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# AP English Literature and Composition

Spring Break Assignment 2020

Hello AP Lit,

I hope you are staying healthy during our early break. I am gearing up for a lot of time with Baby Jack (pictured at the bottom ☺)

Over our early break please complete the two parts to this assignment:

- I. Pre-work on *The Grapes of Wrath*
- II. AP Exam Preparation.

There are separate directions for each part of this assignment on Page 2. Please read through this carefully and reach out with any questions. I have included a table for how long each part of the assignment should take you:

Part I: Pre-work on The Grapes of Wrath	
Assignment	Time to complete
Read Chapters 27-30	60-90 minutes
Answer Reading Questions	20-30 minutes
Complete Analytical Paragraph	10-15 minutes (time yourself)

Part II: AP Exam Preparation	
Assignment	Time to complete
Essay 1 (you choose the essay- Student Choice, Poetry, or Prose)	40 minutes
Essay 2 (you choose the essay- Student Choice, Poetry, or Prose)	40 minutes
Above and Beyond: Complete the 3 <sup>rd</sup> Essay	40 minutes

## Big Takeaways:

1. Read, baby, read- it is good for you and makes you smarter
2. Stay healthy and make good choices- commencement is right around the corner
3. Reach out if you need help, have questions or want to check in

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Much love, miss you all!

JJ



Look at Jack reading ☺

# PART I: *The Grapes of Wrath* (1939)

## John Steinbeck



**Directions:** Most of you have completed your reading through Chapter 27. During this break you are expected to complete *The Grapes of Wrath*. Then complete Parts 1-3 outlined below.

### Using your reading:

1. Answer **Reading Questions 1-6** (pg 3) in **complete sentences** using lined paper or google docs and be prepared to submit in person or digitally up on our return to campus.
2. Using the **Analytical Paragraph Passages** (pg 3) listed below, select one passage to write an analytical paper on and complete that paragraph on a separate sheet of lined paper or in google docs. Be prepared to submit in person or digitally up on our return to campus.

**ALL assignments listed above** can be used on your *Grapes of Wrath* assessments that will occur when we return to campus. These assignments are required for EVERYONE regardless of your comprehension scores because this will help ensure our work back from break can be productive and efficient.

## PART II: *AP Exam Preparation*

**Directions:** 3 Essays are attached to this packet. You need to complete at least 2 of them. For each essay only give yourself 40 minutes to complete them like an IA exam or the actual AP exam. The goal is for you to produce your best work in the allotted time. Set yourself up for success. When you decide to do this make sure you are in a quiet place with no distractions so that 1) It is your best work, 2) Your grade reflects your effort, and 3) You are getting meaningful data for yourself

These essays need to be handwritten, NOT typed, and submitted on lined paper on the day we return from our break. (They can't be typed because you will not type on the actual exam)

If you would like your essay scored before we return, please text me a photo of your essay.

Essay	Text/ Topic
<b>Essay 1:</b> Poetry Essay (pg 4)	The Century Quilt
<b>Essay 2:</b> Prose Essay (pg 5-6)	Jane Eyre
<b>Essay 3:</b> Student Choice Essay (Remember, you can choose any novel you like even if it is not on the list) (pg 7)	Literature's Questions

## Reading Questions

### Chapters 22-30: The Promised Land

1. How is it that people are starving when fruit is overabundant? Why do the owners destroy the surplus?
2. Why do the Joads leave the government camp at Weedpatch? How is life at the Hooper ranch different? What does Ma's encounter in the store show about the plight of migrant workers?
3. What does Tom discover about Casy? How is Casy different from what he once was? How does Tom react to the attack on Casy?
4. What do the boxcars provide besides shelter? In hiding, what decision does Tom make? How does Ma feel about that? What conclusion does Ma reach about the family? What keeps them all from giving up?
5. How does the rain affect the lives of the migrants? Of what importance is building the dike, even if it breaks? How does Ma know they will survive?
6. What does the end of the novel show us about Ma, Pa, Al, Rose of Sharon, and Uncle John?

## Analytical Paragraph Passages



Chapters 19-30: The Promised Land

**(For these final chapters, you can replace the passage below with one of your own choosing, if you so desire.)**

Ch.22) (pp 307-308) Ma wiped the tin dishes...sanitary unit.”

Ch.23) (first paragraph) “The migrant people...”

Ch.24) (p. 340) “Jule said, “These here dances...Hey! Look!”

Ch.25) (last paragraph) “The people come with nets...”

Ch.26) (pp 352-353) “ ‘Sure,’ said Ma....He’s awright.”

Ch.27) (p. 406) “Cost ya a dollar...you know it.”

Ch.28) (p. 419) “ ‘Then it don’ matter....see him sometimes.”

Ch.29) (p. 434-435) “The women watched...turn to wrath.”

Ch.30) (p. 447-448) “in the grey dawn...one-by-six planks.”

# Essay 1: Poetry Essay

Read carefully the following poem by Marilyn Nelson Waniek. Then write an essay analyzing how Waniek employs literary techniques to develop the complex meanings that the speaker attributes to The Century Quilt. You may wish to consider such elements as structure, imagery, and tone.

