Welcome to college-level AP English Literature and Composition at Tascosa High School. Many colleges and universities assign summer reading for incoming freshman rhetoric and literature students. This is done to introduce themes, ideas, and skills that will be built upon during the school year. Likewise, your first assignment in AP English will be a summer reading project.

You come highly recommended, and it is our honor to work with you. Attached is your summer reading project and you should have plenty of time to do an excellent job on the tasks. The assignment is due on the first day of school. The project involves reading a novel, taking notes, writing journal entries, writing an essay response, and finally creating and using discussion questions. Throughout the first few weeks, we will discuss aspects of the novel and relate them to various units of study. Be prepared to have high level, thought provoking discourse about the novel. As you read, think about: What was interesting to you? How did your view the characters? What was the style of the writing?

You will be writing an informal reflection bringing together the important ideas you found in the book. The journal should include your observations, questions, and connections concerning the ideas presented by the author. **Do not summarize plot**—remember, your classmates and your teachers have read the same book. Focus your journal on your own thoughts, ideas, and personal connections in response to the book.

Sometimes readers confuse a cursory reading with an active reading. A quick reading of a work is little more than that: for example, you might read an entire story and not be able to say anything about it at all. A more careful, active reading, however, enables you to understand and respond to questions about meaning and organization. Obviously, we must first follow the work and understand its details. At the same time we must respond to the words, get at the ideas, and understand the implications of what is happening, and apply our own experiences to verify the accuracy and truth of the situation and incidents, to appreciate the characters and their solutions to the problems they face, and to articulate our own emotional responses. In short, as active, participating readers, we should assimilate the work into

**Part I**
Read the *Brave New World* by Aldous Huxley

**Part II**
For this course, you will be required to complete reader response logs wherein you will read and respond actively to literature. Reading logs should be completed as you read. Each log has certain requirements.

The following 9 literary terms are required on all reading logs. Please note: you are required to include 20 entries on your reading log…therefore; you must find 11 additional terms to include. Use the following definitions in your reading log. Read the blurb following the definition to complete your reading log entries.

Tone/Shifts - the writer’s attitude toward the topic; identify the writer’s tone and any shifts in tone that occur; words that describe an author’s tone might include critical, angry, sympathetic, caustic, sarcastic, satirical, etc.

Style - anything a writer does which distinguishes him or her from other writers; identify elements of the writer’s style of writing, what makes him or her unique

Theme - the main idea or message of a literary work; state a theme for the work using a complete, general statement

Setting - the time and place of the story’s action; identify the place and time of the action, note any shifts in setting as well

Writer’s Intention - what the writer intended to convey to the reader; identify the writer’s purpose

Conflict(s) - a struggle between two opposing forces; identify ALL conflicts including internal (man vs. himself) and external (man vs. man, man vs. society, man vs. nature)

Point of View/Shifts - the vantage point from which the story is told; identify the point of view of the work, first person, third person, and any shifts in point of view

Mood/Shifts - the feeling or atmosphere that the work gives off; identify the atmosphere or mood of the work, including any shifts in mood

Characterization Methods - the method a writer uses to familiarize the reader with the characters in a work; identify the methods of characterization the writer uses, including behavior, speech, physical description, thoughts and feelings, thoughts and feelings of other characters toward the main character
You must do the following:

First, define the term. For example, tone is the writer's attitude toward the topic. Use the definitions listed above. Please do not define the term in your own words.

Second, provide evidence (an example) from the reading. Include excerpts in quotation marks.

Third, discuss the implications of the use of this technique. How does it affect the reading? What is the impact of its use? This is the analysis of the text. A checklist/sample is attached to help you meet these requirements.

Part III

Choose interesting passages from the chapters (one entry for every two chapters) that you feel BEST exemplifies a major theme.

Write a one page journal response with your reactions to the way the author has expressed his feelings on a theme (multiple themes in the novel). For each entry you will respond in one of the following modes: Personal close reading through annotation, and personal interpretation through informal reflection.

