2010english.wordpress.com/">http://crhs2010english.wordpress.com/</a> (use the AP English Literature posts). Explain the use of the motto of the World State: "Community, Identify, Stability." Be sure to show how the motto is used for the purpose of the state. Then, create a "motto" for contemporary American society – your world. Explain your choice (use the same parallel structure).