

All students at Dana Hall are required to complete summer reading. The books you read will be used in your English class during the first few weeks of the first trimester. As you read, we urge you to remember that the art of reading is a creative act, a collaboration between reader and writer.

Hold a dialogue with these books: question, argue, disagree; underline those passages that exhilarate you as well as those that infuriate you. Keep a notebook to jot down your immediate responses to each of these works and write questions that you want to discuss in your English classes. Encourage your family and friends to join you in these reading experiences.

“From that time on, the world was hers for the reading. She would never be lonely again, never miss the lack of intimate friends. Books became her friends and there was one for every mood. There was poetry for quiet companionship. There was adventure when she tired of quiet hours. There would be love stories when she came to adolescence and when she wanted to feel a closeness to someone she could read a biography. On that day when she first knew she could read, she made a vow to read one book a day as long as she lived.”

—Betty Smith, *A Tree Grows in Brooklyn*

“To sit alone . . . with a book spread out before you . . . such is a pleasure beyond compare.”

—Yoshida Kinko, *Essays in Idleness*

“...I write because I want to make deposits, not withdrawals. For me, writing is more like having a savings account: it's where we go to when we've run out of checks. I like to think of writing as a kind of gift you give to others, something they can use . . . I'm a die-hard idealist, which is probably why I am compelled to write . . . So far, it's the easiest way I've found to be of some service to the world. More and more of us are realizing that when we open up a book, we are opening up a world.” —Terry McMillan

MIDDLE SCHOOL REQUIREMENTS

1. During the first few weeks in your English classes, you will be asked to discuss and to write about the books you read during the summer. Your first trimester grade will include work connected with your summer reading.
2. The free-choice books should be chosen from the appropriate reading list. 6th graders must choose from “Recommended Books for Grades 6 and 7.” 7th graders may choose from “Recommended Books for Grades 6 and 7” and “Recommended Books for Grade 8,” and 8th graders may choose from “Recommended Books for Grades 6 and 7,” “Recommended Books for Grade 8,” and “Recommended Books for Grade 9.” You may read other books by any author who appears on the list. We ask you to choose books of different styles so that you can broaden your reading experiences. Of course, we encourage you to read many more than just the required number of books!

3. Most of the books we have selected are readily available in paperback, and all are in print. Review the reading list early in the summer to make sure that you can obtain copies of your choices. Any bookstore can order these books for you, and many of these books are also available at your local library; however, it would be best if you brought the books you read during the summer with you in September.

GRADES 6 AND 7

Students Entering Sixth Grade

- Required: *The True Confessions of Charlotte Doyle*, Avi
- Two books from the reading list “Recommended Books for Grades 6 and 7”

All rising sixth graders will receive an assignment for the required book and the two free-choice books. In addition, this document will be posted on the Helen Temple Cooke Library website at <http://library.danahall.org/reading-lists/summer-reading> by June 1.

Students Entering Seventh Grade

- Required: *The Pearl*, John Steinbeck
- Required: *Roll of Thunder, Hear My Cry*, Mildred Taylor
- Two books from the reading lists “Recommended Books for Grade 6 and 7” or “Recommended Books for Grade 8”

All rising seventh graders will receive a reading guide for the required book. This guide will include questions to answer as well as other activities to prepare students to do additional work on the required books when they begin school in September. In addition, this document will be posted on the Helen Temple Cooke Library website at <http://library.danahall.org/reading-lists/summer-reading> by June 1.

RECOMMENDED BOOKS FOR GRADES 6 AND 7

GIRL POWER

Alanna, Tamora Pierce

Becoming Naomi León, Pam Muñoz Ryan

The Evolution of Calpurnia Tate, Jacqueline Kelly

I'd Tell You I Love You, But Then I'd Have to Kill You, Ally Carter.

Into the Wild, Sarah Beth Durst

The Loud Silence of Francine Green, Karen Cushman

Kiki Strike: Inside the Shadow City, Kirsten Miller.

Miss Spitfire: Reaching Helen Keller, Sarah Miller.

Uglies, Scott Westerfeld

When You Reach Me, Rebecca Stead

BOOKS TO MAKE YOU CRY

Bridge to Terabithia, Katherine Paterson .

Elsewhere, Gabrielle Zevin

A Time for Dancing, Davida Wills Hurwin

Tuck Everlasting, Natalie Babbitt

KIDS LIKE YOU

Al Capone Does My Shirts, Gennifer Choldenko

Anything But Typical, Nora Raleigh Baskin

Emma-Jean Lazarus Fell Out of a Tree, Lauren Tarshis

The Lemonade War, Jacqueline Davies

Rules, Cynthia Lord

Shug, Jenny Han

The Skin I'm In, Sharon Flake

Stargirl, Jerry Spinelli

The Teashop Girls, Lauren Schaefer

Walk Two Moons, Sharon Creech

OTHER WORLDS

The Amaranth Enchantment, Julie Berry

The Amulet of Samarkand, Jonathan Stroud

Treasure Island, Robert Louis Stevenson

SELF-DISCOVERY

Ever, Gale Carson Levine

From the Mixed-Up Files of Mrs. Basil E. Frankweiler, E. L. Konigsburg

The House You Pass on the Way, Jacqueline Woodson

Shooting the Moon, Frances O’Roark Dowell

Weedflower, Cynthia Kadohata

GRADE 8

Eighth grade is a bridge between the Middle School and the Upper School—you are more mature, so the books that appeal to you might have more mature themes. To acknowledge this, the eighth grade recommended reading list is separate from the one for grades 6 and 7. When choosing your summer reading, you may choose from your own list, as well as from “Recommended Books for Grades 6 and 7” and “Recommended Books for Grade 9.” We encourage you to take this opportunity to explore more challenging reading material!

