

## Advanced Placement 12 English: Summer Readings Assignment

Essential Questions:

- How can the values of the author influence the theme?
- How can intolerance lead to conflict?
- How do persons create a sense of self?
- What essential human freedoms should be accorded to all persons?
- How can seemingly benign technological advances pose threats to these basic freedoms?

**Reading assignments: (Any edition is fine.)**

- Dickens, *A Tale of Two Cities*\_\_(Dover Thrift Editions—unabridged!) **Guide** due 26 August 2010
- Huxley, *Brave New World* (Harper Perennial) **Activities** due 03 September 2010
- Orwell, *1984* (Signet Modern Classic) **Project** due 13 September 2010

### INSTRUCTIONS:

- **Read the book once for entertainment.** Read the book a second time for analysis. If you can purchase a copy of each, annotate the text as you read. Ask your own questions, cite your own observations, and note your own connections to the text. Active engagement generates interest!
- **Complete the Assignment for each text (attached). Please note the due dates for the fall. However, do NOT procrastinate.**

Additional clarification: Once you've read the book, I do NOT object to your using additional **creditable critical** sources (cite those sources on your data sheet). **However, remember that there is NO substitute for reading. As Mr. Vonnegut says, "Reading exercises the imagination—tempts it to go from strength to strength!"**

Enjoy your summer!

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## Summer guide for *A Tale of Two Cities*:

Please read this novel first. You must be able to sustain your reading. As you travel to the worlds in *A Tale of Two Cities*, become engaged with the characters, their problems, their lives! The events are unlike anything that happens in an ordinary day of our lives. (Give him 200 pages to “set the stage” for you! I promise: many of you will love it!)

Set aside extended periods of time. Take notes as you read. Buy a book to write in. Note important passages with post-it notes, etc.

Answer the following questions. Please type your responses. They **will be collected** on the second day of class, August 26<sup>th</sup> 2010!

### **Interpretative** Level Questions:

1. At first, Dickens seems sympathetic toward the French peasants. As the peasants gain control, he seems to shift sides. How do you explain this perception?
2. What is the golden thread?
3. How are Dr. Manette, Charles Darnay and Sydney Carton each recalled to life?

### **Reaction:**

1. Having read *A Tale of Two Cities*, would you say Dickens is an optimist or a pessimist? Why?
2. Novelist Wilkie Collins, friend and contemporary of Dickens, suggested this formula for a successful novel: “Make ‘em laugh, make ‘em cry, make ‘em wait.” Does Dickens follow Collins’ formula in *A Tale of Two Cities*? If so, please provide an example of each component.
3. What does *A Tale of Two Cities* have to say to a modern audience? *Should I keep the text as one of my 3 summer texts? If not, any suggestions?*
4. What is the Jacquerie? How did this underground organization work? How important was it to the revolution?
5. Discuss Dicken’s beliefs about good and evil, the march of history, and the individual’s influence on society. Why did he write this novel? (Provide a short chart of your data.)
6. **Trace one** of the following symbols: mirrors, water, or footsteps. Record specific references in the novel (cite the page numbers). Show how and when the symbol reappears throughout the novel and how it relates to and enriches larger themes. Create a chart of these occurrences. (I am not requiring an essay because many of my former students tend to plagiarize. We want to avoid plagiarism!)
7. Respond to the following remark: “The coincidences in *A Tale of Two Cities* are a significant weakness in the novel.” If you agree with the statement, cite evidence from the novel to support your opinion, examining at least two coincidences that you feel weaken the novel. If you disagree with the statement, explain why the coincidences do NOT detract from the novel and explain what positive function they serve. Analyze at least two examples from the text. (Short Answer questions.)

**Do you know these characters?** Write short answer identifications of each and cite the page number of your data. (Please do NOT use the descriptions provided by the on-line notes.)

- Miss Pross
- Gabelle
- Mr. Stryver
- Roger Cly
- Jerry
- Gaspard
- Jarvis Lorry
- The marquis
- Sydney Carton
- Monsieur Defarge
- Madame Defarge
- Miss Manette
- Dr. Manette
- Charles Darnay
- Mr. Barsad

**Below are activities for Huxley's, *Brave New World*. (Due: 03 September 2010)**

1. Name/chart and describe the castes that make up the population of the Brave New World.
2. What do people substitute for religion in the year 632 After Ford?
3. Identify each of the following characters and describe her/his dominant personality traits (cite page numbers from the text): May take the form of a list.
  - a. John, the Savage
  - b. Linda
  - c. Lenina Crowne
  - d. Mustapha Monday
  - e. Helmholtz Watson
  - f. Henry Foster
4. What are some of the means of mass amusement and control that Huxley describes? Why do you think these means would be effective or ineffective? Are these mass amusements and controls feasible now or in the near future? **Explain in a short essay from 300--500 words. (Will be graded on a holistic analytical scale.)**
5. **True/False test:** Answer these and then **cite the page number** from the text, which corresponds to your answer.
  - a. Solitude is a most desired condition.
  - b. Ignorance of passion is of great value.
  - c. Work time is spent in mindless repetitive tasks if one is of the three lowest social classes.
  - d. Social conditioning is achieved primarily through a system of awards and status jobs.
  - e. The words mother, father, birth are considered obscene.
  - f. Through the Bokanovsky process large numbers of identical human beings is produced from the same ovum and sperm.
  - g. Leisure time is spent in study and intellectual engagement.
  - h. The Feelies are used to educate the masses.
  - i. Delta children are taught to love books and flowers from an early age by neo-Pavlovian techniques.
  - j. Soma is the happiness drug supplied by the state to keep everyone happy.

