



Doane Academy 2018 9th-12th Grade Summer Reading



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 take a test 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, on which they will visit a number of significant Revolutionary War sites.

Primary: Marjane Satrapi, *Persepolis: The Story of a Childhood*

Secondary:

The Bean Trees by Barbara Kingsolver

The Hate U Give by Angie Thomas

Nervous Conditions by Tsitsi Dangarembga

The Count of Monte Cristo by Alexandre Dumas

The Absolutely True Diary of a Part-Time Indian by Sherman Alexie

Born A Crime by Trevor Noah (Non-fiction)

The Reason I Jump: The Inner Voice of a Thirteen-Year-Old Boy With Autism by Naoki Higashida (Non-fiction)

Speak by Laurie Halse Anderson

Life of Pi by Yann Martel

The Kite Runner by Khaled Hosseini

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

The House on Mango Street by Sandra Cisneros

The Outsiders by S. E. Hinton

This Boy's Life by Tobias Wolff

Assessment:

1. There will be a test 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.
 - a. 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.
 - b. 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 the following link:

https://www.youtube.com/watch?v=zeXvyFmwm4o&list=PLjQpKlmm_hsUCFFvkYW2uQDj_cRmS0Tlo&index=1. They can find lyrics, along with helpful annotations, at the following link:

<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](#). Please complete it on a computer and email as an attachment it to kbrandwood@doaneacademy.org by **Wednesday, August 29th**.

English 10: British Literature

Students entering British Literature are required to read The Once and Future King by T. H. White 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

*Please note: A reading guide for this text will be sent out by the end of June.

Secondary:

A Room with a View by E.M. Forster

Brave New World by Aldous Huxley

Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson

Jane Eyre by Charlotte Bronte

Oliver Twist by Charles Dickens

Pride and Prejudice by Jane Austen

The Hound of the Baskervilles by Sir Arthur Conan Doyle

The Picture of Dorian Gray by Oscar Wilde

Silas Marner by George Eliot

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.
 - a. 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.
 - b. 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 Narrative of the Life of Frederick Douglass by Frederick Douglass 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: Narrative of the Life of Frederick Douglass* by Frederick Douglass

*Please note: This text contains racial slurs and violence.

Secondary:

Uncle Tom's Cabin by Harriet Beecher Stowe

A Streetcar Named Desire by Tennessee Williams

Billy Budd by Herman Melville

The Joy Luck Club by Amy Tan

Americanah by Chimamanda Ngozi Adichie

Middlesex by Jeffery Eugenides

The Road by Cormac McCarthy

The Jungle by Upton Sinclair

Black Boy by Richard Wright

How the Garcia Girls Lost Their Accents by Julia Alvarez

A Tree Grows in Brooklyn by Betty Smith

War of the Worlds by H.G. Wells

Slaughterhouse-Five by Kurt Vonnegut

The Red Badge of Courage by Stephen Crane

A Prayer for Owen Meany by John Irving

My Antonia by Willa Cather

Nickle and Dimed: On (Not) Getting by in America by Barbara Ehrenreich (Non-fiction)

Into the Wild by Jon Krakauer (Non-fiction)

Decoded by Jay-Z (Non-fiction)

The Woman Warrior by Maxine Hong Kingston (Non-fiction)

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.
 - a. 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.
 - b. 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, Nothing to Envy: Ordinary Lives in North Korea, and a third independent text chosen from the “secondary” list below.

Primary:

[The Things They Carried](#) by Tim O’Brien

[Nothing to Envy: Ordinary Lives in North Korea](#) by Barbara Demick

Secondary:

[King Leopold’s Ghost](#) by Adam Hochschild

[Proust and the Squid](#) by Maryanne Wolf

[The Snow Leopard](#) by Peter Matthiessen

[My First Summer in the Sierra](#) by John Muir

[Letters to a Young Scientist](#) by E.O. Wilson

[The Souls of Black Folk](#) by W.E.B. Du Bois

[God and Man at Yale](#) by William F. Buckley

[Lawrence in Arabia](#) by Scott Anderson

[Empire of the Summer Moon](#) by S.C. Gwynne

[In the Heart of the Sea](#) by Nathaniel Philbrick

[Life’s Matrix: A Biography of Water](#) by Phillip Ball

Assessment:

1. During the first week of school, there will be an essay-style test on Nothing to Envy.
2. The Things They Carried will be incorporated into an AP style practice essay early in the school year. The assessment for the secondary reading selection can be found below.
3. Complete a reading response on your **secondary** text: 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 by Chinua Achebe

Secondary:

Anna Karenina by Leo Tolstoy

Waiting by Ha Jin

One Hundred Years of Solitude by Gabriel Garcia Marquez

Crime and Punishment by Fyodor Dostoyevsky

The Adventures of Augie March by Saul Bellow

The Stranger by Albert Camus

Jane Eyre by Charlotte Bronte

Kristin Lavransdatter by Sigurd Undset

The Trial by Franz Kafka

The Fixer by Bernard Malamud

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.
 - a. 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.
 - b. 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 Tess of the D'Urbervilles. 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: [Tess of the D'Urbervilles](#) by Thomas Hardy

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”
“Lines Composed a Few Miles Above Tintern Abbey”

Samuel Taylor Coleridge

“Kubla Kahn”
“This Lime-tree 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 of 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 Susquehanna 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 Tess of the D'Urbervilles in September. It is recommended you read the novel in August and purchase a copy to use in class at the start of the year.
2. Take reading notes on Tess of the D'Urbervilles. In recording them, students should do the following:
 - 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.
3. 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 is the poet's view of 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.*