**AP Literature and Composition** Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

January/February Reading Assignment

What if human life were manufactured? What if sadness were extinct? What if one little pill was the benefactor of interminable buoyancy? “O wonder!” Miranda exclaims, in Shakespeare’s *The Tempest*, “O brave new world” (5.1.203-206).

It is ironically thus that Aldous Huxley’s *Brave New World* dreams up a species of happiness designed to immunize a genetically regulated race into submissive oblivion. In a world where resources never run out, education is automatic, sex is recreational, and everyone is happy, what could possibly go wrong? Welcome to *Brave New World*, where you will shudder to imagine how our widening world of technological innovation might just be humanity’s one-way ticket towards ruthless despotism and merciless dystopia.

Now, no one exactly jumps for joy at the idea of summer reading, but if you complete the enclosed assignment, I can assure you will have a thought-provoking reading experience followed by a smooth transition into second semester.

Your summer reading project has three parts as outlined below:

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| **Part I: Aldous Huxley’s*****Brave New World*** **Blogging (40 points)** | **Part II: Aldous Huxley’s*****Brave New World* Questions (70 points)** | **Part III: Group Independent Reading** **AP Options of Literary Merit** **(100 points)** |
| 1. Read the attached assignment in its entirety.
2. Read the book!
3. As you read, write and post FOUR blog entries as outlined on the following page (10 points per entry for a total of 40 points).

**Due the day of the FIRST CLASS MEETING in February.** | Answer any seven of the questions as outlined on the following pages in typed, double spaced paragraphs (10 points each for a total of 70 points). **Due on the SECOND CLASS MEETING in February** **with 5 points extra credit if turned in on the first day of class. Late work will result in a deduction of 5 points per day.** | 1. Find two friends and choose a book off the AP reading list.
2. Get the book and your group approved by Ms. B.
3. Read the assignment as outlined in this packet.
4. Read the book!
5. Follow the attached instructions to complete the individual and group components of the assignment.

**Due on the THIRD CLASS MEETING in February** **with 5 points extra credit if turned in on the first day of class. Late work will result in a deduction of 5 points per day.**  |

Instructions can be found both in this packet, on Edmodo, and at [www.pasbenglishmsb.weebly.com](http://www.pasbenglishmsb.weebly.com), where you can download this entire packet on the AP Lit: *Brave New World* page, post your blog entries, interact with your classmates, and email me with any questions, concerns, or doubts you might have. My email address is alexandra.brostoff@gmail.com, and I tend to answer email inquiries extremely fast!

**Part I: Aldous Huxley’s *Brave New World* Blogging (40 points)**

The *Brave New World* blog is a forum for you to interact with the text, your classmates, and myself as you read. First, review the following expectations:

1. **R-E-S-P-E-C-T:** same as in class. Play nice.
2. Be honest: same as in class. It's fine if you're not in love with everything you read or hear, but give respectful, honest, analytical explanations for your opinions. **Challenge yourself** to disagree with your peers and/or the author, but once again, do so respectfully and analytically.
3. Post only on your class's blog on the appropriate page.
4. Please type your **full name and a creative title** on the top line of your comment. This will help us keep track of who is responding to what.
5. You may write in the first-person, informally. That being said, please write in complete sentences and keep your comments relevant and appropriate.
6. All entries must be a **minimum of 200 words.** Anything less will count as incomplete. Although you are not required to answer the Reader Response questions below, I encourage you to use them to give you ideas.
7. All entries must include three components: **questions** (these may be to stimulate discussion, challenge a peer, or to ask something that you are genuinely curious or confused about), **quotes** (from the book or other sources, using [MLA formatting](http://weebly-link/831023678842644429)), and **connections** (to anything else you've read, heard, seen, experienced etc.). You will be graded on how you respond to the text in light of these three components.
8. All quotes must be cited using [**MLA formatting**](http://weebly-link/831023678842644429).

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| As you read Brave New World, post **FOUR** blog entries:* **Blog entry #1: Chapters 1-3**
* **Blog entry #2: Chapters 4-9**
* **Blog entry #3: Chapters 10-15**
* **Blog entry #4: Chapters 16-18**

These may be general reactions to the text, a response to any of the reader response questions listed below, a response to another student’s blog post, a reaction to a significant quote, incident, or character etc. but all posts MUST be at least 200 words and include questions, quotes, and connections as explained in #7 above. Each blog post is worth 10 points for a total of 40. **These are due by the end of the first week of school with 5 points extra credit if they are posted by the FIRST day back to class. NO LATE BLOGS WILL BE ACCEPTED.** |

***Optional* Reader Response Questions** (to get you thinking…) (from [*You Gotta Be the Book*](http://www.amazon.com/exec/obidos/ASIN/0807735663/qid%3D1014228970/sr%3D1-1/ref%3Dsr_1_1/103-5425790-2937400) by Jeffrey Wilhelm)

1. What do you think the author wanted to set up or foreshadow in the first few sentences, paragraphs, or pages?
2. What do you know that helped you understand the reading? What might you need to know more about to help you understand?
3. How does the author develop the characters’ personalities?
4. Did you like the characters? How are the characters like anyone you know or even like you?
5. What are the characters’ problems?
6. What information did the author leave out? What's happening behind the words or scenes? How did you fill them in?
7. What other works have you read that are similar in some way to this one? What sticks out as the most important connection between the two?
8. What did you like most/least about this book?
9. Was there anything you didn't understand? What was it?
10. What idea was the author trying to explore in this work? How important is that idea?
11. If you were to make a movie of this story, who would be in the movie? What would you change to make the movie fit two hours? What kind of setting would you choose?
12. What [literary devices](http://mshogue.com/ce9/Gen_Info/literary%20terms.htm) and techniques are being used? What is the purpose of such devices?
13. Do you agree with how the author or characters see the world?  In what ways?
14. What do you feel is the most significant passage/word/event from the novel?

