



AP English Language & Composition

Summer Assignment 2019-2020 School Year

Overview of the Summer Assignment:

Students will read *Narrative of the Life of Frederick Douglass, An American Slave*. Students will then complete the attached chart focusing on relevant quotations from the text, explaining their meaning and significance, and connecting them to modern world events or situations. Students may complete the chart by handwriting their responses in or typing them directly into the chart. If they choose to type their responses, they must still print the chart in order to submit it.

Objective/Purpose of the Summer Assignment:

AP English Language & Composition is a skills-based AP class, and beginning the year by focusing on a common summer assignment allows for relevant and timely instruction to begin efficiently. Close analysis of texts, including during the summer, ensures consistent and sustained close reading skills throughout the subsequent academic year. The primary objectives for the selected summer assignment include:

- To provide a rhetorically relevant text that will provide them with rich language to analyze during the rhetoric unit in Quarter 1;
- To continue to practice close reading analysis, but with a focus on language and structure;
- To begin the practice of connecting relevant world evidence for use in argumentative writing.

Resources/Materials Necessary:

A copy of *Narrative of the Life of Frederick Douglass, An American Slave*

- Available from various booksellers for purchase
- Available for free to read/print from Project Gutenberg: <http://www.gutenberg.org/ebooks/23>.
- Available to borrow from the main office at FHS

Quotation chart (see attached)

- To be printed & completed

Rubric (see attached)

- To be printed

Estimated Time to Complete:

10 hours

Associated Assessment(s)/Due Dates:

- Reading/Chart
 - Students should have completely read the book and have the chart/rubric printed and ready to submit for grading on the third day of class.
- Quiz
 - There will be a quiz on *Narrative of the Life of Frederick Douglass, An American Slave* on the third day of class.

Questions? Contact:

If you have questions during the summer, please contact Ms. Lisa Greeves at logreeves@fcps.edu.

Narrative of the Life of Frederick Douglass Quotation Analysis Chart

Directions: Find 10 quotes from different parts of the text that are significant in some way. They might allude to themes that plague humanity. They might support an overarching theme that Douglass is exploring. They might refer to another universal experience. They might stick out to you for some other reason entirely, but the key is that they are powerful and have a deeper meaning - a deeper significance. List them below, then fill out each part of the chart about each quotation. You may type or write by hand.

Quotation	Explanation of Quote Meaning (do not merely repeat the quote - explain!)	Importance of Quote within the Text (why is it significant?)	Connection to Modern World Events/Current Affairs (Explain event & why it connects)
<p>EXAMPLE: "I prefer to be true to myself, even at the hazard of incurring the ridicule of others, rather than to be false, and incur my own abhorrence," (Ch. 5).</p>	<p>This quote emphasizes the value to both self and to society in being honest with one's own views, opinions, and actions. Many people find that adopting the ideas/actions of others, simply for approval, might bring about others' satisfaction, but it never brings satisfaction with one's own self, due to the compromise of one's values or ideas.</p>	<p>Douglass writes this line at the end of Chapter 5, as he explains the significance of going to live in Baltimore and how he felt it was a sign that his life would eventually become far better than it was at that moment. He realizes that it might sound silly to say that, but he truly believes it and shows his gratitude for that turning point in his younger life.</p>	<p>Michael Oher, whose life story of going from foster care to an adoptive family to the NFL is depicted in <i>The Blind Side</i>, expressed how if certain events had not occurred when they did (getting to go to a private high school, meeting his future adoptive family, etc.), that his life would not have improved quite like it did.</p>
<p>1.</p>			
<p>2.</p>			

3.			
4.			
5.			

6.			
7.			
8.			

9.			
10.			

***Narrative of the Life of Frederick Douglass* Quotation Analysis Chart - RUBRIC**

Please print this rubric and staple it on top of your Quote Analysis Chart to turn in on the third day of class.

RUBRIC

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Completion Level of Chart ___ / 20 points	17-20 points Student thoroughly completed chart with quality work.	14-16 points Student completed more than half of the chart with work that shows good effort.	0-13 points Student completed less than half of the chart and/or shows minimal effort.
Caliber of Quotations Selected ___ / 20 points	17-20 points Quotations are strong and offer insight into issues/ideas beyond the text.	14-16 points Quotations are a mix of insightful and literal quotations.	0-13 points Quotations are mostly literal that only refer to the text and don't offer much insight.
Caliber of Explanation of Quote ___ / 20 points	17-20 points Explanation of the quote is insightful and thorough and goes beyond simply restate the quote.	14-16 points Explanation of the quote tries to go beyond the quote itself but needs more depth or restates some.	0-13 points Explanation of the quote is simply a restatement of the quote or misinterprets quote.
Caliber of Explanation of Significance to Text ___ / 20 points	17-20 points Explanation of the significance is insightful and indicates thorough understanding of relevance to that scene.	14-16 points Explanation of the significance achieves some insight or indicates some understanding of the text.	0-13 points Explanation of the significance indicates misunderstanding of the scene/point/text and/or lacks depth and insight.
Caliber of Connection to World Event ___ / 20 points	17-20 points Connection to world event is specific, accurate and well-explained.	14-16 points Connection to world event is not quite as specific, might be vague or hypothetical, and demonstrates a weaker understanding.	0-13 points Connection to world event is weak, vague, non-specific, or poorly explained.
Total:			