

Required Summer Reading 2010: Assignment & Book Choices

YOUR FIRST 12AP ASSIGNMENT ~ DUE FRIDAY • SEPT 24TH, 2010

PREP: **Task 1:** Read Thomas C. Foster's *How to Read Literature Like a Professor* (check the Ballard and Seattle Public libraries – also, there are many used copies of Foster's book available at Amazon.com for only a couple of dollars). This book provides some universal themes/ideas to help you read a text closely and come to a deeper understanding. You will need to read this text in order to complete this assignment – canvas local libraries and bookstores to secure a copy (you may have to place an order at your favorite bookstore; do it sooner than later).

THE REQUIRED READING: **Task 2:** Look at the summer reading list on the back of this sheet. Choose one of the texts marked with an asterisk (what we consider AP-worthy). If you're not sure about a book, check out reviews/summaries at www.amazon.com or www.powells.com.

THE ASSIGNMENT: **Task 3:** After having read *How to Read Literature Like a Professor* and your selected novel, you will apply what you've learned in Foster's book to your chosen summer reading. Here's how it works:

- choose **ten** "key" passages from your summer reading – passages should be "meaty" enough for extended analysis and important to the overall text (typically 100-200 words);
- with each of the passages, you will analyze its significance based on some aspect of Foster's *How to Read...* – you do not have to apply all of that book's critical lenses, but you should use a variety in your analyses;
 - ~ a well-written analysis makes a clear attempt at employing a chosen critical lens (or lenses) to illuminate meaning within the passage, additionally this analysis connects the significance of this passage with key themes (or bigger ideas/issues) of the overall text – attempts to answer "So What?";
- you will set-up your written responses in dialectical journal style: a dialectical journal simply means *dialoguing with or talking to your text*. (See the illustration below.)
- assignment will be typed (12-pt font) and proofread/edited: writing should be error-free (or close to)

Dialectical Journal Example:

In the left-hand column, copy down quotes from the book. Be sure to cite the page (pg. 12).

Sept 19, 2008 Dialectical Journal ~ <i>A Tale of Two Cities</i>	
1/3 of pg.	2/3 of pg.

Analysis:

In the right-hand column, write your response to the quote. Why is it significant and how does it fit into the overall work? And, how would a literature professor – according to Foster – read this particular passage?

Sample Passage->Analysis

IT WAS the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way- in short, the period was so far like the present period, that some of its noisiest authorities insisted on its being received, for good or for evil, in the superlative degree of comparison only.

There were a king with a large jaw and a queen with a plain face, on the throne of England; there were a king with a large jaw and a queen with a fair face, on the throne of France. In both countries it was clearer than crystal to the lords of the State preserves of loaves and fishes, that things in general were settled for ever (1).

from *A Tale of Two Cities* ~ Charles Dickens

While it may be too early to say with any certainty that Dickens wishes for his readers to view the kings and queens of France and England as Christ figures, the allusion to "loaves and fishes" (an oft-alluded to passage from the New Testament) certainly alerts readers to the religious nature of the topics being discussed. Including a reference to Christ's miracles seems to suggest a number of things: 1) Dickens would like for his readers to associate the strength and wealth of France and England's monarchies with the sort of spiritual strength and wealth of Jesus as described in the New Testament. This may end up proving significant. Perhaps the kings and queens offer the peasants some kind of salvation, as Jesus did his followers; 2) Dickens would also like to alert us to the miraculous quality of royalty generally; its seeming ability to produce food, shelter, and luxury—things the common people of the time had no guarantee of attaining—out of thin air; 3) Or Dickens might be pointing out that, since both royal families have "State preserves of loaves and fishes" and therefore both seem to be subject to the same God and rules of morality (and are clearly being rewarded for their faith), actually there is no significant difference between the two royal houses, despite whatever conflicts may have previously existed, and peace will reign indefinitely.

BALLARD HIGH SCHOOL ~ LANGUAGE ARTS SUMMER READING LIST FOR 2010



Read at least one book from the appropriate list. In order to earn credit, you will read a book at (or above) the grade you will be entering in the fall. You can find reviews/synopses for most (if not all) of the listed books at www.powells.com or www.amazon.com.

