

E419 Advanced Placement Literature and Composition Summer Reading and Assignments

Mrs. Gilkey mguerra-gilkey@d211.org

Mr. Micheletto rmicheletto@d211.org

If you have any other questions or would like to have digital access to this information, please join our AP Lit Summer Reading Schoology Group.

- Schoology Group Code: GRF9R-QPBGW

Summer Readings —

- Selected chapters from *How to Read Literature Like a Professor* by Thomas C. Foster
- *One Flew Over the Cuckoo's Nest* by Ken Kesey

How to Read Literature Like a Professor by Thomas C. Foster

Over the summer, you will begin your reading and analysis with *How to Read Literature Like a Professor*, as it will inform your interpretation of *One Flew Over the Cuckoo's Nest*. You will, however, not be required to read this text in its entirety, although you are certainly encouraged to do so. We will eventually use the rest of Foster's text in class, so you should have access to your own copy. Over the summer you will read and annotate the following chapters:

- Introduction: "How'd He Do That?" xxiii-xxx
- Chapter 4: "Now, Where Have I Seen Her Before?" 23-31
- Chapter 6: "...Or the Bible" 42-51
- Chapter 11: "...More Than It's Gonna Hurt You: Concerning Violence" 94-103
- Chapter 12: "Is That a Symbol?" 104-114
- Chapter 13: "It's All Political" 115-123
- Chapter 14: "Yes, She's a Christ Figure, Too" 124-132
- Chapter 23: "It's Never Just Heart Disease... And Rarely Just Illness" 215-231

One Flew Over the Cuckoo's Nest by Ken Kesey

Read and annotate Ken Kesey's novel, *One Flew Over the Cuckoo's Nest*. Elements from *One Flew Over the Cuckoo's Nest* will infuse many of the other works in the 419 curriculum. Be advised that you must have the novel completed before returning to school. When reading, think in terms of motifs, allusions, archetypes, symbols, and social issues, as well as the rhetorical strategies learned in English 319. In addition, consider the following points as you read and mark the text; we have tagged each topic with the respective chapters from Foster's book to guide your connections:

- Trace the psychological progress of the main characters in the story. (Chapter 23)
- Consider Kesey's choice of Chief Bromden as narrator instead of McMurphy. What does the author achieve through this choice? What do the author's choices say about the nature of mental disorder/disease in the novel? (Chapter 23)
- Explore the religious and Biblical themes/allusions in the novel. (Chapters 6 & 14)
- Trace literary elements/devices—especially symbolism—and their contribution to meaning. (Chapters 4 and 12)
- What drives the tension between individualism and social conformity? Consider the deaths that occur in the novel. How do they contribute to your understanding of the this tension? (Chapters 11 and 13)
- Think about the role of archetypes (i.e. Anti-hero, Villain, Seductress, etc) in the novel. Delineate their effect on meaning. (Chapter 4)

Assignment 1: Triple Entry Journal (Sample Triple Entry Journal on next page)

From Foster's *How to Read Literature Like a Professor*, choose FOUR chapters to analyze for the following writing assignment:

1. Identify Foster's assertions in the chapter and discuss key elements of his analysis. This discussion of the chapter should be one to two well-developed paragraphs in length. Be sure that you include quotes from each chapter.
2. Identify a scene or scenes within *One Flew Over the Cuckoo's Nest* which Foster's chapter helps deepen your understanding or interpretation. Be sure that you include direct citations.
3. Construct a close reading using Foster's assertions to guide your analysis. Make sure to work through the passage to identify and analyze the literary elements and discuss the effect they have on the meaning of the passage and/or the text as a whole. (2 to 3 paragraphs)

Overall, your writing should clearly demonstrate how Foster's analysis contributes to your greater understanding of the novel.

Assignment 2: AP-style Essay due on the first day of class. Late essays will count as Fs.

PROMPT:

- A symbol is an object, action, or event that represents something or that creates a range of associations beyond itself. In literary works, a symbol can express an idea, clarify meaning, or enlarge literal meaning. Focusing on one symbol in *One Flew Over the Cuckoo's Nest*, write an essay analyzing how that symbol functions in the work and what it reveals about the characters or themes of the work as a whole. Do not merely summarize the plot.

