

## Advanced Placement English Literature & Composition

### Summer Assignment

**Significance:** This summer assignment has been designed with purpose by both your teacher *and the class of seniors before you* to reflect the most important, rigorous, and analytical concepts of the class. These skills are absolutely mandatory for you to master in order to be successful in this course. The entire assignment consists of three parts: **1) Literary Device review**, **2) Jaws Assignment**, and **3) Prompt Analysis activity**. You will take literary device tests in class the first week that will build in value. We will begin our analytical discussion around the text of Jaws assuming you've already watched and analyzed it—we will move quickly! Finally, you will turn in your prompt analysis sheets as a quiz grade and use those to write essays.

**From the class before you:** “Please take each element of the assignment seriously and be thorough!” “This is everything you’re ever going to do in AP English IV!” “Keep hold of your themes list! Don’t lose this!” “Help each other—do the assignments with friends so you can discuss it.” “Just do it.”

This themes list will be your “bread and butter” when analyzing any work we read this year! You will use it immediately in these activities and a number of times throughout the class. **HANG ON TO THIS PIECE OF PAPER!**

- Alienation
- Ambition
- Appearance vs. reality
- Betrayal
- Bureaucracy
- Chance/fate/luck
- Children
- Courage/cowardice
- Cruelty/violence
- Custom/reality
- Defeat/failure
- Despair/discontentment/disillusionment
- Domination/suppression
- Dreams/fantasies
- Duty
- Education/school
- Escape
- Exile
- Faith/loss of faith
- Falsity/pretence
- Family/parenthood
- Free will/will power
- Game/contests/sports
- Greed
- Guilt
- Heart vs. reason
- Heaven/paradise/utopia
- Home
- Illusion/innocence
- Initiation
- Instinct
- Journey/psychological journey
- Law/justice
- Loneliness/aloneness
- Loyalty
- Materialism
- Memory/the past
- Mob psychology
- Music, dance
- Mysterious stranger
- Patriotism
- Persistence/perseverance
- Poverty
- Prejudice
- Prophecy
- Repentance
- Resistance/rebellion
- Revenge/retribution
- Ritual/ceremony
- Scapegoat/victim
- Search for identity
- Social status
- Supernatural
- Time/eternity
- War
- Women/feminism

## 1) Literary Device Review

**Significance:** Writers use these tools to make their thematic messages clearer to the reader. They're like Easter eggs that you collect through the work while you're reading to understand the writer's message. They will become the evidence that you use in your paragraphs explaining how you know what you know about a text. I will assume you already know the definitions of all literary devices when we begin class. These are IMPERATIVE to know, as you won't be able to write about literature without knowing ALL of them.

**From the class before you:** "These are an easy grade!" "Easy A." "Just memorize them." "This makes your essays so much easier." "They're all over the AP test." "These are the small details that will become your body paragraphs." "These are the tricky questions on the multiple choice if you DON'T know them" "These are gimmies on the AP exam if you know them." "You will have quizzes in AP style that will require you to know these"

**Assignment:** go to <https://quizlet.com/699965/ap-literary-terms-expanded-flash-cards/> (or Google "Quizlet AP Literary Terms" and click on the first link: "AP Literary Terms (Expanded) Flashcards") to review/study/learn/test yourself on the literary devices. This is your list! Print it if necessary. We will use this website to test the terms in class, and the tests will build in value. For example, we will go to the "Test" option and take a quiz worth 10 points first, then 20 points, 30, 40, etc. Therefore, the quizzes will quickly add up! If you don't study these, you will have an F in the class.

## 2) Jaws Assignment

**Significance:** Story-creators (writers/authors, directors, etc.) create their own worlds and their own rules. Justice and Fairness exist and are typically rewarding. Usually, the good guys win; contrastingly, "bad guys" and rule-breakers get punished (which is not always the case in reality). They try to make it clear from the very beginning of the story who the reader/audience is supposed to like and dislike, and they leave hints about the finale all the way until the end. Your job as the reader/audience is to try to uncover those hints to figure out the end *before* it happens. This is the case in all forms of media (books, plays, movies, tv shows, poems, songs, etc.). STOP AND RE-READ THIS PARAGRAPH AT LEAST ONCE BEFORE MOVING ON!

**From the class before you:** "No, seriously. Go back and reread that." "We weren't kidding. Do it. Reread that." "You need to understand and explain tropes/stereotypes for your body paragraphs and understanding characters in books." "This is an easy spring-board into AP books." "If you're surprised by the ending of the story, you're doing it wrong." "This helps you actively think about characters and what you're 'reading.'" "Details are important." "Waiting until the end of the story won't do you any good."