Students Entering Eighth Grade

- Required: *Pigs in Heaven*, Barbara Kingsolver
- Two books from the reading lists “Recommended Books for Grade 8,” “Recommended Books for Grade 7 and 8,” or “Recommended Books for Grade 9.”

Please write an outline as instructed in Question 1, and write a substantial, thoughtful paragraph in response to questions 2-4 about *Pigs in Heaven*:

1. This novel is divided into sections that mirror the seasons of the year. Make an outline of the major events that happen in each season.
2. Taylor and Turtle travel throughout much of the novel, all the while trying to find a sense of home and family. Other characters are challenged to think about their homes and families in a new way. Describe the conclusions reached by each of the following characters: Taylor, Annawake, Alice, and Cash. Compare or contrast each character's conclusion with your own ideas about family and home.
3. Jax and Annawake discuss the myth of the Six Pigs in Heaven. What is the moral of this fable, according to Annawake? Does Jax agree? Do you agree?

4. In *Pigs in Heaven*, there are references to ancient places and customs (like the stomp dance) and modern cultural forces (like Barbie and TV). Make a list of these references. Why do you suppose this contrast of new and old is included?

RECOMMENDED BOOKS FOR GRADE 8

GIRL POWER

The Beekeeper's Apprentice, Laurie R. King

Bloody Jack, L. A. Meyer .

Climbing the Stairs, Padma Venkatraman

Graceling, Kristin Cashore

Tamsin, Peter S. Beagle

KIDS LIKE YOU

8th Grade Superzero, Olugbemisola Rhuday-Perkovich

Criss Cross, Lynne Rae Perkins

Dairy Queen, Catherine Gilbert Murdock

Monsoon Summer, Mitali Perkins

Suite Scarlett, Maureen Johnson

Teenie, Christopher Grant

OTHER WORLDS

Feed, M. T. Anderson

Fever 1793, Laurie Halse Anderson

Howl's Moving Castle, Diana Wynne Jones

Incarceron, Catherine Fisher

Sabriel, Garth Nix

UPPER SCHOOL REQUIREMENTS

1. During the first two weeks in your English classes, you will be asked to discuss and to write about those books you read during the summer. Your first trimester grade will include work connected with your summer reading.
2. Most of the books we have selected are readily available in paperback, and all are in print. Review the reading list early in the summer to make sure that you can obtain copies of your choices. Any bookstore can order these books for you, and many of these books are also available at your local library; however, it would be best if you brought the books you read during the summer with you in September.

A COMMON BOOK

All rising 9th—12th graders, including new international students, are required to read Marcus Zusak’s *The Book Thief* as one of their summer reading books. All members of the Upper School faculty will also be reading this book.

1. In the opening words of the novel, the narrator, Death, tells us:

“First the colours.

Then the humans.

That’s how I usually see things” (3).

Death then elaborates on this comment: “People observe the colours of a day only at its beginnings and ends, but to me it’s quite clear that a day merges through a multitude of shades and intonations, with each passing moment. A single hour can consist of thousands of different colours. Waxy yellows, cold-spat blues. Murky darknesses” (4). What do you think about this way of seeing? What do you learn about Death from this description of how s/he sees things? How does Death’s way of seeing differ from your own, and what do these differences lead you to think about? Write one page reflecting on these questions.

2. *The Word Shaker*, the book Max writes for Liesel, is a kind of fairy tale, perhaps an allegory. (An allegory is a work of art, often a story, in which each character, event, setting, and/or object represents a specific idea.) What is the message of Max’s story? What does the story say about the power of words? Write one page reflecting on the meaning of *The Word Shaker* and its role in the novel.

The issues addressed in *The Book Thief* will also inform discussions in advisor groups, Social Studies classes and on other occasions throughout the 2012-2013 school year.

