

AP Literature and Composition
Summer Reading
Ms. McGuinness/Mrs. Duncan

Welcome to Advanced Placement Literature and Composition. In this class you will learn to read, above all else, for deep meaning. You will add to the skills of analysis and literary interpretation that you have already mastered, think critically about a great variety of challenging works, and make the connection between the “how” and the “why” of writing. This understanding will also improve your own ability to articulate your ideas about any text that you read.

Reading is not passive, but active. It is a conversation between the reader and the author and when conversing with someone you should give that person your full attention. Therefore, when you read, you should remove distractions and get into the habit of annotating what you read whenever possible. Don’t be shy about over-marking, or restrict yourself to just underlining. Write questions and comments in the margin, include page numbers to remind yourself of related sections, ideas, or techniques, and circle words you do not know. If you do not have a personal copy of the book, then you should record these notes, responses, and observations in journal entries in your notebook binder. All of the assigned books can be obtained at the Islip Public Library, Barnes and Noble, or other book vendors.

Answer **all** assigned questions – **do not leave any unanswered**. Your success in this class is largely dependent on your willingness to push yourself to think in ways you have not done before, to explore ideas previously unconsidered, and to take the chance of being wrong as the first step in coming to a deeper understanding of the works you will study. All assignments will be collected after we return to school in September, but whatever you do, don’t put off these assignments until the last minute. Give yourself the (necessary) luxury of time to enjoy each book, allowing the author’s words and ideas to soak into you. Remember the story of the tortoise and the hare, enjoy the journey, and end up a winner! I’ll see you all in September!

Reading Selection # 1: *How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines* by Thomas C. Foster

When it comes to analyzing literature, students seem to have the most difficulty with symbolism, yet symbolism is not only the most important and powerful way to convey meaning, it can also provide the most fun for a reader attuned to its frequencies. This wonderful and entertaining book will teach you those frequencies in step by step chapters that will enhance your understanding of any kind of cultural product – novels, poetry, film, art, music, etc.

Assignment: a) As you read, take notes / annotate.
b) For each chapter keep a running journal of works (books, movies, etc.)

that provide examples of the concepts and techniques discussed. Fully explain the relevance of your examples.

Reading Selection # 2: 1984 by George Orwell

Considered by many to be the most important literary work of the twentieth century, *1984*'s dystopian future warns us to be ever vigilant against the temptations of totalitarianism.

Assignment: a) As you read, take notes / annotate.

b) Complete the study guide attached below. All vocabulary should be completed and all questions should be fully answered. All work turned in should be typed.

AP Literature: 1984 by George Orwell

Part One/Sections I, II, III, IV –

Vocabulary: sanguine, nebulous, urbane, inexorably, demeanor, mutability, lift, singlet

Objectives:

- a) How Orwell establishes atmosphere.
- b) Insight into characterizations of Winston Smith, O'Brien, and Julia.
- c) Identify symbolism, foreshadowing, and irony.
- d) Understand theme of appearance vs. reality and how it is developed.

Questions:

- I) What is a telescreen and how does it affect people? What is Newspeak? What is a thought crime? What is doublethink?
- 2) What is the Golden Country? What does it represent to Winston?
- 3) What is the Ministry of Truth? What is Winston's job? What is the memory hole? How is it symbolic?
- 4) Who is Big Brother?
- 5) What is the difference between the Inner and Outer party? Who are the Proles?
- 6) What are the three Party slogans and what does each mean?
- 7) What are Winston's feelings about the dark-haired girl?
- 8) What are his feelings about O'Brien?
- 9) What is "Ingsoc"?
- 10) Interpret the symbolism of Winston's dreams? What does Shakespeare represent? What does the removal of clothing represent? Etc.
- II) What is the importance of the Parsons family? What is significant about their children's behavior and the family dynamics?
 - 1) List and explain examples of foreshadowing.
 - 2) List and explain examples of irony.
 - 3) List and explain examples of symbolism.

Part One/Sections V, VI, VII, VIII

Vocabulary: philologist, vapid, abject, frontispiece, interminable, concertina, altercation, anodyne, queue, pannikin, nipper

- Objectives:**
- a) Further examine the themes of appearance vs. reality, alienation and isolation, and individuality vs. tyranny.
 - b) Further insight into the main characters.
 - c) Understanding satire and symbolism.

Questions:

- 1) Who is Syme? What does Winston assume will happen to him and why?
- 2) What is Hate Week and what purpose does it serve?
- 3) What is the Ministry of Plenty? What does the change in the chocolate ration show?
- 4) What is the Party's attitude toward the Proles?
- 5) Analyze Winston's encounter with the prostitute. Why does he record this in his diary? How is it symbolic?
- 6) Why did Winston's marriage fail ?
- 7) What is the significance of the early revolutionaries Jones, Aaronson, and Rutherford and the newspaper clipping about them?
- 8) Describe Winston's trip to the antique shop and the significance of the objects there.
- 9) To Winston, what does sexual love represent?
- 10) Give examples of how the past is distorted in this section of the book. Why does the Party do this?

