

## 2011 SUMMER READING LIST ST. FRANCIS HIGH SCHOOL



The goal of the Summer Reading Program is to encourage the love of reading. With that in mind, we encourage students to choose books based on interest, adequate length, difficulty (grade level), and appropriateness. There is a wealth of titles for students to explore. Because of this potentially daunting task, we have provided a substantial list of book choices for students. Students, may however, choose a book that is not on this list. We suggest that parents along with their students, preview the works, read the synopsis provided on the book jacket or on-line, and look at reviews before making a choice. The books on the reading list vary widely in subject matter and developmental appropriateness. When working with your student to choose summer reading books, please ensure that their selections are appropriate for their abilities and maturity.

Upon returning to school in the fall, **all students** will be asked to complete an essay assessment based on the books they have chosen to read over the summer.

### **INCOMING 9<sup>TH</sup>, 10<sup>TH</sup>, & 11<sup>TH</sup> GRADERS:**

Read **two** works of your choice or from the list below. This list is for all incoming 9<sup>th</sup> and 10<sup>th</sup> graders, regardless of honors course distinction. 11<sup>th</sup> graders in American Literature should use this list. 11<sup>th</sup> grade AP Language students should see the list provided for that class.

#### **Non-Fiction & Essays**

*A Long Way Gone: Memoirs of a Boy Soldier* By Ishmael Beah.

*Fractals: the patterns of chaos* By John Briggs.

*What are the Odds? Chance in everyday life* By Mike Orkin.

*Best American Science Writing 2001* By Timothy Ferris, ed.

*It's Raining Frogs and Fishes: Four Seasons of Natural Phenomena and Oddities of the Sky* By Jerry Dennis and Glenn Wolff.

*Pilgrim at Tinker Creek* By Annie Dillard.

*Seven Habits of Highly Effective Teens* By Sean Covey

*Tuesdays with Morrie* By Mitch Albom

*Lunch Bag Notes (both: Everyday Advice from a Dad to his Daughter & MORE Lunch Bag Notes – Everyday Advice from a Dad to his Son)* By Al Parisi

*Vinnie Here: Fanciful Conversations Between a Pastor and His Dog* By J. Kraker

*Three Cups of Tea* By Greg Mortenson (2 versions are available)

### **Fiction**

*A Thousand Splendid Suns* By Khaled Hosseini.

*Whirligig* By Paul Fleishman.

*House of the Scorpion* By Nancy Farmer

*The Book Thief* By Markus Zusak

*A Lesson Before Dying* By Ernest Gaines

*A Thousand Acres* By Jane Smiley

*Pride and Prejudice* By Jane Austen

*Jane Eyre* Charlotte Bronte

*Great Expectations* By Charles Dickens

*Oliver Twist* By Charles Dickens

*The Five People You Meet in Heaven* By Mitch Albom

*The House on Mango Street* By Sandra Cisneros

*The Pigman* By Paul Zindel

*The Secret Life of Bees* By Sue Monk Kidd

*Touching Spirit Bear* By Ben Mikaelson

*A Separate Peace* By John Knowles

*The Living Great Lakes* By Jerry Dennis

*All My Sons* By Arthur Miller

*The House of Mirth* By Edith Wharton

*A Narrative of the Life of Frederick Douglass, and American Slave* By Frederick Douglass

*The Awakening* By Kate Chopin

*Uncle Tom's Cabin* By Harriet Beecher Stowe.

*Call of the Wild* By Jack London

*Barefoot Heart: Stories of a Migrant Child* By Elva Trevino Hart

*Animal Farm.* By George Orwell

*Mythology* By Edith Hamilton

*Belles On Their Toes* By Frank & Ernestine Gilbreth

*Joan of Arc* By Mark Twain

*Run From The Nun* By Erin MacLellan

### **Drama**

*Our Town* By Thornton Wilder

*The Tempest* By William Shakespeare

*The Importance of Being Earnest* By Oscar Wilde

*12 Angry Men* By Reginald Rose

*The Miracle Worker* By William Gibson

**Poetry**

*101 Famous Poems* Ed. By Roy Jay Cook – a McGraw-Hill publication

*Selected Poems* By Langston Hughes

**Inspirational/Spiritual**

*To Sing You Must Exhale* By Katheryn Mulderink

*Blessed Are The Bored In Spirit* By Mark Hart

*Spirituality of Sport: Balancing Body and Soul* By Dr. Susan Saint Sing

**AP Language and Composition:**

*You will read a total of 3 books.*

*You must read both of the following:*

*Into Thin Air* By Jon Krakauer

*The Glass Castle* By Jeannette Walls

*Read one book of your choice (non-fiction or fiction). You will be responsible for doing a book talk in September.*

**Book talk criteria:** (think about what you read on the back cover of a book)

Title/author/genre

Synopsis of plot (without giving away the ending)

Critique of theme/style/writing techniques

*\*Book talks will be in the form of speeches and will take place the first week of school.*

## **INCOMING 12TH GRADERS:**

### **World Literature and Composition:**

Choose one from the following list.

