

## ENGLISH II PRE-AP SUMMER READING ASSIGNMENT 2015

- \* **ALL work is due on the first day of class.**
- \* **Bring your book to class on the first day.**

George Orwell's novel *1984*, published in 1949, offers a dystopian vision of the future. A dystopia (opposite of utopia) is a worst-of-all-possible worlds.

**PART I:** Write an essay in which you discuss in what ways the world of *1984* that Orwell imagined has been realized today. Consider such issues as governmental or other official manipulation of language, surveillance of private citizens, threats to freedom of speech. To do this, you will need to refer quite specifically both to the world of the novel (i.e., quote/cite the novel as you make your case) and the real world of today. What is the modern equivalent of telescreens? The memory hole? The Thought Police? The Junior Anti-Sex League?

**Do not simply answer the questions above. The underlined portion is your prompt.**

Your essay will show that you have read the novel with understanding and that you have thought carefully about the present's characteristics and the "future" world that Orwell seemingly predicted.

### **Essay Requirements:**

Length: 500-800 words (approximately 3-5 pages, depending on how large you write.)

Paper: Wide-ruled notebook paper, double-spaced, blue or black ink, one side only.

Avoid first-person (I, me, my) — your subject is the novel and the world around you, not yourself. Your essay should be long enough to fully address the prompt: do not under-write because you are lazy; do not over-write if it involves padding your essay. Please work independently on this assignment.

**PART II:** Use notebook paper for this part.

1. Select **5** significant quotations. (Each may require more than one sentence to make its significance clear.)
2. Write the quotation and the page number where it is found.
3. In 2-3 sentences, explain the significance of each quotation (its contribution to the story and/or the reader's appreciation thereof).

**PART III:** Create/answer 3 analytical questions to spark discussion. In your English I class, you may have learned the three Levels of Questioning. Your questions should be Level 2 and/or Level 3. If you've forgotten the three levels of questioning, see the back of this page and/or do a search online for additional explanations and examples.

# Levels of Questions

## **Level One: Literal** (Do not ask any Level One questions as part of your summer assignment.)

These are based on facts found in the reading, which are proven in/by the reading as either right or wrong.

- Factual—can be answered definitely with facts;
- address key elements of the text;
- answers found directly in the text or by information readily available in outside sources;
- have one correct answer;
- require reading of the work, but require little thought or understanding;
- good answers lead to an accurate and complete summary of the text.

Example: What are the names of the feuding families in *Romeo and Juliet*?

Example: What is an apothecary?

## **Level Two: Interpretive**

These require you to draw a conclusion about the events you have read about. Only part of the answer can actually be found in the reading. You may need to bring outside information (do additional reading/research) in order to find an answer to these questions. If your question can be answered with YES/NO or just a couple words, add “why” to the end. Several answers may be correct depending on how the question is interpreted.

- Inferential—answers to these questions may be implied rather than stated directly in the reading
- address motive of author or a character;
- reader must make inferences based on specific information they can cite to back up their conclusions;
- found by following patterns and seeing relationships among parts of the text;
- call for longer answers and more thinking;
- require reading of the work AND consideration of what has been read;
- good answers lead to an identification of the significant patterns

Example: What is Romeo’s concept of love at the start of the play?

Example: Is Friar Lawrence or the Nurse more to blame for the tragedy—and why?

## **Level Three: Global**

These require you to really analyze why an event took place or perhaps summarize the lasting effects of an event on the future. They may ask you to look at an event from other viewpoints or perspectives.

- Connecting—answers to these questions emphasize the “So what?” of the text;
- link text to prior knowledge, other texts, or human experiences in life;
- found by testing the ideas of a text against readers’ schema;
- require the reader to think more abstractly and relate the text to real life;
- good answers lead to an appreciation of the text and further discussion.

Example: Is “love at first sight” really love?

Example: Why might parents arrange marriages for their children?