

AP Language and Composition
Summer Assignment 2019
Instructor: Mrs. Foltz
Rm. 3-121

This summer you'll read "Narrative of the Life of Frederick Douglass, an American Slave". You may purchase a copy of the book, check out a copy from the library, or read it online. You may purchase the novel at any bookstore.

Here is the online pdf link: <https://www.studenthandouts.com/00/200701/douglass.pdf>

There are 2 assignments attached:

Paraphrases and Reactions to Critical Quotations in *Narrative of the Life of Frederick Douglass, An American Slave*

Personal Narrative Assignment

The paraphrase assignment is similar to paraphrasing assignments you have had in 10th grade.

When writing your personal narrative note that this is the first time I will have read anything you've written. These will determine the beginning focus of our class in terms of writing, so please show off and use all those upper-level vocabulary words you know as well as using commas and semi-colons in your writing. If you aren't sure about the meaning of a word or higher-level sentence structure, then don't use it. This essay is used as a measuring stick and nothing more. These are concepts we will focus on during the course of the year along with many others.

These assignments are due the 1st day of school. There are no exceptions! In order to be success, you must meet deadlines.

Please feel free to stop by my current classroom (1-209) with any questions you may have before school concludes for the summer. You may email me during the summer if you have any questions/concerns regarding the summer assignment/course. I check my email all summer long in case my students need me ☺

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I look forward to our class next year.

Paraphrases and Reactions to Critical Quotations in *Narrative of the Life of Frederick Douglass, An American Slave*

Paraphrase the following quotations from the novel and record your reaction in the appropriate column. Prepare these reactions before the discussion so that you have focused your thoughts and are ready to discuss the book.

Quotation from the Text	Your Paraphrase	Your Reaction
<p>“The whisper that my master was my father, may or may not be true; and, true or false, it is of but little consequence to my purpose whilst the fact remains, in all its glaring odiousness, that slaveholders have ordained, and by law established, that the children of slave women shall in all cases follow the condition of their mothers; and this is done too obviously to administer to their own lusts, and make a gratification of their wicked desires profitable as well as pleasurable; for by this cunning arrangement, the slaveholder, in cases not a few, sustains to his slaves the double relation of master and father.” (from C1)</p>		

Quotation	Your Paraphrase	Your Reaction
<p>“Slaves are like other people, and imbibe prejudices quite common to others. They think their own better than that of others. Many, under the influence of this prejudice, think their own masters are better than the masters of other slaves; and this, too, in some cases, when the very reverse is true. Indeed, it is not uncommon for slaves even to fall out and quarrel among themselves about the relative goodness of their masters, each contending for the superior goodness of his own over that of the others.” (from C2)</p>		

Quotation from the Text	Your Paraphrase	Your Reaction
<p>“I used to talk this matter of slavery over with [the white boys]. I would sometimes say to them, I wished I could be as free as they would be when they got to be men. ‘You will be free as soon as you are twenty- one, ~but I am a slave for life!~ Have not I as good a right to be free as you have?’ These words used to trouble them; they would express for me the liveliest sympathy, and console me with the hope that something would occur by which I might be free.” (from C7)</p>		

Quotation from the Text.	Your paraphrase	Your Reaction
<p>“I took right hold of the cause [of freeing slaves]. I could do but little; but what I could, I did with a joyful heart, and never felt happier than when in an anti-slavery meeting. I seldom had much to say at the meetings, because what I wanted to say was said so much better by others. But, while attending an anti-slavery convention at Nantucket, on the 11th of August, 1841, I felt strongly moved to speak... It was a severe cross, and I took it up reluctantly. The truth was, I felt myself a slave, and the idea of speaking to white people weighed me down. I spoke but a few moments, when I felt a degree of freedom, and said what I desired with considerable ease. From that time until now, I have been engaged in pleading the cause of my brethren—with what success, and with what devotion, I leave those acquainted with my labors to decide.” (the very last sentences of the novel)</p>		

Name: _____ Date: _____ Period: _____

Narrative of the Life of _____,

Written by (himself/herself)

Douglass wrote a powerful personal story that helped him become an important abolitionist, convincing his audiences to bring an end to slavery. When the narrative was first published 5,000 copies were sold within four months. By 1850 a total of some 30,000 copies of the **Narrative** had been published in America, reaching audiences across the country!!!

His narrative has two themes and messages to his audience:

(1) Education and knowledge can set someone free (when he learns to read and write in Chapters 6 and 7, where he teaches fellow slaves how to read and write in Chapter 10)

(2) Stand up for yourself. "Stand up. Speak up. Fight Back" (Chapter 10 when he fights with Mr. Covey)

2 - 4 pages

YOUR JOB:

You, too, have a story to tell.

Write a 2-4 page, TYPED, DOUBLE SPACE personal story that teaches one of the above themes. Write about a SINGLE MOMENT where knowledge, education, or learning SOMETHING (i.e. **learning** to play basketball), made you more powerful or free. OR write about a SPECIFIC MOMENT where you stood up for yourself or "fought back" for something.

Requirements:

- 2 -4 pages typed, double spaced, 12pt Times New Roman (no paragraph limit)
 - HOWEVER, there is a strict INTRODUCTION and CONCLUSION format.
 - You must pick a "style", tone, etc. BELOW
- MUST use at least **two** examples of figurative language (simile, metaphor, and/or personification)
 - A DECORATED COVER PAGE – symbols that represent YOUR LIFE

<p>The theme I'm choosing is....</p>
<p>The STYLE that I want to have is (FORMAL (well-written strong vocabulary), Informal (casual, more slang!))</p>
<p>The TONE (attitude/voice) I want to have is: (humorous, serious, uplifting, depressed...)</p>

Brainstorm area:

Narrative of the Life of _____

<p><u>Introduction Paragraph:</u></p> <p>“Hook” your reader</p> <p>Describe the setting</p> <p>Give a HINT to the story/moment you are about to tell.</p>

EXAMPLE INTRODUCTION:

“YOU want to go to COLLEGE?! Good luck paying for that” was a phrase that I frequently heard muttered under my father’s alcohol-infused breath. Me? College? When I was in high-school, sitting in my bedroom in a middle of nowhere town, college was a figment of my imagination. It was something in my dreams. Heck, I didn’t even know what a college campus even looked like. All I constantly heard growing up was how I *COULDN’T* do it from individuals who were supposed to care about me. Well, there finally came a time when I stood up for myself and made my dream a reality.

Body Paragraphs (at least three)

First:

Then:

Next:

Finally:

Last:

Conclusion Paragraph:

Summarize what you learned.

Discuss how you feel about the experience NOW.

END WITH A BANG! THE THEME that you want to teach.

Example Conclusion:

In the end, it was hard to pack up my things alone and leave the home I knew for years. However, this was my way of standing up for myself. Looking back, going to college was the best decision I ever made for myself. Even though I distanced myself from my family for awhile, it was something I needed to do. Life always has a way of working itself out though. In fact, on that bright, graduation day my father said to me, "I know I don't know how to show it, but I am proud of you." Always stand up for what you believe in, and the people that truly love you will follow, holding your hand into the unfamiliar.