New International Students

- *The Count of Monte Cristo*, Alexandre Dumas (only the edition translated and abridged by Lowell Bair)
- *The Kite Runner*, Khaled Hosseini

- *The Book Thief*, Marcus Zusak

Literature and Composition I

- *The Count of Monte Cristo*, Alexandre Dumas (only the edition translated and abridged by Lowell Bair)
- *The Book Thief*, Marcus Zusak
- One book from the reading list “Recommended Books for Grade 9”

Literature and Composition II

- *The Kite Runner*, Khaled Hosseini
- *The Book Thief*, Marcus Zusak
- One book from the reading list “Recommended Books for Grade 10”

Literature and Composition III

- *Fences*, August Wildon
- *The Crucible*, Arthur Miller
- *The Book Thief*, Marcus Zusak
- One book from the reading list “Recommended Books for Grades 11 and 12”

Advanced Placement English Language

- *Biblical Literacy: The Essential Bible Stories Everyone Needs to Know*, Timothy Beal
- *The Best American Science and Nature Writing 2011*, ed. Mary Roach
- Another nonfiction book of your choice
- *The Book Thief*, Marcus Zusak

The Short Story: Read It and Write It

The Tradition of the Novel

- *The Picture of Dorian Gray*, Oscar Wilde
- *The Book Thief*, Marcus Zusak
- One book from the reading list “Recommended Books for Grades 11 & 12”

Found Voices

- *Bird by Bird*, Anne Lamott
- *The Book Thief*, Marcus Zusak
- One book from the reading list “Recommended Books for Grades 11 & 12”

Advanced Placement English Literature

- *A Prayer for Owen Meany*, John Irving
- *Tess of the D’Urbervilles*, Thomas Hardy
- *The Book Thief*, Marcus Zusak
- One book from the reading list “Recommended Books for Grades 11 & 12”

- What does Hassan give to Amir? Why does Amir treat Hassan with cruelty?
4. What ideas does Hosseini introduce about father/son relationships? Does Baba ask too much of his son? How does Baba show love to his son? According to Amir, Baba treats him with new respect after the kite tournament. Why? Who become other fathers for Amir?
 5. The novel has distinctive descriptions of Kabul in the 1970s and Fremont, California in the 1980s. How does Hosseini create these descriptions? Notice, for example, his use of lists. Note page numbers of some detailed descriptions of the settings.
 6. How does the novel portray the effects of the immigrant experience on Baba? What aspects of his character remain unchanged?
 7. Consider what you learn in this novel about the history and culture of Afghanistan.
 8. What human rights abuses does the novel bring to the attention of readers?
 9. In the character of Assaf, Hosseini creates a fascinating portrait of evil. How does Assaf gloat over his poisonous deeds? To what extent are his religious beliefs sincere?

III. *The Book Thief*, Marcus Zusak

Please refer to the questions on p. 18.

LITERATURE AND COMPOSITION I

REQUIRED READING

- *The Count of Monte Cristo*, Alexandre Dumas (only the edition translated and abridged by Lowell Bair)
- *The Book Thief*, Marcus Zusak
- One book from the reading list “Recommended Books for Grade 9”

I. *The Count of Monte Cristo*, Alexandre Dumas

This classic French novel tells the story of hero Edmond Dantes, who is unjustly accused and imprisoned for 14 years on an island fortress. Full of passion and suspense, this story tells of one man’s journey to survive, remake himself, and plot an elaborate revenge against his enemies. Author Alexandre Dumas sets this winding tale in exotic locations in France and Italy and depicts the characters with beauty and mystery. While you will not be required to submit your written responses, you are encouraged to take notes in a journal or notebook and to underline significant passages in the book as you read.

1. Keep a timeline of events of this book in your notes, marking the major shifts in location and action. You will not have space to record every event, only those that represent a change in character, motivation, or action. We will use these visual representations of the book as we discuss the reading.
2. What have you learned about imprisonment from this novel? Make notes about how the limits of confinement change Dantes’ character.

3. Think about similarities and differences between pairs of characters, such as Valentine de Villefort and Eugenie Danglars and Madame Danglars and Mercedes. How do these characters represent opposite characteristics? What themes become evident through this comparison?
4. Consider character change in this novel. Compare Edmond Dantes with the Count of Monte Cristo. Has Dantes become a completely new person by the end of this novel?
5. Bring in one discussion question of your own that will inspire your classmates to talk about the themes of the novel.

II. *The Book Thief*, Marcus Zusak

Please refer to the questions on p. 18.

RECOMMENDED BOOKS FOR GRADE 9

Choose one book from this annotated list to complete your summer reading requirement. We encourage you to read as many of these selections as you can.

American Born Chinese, Gene Luen Yang

Annie John, Jamaica Kincaid

Black Ice, Lorene Cary

Boy Meets Boy, David Levithan

The Bermudez Triangle, Maureen Johnson

Brat Farrar, Josephine Tey

The Cider House Rules, John Irving

The Color of Water, James McBride

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

Deliver Us from Evie, M.E. Kerr

Dracula, Bram Stoker

Ella Minnow Pea: A Novel in Letters, Mark Dunn

Fahrenheit 451, Ray Bradbury

The Fellowship of the Ring, J. R.R. Tolkien

Fire, Kristin Cashore

The Heart is a Lonely Hunter, Carson McCullers

I Capture the Castle, Dodie Smith

I Kill Giants, Joe Kelly

I Know Why the Caged Bird Sings, Maya Angelou

Inherit the Wind, Jerome Lawrence and Robert E. Lee

Iron and Silk, Mark Salzman

Jellicoe Road, Melina Marchetta

Life of Pi, Yann Martel

The Lone Ranger and Tonto Fistfight in Heaven, Sherman Alexie

Lord of the Flies, William Golding

Marzi: A Memoir, Marzena Sowa and Sylvain Savoia

The Midnight Zoo, Sonia Hartnett

My Most Excellent Year: A Novel of Love, Mary Poppins, and Fenway Park, Steve Kluger

