

# XAVIER COLLEGE PREPARATORY HIGH SCHOOL SUMMER READING ASSIGNMENTS 2026



Dear Incoming AP Literature Senior,

We hope that this letter finds you well and anticipates the end of a rewarding year. We hope that you will have many good experiences and make many good decisions before we see you again in August. One of those decisions we would like to help you with is the decision to remain engaged in some kind of academic activity this summer. It is our belief that encouraging students to read year-round is a key element in the development of lifelong learners. While the summer is certainly time to be away from school, we hope that it is not a time to stop reading, thinking, and growing. These assignments are designed to prepare you for the rigorous analysis required in AP Literature. You will be tested on both texts during the first week of school. Be prepared for both multiple choice and written responses.

## Required Books:

- *Feed* (link to Barnes & Noble) by M. T. Anderson
- *How to Read Literature Like a Professor* by Thomas C. Foster (3rd edition - green cover)

## What You Must Turn In – Summer Assignment Overview

**Directions:** You will complete **five (5) total assignments** across **three main sections**. All work is **due on the first day of class** and will be assessed for a grade. You will also take **one (combined) reading comprehension test** during the first week of school.

### Section 1: *The Circle* by Dave Eggers

#### Assignment 1: Thematic Argument Essay – Is *Feed* a Warning or an Inevitable Future?

**Prompt:** Is the world of *Feed* truly dystopian, or is it a realistic version of society's future?

- Write a **4-page argumentative essay** defending, challenging, or qualifying the idea that *Feed* presents a dystopian world.
- Use **3–5 textual examples and connect the novel to modern technology and society**.

#### Assignment 2: Create a Dystopian [Infographic](#)

##### **1. Design an infographic (Canva is your best place) that explains:**

- The values of the society (corporate control, consumerism, etc.)
- Important **symbols** (e.g., lesions, the feed, the moon, malfunctioning speech)
- **Themes** such as loss of language, identity, free thought, and environmental decay
- Include **brief explanations, icons, color, and 2–3 quotes**. Tools like **Canva**, Google Slides, or any graphics app work well. **Purpose:** Visually synthesize key motifs and prepare for thematic discussion.

**Instructions:** Use color, icons, short descriptions, and quotes. This may be done digitally or by hand (submit a clear photo/PDF if physical).

## Section 2: How to Read Literature Like a Professor by Thomas C. Foster

### Assignment 1: Apply 5 Chapters to Literature You've Read

1. Choose **five chapters** that stood out to you (e.g., “Every Trip Is a Quest,” “It’s More Than Just Rain or Snow,” “He’s Blind for a Reason, You Know,” etc.).

**Directions:** For each chapter, apply the concept to a piece of literature (novel, play, short story, or poem) **you’ve read before** (can be from school or outside of class). Write a **one-paragraph explanation per chapter** connecting the concept to the text. Be specific!

**Purpose:** Reinforce abstract literary concepts and connect prior reading experiences to literary theory

### Assignment 2: The Feed Meets Foster

1. Choose two chapters from *How to Read Literature Like a Professor* and apply them directly to *Feed*. For example, how might “Is That a Symbol?” or “It’s Never Just Heart Disease...” help us better understand the themes, characters, or technology in *Feed*?

**Directions:** Write a thoughtful **2-page analysis** explaining how Foster’s ideas reveal deeper meanings in Anderson’s novel. Use specific examples from both texts.

**Purpose:** Practice cross-textual analysis, synthesis of nonfiction theory with fiction, and AP-style literary analysis skills.

### Important Assignment Notes:

- All assignments are due the **first day of class**.
- You will take a **test on each book** during the **first week** back (quote identification, theme analysis, multiple choice, short response).
- Typed work should follow MLA formatting (12pt font, double-spaced, proper heading).
- Infographics may be creative and expressive but must include relevant and thoughtful content

## Section 3. Literary Terms Note Card Assignment

**You will also complete a note card assignment.** As you did last year with rhetorical terms, you will do the same with literary/poetic terms/dramatic conventions.

