AP English Literature: Narrative Reality

Summer Assignment

A Word About Reading…
While there’s a lot of “Lit” to read this summer for AP English, if you take an hour or more of it at a time, go deeply into that literary world, which offers you its own set of corollaries, conflicts, zeniths and nadirs, you’ll find that when you “come out on the other side” of that reading that any number of your own issues, concerns, priorities and responsibilities will have sorted and ordered themselves, if you let yourself go deep into Steinbeck’s world for a bit. You’ll see. It’s like magic. [Of course, this process does not work if you are checking, poking and stroking your “gerbil”(cell phone!)– let your immediate world go, and work your imagination inside of the world the literature offers you! Make your own pictures in your mind’s eye as Steinbeck's words direct. You’ll be glad you did, in reality!]

WELCOME TO AP ENGLISH IV 2019-20!

The summer reading prescribed for this course is ambitious, but not as many different texts as in years past. Reading East of Eden in the summer doesn’t prevent us from some close analysis, or “re-analysis” of that literature in the early fall, but it also allows us to go slowly and rigorously through other texts in the coming academic year – not “rushing” them, to finish “more” novels before the exam in May, 2020, because at least we’ve gotten one “Big” book “in the bank” over the course of the summer. As a point of note, success on the AP Literature and Composition exam does rely on a “bank” of literature, so you’ll want to either be a reader, or become one over the course of this year.

That said, please know that your endeavors in this course will teach you much more than test taking strategies. Your work in this course will change the way you read for life and help you realize a number of viable ways that you are actually very much in control of your own happiness. These are life-skills and life-gifts.

This course is about much more than a test, and test preparation, but the test that it includes is a Big One! So think about your options and your own personality and picture yourself second semester senior year if that’s applicable in 2019-20 – do you have what it takes to persevere and
to maintain a strong reading and writing work ethic in the spring of senior year so that you can succeed on a three hour exam in May of 2020, and beyond?

**AP English IV - Summer Reading Text:**

**Student Writing Assignment Type:**

- Submit to [www.turnitin.com](http://www.turnitin.com)
- Enroll in Class ID # 21404580
- Class Key Code: APLitRocks!

Your “ticket” to AP English 2019-20 has a few “parts” has an early deadline. Just as with summer reading for AP English Language: Reality’s Arguments, the required writing is due on the dates indicated on [www.turnitin.com](http://www.turnitin.com) and that is your entry ticket to the course; if you elect not to submit this work by Monday, August 5th, 2019, you have several options.

1. **Submit the missing written work any time between August 6th and the first day of school for a best possible score of 60% and still be in the course for 2019-20.**

2. **Elect not to submit the Summer written work at all, or after the first day of classes for a zero on those 2 assignments and still be in the course.** (you will still receive comments on this work submitted to [www.turnitin.com](http://www.turnitin.com) after the first day of classes)

3. **Elect a different English course for 2019-20 through WUHS Counseling Office and follow through with the summer reading/writing for that course (which will be less than the AP Lit load)**

**TWO** ITEMS due Monday, August 5th on [www.turnitin.com](http://www.turnitin.com):

*1 fully developed outline for a “would-be essay” on *East of Eden* infect see prompt below, and outline template.

*1 complete analytical essay representing a close analysis of a page/passage from *East of Eden* infect see prompt below.

These two items plus the exam will be assessed and the grades will be part of your first quarter marking period.

Note Well: the outline and essay you create and submit should reflect your individual, primary experience of the novel and drama that you read. You should use direct quotations from the texts themselves, properly cited, along with your own original insight about those lines to argue your opinion (thesis). This is not a literary research paper. Consulting secondary sources is considered a violation of the honor code. Your “charge” is a primary experience in analyzing each of these texts.

So, on or by **Monday, August 5th**, you need to submit one fully developed analytical outline and one analytical essay.
Questions: mperkins@wcsu.net. I will be in and out of town July and August, but I should have access to email, for the most part, all summer.

Attached, please find the writing options for East of Eden.
SUMMER READING ASSIGNMENT *East of Eden:*

“Narrative Reality” is the title to this year’s AP English Literature and Composition Course at WUHS. The essential question of the course is “What is ‘reality’ other than the stories we tell ourselves?” As “words” are the building blocks for any story, at bottom, this course explores the ways in which words – the words we choose—shape, alter, direct or re-direct our individual and collective perspectives of ‘reality’. Take a look at the two prompts below BEFORE you start reading the novel so that as you do read the novel, you’re ready and able to collect quotes and passages that may prove useful. In other words, keep a “quote journal” – these are such rich resources for writing, especially about a longer text.

**Part One: Essay Question for the fully developed analytical outline:** While Steinbeck’s novel *East of Eden* reveals several diverse forces “shaping” the Trask and Hamilton families’ perspectives on reality (Land/geography, Time, weather, place for some examples), in this essay, showcase the ways two or more characters’ choices with words shape their individual perspectives on reality that differs from others’ perspectives on reality. (Alternatively, or more simply: you could choose to showcase the way Steinbeck offers “hard evidence” for the ways a person’s choices with words direct or define their sense of reality).

**Part Two: Essay Question for Close Analysis of a Page or Passage:**

Choose a page or two (or a single passage or two) from *East of Eden* that grapples with a force on reality that is not a character/person. For example, Steinbeck “works” non-human entities such as landscape, time, geography, perhaps even weather, as forces that play considerable roles in shaping a character’s sense of reality. (Some critics argue that the land itself is a character in this novel!) Engage a close analysis of one such passage (on Time, on land/landscape/geography, Place or “weather) with the goal to assert a claim about how that non-human force impacts reality and how a certain character, via physical, intellectual or emotional strength works with (or against) that force in shaping their own sense of reality. While the heart of your evidence will focus on this page/ or pages, you’ll necessarily need to reference some evidence (details) from elsewhere in the novel to explain how that abstract force influences a certain character’s perspective on reality –either informing his/her word choice and “storied sense of reality” or working in opposition, i.e. “checking” his/her story or narrative on reality. This should be approximately a 2 page typed essay, 1.5 line space.
FORMAT TO FOLLOW FOR WRITING A FULLY DEVELOPED ANALYTICAL OUTLINE

THESIS:

TOPIC SENTENCE 1*:
Quote 1
Quote 2
Quote 3

TOPIC SENTENCE 2*:
Quote 1:
Quote 2;
Quote 3:

TOPIC SENTENCE 3*:
Quote 1:
Quote 2:
Quote 3:

CONCLUSION: (please write your concluding paragraph completely)

*Please choose ONE of these Body Paragraphs to write completely (opening with a
topic sentence, lead-in statements for each quote, the quote, followed by insight
statements revealing how the ideas in the quote support the assertion you made in
your paragraph's topic sentence.

** Regarding Quotes: you may have 2 or 3 quotes listed as "hard proof" (evidence)
for the assertion you make in that particular body paragraph's topic sentence.
Quotes should appear IN THE ORDER YOU WOULD PRESENT THEM FOR THAT BODY
PARAGRAPH.

Just to clarify: the outline you submit will actually have two completely written
paragraphs. (One body paragraph of your choice =fully developed, and your
concluding paragraph should also be written in full.)