Jericho High School AP Literature Summer Assignment 2025

Dear AP Literature Student,

Welcome to AP Literature! In order to begin on the right level, you will complete two reading and writing assignments before the beginning of the school year.

ASSIGNMENT 1: Read *Jane Eyre* by Charlotte Brontë. You may buy a printed copy of *Jane Eyre*, or borrow a copy from the Curriculum Associates' Office.

1. As you read, consider how Brontë uses literary elements and techniques to reveal Jane's complex coming of age throughout the novel. Literary elements and techniques can be, but are not limited to: *characterization, setting, plot/structure, conflict, narration, diction, tone, syntax,* or *figurative language,* such as *symbols, imagery, similes, metaphors, personification,* or *allusion*.

2. Upon seeing a literary element or technique that contributes to Jane's complex coming of age, place a post-it "sticky note" on the page, and add a written explanation of how the presence of this element or technique is helping to reveal the complexity and/or tension of Jane's journey to maturity and insight.

3. The goal is to have at least fifteen thoughtful and detailed sticky notes completed. These notes might be plentiful in some areas of the text and scarce in others, and that is okay.

4. Additionally, feel free to add sticky notes to any part of the novel that raises any significant questions or responses from you as you read. (These can be geared towards Jane's growth or a response to another aspect of the novel you find compelling.)

ASSIGNMENT 2: Select a total of three poems—each by a different poet from the list provided—choosing one poet from each time period. Each selected poem must be at least 14 lines long. Browse for poems through trusted sources like poets.org, poetryfoundation.org, or poetry collections available at your local library.

Renaissance through the Neoclassical Age	**Romanticism, Victorian, Harlem Renaissance through WWII**	**Contemporary (post-WWII)**
John Keats	*Walt Whitman*	*Li-Young Lee*
Anne Bradstreet	*Claude McKay*	*Allen Ginsberg*
Lord Byron	*William Wordsworth*	*Theodore Roethke*
Robert Burns	*W.B. Yeats*	*Lucille Clifton*
Thomas Gray	*Alfred Lord Tennyson*	*Nikki Giovanni*
Samuel Taylor Coleridge	*Paul Laurence Dunbar*	*Aimee Nezhukumatathil*
William Blake	*Christina Rossetti*	*Elizabeth Bishop*
William Shakespeare	*Edna St. Vincent Millay*	*Mary Oliver*
John Donne	*Emily Dickinson*	*Sylvia Plath*
John Milton	*Countee Cullen*	*Sonia Sanchez*

1. Annotate each poem thoughtfully and clearly by hand or using the Kami app. Make your thinking visible: ask questions, note patterns, define unfamiliar words, and connect language to meaning. Use color-coding or highlighting to organize ideas. If you're unsure of how to begin your annotations, the T.P.C.A.S.T.T. method is a helpful framework for understanding and engaging with poetry.

   T – *Title*: Make a prediction about the poem based on the title.

   P – *Paraphrase*: Restate the poem in your own words (literal meaning).

   C – *Connotation*: Look for figurative language, imagery, diction, symbolism, and other poetic devices. Examine for meaning beyond the literal.

   A – *Attitude*: What is the tone of the speaker? At the beginning? The middle? The end?

   S – *Shifts*: Identify shifts in tone, perspective, setting, structure, punctuation, line or stanza length, time, tense, etc.

   T – *Title (revisited)*: Revisit the title, this time on an interpretive level.

   T – *Theme*: Identify a series of big ideas or universal messages of the poem. Write a series of theme statements for the poem.

2. For each of the three poems, write a typed paragraph that does not exceed 200 words. Your response should include: a one-sentence thesis statement that expands on a central theme; an analysis on how specific poetic devices, structural decisions, or diction helps convey the theme; key textual evidence in quotes; and concluding insights or reflections.

3. Finally, review the following poetry vocabulary list. You'll be expected to demonstrate a confident understanding of these terms when class begins.

alliteration	*enjambment*	*juxtaposition*	*refrain*
allusion	*extended metaphor*	*metaphor*	*rhyme*
apostrophe	*hyperbole*	*mood*	*rhyme scheme*
assonance	*imagery*	*onomatopoeia*	*simile*
anaphora	*iambic pentameter*	*oxymoron*	*stanza*
caesura	*irony*	*personification*	*tone*
diction	*free verse*	*pun*	

Please bring your completed work to school on the first day of class, and please ensure that all responses are thoughtful, detailed, and reflect work on an AP level. Additionally, they should be an authentic representation of your own thinking.

We look forward to having you in our AP Literature classes!

Sincerely,

Your AP English Literature and Composition Teachers