Summer 2026

If you are an Honors/AP student or plan to be an Honors/AP student, summer reading is your commitment to both the course and to your own growth as a learner.

Here are the 12th Grade AP Literature and Composition Summer Reading Assignment instructions and expectations for *Their Eyes Were Watching God* by Zora Neale Hurston:

Part One -

Join the AP Literature Summer Reading Google Classroom with code: mwyg7vz7

Part Two - **Due by 11:59 PM, September 2nd** to the AP Lit. Summer Reading Google Classroom.

Complete the Zora Neale Hurston Project tasks PRIOR to reading and annotating *Their Eyes Were Watching God*, by Zora Neale Hurston.

Full assignment details are located in the AP Literature Summer Reading Google Classroom.

- **Go to the following YouTube link (also provided in Classroom) and watch the following video:**
  https://www.youtube.com/watch?v=023WLvot4Y8
  - **Note: this is an actor portrayal as Zora Neale Hurston is deceased.**
  - **Complete the SEE-THINK-WONDER activity for this video.**

- **Read the article "The Case of Alice Walker and Zora Neale Hurston."**
  - A PDF of the article is available for your use in Google Classroom.

  Specific Tasks to complete for the article "The Case of Alice Walker and Zora Neale Hurston." .
  - **Create a bulleted list of your five (5) key takeaways from the article.**
  - **Explain why each of your five (5) key takeaways is significant.**
  - **Create a ten (10) question reading quiz - include the answers for each question.**

Part Three - Due at the start of class Thursday, September 3rd.

Acquire *Their Eyes Were Watching God* by Zora Neale Hurston.

- Get the book from any library or bookstore, or download it for free from a website like the one listed below:
- https://pressbooks.library.torontomu.ca/theireyeswerewatchinggod/
- Read and annotate the novel.
- Careful reading/**annotating** of the novel is not only strongly advised, it **is a requirement**.
    - ☆ Attached is an explanatory handout for annotating text.
- **Due to the Black Southern Dialect found throughout this book, MANY past students have FOUND the AUDIO BOOK INVALUABLE TO their COMPREHENSION.**
- **Your annotated text will be collected for assessment on September 3rd.**

Part Four - **Due by 11:59 PM, September 2nd** to the AP Lit. Summer Reading Google Classroom.

- Explore the literary criticisms and book reviews provided for you in Google Classroom.
    - **Use Screencastify or some other video recording tool to create your own 2-3 minute digital book review of *Their Eyes Were Watching God*.**

Part Five -

- Arrive to class on September 3rd with your text annotated and be ready to fully participate in discussion of said text.
- Be prepared to take an exam over this novel and write a multi-paragraph MLA style analysis essay as well within the first week of class.

P.S. AP Literature and Composition affords no late work. Please do not arrive on September 3rd saying you didn't know about the assignments, or you didn't finish them. If you're committed to placement in this college level course, you must also commit to completing the summer reading while on summer break, not after the school year begins.

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Return this Signed Acknowledgement Form to Mrs. Fleek Airne in Room 204B or her Mailbox in the BSH Main Office prior to the start of the 2026-2027 school year.

Full Printed Name: _____

Acknowledgement of Assignment and Expectations

I have received notice and understand that my obligation as an 11th grade student advancing into the 12th grade Honors/AP Literature and Composition program is to read and annotate *Their Eyes Were Watching God* - by Zora Neale Hurston.

Additionally, I will complete the required components of the Zora Neale Hurston Project and submit them to the AP Lit. Summer Reading Google Classroom (mwyg7vz7) by 11:59 PM, September 2nd.

I will arrive to class on September 3rd with my text annotated and be ready to fully participate in discussion of said text.

Finally, I will be prepared to take an exam over this novel and write a multi-paragraph MLA style analysis essay as well within the first week of class.

Student Signature:_____

Date: _____

Parent/Guardian Witness:_____

Date: _____

HUNTER COLLEGE READING/WRITING CENTER

Invention: Annotating a Text

Annotating a text, or marking the pages with notes, is an excellent, if not essential, way to make the most out of the reading you do for college courses. Annotations make it easy to find important information quickly when you look back and review a text. They help you familiarize yourself with both the content and organization of what you read. They provide a way to begin engaging ideas and issues directly through comments, questions, associations, or other reactions that occur to you as you read. In all these ways, annotating a text makes the reading process an active one, not just background for writing assignments, but an integral first step in the writing process.

A well-annotated text will accomplish all of the following:

- clearly identify where in the text important ideas and information are located
- express the main ideas of a text
- trace the development of ideas/arguments throughout a text
- introduce a few of the reader's thoughts and reactions.

Ideally, you should read a text through once before making major annotations. You may just want to circle unfamiliar vocabulary or concepts. This way, you will have a clearer idea about where major ideas and important information are in the text, and your annotating will be more efficient.

Four ways to Annotate a text:

1. **Highlighting/Underlining**

Highlighting or underlining key words and phrases or major ideas is the most common form of annotating texts. However, over-reliance on highlighting is unwise for two reasons. First, there is a tendency to highlight more information than necessary, especially when done on a first reading. Second, highlighting is the least active form of annotating.

2. **Paraphrase/Summary of Main Ideas**

Going beyond locating important ideas to being able to capture their meaning through paraphrase is a way of solidifying your understanding of these ideas. It's also excellent preparation for any writing you may have to do based on your reading. A series of brief notes in the margins beside important ideas gives you a handy summary right on the pages of the text itself.

3. **Descriptive Outline**

A descriptive outline shows the organization of a piece of writing, breaking it down to show where ideas are introduced, where they are developed, and where any turns in the development occur. These functions might include any of the following:

- Summarizing a topic/argument
- Introducing an idea
- Adding explanation - considering an opposing view
- Dismissing a contrary view
- Stating a conclusion

4. **Comments/Responses**

You can use annotation to go beyond understanding a text's meaning and organization by noting your reactions–agreement/disagreement, questions, related personal experience, connection to ideas from other texts, class discussions, etc.

Annotation Guidelines

1. **READ**
   - The first thing you must ALWAYS do is read the information given.
   - Read it with no pen/pencil/highlighter in your hand. Just READ.
2. **Circle** key words or phrases that are confusing or unknown to you.
   - Replace the word with a word that is more familiar to you so that next time you read it, it will be more clear.
3. **Underline** or **Highlight** the major points in a single color.
   - Each time you annotate your article you will use a different color.
   - EVERYTHING is not important.
   - Highlight what you would use if you were asked to do a summary on the information given.
4. **Ask questions**.
   - Use a question mark (?) for questions that you have during the reading.

- Write your question on the side somewhere so that you remember to ask the instructor.

5. **Use an exclamation point (!)** for things that surprise you.
   - Briefly note what it was that caught your attention.
   - Write it down in the margins or in a blank space.
6. **Draw an arrow** → when you make a connection to something inside the text to an idea or experience outside the text.
   - Briefly note your connections in the margins or in a blank space.
7. **Write EX** when the author provides an example.
8. **Number arguments**, **important ideas**, or **key details**, and write words or phrases that restate them.
   - This is to help you write a summary and/or use evidence from the article/information to support your stance.

http://rwc.hunter.cuny.edu/reading-writing/on-line/annotating-a-text.pdf