

Summer Reading Assignments

AP/IB English Literature

Instructor: Mr. Reardon

Texts:

Persepolis: The Story of a Childhood by Marjane Satrapi

catalog of unabashed gratitude by Ross Gay

Student Choice of Novel (See "Choice" Part 1 for a full explanation)

Assignments:

Please complete the following assignments and bring a printed copy with you on the first day of class. Handwritten responses are also acceptable. Exclusive of the reading time for each text, this assignment represents four to five hours of written response times. Please pace yourself accordingly throughout the summer.

Persepolis Part 1. Quotations as support

After reading the novel, examine it closely to determine four different quotations that are representative of themes of the graphic novel. For each of the quotations, write a well-developed paragraph that uses the quote in the context of supporting your understanding of that theme in the work.

Persepolis Part 2. Image Analysis

Find two images (single panel images) that are important to understanding the work. In a well-developed paragraph or two, please analyze the image. Do not simply describe or summarize the image. Examine the individual elements and develop an interpretation of the visual techniques the author uses to convey meaning.

Please reproduce the images along with your analysis.

"Gratitude" Part 1.

When we analyse poetry in class, we will look at a poem on four discrete levels: 1. The sensory level, 2. The sonic level, 3. The visual level, and 4. The idea(tional) level.

Choose three poems from the text. For each poem, notice the significant aspects of each level and do your best to answer some of the following questions:

1. The Sensory Level-

What is the poet doing to appeal to our senses? What images is he/she using to appeal to our five senses? What kinds of figurative language do you see? (At this level, you do

not need to interpret the images in the poem, just write down what you are able to notice. This should be an exhaustive list.)

E.g.

The author uses:

Conch, Incense (lit), Player (holding fire), Simile ("Sand like hot coals")...

2. The Sonic Level-

What are the literary techniques and devices related to sound that the author uses?

Rhyme? Meter? Assonance? Alliteration? Consonance? Is there a rhythm to the poem?

Does it force you to read some parts fast and some parts slow?

E. g.

O' blow (Assonance), soft sound (alliteration)

3. The Visual Level-

What does the poem look like? Did the author shape the letters in a significant way? Are the lines long and even? Are they short and of equal or varying length? Is there capitalization? Is there clear punctuation? Is it divided into stanzas? Are the stanzas of equal length?

E.g.

The poem is arranged in seven four line stanzas, with lines of equal length.

4. The Ideational Level-

Go through the poem at the level of the individual clause and paraphrase the meaning.

Recognize that each clause is trying to communicate a particular idea. This should be an exhaustive list of the ideas represented in the poem.

E.g.

Making noise through blowing a shell, lighting incense, the player dances...

"Gratitude" Part 2.

After reading the poems in the book, take about 40 minute to write a short essay that answers the following question:

In his book *catalogue of unabashed gratitude*, what literary devices and techniques does he use to convey the complex idea of "Gratitude"?

"Choice" Part 1. (Bookroom option)

Students in this course are engaged to engage in free voluntary reading of long literary works of fiction. Our school bookroom has a curated collection of literary works that have been used in past courses but are not currently required. Prior to leaving for summer break, students are encouraged to make an appointment with either Ms. Tanner or myself (Building 09-003) to visit the bookroom and find two titles that interest them. Over the course of the summer, they will read *at least one* of their free choice novels and take about an hour to answer the following questions:

1. How does this book fit in with your regular reading habits?

2. What challenges did you have reading this book?
3. How many pages were you regularly able to read in one sitting?
4. What are some ideas in the text that you found interesting?
5. Identify an important passage in the text. Give a brief summary of the passage and explain how it made you feel.
6. Using the same passage from the text, please explore some of the choices that the author made when choosing to write that passage. Think about some of the major literary devices they may have used and try to explain their significance.
7. Find a connection between the book you have chosen to read and some other piece of media or literature that you have seen. It can be a TV show, an advertisement, a movie, or a song. Explain the connection in a paragraph.

“Choice” Part 2. (Bookstore Option)

If you are unable or unwilling to come to the bookroom, find the following list of books featured on the 2025 AP literature exam. These titles were the suggested texts to use for a prompt on the AP lit exam. Choose a title from the list, read it, and answer the questions from the ““Choice” Part 1” prompt.

Afterlife
Annie John
Behold the Dreamers
Beloved
Big Fish
The Buried Giant
Ceremony
Crime and Punishment
A Doll's House
Dominicana
The English Patient
The Farming of Bones
Fences
A Gesture Life
The Glass Menagerie
The Importance of Being Earnest
Invisible Man
Jane Eyre
Kindred

Love Medicine
Macbeth
The Mayor of Casterbridge
Mrs. Dalloway
The Nickel Boys
Obasan
Of Mice and Men
On Earth We're Briefly Gorgeous
Purple Hibiscus
The Scarlet Letter
The Secret History
The Sound and the Fury
A Tale of Two Cities
Washington Black
The Woman Warrior
Wuthering Heights
The Yellow Birds

I look forward to reading what you have written.
Thanks,

T. Reardon