**Assignment:** watch *Jaws* (1975). You MUST watch the whole thing; otherwise, your analysis of how the writer foreshadowed the finale won't make sense. Fill out the chart AS you watch, not after! Complete the chart for each scene (listed at the top).

I'm using this chart for DVD chapter titles:

1	Main Titles	0:00:00
2	Chrissie's Last Swim	01:45.6
3	A Feast for the Crabs	07:16.6
4	If You Yell Shark...	10:53.6
5	Blood on the Beach	13:03.2
6	The Town Meeting	17:28.2
7	The Shark & Sunday Dinner	23:31.0
8	The Expert	26:34.4
9	The Wrong Shark	31:27.4
10	The Dead of Night	43:27.7
11	July 4th	51:20.8
12	Predator in the Pond	58:58.9
13	The Shark Hunters	03:30.1
14	Face-to-Face	17:45.1
15	Scars	22:53.9
16	The Chase	32:28.8
17	Hooper Goes In	45:31.8
18	Quint's Last Stand	52:01.2
19	Brody & the Beast	53:03.6
20	End Titles	57:35.6
21	Chapter 21	58:50.4

EXAMPLE:

<b>Scene/Chapter:</b>	<i>"Chrissie's Last Swim"</i>
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<b>Character of Focus</b>	<b>Adjectives to Describe Him/Her</b> <i>*Pay attention to connotation!*</i>	<b>Theme Associated</b> <i>*Turn the adjectives into nouns!*</i>	<b>Is this good or bad for the character (even if you have to make a guess)?</b>	<b>Simplified Version of Thematic Statement</b> <i>*Theme + connotation = Thematic Statement*</i>	<b>Final Thematic Statement</b> <i>*Don't expect this initially! It will be a work in progress*</i>
Chrissie	Reckless Irresponsible Foolish Immature Rash	Responsibility Duty Maturity Coming of Age Happiness	She gets eaten by a shark, so obviously we need to go with something NEGATIVE!	Not taking responsibility will cause bad things.  Failure to take responsibility leads to negative outcomes	Irresponsibility inevitably leads to tragedy.

<b>Scene/Chapter:</b>		<i>"A Feast for the Crabs"</i>			
<b>Character of Focus</b>	<b>Adjectives to Describe Him/Her</b> <i>*Pay attention to connotation!*</i>	<b>Theme Associated</b>	<b>Is this good or bad for the character (even if you have to make a guess)?</b>	<b>Simplified Version of Thematic Statement</b> <i>*Theme + connotation = Thematic Statement*</i>	<b>Final Thematic Statement</b> <i>*Don't expect this initially! It will be a work in progress*</i>
Brody					

<b>Scene/Chapter:</b>		<i>"The Town Meeting"</i>			
<b>Character of</b>	<b>Adjectives to</b>	<b>Theme Associated</b>	<b>Is this good or bad for the character</b>	<b>Simplified Version of</b>	<b>Final Thematic Statement</b>

<b>Focus</b>	<b>Describe Him/Her</b> <i>*Pay attention to connotation!*</i>		<b>(even if you have to make a guess)?</b>	<b>Thematic Statement</b> <i>*Theme + connotation = Thematic Statement*</i>	<i>*Don't expect this initially! It will be a work in progress*</i>
Brody					
Quint					

<b>Scene/Chapter:</b>		<i>"The Shark Hunters"</i>			
<b>Character of Focus</b>	<b>Adjectives to Describe Him/Her</b> <i>*Pay attention to connotation!*</i>	<b>Theme Associated</b>	<b>Is this good or bad for the character (even if you have to make a guess)?</b>	<b>Simplified Version of Thematic Statement</b> <i>*Theme + connotation = Thematic Statement*</i>	<b>Final Thematic Statement</b> <i>*Don't expect this initially! It will be a work in progress*</i>
Brody					

Quint					
Mr. Hooper					

Scene/Chapter:		<i>"Face to Face"</i>			
<b>Character of Focus</b>	<b>Adjectives to Describe Him/Her</b> <i>*Pay attention to</i>	<b>Theme Associated</b>	<b>Is this good or bad for the character (even if you have to</b>	<b>Simplified Version of Thematic Statement</b> <i>*Theme + connotation =</i>	<b>Final Thematic Statement</b> <i>*Don't expect this initially! It will be</i>

