For this project you will complete a novel guide for future AP students. Your aim is to present the novel in the manner in which it should be taught. This project will count as 20% of your grade. It is due the last day of class.

1. Choose one literary criticism method that is applicable to your text and tell how it may be applied using specific examples for the text. This discussion should be at least one page and cited.
2. Find a passage in the novel that conveys a strong tone. Copy it, list the page number, then analyze the tone of the passage. Comment specifically, using examples from the passage, on how diction, syntax, detail, and imagery establish and reinforce the tone. Next, find examples of at least nine **other** literary devices/rhetorical strategies the author employs in eight **other** passages. Copy the passages and include the page number. ***Explain how each of these techniques impacts the passage and/or novel as a whole.*** These strategies might include the following: point of view (1st person, 3rd person limited, 3rd person objective, 3rd person omniscient or shifts among these points of view), setting, metaphor, simile, paradox, irony (three types), allusion, analogy, oxymoron, metonymy, synecdoche, hyperbole, understatement, pun, personification, rhetorical question, foreshadowing, flashback, symbol, motif.
3. Outline the themes present within the work. Elucidate, using textual evidence, how these themes are developed within the text. DO NOT COPY FROM THE INTERNET, AS THE RESULTING 0 WILL HAUNT YOU FOREVER.
4. Pull 100 vocabulary words from your text. List the word, cite the sentence, and give a brief definition.

***Ex: Scarcely—barely; rarely***

***Steady to his purpose, he scarcely spoke ten words to her through the whole of Saturday (Austin 53).***

1. Create at least five guided questions for each chapter of your text. If your text has long chapters or sections, you must have at least 50 questions per 100 pages. These questions must be AP-level, not simple recall questions. You must ask in-depth questions about literary elements or themes.
2. The following are AP Exam writing prompts from the last 25 years. Find one that applies to your novel and write a clear, concise, organized essay that addresses the prompt. You must use passages (with corresponding page numbers in parentheses) from the novel to sufficiently back up your assumptions. ***Avoid plot summary. Consult your rubric.***

*1979*

*Choose a complex and important character who might, on the basis of the character’s actions alone, be considered evil or immoral. In a well-organized essay, explain both how and why the full presentation of the character in the work makes us react more sympathetically than we otherwise might.*

*1980*

*A recurring theme in literature is “the classic war between passion and responsibility.” For instance, a personal cause, a love, a desire for revenge, a determination to redress a wrong, or some emotion or drive, may conflict with moral duty. A character confronts the demands of a private passion that conflicts with his or her responsibilities. In a well-written essay show clearly the nature of the conflict, its effects upon the character, and its significance to the work.*

*1981*

*The meaning of some literary works is often enhanced by sustained allusion to myths, the Bible, or other works of literature. Write a well-organized essay in which you explain the allusion that predominates in the work and analyze how it enhances the work.*

*1982*

*In great literature, no scene of violence exists for its own sake. In a well-organized essay, explain how the scene or scenes contribute to the meaning of the complete work.*

*1983*

*Most novels incorporate villains. In a well-organized essay, analyze the nature of the character’s villainy and show how it enhances the meaning of the work.*

*1984*

*Select a scene that you find especially memorable. Write an essay in which you identify the scene, explain the relationship to the work, and analyze the reasons for its effectiveness.*

*1985*

*A critic has said that one important measure of a superior work of literature is its ability to produce in the reader a healthy confusion of pleasure and disquietude. Write an essay in which you explain the sources of the “pleasure and disquietude” experienced by readers of this work.*

*1986*

*Some works of literature use the element of time in a distinct way. The chronological sequence of events may be altered, or time may be suspended or accelerated. Show how the author’s manipulation of time contributes to the work as a whole.*

*1987*

*Some novels and plays seem to advocate changes in political or social attitudes or in traditions. Note briefly the particular attitudes or traditions that the author apparently wishes to modify. Then analyze the techniques that the author uses to influence the reader’s views.*

*1988*

*Sometimes the most significant events in a novel are mental or psychological; for example, awakenings, discoveries, changes in consciousness. In a well-organized essay, describe how the author manages to give these internal events the sense of excitement, suspense, and climax usually associated with external action.*

*1989*

*In questioning the value of literary realism, Flannery O’Connor has written, “I am interested in making a good case for distortion because I’m coming to believe that is the only way to make people see.” Write an essay in which you make a good case for distortion in the novel.*

*1990*

*Novels sometimes depict a conflict between a parent (or parental figure) and a son or daughter. Write an essay in which you analyze the sources of the conflict and explain how the conflict contributes to the meaning of the work.*

