

Cornelia Connelly School
2323 West Broadway
Anaheim CA 92804
714-776-1717

ENGLISH IV and AP ENGLISH

Texts: *1984* by George Orwell
Brave New World by Aldous Huxley
“Harrison Bergeron” by Kurt Vonnegut

We by Eugene Zamyatin (AP only)

English IV students must read *1984* and *Brave New World*, as well as the short story “Harrison Bergeron” (which may be found online at

- ◆ <http://instruct.westvalley.edu/lafave/hb.html>
- ◆ <http://www.tnellen.com/cybereng/harrison.html> or
- ◆ <http://centre.telemanage.ca/links.nsf/articles/481D5B5D819567AC85256A38000A150F>

It may also be found in Kurt Vonnegut’s *Welcome to the Monkey House*, New York: Doubleday/Bantam, 1988).

AP English students must read the above works, as well as *We* by Eugene Zamyatin.

ENGLISH IV

Notes

Read each of the works carefully; take notes (either in the book or in a journal) to help you remember what is going on, especially if you do some of the reading early in the summer. Keep track of the characters and what you think of them; jot down your thoughts about what is going on. Spend some time reflecting about the works—how do they make you feel? What troubles you about them? What connections do you see with today’s society? Such reflections will help you in class discussions when the semester begins, with essays that you will be writing about the works, and with a number of exams. Don’t assume that you will remember the details of the books by the time school starts—write them down to make life easier for you. Also, as you read, **be sure to record any vocabulary you encounter for which you do not know the meaning; use a good dictionary to learn the meanings and the pronunciation of the words (printed dictionaries are usually more complete than on-line ones, especially for syllabication, pronunciation, and connotation, but if you search carefully, you should be able to find a good on-line source).**

Note: Anti-utopian (or “dystopian”) novels often have vocabulary of their own. Watch for such vocabulary and be sure to record words as you come across them—**don’t just skip over them; be sure you know what they mean.** Check in the back of the novel for an explanation of each word or try to ascertain from context precisely what the words mean. (For such terms, you will obviously not have to concern yourself with syllabication or pronunciation in order to make the words your own, but you must know what they mean to understand the novels.)

All students should be prepared for an exam on the first day of class on specific details of the works assigned. Some of the vocabulary from the novels will appear on the test, so be sure to look up meanings of words you don’t know.

Written work

- I. Record five quotations from each novel (three from the short story) that strike you as important; be prepared to explain in class why you think they are significant.
- II. From among the vocabulary words you have recorded as you read, submit ten words from each of the novels (none from the short story), along with complete definitions, including correct syllabication and part of speech (*noun, adjective*, etc.). Include only actual words (not the ones created just for the novels).
- III. To help you in understanding the works—and in participating in class discussions during the first week of class—please answer the following questions. Be sure to spend time thinking about the questions before you answer them; trust your own opinions and avoid using outside sources. **Your thoughts matter—I don't want to read what someone else has already written.**
 1. What is the state of U.S. society as described in the first paragraph of “Harrison Bergeron”? How has “equality” been achieved?
 2. When the framers of the Declaration of Independence stated that “all men are created equal,” what do you think they meant? What does the statement mean to you?
 3. What is the one thing that Winston and Julia tell O'Brien they refuse to do?
 4. Why must everyone in *Brave New World* consume?
 5. Are there any elements of the society in any of these dystopian works apparent in modern times? Explain.
 6. Could the totalitarian control of everyday life occur in real life? Why or why not?
- IV. **Brag Sheet** To help you write college essays that require you to discuss yourself and your achievements (something that students usually find difficult), you should do preliminary work on your “brag sheet.” Although Mrs. Anderson will give you a Brag Sheet as part of your college notebook after the school year starts, for your summer assignment, please contact me at bsteeber@connellyhs.org and I will send you the Brag Sheet electronically to print out. Your Brag Sheet will help you not only to complete your college applications and write your college essays, but it will also enable you to assist whomever you ask to write letters of recommendation for you. This is your opportunity to “market” yourself in the best possible way; you can let your recommenders know what you would most like colleges to know about you. Spend some time reflecting about yourself and your high school career and answer all of the questions on the brag sheet (be sure to take this seriously and spend sufficient time considering what you want others—especially college admissions officers—to know about you). As you fill out the brag sheet, pay particular attention to what kind of student you are and what subjects you most enjoy, how you have challenged yourself in high school, whether there are outside circumstances that have interfered with your academic performance, and what kind of volunteer work you have done or work experience you have had; be sure also to spend time on the activities section, discussing, year by year, what you have accomplished in the arts, in music, in athletics, and in other activities. Seriously think about what you would like perspective colleges to know about you—is there anything that might not show up in the application or that people in general do not know about you that you think the colleges should know?

Complete your brag sheet and bring it to class on the first day we meet.

All work should be typed and neatly presented. Everything is due on the first day of class.

