

BALTIMORE SCHOOL *for the* ARTS

Summer Reading at BSA

At the Baltimore School for the Arts, we strongly encourage students to learn beyond the classroom, and the summer is an important time for students to challenge themselves as independent thinkers and learners. Reading is one of the best ways to stay intellectually active and engaged during the summer, and we hope that students will find time to read in the weeks leading up to the start of school.

This summer, all students at the Baltimore School for the Arts have a summer reading assignment for their English classes. This year, students will choose ONE book from the list. Then, students will complete ONE of the assignments listed before school begins. Students will be assessed on this work during the first week of school. Students can borrow a copy of the book at their local library, or they can purchase the book online or at a local bookstore.

Below, please find a short list of suggested books. Students are encouraged to read other books by these authors. Students should also choose books that interest them and which are appropriate for the expected reading level of high school.

Thanks so much for your help and support as we encourage students to read more this summer.

Ms. Bacon suggests:

The Book Thief – This book was a refreshing addition to Holocaust literature. If you loved "Number the Stars" or "The Upstairs Room" this is a great continuation of those themes, but from a narrative style with a new twist. The language of the book complements its content, and is a great read. The movie leaves out about half of the plot of the novel.

Ms. Gladney suggests:

The Curious Incident of the Dog in the Night-Time – This book is different than most you have read before. It offers a unique look into the mind of a 15-year-old boy who is dealing with Asperger's. But the book connects with anyone who has ever felt like an outsider or thought they were the only one who saw the world in a particular way. The book is also soon to be a Broadway musical!

Mr. Kessler suggests:

The Illustrated Man – An early influence on my writing, Bradbury knits his stories, precursors to the magical realism movement in literature, from the tattoos of a man who makes them come to life. The images prick the imagination and last in the mind well beyond the reading.

Mr. Ventimiglia suggests:

Moonwalking with Einstein: the Art and Science of Remembering Everything by Joshua Foer – This is the story of how the author goes from believing that only the exceptional few have the gift of photographic memory to becoming a competitive "memory athlete" who accomplishes amazing mental feats. Foer offers a cultural history of memorization and places it in our modern context of smartphones and computers. Great read for ambitious test takers and people who think they have a terrible memory.

Project Descriptions

I. Letter to the Author:

Write a letter (at least 400 words) to the author of your chosen book. Briefly introduce yourself and give your overall impression of the book in your introductory paragraph. Limit this to no more than five paragraphs.

For subsequent paragraphs, choose three of these topics to discuss (one per paragraph):

- A. Are the characters well developed?
- B. Does the book have a clear and satisfying theme and message?
- C. How does the writing style contribute to or detract from the book?
- D. Are the characters and story believable?
- E. Does the ending fit and satisfy the reader?

Finally, add a closing. This letter may be typed or handwritten. The evaluation will be based on care in writing, use of the text to support your points, and evidence of careful reading

For an example go to: <https://owl.english.purdue.edu/owl/resource/653/01/>

II. Double-Entry Journal

Students read the selected text making journal entries whenever a natural pause in the reading occurs so that the flow is not interrupted constantly.

- A. Students fold a piece of paper in half, lengthwise.
- B. In the left hand column, each student writes a phrase or sentence from the selection that was particularly meaningful to him or her, along with the page number.

In the right hand column, the students react to the passage by writing personal responses to the quotes on the left. The entry may include a comment, a question, a connection made, or an analysis.

For an example go to: <http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.html>

III. Cornell Notes

As you read the novel that you have selected, react to the novel after each 20 page interval. After you have read twenty pages, on a separate sheet of paper, record Cornell Notes regarding the following:

- A. new characters introduced;
- B. how the plot is developing, and
- C. how the protagonist (main character or characters) is dealing with the issues he or she is facing.

Make sure you write the notes as indicated and provide details that prove you have read the novel. Include a summary of the novel after your last entry.

For an example go to: <http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

Suggested List

Fiction

Dostoyevsky, Fyodor. *The Brothers Karamazov* (1912)
Card, Orson Scott. *Enders Game* (1985)
Danticat, Edwidge. *Breath, Eyes, Memory* (1998)
Foer, Joshua. *Moonwalking with Einstein: The Arts and Science of Remembering Everything* (2011)
Green, John. *The Fault in Our Stars* (2012)
Gunther, John. *Death Be Not Proud* (1971)
Haddon, Mark. *The Curious Incident of the Dog in the Night-Time* (2002)
Herbet, Frank. *Dune* (1965)
Ishiguro, Kazuo. *Never Let Me Go* (2005)
Knowles, John. *A Separate Peace* (1960)
Mitchell, David. *Black Swan Green* (2006)
O'Conner, Flannery. *Everything that Rises Must Converge* (1965)
Plath, Sylvia. *The Bell Jar* (1965)
Sinclair, Upton. *The Jungle* (1906)
Steinbek, John. *Tortilla Flat* (1935)
Toole, F.X. *Million Dollar Baby* (2000)
Zusak, Markus. *The Book Thief* (2006)

Non-Fiction

Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (2012)
Angelou, Maya. *I Know Why The Caged Bird Sings* (1969)
Ehrenreich, Barbara. *Nickel and Dimed: On (Not) Getting By in America* (2001)
Gladwell, Malcolm. *Blink: The Power of Thinking Without Thinking* (2007)
Hawking, Stephen. *A Brief History of Time* (1987)
Herren, Chris. *Basketball Junkie: A Memoir* (2011)
Hersey, John. *Hiroshima* (1946)
Krakauer, Jon. *Into the Wild* (1997)
Lewis, Michael. *Moneyball: The Art of Winning an Unfair Game* (2004)
Moore, Wes. *The Other Wes Moore: One Name, Two Fates* (2010)
Munroe, Randall. *What If? Serious Scientific Answers to Absurd Hypothetical Questions* (2015)
Pirsig, Robert. *Zen and the Art of Motorcycle Maintenance* (1974)
Schlosser, Eric. *Fast Food Nation* (2001)
Simon, David. *The Corner* (1998)
Spielgelman, Art. *Maus: A Survivor's Tale: My Father Bleeds History* (1986)
Thorpe, Helen. *Soldier Girls: The Battles of Three Women at Home and at War* (2015)
Tolan, Sandy. *The Lemon Tree: An Arab, a Jew, and the Heart of the Middle East* (2007)
West, Cornell. *Race Matters* (1994)
X, Malcolm. *The Autobiography of Malcolm X* (1965)

Note: You might be able to find books at a discounted price at <http://m.betterworldbooks.com/home.aspx>