**UPPER SCHOOL (9-12) ENGLISH: SUMMER READING 2017**

Dear Students:

Let’s start by addressing your most pressing question: **Why have summer reading?**

Reading is vital. As we read, we test our own values and experiences with those of others. By the end of a book, we have encountered new experiences, ideas, and people. Hopefully, we know our world and ourselves a little better.

In addition, nothing develops your verbal skills like book reading. We teach grammar, usage, vocabulary, and spelling in our classes. Yet these efforts pale by comparison with what you can absorb naturally and painlessly if you read frequently on your own. Year in and year out, the students who read with the greatest understanding, write with the greatest clarity and purpose, and excel in national testing tend to be those who read widely. Reading confers tangible benefits as well as a variety of pleasures.

In compiling the assignments below, we have done our best to provide you with reading experiences of true quality. We have also sought to include a variety of books to ensure that each of you will find something of personal interest.

**Reading Requirements:**

**For all students entering a regular or honors English course next year:**

The Doane English Department requires all upper school students to read two books over the summer: **one primary text and one secondary text.**

Completion of the summer reading assignment will be assessed via an in-class essay in September on the primary book and a short writing assignment on the secondary book. Students will be allowed to use their books on the in-class essay. Therefore, it is advisable to get a copy of the book that the student can use during the first two weeks of September (either from the library or purchased). Students are also encouraged to use post-it notes to take reading notes and mark important moments in the work so that they may more easily refer back to them during the in-class essay. The assignment for the secondary book is to be completed over the summer and submitted on the first day of school. Please find specific guidelines on the following pages.

For questions regarding summer reading assignments for regular or honors courses, please contact Kath Brandwood (English Department Chair) at kbrandwood@doaneacademy.org.

**Please note there is an additional summer reading assignment for students entering 9th grade that entails listening to songs from the play *Hamilton* and answering a set of accompanying questions.**

**For all students entering an AP English course next year:**

The Doane English Department requires all students entering an AP course (Language or Literature) to complete a series of assignments and readings over the summer. These students must read several works of literature**.** The assignments that correspond with these works can be found on the pages that follow. Unless otherwise noted, the written assignments are to be completed over the summer and submitted on the first day of school. For questions regarding summer reading assignments for AP Language, please contact Jordan Bennett (jbennett@doaneacademy.org). For questions regarding summer reading assignments for AP Literature, please contact Paul Howe (phowe@doaneacademy.org).

**A Note on Outside Sources and Plagiarism:**

While working on the summer reading, it is important for students to remember that all work must be their own. This means that students are to complete the work without consulting the internet or other outside sources. In addition, students are to complete work by themselves, without collaborating with peers. All English courses will begin the academic year with a discussion about plagiarism, and students will sign an academic honesty pledge in which they assert they 1) understand the concept of plagiarism and 2) are aware of the consequences that come with it. As a school dedicated to the development of strong, ethical leaders, we take plagiarism very seriously.

Before beginning your summer reading assignments, please take the time to view the video at the link below that contains a walkthrough of the definition of plagiarism by the English Department Chair, Kath Brandwood: <http://screencast-o-matic.com/watch/cbhirfXTVv>.

If you have any questions, please email Ms. Brandwood at kbrandwood@doaneacademy.org.

**English 9:**

Students entering English 9 are required to read Persepolis by Marjane Satrapi and write an in-class essay on the work upon their return to school in September. Students must also choose an additional text from the secondary list and complete a short written assignment on the text. This assignment must be handed in on the first day of school in September. In addition, students must listen to Act One of *Hamilton* and answer a set of accompanying questions as a way of preparing for their [Rocks, Roots, and Wings Trip](http://www.doaneacademy.org/around-campus/character-and-leadership), on which they will visit a number of significant Revolutionary War sites.

**Primary:** Marjane Satrapi, [*Persepolis*](https://www.amazon.com/Persepolis-Childhood-Pantheon-Graphic-Novels/dp/037571457X)