The essay will be:

- at least two double-spaced pages in length
- expected to include multiple pieces of evidence (examples, but not quotes)
- collected on the first day of school

Assignment 3: In-class Test

- *Be prepared to take an objective, multiple choice test and write an in-class essay during the first week of class.*

SAMPLE Triple Entry Journal: This example uses the novel 1984. You will be mirroring this sample using One Flew Over the Cuckoo’s Nest.

Identify & discuss key assertions made in Foster’s chapter	Passage from <i>One Flew Over the Cuckoo’s Nest</i> (Sample refers to 1984)	Close Reading of Passage From <i>One Flew Over the Cuckoo’s Nest</i> (Sample refers to 1984)
<p>Chapter 12: “Is That a Symbol?”</p> <p>In his chapter “Is That a Symbol?,” Foster contends that symbols have historical connotation, and one must consider that history when determining the meaning of symbol in a given text. In using the example of the cave, Foster suggests that “the cave, on some level, suggests a connection to the most basic and primitive elements in our nature” (107). This reading draws upon earliest human relationship with caves. Early man used a cave as shelter and a place similar to home. On a philosophical level, according to Plato, the cave is symbolic of “consciousness and perception” (107). The final determination of symbolic meaning is rooted in “educational attainment, gender, race, class, faith, social involvement and philosophical inclination,” as well as our individual knowledge of the symbol (110).</p> <p>Additionally, symbols have a textual history....CONTINUE WITH YOUR DISCUSSION OF FOSTER’S ASSERTIONS.</p>	<p>Sample passage from 1984:</p> <p>“Do you remember,’ said O’Brien, ‘the moment of panic that used to occur in your dreams? There was a wall of blackness in front of you, and a roaring sound in your ears. There was something terrible on the other side of the wall. You knew that you knew what it was, but you dared not drag it into the open. It was the rats that were on the other side of the wall’”(226).</p> <p>REMINDER: Your passage will come from <i>One Flew Over the Cuckoo’s Nest</i>.</p>	<p>In this scene, O’Brien—whose duality seems to symbolize both what a totalitarian government can do to those who resist, as well as the imposing, intrusive, and manipulative nature of such an oppressive government—prepares Winston for the physical portion of his torture. Ironically, it is the psychological anguish over the thought of the physical torture that forces Winston’s spirit to break.</p> <p>For Winston, the panic, although occurring in his dreams, is real. The description is concrete. The “wall of blackness” symbolizes the threshold of the sub-conscious. Winston dares not cross that threshold for fear of what he might learn about himself. The wall suggests that Winston has built up a sub-conscious barrier between himself and his fears, thus protecting him from his true nature. The “blackness” then serves as a symbol of what is unknown to his/our consciousness. With Winston, the fear of the unknown is greater than what might actually be on the other side of the “wall.” The “roaring sound” in his ears functions as an alarm, warning him of impending doom, forcing Winston’s mind to fill that unknown blackness with his greatest fear—rats.</p> <p>Rats in this passage might hold multiple meanings. Being rodents, a “low” life form, agents of disease, and reflective of a life lived in squalor and filth, rats might symbolize Winston’s fear of how bad life could become if Big Brother is allowed to succeed. His life will come to resemble that of a rat, living on the outskirts, living off the scraps of a society. On the other hand, rats endure in conditions in which other species might perish. Like the rats, Winston’s fear suggests that he will persist and adapt and continue to torment.</p> <p>Colloquial language connotes that a “rat” is someone who will betray in order to save himself. The rats in this passage reveal Winston’s true nature, as he becomes a “rat” and allows Julia to be tortured to save himself. Winston’s fear of dragging “it into the open” suggests that he understands his own limitation; he knows that when confronted with his greatest fears, he will submit. Keeping the readers “in the dark” for the majority of the passage as to what was actually on the other side of the wall forces us to populate the blackness with our fears. In doing so, we too become the victims of the psychological torture and are forced to figuratively betray Julia as well.</p>