



Pocono Mountain School District

Instructional Supervisors Office

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English/Language Arts

Advanced Placement Literature & Composition

Summer Reading Assignment

Welcome to Advanced Placement Literature & Composition! AP classes are designed to be more rigorous and challenging than the required English/Language Arts courses. Please be aware that AP requires more complex reading and writing assignments throughout the school year, as well as a summer reading assignment with a specific writing component. A study guide is available at www.pmsd.org on the **Academics** link under "Summer Reading." Since this is an independent reading assignment, completion of the study guide is highly recommended.

Students who have enrolled in AP English Literature & Composition will be required to read William Faulkner's *The Sound and the Fury*. This novel describes the tragedy of the Compsons, a family whose lives are fragmented by history and legacy. This work presents characters' voices and actions that mesh to create what is arguably Faulkner's masterpiece and one of the greatest novels of the twentieth century. This book is available through libraries, bookstores, and online websites.

Upon completion of the novel, please write a minimum two-page, typed, double-spaced paper in MLA style in response to the following prompt:

One of the strongest human drives seems to be a desire for power. Write an essay in which you discuss how a character in *The Sound and the Fury* struggles to free himself or herself from the power of others or seeks to gain power over others. Be sure to demonstrate in your essay how the author uses this power struggle to enhance the meaning of the work.

Please refer to <http://owl.english.purdue.edu/owl/resource/677/01/> for assistance in formatting your paper and any internal documentation. This essay, which is due September 12, 2014, is worth 10% of your first marking period grade. After discussion and review of the novel in class, further assessments may occur.

Enjoy *The Sound and the Fury*, and have a safe and restful summer.

Sincerely,

Dr. Catherine Sweeney

Dr. Catherine Sweeney
Assistant Superintendent for Curriculum and Instruction
Pocono Mountain School District

ARGUMENT					
Description	5 Exceptional	4 Skilled	3 Proficient	2 Developing	1 Inadequate
<p>Claim: The text introduces a clear, arguable claim that can be supported by reasons and evidence.</p>	<p>The text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The text has a structure and organization that is carefully crafted to support the claim.</p>	<p>The text introduces a precise claim that is clearly arguable and takes an identifiable position on an issue. The text has an effective structure and organization that is aligned with the claim.</p>	<p>The text introduces a claim that is arguable and takes a position. The text has a structure and organization that is aligned with the claim.</p>	<p>The text contains an unclear or emerging claim that suggests a vague position. The text attempts a structure and organization to support the position.</p>	<p>The text contains an unidentifiable claim or vague position. The text has limited structure and organization.</p>
<p>Development: The text provides sufficient data and evidence to back up the claim while pointing out the strengths and limitations of both the claim and counterclaim. The text provides a conclusion that supports the argument.</p>	<p>The text provides convincing and relevant data and evidence to back up the claim and skillfully addresses counterclaims. The conclusion effectively strengthens the claim and evidence.</p>	<p>The text provides sufficient and relevant data and evidence to back up the claim and fairly addresses counterclaims. The conclusion effectively reinforces the claim and evidence.</p>	<p>The text provides data and evidence to back up the claim and addresses counterclaims. The conclusion ties to the claim and evidence.</p>	<p>The text provides data and evidence that attempt to back up the claim and unclearly addresses counterclaims or lacks counterclaims. The conclusion merely restates the position.</p>	<p>The text contains limited data and evidence related to the claim and counterclaims or lacks counterclaims. The text may fail to conclude the argument or position.</p>
<p>Audience: The text anticipates the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.</p>	<p>The text consistently addresses the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.</p>	<p>The text anticipates the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.</p>	<p>The text considers the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the needs of the audience.</p>	<p>The text illustrates an inconsistent awareness of the audience's knowledge level and needs.</p>	<p>The text lacks an awareness of the audience's knowledge level and needs.</p>
<p>Cohesion: The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, creates cohesion and clarifies the relationship between the claim and reasons, between reasons and evidence, and between claims and counterclaims.</p>	<p>The text strategically uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text explains the relationships between the claim and reasons as well as the evidence. The text strategically links the counterclaims to the claim.</p>	<p>The text skillfully uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text identifies the relationship between the claim and reasons as well as the evidence. The text effectively links the counterclaims to the claim.</p>	<p>The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text connects the claim and reasons. The text links the counterclaims to the claim.</p>	<p>The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the claim and reasons.</p>	<p>The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the claims and reasons.</p>
<p>Style and Conventions: The text presents a formal, objective tone that demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).</p>	<p>The text presents an engaging, formal and objective tone. The text intentionally uses standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).</p>	<p>The text presents a formal, objective tone. The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).</p>	<p>The text presents a formal tone. The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).</p>	<p>The text illustrates a limited awareness of formal tone. The text demonstrates some accuracy in standard English conventions of usage and mechanics.</p>	<p>The text illustrates a limited awareness of or inconsistent tone. The text demonstrates inaccuracy in standard English conventions of usage and mechanics.</p>

