

## AP Language and Composition Summer Assignment 2024-2025

Due the first of class- Major grade

**FIRST PART:** All students will read *The Narrative of the Life of Frederick Douglass* – students do NOT need to read the texts by Garrison and Phillips – and complete the following: **annotate your text with your findings, and write ONE well-developed paragraph answering the questions below for each section of the text.**

### Chapters 1-4:

In this section, Douglass introduces himself, his family, and some of the slave masters and overseers. The reader is also introduced to some of the horrors of slavery and the impact the behavior of the white masters had on the enslaved peoples. Pay attention to the people he introduces and how he describes them. What do you notice about these descriptions? Douglass's audience was a white Christian one, so he used Biblical allusions and imagery throughout the text. Note where you see this in this section. How is it used? Where? What effect does it create?

### Chapters 5-8:

In these chapters, we see Douglass as a narrator with a twofold action. The text serves as a form of protest literature against slavery while it also shows and persuades the reader that Douglass has transformed and is no longer an enslaved man. The first "I" narrator is Douglass as enslaved, as found in the secondary title, *An American Slave*. The second is as a free man and writer, as found in the last bit of the title, *Written by Himself*. As you read these chapters, make note of Douglass's use of imagery (language that appeals to the five senses) and figurative language. When does he use it? For what purpose? How does it effect meaning?

### Chapter 9-appendix

This section of the text begins with Douglass stating, "I have now reached a period of my life when I can give dates." As such, it marks a turning point in Douglass's life. How does Douglass detail this portion of his life? What role does figurative language play? Where and how does Douglass use religion in this section? APPENDIX: As you read this part, make note of tone. Where does the tone shift? What is the tone in each part? What key words/phrases indicate tone?

**SECOND PART:** Students must choose one memoir/text from the list of texts below and complete THREE of the reading responses below:

- a. *I am Malala* by Malala Yousafzai
- b. *Educated* by Tara Westover
- c. *Men We Reaped* by Jesmyn Ward
- d. *In Cold Blood* by Truman Compote

**READING RESPONSES:** Annotate – mark up – your text as much as you can for ease in finding quotations and other important information. In addition to annotations, you will complete three (3) reading responses for your book. These reading responses should be 1.5-2 pages in length, MLA format.

Each reading response should include: question you are responding to, page numbers, quotes from the book, and insightful thoughts. A reading response is NOT an argumentative paper, but is rather an exploration of thought. Therefore, you do not need to take a firm stance or develop a thesis statement; instead, you are reflecting on a variety of avenues and thoughts regarding a topic.

1. Focus on the development of one character (this can be the protagonist, a main character, OR a minor character). How is the character developed throughout the book? What can we, as readers and viewers, learn about the character, ourselves, and/or the world through the conflicts and traits presented?
2. Discuss one of the major THEMES in the book. How is the theme presented and then developed? How might this theme apply to you? (Remember, a THEME is a larger, underlying, more specific idea, such as: the American Dream is unattainable, our justice system is not black and white, society is more important than the individual, etc.)
3. Discuss the role of the reader/audience in the story. What point of view is the story written in, and what information does the reader/audience know or doesn't know? What relationship does the reader/audience have to the characters in the story? How does this impact how the story is interpreted?
4. Write about a situation in the story that changed your perspective on something; this could be about a character, an idea, a place, etc. What were your initial thoughts, and how was your perspective shifted; how might this perspective-shift be useful to you in your own life?
5. One way to examine plot is to determine what type of conflict it entails. The classic divisions are: (1) person vs. person; (2) person vs. society, (3) person vs. nature, and (4) person vs. self. Often, more than one of these types of conflict occurs in a story. Using this analysis, briefly describe one of the conflicts in this story thus far, identify which type of conflict it is, and explain how this conflict impacts the interpretation of the story.
6. Consider the time and place in which your story was published, and consider how the events, characters, or topics in your story could be a reflection of time and place. Then, explore what we can learn about culture or society based on your story.

7. Write about a meaningful passage or quote from the story. Why did this passage or quote stand out to you? How is it relevant to the story? What connections can you make to the real-world?
8. Connect something you've encountered in the book to a reading or discussion that you've had in a class (for example, you may consider discussions about race/gender representation, justice, morals & values, power roles, stereotypes, reality, etc.) Why is this connection relevant to you, and how can this connection shape, challenge, add or, or change a view you previously have had?