

## Advanced Placement English Literature Summer Assignments 2011

**This class will require you to enjoy literature and to meet high standards for your thinking and your writing. Grades are weighted so that essays and tests count for approximately 70% of the overall grade. Participation in class discussions counts for approximately 15% of the overall grade.**

**C. Day Lewis: We do not write in order to be understood; we write in order to understand.**

**Be prepared for tests on all three texts that will be based on the Reading Questions and will include quotation identification. You will take these tests during the first week back at school.**

All written work must be typed so that you can turn it in to TURNITIN.COM. If possible, you should purchase your own copies of the assigned books so that you can write in them to highlight important ideas and quotations as you read. If you cannot purchase the books, I recommend you use sticky notes/flags. Using sticky notes/flags are also a good method for avoiding interrupting your reading to write down a quotation. You will need to have copies of the books at the beginning of the year, so keep that in mind if you are going to use library copies.

### I. Novels.

**1. *One Flew Over the Cuckoo's Nest* by Ken Kesey.** After you read this book, **find and respond critically and personally to 2 passages each (6 total)** that you think exemplify 1) the role of the narrator (think about how he affects the story and his reliability), 2) the role of technology as presented by Chief Bromden, and 3) technology as a symbol used for social commentary. See the back of this page for a reading log sample.

**2. *1984* by George Orwell.** As you are reading, consider the narrative point of view (find out what free indirect discourse is), the reliability of Winston's views, the manipulation of language (both by the Inner Party and Orwell), and the truth of paradox. Complete a **reading log with 10 quotations and responses** that are distributed throughout the book. For your log, choose at least one quotation for each topic above so that you can discuss the topic in your responses.

**3. Third Novel Creative Response.** 1.) Using five quotations in a creative WRITTEN way, write a short story with a similar theme, write a continuation or a new ending, develop a scene that doesn't appear in the novel, develop a screen play for a specific scene, etc. Try to match the author's style in your own work. 2.) Type your answers to the Reading Questions on the back of this paper for this book.

Chabon *The Amazing Adventures of Cavalier & Clay*  
Diaz *Brief Wondrous Life of Oscar Wao*  
Greer *Confessions of Max Tivoli*  
Hong Kingston *Woman Warrior*

Alexie *Reservation Blues*  
Jones *Mister Pip*  
Morrison *Beloved*  
Roy *The God of Small Things*

**II. Body Autobiography.** For this creative assignment, you will analyze yourself as if you were a character in a book. Specifics are on the back of this page.

I have school copies of *One Flew Over the Cuckoo's Nest*, *1984*, and *Beloved* that you can check out.

## Reading the Texts

Summer reading is not simply a means to inspire mental alertness during the summer months; it is rather the foundation of our course and should be approached as such. The bulk of our study during the first quarter will address the texts that you will read this summer, and because all great literature demands multiple readings, you will be expected to read the texts again after school begins. You will be tested very early in the school year. You will not be allowed to drop this class if you don't do the summer reading – you will just have a low grade.

**Reading Questions** – use these as you read and after reading to help understand the work as a whole.

1. What unusual or unfamiliar words are important to your understanding of the work as a whole? (Warning: I like to put these words on the tests.)
2. What is the central conflict in the work? Is the conflict internal or external? How is the conflict developed? How does the conflict drive the plot of the work? How do the characters' traits influence the conflict? How is the conflict resolved?
3. Is the action of the novel primarily social or psychological? How does the nature of the action relate to other aspects of the novel?
4. What role do the secondary characters play in the development of the work's meaning?
5. Explain how the author presents the consciousness of the characters. How does the author use his or her narrative techniques to convey the novel's meaning? What are the author's attitudes towards the characters?
6. How does the author handle the element of time?
7. What motifs are relevant to development of the work's themes?
8. How is the beginning of the work significant? The end?
9. What are the central purposes or themes of the texts? How are the specific circumstances of the characters related to the author's perceptions of the human condition? What is the writer's motivation to compose this work?

## Reading Log Sample: a response to *The Plague* by Albert Camus

### Quotation

“...Rieux was caught off his guard, and we should understand his hesitations in the light of this fact; and similarly understand how he was torn between conflicting fears and confidence. When a war breaks out, people say: ‘It’s too stupid; it can’t last long.’ But though a war may we’ll be ‘too stupid’, that doesn’t prevent its lasting.” Pg. 34

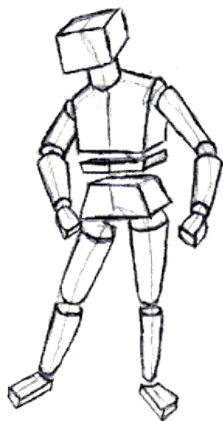
### Response (partial)

I thought it was interesting how he compared the plague to a war, considering he wrote this only a few years after the end of WWII. Actually, now that I think about it, the entire course of the plague could be seen as a metaphor for war. In Europe when Hitler was massing up military power, I don’t think a great many people were concerned about war. But just like the plague, it will come never the less, and just take a larger toll on all the disbelievers.

## Body Autobiography

*This is a difficult assignment which has two purposes: to help you understand yourself and to help me know you as a person. This assignment requires self-analysis and creativity; it does not require great artistic abilities. You will be asked to share at least two aspects of your work with the class.*

Draw or trace an **outline** of a body on your paper, then choose the best way to represent the following aspects of yourself symbolically.



1. The **heart** should be placed to best represent what you *love* most. Decide what it should look like (whole, broken, "hardened", etc.). Decide what *symbols* should be included in it.
2. The **backbone** should visually convey what *motivates* you most. Think about ways to show *why* you do what you do.
3. The **hands** should be holding *literal (real) or figurative (symbolic) items* which are significant or meaningful to you.
4. The **feet** should be a symbolic representation of your *fundamental beliefs* about how you should live your life.
5. The **background** should include elements (pictures, etc.) that suggest your *environment, background, or life situation*. Include **three quotations** that add to an understanding of who you are. (The quotations can be original or from songs, books, poems, etc.)