**AP Literature**

**Literary Analysis Homework**

Throughout the year, we will be reading about the function of literary devices either in the textbook, and/or other supplementary resources that are not in the textbook. We will work on analyzing works for specific literary techniques, not every literary technique will be included.

For each assigned chapter:

1. **Notes:** Cornell notes are preferred. Write down all definitions or concepts that are new to you. Do this in note form, such as bulleted remarks.
2. **Read the texts** (poems, stories, etc.) for the literary device(s). Choose 1-2 that you can analyzefor the technique(s) of that chapter.
3. **Textual evidence**

 a) List examples of the specific techniques discussed in that chapter. To do this, write the technique (e.g. “visual imagery, “tactile imagery,” “apostrophe,” “alliteration”) and under the technique, list (vertically) the words from the poem that exemplify the technique.

Visual Imagery Apostrophe

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 b) State the theme or universal truth in a sentence (*not* in a word!)

1. Explain HOW the elements you list enhance the poem or story and tie to the theme. This is the portion of the homework that allows you to truly *analyze* the work, via specific techniques.

**NOT to do:**

1. Do not analyze the texts you choose for **anything except the specific literary techniques** from either the chapter or excerpt. For example, do not analyze metaphor (even if the poem has some) when the chapter focuses on imagery. ONLY use the appropriate chapter information for your analysis.

**How to State a Theme a.k.a. the Universal Truth**

When stating theme, don’t write one word (e.g, “love”) or restate the subject of the poem as if it were a theme; use a universal truth. Make it a complete sentence about the human condition. In other words, “Get global and noble.”

**Samples of how not to state a theme:**

“The theme of this poem deals with a widow’s thoughts about the loss of her husband.”

“This poem deals with how we feel about our parents.”

“This poem is about finishing a harvest.”

**Samples of good themes:**

“The grief of losing a loved one never goes away, and periodically one will be reminded of the loss.”

“A parent’s loving care often goes unnoticed and unappreciated, despite the effort it demands.”

“After a man has worked hard in life, he may not have accomplished everything he set out to but still may find satisfaction in what he did finish.”

**In your analysis:**

* When reading poetry do not confuse the SPEAKER with the POET; sometimes poet and speaker are the same person, sometimes not.
* Place quotation marks around all poem and story titles and quotations from the poem (putting all commas and periods inside quotation marks).
* Explain *how* the quotations create the theme; connect the chapter information (e.g. imagery) to the poem’s ideas.
* Do analyze; do not paraphrase.

**Therefore, what NOT to write:**

The author said …

Then goes on to claim ….

The word “...” is an example of ... imagery.

The poet talks about….

**The RIGHT words to use:**

 This … suggests that ….

The word “…” has multiple connotations; it can mean … but also connotes … and …, adding depth to the theme by ….

…plays on the word “…” using both its … and …, emphasizing how …(theme).

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| Analytical Words (Good!) |  |  |
| Suggests  | Differentiates | Shifts |
| Implies | Dispels | Alludes to |
| Reveals | Enunciates | Alters |
| Connotes | Elucidates | Depicts |
| Reflects | Hints at | Emphasizes |
| Assumes | Ignites | Constrains |
| Examines | Transcends | Construes |
| Asserts | Stirs | Inspires |
| Illustrates | Reveals |  |
| Conjures | Repudiates |  |
| Conjures up | Refutes |  |
| Creates | Juxtaposes |  |
| Clarifies | Invokes |  |
| Explores | Heightens/lessens |  |

Homework due September…

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| Literary Techniques | Textbook | Texts (Choose 2) |
| CharacterizationPlot | “Character” pgs. 59-62“Plot” pgs. 49-51 | “Happy Endings” Atwood (424)“Araby” Joyce (80)“Astronomer’s Wife” Boyle (62)“The Storm” Chopin (477) |