GOAL: EVERYONE WILL BEAT THE AP LITERATURE EXAM

OPERATION: LifeSavers

DATE OF MISSION: MAY 10TH

I, the undersigned, agree to complete my LifeSaver guide according to the terms listed on this contract, on the due date of Thursday, April 19, 2012, with the exception of the guide for Oedipus Rex, which is due on April 26, 2012. This will be printed and submitted prior to the start of the class period. I understand that I am not to print this in Ms. Youssef’s room after 8:00 AM. I recognize that I am doing this as a service to myself as I will master the literary work for which I complete a LifeSaver guide, as well as a service to my peers as they are depending upon my LifeSaver guide as a supplemental resource. I recognize that this will help us reach our goal of 100% of students passing the AP English Literature & Composition Exam with a score of a 3 or higher.

Directions:

1. You will choose one text for which you will be responsible for creating a LifeSavers guide.
2. This LifeSavers guide should be typed and emailed to Ms. Youssef. Use the space provided and summarize your points; these are meant to be concise and brief guides to the texts. You can access this file on the HOW page of our website (<http://www.aplitsia.weebly.com>)
3. NOTHING is to be plagiarized. Everything, even if you look it up on the internet, must be paraphrased in your own words.
4. You must discuss, in your LifeSavers guide, the main points of this text and of the time period that we covered in class.

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|  | Literary Work | LifeSaver (student responsible) |
|  | Invisible Man |  |
|  | A Doll’s House |  |
|  | Gulliver’s Travels |  |
|  | Hamlet |  |
|  | Waiting for Godot |  |
|  | Rosencrantz & Guildenstern Are Dead |  |
|  | Heart of Darkness |  |
|  | Things Fall Apart |  |
|  | Oedipus Rex |  |

I will be the LifeSaver for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

My LifeSaver guide is due on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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| Title:  Author:  Date of Publication:  Genre: | Biographical information about author:  Look for important details from the author’s life  – not trivia.  ▫ What influenced his/her writing?  • Bulleted items are fine. |
| Historical information about the period of publication:  Look for important events in politics, religion,  science, art – anything that helps you put the work  in context.  ▫ Who were the political leaders in England and the  U.S.?  Was it a time of war?  When you do a little research about the novel, do you find  historical events that are important to understanding the  novel?  Workers’ rebellions?  Economic depression?  Industrial revolution?  • Bulleted items are fine. |
| Characteristics of the genre:  • A work may belong to more than one genre.  • Provide definitions for the genres to which the  work belongs.  ▫ You may copy definitions from handbooks of  literary terms, online sources, etc. |
| Plot summary:  You will need this for review purposes.  • Include as much detail as possible.  (at LEAST 10 bulleted points) | |