## Project for Orwell's 1984 (Scanned!)

### \*Choices:

1. Create a home page. Select five characters and design a home page (on paper or computer) for each of them. Pick out appropriate backgrounds, pictures, and print information that would tell a viewer about your character. Also, create links to at least five different sites that would interest your character. Be prepared to defend your choices during a short presentation. (Cite all sources.)
2. Music: Compose a collection of audio tape clips that represent each section. Type the lyrics for each section on a separate sheet of paper in very large type so that your teacher can make a transparency for your classmates. This handout is required. Be prepared to defend your musical collage during a short presentation. (6 minutes in length for music clips + 3 minutes for your defense (copyright with music--30 second increments.)
3. Scrap book. Create a scrapbook for one of the characters in the novel. What newspaper clippings, magazine articles, ticket stubs, photos! etc., would accurately reflect the **character**? Your final product should include at least ten pages. Be prepared to defend your choices during a short presentation.
4. Talk to the author. On an audiotape, simulate a voice mail that you leave for your author. (Pretend that each author is alive.) On this voice mail, clearly state who you are, your phone number, when your author can return your message, and your purpose for calling. Your purpose is to tell him your reaction to reading the novel and to ask for clarification about several points (one from each section). Be sure to indicate why these aspects of the book are confusing, unclear, or in some way need explaining. Be prepared to defend your choices during a short presentation. .
5. Community resources for characters. After looking in the phone book and on the Internet, create a file of community resources that would help a character in your novel cope with some issue. Gather pamphlets or other literature of self-help groups or agencies that may help the character. Prepare a written dialogue, and be prepared to "act" out this dialogue using one of your classmates as the character. In this dialogue, you will ease your character into a conversation about his or her problems and persuasively advise your character about the agencies you have discovered. Clever dialogue will have characters that are not apt to heed early suggestions, but you initially win them over through your perseverance. Be prepared to elaborate on your creation after your dialogue.
6. Home video. This option is only for the *highly creative and technically minded!* There are no directions. You are the next Spielberg-you are reacting to the novel in some creative and imaginative way. Be prepared to defend your video and defend the choice you have made. (Jimmy Wei posted his on Facebook---"difficult act to follow.")
7. Cartoon squares. Create a series of six drawings in six squares that show a significant event in the novel. Under each picture or cartoon, write a few lines of explanation. Be prepared to defend the choices you have made in terms of the significance to the overall work. (For the serious art student!)
8. For the artistic. If you have talent in creative writing, visual or performing arts, demonstrate your ability to think and create big ideas symbolically. In two poems, a song (35 lines), or in a drawing, painting, collage, sculpture, dance, or acted performance,

illustrate the theme or themes from the novel. Be prepared to explain your work.

NOTE: I'm always open to proposals from students. However, you must present your idea(s) to me in writing, two weeks prior to the due date.

Thanks to John Kiser, College Board, for the range of project topics.

Model:

1984 Musical Collage.

- Chose to divide novel along the three books

Book I - Introduction to Oceania. Winston. Life under Big Brother  
Typical Situation, Dave Matthews and Tim Reynolds

- Overview of life in Oceania  
Road to No Return, Robert Earl Keen
- Once Winston has written in the diary, he has gone down this road
- Living only 1 day at a time, "each new morning's sunrise"

Tight Rope, Stevie Ray Vaughn

- "Caught up in a whirlwind" how Winston feels, Questions about O'Brien, Julia

Book II - Winston and Julia. the Brotherhood Only WannaBe with You, Hootie and the Blowfish

- How Winston Feels with Julia

Moondance Have I told you Lately? Van Morrison  
Same idea as above, Winston's feelings

Book III - Winston is caught. Torture under thought police. Betraying of Julia  
Walk on Boy, Doc Watson

- Once Winston is caught, he is all alone "No one will help you carry your load"

Hobo Song, Old and in the Way

- What Winston is reduced to by Thought Police, "Used to be a gambling man"

Will the Circle Be Unbroken, Nitty Gritty Dirt Band

- Bond between Julia and Winston - does not last (sad song about loss)

Stay here and Drink, Merle Haggard

- How novel leaves Winston, apathetic and drinking gin.

## **Rubric for Scoring Reading Projects/Presentations: Student**

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- \_\_\_\_\_ 5      **ready to present when called**
- \_\_\_\_\_ 5      **overall quality of project (design, effort, neatness)**
- \_\_\_\_\_ 5      **creativity (artistic qualities or unique features)**
- \_\_\_\_\_ 5      **articulate and poised presentation, defense, or explanation**
- \_\_\_\_\_ 5      **peer engagement**

**Total: # correct out of 25 x 4 for a major test grade!**

**Teacher's observations:**

**Strengths:**

**Areas of improvement:**

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