#### **Non-Fiction**

*Reach for the Summit* By Pat Summitt

*Three Cups of Tea: One Man's Mission to Promote Peace . . . One School at a Time* By Greg Mortenson and David Oliver Relin

*Vinnie Here: Fanciful Conversations Between a Pastor and His Dog* By J. Kraker

*Campin' In Chicago* By M. Flanery

*Please Don't Drink the Holy Water* By Susie Lloyd

#### **Fiction**

*Black As Night: A Fairy Tale Retold* By Regina Doman

#### **Inspirational/Spiritual**

*Blessed Are The Bored In Spirit* By Mark Hart

*To Sing You Must Exhale* By K. Mulderink

*Young Faces of Holiness: Modern Saints in Photos and Words* By Ann Ball

*Did Adam & Eve Have Belly Buttons...And 199 other questions from Catholic Teenagers* By Matthew Pinto

*Spirituality of Sport: Balancing Body and Soul* By Dr. Susan Saint Sing

### **AP Literature and Composition:**

You will read a total of three books. You must read the following two books:

*The Bell Jar* by Sylvia Plath

*Mythology* by Edith Hamilton

Choose one of the following:

*A Tale of Two Cities* by Charles Dickens  
*1984* by George Orwell  
*Invisible Man* by Ralph Ellison  
*The Road* by Cormac McCarthy  
*Wuthering Heights* by Emily Bronte  
*Pride and Prejudice* by Jane Austen  
*Heart of Darkness* by Joseph Conrad  
*Madame Bovary* by Gustave Flaubert  
*The Awakening* by Kate Chopin  
*The Glass Menagerie* by Tennessee Williams (drama)  
*A Doll's House* by Henrik Ibsen (drama)

\***Extra Credit:** You may also read a fourth book from the list and complete notes to receive 5 points extra credit.

\* I also encourage you to purchase the book *How to Read Literature Like a Professor* by Thomas C. Foster. This book is a valuable guide to dig deeper into the text and discover the hidden meanings.

\*Be an active reader by carefully annotating the text while you read. You must complete notes using the following template as your guideline. Notes must be neat, concise, organized, and typed. They must be completed by the first day of class.

\*Be prepared to write about your reading throughout the year.

You may refer to *CliffsNotes*, *SparkNotes*, *BookRags.com*, etc. to help you understand questions regarding plot or characterization; however, do not depend on those sites to do your work. **You** must complete the reading and the notes must be in your own words.

## Notes template

*Number your notes to follow this template so they will be easy to check. Please double space between numbers. Feel free to add other elements you would like to remember.*

1. title and author (check spelling) and publication date
2. major characters (check spelling), their roles in the story and relationship  
summarize what drives them (motivation)
3. minor characters you might like to remember, their roles and relationships.  
Any foils?
4. setting (time and place)
5. plot :summarize it briefly. What is/are the major conflict(s) that drive the plot? How is it/they resolved?
6. themes, big ideas (list and comment briefly on more than one theme or big idea)
7. describe at least three key scenes and why they are important. (Please note the chapter)
8. discuss the ending—is it open-ended or neatly resolved?  
What do the characters learn? How do they change?
9. writing style—describe and offer at least two specific examples
10. note key symbols, motifs, and / or images—how do they contribute to meaning?
11. patterns (what goes with what, what contrasts with what?)—these might involve images,

characters, events, etc.

12. copy out at least three memorable quotes, noting page number if relevant, speaker, and context

## **Ideas for annotating literature**

*Every text is a lazy machine asking the reader to do some of its work.* -- novelist Umberto Eco

\*Use a pen so you can make circles, brackets, and notes. If you like highlighters, use one for key passages, but don't get carried away and don't only highlight.

\*Look for patterns and label them (motifs, diction, symbols, images, behavior, whatever).

\*Mark passages that seem to jump out at you because they suggest an important idea or theme—or for any other reason (an arresting figure of speech or image, an intriguing sentence pattern, a striking example of foreshadowing, a key moment in the plot, a bit of dialogue that reveals character, clues about the setting, etc.).

\*Mark things that puzzle, intrigue, please or displease you. Ask questions, make comments—talk back to the text.

\*At the ends of chapters or sections, write a bulleted list of key plot events. This not only forces you to think about what happened, see the novel as a whole, and identify patterns, but you create a convenient record of the whole plot.

\*Circle words you want to learn or words that jump out at you for some reason. If you don't want to stop reading, guess, then look the word up and jot down a relevant meaning later. You need not write out a full dictionary definition; it is often helpful to put the relevant meaning in your own words.