

## **SUMMER READING LIST SOPHOMORE – SENIOR**

Dear FBA parents:

In order to keep students academically fit during the summer months and to prepare them for the literature curriculum they will be studying in the fall, First Baptist Academy High School has a **required summer reading program**. Students will read the assigned selections and complete a two page **critical analysis report** for each work as detailed below. The reports will be due by the end of the first quarter. **It would be smart to use the time wisely and get the book read and the report written over the summer so as to not be overwhelmed the first quarter.** Each student will be required to read two books over the summer. One of the books will be chosen by me and will be listed next to the required reading portion. The second book may be chosen by the student from the list provided or a book by one of the authors listed below.

### **Upcoming Sophomores Reading List**

**Required Reading: The Odyssey** by Homer (Fagle's Translation)

**Second Reading Choices: Julius Caesar** by William Shakespeare, **Pilgrim's Progress** by John Bunyan, **Aeneid** by Virgil, **Ethan Frome** by Edith Wharton, and **Ivanhoe** by Sir Walter Scott

### **Upcoming Junior Reading List**

**Required Reading: To Kill a Mockingbird** by Harper Lee

**Second Reading Choices: Call of the Wild** by Jack London, **My Antonia** by Willa Cather, **The Grapes of Wrath** by John Steinbeck

### **Upcoming Senior Reading List**

**Required Reading: Wuthering Heights** by Emily Bronte

**Second Reading Choices: Jane Eyre** by Charlotte Bronte, **Pride and Prejudice** by Jane Austen, **Emma** by Jane Austen, **Frankenstein** by Mary Shelley, **The Picture of Dorian Grey** by Oscar Wilde, and **Cry the Beloved Country** by Alan Paton

The **critical analysis report** for each work should be typed on **two sheets of paper** and written as one flowing report. It should be titled as follows:

Student Name

Title of Book and Author

Date

The report should include the student's description of the following items:

- Main Character(s): names, descriptions, and types (round, flat, dynamic, etc.)
- Setting: time & place
- Conflict(s): type (man vs. man, man vs. himself, man vs. power greater than himself, etc.) and description.
- Plot: briefly explain inciting moment, rising actions, climax, etc.
- Themes
- Symbolism
- Narration
- Tone and style
- The student's critical evaluation of the book (See next page)

A **critical evaluation** summarizes the content of the book, but also judges the validity and importance of the book. Students are encouraged to take notes while they are reading so they can give a more accurate evaluation.

The following questions will help the student write a flowing and integrated critical evaluation. Don't simply answer the questions!

1. What problems are addressed?
2. Does the author treat these issues in a typical or unusual way? Why?
3. What points of view are reflected?
4. What contribution has the author made to you or your understanding of the subject? Did you enjoy the book? Why?
5. What is the author saying about life and the human condition?

### **(DEFINITIONS to help the student)**

critical evaluation: the student's reception of the book, positive / negative reactions and why the student feels this way.

theme: what the author is really saying; what the book means.

symbolism: identify the primary symbols and describe their significance.

narrator / point of view: identify who tells the story, the point of view from which the story is told (omniscient, limited omniscient, or 1<sup>st</sup> person, etc.)

moral tone: the author's attitude toward the material presented.

style: techniques used to tell the story - dialects, methods of character development (exposition, dialogue, description, action), etc.

