Hello! Welcome to English IV AP Literature and Composition!

In Conroe ISD, we encourage all students to read over the summer in order to enrich learning and provoke thought. Summer reading strengthens reading skills, increases academic achievement, fosters a love for reading, and empowers students to become life-long learners.

Additionally, students who enroll in a Pre AP or AP English course are expected to engage in summer reading as it prepares students for the upcoming school year and creates an initial common framework for classroom discussion and instruction.

AP Summer Reading Assignment consists of three parts:

**Part 1 & 2**

- Read *The Poisonwood Bible* by Barbara Kingsolver in its entirety. Annotate the novel using the “Every Trip is a Quest (Except When It’s Not)” excerpt from HTRLLAP (see attached Document B) as your guide. You should annotate text that shows how Kingsolver follows the quest format and how it contributes to the meaning of the work as a whole.
- Complete a Literary Works Data Sheet (MOWAW) as you read. (see attached Document A)

The reading, annotations, and MOWAW are due the second Friday of school (August 23, 2019). All work must be your own original ideas. Do not resort to using literary analysis websites such as Sparknotes in place of doing your own thinking.

**Part 3**

College entrance essays and scholarships essays are an integral part of your senior year. Write one essay from any of the three lists: the Scholarship Essays Topics (Document C), Apply Texas Essay Topics (Document D), or the National Common Application Essay Topics (Document E). Your essay should be a minimum of one page, typed, preferably in your Google Doc account. This is due the second Friday, August 23, 2019. (see attached)

Any questions? Email: grust@conrooisd.net or join and message me on our classes Remind.com app. Just text @RUSTAP1920 to the number 81010

Yay! Happy summer analyzing!

Mr. Rust
Literary Works Data Sheet
Meaning of the Work as a Whole (MOWAW)

Title: ___________________________ Author: _______________________

Date of Publication: ___________________ Genre: ___________________

Personal Impression of Literary Piece:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Voice: (Point of View/Style of Narration): ____________________________

Author's Tone: ________________________________________________

Structural Design: (Flashbacks, Memoir, Epistle, etc.)________________________

_________________________________________________________________
_________________________________________________________________

Period of Literature (information e.g. literary, historical, philosophical, etc.):

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Significant details about the Author and how it applies to piece of literature:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Description of Setting and Significance on piece of literature:


Key Plot Incidents:

•

•

•

•

Cite and quote two (2) significant passages:  

1. 

2. 

Explanation and significance of each passage and how it relates to the work as a whole. (MOWAW)

1. 

2.
Major Character: __________________________ Role: (Antagonist/Protagonist)

Meaning/Significance of the character's name: ____________________________________

<table>
<thead>
<tr>
<th>Relationship to other characters</th>
<th>Description of Character</th>
<th>Memorable Quotes made by character (Significance &amp; Context)</th>
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<tbody>
<tr>
<td>Purpose/Function of character</td>
<td>3 Adjectives which describe character and significance</td>
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<td>Conflicts character endures (internal/external) and significance to MOWAW</td>
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Fails: __________________________________________
Major Character: ____________________ Role: (Antagonist/Protagonist)

Meaning/Significance of the character's name: ________________________________

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Foils: ________________________________
Literary Allusions (e.g. Biblical, Religious):


Motifs & Symbols:

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<th>Motifs (their meaning):</th>
<th>Significance:</th>
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Meaning of the Work as a Whole (MOWAW):
1 - Every Trip Is a Quest (Except When It’s Not)

OKAY, SO HERE’S THE DEAL: let’s say, purely hypothetically, you’re reading a book about an average sixteen-year-old kid in the summer of 1968. The kid - let’s call him Kip - who hopes his acne clears up before he gets drafted, is on his way to the A&P. His bike is a one-speed with a coaster brake and therefore deeply humiliating, and riding it to run an errand for his mother makes it even worse. Along the way he has a couple of disturbing experiences, including a minorly unpleasant encounter with a German shepherd, topped off in the supermarket parking lot where he sees the girl of his dreams, Karen, laughing and horsing around in Tony Vauxhall’s brand-new Barracuda. Now Kip hates Tony already because he has a name like Vauxhall and not like Smith, which Kip thinks is pretty lame as a name to follow Kip, and because the ‘Cuda is bright green and goes approximately the speed of light, and also because Tony has never had to work a day in his life. So Karen, who is laughing and having a great time, turns and sees Kip, who has recently asked her out, and she keeps laughing. (She could stop laughing and it wouldn’t matter to us, since we’re considering this structurally. In the story we’re inventing here, though, she keeps laughing.) Kip goes on into the store to buy the loaf of Wonder Bread that his mother told him to pick up, and as he reaches for the bread, he decides right then and there to lie about his age to the Marine recruiter even though it means going to Vietnam, because nothing will ever happen for him in this one-horse burg where the only thing that matters is how much money your old man has. Either that or Kip has a vision of St. Abillard (any saint will do, but our imaginary author picked a comparatively obscure one), whose face appears on one of the red, yellow, or blue balloons. For our purposes, the nature of the decision doesn’t matter anymore than whether Karen keeps laughing or which color balloon manifests the saint.

What just happened here?

If you were an English professor, and not even a particularly weird English professor, you’d know that you’d just watched a knight have a not very suitable encounter with his nemesis.

In other words, a quest just happened.

But it just looked like a trip to the store for some white bread.

