Directions: Read Kate Chopin’s *The Awakening* and complete all the attached questions. Additionally, you should attend both productions of Shakespeare in Delaware Park. *Romeo and Juliet* is playing from June 18 through July 12 and *Twelfth Night* plays from July 23 through August 16. Shows run Tuesday through Sunday on the hill behind the rose garden. Shows start at 7:30, but you should plan on arriving earlier. Admission is free. You are encouraged to bring food, blankets/chairs and friends. Make sure to get a program from each play; you must turn in the synopsis page from each, along with a paragraph telling which play you preferred and explaining why. Your work will be due on the second class day in September.
If you have any questions, please feel free to email me at JMWopperer@buffaloschools.org.

**Please note the contract on the final page of this packet. It must be signed by both student and parent or guardian.

Dear Parent/Guardian:

Your student has been selected for placement in an Advanced Placement English Literature and Composition class for the 2015-2016 school year. AP Literature is designed as the equivalent of a freshman college course. Your student will be expected to read extensively, to discuss with sophistication, and to write with understanding and insight.

Expect your student to have homework nightly. You should see him/her bringing home a book every night. In addition, there may be a great increase in writing when compared with previous English classes. He/she should have a public library card for access to supplemental material including internet access if necessary. Students in AP Literature need to have access to a dictionary to assist in understanding the more challenging literary works, as well as classroom and homework assignments.

A.P. Literature is a wonderful course that prepares students for the rigors of university coursework. Students find the course valuable both during the class and in their future endeavors. The reading list represents a diverse selection of material for AP students. It is important that you are aware that some of these novels contain mature situations and/or language.

Congratulations on all your hard work, because without you supporting your child, he/she would likely not have chosen, or been accepted into, Advanced Placement courses.

Sincerely,

Ms. Jonna Wopperer & Mrs. Ruth Robson
Close Reading Questions for *The Awakening*