The No. 1 Ladies' Detective Agency, Alexander McCall Smith

O Pioneers!, Willa Cather

The Prince and the Pauper, Mark Twain

Revolution, Jennifer Donnelly

The Secret Life of Bees, Sue Monk Kidd

Ship Breaker, Paolo Bacigalupi

Speak, Laurie Halse Anderson

Stardust, Neil Gaiman

A Tree Grows in Brooklyn, Betty Smith

Velva Jean Learns to Drive, Jennifer Niven

The Wednesday Wars, Gary D. Schmidt.

Whale Talk, Chris Crutcher

Will Grayson, Will Grayson, John Green and David Levithan

The Wizard of Earthsea, Ursula K. LeGuin

When I Was Puerto Rican, Esmeralda Santiago

LITERATURE AND COMPOSITION II

REQUIRED READING

- *The Kite Runner*, Khaled Hosseini
- *The Book Thief*, Marcus Zusak
- One book from the reading list “Recommended Books for Grade 10”

I. Questions about *The Kite Runner*:

Literature and Composition II focuses on world literature, and we begin our work for this year with Khaled Hosseini's heartbreaking novel set in Afghanistan and California. As you read, jot down notes on the following topics. We will be discussing and writing an in-class essay on this novel during the first week of classes.

1. What are the dramatic secrets and the silences which accompany these secrets? Why are these secrets hidden? How would the story have been different without these events and silences?
2. Hosseini illuminates the topics of loyalty, betrayal, and honor. Trace the topic of honor for Amir, Baba, and Hassan. Consider various types of betrayal.
3. The novel portrays a loving but flawed friendship between Amir and Hassan. In what ways do they represent two aspects of a complete person, contributing what the other lacks? What does Hassan give to Amir? Why does Amir treat Hassan with cruelty?
4. What ideas does Hosseini introduce about father/son relationships? Does Baba ask too much of his son? How does Baba show love to his son? According to Amir, Baba treats him with new respect after the kite tournament. Why? Who become other fathers for Amir?

5. The novel has distinctive descriptions of Kabul in the 1970s and Fremont, California in the 1980s. How does Hosseini create these descriptions? Notice, for example, his use of lists. Note page numbers of some detailed descriptions of the settings.
6. How does the novel portray the effects of the immigrant experience on Baba? What aspects of his character remain unchanged?
7. Consider what you learn in this novel about the history and culture of Afghanistan.
8. What human rights abuses does the novel bring to the attention of readers?
9. In the character of Assaf, Hosseini creates a fascinating portrait of evil. How does Assaf gloat over his poisonous deeds? To what extent are his religious beliefs sincere?

II. Questions about *The Book Thief*:

Please refer to p. 18.

RECOMMENDED BOOKS FOR GRADE 10

Choose one book from this annotated list to complete your summer reading requirement. We encourage you to read as many of these selections as you can.

An Abundance of Katherines, John Green

The Agency, Y.S. Lee

All Quiet on the Western Front, Erich Maria Remarque

Am I Blue? Coming Out from the Silence, ed. Marion Dane Bauer

Amazing Grace: The Lives of Children and the Conscience of a Nation, Jonathan Kozol

Angela's Ashes, Frank McCourt

Before I Fall, Lauren Oliver

The Bell Jar, Sylvia Plath

Black Boy, Richard Wright

Born on a Blue Day, Daniel Tammet

Briar Rose, Jane Yolen

The Camel Bookmobile, Masha Hamilton

The Color of Earth, Dong Hwa Kim

The Color Purple, Alice Walker

The Complete Sherlock Holmes, Arthur Conan Doyle

Dreams from My Father, Barack Obama

The Elegance of the Hedgehog, Muriel Barbery

Emma, Jane Austen

Evelina: Or, The History of a Young Lady's Entrance into the World, Fanny Burney

The Fault in Our Stars, John Green

Fires in the Mirror, Anna Deavere Smith

Fried Green Tomatoes at the Whistle Stop Cafe, Fannie Flagg

Girl with a Pearl Earring, Tracy Chevalier

A Great and Terrible Beauty, Libba Bray

The Great Santini, Pat Conroy

The House at Sugar Beach: In Search of a Lost African Childhood, Helene Cooper

The Hundred Secret Senses, Amy Tan

In a Sunburned Country, Bill Bryson

Inside the Halo and Beyond: The Anatomy of a Recovery, Maxine Kumin

Into Thin Air, Jon Krakauer

The Last Time I Saw Mother, Arlene J. Chai

Lonesome Dove, Larry McMurtry

Marcelo in the Real World, Francisco X. Stork

Murder on the Orient Express, Agatha Christie

My Brilliant Career, Miles Franklin

New Boy, Julian Houston

Nine Stories, J.D. Salinger

Oliver Twist, Charles Dickens

The Particular Sadness of Lemon Cake, Aimee Bender

The Passion of Alice, Stephanie Grant

Persepolis, Marjane Satrapi

Plain Truth, Jodi Picoult

Pride and Prejudice, Jane Austen

A Raisin in the Sun, Lorraine Hansberry

Red: Teenage Girls in America Write on What Fires Up Their Lives Today, ed. Amy Goldwasser