POCONO MOUNTAIN SCHOOL DISTRICT
AP LITERATURE & COMPOSITION
ENGLISH/LANGUAGE ARTS
SUMMER READING

The Sound and the Fury

by William Faulkner
Study and Comprehension Questions

Chapter 1: "April Seventh, 1928" (Benjy)

Multiple Choice

- ___ 1. Who climbs the tree outside the window at Damuddy's funeral?
A. Quentin B. Caddy C. Benjy D. Jason E. Luster
- ___ 2. Where does Father send the children the night of the funeral?
A. to the meadow B. to the barn C. to Dilsey's house D. to town
- ___ 3. Who delivers letters to Mrs. Patterson for Uncle Maury?
A. Roskus B. T.P. C. Benjy D. Jason
- ___ 4. What was Benjy's name before it was changed?
A. Damuddy B. Luster C. Maury D. Bascomb
- ___ 5. Which one of the Compson children gets dirty pants playing in the creek?
A. Jason B. Quentin C. Benjy D. Caddy

Short answer/Fill in

1. What does Benjy think Caddy smells like?
2. What problem does Benjy seem to have?
3. What does Luster want to spend a quarter on?
4. List two or three words, which describe a first impression of Caroline.
5. How old is Benjy in 1928 – the time-frame for the narrative?

Benjy Losses: Short answer/Fill in

1. What does Caddy's wedding take from Benjy?

2. Who does death take from Benjy?

3. What does Caroline take from Benjy?

4. What does Jason take from Benjy?

Chapter 2: "June Second, 1910" (Quentin)

Part One: Multiple Choice

___ 1. Where does Quentin first find the little girl?

- A. on the bus B. at school C. in the bakery D. by the river

___ 2. What does Quentin break at the beginning of this chapter?

- A. his promise B. his girlfriend's heart C. his watch D. his lighter

___ 3. What does Quentin give Deacon to give to Shreve?

- A. a note B. his watch C. his lighter D. a suit E. money

___ 4. What got sold so that Quentin could go to Harvard?

- A. Compson's Mile B. Benjy's pasture C. Jason's birthright

___ 5. Where was Quentin found with the little foreign girl who did not speak?

- A. in the bakery B. on the trolley C. at the bridge D. on the road

Part Two: Short Answer/ Fill in

1. What odor did Quentin indicate made him feel like he was suffocating?
2. What sat unopened in Quentin's room?
3. Why did Quentin tell his father he had been guilty of incest?
4. With whom did Quentin start a fight to defend Caddy's honor?
5. Who did Caddy marry, and why?

Chapter 3: "April Sixth, 1928" (Jason)

Part One: Multiple Choice

- ___ 1. In this section of the novel, who is the head of the Compson family?
A. Dilsey B. Miss Caroline C. Miss Quentin D. Jason
- ___ 2. What does Jason make Miss Quentin sign?
A. a will B. a letter to her mother C. a letter committing Benjy D. a money order
- ___ 3. Where does Jason work?
A. stock broker B. feed & supply store
C. land agency D. on his own land as a farmer
- ___ 4. Where did Jason want to send Benjy?
A. to town to get a job B. to Jackson to be institutionalized
C. to live with Caddy D. to live with Dilsey
- ___ 5. What did Jason have Caroline burn?
A. a check from Caddy B. a birth certificate for Miss Quentin
C. an old letter from Quentin D. the title to Compson's Mile

Part Two: Short Answer/Fill In

1. Where is it that Jason and Caroline expect Miss Quentin to be?
2. Where has Jason been spending his money?
3. What is the unethical/unfair source of much of Jason's money?

4. How did Jason recognize the man who he saw Miss Quentin with?

5. Who is Jason's boss?

Chapter 4: "April Eighth, 1928" (Dilsey)

Part One: Multiple Choice

- ___ 1. Which one of the Compsons goes to church with Dilsey?
A. Benjy B. Miss Caroline C. Jason D. Miss Quentin
- ___ 2. On what religious holiday is Dilsey described (in this section) attending church?
A. Easter B. Christmas C. Epiphany D. none
- ___ 3. Who went into Jason's room?
A. Dilsey B. Caroline C. Miss Quentin D. No one
- ___ 4. When does Jason discover the theft?
A. the same day B. next week C. her real father D. with herself
- ___ 5. With whom does Miss Quentin run off?
A. her mother B. a circus man C. her real father

Part Two: Short Answer/Fill In

1. What did Jason do after the discovery of the theft?
2. Who was the preacher at the church service which Dilsey attended?
3. What does Luster give Benjy to hold while sitting in the carriage?
4. Who is Benjy's "watcher" in this section of the novel?
5. Why did the sheriff *not* chase after Miss Quentin as Jason demanded him to do?

For additional resources to assist you with reading this novel and answering these questions, please go to www.pmsd.org on the Academics link under "Summer Reading"