1. What is described in the first paragraph?
2. What is the setting?
3. How is Mr. Pontellier characterized?
4. How does Mr. Pontellier look at his wife?
5. What is implied by the business of the rings?
6. What details indicate the relationship between Edna and Robert?
7. What indicates the relationship between Mr. and Mrs. Pontellier?
8. Describe the conversation between Robert and Mrs. Pontellier.
10. Do you think Raoul really had a fever? Why/why not? Why would Mr. Pontellier say he did if he didn’t?
11. Note the construction of these sentences: “Such experiences as the foregoing were not uncommon in her married life.”, “They seemed never before to have weighed much against the abundance of her husband’s kindness and a uniform devotion which had come to be tacit and self-understood.”, and “Mrs. Pontellier was forced to admit that she knew of none better.” What do you perceive from the precise wording of these sentences?
12. What is a motherwoman? What kind of language does Chopin use to describe them?
13. Contrast Edna with the motherwomen.
14. Describe Madame Ratignolle. What is her occupation?
15. Define Creole. How is Edna unlike the Creoles? In this context, what is one significance of her name?
16. How does Robert treat the other women?
17. What activity does Edna enjoy more than any other?
18. What does the water sound like to Edna?
19. Highlight the phrase “two contradictory impulses impelled her.”
20. With another color, highlight the rest of the chapter.
21. With the color from #19, highlight the third sentence of chapter seven. What connection can you make to #19?
22. What does the contrast in appearance and dress tell you about Madame Ratignolle and Edna?
23. What does Edna remember?
24. What did her crushes have in common?
25. How does Edna feel about Mr. Pontellier? Why did she marry him?
26. What does “in this fancy she was mistaken” tell us?
27. With what is Edna intoxicated?
28. What warning does Madame Ratignolle give Robert?
29. What warning does Robert say she should have given instead? What do you infer from this?
30. Describe Mademoiselle Reisz. Include mention of her attire.
31. What image does Solitude evoke for Edna?
32. Why, this time, does Edna respond differently to music?
33. How does the music affect Edna?
34. What is different about that night’s swimming?
35. What does Edna seem to be reaching out for?
36. What happens when Robert brings Edna her shawl? Why would the author choose the word “pregnant”?
37. How does Edna respond when Mr. Pontellier asks her to come inside? Why is this significant?
38. How does Edna begin to feel?
39. What makes Robert’s face glow? Dramatic irony is the term for the audience’s awareness of that which the characters are unaware of. Do you detect such irony here? Explain.
40. How does the author indicate Edna’s growing awareness of her physical nature?
41. What fantasy does Edna indulge in when she awakens?
42. What makes this different?
43. What does Edna learn at dinner?
44. What do you think Robert was going to say in the sentence he didn’t finish?
45. How does Edna respond to Robert’s departure?
46. What does Edna try to explain to Madame Ratignolle, that Madame cannot understand?
47. Describe the Pontelliers’ home in New Orleans.
48. What has Edna done that vexes her husband?
49. Whom does Mr. Pontellier single out for Edna to avoid?
50. What happens when Edna goes to her room?
51. Using the ring as a symbol of the marriage, what is Chopin telling us?
52. The next morning, how does Edna perceive her world?
53. When evaluating the worth of Madame Ratignolle’s assessment of her sketches, Edna makes a distinction between “decided” and “determined”. Explain.
54. Track down the allusion Edna uses when dining with the Ratignolles. What does it tell us?
55. Although Madame seems very happy, Edna pities her. Why?
56. What is the irony of Mr. Pontellier plainly seeing that Edna is not herself?
57. Explain the analogy of the fictitious self to a garment.
58. What is the significance of the song Edna sings while painting?
59. What is the significance of the auditory, visual and tactile imagery associated with the song?
60. What makes her happy days happy?
61. What makes her unhappy days unhappy?
62. What prompts Edna to visit the Lebruns?
63. How does Victor treat Edna? How does she respond?
64. What does Edna learn about Robert?
65. What does Victor mean by his final sentence?
66. What are the contents of Robert’s letter to Mademoiselle Reisz?
67. What, according to Mademoiselle Reisz, must an artist possess?
68. Who was Isolde? What does the allusion contribute to your understanding?
69. Why does Mr. Pontellier consult Dr. Mandelet?
70. What are Dr. Mandelet’s attributes?
71. What does Mandelet recommend?
72. What had Edna said about going to her sister’s wedding?
73. What question does Mandelet refrain from asking?
74. What do we learn about the Colonel’s attitude toward his daughters?
75. What do we learn about Edna and coquetry?
76. Whom does Edna meet while at the racetrack with her father?
77. Of what does Edna remind the doctor?
78. What old, ever new story does the doctor tell?
79. What story does Edna tell?
80. What is the meaning of the doctor’s hope?
81. What is the Colonel’s parting advice to Mr. Pontellier?
82. How does Edna react to her husband’s imminent departure?
83. Where do the children go?
84. Which roles has Edna rejected or been relieved of?
85. How does she feel at the end of her first night alone?
86. Describe Mrs. Highcamp and Alcee Arobin.
87. Why does Arobin really enter Edna’s house? What excuse does he make? How do we know it is an excuse?
88. Why is Edna still hungry? Consider the allusion in #54.
89. What does Edna want?
90. Why does Edna go to the races unaccompanied by another woman?
91. What is the effect on Edna of the effrontery in Arobin’s eyes?
92. What makes Edna tell Arobin she doesn’t like him?
93. How does Arobin respond to being scolded?
94. When Edna looks at her hand, of whom does she think? What does that reveal?
95. What does Edna announce to Mademoiselle Reisz?
96. What are Edna’s reasons for the change?
97. Why does Robert write to Mademoiselle about Edna, but not to Edna?
98. What does Edna learn from Robert’s latest letter?
99. Why does Edna love Robert?
100. What did Mademoiselle say as she embraced Edna?
101. How does Edna react when Arobin kisses her?
102. What is Edna’s single regret?
103. What nickname is given to the new house?
104. Who comes to Edna’s dinner party?
105. What is Edna wearing in her hair?
106. What does Edna’s appearance at the table suggest?
107. What happens when Victor begins to sing?
108. What is the implication of the last sentence in chapter 31?
109. What is Mr. Pontellier’s concern regarding Edna’s move?
110. What happens to Edna as she relieves herself of obligations?
111. How does Edna respond to being with her children? How long does it last?
112. What promise does Adele extract from Edna?
113. What advice does Madame Ratignolle give Edna?
114. Whom does Edna encounter at Mademoiselle Reisz’s?
115. How does the reality of that encounter differ from Edna’s expectations?
116. What is revealed by Robert’s reaction to Arobin’s photo?
117. Why does Robert call Edna cruel?
118. What is indicated by “Mrs. Pontellier”?
119. Why is Edna bothered by Robert’s tobacco pouch? Do you perceive an irony there? If so, what?
120. How can you make sense of the paradox in the last two sentences of chapter 34?
121. What letters come to Edna? What does each represent?
122. What explanation does Robert give for calling Edna cruel?
123. What is the import of “voluptuous sting”?
124. What has Robert been fighting against? Dreaming of? What does this tell us about his character?
125. What makes Robert go pale?
126. What causes Edna to leave?
127. What does Edna say to Robert as she leaves?
128. What does Robert finally call her? What does that indicate?
129. What does Edna witness at Madame Ratignolle’s? Contrast your words to describe the event with the author’s. How does Edna react to this event?
130. What are Adele’s parting words to Edna?
131. What offer does Mandelet make?
132. What does Edna seem to conclude about trampling upon others?
133. What is the meaning of the note awaiting Edna at the pigeon house?
134. What is the setting of chapter 39?
135. How does Mariequita view Edna?
136. Paraphrase Edna’s thoughts about Leonce, Robert, Arobin, Raoul and Etienne.
137. Look back at the highlighted passage of chapter six. What is echoed in chapter 39? What is different in how you understand those lines now?
138. What other creature is near Edna?
139. What happens to Edna’s clothes? To her bathing suit? What might this symbolize in light of your answer to #57?
140. What happens at the end of the story?
Analysis of the Novel