**Secondary:**

A Connecticut Yankee in King Arthur's Court by Mark Twain

Animal Farm by George Orwell

Nervous Conditionsby Tsitsi Dangarembga

Count of Monte Cristo by Alexandre Dumas

Darkness at Noon by Arthur Koestler

Don Quixote by Miguel de Cervantes

For Whom the Bell Tolls by Ernest Hemingway

Hiroshima by Jon Hersey

The Caine Mutiny by Herman Wouk

The Curious Incident of the Dog in the Night-Time by Mark Haddon

The House on Mango Street by Sandra Cisneros

The Maltese Falcon by Dashiell Hammett

This Boy's Life by Tobias Wolff

Waiting for the Barbarians by J.M. Coetzee

**Assessment:**

1. There will be an in-class essay on your **primary** book in September. It is recommended you read this text in August and take detailed notes. It is also recommended that you purchase a copy of this text to use in class at the start of the year.
2. Complete one of the two writing assignments below for your selected **secondary** text. Your final product should include **at least three** references to specific character actions, narrative events, and textual passages.
	1. Choose a character from your secondary book whom you like or dislike. Explain why. Your response should be a minimum of 400 words and contain at least two paragraphs.
	2. Write a letter to the author in which you express your opinion of their work and ask them to answer at least two questions you have about the text. Your letter should be a minimum of 400 words and contain at least two paragraphs.

***Hamilton* Listening Exercise:**

As noted above, the 9th grade Rocks, Roots, and Wings trip includes visits to a number of significant, local Revolutionary War sites. As a way of reviewing the events of this time in American history and helping its main figures come to life, students will listen to Act One of the play *Hamilton*. With a focus on Alexander Hamilton, the play uses a range of musical styles, particularly hip-hop, to retell the story of the founding of the country. By studying it, 9th grade students will develop a better sense of what the men and women of that time experienced and felt and a deeper understanding of how modern language can enliven historical narratives.

*Listening:*

Students can purchase the soundtrack or listen to it online at: <https://www.youtube.com/watch?v=zeXvyFmwm4o&list=PLjQpKlmn_hsUCFFvkYW2uQDj_cRmS0Tlo&index=1>. They can find lyrics, along with helpful annotations, at: <https://genius.com/albums/Lin-manuel-miranda/Hamilton-original-broadway-cast-recording>. Students are responsible for listening to track 1 (“Alexander Hamilton”) through track 23 (“Non-Stop”). Please note that students may need to listen through the songs more than once in order to answer the questions effectively.

*Completing the Worksheet:*

You can download a copy of the worksheet by clicking [here](https://drive.google.com/a/doaneacademy.org/file/d/0B2Kpdnyu0ibNTEVxbkZ0MzhYN0U/view?usp=sharing). Please complete it on a computer and email as an attachment it to kbrandwood@doaneacademy.org by **Wednesday, August 30th**.

**English 10: British Literature**

Students entering British Literature are required to read Hard Times by Charles Dickens and write an in-class essay on the work upon their return to school in September. Students must also choose one additional text from the secondary list and complete a short written assignment on the text. This assignment must be handed in on the first day of school in September.

**Primary:** Hard Times by Charles Dickens

**Secondary:**

A Room with a View by E.M. Forster

Brave New World by Aldous Huxley

Do Androids Dream of Electric Sheep by Philip K. Dick

Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson

Grendel by John Gardner

In Cold Blood by Truman Capote

Jane Eyre by Charlotte Bronte

Life of Pi by Yann Martel

Murder on the Orient Express by Agatha Christie

Oliver Twist by Charles Dickens

Pride and Prejudice by Jane Austen

Red Harvest by Dashiell Hammett

The Bell Jar by Sylvia Plath

The Big Sleep by Raymond Chandler

The Hound of the Baskervilles by Sir Arthur Conan Doyle

The Man Who Mistook his Wife for a Hat by Oliver Sacks

The Picture of Dorian Gray by Oscar Wilde

**Assessment:**

1. There will be an in-class essay on your **primary** book in September. It is recommended you read this text in August and take detailed notes. It is also recommended that you purchase a copy of this text to use in class at the start of the year.
2. Complete one of the two writing assignments below for your selected **secondary** text. Your final product should include **at least three** references to specific character actions, narrative events, and textual passages.
	1. Choose a character from your secondary book whom you like or dislike. Explain why. Your response should be a minimum of 400 words and contain at least two paragraphs.
	2. Write a letter to the author in which you express your opinion of their work and ask them to answer at least two questions you have about the text. Your letter should be a minimum of 400 words and contain at least two paragraphs.

**English 11: American Literature**

Students entering American Literature are required to read The Things They Carried by Tim O’Brien and write an in-class essay on the work upon their return to school in September. Students must also choose an additional text from the secondary list and complete a short written assignment on the text. This assignment must be handed in on the first day of school in September.

