

AP Literature and Composition Summer Assignments

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STOP: Before doing anything else, send me an email to confirm you got the assignment!!!

For this summer's assignment, you will write one essay, and you will prep both a novel and a poetry selection for discussion assessments.

Assignment #1 - The Novel

The novels for this summer will be *Great Expectations* by Charles Dickens and *Wuthering Heights* by Emily Bronte. You will need to choose ONE of these books to read and annotate. Write an essay (2-3 pages in length) based on ONE of the prompts below. The essay should fully discuss all aspects of the prompt. Provide textual evidence to support your analysis of the text (mix of quotes and paraphrase).

Essay Prompt #1

In many works of literature, past events can positively or negatively affect the present actions, attitudes or values of a character. Choose a novel in which a character must contend with some aspect of the past, either personal or societal. Then write an essay in which you show how the character's relationship to the past contributes to the meaning (theme) of the work as a whole. **Be very careful not to descend into plot summary.**

Essay Prompt #2

"You can leave home all you want, but home will never leave you." —Sonsyrea Tate

Sonsyrea Tate's statement suggests that "home" may be conceived of as a dwelling, a place, or a state of mind. It may have positive or negative associations, but in either case, it may have a considerable influence on an individual. Choose a novel or play in which a central character leaves home yet finds that home remains significant. Write a well-developed essay in which you analyze the importance of "home" to this character and the reason for its continuing influence. Explain how the character's idea of home illuminates the larger meaning (theme) of the work.

Please remember all you need to complete an analysis essay is the text, the prompt and your brain. DO NOT LOOK UP ANYTHING!!!. Dropping in stuff from online only highlights the fact that you don't know what you're talking about, and I can tell when it's not your work. Please spare yourself (and me) the trouble, and just don't do it. Trust your own thoughts. **Any attempts at plagiarism will result in NO CREDIT, and I will request your removal from the class.**

Essays Format:

- 12-point, Times New Roman type
- Paragraphs and indentions are a must. I shouldn't really have to say this, but I've been surprised before.
- Margins should be a standard 1-inch on all sides
- You must include a heading with your name, the course and the date
- Title your essay
- **Failure to comply with format requirements will result in score reduction**

Due: Essays will be due on the first day our class meets. Instructions for turning in your work will be given on the first day of class, and you can submit that day. Save your work on Google Drive so it is easily accessible.

Assignment #2 - Poetry

There are four poems attached. Choose two of the selections. Annotate and analyze the poems using TPCASTT or another method of your choosing. **Use the essay prompts as a guide.** Make detailed notes that you will use for the poetry discussion assessment. While the discussion will be based on the prompt associated with each poetry selection, we can go outside of the prompt to talk about other aspects that you may find interesting or that you have questions about.

Discussion Assessment Guidelines

In addition to the free response essay for the book and the TPCASTT for each poem, you will need to be prepared for graded discussions of **both the novel and the poetry selections** that you read. Discussions are evaluated based on the following:

- Demonstrated basic familiarity with the text
- Demonstrated ability to think beyond the basic reading of the text. Show your analysis skills. (characterization; plot; themes; author's style; literary devices; connections – to the time period in which it was written, to current time, to other works of literature, to life in general)
- Frequency and quality of contribution. Simply piggy backing off of another student's contribution will not get it. If you "agree" with someone's statement, then you need to also have something additional to add on that is meaningful.

Due: Be prepared for discussion on the first class meeting.

Prompt #1: Write an essay in which you explain how the organization of the poem and the use of concrete details reveal both its literal and its metaphorical meanings. In your discussion, show how both of these meanings relate to the title.

Storm Warnings ~ by Adrienne Rich

The glass has been falling all the afternoon,
And knowing better than the instrument
What winds are walking overhead, what zone
Of grey unrest is moving across the land,
I leave the book upon a pillowed chair
And walk from window to closed window, watching
Boughs strain against the sky

And think again, as often when the air
Moves inward toward a silent core of waiting,
How with a single purpose time has traveled
By secret currents of the undiscerned
Into this polar realm. Weather abroad
And weather in the heart alike come on
Regardless of prediction.

Between foreseeing and averting change
Lies all the mastery of elements
Which clocks and weatherglasses cannot alter.
Time in the hand is not control of time,
Nor shattered fragments of an instrument
A proof against the wind; the wind will rise,
We can only close the shutters.

I draw the curtains as the sky goes black
And set a match to candles sheathed in glass
Against the keyhole draught, the insistent whine
Of weather through the unsealed aperture.
This is our sole defense against the season;
These are the things we have learned to do
Who live in troubled regions.

