**AP Literature Spring Break Assignment 2016**

***Due Date:***

***Tuesday, April 5, 2016***

1. **Finish read *Fences* by August Wilson on page 2024 in your Bedford textbook.**

**2. AP Lit Free Response Essay for *Fences* by August Wilson** *No late papers will be accepted!*

When you complete the reading of Fences, review the essay options indicated below and select one prompt for your essay. These are former AP exam prompts and will provide you with more experience for May’s exam. In the exam situation, you can anticipate approximately 40 minutes to construct your response. Obviously, because this is being done outside of class, you may take as much time as necessary, but if you really wish to prepare, only use 40 minutes.

**Write a well-developed essay for the prompt you chose. The essay should be no more than three pages. Type the prompt at the top of your essay, also include the letter of the prompt you have selected. Use proper MLA formatting. Submit this to the Turnitin.com assignment.**

**Prompts**

A. An effective literary work does not merely stop or cease; it concludes. In the view of some critics, a work that does not provide the pleasure of significant closure has terminated with an artistic fault. A satisfactory ending is not, however, always conclusive in every sense; significant closure may require the reader to abide with or adjust to ambiguity and uncertainty. In an essay, discuss the ending of Fences. Explain precisely how and why the ending appropriately or inappropriately concludes the work.

B. Morally ambiguous characters – characters whose behavior discourages readers from identifying them as purely evil or purely good – are at the heart of many works of literature. Choose a character from Fences and explain how that character can be viewed as morally ambiguous and why his or her moral ambiguity is significant to the work as a whole.

C. A critic has said the one important measure of a superior work of literature is its ability to produce in the reader a healthy confusion of pleasure and disquietude. Write an essay in which you explain the sources of “pleasure and disquietude” in Fences. Do NOT just summarize the plot. Focus on answering the prompt!

D. 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. Fences is a 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.

E. One of the strongest human drives seems to be a desire for power. Write an essay in which you discuss how a character in a novel or a drama struggles to free himself or herself from the power of others or seeks to gain power over others. Be sure to demonstrate in your essay how the author uses this struggle to enhance the meaning of the work.

1. **Choose a selection of the text and create a mini- Multiple Choice exam.**

For this exercise, you will select a passage from the play *Fences* and construct ten (10) AP-style multiple choice questions with appropriately challenging answers (5 for each question). Paste the passage at the top of the document and provide line and page numbers. Use the question stems provided below to guide you in your effort. You must edit the question stems to be specific to the passage you have chosen. You can substitute dialogue and stage directions for the term *paragraphs* where appropriate. Provide an answer key that is separate from your exam. **Submit via Turnitin.com.**

**1. What is the author's attitude toward the subject of the essay?**

**2. What is this passage about?**

**3. What does the phrase, \_\_\_\_\_\_\_\_\_\_\_\_\_\_, mean?**

**4. How would you characterize the style of the passage?**

**5. Which of the following best summarizes the main point in lines \_\_\_\_\_?**

**6. What is the main point in \_\_\_\_\_? (the passage, the second paragraph, etc.)**

**7. How would you restate the meaning of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?**

**8. How would you define the phrase \_\_\_\_\_\_\_\_\_\_\_?**

**9. What is the speaker’s purpose in \_\_\_\_\_\_\_\_\_\_\_\_\_?**

**10. What thought is reflected in the allusion \_\_\_\_\_\_\_\_\_\_\_\_?**

**11. What is the tone of the passage?**

**12. How would you define the word \_\_\_\_\_\_\_\_\_\_\_\_?**

**13. How would you describe the diction and style of the passage?**

**14. In lines \_\_\_\_\_, what is the speaker asserting?**

**15. Why is \_\_\_\_\_\_\_\_\_\_\_ described as \_\_\_\_\_\_\_\_\_\_?**

**16. What is significant about the structure of sentence #\_\_\_\_ in lines \_\_\_\_?**

**17. In sentences \_\_\_\_\_, what contrasts are developed or implied?**

**18. In lines \_\_\_\_\_\_\_\_, why does the author pair quotations?**

**19. In lines \_\_\_\_\_\_\_\_, what is the effect of pairing quotations?**

**20. What is the dominant technique used in lines \_\_\_\_\_\_?**

**21. In lines \_\_\_\_\_\_, what is the effect of using a metaphor?**

**22. In lines \_\_\_\_\_, juxtaposing \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_ serves the purpose of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**23. What does the speaker accomplish in using \_\_\_\_\_\_\_\_\_\_?**