These questions should be answered in thoughtful paragraphs. Explain and support your answers.

1. Edna is dynamic character. Describe her at the opening of the story. How does she change? What precipitates these changes?
2. Discuss how the various stages in Edna’s life are reflected by the imagery of birds throughout the book.
3. What is the symbolic meaning of dress/clothing? Discuss other characters as well as Edna.
4. What do you learn about the time and place of the novel? Could Edna’s story have been different in another setting? Explain.
5. Much of what Chopin tells us is said indirectly. Do you think that technique is effective? Appropriate to the subject matter and year of publication? Why/why not? Did it cause you to read more carefully?
6. What conflict(s) does Edna deal with? What would have made her happy if she could have achieved it without conflict? Were any of her conflicts an inevitable part of life? Were any self-inflicted? What is your opinion of how Edna dealt with the conflicts/struggles/choices in her life?
7. Did you find Edna to be a sympathetic character? If so, how did Chopin elicit your sympathy? If not, what prevented you from sympathizing?
8. Discuss your opinion of the ending. Did it seem necessary, sad, cowardly, self-sacrificing, brave, self-indulgent, etc.? Explain your position.
9. Chopin uses an omniscient, third person narrator. How would your perception of the story have been different if one of the characters had narrated? If the narrator had remained third person, but been limited to external actions? Do you think Chopin made the best choice? Why/why not?
10. Evaluate Chopin’s effectiveness in causing you to understand the life/situation/feelings/actions of another person in another place and time. Note the elements in her craft as a writer that you thought were particularly distinctive or effective.
The goal of the Advanced Placement Literature and Composition course is twofold: to prepare every student to obtain college credit through the successful completion of the College Board’s AP exam, offered in May, and to prepare students for the rigor and challenge of college. The course is meant to be intensive, and should be undertaken by students who enjoy reading, thinking about what they read, and writing about what they read. Students should demonstrate a strong curiosity about the subject and a willingness to complete hard work. AP courses place greater emphasis on higher-level thinking skills, cognitive concepts and processes, and problem solving. Successful students are task-oriented, proficient readers who can organize their time and who have family support. Students and parents should be aware that the pace and rigor of AP courses are more stringent than regular classes at the same grade level.

I understand that between June and May, I am expected to read and analyze novels, plays, short fiction, essays and poetry. As this is meant to approximate a college literature course, some of these works may deal with adult themes and situations. 

I understand that while some texts may be provided by HCHS, I will be required to obtain some texts myself.

I understand that I am expected to take the AP Literature Exam in May and that the cost of that exam can be up to $90.00. I understand that I may be asked for a deposit in September to solidify my commitment to this course.

I understand that summer work turned in after due dates will receive only 50% credit.

I understand that much reading will need to be done outside of class. I understand that close reading work is necessary to be prepared for class and can be graded as homework.

I understand that plagiarism is defined as presenting someone else’s words or ideas as if they were my own. If I plagiarize, I will receive a zero for the work. A second infraction will result in disciplinary action. I understand this includes copying homework.

I understand that late work will not be accepted. I am responsible for turning assignments in on time.
STUDENT: I agree to take full responsibility for
* showing a commitment to academic excellence.
* completing all assignments punctually and to the best of my ability.
* attending class regularly.
* doing my own work.
* organizing my time and study habits.
* conferring with the teacher and taking immediate action if I begin to fall behind.

PARENT/GUARDIAN:
* I agree to help my child organize study time, and to obtain all needed materials.
* I will encourage my child to keep in contact with the teacher regarding his/her progress, and will contact the teacher myself if questions arise.
* I understand that the AP Exam is an expectation of the course and must be paid for by the students.

TEACHER:
* I agree to keep parents/guardians informed of students’ progress through progress reports and report cards every five weeks.
* I agree to follow the syllabus approved by the College Board.

Student (print)

________________________________________________________________________

Student (signature)

________________________________________________________________________

Parent/Guardian

(print)____________________________________________________________________

Parent/Guardian (signature)

________________________________________________________________________

Teacher (signature)

________________________________________________________________________