*1991*

*Many plays and novels use contrasting places (for example, two countries, two cities or towns, two houses, or the land and the sea) to represent opposed forces or ideas that are central to the work. Write an essay explaining how the places differ, what each place represents, and how their contrast contributes to the meaning of the work.*

*1992*

*Some novels utilize a confidante, a person to whom the main character turns for advice, confession, or comfort. In a well-organized essay, explain the function of the relationship and how it contributes to the overall meaning of the work.*

*1993*

*“The true test of comedy is that it shall awaken thoughtful laughter. “ (George Meredith) Choose a scene or a character which awakens “thoughtful laughter” in the reader. Write an essay in which you show why this laughter is “thoughtful” and how it contributes to meaning of the work.*

*1994*

*In some works of literature, a character who appears briefly, or does not appear at all, is a significant presence. Write an essay in which you show how such a character functions in the work. You may wish to discuss how the character affects action, theme, or the development of other characters.*

*1995*

*Writers often highlight the values of a culture or a society by using characters who are alienated from that culture or society because of gender, race, class, or creed. Show how that character’s alienation reveals the surrounding society’s assumptions and moral values.*

*1996*

*The British novelist Fay Weldon offers this observation about happy endings:*

*“The writers, I do believe, who get the best and most lasting response from readers are the writers who offer a happy ending through moral development. By a happy ending, I do not mean mere fortunate events~~a marriage or a last-minute rescue from death~~but some kind of spiritual assessment or moral reconciliation, even with the self, even at death."*

*In a well-written essay, identify the “spiritual reassessment or moral reconciliation” evident in the ending and explain its significance in the work as a whole.*

*1997*

*Novels and plays often include scenes of weddings, funerals, parties, and other social occasions. Such scenes may reveal the values of the characters and the society in which they live. In a focused essay, discuss the contribution the scene makes to the meaning of the work as a whole.*

*1998*

*In his essay “Walking,” Henry David Thoreau offers the following assessment of literature:*

*In literature it is only the wild that attracts us.*

*Dullness is but another name for tameness. It is the*

*Uncivilized free and wild thinking in Hamlet and The Iliad,*

*In all scriptures and mythologies, not learned in schools,*

*That delights us.*

*From the works you have studied in school, choose a novel, play, or epic poem that you may initially have thought was conventional and tame but that you now value for its “uncivilized free and wild thinking”. Write an essay in which you explain what constitutes its “uncivilized free and wild thinking” and how that thinking is central to the value of the work as a whole. Support your ideas with specific references to the work you choose.*

*1999*

*The eighteenth-century British novelist Laurence Stern wrote, “no body, but he who has felt it, can conceive what a plaguing thing it is to have a man’s mind torn asunder by two projects of equal strength, both obstinately pulling in a contrary direction at the same time.”*

*From a novel or play, choose a character (not necessarily the protagonist) whose mind is pulled in conflicting directions by two compelling desires, ambitions, obligations, or influences. Then, in a well-organized essay, identify each of the two conflicting forces and explain how this conflict within one character illuminates the meaning of the work as a whole.*

*2000*

*Many works of literature not readily identified with the mystery or detective story genre nevertheless involve the investigation of a mystery. In these works, the solution to the mystery may be less important than the knowledge gained in the process of the investigation. Choose a novel or play in which one or more of the characters confront a mystery. Then write an essay in which you identify the mystery and explain how the investigation illuminates the meaning of the wok as a whole. Do not merely summarize the plot.*

*2001*

*One definition of madness is “mental delusion or eccentric behavior arising from it.” But Emily Dickinson wrote:*

*Much madness is divinest Sense –*

*To a discerning eye –*

*Novelists and playwrights have often seen madness with a “discerning Eye.” Select a novel or play in which a character’s apparent madness or irrational behavior plays an important role. Then write a well-organized essay in which you explain what this delusion or eccentric behavior consists of and how it might be judged reasonable. Explain the significance of the “madness” to the work as a whole. Do not merely summarize the plot.*

*2002*

*Morally ambiguous character – characters whose behavior discourages readers from identifying them as purely evil or purely good – are at the heart of my works of literature. Choose a novel or a play in which a morally ambiguous character plays a pivotal role. Then write an essay in which you explain how the character can be viewed as morally ambiguous and why his or her moral ambiguity is significant to the work as a whole. Avoid mere plot summary.*

*2003*

*According to critic Northrup Fry, “Tragic heroes are so much the highest points in their human landscape that they seem the inevitable conductors of the power about them, great trees more likely to be struck by lightning than a clump of grass. Conductors may of course be instruments as well as victims of the divine lightning.”*

*Select a novel or play in which a tragic figure functions as an instrument of the suffering of others. Then write an essay in which you explain how the suffering brought upon others by that figure contributes to the tragic vision of the work as a whole.*