

# Summer Reading Assignment for AP Language and Composition

Welcome to AP Language and Composition! In preparation for the upcoming school year and for the AP exam administered in May, all AP Language students are required to complete a summer reading assignment.

## Reading Assignment:

- Read and annotate *Narrative of the Life of Frederick Douglass* by Frederick Douglass.
  - Each page of the book is required to have an insightful annotation.
  - Annotate your copy of the novel using the Annotation Guide on the next page of this document as a reference.
- After finishing the required reading, print out the Nonfiction Data Sheet and **handwrite** your answers for *Narrative of the Life of Frederick Douglass*.

**On return from summer break, students will be assessed on the summer reading assignment in the following ways:**

### 1. First Week of Class:

- Submission of your annotated copy of *Narrative of the Life of Frederick Douglass* – 50-point quiz grade
- Submission of Nonfiction Data Sheet – 50-point quiz grade
- Multiple-Choice Test – 100-point test grade

### 2. End of First Grading Term:

- In-Class Essay – 100-point test grade

Just in case you misplace something over the summer, all documents needed to complete this assignment can be found on the ACA website ([www.acacademy.com](http://www.acacademy.com)) under the Parent Resources tab. If you have any questions, please do not hesitate to email me at [stephanie.tucker@acacademy.com](mailto:stephanie.tucker@acacademy.com). I look forward to seeing you all in the upcoming term!

Happy reading!

# Summer Assignment: Active Reading and Annotating

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## **What Is Active Reading?**

Active reading is a style of reading that requires students to be more engaged with the material at hand. By participating in deeper engagement, students are able to pull more from a text and create deeper connections to it.

## **What Does Active Reading Look Like?**

For this assignment, active reading means ANNOTATING, or interacting with a text through margin notes. Think of these margin notes as having a “conversation” with the text. You can deliberately engage the author by asking questions, stopping to argue, offering a compliment, or seeking to clarify an important issue. This helps a reader engage in a deeper reading, which also develops a lasting understanding of the text.

## **Annotation Procedures:**

1. **Your book MAY NOT have previous annotations already written in it.**
2. You MUST annotate in pen, and it MUST be legible!
3. As you read, interact with the text. Underline important information and quotes that stand out to you, **and then add written comments explaining WHY those passages struck you as important.**
  - a. Ask questions – make predictions – write reactions – have a conversation with the book.
  - b. **BE WARNED! Highlighting, underlining, or circling BY ITSELF is NOT enough! You must add quality commentary for an annotation to earn credit!**

## **Ways to Annotate:**

- Discuss what you think is significant about the book title or chapter titles.
- Define unfamiliar words or slang.
- Re-write, paraphrase, or summarize a particularly difficult passage or moment.
- Make connections to other parts of the book: predict outcomes, suggest endings, etc.
- Ask questions directly to the author or characters. Identify answers if they occur on later pages!
- Make connections to other texts you have read or seen. This could be movies, comic books/graphic novels, news events, other books, stories, plays, songs, poems, etc.
- Draw a picture when a visual connection is appropriate.
- Make meaningful connections to your own life experiences.
- Identify the author's perspective on a subject; discuss YOUR perspective on it, as well!
- Explain the historical context or traditions/social customs that are used in the passage.
- Offer an analysis or interpretation of what is happening in the text.
- Point out and discuss literary techniques that the author is using, like symbols, metaphors, etc.
- Identify important conflicts, and note how they shape the story.
- Identify themes, or discuss the way a specific scene affects the theme.

## **PLEASE NOTE:**

AP Language and Composition is a college-level course. As such, the materials we study are often intended for a more mature, academic audience. In the summer reading listed above and the texts we will study throughout the upcoming school year, students may be exposed to moments of language and displays of Biblically incompatible ideology. As you read, remember that the intent of this course is to teach you to engage with opposing ideas and equip you with effective means of argumentation. Learning to address these situations now, in a Biblically based classroom, will give you the skills required to do so once you are enrolled in college or operating in the wider world. For more information on this, please read the statement below from AP College Board.

### **From AP College Board: A Note on Selected AP English Texts**

In an ongoing effort to recognize the widening cultural horizons of literary works written in English, the AP English Language Development Committee will include diverse authors in the representative reading lists. Issues that might, from a specific cultural viewpoint, be considered controversial, including references to real-world cultural issues, ethnicities, nationalities, religions, races, dialects, gender or class, adult situations, are often represented artistically in works of literature. The Development Committee is committed to careful review of such potentially controversial material. Still, recognizing the universal value of literary art that probes difficult and harsh life experiences and so deepens understanding, the committee emphasizes that fair representation of issues and peoples may occasionally include controversial material. Since AP students have chosen a program that directly involves them in college-level work, the AP English Exams depend on a level of maturity consistent with the age of 11th and 12th -grade students (and beyond) who have engaged in thoughtful analysis of difficult literary texts. The best response to a controversial detail or idea in a literary work might well be a question about the larger meaning, purpose or overall effect of the detail or idea in context. AP students should have the maturity, the skill, and the will to seek the larger meaning through thoughtful consideration of many different viewpoints. Such thoughtfulness is both fair and owed to the art and to the author. You are NEVER ASKED to adopt a specific viewpoint as your own, but only to consider the author's viewpoint from a literary and historical perspective, and to consider the larger cultural reasons the author may have included such material in his/her work. For more information regarding AP's policy regarding literature choice please visit: [www.collegeboard.com](http://www.collegeboard.com)