

## Summer Reading: Non-Fiction

**(There are more attachments. If you need them, contact me and I will get them to you.)**

As one of your Summer Reading requirements for English III Advanced Placement next year, choose a book-length, non-fiction work from the following list of suggestions or another non-fiction work by an author on this list, or choose a college-level non-fiction work of comparable literary merit. **YOU MUST HAVE MY APPROVAL TO READ A BOOK OR AUTHOR NOT ON THIS LIST. YOU MAY CONTACT ME DURING THE SUMMER AT [kenneth.billings@nisd.net](mailto:kenneth.billings@nisd.net).** Please remember that I am not endorsing any of the views contained in these books.

Read the book you have chosen closely, at least twice—once to get the basic idea the author is trying to get across, and a second time to examine the author’s prose style. **DO NOT** read discussions of the book in *Cliff’s Notes* or Wikipedia or Sparknotes.com or any other source; do not talk with anyone else about the book, including your siblings, your parents, any students also doing this assignment, or any of my former students. **You will receive a zero on this assignment if you use any source other than the book itself.**

**On August 27, 2008 (the third day of school), you will turn in to me the following:**

**1) *A set of 20 dialectical notebook entries, typed or handwritten on loose leaf paper, NOT in a notebook.*** Your entries should consist of interpretive commentary on the book you have chosen, focusing on your author’s use of the elements of language (prose style) to convey his or her arguments. (See the handout I have included on how to do DN entries that focus on how the author uses the elements of prose style.) **Please make sure that the passages you choose to comment on are evenly distributed so that your DN entries will cover the entire work, beginning to end. (SEE THE ATTACHED SAMPLE DN ENTRIES.)** (1 major grade)

**2) *A passage of at least 300 words, typed and single-spaced, from the work you have read which is a good example of the author’s use of prose style, plus an AP-type question about the passage.*** As with all passages used on the AP English Language Exam, the meaning and purpose of the passage you select should be clear to someone who has not read the entire book. Xerox the passage and mount it on a piece of typing paper or scan it in to a computer or type it out yourself so that it fits on one page, as AP passages typically do. Then at the top of the page, above this passage, write a question for the passage similar to the ones on the AP exam asking a student to discuss how the author uses prose style to convey the message in the passage. **(SEE THE FOLLOWING SAMPLE QUESTIONS AND STUDENT SAMPLE.)** (2 daily grades)

**3) *Your 1½-2 page typed response to the prompt you have created.*** Your response should be double-spaced in 11 or 12 point Times or Times New Roman font. (1 major grade)

**Staple together all three parts of this assignment in the above order.**

**There will also be an oral evaluation of your reading of your chosen book** (one daily grade). When school begins I will give you a list of general-topic questions. You will choose several that apply to your book and that you feel you can talk about intelligently for several minutes. On the day we do the evaluations, I will pick a specific question for you to answer from the ones you have indicated you are prepared to talk about.

## **Memoir**

Ayaan Hirsi Ali, *Infidel*  
Russell Baker, *Growing Up*  
William F. Buckley, *God and Man at Yale*  
Jill Ker Conway, *The Road from Coorain*  
Annie Dillard, *An American Childhood*  
Isak Dinesen (Karen Blixen), *Out of Africa*  
Paul Fussell, *Doing Battle*  
Henry Louis Gates, *Colored People*  
Maxine Hong Kingston, *The Woman Warrior*  
T. E. Lawrence, *Seven Pillars of Wisdom*  
William Manchester, *Goodbye, Darkness: A Memoir of the Pacific War*  
Beryl Markham, *West with the Night*  
John McCain, *Faith of My Fathers*  
N. Scott Momaday, *The Way to Rainy Mountain*  
Audie Murphy, *To Hell and Back*  
Azar Nafisi, *Reading Lolita in Tehran: A Memoir in Books*  
Barak Obama, *Dreams from My Father*  
*The Audacity of Hope*  
Richard Rodriguez, *Hunger for Memory*  
Siegfried Sassoon, *Memoirs of a Fox-Hunting Man*  
*Memoirs of an Infantry Officer*  
Eugene Sledge, *With the Old Breed at Peleliu and Okinawa*  
Tavis Smiley, *What I Know for Sure: My Story of Growing Up in America*  
Gary Soto, *A Summer Life*  
Mark Twain, *Life on the Mississippi*  
Sarah Vowell, *Take the Cannoli*  
Booker T. Washington, *Up from Slavery*  
Eudora Welty, *One Writer's Beginnings*  
Tobias Wolff, *This Boy's Life*  
*In Pharaoh's Army*  
Virginia Woolf, *A Room of One's Own*  
Richard Wright, *Black Boy*

## **Encounters with Nature**

Richard E. Byrd, *Alone*  
Rachel Carson, *Silent Spring*  
Annie Dillard, *Pilgrim at Tinker Creek*  
Alfred Lansing, *Endurance*  
William Least Heat-Moon, *Blue Highways*  
Barry Lopez, *Arctic Dreams*  
John McPhee, *Annals of the Former World*  
*Coming into the Country*  
John Muir, *My First Summer in the Sierra*  
James Watson, *The Double Helix*

## **History/Military**

Rick Atkinson, *An Army at Dawn*  
*The Day of Battle*  
Mark Bowden, *Black Hawk Down*  
James Bradley, *Flags of Our Fathers*  
Truman Capote, *In Cold Blood*  
W.E.B. Dubois, *The Souls of Black Folk*  
Ernest Furgurson, *Chancellorsville*  
Paul Fussell, *The Boys' Crusade*