**Primary:**  The Things They Carried by Tim O’Brien

**Secondary:**

Uncle Tom's Cabin -- Harriet Beecher Stowe

A Streetcar Named Desire -- Tennessee Williams

Billy Budd - Herman Melville

The Joy Luck Club -- Amy Tan

The Jungle – Upton Sinclair

Lying Awake -- Mark Salzman

Black Boy -- Richard Wright

A Tree Grows in Brooklyn – Betty Smith

War of the Worlds -- H.G. Wells

Cat's Cradle -- Kurt Vonnegut

Ethan Frome -- Edith Wharton

The Red Badge of Courage -- Stephen Crane

A Prayer for Owen Meany by John Irving

A Visit From the Goon Squad by Jennifer Egan

My Antonia by Willa Cather

**Assessment:**

1. There will be an in-class essay on your **primary** book in September. It is recommended you read this text in August and take detailed notes. It is also recommended that you purchase a copy of this text to use in class at the start of the year.
2. Complete one of the two writing assignments below for your selected **secondary** text. Your final product should include **at least two quoted passages** from the text.
	1. Choose a character from your secondary book whom you like or dislike. Explain why. Your response should be a minimum of 400 words and contain at least two paragraphs.
	2. Write a letter to the author in which you express your opinion of their work and ask them to answer at least two questions you have about the text. Your letter should be a minimum of 400 words and contain at least two paragraphs.

**English 11: AP Language and Composition**

Students entering AP Language and Composition are required to read The Things They Carried, A Brief History of Nearly Everything, and an independent text. Students will write an in-class essay on The Things They Carried upon their return to school. Over the summer, students will complete the following written assignments: 1) an annotated report on A Brief History of Nearly Everything and 2) a reader response on an independent text. Further details can be found below.

**Required:**

The Things They Carried – Tim O’Brien

A Brief History of Nearly Everything – Bill Bryson

**Independent:**

The Jungle by Upton Sinclair

Incidents in the Life of a Slave Girl -- Harriet Jacobs

Regarding the Pain of Others -- Susan Sontag

Crossing Open Ground -- Barry Lopez

Letters to a Young Scientist -- E.O. Wilson

The Souls of Black Folk -- W.E.B. Du Bois

Just Looking: Essays on Art -- John Updike

Mountains Beyond Mountains -- Tracy Kidder

God and Man at Yale -- William F. Buckley

The Pine Barrens -- John McPhee

Lawrence in Arabia – Scott Anderson

King Leopold’s Ghost -- Adam Hochschild

Proust and the Squid – Maryanne Wolf

The Snow Leopard – Peter Matthiessen

My First Summer in the Sierra – John Muir

**Assessments:**  You will complete #2 and #3 over the summer and #1 in class in September.

1. In-class essay at the beginning of September on The Things They Carried.
2. Report on A Brief History of Nearly Everything: The book is separated into 6 parts. For each part, you will document 5 summarizing bullet points. The report will be typed and thus organized –

I – Lost in the Cosmos:

1.

2.

3

4.

5.

II – The Size of the Earth

1.

2.

3.

4.

5.

Etc.

Bullet points should be written in full sentences. Try to capture the most important elements of the sections. You are essentially creating a condensed outline of the book. Much of the appeal of the book lies in its simplification of complex information. This assignment asks you to further that process.

1. Reading Response on Independent Book: Write a coherent, well-organized response to the following question. You are expected to use **at least three quoted passages** from the book:
* *What is the writer’s view of the world? What point do they make about the human experience? Use textual evidence to support your opinion.*

**English 12: World Literature**

Students entering World Literature are required to read Things Fall Apart by Chinua Achebe and write an in-class essay on the work upon their return to school in September. Students must also choose an additional text from the secondary list and complete a short written assignment on the text. The assignment must be handed in on the first day of school in September.

**Primary:**  Things Fall Apart-- Chinua Achebe

**Secondary:**

Disgrace -- J.M. Coetzee

The Septembers of Shiraz -- Dalia Sofer

The Reluctant Fundamentalist -- Mohsin Hamid

The Kite Runner -- Khaled Hosseini

The Brief Wondrous Life of Oscar Wao -- Junot Diaz

Portrait of the Artist as a Young Man -- James Joyce

Night -- Elie Wiesel

The Stranger -- Albert Camus

A Doll's House -- Hendrik Ibsen

The Cherry Orchard -- Anton Chekhov

One Hundred Years of Solitude -- Gabriel Garcia Marquez

Waiting -- Ha Jin

The Trial -- Franz Kafka

The God of Small Things -- Arundhati Roy

The Looming Tower – Lawrence Wright (readers of this text must respond to assessment prompt #2 below)

**Assessment:**

1. There will be an in-class essay on your **primary** book in September. It is recommended you read this text in August and take detailed notes. It is also recommended that you purchase a copy of this text to use in class at the start of the year.
2. Complete one of the two writing assignments below for your selected **secondary** text. Your final product should include references to specific character actions, narrative events, and textual passages.
	1. Choose a character from your secondary book whom you like or dislike. Explain why. Your response should be a minimum of 400 words and contain at least two paragraphs.
	2. Write a letter to the author in which you express your opinion of their work and ask them to answer at least two questions you have about the text. Your letter should be a minimum of 400 words and contain at least two paragraphs.

