The book recommended to you for summer reading (and that you will need to have read soon after the start of the fall semester for IB English 1) is


You are strongly encouraged to purchase this text (print version). If this presents a financial hardship, please send email or speak privately to Mrs. Hodgson or Mrs. Sterne, and they will help you get what you need.

**Deadlines:**
- By no later than Monday, 9/10 or Tuesday 9/11 (the day you have class), have completed the work described below. Mrs. Hodgson or Mrs. Sterne will check your annotations—to see that you’ve finished the book and also done a thorough job of annotating.
- On 9/10 or 9/11: you will take a quiz on Douglass’ *Narrative*, to check for your knowledge of details as well as overall meaning.
- You will also be writing on this book shortly after the above deadline.

What to do:
1. Inside the above collection of slave narratives, find and read *The Narrative of the Life of Frederick Douglass* (by Frederick Douglass).
2. Annotate your text. Remember that when you are annotating, you need not only to work line by line, reading closely, but also to keep track of the narrative (what’s happening in the story), to trace key motifs, to begin to notice aspects of the book’s structure. Below is a list of things to do and to write in your book as you read. This list will also serve as the rubric by means of which your annotations will be evaluated.

   **A. Line by line:**
   1. Look up and write definitions of words
   2. Look up and write notes about historical events or other references
   3. Look up and write notes about literary and biblical allusions
   4. Circle what seem to you key images or symbols
   5. Mark (with stars, exclamation points, etc.) key passages: those that seem important or beautiful or interesting or moving, even if you’re not yet sure why

   **B. Bigger picture:**
   1. As you move through the chapters, keep notes at the top of pages about key events that are taking place: e.g. “D leaves to go to Baltimore with Auld”
   2. Once you’ve read a chapter, make some notes at the chapter head about the key events it contains, to help jog your memory later
   3. Make a list of the places through which Douglass moves, and where he lives. Can you map these?
   4. When you see images or motifs that repeat (concrete things like water, or concepts like entrapment, freedom, etc.), mark them, and try to keep track of all the places where you find them (by cataloging them at the back of your book, with page numbers) etc.
   5. Begin to size up the narrative: does it have a turning point? Where? How would you describe the “shape” of the story? How does Douglass change from beginning to end? Does this book remind you of any others (fiction or nonfiction) that you have read? How?
   6. Write (again at the back) a list of key themes or ideas that you think central.
   7. Keep a list of passages (page numbers) you think are key; choose two or three and write a few notes about why.

Extra Credit: If you would like to earn extra credit, read and annotate one or more of the other slave narratives in Gates’ book. We highly recommend Harriet Jacobs’ *Incidents in the Life of a Slave Girl*. It is a compelling story, and it makes for interesting comparison with Douglass. (If you do this—to the satisfaction of your teacher—you can earn a 2% bonus for your first quarter grade.)