The Red Tent, Anita Diamant

Rocket Boys, Homer Hickam

The Road from Coorain, Jill Ker Conway

The Rope Walk, Carrie Brown

Selected Poems, Edna St. Vincent Millay

She's Not There, Jennifer Boylan

The Songlines, Bruce Chatwin

Still Life with Rice, Helie Lee

Strength in What Remains, Tracy Kidder

The Syringa Tree, Pamela Gien

This Boy's Life, Tobias Wolff

Thunderstruck, Erik Larson

Tomorrow They Will Kiss, Eduardo Santiago

Travels with Charley, John Steinbeck

Year of Wonders, Geraldine Brooks

GRADES 11 AND 12

REQUIRED READING

I. Literature and Composition III

- *Fences*, August Wilson
- *The Crucible*, Arthur Miller
- *The Book Thief*, Marcus Zusak
- One book from the reading list “Recommended Books for Grade 11 and 12”

Keep notes as you read the plays, and write a one-page response to one question for each play (two typed, double-spaced pages altogether). We will collect your responses during the first week of class and grade them with special attention to the depth of your thinking and the quality of your writing. We will also spend time discussing the plays during the first two weeks of class; please bring them with you on the first day, along with this written assignment, and the assignment for *The Book Thief* (see p. 17).

Questions about *Fences* (choose one):

1. *Fences* is part of a series of plays, set in various time periods, by August Wilson, whose goal is to write plays to help sensitize Americans to the struggles of African Americans. August Wilson sets *Fences* in 1957. An important physical symbol in the play is the fence Troy is building. As you read the play, make note of the many metaphorical or symbolic fences in the play. Write about two of these fences. In your writing, think about the following: How are fences used in the play? Are these fences a result of the time period? Are they used, as Bono says, “to keep people out...” or “to keep people in.”? (II. 1)
2. Wilson’s main character is Troy Maxson, a reformed criminal who is making bold choices in a changing society. He is an unusual and flawed hero. Write a response to Lloyd Richard, the original director of the play, who asks “Is [Troy’s] life to be discarded or honored?” Support your opinion with specific references to the play.

Questions about *The Crucible* (choose one):

1. Miller adopts an oracular language for the play, meant to suggest the language of the late seventeenth century. However accurate it may or not be as a reproduction of the actual speech of the time, readers and viewers of the play often particularly enjoy the play's language. Consider one of the following speeches carefully, and discuss both its meaning and its quality as language—whatever aspect of the language appeals to you and seems to have particular power.

a. Mrs. Putnam (Act One): "There are wheels within wheels in this village, and fires within fires!"

b. Hale (Act One): "Now let me instruct you. We cannot look to superstition in this. The Devil is precise; the marks of his presence are definite as stone, and I must tell you all that I shall not proceed unless you are prepared to believe me if I should find no bruise of hell upon her."

c. Danforth (Act Three): "This is a sharp time, now, a precise time—we live no longer in the dusky afternoon when evil mixed itself with good and befuddled the world. Now, by God's grace, the shining sun is up, and them that fear not light will surely praise it."

d. Parris (Act Four): "I would to God it were not so, Excellency, but these people have great weight yet in the town. Let Rebecca stand upon the gibbet and send up some righteous prayer, and I fear she'll wake a vengeance on you."

e. Proctor (Act Four): "Would you give them such a lie? Say it. Would you ever give them this?" She cannot answer. "You would not; if tongs of fire were singeing you you would not! Good, then—it is evil, and I do it!"

2. In his discussions of the events of the Salem witch trials and their resonance in his own time, Miller discusses "theocracy," and suggests that its division of the world into absolute good and evil, truth and falsehood, led to the injustice of the executions in Salem. Whether in terms of religion or of politics, one might argue that a similar absolutism affects life today, on both the national and the world stages. Make a brief comparison between the events of the play and some aspect of contemporary life.

Questions about *The Book Thief*:

Please refer to p. 18.

II. AP English Language

You will read all or part of three nonfiction books this summer and will write briefly about two of them. In addition, please read the Marcus Zusak novel, *The Book Thief*. You do not need to read any of the books from the recommended 11th/12th list, although of course you would probably enjoy them! Your written assignments for *The Best American Science and Nature Writing 2011* and *The Book Thief* (see p. 18) are due on the first day of classes in the fall.

1. *Biblical Literacy: The Essential Bible Stories Everyone Needs to Know*, Timothy Beal

edited) have written books as well, so you could read something else by one of the writers you liked.

- What if history or economics is your thing? Consider Eric Larson’s *The Devil and the White City: Murder, Magic, and Madness at the Fair That Changed America*, Laura Hillenbrand’s *Unbroken: A World War II Story of Survival*, Steve D. Levitt’s *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*, Barbara Ehrenreich’s *Nickel and Dimed: On (Not) Getting By in America* or Tony Horowitz’s *Confederates in the Attic: Dispatches from the Unfinished Civil War*.