## The Century Quilt

*for Sarah Mary Taylor, Quilter*

Line 5 10 15 20	My sister and I were in love with Meema's Indian blanket. We fell asleep under army green issued to Daddy by Supply. When Meema came to live with us she brought her medicines, her cane, and the blanket I found on my sister's bed the last time I visited her. I remembered how I'd planned to inherit that blanket, how we used to wrap ourselves at play in its folds and be chieftains and princesses.  Now I've found a quilt <sup>1</sup> I'd like to die under; Six Van Dyke brown squares, two white ones, and one square the yellowbrown of Mama's cheeks. Each square holds a sweet gum leaf whose fingers I imagine would caress me into the silence.	25 30 35 40 45	among her yellow sisters, their grandfather's white family nodding at them when they met. When their father came home from his store they cranked up the pianola and all of the beautiful sisters giggled and danced. She must have dreamed about Mama when the dancing was over: a lanky girl trailing after her father through his Oklahoma field. Perhaps under this quilt I'd dream of myself, of my childhood of miracles, of my father's burnt umber <sup>2</sup> pride, my mother's ochre <sup>3</sup> gentleness. Within the dream of myself perhaps I'd meet my son or my other child, as yet unconceived. I'd call it The Century Quilt, after its pattern of leaves.
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Reprinted by permission of Louisiana State University Press  
from *Mama's Promises* by Marilyn Nelson Waniek.  
Copyright © 1985 by Marilyn Nelson Waniek.

I think I'd have good dreams  
for a hundred years under this quilt,  
as Meema must have, under her blanket,  
dreamed she was a girl again in Kentucky

<sup>1</sup> A quilt is a type of bedcovering often made by stitching together varied pieces of fabric.

<sup>2</sup> Burnt umber is a shade of brown.

<sup>3</sup> Ochre refers to a shade of yellow.

## Essay 2: Prose Essay

**Directions:** *Jane Eyre* is a grim and passionate novel of an orphan girl who becomes a governess as an adult. This passage from the first chapter creates the feeling of constraint and imprisonment of the main character. Write a well-organized essay in which you discuss the ways by which the author creates this feeling. Be sure to consider such literary elements as diction, imagery, structure, and point of view.

### ESSAY QUESTION 1

SUGGESTED TIME—40 MINUTES

#### From *Jane Eyre*

Line There was no possibility of taking a walk that day. We had been  
wandering, indeed, in the leafless shrubbery an hour in the morning;  
but since dinner (Mrs. Reed, when there was no company, dined  
early) the cold winter wind had brought with it clouds so somber and  
5 a rain so penetrating, that further outdoor exercise was now out of  
the question.

I was glad of it: I never liked long walks, especially on chilly  
afternoons: dreadful to me was the coming home in the raw twilight,  
saddened by chidings of Bessie, the nurse, and humbled by the  
10 consciousness of my physical inferiority to Liza, John, and Georgiana  
Reed.

The said Eliza, John, and Georgiana were now clustered round  
their mamma in the drawing room: she lay reclined on the sofa by  
the fireside, and with her darlings about her (for the time neither  
15 quarreling nor crying) looked perfectly happy. Me, she had dispensed  
from joining the group; saying, "She regretted to be under the  
necessity of keeping me at a distance; but that until she heard from  
Bessie and could discover by her own observation that I was endeavor-  
ing in good earnest to acquire a more sociable and childlike  
20 disposition, a more attractive and sprightly manner—something  
lighter, franker, more natural, as it were—she really must exclude me  
from privileges intended only for contented, happy, little children."

"What does Bessie say I have done?" I asked.

25 "Jane, I don't like cavilers [people who find fault or criticize] or  
questioners; besides, there is something truly forbidding in a child  
taking up her elders in that manner. Be seated somewhere; and until  
you can speak pleasantly, remain silent."

A small breakfast room adjoined the drawing room. I slipped in there. It contained a bookcase: I soon possessed myself of a volume,  
30 taking care that it should be one stored with pictures. I mounted into the window seat: gathering up my feet, I sat cross-legged like a Turk; and having drawn the red moreen [sturdy fabric, often embossed] curtain nearly closed, I was shrined in double retirement.

Folds of scarlet drapery shut in my view to the right hand; to  
35 the left were the clear panes of glass, protecting, but not separating me from the drear November day. At intervals, while turning over the leaves of my book, I studied the aspect of that winter afternoon. Afar, it offered a pale blank of mist and cloud; near, a scene of wet lawn and storm-beat shrub, with ceaseless rain sweeping away wildly  
40 before a long and lamentable blast.

—Charlotte Brontë

# Essay 3: Student Choice Essay

## 2004 AP<sup>®</sup> ENGLISH LITERATURE AND COMPOSITION FREE-RESPONSE QUESTIONS

### Question 3

(Suggested time—40 minutes. This question counts as one-third of the total essay section score.)

Critic Roland Barthes has said, “Literature is the question minus the answer.” Choose a novel or play and, considering Barthes’ observation, write an essay in which you analyze a central question the work raises and the extent to which it offers any answers. Explain how the author’s treatment of this question affects your understanding of the work as a whole. Avoid mere plot summary.

You may select a work from the list below or another novel or play of comparable literary merit.

*Alias Grace*  
*All the King’s Men*  
*Candide*  
*Crime and Punishment*  
*Death of a Salesman*  
*Doctor Faustus*  
*Don Quixote*  
*A Gesture Life*  
*Ghosts*  
*Great Expectations*  
*The Great Gatsby*  
*Gulliver’s Travels*  
*Heart of Darkness*  
*Invisible Man*  
*Joe Turner’s Come and Gone*  
*King Lear*  
*Major Barbara*

*Middlemarch*  
*Moby-Dick*  
*Obasan*  
*Oedipus Rex*  
*Orlando*  
*A Portrait of the Artist as a Young Man*  
*Rosencrantz and Guildenstern Are Dead*  
*The Scarlet Letter*  
*Sister Carrie*  
*The Sound and the Fury*  
*Sula*  
*The Sun Also Rises*  
*Their Eyes Were Watching God*  
*The Things They Carried*  
*The Turn of the Screw*  
*Who’s Afraid of Virginia Woolf*