AP Literature and Composition (4AP) Required Summer Reading 2014

1. Read the three novels below and be **prepared to take tests on them on the first day of school**. Your test scores will count as an **important part of your fall semester grade**. Students who have not read the novels by the first day of school will likely earn an F for the first grading period and will often struggle to earn a grade above a C for the semester. Also keep in mind that the test responses will need to be based on the novels, not the film adaptations.

   *Pride and Prejudice* by Jane Austen  
   *Brave New World* by Aldous Huxley  
   *Huckleberry Finn* by Mark Twain

Be thoroughly familiar with plots, setting, characterizations, and themes of these novels. (Please keep in mind that *theme* is not the topic or the subject, *theme* is the author’s statement about the topic or subject.) Also think about the **tone** of each novel (especially the **attitude of each author towards the society he or she is describing**). Please note that **tone** is not the same as atmosphere. A horror film might have a gloomy or scary atmosphere, but the director’s tone toward the society (or characters or situation) might be patronizing, scornful, moralistic, etc.

2. At the bottom of this sheet is a list of characters and terms from *Brave New World*. Be sure you can identify each of them.

3. After reading *Huckleberry Finn*, write your reading/study notes on it, following the directions on the instruction sheet (see back, or below if reading online). Be **prepared to turn in the Huckleberry Finn Reading Notes on the first day of school**. Also, keep an electronic copy of your notes as you will be required to submit them to Turnitin.com once the school year has started. (You will be required to do the same exercise for the other two novels after the school year starts, so you might want to take/keep informal notes as you read.) Please keep in mind: former students’ reading notes are archived at Turnitin.com; should your notes be too similar to another student’s—current or former—notes, your notes will receive no credit.

I look forward to working with you next fall as we examine some of the major classics of world literature. If you have any specific questions about the reading, please visit me in F-6.

Mr. Brown

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*Brave New World: Terms to Know*

Identify and know the following terms:

1. “community, identity, stability”  
2. Bokanavsky’s Process  
3. Neo-Pavlovian Conditioning  
4. Hypnopaedia  
5. Hypnopaedic slogans  
6. Solidarity Service  
7. Malthusian belt  
8. Malthusian drill  
9. Alphas, Betas  
10. Deltas, Epsilons, Gammas  
11. V.P.S.  
12. pregnancy substitutes  
13. decanting room  
14. freemartin  
15. orgy-porgy  
16. soma  
17. savage reservation  
18. feelies  
19. Nine Years War  
20. Cyprus Experiment  
21. T  
22. whip  
23. Bernard  
24. Helmholtz  
25. Pope  
26. Linda  
27. Lenina  
28. Tomakin (DHC)  
29. Mustapha Mond  
30. John  
31. Ford  
32. Henry Foster  
33. Fany  
34. Mitsima  
35. Darwin Bonaparte
**AP Literature & Composition**  
**Reading Notes for Major Works**

**Purpose:** Preparation and review for class essays and projects and for the “open question” on the AP Literature and Composition Exam, given in May.

**Directions:** For each major work we read this year, make notes that include the items listed below. Please organize and identify the information as shown. (Please do not type the instructions on your notes.)

Be sure these notes are in your own words and are based on your own thinking and analysis. Notes that appear to be based on outside printed or electronic sources or that are substantially the same as another student’s will not be accepted. (We want you to have the experience of really thinking about and analyzing these works for yourself.)

These notes will be turned in separately for each major reading assignment and returned to you for filing so that they will be available to you when you do your final review for the AP exam.

1. **Title, author, date** the work was originally published, **period/era** of literature into which it falls, **genre** (e.g.: Classic Tragedy, Tragic Drama, Comedy of Errors, Picaresque novel, Bildungsroman, Comedy of Manners). You may look up this information, but be sure you understand what the terms mean.

2. **Setting(s)**, both time and place, including a list of place names and their **significance** or **symbolism**, if any. Please note: **setting is not period/era** of the literature (e.g.: *The Tragedy of Romeo and Juliet* is set in 14th Century Verona, but it belongs to the English Renaissance period.)

3. **Plot** (Give page numbers if you will have access to the book later when you do your final review.)
   - A. List of major events, scenes, speeches / conversations. (This should be one page at the very most.)
   - B. Mention any special plot features, such as flashbacks, subplots, etc.
   - C. Briefly state the significance of the title and of the opening and closing scenes of the book.

4. **Characters**, a list of significant characters, explaining briefly who they are, their **character traits**, and their **significance** in terms of plot, symbolism, theme, etc. (Be sure you spell their names correctly.)

5. **Point of view**, such as 1st person, 3rd person limited, etc., and **why that narrative voice is effective** for this particular work. Research the various types of point of view if you are not familiar with them. (Does not apply to plays.)

6. **Tone** and **style** of the author. Explain the author’s tone and style or writing, and then explain how the particular tone and style **contribute to the meaning** of the novel. (We will explore these concepts more in depth once the year starts.) Separate these into at least two separate paragraphs: one for tone and one for style. Be sure to explore the author’s use of language and syntax as part of your discussion of style. In addition to the items mentioned there, if a work includes **major motifs** or patterns (these might be repeated symbols, images, metaphors, colors, etc.) briefly explain these. This is a critical aspect of insightfully analyzing literature; in any AP essay, you will need to be able to write about the technical, structural, and stylistic strategies of the piece and how these elements contribute to its meaning.

7. **Theme(s)** and the **author’s purpose** for writing. Explain such things as why the book was written, any social political or philosophical agenda the author may have, and what insights into society or human nature the book offers. (Any AP essay is likely to require you to connect your analysis to these larger questions, so do some serious thinking about these issues, and then state your ideas in these notes in enough detail that they will be helpful to you later.)

8. **List of major short, significant quotations**. Include page numbers for novels; act, scene, and line numbers for dramas; and names of speakers if the quotations come from dialogue. (It can be impressive to use or allude to these in your essays. **Memorize a few!**)

9. **Vocabulary**. List and define at least ten words the author uses that are unfamiliar to you. These can be words that you don’t know at all, or words that are used in a manner different from what you are accustomed. Do not choose words that are clearly slang, simply a dialect pronunciation, or jargon the author has made up for the work.