

ap english literature summer assignment 2020

an introduction:

Welcome to Advanced Placement English Literature and Composition. Over the course of the year, you will strengthen your critical thinking skills through exploring a wide selection of imaginative texts, including novels, novellas, dramas, and poetry. Writing is an integral part of this course; you will practice the skills associated with critical, complex literary analysis and interpretation that you will strengthen over the course of the year. The summer assignment is designed to review and practice skills that will be fundamental to your success in the course.

a brief note on plagiarism:

The summer assignment is a chance for you to practice fundamental skills you will use throughout the year. Please make sure that you are approaching this assignment as a learning experience and using it as a chance to explore texts and ideas in depth, instead of trying to find shortcuts on the internet and use the ideas you come across as your own. The expectation for this assignment is that all work you submit should be completely original, and reflect your own unique thoughts and ideas.

Please remember that your teachers have access to the same online resources as you (e.g. Sparknotes, Shmoop, Goodreads, etc.). The quotations you choose to analyze within this assignment must be different from the “important quotations” found on these resources in order to reflect your careful reading and understanding of the texts. Using these quotations as your key passages or as evidence for your analysis paragraph will result in a zero on that portion of the assignment.

All students will be submitting this summer assignment through www.turnitin.com toward the beginning of the school year. If any part of your work is found to be plagiarized (from an online source, from a peer, etc.), it will result in an automatic zero on the entire assignment. Please note that sharing your work with a peer will also result in an automatic zero on the entire assignment.

work due on the first day of classes:

- Your passage annotations, analysis paragraph, choice assignment, and literature insight card for Barbara Kingsolver’s novel *The Poisonwood Bible*
- Your annotations for the short story of your choice
- Your annotations for the poem of your choice
- Optional, but highly encouraged:
 - ◆ Pre-read Arthur Miller’s play *Death of a Salesman* to get acquainted with the text before we read it as a class during the year.

section one: the poisonwood bible

part one: passage analysis

Read the novel *The Poisonwood Bible* by Barbara Kingsolver. As you are reading, look for significant passages-- these may be passages that connect to an important greater meaning in the text, highlight the traits of a significant character, and/or utilize a range of literary devices. Please mark these passages as you read, and write why you selected them so you can return to them later. Once you have finished reading, select two of the key passages you made a note of. For each passage, you will annotate the text, and you will choose one on which to write a detailed analysis paragraph.

Directions for annotating:

- Pick two focus passages (at least one page each) from the novel. Ideally, one focus passage should come from the first half of the novel, and one focus passage should come from the second half. A good focus passage:
 - ◆ Connects back to a greater meaning or themes in the novel (what the text is trying to say about life or humanity in general-- see “directions for analysis paragraphs” for further explanation).
 - ◆ Includes a variety of literary devices
 - *Look specifically for passages that might include contrasting ideas, or are rich in figurative language*
 - ◆ May introduce a new concept or idea that is significant to the understanding of the text as a whole
 - ◆ May focus on a specific character’s experiences, and how these experiences impact the work as a whole
- Highlight all the important words and phrases that stand out to you as you read.
 - ◆ In your annotations, identify the connotations of those key words/phrases, and make a connection between words with related connotations.
- Highlight and define words or phrases that are unfamiliar to you
- Highlight any literary devices within the passage that you notice.
 - ◆ In your annotations, be sure to identify the literary device, and *explain the impact of the chosen device on your understanding of the passage as a whole.*
 - ◆ Ex: *The author uses a metaphor comparing Juliet to the sun in order to demonstrate that Romeo feels his life revolves around her and would be dark without her in it.*

Consider searching for the following devices ↓ within your focus passages. It is expected that you will have a cursory understanding of all of the terms in the table below by the time classes start.

*Optional: if you want to get a head start, make flashcards for the devices! Not necessary, but helpful :)

Figurative Devices	Contrast Devices	Repetitive Devices
Simile Metaphor Extended Metaphor Personification Symbol Allusion	Juxtaposition Oxymoron Paradox Parallelism Hyperbole Understatement	Alliteration Assonance Consonance Anaphora Epistrophe
Diction & Syntax	Misc. Devices	Form, Structure, Character*
Diction (must be preceded by an adjective describing the <i>type</i> of diction) Connotation Ambiguity Syntax (<i>type</i> of syntax must be identified when analyzing, e.g. telegraphic sentences, inverted thought) Aposiopesis Asyndeton Polysyndeton	Imagery Satire Irony Colloquial Language Metonymy Synecdoche Analogy Euphony Cacophony	Tone Point of View Motif Allegory Archetype Hamartia *(These devices are not found sentence-by sentence, but are overarching parts of the story)