**Part II: Aldous Huxley’s *Brave New World* Questions (70 points)**

Write a short paragraph (at least 4 sentences) responding to any **SEVEN** of the following questions in thoughtful, complete sentences. Use quotes as evidence to support your claims. Be sure your answers are typed, double-spaced, and proofread. Each question is worth 10 points, for a total of 70. **This assignment will be due on the SECOND CLASS MEETING with 5 points extra credit if turned in on the first day of class. Late work will result in a deduction of 5 points per day.**

1. Few of Huxley's predictions have proven to be perfectly accurate, yet many aspects of the Dystopia of *Brave New World* feel uncomfortably like our world. Talk about the book as a prophetic vision of the future. Which aspects of the book are most disturbing? Which hit closest to home? Which seem the most far-fetched?
2. When *Brave New World* was first published in 1932, the world was plunged in depression, fascism was on the rise in Western Europe, and Marxism appealed to increasing numbers of intellectuals in Europe and America. Place the book in the context of its historical moment. Which parts transcend its time and place?
3. Toward the end of the book, the Controller Mustapha Mond sums up the benefits of living in the "brave new world.” He explains, "The world's stable now. People are happy; they get what they want, and they never want what they can't get." It sounds like perfection, and yet the world Mond describes is deeply, intentionally horrifying. Why? What exactly is so bad about this society of the future? Is there anything good about it, anything we could learn from and try to adapt to our own uses?
4. As dehumanizing and oppressive as the brave new world is, the alternative in the "savage reserve" is in many ways worse - dirty, violent, unhealthy, cruel, and uncomfortable. What point is Huxley making about human nature and the nature of human communities? Is his vision totally negative, or does the book maintain shred of hope, some alternative mode that fosters both freedom and community?
5. One of the most striking - and comic - aspects of Huxley's dystopia is the way our sexual cravings and assumptions have been turned on their head: monogamy is bad, passion is deviation, casual, meaningless sex is the socially approved norm. What is Huxley insinuating here? Is there any expression of human sexuality that he finds acceptable? Is sex at the heart of the "problem" in his view of human nature?
6. Talk about the morality of the book. Is it a Christian morality? Socialist? Anarchist?
7. In many ways, the main characters of the book are cartoon figures - Helmholtz Watson the alienated superman, Bernard Marx the cowardly, hypocritical intellectual, Mustapha Mond the cynical all-knowing leader, John the doomed idealistic. Discuss the book as an allegory and elaborate on what each character stands for.
8. When John first starts reading Shakespeare, he discovers that the words make his emotions "more real" - they even make other people more real. Talk about the power of language in the book, the power of the word to influence thought and behavior. Why did Huxley choose Shakespeare as the medium of John's intellectual awakening?
9. Could anything like *Brave New World* really happen? Has it happened in some form that we don't fully recognize?
10. Discuss the last paragraph´s tone, diction, and how it reflects on a theme in the novel?

**Part III: Group Independent Reading AP Options of Literary Merit (100 points)**

Find two friends and choose a book off the AP reading list. Get the book and your group approved by Ms. B. Your choice must be approved in order to get credit for this assignment! **This assignment will on the THIRD CLASS MEETING in February with 5 points extra credit if it is turned in on the first day of class. Late work will result in a deduction of 5 points per day.**

1. ***Reader Response***(20 points, individual)
* Divide your book into fourths. After you finish reading each fourth, write a reader response/reaction to that section using the template on the following 2 pages. These responses should be handwritten and limited to the space provided on the Reading Response Sheets. Please do not write a plot summary. Naturally, you will include some plot, but I want to read your reactions to what is happening in the novel and to the characters and their personalities and motivations. Use the blogging questions to guide your responses.
1. ***Stylistic Prose Techniques*** (30 points, group)
* As you read, notice the literary devices and stylistic techniques that the author uses to communicate more effectively and powerfully.
* Examples may include any of the devices and techniques included on the class powerpoint.
* Prepare a list of at least ten (8) examples of powerful prose techniques.
* Define the term in your own words, cite the example from the text, and provide a brief analysis of how the author uses the technique effectively.
* Use appropriate MLA format.
* This assignment must be typed and **not** longer than two pages.
1. ***Prose Passage Analysis*** (20 points, individual)
* Choose one (1) passage from the novel.
* This passage should be several sentences and/or paragraphs long—at least long enough to get some feel or idea of the author’s style. Pretend that you are on the Test Development Committee for AP English. Write a prompt similar to the prompts that you have seen this year on the prose passage section of the AP literature exam. Type the passage on a separate sheet of paper—singled spaced.
* Answer the prompt in a well-organized essay on a separate sheet of paper. Type your essay—double spaced!
1. ***Commercial*** (30 points) (To be completed with your group the week we return from break)
* Prepare a 1- to 2-minute ***advertisement*** for your book. The purpose of your presentation will be to encourage others to read your book. This may be a live performance or film. Your presentation must be no more than two minutes long. You may use visuals to enhance your presentation.
1. Turn in the Stylistic Prose Techniques Sheet, Reader Response Sheet, and Prose Analysis on the day that you give your presentation. Place the Evaluation Sheet on top. Staple the sheets together.

Summer Reading Assignment Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reader Response Sheet

Title of Book: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ # of pages \_\_\_\_\_\_\_\_

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| **Part I: pages \_\_\_\_ - \_\_\_\_\_** | **Part II: pages \_\_\_\_ - \_\_\_\_** |

Reader Response Sheet Page 2

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| **Part III: pages \_\_\_\_ - \_\_\_\_** | **Part IV: pages \_\_\_\_ - \_\_\_\_** |