



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 reading for pleasure! 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 a short writing assignment on the secondary book (to be completed over the summer) and an in-class assessment in September on the primary book. Students should obtain a copy of the primary book for use in class during the first two weeks of September (either borrowed from the library or purchased). Students are also encouraged to use post-it notes or marginal annotations to take reading notes and mark important moments in the work so that they may more easily refer back to them in class. 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 Kath Brandwood (kbrandwood@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 [click here](#) to view a video by the English Department Chair, Kath Brandwood; in it, Ms. Brandwood defines plagiarism and specifies how you can avoid it as you complete your summer reading assignment.

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 chosen 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

I am Alfonso Jones by Tony Medina

The Girl Who Fell From the Sky by Heidi W. Durrow

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)

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

Assessment:

1. There will be a test on your **primary** book in September. It is recommended that 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 [at least one direct quotation](#) of a passage 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.

***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 [click here](#) to listen online. They can [click here](#) to find lyrics, along with helpful annotations. 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 it as an attachment to jwilliams@doaneacademy.org by **Friday, August 30th**.

English 10: Rebel Voices: Community and Self

Students entering English 10 are required to read *The Poet X* by Elizabeth Acevedo 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: [*The Poet X*](#) by Elizabeth Acevedo

Secondary:

Stronger, Faster, and More Beautiful by Arwen Elys Dayton (short stories)

Everything I Never Told You by Celeste Ng

This Boy's Life by Tobias Wolff

My Wicked, Wicked Ways by Sandra Cisneros (poetry)

I'll Give You the Sun by Jandy Nelson

A Separate Peace by John Knowles

Men and Cartoons by Jonathan Lethem (short stories)

1984 by George Orwell

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 [at least two direct quotations](#) 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: 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

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

*Beloved** by Toni Morrison

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

Animal Dreams by Barbara Kingsolver

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)

*Please note: Starred texts deal with America's history and legacy of racial oppression. They contain racist language and violence.

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

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 **at least two direct quotations** 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 12: AP Literature

Students entering AP Literature are required to read the **primary** novel, *Homegoing* by Yaa Gyasi. Students must also choose and read an additional text from the **secondary** list. Finally, students are required to choose one of the poets below and read any **three poems** of their choice written by that poet. Over the summer, students will complete several written assignments. For details, see “Assessment” below.

Primary: *Homegoing* by Yaa Gyasi

Please Note: This text, which deals with the devastating human toll and legacy of the transatlantic slave trade, contains sensitive and potentially triggering content, including racist language, graphic violence, and rape. For further information, [click here](#) to read an NPR book review of the novel by Jean Zimmerman. In class, we are committed to confronting the history of human enslavement and the themes of loss, dehumanization, love, and resilience that Gyasi explores in Homegoing; however, if you have concerns about encountering this content over the summer, please contact Ms. Brandwood (kbrandwood@doaneacademy.org), and she will provide an alternate title. [Click here](#) for some suggested mental health resources available to students over the summer; please also feel free to reach out to Ms. Brandwood or Dr. Enid Flagg (eflagg@doaneacademy.org) with questions or concerns.

Secondary (choose one):

Americanah by Chimamanda Ngozi Adichie
Tess of the D'urbervilles by Thomas Hardy
One Hundred Years of Solitude by Gabriel Garcia Marquez
Crime and Punishment by Fyodor Dostoyevsky
Middlesex by Jeffrey Eugenides
The Awakening by Kate Chopin
Pride and Prejudice by Jane Austen
Passing by Nella Larsen
The Stranger by Albert Camus
The Trial by Franz Kafka
Mrs. Dalloway by Virginia Woolf
A Farewell to Arms by Ernest Hemingway
Cry the Beloved Country by Alan Paton
Go Tell It on the Mountain by James Baldwin
In the Time of the Butterflies by Julia Alvarez
Waiting by Ha Jin
As I Lay Dying by William Faulkner
The Grapes of Wrath by John Steinbeck
Invisible Man by Ralph Ellison
We Were Orphans by Kazuo Ishiguro
Bless Me, Ultima by Rudolfo Anaya

Poetry Reading Requirement: Choose a poet from the list below. The link associated with each poet's name will take you to their Poetry Foundation webpage, which gives some biographical information and provides a selection of their poetry at the bottom of the page. **Choose three poems** by your poet, and read them carefully.

- [William Wordsworth](#)
- [Emily Dickinson](#)
- [Maya Angelou](#)
- [Robert Frost](#)
- [Elizabeth Barrett Browning](#)
- [Amiri Baraka](#)
- [Robert Hayden](#)
- [Li-Young Lee](#)
- [Langston Hughes](#)
- [Billy Collins](#)
- [Rita Dove](#)
- [John Keats](#)
- [Walt Whitman](#)
- [Pablo Neruda](#)
- [e.e. cummings](#)
- [Cathy Song](#)
- [Adrienne Rich](#)

Assessment:

Please join our Google Classroom page using the following code: **bnq5tc**. You should submit summer assignments via the Classwork page.

1. Early in the school year, there will be an AP-style practice essay on our **primary** novel, *Homegoing*. You will need your own copy of the text in class for the first several weeks of the trimester. Please be sure to take careful notes in the margins of your text and/or in a separate notebook. In particular, I encourage you to trace family trees of the two sisters, Effia and Esi (the diagram at the front of the book will be helpful). Who are their descendants, and how is each generation's experience shaped by the lives and legacies of those who came before them? How are the descendants of the two sisters linked? Note recurring themes, motifs, symbols, and images, and be sure to record any questions that arise as you read.
2. Complete one of the two writing assignments below for your selected **secondary** text. Your final product should include and smoothly integrate **at least three direct quotations** from the text. **Submit your response in Google Classroom by Friday, August 30.**
 - 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.
3. Complete the [poetry response worksheet](#) in Google Classroom, and **submit by Friday, August 30.**