Grade 9

Anderson, M.T., *Feed*
Anderson, *Speak*
Bissinger, *Three Nights in August*
Booth, *Tyrell*
Bowden, *Black Hawk Down...*
Bray, *A Great and Terrible Beauty*
Chbosky, *The Perks of Being a Wallflower*
Collins, *The Hunger Games*
Crutcher, *Whale Talk*
Danticat, *Breath, Eyes, Memory*
Donnelly, *A Northern Light*

Farmer, *The House of the Scorpion*
Gantos, *Hole in my Life*
Going, *Fat Kid Rules the World*
Haddon, *Curious Incident of the Dog in the Night*
Lynch, *Freewill*
McEwan, *The Daydreamer*
Plum-Ucci, *The Body of Christopher Creed*
Pullman, *The Golden Compass* (first in a trilogy)
Rosoff, *How I Live Now*
Zusak, *I Am the Messenger*

Grade 10

Bantock, *Griffin and Sabine*
Bissinger, *Friday Night Lights*
Cross, *Heavier Than Heaven*
Diamant, *The Red Tent*
Eugenides, *The Virgin Suicides*
Gibbon, *The Life All Around Me*
Haddon, *A Spot of Bother*
Kidd, *The Secret Life of Bees*
Kurlansky, *Salt: A World History*
Latifa, *My Forbidden Face: Growing Up Under the Taliban*
Laye, *The Dark Child*
Lynch, *The Highest Tide*
Magona, *Mother to Mother*

Malcolm X, *The Autobiography of Malcolm X*
Martel, *The Life of Pi*
Salinger, *Nine Stories*
Satrapi, *Persepolis*
Schlosser, *Fast Food Nation*
Simpson, *Touching the Void*
Sittenfeld, *Prep*
Spiegelman, *Maus*
Vonnegut, *Cat's Cradle*
Wolfe, *The Right Stuff*
Wolff, *This Boy's Life*
Zafón, *In the Shadow of the Wind*
Zusak, *The Book Thief*

Grade 11

Abbey, *The Monkey Wrench Gang*
Alexie, *Flight*
Banks, *Rule of the Bone*
Diamond, *Collapse: How Societies Choose to Fail or Succeed**
Dubner & Levitt, *Freakonomics**
Eggers, *A Heartbreaking Work of Staggering Genius*
Foer, *How Soccer Explains the World: An Unlikely Theory of Globalization**
Foer, *Extremely Loud and Incredibly Close: A Novel*
Gibson, *Neuromancer*
Gladwell, *The Tipping Point**
Guterson, *Snow Falling on Cedars*
Hornby, *High Fidelity*
Jones, *Humble Boy*
Klein, *The Shock Doctrine: the Rise of Disaster Capitalism**
Kraakauer, *Into Thin Air/ Into the Wild*
Liss, *Conspiracy of Paper*

Lopez, *Arctic Dreams**
McBride, *The Color of Water*
Mitchell, *Cloud Atlas*
Nafisi, *Reading Lolita in Tehran**
O'Brien, *In the Lake of the Woods*
Plath, *The Bell Jar*
Pollan, *The Botany of Desire**
Sebold, *The Lovely Bones*
Sedaris, D. *Dress Your Family in Corduroy and Denim*
Shields, *Black Planet*
Staples, *Parallel Time: Growing Up in Black and White**
Stiglitz, *Globalization and Its Discontents**
Suskind, *A Hope in the Unseen*
Süskind, *Perfume*
Tartt, *The Secret History*
Toole, *Confederacy of Dunces*
Vonnegut, *Slaughterhouse Five*
Wolff, *Old School*

*** Non-Fiction: Students entering 11AP consider these**

Grade 12

Alvarez, *In the Time of Butterflies**
Allende, *The House of Spirits**
Banks, *Cloudsplitter**
Bryson, *Notes from a Small Island*
Doyle, *A Star Called Henry**
Esquivel, *Like Water for Chocolate*
Eugenides, *Middlesex**
Foer, *Everything Is Illuminated*
Forster, *Howard's End**
Frazier, *Cold Mountain*
Gardner, *Grendel**
Kingsolver, *The Poisonwood Bible**
Kogowa, *Obasan**
Lahiri, *Interpreter of Maladies**

Lahiri, *The Namesake**
Lee, *Native Speaker**
Leguin, *The Dispossessed or The Left-Hand of Darkness*
Lipsyte, *Home Land*
Marquez, *Love in the Time of Cholera**
McCarthy, *The Road**
McEwan, *Atonement/Saturday**
Moore, *Self Help*
Morrison, *Song of Solomon** or...
Patterson, *Out Stealing Horses**
Rushdie, *Midnight's Children**
Sacco, *Palestine*
Smith, *White Teeth**
Welch, *The Heartsong of Charging Elk**

***Students entering 12AP should consider these texts**