If you have questions, feel free to e-mail me at bsteeber@connellyhs.org during the summer.

AP ENGLISH

Notes / Journal

Read each of the works carefully; take notes in a journal (not just in your books) that you will keep all year for just this purpose. Jot down some thoughts each time you finish reading—for example, try to anticipate what you think will happen, ask yourself questions about what is happening, make comparisons between the works you are reading or between characters, record significant quotations, ask yourself questions, note significant vocabulary, or record your reactions and reflections. Do whatever works for you to help you remember and to understand the work. Be honest with yourself and the works you are reading—how do they make you feel? What troubles you about them? What connections do you see with today’s society? Such reflections will help you in class discussions when the semester begins, with essays that you will be writing about the works, and with a number of exams. Don’t assume that you will remember the details of the books by the time school starts—write them down to make life easier for you. (Your journal will also help you when it comes time to study for the AP exam.) Also, as you read, **be sure to record any vocabulary you encounter for which you do not know the meaning; use a good dictionary to learn the meanings and the pronunciation of the words (printed dictionaries are usually more complete than on-line ones, especially for syllabication, pronunciation, and connotation, but if you search carefully, you should be able to find a good on-line source).**

I will ask to see your journals on the first day of class and will record your work into my gradebook.

Note: Anti-utopian (or “dystopian”) novels often have vocabulary of their own. Watch for such vocabulary and be sure to record words as you come across them. Check in the back of the novel for an explanation of each word or try to ascertain from context precisely what the words mean. (For such terms, you will obviously not have to concern yourself with syllabication or pronunciation in order to make the words your own, but you must know what they mean to understand the novels.)

All students should be prepared for an exam on the first day of class on specific details of the works assigned. **Some of the vocabulary from the novels will appear on the test, so be sure to look up meanings of words you don’t know.**

Written Work

- I. Record ten quotations from each novel (five from the short story) that strike you as important; be prepared to explain in class why you think they are significant.
- II. From among the vocabulary words you have recorded as you read, submit ten words from each of the novels (none from the short story), along with complete definitions, including correct syllabication and part of speech (*noun, adjective, etc.*). Include only actual words (not the ones created just for the novels).
- III. Record at least five questions for each of the four works that you would like to discuss in class during the first week of class (these might come directly out of your journal if you write down your questions each time your finish reading).
- IV. To help you in understanding the works—and in participating in class discussions during the first week of class—please answer the following questions. Be sure to spend time thinking about the questions before you answer them; trust your own opinions and **DO NOT** use outside sources. **Your** thoughts matter—I don’t want to read what someone else has already written. Your answers should be typed and are due on the first day of class.

1. What are the implications of the opening sentence of “Harrison Bergeron”: “The year was 2081, and everyone was finally equal”? What has happened? What does the elimination of advantages, differences, and competition suggest concerning the nature of changes that have taken place?
2. Are there heroes in any of these works? Does anyone succeed in changing anything in a positive way?
3. How is the society in *We* like the society in *1984*? How is it different?
4. Is the society in *Brave New World* really so bad? Is happiness the worst possible goal for humanity?
5. What elements of human life do authoritarian regimes **most** have to control? Why?
6. Why are the authorities in the societies depicted in these works never entirely successful in achieving total control? What works against them?
7. Could such extreme totalitarian control of everyday life occur in real life? Why or why not?

V. **Brag Sheet** To help you write college essays that require you to discuss yourself and your achievements (something that students usually find difficult), you should do preliminary work on your “brag sheet.” Although Mrs. Anderson will give you a Brag Sheet as part of your college notebook after the school year starts, for your summer assignment, please contact me at bsteerber@connellyhs.org and I will send you the Brag Sheet electronically to print out. Your Brag Sheet will help you not only to complete your college applications and write your college essays, but it will also enable you to assist whomever you ask to write letters of recommendation for you. This is your opportunity to “market” yourself in the best possible way; with the Brag Sheet you can let your recommenders know what you would most like colleges to know about you. Spend some time reflecting about yourself and your high school career and answer all of the questions on the brag sheet (be sure to take this seriously and spend sufficient time considering what you want others—especially college admissions officers—to know about you). As you fill out the brag sheet, pay particular attention to what kind of student you are and what subjects you most enjoy, how you have challenged yourself in high school, whether there are outside circumstances that have interfered with your academic performance, and what kind of volunteer work you have done or work experience you have had; be sure also to spend time on the activities section, discussing, year by year, what you have accomplished in the arts, in music, in athletics, and in other activities. Seriously think about whether there is anything that might not show up in the application or that people in general do not know about you that you think the colleges should know; it could make a difference in the success of your applications.

Complete your brag sheet and bring it to class on the first day we meet.

All work (except your journal) should be typed and neatly presented. Everything is due on the first day of class.

If you have questions, feel free to e-mail me at bsteerber@connellyhs.org or celticdreamers@sbcglobal.net during the summer.