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| Describe the author’s style:  Develop your own ability to analyze style.  ▫ Is the author descriptive and ornate?  ▫ Formal and academic?  ▫ Informal – even conversational?  ▫ Short and terse?  ▫ Emphasize strong action verbs or use lots of descriptive adjectives?  ▫ Use poetic language (lots of similes, metaphors, imagery, etc.?)  ▫ Use mostly short, simple sentences or long, complex sentences?  ▫ More abstract or concrete?  • Select 3 or more style traits that characterize the  work. | | | An example that demonstrates the style:  For each style trait you listed, give two examples.  • Quote the text and identify how this style is exhibited in the text. Include page numbers. | | |
| Memorable Quotes | | | | | |
| Quote | Significance | | | | |
| Go back into your DTJ, your notes, your analysis paragraphs, your novel matrix…  • On the LifeSaver Guide, list 5-7 important quotations from the work.  ▫ Seven is safer. If I don’t like a few of them, I can reward what you  did well.  ▫ Look for brief quotations that provide a key to understanding  characterization or the theme of the work. Do this yourself. Do NOT pull quotes from some online study guide.  From Invisible Man, you might select, “But more than that, he was the example of everything I hoped to be: Influential with wealthy men all over the country; consulted in matters concerning the race; a leader of his people . . . What was more, while black and bald and everything white folks poked fun at, he had achieved power and authority; had, while black and wrinkle-headed . . . They could laugh at him but they couldn't ignore him…” (Ellison, Chapter 4).  You may use ellipsis [. . .] to omit large passages as long as you include how to get to the passage in the text (page number). In the explanation of significance, make sure this is a quote that stands out and that you explain its relevance and importance. | Significance is rarely related to plot summary or obvious details about a character.  Significance is NOT: “This quote shows that the character was sweet or had red hair or that the girl was going to get the guy in the end. “  • Better comments tie the quotation to the theme of the novel.  ▫ Look for some symbolism or universal truth that the author was trying to illustrate or illuminate.  ▫ For the quote listed earlier about Dr. Bledsoe, you might comment, “Like Bledsoe, Invisible Man found himself to be achieving recognition by white men but his end, like Bledsoe’s, is only revealed to us at the end of the novel. Throughout his experiences, he had been laughed at, consulted in matters concerning the race, considered a leader of his people, had achieved power and authority – all things that he recognizes Bledsoe for in this quote. However, at the end, when he turned to Rinehart-ism, he realized that he had been ignored and that the white people had never really *seen* him the whole time; they had only seen what they thought a member of his race would be – just like Bledsoe. This quote reflects a strong dramatic irony present in the novel as IM becomes the man he both revered and criticized and his dilemma of invisibility continues even past the novel’s ending.” | | | | |
| Characters | | | | | | |
| **Name** | | **Role in the story** | | **Significance** | **Adjectives** | |
| Here, include about 5 characters, unless you think there need to be more. | | ▫ Role in the story includes simple character  descriptions.  King Claudius was Hamlet’s step-father and uncle who killed Hamlet’s father to gain the throne and the marriage of Queen Gertrude. | | ▫ His significance is that he was a central character who secretly struggled with hidden guilt and sin and that he served as a foil for Hamlet since he acted on his desires instead of simply just thinking about them. | ▫ Adjectives to describe him might include: conniving, guilty, shameless, evil. | |
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| Setting | Significance of the opening scene |
| You must include time AND place.  • Be as specific as you can.  ▫ What cities or regions are used in the work?  ▫ Describe important estates, locations or houses.  • You may not know the exact year(s) for the  setting of the work, but you should be able to  make a rough estimate. | Opening scenes usually provide important hints about the theme of a work.  • They may create tone or foreshadow future events.  • Best answers will clearly connect something in the opening chapter (or scene of a play) to the theme of the work.  • The answer is NOT, “This is where the author introduces the characters and gets the story going.” |
| Significance of ending/closing scene |
| Same rules apply as for the opening scene.  • The answer will NOT be, “This is where things basically wound up and everything worked out. If Character A had not done Action B, then Result C would not have occurred.” |
| Symbols |
| Need at least 3 – 5  • This is difficult for many students. Try to do it  on your own, but if you really have trouble here,  you may use sources like SparkNotes to get  ideas.  • Be sure to give a brief/clear explanation for each  symbol, with textual support |
| Old AP Questions  List the years of past AP questions that might apply to this work. Give a brief description of which question you are indicating. Ex: 2002 – moral ambiguity  - You can find examples of these online AND in your Barron’s book in the section about free-response essays and literary works. |
| Possible Themes | |
| Let’s use fully stated themes, not general topics.  ▫ Technically, “love” or “love vs. hate” is a theme. It’s not a useful way to talk about theme in order to prepare for the AP exam. What was the author **saying** about love?  ▫ Thought vs. Action is technically a good theme for Hamlet  • Put a lot of thought into this. You will not write “A” level essays until you  discuss theme with insight.  • What was the author trying to say about society or human nature?  ▫ Note: Students who write about theme effectively are risk takers. Your statement about theme should not be so risky that it seems ludicrous. Neither should it just state the obvious. A good theme will invite argument. Not everyone would necessarily agree that your statement is true or even that it was something the author was trying to suggest. Your statement should be an idea that you think you could support with details from the novel or play – something that would allow for meaty discussion.  • List as many themes as you can; fill the space, if possible | |