



## 2024 AP SUMMER READING

**Before you begin, see the following disclaimer:**

Some of the readings for this course may be sensitive and may or may not be the opinions, ideas, or the beliefs of the students. The teacher does not endorse the materials in the readings, and likewise, the materials in the readings does not always represent or reflect those of the Catholic Church or Saint Thomas Aquinas Catholic High School. While the readings contain material that may be considered prejudiced, stereotyped, or offensive, it should be remembered that this material is an important resource in understanding contemporary and past cultures. I take the responsibility of examining this material seriously, and I am only using it to provide our students with a well-rounded education that helps prepare them for real-world experiences and discourse. The use of this material is intended to strengthen the students' ability to rationalize and defend the shared beliefs of both the Catholic Church and Saint Thomas Aquinas High School.

**Now please read the following instructions carefully:**

**Assigned Reading:**

*Invisible Man* by Ralph Ellison

**Your book will need to be either a paperback or hardback – no digital copies are allowed due to the nature of the assignment.**

Over the summer, complete the following three tasks by yourself – no group work. Everything you do for this must be **HANDWRITTEN DIRECTLY IN THE TEXT**:

### 1. Annotations:

As you read, highlight information you feel is important with a highlighter only; highlighted information could include the following:

- plot points
- observations about the characters/characterization
- important and insightful quotes
- notes about theme(s)
- figurative language and/or writing style

After you highlight the information, you should then write a note in **pen** along the margin; this note should explain the relevance of the highlighted material. Writing in pencil can rub off, so do not use one.

- **A note should be around five or more words that offer something substantial in meaning.** You could also offer your own analysis and/or observations of the text. **DO NOT USE POST-ITS!** Avoid general statements like “This is an example of plot.” You need to explain the highlighted text’s relevance through analysis and explanation.

There should be **seventy-five** or more highlights once you are finished. The quality of the highlights will be assessed, so make sure to be thoughtful and selective in your work.

### 2 Chapter Reviews:

As you read, choose **ten** of the chapters to write a summary about. The chapters you choose should be ones you find to be particularly interesting or moving for you.

- This summary should **discuss** why the chapter is important and note any developments in the story. Please make sure to write at least seven or more sentences for each of these summaries.
  - See examples below.

### 3. Final Review:

At the end of the memoir, write a **one-page** reaction to the text directly in the back of the text. A reaction is not plot summary but instead what you **feel** about the book and why. Consider any of the following themes to help you guide you in what to write about:

- **Are we what is projected onto us?**
- **defining yourself by the relationships with others**
- **The danger of fighting stereotype with stereotype**
- **The illusory promise of freedom**

You have leeway in this writing portion of the assignment, but just make sure you are addressing the text in your reflection. This should be written directly in your book at the end wherever you find blank space.

### Summary of Tasks:

- 75 highlights with accompanying annotations (1 point each)
- 10 chapter summaries over the chapters of your choice (2 points each)
- a one-page reaction at the end of the book (5 points)
  - TOTAL: 100 points

**The First Day Back:**

- Be prepared to discuss and hand in your book upon your return. There will be a test and essay within the first week of classes.
  - The test will be multiple choice.
  - The essay will cover a major theme of the book.

**NOTE: This is not an assignment you begin August 7!** You should be working on this throughout the summer.

Finally, remember that in the event you transfer to On-Level English Four, any grades you have from this assignment will transfer with you.

SEE EXAMPLES ON THE NEXT TWO PAGES BELOW...

Here is a sample chapter summary from another book.

another book.

despite their discrimination, they never sought pity (shows character)

Still, Mamaw and Papaw believed that hard work mattered more. They knew that life was a struggle, and though the odds were a bit longer for people like them, that fact didn't excuse failure. "Never be like these fools who think the deck is stacked against them," my grandma often told me. "You can do anything you want to."

Their community shared this faith, and in the 1950s that faith appeared well founded. Within two generations, the transplanted hillbillies had largely caught up to the native population in terms of income and poverty level. Yet their financial success masked their cultural unease, and if my grandparents caught up economically, I wonder if they ever truly assimilated. They always had one foot in the new life and one foot in the old one. They slowly acquired a small number of friends but remained strongly rooted in their Kentucky homeland. They hated domesticated animals and had little use for "critters" that weren't for eating, yet they eventually relented to the children's demands for dogs and cats.

Their children, though, were different. My mom's generation was the first to grow up in the industrial Midwest, far from the deep twangs and one-room schools of the hills. They attended modern high schools with thousands of other students. To my grandparents, the goal was to get out of Kentucky and give their kids a head start. The kids, in turn, were expected to do something with that head start. It didn't quite work out that way.

Before Lyndon Johnson and the Appalachian Regional Commission brought new roads to southeastern Kentucky, the primary road from Jackson to Ohio was U.S. Route 23. So important was this road in the massive hillbilly migration that Dwight Yoakam penned a song about northerners who casti-

grandparents' grandchildren. People have struggled to get out of Jackson for decades; now they struggle to escape Middletown.

If the problems start in Jackson, it is not entirely clear where they end. What I realized many years ago, watching that funeral procession with Mamaw, is that I am a hill person. So is much of America's white working class. And we hill people aren't doing very well.

In this chapter, we learn a good basis of JD's childhood. We know his grandparents took better care of them than his own parents. His admiration of the Blanton men show that he sought people to look up to. A lot of this chapter also addresses the living conditions for the "hillbillies" in Jackson, & how the government didn't help them.