



AP Language & Composition  
Ms. Pameticky  
2019 Summer Reading and Technology Project  
*Brave New World*, Aldous Huxley

In the spirit of AP, and in celebration of reading and writing, Wichita High School East AP English Juniors and Seniors are required to complete summer reading and related assignments.

Students can check out **Aldous Huxley's *Brave New World*** from Ms. Pameticky (W305), or students may purchase their own copies.

**There are 4 distinct assignments related to the Summer Reading:**

- I. Assignment 1 (due 2<sup>nd</sup> day of school): Reader Response Essay (with 5 entries)**
- II. Assignment 2 (first week of school): Objective test over the book**  
Study guides will be distributed to aid in review but are not required to be completed for a grade.
- III. Assignment 3 (second week of school): In-class group discussion**  
Students are expected to use sticky-notes to annotate the text to better facilitate discussion
- IV. Assignment 4 (second week of school): Listen to the *RadioLab* Podcast for “The Primitive Streak” and respond**  
Students may complete the listening portion early or wait until the assignment is posted on Google Classroom during the first week of school

**Assignment 1 (due 2<sup>nd</sup> day of school): Reader Response Essay (with 5 entries)**

The Reader Response Journal is a collection of responses pertaining to 5 specific sections of the text. The ideal scenario has students reading, pausing to respond to questions in essay format, then picking up the text to continue reading the next section.

- Journal Essay response should evidence care and thought. Although a minimum requirement of 200 words is specified for each entry, the word *minimum* is stressed.
- Do not confuse this with writing in a personal diary: THIS IS NOT STREAM-OF-CONSCIOUSNESS WRITING! These are NOT to be INFORMAL.
- Follow standard conventions, with well-developed and supported with body paragraphs, clear sentence construction, and effective vocabulary choices
- MUST be TYPED

**Students should be in the process of developing strong academic ‘voices’ as scholars and critics.**

**TURN IN 1 DOCUMENT:** Students will turn in 1 Reading Response document that includes all 5 entries separated by subheadings [Remember: 5 responses at least 200 words apiece means a minimum 1000 words at 5-6 minimum pages]. Students will either HAND IN a paper copy of their essay on Day 2 of school. OR students will be able to submit electronically through Google Classroom during class on Day 2. **Handwritten Reader Response Essays will not be accepted.**

### **Reader Response Entry #1 (after Chapters 1-3)**

This section of the text is often considered the most challenging by scholars due to the tryptic nature of the simultaneous scenes—especially in chapter 3. What can you tell about this modern society? How are people divided? What seems to motivate people? What parallels can you draw between this seemingly Utopian society and our own modernity?

### **Reader Response Entry #2 (after Chapter 7)**

We have 3 curious players in the narrative so far: Helmholtz, Bernard, & Lenina. How do Helmholtz and Bernard deal with their apparent isolation and “difference-ness” from the rest of society? What motivates Lenina? Consider how Lenina responds to both Bernard *and* to the special trip. How do they both respond to the Reservation?

### **Reader Response Entry #3 (after Chapter 11)**

Some would argue that the true protagonist of this story has now emerged. Who is he? Where does he come from? What does he represent to the social order?

### **Reader Response Entry #4 (after Chapter 15)**

Diction = Author’s Word Choice

Choose a passage rich in vocabulary and language somewhere between chapters 12 and 15. Limit your passage to 1 page and explore the various meanings and how they impact your reading of that scene. What are the connotations of those words? Why do you think the author chose to describe things in that manner?

### **Reader Response Entry #5 (after you’ve finished the text)**

There are a number of ‘lessons’ that can be gleaned from this story. What do you believe was Huxley’s true warning to the world? Is this warning still relevant today?

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## **Assignment 2 (first week of school): Objective test over the book**

### ***Brave New World* Study Guide—use these questions to guide focus and study for the Objective Test.**

What is the World State’s Motto?

Who is the prophet of *Brave New World*?

How does the society procreate? How is this process mechanized?

What is the Bokanovsky’s Process?

Who are the primary characters of the story?

What is Soma and how is it used?

Who does Lenina spend a lot of time with *early* in the novel? Then later? Who does she pine after?

What are some common technological advancements in this society?

How has John learned about society? What is he fond of reading?

What happened when Bernard tried to use John?

What happens to Linda? How does John react to this?

What does Helmholtz slip into his lecture? How does he come under censure by society?

What happens to each of the characters? Where do they all end up?

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### **Assignment 3 (second week of school): In-class group discussion**

Students are expected to use sticky-notes to annotate the text to better facilitate discussion. You will want to be able to contribute to at least 3 different class discussions. Some things to look for in the text:

- The society's methods for maintaining order and stability
  - Character motivation—why do they do what they do?
  - Strong, revelatory description
  - Messages that transcend the text and seem to be for the READER
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### **Assignment 4 (second week of school): Listen to the *RadioLab* Podcast for “The Primitive Streak” and respond in an Argument Listener Response essay.**

Students may complete the listening portion early or wait until the assignment is posted on Google Classroom during the first week of school.

PODCAST: “The Primitive Streak” *Radiolab* (32 minutes):

<http://www.radiolab.org/story/primitive-streak/>

In a short Listener Response Essay (400 words), consider the ethical decision process behind limiting embryonic research to 14 days. Write an argument where you Challenge, Defend, or Qualify the following statement:

**For the purposes of advancement in medical research, the 14 day limit should be extended until full embryonic maturation has been achieved.**

Most of your questions can be answered on the first day of school, but our Remind.APP section has already been created.

You may text me once you join the class by entering:  
@ 3fkeke

Or you can email me: [apameticky@usd259.net](mailto:apameticky@usd259.net).

Remember, the only thing due on the first day of school is YOU.