True. But consider the quest. Of what does it consist? A knight, a dangerous road, a Holy Grail (whatever one of those may be), at least one dragon, one evil knight, one princess. Sound about right? That’s a list I can live with: a knight (named Kip), a dangerous road (nasty German shepherds), a Holy Grail (one form of which is a loaf of Wonder Bread), at least one dragon (trust me, a ’68 ‘Cuda could definitely breathe fire), one evil knight (Tony), one princess (who can either keep laughing or stop).

 Seems like a bit of a stretch.

On the surface, sure. But let’s think structurally. The quest consists of five things: (a) a quester, (b) a place to go, (c) a stated reason to go there, (d) challenges and trials en route, and (e) a real reason to go there. Item (a) is easy; a quester is just a person who goes on a quest, whether or not he knows it’s a quest. In fact, usually he doesn’t know. Items (b) and (c) should be considered together: someone tells our protagonist, our hero, who need not look very heroic, to go somewhere and do something. Go in search of the Holy Grail. Go to the store for bread. Go to Vegas and whack a guy. Tasks of varying nobility, to be sure, but structurally all the same. Go there, do that. Note that I said the stated reason for the quest. That’s because of item (e).
The real reason for a quest never involves the stated reason. In fact, more often than not, the quester fails at the stated task. So why do they go and why do we care? They go because of the stated task, mistakenly believing that it is their real mission. We know, however, that their quest is educational. They don’t know enough about the only subject that really matters: themselves. The real reason for a quest is always self-knowledge. That’s why questers are so often young, inexperienced, immature, sheltered. Forty-five-year-old men either have self-knowledge or they’re never going to get it, while your average sixteen-to-seventeen-year-old kid is likely to have a long way to go in the self-knowledge department.

Let’s look at a real example. When I teach the late-twentieth-century novel, I always begin with the greatest quest novel of the last century: Thomas Pynchon’s Crying of Lot 49 (1965). Beginning readers can find the novel mystifying, irritating, and highly peculiar. True enough, there is a good bit of cartoonish strangeness in the novel, which can mask the basic quest structure. On the other hand, Sir Gawain and the Green Knight (late fourteenth century) and Edmund Spenser’s Faerie Queen (1596), two of the great quest narratives from early English literature, also have what modern readers must consider cartoonish elements. It’s really only a matter of whether we’re talking Classics Illustrated or Zap Comics. So here’s the setup in The Crying of Lot 49:

1) Our quester: a young woman, not very happy in her marriage or her life, not too old to learn, not too assertive where men are concerned.

2) A place to go: in order to carry out her duties, she must drive to Southern California from her home near San Francisco. Eventually she will travel back and forth between the two, and between her past (a husband with a disintegrating personality and a fondness for LSD, an insane ex-Nazi psychotherapist) and her future (highly unclear).

3) A stated reason to go there: she has been made executor of the will of her former lover, a fabulously wealthy and eccentric businessman and stamp collector.

4) Challenges and trials: our heroine meets lots of really strange, scary, and occasionally truly dangerous people. She goes on a nightlong excursion through the world of the outcasts and the dispossessed of San Francisco; enters her therapist’s office to talk him out of his psychotic shooting rampage (the dangerous enclosure known in the study of traditional quest romances as “Chapel Perilous”); involves herself in what may be a centuries-old postal conspiracy.

5) The real reason to go: did I mention that her name is Oedipa? Oedipa Maas, actually. She’s named for the great tragic character from Sophocles’ drama Oedipus the King (ca. 425 B.C.), whose real calamity is that he doesn’t know himself. In Pynchon’s novel the heroine’s resources, really her crutches—and they all happen to be male—are stripped away one by one, shown to be false or unreliable, until she reaches the point where she either must break down, reduced to a little fetal ball, or stand straight and rely on herself. And to do that, she first must find the self on whom she can rely. Which she does, after considerable struggle. Gives up on men, Tupperware parties, easy answers. Plunges ahead into the great mystery of the ending, Acquires, dare we say, self-knowledge? Of course we dare.

Still...

You don’t believe me. Then why does the stated goal fade away? We hear less and less about the will and the estate as the story goes on, and even the surrogate goal, the mystery of the postal conspiracy,
SCHOLARSHIP ESSAY TOPICS

- Financial Need
- College/Career Goals
- Leadership/Community Service/School Activities

➢ Indicate the importance of a college education and career goals as well as give a personal insight as to the need for the scholarship.
➢ Explain your general philosophy, your interests, special talents, and other things that might be helpful to the committee.
➢ Supply any information which he/she feels is pertinent to the application receiving proper consideration. It must explain your educational and career goals. Include how this scholarship can assist you in obtaining these goals.
➢ What are your plans for the future and how would this scholarship impact your future?
➢ Write a short essay (one page) about yourself, explaining your career goals, what you plan to study, and why you want to further your education.

APPLY TEXAS ESSAY TOPICS

Note: Different universities require different essay topics.

Essay A:

Tell us your story. What unique opportunities or challenges have you experienced throughout your high school career that have shaped who you are today?

Essay B:

Some students have an identity, an interest, or a talent that defines them in an essential way. If you are one of these students, then tell us about yourself.

Essay C:

You've got a ticket in your hand – Where will you go? What will you do? What will happen when you get there?
Instructions: The essay demonstrates your ability to write clearly and concisely on a selected topic and helps you distinguish yourself in your own voice. What do you want the readers of your application to know about you apart from courses, grades, and test scores? Choose the option that best helps you answer that question and write an essay of no more than 650 words, using the prompt to inspire and structure your response. Remember: 650 words is your limit, not your goal. Use the full range if you need it, but don’t feel obligated to do so. (The application won’t accept a response shorter than 250 words.)

- Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.

- The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?

- Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?

- Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma - anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.

- Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.

- Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?

- Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design. [New]