**24. By using the words \_\_\_\_\_\_\_, the speaker shows the belief that \_\_\_\_\_.**

**25. In lines \_\_\_\_\_, how is the speaker portrayed?**

**26. The shift in point of view from...has the effect of...**

**27. What is the theme of the \_\_\_\_\_\_\_\_\_\_\_\_ (e.g., second paragraph, whole piece)?**

**28. In lines \_\_\_\_, the passage shifts from \_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_.**

**29. Why does the author represent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in lines \_\_\_\_?**

**30. What is the purpose of the syntax in sentence \_\_\_\_\_?**

**31. What does \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ symbolize in lines \_\_\_\_?**

**32. The speaker's attitude toward \_\_\_\_\_\_\_\_\_\_\_ is best described as one of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**33. In \_\_\_\_\_, the author is asserting that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**34. The term \_\_\_\_\_ conveys the speaker's belief that \_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**35. The speaker assumes that the audience's attitude toward \_\_\_\_\_\_\_\_\_\_\_\_will be one of \_\_\_\_\_\_\_\_\_\_\_\_.**

**36. In the \_\_\_\_\_\_\_ (e.g., first, second, last) paragraph, the speaker seeks to interest us in the subjects of the discussion by stressing the \_\_\_\_\_\_\_\_\_\_.**

**37. It can be inferred by \_\_\_\_\_\_\_\_\_\_\_\_ that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**38. The \_\_\_\_\_\_\_\_ (e.g., first, second) sentence is unified by metaphorical references pertaining to \_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**39. The speaker's mention of \_\_\_\_\_\_\_\_\_is appropriate to the development of the argument as an illustration of \_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**40. As the sentence in lines \_\_\_\_\_ is constructed, \_\_\_\_\_\_\_\_\_\_\_\_\_ is parallel to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**41. It can be inferred from the description of \_\_\_\_\_\_\_\_\_\_ that the qualities of \_\_\_\_\_\_\_\_\_\_\_\_ are valued by the speaker.**

**42. According to the passage, \_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**43. In the context of the passage, \_\_\_\_\_\_\_\_\_\_is best interpreted as \_\_\_\_\_\_.**

**44. Sentence \_\_\_\_\_\_\_\_\_ is best described as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**45. The antecedent for \_\_\_\_\_\_\_\_in line \_\_\_\_\_\_\_\_is \_\_\_\_\_\_\_\_.**

**46. What type of argument does the writer employ in lines \_\_\_\_\_\_?**

**47. Why does the speaker use the sequence of ideas in lines \_\_\_\_\_?**

**48. We can infer from \_\_\_\_\_\_\_\_\_\_\_\_\_\_ that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**49. What pattern of exposition does the writer use in this passage?**

**50. What is the point of view in this passage/poem?**

**51. What is the purpose of the statement in lines \_\_\_\_\_?**

**52. What atmosphere or mood is established in lines \_\_\_\_\_\_\_?**

**53. The \_\_\_\_\_\_\_ (e.g., first, fourth) sentence is coherent because of its use of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**54. What qualities are present in the scene described in lines \_\_\_\_\_?**

**55. What words and details suggest a \_\_\_\_\_\_\_\_\_ (adjective) attitude on the part of the author?**

**56. In line \_\_\_\_\_\_\_, the use of \_\_\_\_\_\_\_\_\_\_instead of \_\_\_\_\_\_\_\_\_\_\_accomplishes \_\_\_\_\_\_\_\_\_\_\_\_.**

**57. In line\_\_\_\_\_\_\_\_\_\_, the author emphasizes \_\_\_\_\_\_\_because he/she\_\_\_\_\_\_\_.**

**58. The use of \_\_\_\_\_\_\_\_\_suggests that \_\_\_\_\_\_\_\_\_\_\_\_.**

**59. What is the function of the \_\_\_\_\_\_\_\_\_\_ (sentence, detail, clause, phrase, and so on) in lines \_\_\_\_\_\_\_?**

**60. The subject of the sentence in lines \_\_\_\_\_\_\_\_\_is \_\_\_\_\_\_\_\_.**

**61. What assertions does the author make in the passage, and what is his/her purpose in doing this?**

**62. By \_\_\_\_\_\_\_\_, the author most probably means \_\_\_\_\_\_.**

**63. What meanings are contained in the word \_\_\_\_\_\_ in line \_\_\_\_\_?**

**64. What can we infer from the passage about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?**

**65. The author apparently believes that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**66. In lines\_\_\_\_\_\_\_\_, the phrase\_\_\_\_\_\_\_\_\_ is used to refer to \_\_\_\_\_\_\_.**

**67. The author believes that we should\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**68. The \_\_\_\_\_\_\_\_\_ (e.g., first, last, third) sentence of the passage is chiefly remarkable for its\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**69. What does the author want to encourage in a person?**

**70. What is the function of \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in relation to \_\_\_\_\_\_\_\_\_\_?**