Passage #1 (type below, as it is written in the text):	Annotations

Passage #2 (type below, as it is written in the text):	Annotations

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Directions for analysis paragraph:

- Use the annotations for one of the two passages above to draft a detailed paragraph in response to the following prompt: *How does Kingsolver use literary devices within a key passage to develop the greater meaning of the text?*
- Your paragraphs should include a statement of greater meaning, and include at least three direct quotations from the focus passage.
 - ◆ A statement of greater meaning is a full sentence and a complex, complete idea that articulates what a text is saying about life or human nature. In other words, this statement reflects thematic concerns. It is *not* a command statement (should/must), a statement explicit to the text itself, or one word (love, fear, family, etc are all *topics*).
 - ◆ When creating a statement of greater meaning, ask yourself:
 - What key topics does the text explore?
 - What thematic concern(s) does the text develop?
 - What can the reader learn about the subject after reading the text?
 - ◆ Example statement of greater meaning: *The human tendency to harden oneself against vulnerability often results in the fracturing of intimate relationships.*

Analysis paragraph:

part two: choice assignment

Select one assignment (total!) from any of the lists below to complete, in addition to your analysis paragraph.

Creative Options:	Character Study Options:	World Connection/Context Options:
<ul style="list-style-type: none"> → Write an original poem (at least 10 lines) about a topic of your choice, capturing a greater meaning explored in <i>The Poisonwood Bible</i> [the poem shouldn't be <i>about</i> the text, but should be about a theme inspired by/related to the text based in your own awareness/experiences]. Write a paragraph (8-10 sentences) in which you explain the choices you made in your poem, as well as the details and thematic concern(s) from the text that inspired you. → Create an artistic piece (can be a painting, collage, digital piece, something you build, etc) that captures a greater meaning 	<ul style="list-style-type: none"> → Write a letter (roughly 1 page single spaced) from the perspective of one character to another. Imagine that you are that character, reflecting on the current events and challenges occurring in your book (or feel free to consider a different timeline, such as years into the future or from the afterlife). Consider how you can capture your character's way of speaking, the way the events of the text are impacting your character emotionally, and the relationship between the characters. Include three significant quotations from the text in your letter. → Create a one-pager (one full 	<ul style="list-style-type: none"> → Write a reflective paragraph (roughly 1 page single-spaced) in which you explore a relevant social issue tackled in the book and how it connects to a current event unfolding in the world today. Be reflective in considering how the solutions and/or problems raised in the text could be seen as guidance and advice that could be meaningful to our growth and work toward service and altruism. Please be thoughtful and include links to at least two credible articles that you read as references. → Make a video presentation in which you explore how key lessons, themes, and characters

<p>explored in the text. Write a paragraph (8-10 sentences) in which you explain the choices you made in creating your art and what it is meant to convey about the greater meaning or theme(s) in the text you focus on.</p>	<p>page, colored) that is a profile of a key character in the text. Include a drawing of the character based on their description in the text, as well as a background to the page that highlights key colors, images, and symbols associated with them. Include three significant quotations from the text that you feel most strongly characterize them, and write a short analysis of each. Additionally, articulate a greater meaning in the novel and describe how your character contributes to its development.</p>	<p>from the text could help us address a related issue in today's world. Be reflective in considering how the solutions and/or problems raised in the text could be seen as guidance and advice that could be meaningful to our growth and work toward service and altruism. Please include links to at least two credible articles you read.</p>
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part three: literature insight card

Use the template linked [here](#) to create a literature insight card (handwritten neatly on a large index card) for *The Poisonwood Bible*. You will be doing this for all the texts you read this year.

section two: short story

Select *one* of the two short stories linked below, and complete the annotations and graphic organizer as instructed. Make a copy of the document in order to annotate it.

- [“Fiesta, 1980”](#) by Junot Diaz
- [“The Thing Around Your Neck,”](#) Chimamanda Ngozi Adichie

section three: poetry

Select *one* of the six poems linked below, and complete the annotations as instructed. Make a copy of the document in order to annotate it.

- [“My Brother at 3 am,”](#) Natalie Diaz
- [“Not Even This,”](#) Ocean Vuong
- [“America,”](#) Tony Hoagland
- [“Your Laughter,”](#) Pablo Neruda
- [“Little Summer Poem Touching the Subject of Faith,”](#) Mary Oliver
- [“before you get that key made”](#) and [“less,”](#) Nayyirah Waheed [please complete both, as the poet’s style is brief].