- Maybe you’re interested in food and cooking? Take a look at Mark Kurlansky’s *Salt: A World History*, Barbara Kingsolver’s *Animal, Vegetable, Miracle: A Year of Food Life* or Michael Pollan’s *The Omnivore’s Dilemma: A Natural History of Four Meals*.

- How about national or international politics? You could read George W. Bush’s *Decision Points*, Barack Obama’s *Dreams from My Father: A Story of Race and Inheritance* or Desmond Tutu’s *No Future Without Forgiveness*.

- Maybe you love reading about language and literature? Consider Azar Nafisi’s *Reading Lolita in Tehran*, Stephen King’s *On Writing*, Annie Dillard’s *An American Childhood* or Simon Winchester’s *The Professor and the Madman: A Tale of Murder, Insanity, and the Making of the Oxford English Dictionary*.

These suggestions are just to get you started; there’s a wonderful world of nonfiction out there just waiting for you!

III. The Short Story: Read It and Write It

The Tradition of the Novel

- *The Picture of Dorian Gray*, Oscar Wilde
- *The Book Thief*, Marcus Zusak
- One book from the reading list “Recommended Books for Grade 11 & 12”

As you read *The Picture of Dorian Gray*, consider the following questions and be prepared to respond to these prompts during the first weeks of class.

1. Dorian Gray has the opportunity to examine himself and his soul through contemplating a work of art, his portrait. What is his response to this contemplation? By the end of the novel does he gain self-knowledge?
2. Dorian Gray is strongly influenced by the book Lord Henry gives him. What is Wilde saying about art? Does art corrupt or save? Or both? Or neither?
3. What does Dorian’s relationship with Sybil Vane say about Dorian Gray and perhaps about men’s views on women in general, especially in late-19th-century England?
4. Oscar Wilde’s use of language in this novel is worth special consideration. He uses imagery and figures of speech as well as epigrams to tell his story with great flair and drama. Find two examples of Wilde’s imagery and figures of speech and be ready to describe the texture they bring to his story.
5. Choose at least one epigram that intrigues you and be ready to explain its charm. Does your particular epigram offer good advice, or does it just sound like good advice? Please

explain.

For *The Book Thief*, please refer to the questions on p. 18.

IV. Found Voices

- *Bird by Bird*, Anne Lamott
- *The Book Thief*, Marcus Zusak
- One book from the reading list “Recommended Books for Grade 11 & 12”

An accurate description of *Bird by Bird* is found in its subtitle, *Some Instructions on Writing and Life*. Lamott says in the Introduction: “Writing has so much to give, so much to teach, so many surprises. That thing you had to force yourself to do—the actual act of writing—turns out to be the best part. It’s like discovering that while you thought you needed the tea ceremony for the caffeine, what you really needed was the tea ceremony. The act of writing turns out to be its own reward.” As you read this book, star the passages you find particularly and personally relevant and note why in the margins. Further, seriously consider Lamott’s statement: “The act of writing turns out to be its own reward.” Be ready to discuss and write about that idea as well as your own responses to *Bird by Bird*.

For *The Book Thief*, please refer to the questions on p. 18.

V. AP English Literature

- *A Prayer for Owen Meany*, John Irving
- *Tess of the D’Urbervilles*, Thomas Hardy
- *The Book Thief*, Marcus Zusak
- One book from the reading list “Recommended Books for Grades 11 & 12”

For the two books of your choice, do not double up: that is, do not count a book you read for another class as one of your two choices. Please bring *Tess of the D’Urbervilles* and *A Prayer for Owen Meany* to our second day of class, along with your notes. We will discuss these texts during the first two weeks of class.

In *A Prayer for Owen Meany*, the narrator, John, and his friend, Owen, talk about *Tess of the D’Urbervilles*. John can’t get through this late 19th-century English novel; “I can’t read about milking cows!” he screams to his friend. Owen replies that Hardy is easy to understand because he has the world figured out: “Tess is doomed. Fate has it in for her. She’s a victim; if you’re a victim, the world will use you. Why should someone who’s got such a worked-out way of seeing the world bore you? Why shouldn’t you be interested in someone who’s worked out a way to see the world?”

Write one reading journal entry of about three typed, double-spaced pages for each of the four novels you read. For the entry on *Tess*, reflect upon Owen’s ideas about Hardy’s vision of *Tess* and the world. Do you agree? Disagree? Why? What else do you think about

Hardy's vision? For the entry on *Owen Meany*, reflect upon Owen's fate and Irving's vision. Does Irving have a "worked-out way of seeing the world" in *A Prayer for Owen Meany*? If so, what does he see? If not, what questions does he raise and leave unanswered? What themes does he explore? For the *The Book Thief*, please refer to the questions on p 18. For the novel of your choice, discuss the author's vision. What has he or she "worked out" in the book? What questions and/or problems does he or she address? Plan to hand in these journal entries on the first day of class. Your entries will be graded on the depth of your ideas and the quality of your writing.

