

# *Fairfield Ludlowe High School*

## Summer Assignments

AP Literature and Composition  
UCONN ECE 1007: Seminar and Studio in Academic Writing and Multimodal Composition

---

### Dear 2024 – 2025 Students:

Welcome to our class! Following is the list of summer assignments. These assignments are designed to prepare you for the kinds of work we will be doing in AP Literature/ECE English throughout the school year.

An electronic copy of this summer reading assignment guide can be found on the Fairfield Public Schools District website. It is under “Academics: AP Summer Assignments.” It can also be found (with links) in Google Classroom. Please join:

**FLHS SUMMER WORK GOOGLE CLASSROOM CODE: [ilvnkwy](#)**

My contact information: Ms Ingram: [jingram@fairfieldschools.org](mailto:jingram@fairfieldschools.org)

---

### 1. **READING and VIEWING**

Be sure to get **paper copies** of the following books from the LLC before you leave for the summer.

- *Pride and Prejudice*, a novel by Jane Austen
- *One Hundred Years of Solitude*, a novel by Gabriel García Márquez

For those of you who like to listen to books, here is [the link to the Sora audio copies of both books](#).

Here are links to the film versions of *Pride and Prejudice*:

- [1995 miniseries](#)
- [2010 film](#)

Netflix is producing a TV series for *One Hundred Years of Solitude*. It is not out yet, but it is likely to be released sometime over the summer. I cannot recommend it, as I have not seen it. Given the content of the novel, it might not be appropriate, so please check with your parents for permission before watching it if you plan to do so. Here is the [official teaser](#).

**You will have a test on the reading assignments on the second day of class. The test will include both multiple choice questions and an essay prompt. You WILL be allowed to use your notes for the essay section of the test but NOT the multiple choice section.**

## 2. NOTE-TAKING:

On the following pages, you will find reading guides for both works. Be sure to take notes on the texts to prepare for class discussions and essays. **Your notes on the texts are for your use and will be checked, not graded.** However, you WILL be able to use your notes during graded discussions and the first in-class essay of the year, so it is important that you complete the work thoughtfully and thoroughly. You will need to be able to refer to direct passages from the works.

## 3. WRITING:

**We strongly encourage you to write ALL your college essays, including the supplemental essays, before the year begins.**

**You are REQUIRED to write the main essay for the Common Application and submit it on the first day of class. Select one of the prompts from the list below and compose a compelling, well-written essay. For the actual Common App, essays need to be between 250 and 650 words long. For our class, your essay needs to be between 600 and 650 words long. You will have a college essay writing conference during the first month of school.**

**Here are the prompts from the Common App site:**

Here is the link to the [Common App essay page](#).

You will find links to model college essays on our Google Classroom page.

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
4. Reflect on something that someone has done for you that has made you happy or thankful in a surprising way. How has this gratitude affected or motivated you?
5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
7. Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.

# *Pride and Prejudice*

Things to Consider and NOTE while Reading:

---

1. Be prepared to **identify the characters** of the novel and to explain how each is significant to the plot and themes of the text.
2. Keep an **ongoing outline of the plot** of the novel. For each major event, note its setting and placement in the text. By the end of the novel, be prepared to discuss the novel's structure (focusing on its **symmetry**). How could one apply Freytag's pyramid to the text?
3. Look at the way that Austen uses **tone** in her novel alternately to satirize and to laud various characters. Find examples of **satire** in what you have read. How does Austen's use of **irony** contribute to the **humor** of the novel? Which characters get satirized the most? Which is the least? Which not at all? Why? What does this say about the themes of the novel?
4. Record and consider instances of the words "**pride**" and "**prejudice**" in the novel. With which characters are each associated? How are these words used? How do they contribute to the themes of the novel? Why are they used in the title?

Note: Frances Burney, an 18th century novelist, was one of Austen's great literary influences. The title of Austen's *Pride and Prejudice* is an allusion to a moral message articulated at the end of Frances Burney's novel *Cecilia*: "Yet this, however, remember, if to PRIDE and PREJUDICE you owe your miseries, so wonderfully is good and evil balanced, that to PRIDE and PREJUDICE you will also owe their termination." (How) does this moral lesson inform a reading of Austen's novel?

5. The title of this work was originally *First Impressions*. Note moments of first impressions in the novel. Ultimately, what is Jane Austen saying about first impressions? Which do you think is a more appropriate title for the novel, *First Impressions* or *Pride and Prejudice*? Why?

6. Jane Austen's work, particularly her early work, relies on the epistolary form. Published posthumously, an early of Austen's novels, *Lady Susan*, was written entirely in the epistolary form. *Sense and Sensibility*, one of Austen's most famous novels, was originally epistolary. How do letters function in *Pride and Prejudice*? Would/could the same information they contain be expressed in another, equally effective way?
7. **Human happiness** is no small matter. Indeed, our own founding fathers named the "pursuit of happiness" to be one of the few inalienable rights of human beings. Trace instances of the word "happiness" in the novel. How does the pursuit of happiness function as a major theme of this novel? What does Austen suggest happiness involves? How and why is happiness inextricably connected to marriage for the characters in the text?
8. What connection does Austen suggest exists between **happiness and goodness**?
9. One of the most important things for a woman of Austen's time and class was to be **accomplished**. Trace the instances of this word "accomplished" in the text. What did it mean to be an accomplished woman in Austen's time? What is Austen suggesting about the value of this?
10. Austen brilliantly uses **minor characters** and **foils** to highlight certain qualities of her major characters and to enhance the themes of her novel. Note instances of this. Consider, for example, the way that the eldest and youngest of the Bennett sisters are the most opposite. Consider the way the Mr. and Mrs. Gardener serve as foils for Mr. and Mrs. Bennett.
11. What is the significance of **setting** in the novel? Consider the significance of the settings at which the most important events of the novel occur. How does the setting contribute to the themes expressed in these moments? Be prepared to discuss the following settings in particular: Merryton (and Longbourn in particular); London; Hunsford (the parsonage and Rosings Park in particular); Derbyshire (the natural scenery and Pemberly in particular).
12. Elizabeth Bennett has **four potential suitors** in this novel: Mr. Wickham, Mr. Collins, Mr. Fitzwilliam Darcy, Colonel Fitzwilliam. How does Lizzy's relationship with and response to each of these men contribute to the themes of the novel?