**Rules:** the key terms will be on one side of the card, while the definitions and examples will be on the the other side. These note cards will be turned in on the first day of class and you will have a quiz for each of the five sections, throughout the course of the year, to verify knowledge of this content. **These cards will be due the first day of class, graded, and then returned to you so that you are able to use them throughout the year in preparation for both the quizzes and for the AP Literature and Composition Exam.**

### The format should be as follows:

- 1) Separate the cards into the five following groups below & write the definition as found on each section’s **quizlet (hyperlinked)**.
- 2) **Side one of the card** must have the number of the term in the top left corner, and the term itself in

the middle of the card.

3) **Side two of the card** must have the definition of the term, then a space, then at least one example of the term used in actual text. You may acquire examples from any book or other resource, but please make sure that you understand the meaning of the term based on the example(s) you provide.

4) Be sure to study each of the 58 Literary terms, backwards and forwards. You must be prepared for a quiz during the first week of school. If you have any questions, please email Mrs. Eldridge: [reldridge@xavierprep.org](mailto:reldridge@xavierprep.org)



**AP Literature & Composition Literary/Poetic Terms/Dramatic Conventions**

<p><b><u>Group 1</u></b></p> <ol style="list-style-type: none"> <li>1. Ambiguity 11. Concrete</li> <li>2. Atmosphere 12. Simile</li> <li>3. Crisis 13. Metaphor</li> <li>4. Denouement 14. Personification 5. Empathy 15. Direct Characterization 6. Foil Character 16. Indirect Characterization 7. Connotation 17. Logos</li> <li>8. Denotation 18. Ethos</li> <li>9. Symbol 19. Pathos</li> <li>10. Abstract 20. Rhetorical Question</li> </ol>	<p><b><u>Group 2</u></b></p> <ol style="list-style-type: none"> <li>1. Epic</li> <li>2. Antihero</li> <li>3. Archetype</li> <li>4. Persona</li> <li>5. Anachronism</li> <li>6. Anaphora</li> <li>7. Antistrophe/Epistrophe</li> <li>8. Antithesis</li> <li>9. Objectivity &amp; Subjectivity</li> <li>10. Parallelism</li> </ol>
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<p><b><u>Group 3</u></b></p> <ol style="list-style-type: none"> <li>1. Allegory</li> <li>2. Academic Style</li> <li>3. Allusion</li> <li>4. Hyperbole</li> <li>5. Imagery</li> <li>6. Interior Monologue</li> <li>7. Mood</li> <li>8. Motif</li> <li>9. Nemesis</li> <li>10. Stock Characters</li> </ol>	<p><b><u>Group 4</u></b></p> <ol style="list-style-type: none"> <li>1. Assonance</li> <li>2. Ballad</li> <li>3. Ballad Meter</li> <li>4. Cacophony</li> <li>5. Caesura</li> <li>6. Conceit</li> <li>7. End-Stopped</li> <li>8. Eye Rhyme</li> <li>9. Euphony</li> <li>10. Villanelle</li> </ol>	<p><b><u>Group 5</u></b></p> <ol style="list-style-type: none"> <li>1. Feminine Rhyme</li> <li>2. Masculine Rhyme</li> <li>3. Types of Meter: monometer, dimeter, trimeter, tetrameter, pentameter, hexameter, heptameter, octameter</li> <li>4. Poetic Foot: iamb, trochee, spondee, anapest, dactyl, pyrrhus</li> <li>5. Heroic Couplet</li> <li>6. Couplet</li> <li>7. Blank Verse</li> <li>8. Tercet</li> </ol>
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<b>FRONT SIDE OF THE FLASHCARD</b>	<b>BACK SIDE OF THE FLASHCARD</b>
<h1>PARADOX</h1>	<p>The use of concepts or ideas that are contradictory to one another, yet, when placed together hold significant and true value on several levels.</p> <p>Ex: I know one thing—that I know nothing.          Ex: Here are the rules: ignore all rules.</p>