Part Two/Sections I –VII

Vocabulary: fatuous, loitering, malignant, etiolated, obeisance, iniquity, demeanor, enunciating, counterpane

- Objectives:**
- a) Use of details to create atmosphere and importance of details for metaphor and symbolism.
 - b) Insight into themes of destruction of human values and individuality vs. tyranny.
 - c) To recognize the foreshadowing of the climax.
 - d) Appreciate use of irony.

Questions:

- 1) Who is Mr. Charrington?
- 2) What is the Brotherhood?
- 3) What happens to Syme?
- 4) What did the deprivation of war drive the child Winston to do? How does this tie in with the song about the chestnut tree, first associated with Jones, Aaronson and Rutherford?
- 5) How is Winston's affair with Julia both personal and political?
- 6) Does an interpretation of Winston and Julia as a symbolic Adam and Eve work? Why or why not? ,
- 7) What is the link between chastity and political orthodoxy?
- 8) How has the Party harnessed and perverted basic human instincts and values?
- 9) What does the Prole woman and her (machine-made) song symbolize for Winston? Why is this ironic?
- 10) What is the significance, literally and figuratively, of the rat and Winston's and Julia's reactions to it?
- 11) How do the paperweight, picture and rhyme relate to Winston's and Julia's situation?
- 12) What is the difference between Winston's and Julia's political views?
- 13) How does Winston feel about his mother?
- 14) Why is Winston consumed with fear?
- 15) According to Winston, what would be the most complete and worst betrayal?

16) Why don't Julia and Winston try to escape? Is it possible?

Part Two/Sections VIII-X

Vocabulary: pretext, persiflage, orator, haranguing, feral, meritorious, latent, tenets, ossified, driveling

Questions:

- 1) Describe O'Brien's apartment. What is the lifestyle of the Inner Party?
- 2) How does O'Brien treat Winston and Julia?
- 3) Who is Emmanuel Goldstein? What book did he write?
- 4) Why doesn't Winston finish the book? Winston has found out the what and the how of the Party's motives. What remains a mystery?
- 5) Winston decides that the Proles are the repository of what ideal/emotion?
- 6) Upon what has Winston based his assumption that O'Brien is a member of the Brotherhood?
- 7) Consider the difference between Winston's and Julia's answers to O'Brien's final question (how far are they willing to go). What is the significance? How is this question itself, diverting W & J from their original desires and values?
- 8) Why is Winston's toast to the "past" ironic?
- 9) What is Orwell satirizing through the inclusion of Goldstein's manifesto?
- 10) Why aren't Winston and Julia arrested at O'Brien's apartment?
- 11) What is significant about the Party's choice of the name Emmanuel Goldstein?
- 12) According to Goldstein, what is the real purpose of constant warfare?
- 13) How do the Party's slogans work?
- 14) Why does Orwell interrupt the story with a long section of political theory?
- 15) What is symbolized by the paperweight's destruction?
- 16) Why was Winston the chief object of the Party's entrapment?

Part Three

Vocabulary: perturbed, exulting, quailed, bludgeon, solipsism, hedonistic, capitulated, dace, haggling

- Objectives:**
- a) Further exploration of Winston's character.
 - b) Understanding how the Party destroys the individual.
 - c) Use of literary elements.
 - d) Understanding how the novel's themes are embodied in the climax.

Questions:

- 1) Describe the Ministry of Love. How is its physical reality symbolic? Who else does Winston meet there?
- 2) Describe how Winston is tortured at each stage.
- 3) According to O'Brien, why does the Party seek power?
- 4) What happens in Room 101? What does it imply about the Party's methods to break the individual?
- 5) What does Winston finally lose in Room 101 ?
- 6) How were Winston and Julia wrong when they said "we are the dead"? What does the party mean by "dead"?
- 7) What does Winston's rotting body represent?
- 8) Even after learning that she has betrayed him, why is it so important to Winston that he not betray Julia?

- 9) What does Winston write in the dust on the table and what is its significance?
- 10) Why does the party "reward" Winston?

Appendix

Vocabulary: staccato, preterite, inextricably, inimical, panegyric

- Objectives:**
- a) Understand Orwell's satire
 - b) Analyze the perversion of language
 - c) Understand the main themes of the book and how they are all embodied by the concept of Newspeak

Questions:

- 1) What is Orwell satirizing? What tone does he use?
- 2) What aspects of 20th century language use is Orwell satirizing?
- 3) How does Newspeak affect thought?
- 4) How can the Declaration of Independence be translated into Newspeak? What is crimethink?
- 5) What would be the ultimate purpose of translating great literature into Newspeak?
- 6) Why is the Appendix an important part of the novel?