	<i>connotation!*</i>		<b>make a guess)?</b>	<i>Thematic Statement*</i>	<i>a work in progress*</i>
Brody					
Quint					
Mr. Hooper					
<b>Scene/Chapter:</b>		<i>"Scars"</i>			
<b>Character of Focus</b>	<b>Adjectives to Describe Him/Her</b>  <i>*Pay attention to</i>	<b>Theme Associated</b>	<b>Is this good or bad for the character (even if you have to make a guess)?</b>	<b>Simplified Version of Thematic Statement</b>  <i>*Theme + connotation =</i>	<b>Final Thematic Statement</b>  <i>*Don't expect this initially! It will be a work in progress*</i>

	<i>connotation!*</i>			<i>Thematic Statement*</i>	
Brody					
Quint					
Mr. Hooper					
<b>Scene/Chapter:</b>		<i>"Quint's Last Stand"</i>			
<b>Character of Focus</b>	<b>Adjectives to Describe Him/Her</b> <i>*Pay attention to</i>	<b>Theme Associated</b>	<b>Is this good or bad for the character (even if you have to make a guess)?</b>	<b>Simplified Version of Thematic Statement</b> <i>*Theme + connotation =</i>	<b>Final Thematic Statement</b> <i>*Don't expect this initially! It will be a work in progress*</i>



	<i>connotation!*</i>			<i>Thematic Statement*</i>	
Brody					
Quint					
Mr. Hooper					

### 3) Prompt Analysis

**Significance:** The majority of our writing will depend on your ability to read and comprehend a prompt. If you cannot break down a prompt to understand it better, you will not be able to effectively write a response to it. You should be able to break down a prompt into two main components: the constant and the variables. Just like in science, “constant” means the element that will remain the same for the entire paper. The “variables” will change from one paragraph to the next. So, let’s look at the following prompt, for example:

“In some works of literature, childhood and adolescence are portrayed as times graced by innocence and a sense of wonder; in other works, they are depicted as times of tribulation and terror. Focusing on a single novel or play, explain how its representation of childhood or adolescence shapes the meaning of the work as a whole.”

The constant of this prompt would be ONE representation of childhood (a single child or a single flashback to a childhood incident). The variables would be multiple meanings (**THEMES!**) that we better understand because of this childhood incident (Refer to the first page of this document—the themes list).

**\*\*Note: anytime they say “meaning of the work as a whole,” they mean themes!** Your job would be to pick one book, pick one childhood incident, and in each paragraph, tell me how that incident connects to a different theme (if you have 3 body paragraphs, the essay would explain how that one childhood incident clarifies three different themes).

**From the class before you:** “Writing is a formula—it can be learned!” “Writing isn’t about talent. It’s a process.” “Don’t panic if this doesn’t make sense yet because it will.” “Follow instructions!” “It’s ok to be ‘basic’—keep it simple! You don’t have to be original. It’s not a vocabulary showcase. You don’t have to be abstract. It’s ok—no, it’s RIGHT—to be obvious as long as you follow directions and answer the question of the prompt.” “Explain and then re-explain.” “Chances are you’re not explaining enough.” “Nothing is obvious to your reader. Assume your reader disagrees with the point you’re trying to make.” “Good luck. May the odds be ever in your favor!”

**Assignment:** Fill in both sheets below. On the first one, respond to each element as thoroughly as you can. On the second one, write questions you encountered while trying to fill in the first one. Write the questions in the section where they arose. We will begin class discussion with these questions. It is imperative that you come with questions—I cannot read your mind and will only know your concerns based on how thoroughly you provide questions for me to answer!

**Prompt:** “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 reasons for its continuing influence. *Explain how the character’s idea of home illuminates the larger meaning of the work.* Do not merely summarize the plot.

Restate **prompt’s central question:**

Which book will you use to respond to this prompt?:

Constant (word/phrase from the PROMPT):

Variable (word/phrase from the PROMPT):

Constant for Paragraph 1 (specific from the text)—“A”:

Variable for paragraph 1 (specific from the text)—“B”:

**Body Paragraph (THIS IS YOUR PARAGRAPH broken down—write complete sentences):**

Topic Sentence should contain key word from A and key word from B:

Evidence should be either direct quote or SPECIFIC reference:

HOW does this evidence prove the variable (I should hear the key word)?:

Tell me when/how this trend continues in the text (does NOT need to be a complete sentence! *Can be a clause connected to the end of the explanation of “How...”*):

Remind me that you wouldn’t understand B without the use of A (SHOULD be a complete sentence!)  
Include author’s name!:

**What’s next?**

Constant for paragraph 2:

Variable for paragraph 2:

Constant for paragraph 3:

Variable for paragraph 3:

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Constant for paragraph 2:

Variable for paragraph 2:

Constant for paragraph 3:

Variable for paragraph 3: