

St. Augustine High School

English IV Reading Lists

2017-2018

Incoming 12th Graders

AP

| Title | ISBN | Lexile |
|--|----------------|--------|
| <u>Crime and Punishment</u> by Fyodor Dostoyevsky | 978-0486454115 | 1080L |
| <u>How to Read Literature Like a Professor</u> by Thomas C. Foster | 978-0486266886 | 820L |
| <u>Pride and Prejudice</u> by Jane Austen | 978-0486284736 | 1100L |

On-Level

| Title | ISBN | Lexile |
|--|----------------|--------|
| <u>The Strange Case of Dr. Jekyll and Mr. Hyde</u> by Robert Louis Stevenson | 978-0486266886 | 1100L |
| <u>Pride and Prejudice</u> by Jane Austen | 978-0486284736 | 1100L |

12th Grade - The Strange Case of Dr. Jekyll and Mr. Hyde

Reading Guide

As you read the novel, answer the each question in a fully developed paragraph.

1. Chapter 1, the description of the by-street and the door, starting “It chanced on one of these rambles that their way led them down a by-street” going to “drive away these random visitors or to repair their ravages.” How does Stevenson make this passage significant in the novel as a whole?
2. Chapter 3, the first appearance of Dr. Jekyll, starting at Jekyll “now sat on the opposite side of the fire - a large, smooth-faced man of fifty” going to “this is a private matter, and I beg of you to let it sleep.” How does Stevenson make this first appearance of Dr. Jekyll so important?
3. Chapter 4, description of the journey to Hyde’s house in Soho, starting from “it was by this time about nine in the morning, and the first fog of the season” and going to “ ‘Ah!’ said she, ‘he is in trouble! What has he done?’ ” How does Stevenson’s writing here make this area of London so sinister?
4. Chapter 8, the journey to Jekyll’s house, starting at “It was a wild, cold, seasonable night of March” going to “knocked with a some-what uncertain hand on the red baize of the cabinet door.” How does Stevenson’s writing build tension and suspense at this moment in the novel?
5. Chapter 8, waiting outside Jekyll’s cabinet door, starting at “As Bradshaw left, the lawyer looked at his watch” going to “Down with the door, Poole!” How does Stevenson’s writing build tension and suspense at this moment in the novel?
6. Chapter 10, Jekyll’s explanation of the murder of Sir Danvers Carew, starting at “Instantly, the spirit of hell awoke in me and raged” going to “ground the key under my heel!” How does Stevenson’s writing emphasize the difference between Jekyll and Hyde at this moment in the novel?

Essay

In a well-thought out, carefully-developed, multi-paragraph (a minimum five-paragraph) essay select from the following prompts relating to the themes and ideas that arise from the novel. In your essay, you will be required to make specific reference to your chosen prompt, selecting and incorporating at least one quote to illustrate each supporting idea including correct MLA format for in-text citations.

1. Explore how Jekyll changes throughout the novel.
2. How does Stevenson explore the theme of duality in The Strange Case of Doctor Jekyll and Mr. Hyde?
3. What is the importance of weather in the novel?
4. What is the importance of Dr. Lanyon in the novel, and how does Stevenson present him?
5. How far are you able to feel sympathy for Dr. Jekyll?
6. What is the importance of setting in this novel?
7. Write about the importance of symbols and symbolism in The Strange Case of Doctor Jekyll and Mr. Hyde.
8. How does Robert Louis Stevenson create mystery and suspense in Jekyll and Hyde?

12th Grade - Summer Reading – Pride and Prejudice

Graphic Organizer

Literary critics often cite *Pride and Prejudice* as one of the greatest English novels for its tightly constructed plot, intricately drawn characters, and distinctive narrative voice. While earlier novels demonstrate an emerging narrative complexity we can recognize as novelistic, *Pride and Prejudice* is a work that exemplifies the novel in the English tradition. As you read, take notes following the format of the graphic organizer provided, paying particular attention to how they develop through the characters and their interactions.

| Topics | Chapters 1-27 | Chapters 28-48 | Chapters 49-61 |
|--|---------------|----------------|----------------|
| Marriage and courting | | | |
| Class and status | | | |
| The motifs of <i>Pride and Prejudice</i> | | | |
| Secrets and revelations | | | |
| Narrative voice (particularly related to judgment) | | | |

12th Grade - Summer Reading – *Pride and Prejudice*

Essay

In a well-thought out, carefully-developed, multi-paragraph (a minimum five-paragraph) essay select from the following prompts relating to the themes and ideas that arise from *Pride and Prejudice* by Jane Austen. In your essay, you will be required to make specific reference to your chosen prompt, selecting and incorporating at least one quote to illustrate each supporting idea including correct MLA format for in-text citations.

1. Both Elizabeth and Darcy undergo transformations over the course of the book. How does each change and how is the transformation brought about? Could Elizabeth's transformation have happened without Darcy's? Or vice versa?

2. Charlotte Bronte, a contemporary of Jane Austen stated in response to the novel *Pride and Prejudice* that “I should hardly like to live with her ladies and gentlemen, in their elegant but confined houses.” Examine the concept of confinement as it relates to social status and position of at least three characters.

3. The relationship between Jane and Bingley directly contrasts with the relationship between Elizabeth and Darcy. Analyze the four characters offering a comparison and contrast of the two relationships examining why the relationships are so different based on the nature of the characters.

4. Elizabeth and Darcy’s relationship had to overcome many obstacles in order to be realized. Examine these obstacles, both physical (family members and peers) and conceptual (pride, prejudice, mistaken impressions, and bad judgment), that temporarily impede the progress of their relationship.

12th Grade - AP Summer Reading – Crime and Punishment and How to Read Literature Like a Professor

Read *How to Read Literature Like a Professor* by Thomas C. Foster. This is an easy read and will prepare you to look for certain common elements in the plot as you read novels. We will refer to this book throughout the year.

A. Choose **FOUR chapters** from *How to Read Literature Like a Professor* and, apply what you have learned in those chapters to *Crime and Punishment* and one other novel that you have read in the past year. (It does not have to be one you read for school.)

B. Create a **power point presentation** that explains the main points made in the four chapters you have chosen from Foster's book and explain how those points **apply to each novel. Two for C&P and two for another novel.**

You need to have the following information in your presentation:

1. Begin with a slide that has the title and author of the book.
2. A brief, brief summary of novel in one or two slides.
3. A slide that explains that main points of each chapter that you have chosen to explain from *How to Read Literature Like a Professor*.
4. A slide that provides at **least two examples** from the novel that relates to the chapter in Foster's book that you chose. Be ready to present and explain by the end of the first week of school.

12th Grade - AP Summer Reading – Crime and Punishment and How to Read Literature Like a Professor

AP SUMMER READING JOURNAL

READING ENTRIES

Each of you must include **7 entries** in a “Reading Journal” for *Crime and Punishment*: One for each PART and the Epilogue. Even though most of what you write in this class will be more formal, I want this to be conversational and informal. Discuss what might have confused you, what character you find intriguing, detestable....and so on. You could make personal connections or connections to other pieces of literature or history.

I DO NOT want a summary.

In addition, as you are reading/writing, think about the following elements and discuss one in each entry. Every element should be discussed at least once throughout the entire journal.

Tone/Shifts – *the writer’s attitude toward the topic*; identify the writer’s tone and any shifts in tone that occur; *words that describe an author’s tone might include* critical, angry, sympathetic, caustic, sarcastic, satirical, etc.

Style – *anything a writer does which distinguishes him or her from other writers*; identify elements of the writer’s style of writing, what makes him or her unique, etc.

Theme – *the main idea or message of a literary work*; state a theme for the work using a complete, general statement.

Writer’s Intention – *what the writer intended to convey to the reader*; identify the writer’s purpose

Conflict(s) – *a struggle between two opposing forces*; identify ALL conflicts including internal (man vs. himself) and external (man vs. man, man vs. society, man vs. nature)

Point of View/Shifts – *the vantage point from which the story is told*; identify the point of view of the work, first person, third person, and any shifts in point of view

For each of the above items, do the following:

- **First**, identify what element you are discussing in the entry
- **Second, provide evidence (an example)** from the reading in your own words --quotes not needed, but fine if you include them
- **Third, discuss the implications** of the use of this technique. How does it affect **YOUR** *the reading? What do YOU think is the impact of its use?*

12th Grade - AP Summer Reading – Crime and Punishment and How to Read Literature Like a Professor

Guided Reading Questions

Please consider each question as you read the novel *Crime and Punishment*. You are NOT required to provide a written response for each question, but it will be helpful to identify passages in the book that are relevant to the discussion of each question. Each of these questions will become a topic for a discussion that will occur during the first two weeks of classes.

1. Discuss the three extraordinary man theories in *Crime and Punishment* and why they failed. Connect each theory to a specific character.
2. Suffering and confession are motifs found in C&P. How are these motifs interrelated? In Dostoevsky's scheme, why are they necessary to Raskolnikov? How does Sonia represent both motifs?
3. Why does Raskolnikov feel the need to be alone? Why does this need contradict his feeling that he is an extraordinary man?
4. Raskolnikov said, "Pain and suffering are always inevitable for a large intelligence and a deep heart. The really great men must, I think, have great sadness on earth." What does this mean?
5. How does Dostoyevsky achieve and sustain the suspense in his novel? Which scenes strike you as being particularly suspenseful? How does he use description to enhance the turmoil in Raskolnikov's mind?
6. Later, in confessing the murder to Sonya, Raskolnikov claims, "Did I really kill the old woman? No, it was myself I killed.... And as for the old woman, it was the Devil who killed her, not I." What does he mean by this? What motive does Raskolnikov give for his murder? Why does he confess to Sonya? Why doesn't the confession ease him of his inner torment?
7. Compare the characters of Raskolnikov, Luzhin, and Svidrigailov. How is each of these men a "villain," and to what extent are they guilty? How does each man face his guilt, and how does each suffer for it?
8. Discuss the scene in which Raskolnikov meets Sonya in her room and he asks her to read the story of Lazarus. What makes this scene so effective? What does Raskolnikov mean when he tells Sonya she is "necessary" to him?