Prompt #2: The following poem, written by Edward Field, makes use of the Greek myth of Daedalus and Icarus.* Read the poem carefully. Then write an essay in which you analyze how Field employs literary devices in adapting the Icarus myth to a contemporary setting.

Icarus by Edward Field

Only the feathers floating around the hat
Showed that anything more spectacular had occurred
Than the usual drowning. The police preferred to ignore
The confusing aspects of the case,
And the witnesses ran off to a gang war.
So the report filed and forgotten in the archives read simply
"Drowned," but it was wrong: Icarus
Had swum away, coming at last to the city
Where he rented a house and tended the garden.

"That nice Mr. Hicks" the neighbors called,
Never dreaming that the gray, respectable suit
Concealed arms that had controlled huge wings
Nor that those sad, defeated eyes had once
Compelled the sun. And had he told them
They would have answered with a shocked,
uncomprehending stare.
No, he could not disturb their neat front yards;
Yet all his books insisted that this was a horrible mistake:
What was he doing aging in a suburb?
Can the genius of the hero fall
To the middling stature of the merely talented?

And nightly Icarus probes his wound
And daily in his workshop, curtains carefully drawn,
Constructs small wings and tries to fly
To the lighting fixture on the ceiling:
Fails every time and hates himself for trying.
He had thought himself a hero, had acted heroically,
And dreamt of his fall, the tragic fall of the hero;
But now rides commuter trains,

Serves on various committees,
And wishes he had drowned.

* Daedalus and his son, Icarus, fashioned wings of feathers and wax in an attempt to escape from prison by flying across the sea. Before their flight, Daedalus warned his son not to fly too close to the sun. But, caught up in the experience of flying, Icarus ignored the warning and soared upward. The heat of the sun melted the wax, the wings fell off, and he plunged to his death in the sea.

Prompt #3: Read the following poem carefully. Then, in a well-organized essay, analyze how the speaker uses the varied imagery of the poem to reveal his attitude toward the nature of love.

The Broken Heart by John Donne

He is stark mad, whoever says,
That he hath been in love an hour,
Yet not that love so soon decays,
But that it can ten in less space devour ;
Who will believe me, if I swear
That I have had the plague a year?
Who would not laugh at me, if I should say
I saw a flash of powder burn a day?

Ah, what a trifle is a heart,
If once into love's hands it come !
All other griefs allow a part
To other griefs, and ask themselves but some ;
They come to us, but us love draws ;
He swallows us and never chaws ;
By him, as by chain'd shot, whole ranks do die ;
He is the tyrant pike, our hearts the fry.

If 'twere not so, what did become
Of my heart when I first saw thee?
I brought a heart into the room,
But from the room I carried none with me.
If it had gone to thee, I know
Mine would have taught thine heart to show
More pity unto me ; but Love, alas !
At one first blow did shiver it as glass.

Yet nothing can to nothing fall,
Nor any place be empty quite ;
Therefore I think my breast hath all
Those pieces still, though they be not unite ;
And now, as broken glasses show
A hundred lesser faces, so
My rags of heart can like, wish, and adore,
But after one such love, can love no more.

ENGLISH LITERATURE AND COMPOSITION

SECTION II

Total time—2 hours

Question 1

(Suggested time—40 minutes. This question counts as one-third of the total essay section score.)

In the following poem by Caribbean writer Derek Walcott, the speaker recalls a childhood experience of visiting an elderly woman storyteller. Read the poem carefully. Then, in a well-developed essay, discuss the speaker's recollection and analyze how Walcott uses poetic devices to convey the significance of the experience.

XIV

With the frenzy of an old snake shedding its skin,
the speckled road, scored with ruts, smelling of mold,
twisted on itself and reentered the forest
Line where the dasheen¹ leaves thicken and folk stories begin.
5 Sunset would threaten us as we climbed closer
to her house up the asphalt hill road, whose yam vines
wrangled over gutters with the dark reek of moss,
the shutters closing like the eyelids of that mimosa²
called Ti-Marie; then—lucent as paper lanterns,
10 lamplight glowed through the ribs, house after house—
there was her own lamp at the black twist of the path.
There's childhood, and there's childhood's aftermath.
She began to remember at the minute of the fireflies,
to the sound of pipe water banging in kerosene tins,
15 stories she told to my brother and myself.
Her leaves were the libraries of the Caribbean.
The luck that was ours, those fragrant origins!
Her head was magnificent, Sidone. In the gully of her voice
shadows stood up and walked, her voice travels my shelves.
20 She was the lamplight in the stare of two mesmerized boys
still joined in one shadow, indivisible twins.

¹ dasheen: tropical plant with large leaves

² mimosa: tropical plant whose leaves close or droop when touched or shaken

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