RECOMMENDED BOOKS FOR GRADES 11 AND 12

Choose one additional book from this annotated list to complete your summer reading requirement. We encourage you to read as many of these selections as you can.

The Age of Innocence, Edith Wharton

The Amazing Adventures of Kavalier & Clay, Michael Chabon

American Pastoral, Philip Roth

An Anthropologist on Mars, Oliver Sacks

The Autobiography of Malcolm X, Malcolm X and Alex Haley

Barchester Towers, Anthony Trollope

A Bend in the River, V.S. Naipaul

Between Two Worlds: My Life and Captivity in Iran, Roxana Saberi

Blanche on the Lam, Barbara Neely

Brief Encounters with Che Guevara, Ben Fountain

The Chosen, Chaim Potok

Cold Mountain, Charles Frazier

Common Ground: A Turbulent Decade in the Lives of Three American Families, J. Anthony Lukas

The Corrections, Jonathan Franzen

Crooked Little Heart, Anne Lamott
Cutting for Stone, Abraham Verghese
Daytripper, Fabio Moon and Gabriel Ba
Digging to America, Anne Tyler
Disgrace, J. M. Coetzee
Extremely Loud and Incredibly Close, Jonathan Safran Foer
Franny and Zooey, J.D. Salinger
Freakonomics, Steven Levitt and Stephen Dubner
A Free Life, Ha Jin
Fun Home, Alison Bechdel
A Game of Thrones, George R.R. Martin
The Gardens of Kyoto, Kate Walbert
The Given Day, Dennis Lehane
The Glass Castle, Jeannette Walls
The Good Thief, Hannah Tinti
Gulliver's Travels, Jonathan Swift
Half the House, Richard Hoffman
A Handful of Dust, Evelyn Waugh
The Hare with Amber Eyes, Edmund de Waal
A Heartbreaking Work of Staggering Genius, Dave Eggers
Her Fearful Symmetry, Audrey Niffenegger

How the Garcia Girls Lost Their Accents, Julia Alvarez

In Search of Our Mothers' Gardens, Alice Walker

Interpreter of Maladies, Jhumpa Lahiri

Invisible Man, Ralph Ellison

Kindred, Octavia Butler

The Known World, Edward P. Jones

The Left Hand of Darkness, Ursula K. LeGuin

Light in August, William Faulkner

The Mambo Kings Play Songs of Love, Oscar Hijuelos

The Mayor of Casterbridge, Thomas Hardy

Measuring Time, Helon Habila

Memoirs of a Geisha, Arthur Golden

Middlesex, Jeffrey Eugenides

The Mistress of Spices, Chitra Banerjee Divakaruni

Moll Flanders, Daniel Defoe

Mornings on Horseback, David McCullough

Mountains Beyond Mountains, Tracy Kidder

Never Let Me Go, Kazuo Ishiguro

The Night Circus, Erin Morgenstern

On the Road, Jack Kerouac

People of the Book, Geraldine Brooks

The Piano Lesson, August Wilson

The Poisonwood Bible, Barbara Kingsolver

A Prayer for Owen Meany, John Irving

Reading in the Dark, Seamus Deane

Room, Emma Donoghue

Roots, Alex Haley

Rubyfruit Jungle, Rita Mae Brown

Run, Ann Patchett

Runaway, Alice Munro

The Secrets of Mary Bowser, Lois Leveen

Shakespeare, Bill Bryson

The Shipping News, E. Annie Proulx

Snow Falling on Cedars, David Guterson

So Far from God, Ana Castillo

Song of the Lark, Willa Cather

Soul on Ice, Eldridge Cleaver

The Sparrow, Mary Doria Russell

Speak, Memory, Vladimir Nabokov

Stones from the River, Ursula Hegi

The Story of Edgar Sawtelle, David Wroblewski

The Street, Ann Petry

Suite Française, Irene Nemirovsky

The Sunflower: On the Possibilities and Limits of Forgiveness, Simon Wiesenthal

The Sweetness at the Bottom of the Pie, Alan Bradley

Tender is the Night, F. Scott Fitzgerald

Tess of the D'Urbervilles, Thomas Hardy

The Tiger's Wife, Tea Obreht

Vanity Fair, William Thackeray

A Very Long Engagement, Sebastien Japrisot

A Visit from the Goon Squad, Jennifer Egan

Wait Till Next Year, Doris Kearns Goodwin

A Walk in the Woods, Bill Bryson

Water for Elephants, Sara Gruen

We Band of Angels: The Untold Story of American Nurses Trapped on Bataan by the Japanese, Elizabeth M. Norman

What the Dog Saw and Other Adventures, Malcolm Gladwell

The Woman in White, Wilkie Collins

Zeitoun, Dave Eggers

Zen and the Art of Motorcycle Maintenance, Robert Pirsig

The Zookeeper's Wife, Diane Ackerman

LANGUAGE BOOKS

The following titles are suggestions and in some cases requirements for summer reading from the Language Department. The required books help our Advanced Placement courses run more smoothly and often prove to be helpful throughout the year. The recom

SPANISH

Required for V AP: *Yerma*, Federico García Lorca

Required for IV AP: *Devolver al remitente*, Julia Alvarez

La Casa en Mango Street, Sandra Cisneros

Crónica de una muerte anunciada, Gabriel Garcia Márquez

En la ardiente oscuridad, Antonio Buero Vallejo

Hair/Pelitos, Sandra Cisneros

Harry Potter y la piedra filosofal, J.K. Rowling

Platero y yo, Juan Ramón Jiménez.