Michael Herr, *Dispatches*  
Ernie Pyle, *Brave Men*  
David McCullough, *1776*  
*John Adams*  
James M. McPherson, *Crossroads of Freedom: Antietam*  
Harold G. Moore, *We were Soldiers Once and Young*  
Frank Schaeffer, *Keeping Faith*  
Hampton Sides, *Ghost Soldiers*  
Jay Winik, *April 1865*  
Garry Wills, *Lincoln at Gettysburg*

## Popular Culture/The Arts

Joan Didion, *The White Album*  
Malcolm Gladwell, *Blink*  
*The Tipping Point*  
Pauline Kael, *I Lost it at the Movies*  
*Raising Kane and Other Essays*  
Norman Mailer, *Armies of the Night*  
*The Fight*  
Michael Medved, *Hollywood vs. America*  
George Plimpton, *Paper Lion*  
Susan Sontag, *On Photography*  
*Against Interpretation*  
Tom Wolfe, *Radical Chic and Mau-Mauing the Flak Catchers*  
*The Right Stuff*

## Politics

Ayaan Hirsi Ali, *Infidel*  
Mark Bowden, *Guests of the Ayatollah: The Iran Hostage Crisis*  
Hillary Clinton, *Living History*  
Dinesh D'Souza, *Illiberal Education*  
W.E.B. Dubois, *The Souls of Black Folk*  
Michael Eric Dyson, *Is Bill Cosby Right? Or Has the Black Middle Class Lost Its Mind?*  
Thomas Friedman, *The World is Flat*  
Henry Louis Gates, *Thirteen Ways of Looking at a Black Man*  
David Horowitz, *Unholy Alliance: Radical Islam and the American Left*  
Joe Klein, *Politics Lost*  
William Kristol, *The War Over Iraq: Tyranny and America's Mission*  
*The Neoconservative Imagination*  
George Lakoff, *Moral Politics*  
Lewis Lapham, *Waiting for the Barbarians*  
Catharine MacKinnon, *Feminism Unmodified: Discourses on Life and Law*  
John McCain, *Faith of My Fathers*  
Azar Nafisi, *Reading Lolita in Tehran: A Memoir in Books*  
Jay Nordlinger, *Here, There, and Everywhere*  
Barak Obama, *Dreams from My Father*  
Norman Podhoretz, *World War IV*  
Richard Rodriguez, *Days of Obligation: An Argument with My Mexican Father*  
Tavis Smiley, *What I Know for Sure: My Story of Growing Up in America*  
Thomas Sowell, *Black Rednecks and White Liberals*  
Andrew Sullivan, *The Conservative Soul: How We Lost It, How to Get it Back*  
Juan Williams, *Enough: The Phony Leaders, Dead-End Movements, and Cultural Failure that are Undermining Black America*  
Bob Woodward, *State of Denial*

## Questions Involving Prose Style Analysis Adapted from Actual AP Exams (I have omitted the passages that follow these questions.)

- (1) In the following passage from her autobiography, Eudora Welty recalls early experiences of reading and books that had later impact on her craft as a writer of fiction. In a well-organized essay, analyze how Welty's use of language conveys the intensity and value of these experiences.
- (2) Read the following passage about Florida's Okefenokee Swamp carefully. Then write an essay in which you analyze how the distinctive style of the passage reveals the purpose of its author.
- (3) Carefully read the following passage from "Owls" by Mary Oliver. Then write an essay in which you analyze how Oliver's style conveys the complexity of her response to nature.
- (4) The following passage concludes an essay by Edward Abbey about Aravaipa Canyon in New Mexico. Read the passage carefully. Then write an essay in which you characterize Abbey's attitudes toward nature and analyze how Abbey uses the elements of language to convey those views.
- (5) Read carefully the following letter from Charles Lamb to the English romantic poet William Wordsworth. Then, paying particular attention to the tone of Lamb's letter, write an essay in which you analyze the techniques Lamb uses to decline Wordsworth's invitation.
- (6) The letter below was written in 1866 by the English novelist Marian Evans Lewes (who used the pen name George Eliot) in response to a letter from an American woman, Melusana Fay Peirce. Read the letter carefully. Then write an essay in which you analyze the elements of language Lewes uses to establish her position about the development of a writer.
- (7) Alfred M. Green delivered the following speech in Philadelphia in April 1861, the first month of the Civil War. African Americans were not yet permitted to join the Union Army, but Green felt that they should strive to be admitted to the ranks and prepare to enlist. Read the speech carefully. Then write an essay in which you analyze the methods that Green uses to persuade his fellow African Americans to join the Union forces.
- (8) The passage below is an excerpt from a letter written by the 18<sup>th</sup> century author Lord Chesterfield to his young son, who was traveling far from home. Read the passage carefully. Then, in a well-written essay, analyze how the strategies of language that Chesterfield uses to give advice to his son reveal his own values.
- (9) The passage below is from the opening of an essay, "On Seeing England for the First Time," by Jamaica Kincaid. Kincaid grew up on the Caribbean island of Antigua before it became independent from England in 1981. Read the entire passage carefully. Then write an essay analyzing the strategies Kincaid employs to convey her attitude toward England.
- (10) In 1962 the noted biologist Rachel Carson published *Silent Spring*, a book that helped to transform American attitudes toward the environment. Carefully read the following passage from *Silent Spring*. Then write an essay in which you define the main idea of the passage and analyze the elements of language that Carson uses to construct her argument.