Ex. If you choose the annotation method, you will have to copy the passage into your journal and then annotate for literary devices and techniques. If you choose the personal interpretation through informal reflection, you must write down your thoughts and justify them with specific words, phrases or sentences from the chapter.

However, you must include both methods in your journal!

Annotations should be frequent and consistent throughout the text, approximately one rich annotation every two or three pages. If you purchase the books, feel free to write directly on the pages; if you borrow the books, use sticky notes. Annotations are a type of talking back to the text and can include summary, connections, questions, evaluations, and synthesis. Note unfamiliar vocabulary and determine contextual meanings. If you are unfamiliar with active reading/annotation, ask one of the AP Lit teachers, Mrs. Herr or Mr. Wells before the end of the school year.

Part IV

The novel seems to advocate changes in social or political attitudes or in traditions. Choose one and note briefly the particular attitudes or traditions that the author wishes to modify. Then analyze the techniques the author uses to influence the reader’s or audience’s views.
Part V
Choose a complex and important character from Brave New World who might on the basis of the character’s actions alone be considered evil or immoral. Explain how and why the full presentation of the character in the work makes the readers react more sympathetically than we otherwise thought.

Part VI
Create five original thought-provoking DISCUSSION questions. Your questions will be the starting point for class seminar discussion.

Topics you may choose to discuss:

- The author’s purpose, the intended audience, and the tone of the book.
- Specific connections you make to other texts/past readings/personal experiences.
- The thesis or theme and its development throughout the book.
- The emergence of the author’s voice. How does the writer’s unique voice affect the way you read and react to the book?
- The author’s style of writing—go beyond the standards of diction and syntax (imagery, irony, argumentation, logic, and other rhetorical or literary devices—
- Questions the author raised in you.
- Your overall evaluation of the text.

Bonus: Critic Roland Barthes has said, “Literature is the question minus the answer.” Considering Barthes’ observation, write an essay in which you analyze a central question the work raises and the extent to which it offers answers. Explain how the author’s treatment of the question affects your understanding of the work as a whole.

Please DO NOT to use CLIFF, BARRON, SPARK NOTES, PINKMONKEY, BOOKNOTES, or any OTHER reference work.
Brave New World Themes

Understanding *Brave New World* Themes and applying themes in *Brave New World* will enhance your understanding of the novel and its message.

1. **The Degradation of Human Sexuality and its Implications**: Along with the loss of individuality comes the loss of self worth.
2. **The Disregard for Human Life**: Even in death, individuals are viewed as commodities, as a source of phosphorus.
3. **The Dangers of Consumerism**: The need to consume more goods to maintain economic stability is at the heart of preconditioning and genetic tampering.
4. **The Mind-numbing Effects of Drugs**: The distribution of soma keeps citizens under control and helps them forget about their problems.
5. **The Dangers of Technology**: Technology in the wrong hands can be devastating—the topic of thousands of spy movies of the 20th-century.
6. **The Dangers of Big Government**: Government that attempts to control all aspects of life and sets itself up as the provider of happiness is a government certain to destroy individual liberties.
7. **What is the purpose of life?** Is it, “Life’s short, play hard,” as the civilized people believed, or is it more than that. Do we have a deeper purpose than just living?
8. **The Cost of Happiness**: In order to maintain its stability, the World State in *Brave New World* ensures that all its citizens get exactly what they want all the time. The satisfaction of every desire creates a superficial and infantile happiness that creates stability by eliminating deep thought, new ideas, and strong passions.
9. **Individuality**: All of World State society can be described as an effort to eliminate the individual from society. That doesn’t mean the elimination of all people; it means the conditioning of those people so that they don’t really think of themselves as individuals. What makes a person an individual?

**Minor Themes**

The minor themes of the novel revolve around the moral and cultural decay of modern life, the isolation of humans who are not allowed to have real relationships, and the role of sex in human existence.