13. Elizabeth receives three **proposals of marriage** in the novel. Analyze each, explaining how it contributes to the themes of the text.
  
14. By the end of the novel, there are many **couples**. Some, like the Bennetts and the Gardiners, were married at the outset of the novel. Most are newly married. Put the characters on a continuum, noting the least successful/most unhappy to the most successful/happiest. How does the placement of characters on this continuum speak to the themes of the novel?
  
15. **Marriage and money** are inextricably connected in this novel. Ralph Waldo Emerson critically noted: “All that interests in any character [is this]: has he (or she) the money to marry with?” What is Austen saying about the connection between money and marriage? (Hint: Look at the continuum you created in prompt #8.)
  
16. And then there is that small human concern – **love**. What does this novel say about love? What does it say about the connection between love and marriage?
  
17. Watch film versions and modernizations of *Pride and Prejudice*. Consider how directors have made *Pride and Prejudice* relevant for contemporary audiences.

---

**18. Last year, the Jane Austen Society of North America posted the following essay topic for their competition:**

**Resolved: That Jane Austen’s novels are still relevant and speak to us after 200 years .**

In the first part of the essay you should *attack* this claim; in the second part *defend* it. You will be expected to back up each position with quotations and examples from Austen’s works. High school students must cite at least one novel; undergraduate and graduate students will be expected to cite at least two. Citing Austen’s unfinished works is also permitted.

**When you return to school after the summer, we will have discussions and debates about a number of topics in *Pride and Prejudice* (the role of women, the human right to happiness,**

the role of money in marriage, etc.) Ultimately, we will debate the relevancy of Austen's novel in the contemporary world. You can use the following chart to help you prepare for that debate:

**Most Importantly**, keep a running T-chart noting elements of the novel that suggest its concerns (characters, events, themes, etc.) are no longer relevant and that its concerns are relevant.

Irrelevant Elements (with specific examples/direct passages from the text)	Relevant Elements (with specific examples/direct passages from the text)

## Note-taking Guide:

### *One Hundred Years of Solitude*, by Gabriel García Márquez

---

#### ***One Hundred Years of Solitude*, by Gabriel García Márquez**

This novel is like no other. At once, it tells the history of its author, of Columbia, and of the universe itself – and it does so by fusing epic, myth, and magical realism. As acclaimed American writer William Kennedy noted in his review for the *New York Times*, “*One Hundred Years of Solitude* is the first piece of literature since the Book of Genesis that should be required reading for the entire human race. It takes up not long after Genesis left off and carries through to the air age, reporting on everything that happened in between with more lucidity, wit, wisdom, and poetry than is expected from 100 years of novelists, let alone one man...”

We will use this work as the basis of our understanding of the critical approaches to literature that will provide lenses for our study of texts throughout the year.

---

1. The novel tells the story of the Buendía family over seven generations. Those seven generations include dozens of family members, a number of whom share names. As an aid to comprehension and to help you see patterns as you read, you should print out a copy of a family tree (find one online or use the one linked below). Make notes about each character as you encounter them in the text—at a minimum, note the page number on which they are initially introduced in the narrative, and for good measure add citations of key moments in their development, relationships, and/or role in the action.
  - Here is a link to [the Buendía family tree](#).

**Additionally, take notes on the moments of significance for each of the following things:**

2. The author’s use of TIME as both linear and cyclical
3. The RECURRENCE of NAMES.
4. MAGICAL REALISM

Please refer to the following resources:

- [What Is Magical Realism? Studio Binder](#)
5. How does an understanding of BIOGRAPHICAL INFORMATION about the author inform a reading of the novel?
    - See this [short biographical article on Gabriel García Márquez](#).
    - Optional but highly recommended: View this documentary, [The Creation of Gabriel García Márquez](#)

6. COLOMBIAN HISTORY and MAGICAL REALISM

How does the author transform actual historical moments into fiction?

- See this [timeline of Colombian history that aligns with the plot of the novel](#).
- Recommended, but not required: View the two-part lecture series by Dr. Joseph Holbrook on *One Hundred Years of Solitude*:
  - [Colombia and One Hundred Years of Solitude](#)
  - [Analysis of One Hundred Years of Solitude](#)

7. YELLOW and especially GOLD

8. INCEST and symbol of the PIG'S TAIL

9. INVENTION and PROGRESS

10. ISOLATION and SOLITUDE

- Read/listen to García Márquez's Nobel Lecture, ["The Solitude of Latin America"](#)