



HILTON HEAD
CHRISTIAN ACADEMY

2025-2026 Summer Reading Assignments
Advanced Placement Language and Composition

Dear Students,

Welcome to AP Language and Composition! I am so excited to be working with each of you next year. Over the summer, you will read the two books below in preparation for the course. You will also complete TWO assignments to accompany your reading.

While summer is a time for fun and relaxation, I want to encourage you to budget your time wisely with reading and annotating. Please build in enough time to read each text carefully so you can produce high quality analysis and do your best work. I am available by email anytime if you have any questions or need clarification about any of the summer reading work.

Please take the time to read through the following assignments and don't hesitate to contact me if you have any questions. Enjoy your summer!

In Christ,
Mrs. Borack
lborack@hhca.org

REQUIRED READING:

(YOU NEED A COPY OF EACH OF THESE BOOKS AND SHOULD BRING THEM TO CLASS ON THE FIRST DAY OF SCHOOL. PLEASE REFER TO THE ISBN NUMBERS LISTED SO YOU HAVE THE CORRECT EDITION BEING REFERRED TO IN CLASS.)

TEXT ONE: INCIDENTS IN THE LIFE OF A SLAVE GIRL BY HARRIET JACOBS (ISBN-13:978-0486419312) (176 PAGES)

TEXT TWO: NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS BY FREDERICK DOUGLASS (ISBN-13:978-0486284996) (96 PAGES)

Parents, please note: Great care and research have been taken in selecting books for this course. At times, some sections of the books may contain objectionable or questionable content; we will discuss these sections with discernment. It is important for our students to be exposed to a variety of topics across all genres and to discuss these topics with the knowledge and the insight that they have gained.

Students, please note: While online resources, such as Sparknotes, do provide helpful summaries which may aid in your reading, these summaries do not take the place of reading the texts. You will not be able to properly analyze the text at an AP level without reading it in its entirety.

ASSIGNMENT 1: Annotations/Quote Analysis (DUE ON THE 1ST DAY OF CLASS- Thurs, 8/7; bring a hard copy)

Annotating means taking notes and making reflections about passages while you read (**not simply highlighting text!**). You are creating a "conversation" between the book and yourself through the selection and analysis of important and meaningful quotes and/or passages. The process is meant to help you develop a better understanding of the texts we read. You will explain your ideas about the developing themes and characters, important symbols, and other literary devices. Annotating will allow you to have a better understanding of what you're reading, help you prepare for group discussion, and aid you in gathering textual evidence for other assignments related to the reading.

Directions: For **EACH** book, you must choose **TEN** significant quotes or key passages that you have annotated. Then use the FORMAT below to analyze each quote. Your annotation assignment must be typed. *Please have it printed for the first day of school.*

FORMAT:

After reading and annotating the two books in full, record TEN of the most significant quotes or passages. **These quotes should be spread out across the book, meaning there should be some from the beginning, middle, and end of the book.** You should copy the quote directly from the text (word-for-word) and include a parenthetical citation. Ex: (Douglass 57)

NOTE: An annotation response (three column) template is attached at the end of this document. Feel free to use it or create your own document. Whatever works best for you.

How to identify substantial passages to annotate:

Look for passages that are significant, powerful, thought-provoking or puzzling.

For example:

- Passages with strong literary devices (figurative language, symbolism, hyperbole, allusion)
- Passages that remind you of your own life or something you've seen before
- Passages that illustrate a particular character or setting
- Interesting or unusual events of plot (that develop or resolve conflict)
- Patterns or repetition: recurring images, ideas, colors, symbols, motifs, etc.
- Shifts: sudden changes in tone, diction, structure/form, point of view, etc.

Each annotation response should be broken down as follows:

(A) **Quote with parenthetical citation:** *Copy the quote word for word.*

(B) **Brief explanation of context:** *What are the circumstances surrounding the quote? What is happening in this part of the book?* **THIS SHOULD BE 1-2 SENTENCES.**

(C) **Analysis:** *Why is this quote/passage significant? Is it symbolic, ironic, foreshadowing? What does this quote/passage imply about the characters, conflicts, or themes?* **THIS SHOULD BE 3-5 ADDITIONAL SENTENCES.**

- Each annotation response should be **5-8 sentences in length total**. Each response should also include academic vocabulary such as: **infer, predict, imply, evaluate, connect, clarify, question, characterize, depict, analyze, symbolize, convey, persuade, illustrate, compare/contrast, speculate, signify, visualize.**
- **Annotation example from Macbeth**

Quote/page #: "I must report they (Macbeth and Banquo) were/ As cannons overcharged with double cracks,/ So they doubly redoubled strokes upon the foe" (pg. 6/lines 36-37).

In context explanation: In this passage, a battle is being fought between Scotland and Norway. Macbeth and Banquo are reported to be "cannons" who are overcharged, so it implies that they are relentless and powerfully overpowering the "foe" or enemy.

Analysis: This passage **signifies** that there is a clear "winner," which seems to be Macbeth. Since this is the title of the story, I **infer** that Macbeth will be more notable than Banquo. Furthermore, the use of "cannons" is a metaphor, and it is both good and bad. A cannon is powerful, and so is Macbeth, but the text says that he is "overcharged" and "doubly redoubles" so I am **visualizing** that Macbeth is also a little crazy or uncontrolled. I would **evaluate** his character, therefore, as brave but impulsive/unpredictable, which I think is a negative trait. I **predict** that this could be a downfall for him as a character.

ASSIGNMENT 2: Thematic Analysis Essay (750-1000 words)

Due on day 2 of school (Friday, 8/8) by 11:59PM, submitted to turnitin.com.

Essay Guidelines:

In a thorough and well-crafted essay, examine one of the following themes as it is shown in both *Incidents in the Life of a Slave Girl* and *Narrative of the Life of Frederick Douglass*:

- Ignorance is a tool of slavery.
- Knowledge can be a path to freedom.

Essay Requirements:

1. You must have an opening paragraph with a strong hook, a very brief synopsis of both books, and a clear thesis statement which outlines the main theme illustrated in both texts.

Follow the HIT formula for the opening paragraph:

Hook- Start with a general statement or interesting opening that corresponds to the essay topic. You should start by looking at the topic from a broader context. Avoid questions or quotes for your hook.

Information (background)- Then, briefly introduce the two texts you've read with a short synopsis. You do not need to summarize the entire book.

Thesis- End your opening paragraph with a carefully crafted, defensible thesis statement which outlines the main theme illustrated by both texts.

2. Your body paragraphs should illustrate a thorough thematic analysis supported by **SIX quotes** from the texts (**three from each book**). These quotes should support your claim about the chosen theme and should be properly introduced, cited (according to MLA specifications) and explained.
3. You should conclude your essay with a brief closing paragraph which restates the thesis and wraps up your main points.
4. Your essay should be typed using MLA standards. ([Purdue Online Writing Lab: MLA Guidelines](#))
5. Your essay should possess an appropriate title.

Sample Essay Format:

Paragraph 1: Opening paragraph (follow HIT formula above)

Paragraph 2: One quote from *Frederick Douglass* and one quote from *Slave Girl* that support your chosen theme (these quotes should correspond in some way)

Paragraph 3: One quote from *Frederick Douglass* and one quote from *Slave Girl* that support your chosen theme (these quotes should correspond in some way)

Paragraph 4: One quote from *Frederick Douglass* and one quote from *Slave Girl* that support your chosen theme (these quotes should correspond in some way)

Paragraph 5: Closing paragraph (restate thesis and summarize main points)