**English 12: AP Literature**

Students entering AP Literature are required to read Jane Eyre and Wide Sargasso Sea. In addition, they are required to choose one of the poets below and read the five listed poems by that poet. Over the summer, students will complete several written assignments. Further details can be found below.

**Required:** Jane Eyre by Charlotte Bronte

Wide Sargasso Sea by Jean Rhys

**Poetry Reading Requirement:** Choose a poet from the list below and read the five listed poems by him or her.

**William Wordsworth**

“I Wandered Lonely as a Cloud”

“On Westminster Bridge”

“On Seeing a Tuft of Snowdrops in a Storm”

“The World Is Too Much with Us”

“LinesComposed a Few Miles Above Tintern Abbey”

**Samuel Taylor Coleridge**

“Kubla Kahn”

“This Limetree Bower My Prison”

“Frost at Midnight”

The Rime of the Ancient Mariner”

**John Keats**

“Ode on a Grecian Urn”

“Bright Star”

“Ode on a Nightingale”

“To Autumn”

“La Belle Dame Sans Merci”

**Walt Whitman**

“Crossing Brooklyn Ferry”

“When Lilacs Last in the Dooryard Bloomed”

“Out of the Cradle Endlessly Rocking”

“A Noiseless Patient Spider”

“When I Heard the Learn’d Astronomer”

**Emily Dickinson**

“Hope Is the Thing with Feathers”

“There’s a Certain Slant of Light”

“I Never Saw a Moor”

“Safe in Their Alabaster Chambers”

“Wild Nights! Wild Nights”

**Robert Frost**

“Death of a Hired Hand”

“After Apple Picking”

“The Tuft od Flowers”

“Directive”

“The Oven Bird”

**Langston Hughes**

“The Negro Speaks of Rivers”

“The Weary Blues”

“Harlem Sweeties”

“Theme for English B”

“Dust Bowl”

**Billy Collins**

“Sunday Morning with The Sensational Nightingales”

“Fishing on the Susqhehanna in July”

“Introduction to Poetry”

“The Names”

“The Lanyard”

**Rita Dove**

“Dusting”

“Soprano”

“Geometry”

“Golden Oldie”

“The Fish in the Stone”

**Assessments:** You will complete #2 and #3 over the summer and #1 in class in September.

1. There will be an in-class essay on Jane Eyre *and* a formal writing assignment on Wide Sargasso Sea in September. It is recommended you read these texts in August and purchase a copy of each to use in class at the start of the year.
2. Take reading notes on both Jane Eyre and Wide Sargasso Sea. These notes should be typed and formatted to turn in at the start of the year. They will be assessed and graded. In recording them, students should:
* Keep entries for each chapter.
* Follow the basic elements of fiction: setting, characterization, and plot. (Basically, note new places, people, and actions with tag phrases to remind you about each.)
	+ You may find it easy to keep some lists (say, character and place names, vocabulary, etc.) separate from the chapter summary so you don’t have to re-read every page of your notes when you want to study for a test or retrieve a word for class discussion.
* Note vocabulary words and use a dictionary to look up the appropriate definition.
* Note any striking images or symbols, or patterns of images that seem to stand out. (Remember the giant billboard with Dr. T. J. Eckleberg’s eyeglasses overlooking the valley of ashes in ***The Great Gatsby***? The first time you see it you might not know for sure what it means, but you’ll remember to return to it if it’s in your notes.)
* Be sure to jot down page numbers for your note entries so you can easily return to the spot in the text when you are discussing the book in class, or preparing an outline for an essay analyzing the novel.
* Jot down anything that confuses, puzzles, or intrigues you. Questions about things you don’t understand can be just as valuable to studying literature as the insights that come easily.
1. After reading five poems by one of the poets listed above, write a coherent, well-organized response to the prompt below. You are expected to use **at least three quoted passages** from the poems:
* *What’s the poets view on the world? Does the poet express consistent or contradictory views? You must discuss at least three of the poems you read in this response piece. Provide textual evidence to support your opinion.*