

**A.P. Literature and Composition
Summer Work, 2021
Mrs. Boyd, bboyd@marisths.org**

“Every text is a lazy machine asking the reader to do some of its work.” – Novelist Umberto Eco

I want you to read this summer.

- Please read your choice of one of these: *Fences*, by August Wilson or *Death of a Salesman*, by Arthur Miller AND one more fiction book of your choice. Choose a book based on your interest, ability, and values.
- You are to complete each assignment, which I will record as the first three assignments in Quarter 1. Failure to complete summer work will make it impossible to earn an A for the semester. But that’s not the point. Read. Enjoy.

Assignment #1 (Terms, due the first day of class)

In AP Literature you will be required to revisit literary devices constantly. Knowing what these devices are, where to find them, and how to show that they add meaning will be the crux of our work. You are to find and record examples of **15 different literary devices** from the books you read this summer. These can come from one or both books. Feel free to mix and match. I will post a list of terms on the school’s webpage, or you can google one for yourself.

Please record them in the following format:

Entry # (1-15)

- A. Text and page number
- B. quotation
- C. label (device)
- D. explain the writer’s intended effect on reader and how it adds meaning.

The following is a sample entry from *Frankenstein*:

Entry #1

- A. *Frankenstein*, p.18
- B. “He came like a protecting spirit to the poor girl, who committed herself to his care.”
- C. Simile
- D. The man is being compared to a spirit that protects the girl from harm. This simile helps portray a positive tone and shows us more about Victor's father's characteristics. There are many references to spirits and heavenly attributes throughout descriptions of the characters in the novel. This gives the reader an overall sense that the ideas of a heavenly power or religious spirit will be important in the novel and determines a character’s demeanor.

This assignment should follow your first reading of your texts. You need to understand the stories before you tackle this assignment. **Read the book first. Go back and do this after.**

Assignment #2 (Analysis, completed in class during week 1)

During the first week of class you will be given a timed, in-class analysis (ICA) over the required text (your choice of *Fences* or *Death of a Salesman*). The particular question will be taken from a past AP exam and graded against the same standards and criteria as an AP open-choice essay exam.

To help you prepare, I encourage you to do your own research via AP central on collegeboard.com.

Assignment #3 (Reader Response, due the first day of class)

Take some real time and consideration choosing an independent book (different from *Fences* or *Death of a Salesman*). This should be a good read. I want you to enjoy this book, look forward to reading it, be moved by it, and be provoked by it. Once you have chosen your book and you begin reading, I would like you to respond **THREE** times with your thoughts and reactions. You can read at your own pace but I would prefer that your responses be spread out over the text and over the summer. Each response should cover the following in a casual but intelligent manner (figure about 1-2 pages):

1. Date of your response and the pages or chapters read
2. Observations, thoughts, and questions
3. 3-5 quotes of importance
4. Connections (These could be to things you have heard, read, seen, experienced, etc. I want you to try to extend the story outside of its pages)

You will be graded on how thoughtful your responses are. Do not summarize events; instead, interact with the novel. **Be specific, thorough, and honest.** Caution: copying words or ideas from other sources (such as Spark Notes) is plagiarism. Independent thinking and in matter way more than hoop-jumping and temporary points.