El Viaje de su vida, Lisa Ray Turner and Blaine Ray

El Viaje perdido, Lisa Ray Turner and Blaine Ray

SCIENCE BOOKS

The following titles are suggestions for summer reading from the Science Department. Though none of the books are required, if you have an interest in science and are looking for something to read that relates to a course you will be taking next year, you will enjoy these books. Each of them addresses a different aspect of science in an engaging and thought-provoking manner.

ASTRONOMY AND EARTH SCIENCE

Contact, Carl Sagan

Isaac's Storm: A Man, a Time, and the Deadliest Hurricane in History, Eric Larson

Longitude, Dava Sobel

The Planets, Dava Sobel

LIFE SCIENCE

The Double Helix: A Personal Account of the Discovery of the Structure of DNA, James D. Watson

The Hot Zone, Richard Preston

The Immortal Life of Henrietta Lacks, Rebecca Skloot

The Man Who Mistook His Wife for a Hat: And Other Clinical Tales, Oliver Sacks

Modoc: The True Story of the Greatest Elephant That Ever Lived, Ralph Helfer

The Omnivore's Dilemma: A Natural History of Four Meals, Michael Pollan

Ship Fever, Andrea Barrett

PHYSICAL SCIENCE

The Disappearing Spoon: And Other True Tales of Madness, Love, and the History of the World from the Periodic Table of the Elements, Sam Kean

The Evolution of Useful Things, Harry Petroski

House, Tracy Kidder

Instant Physics: From Aristotle to Einstein, and Beyond, Tony Rothman

Newton's Gift: How Sir Isaac Newton Unlocked the System of the World, David Berlinski

The Periodic Table, Primo Levi

Surely You Must Be Joking, Mr. Feynman! and *What Do You Care What Other People Think?*, Richard P. Feynman

Uncle Tungsten: Memories of a Chemical Boyhood, Oliver Sacks

SOCIAL STUDIES BOOKS

The following titles are suggestions for summer reading from the Social Studies Department. While the required books are part of the assignments for AP European History and AP United States History courses, the other titles reflect readings that will provide enrichment. Each book was selected because it is well written and provides thoughtful excursions to other times and places. Enjoy!

AFRICAN STUDIES

Conspiracy to Murder: The Rwandan Genocide, Linda Melvern

The Flame Trees of Thika, Elspeth Huxley

Zenzele: A Letter For My Daughter, J. Nozipo Maraire

AMERICAN IDENTITIES

Jasmine, Bharati Mukherjee

American Pastoral, Philip Roth

EAST ASIAN STUDIES

American Born Chinese, Gene Luen Yang

Snow Flower and the Secret Fan, Lisa See

The Tao of Pooh, Benjamin Hoff

Twenty-Four Eyes, Sakae Tsuboi

Understanding China Through Comics, Jing Liu

MIDDLE EASTERN STUDIES

Funny in Farsi: A Memoir of Growing Up Iranian in America, Firoozeh Dumas

How to Understand Israel in 60 Days or Less, Sarah Glidden

My Name is Red, Orhan Pamuk

A Map of Love, Ahdaf Soueif

Persepolis, Marjane Satrapi

Someone to Run With, David Grossman

POLITICAL SCIENCE AND ECONOMICS

Wag the Dog, Larry Beinhart

Outrageous Acts and Everyday Rebellions, Gloria Steinem

RUSSIAN STUDIES

The Cherry Orchard, Anton Chekhov

City of Thieves, David Benioff

Nicholas and Alexandra, Robert K. Massie

UNITED STATES HISTORY

Brave Companions, David McCullough

The Feminine Mystique, Betty Friedan

Founding Brothers, Joseph Ellis

Incidents in the Life of a Slave Girl, Harriet Jacobs

WESTERN CIVILIZATION

The Bull from the Sea, Mary Renault

The Eagle of the Ninth, Rosemary Sutcliff

AP EUROPEAN HISTORY

Required: *The Prince*, Niccolo Machiavelli

Required: *The Swerve: How the World Became Modern*, Stephen Greenblatt

Bury the Chains, Adam Hochschild

The Daughter of Time, Josephine Tey

Hard Times, Charles Dickens

The Name of the Rose, Umberto Eco

Sophie's World: A Novel About the History of Philosophy, Jostein Gaarder

Wolf Hall, Hilary Mantel

AP UNITED STATES HISTORY

Required: *An American Childhood*, Annie Dillard

Required: *The Autobiography of Malcolm X*, Malcolm X and Alex Haley

Required: *The Killer Angels*, Michael Shaara

