

Welcome to Upper School English Summer Reading, 2022!

We hope you look forward to an opportunity to breathe, to vacate, and to find a cozy corner in which to read a good book. Or two. Or as many as you please! Visit your family bookshelves, or a bookstore, or Amazon, and find a title that appeals to you!

Your teacher may require you to read a specific title in addition to books of your choosing, so check your class's requirements, which are listed below.

Can't find a book? Use **THE LIST** (beginning on Page Two of this document), which offers a range of wonderful options, sorted by interest.

Here is what we ask of you:

Read something that interests you. Books on **THE LIST** are loosely organized by genre—Literary/ Realistic Fiction; Mystery/Thriller/Science Fiction; Historical Fiction; Nonfiction—in the hopes you may more easily find something to your liking.

Read something that is new for you.

Do not watch movies as substitutes for the books.

Feel free to use audio books as supplements to turning the pages of an actual book or e-book, but do not use them as substitutes for reading.

Do not read online summaries (i.e. Spark Notes, Shmoop, Cliffs Notes) as substitutes for the books.

You will be accountable for your reading when we return to school in ways that will differ from teacher to teacher.

Here's what we ask of incoming ninth through twelfth graders:

English I AND English I Honors:

Read and annotate *The House on Mango Street*, by Sandra Cisneros (ISBN: 978-0679734772) **AND** one other title (either one you have found or one from **THE LIST**). Annotations are notes written in the margins to capture your thoughts while reading. A student might annotate to:

- wonder about something
- connect the book to other stories, historical events, personal experiences, etc.
- mark passages that reflect the book's themes and lessons
- notice changes in characters or notice how characters contrast each other
- explore how setting plays an important role in the story
- analyze why the author chose a certain word, phrase, name, description, punctuation, etc.

Students will engage in additional work related to the text when school begins. This may include an in-class presentation or some other form of assessment. As you read, we suggest that you not only follow the plot but also consider the way the story is told by the author. Annotations or notes that explore your thoughts about this as well as a few passages of significance may help you better recall the text, contribute to discussion, and complete assignments upon return to school.

English II: Read and annotate *Wolf by Wolf* by Ryan Graudin (ISBN-13: 978-031640508-9). When you annotate, do so for Thoughts (personal reactions), Questions (about plot, characters, etc.), and Epiphanies (BIG a-ha moments or realizations). Please also label your annotations with a T, Q, or E.

In addition, please answer the discussion questions below. Answers should be 75-150 words each. Be thoughtful in your responses—cite text evidence when necessary.

DISCUSSION QUESTIONS:

1. Why is it important for Yael to know who she is “on the inside” (page 46)?
2. What is the meaning of the title? Why does Yael trace the wolves on her arm? Why is it important the wolves are “the only thing about her that stay the same”?
3. How do the ideas of fear and courage connect throughout the book?

English II Honors:

1. Read and annotate *The Help* (ISBN: 978-0425232200) - watching the movie is not a substitute for reading the text, but if you do see the movie, please share your critique – I would love to know what you think!
2. Type answers to your choice of 3 of the 11 discussion questions that are printed at the back of the book in the “Readers Guide for *The Help*.” Answers should be 150-200 words. Be thoughtful in your responses.
3. Choose two passages that made you think or feel something (one near the beginning/middle and one near the end of the novel). Copy the passage down, being sure to include the page number. Then write two reflections in which you explain what moved you or why the excerpt stood out to you. Reflections should be 150-200 words and should be in your own voice.

Junior-Senior Electives:

Read and annotate two books from **THE LIST**. If do not find titles that interest you, please feel free to select books that are appropriate in terms of rigor, sophistication, and content. English teachers can offer advice about books that you may find appealing and let you know if your choices of titles not on **THE LIST** are appropriate for summer reading.

Notes:

- If you have signed up for **Defense against the Dark Arts: Harry Potter and the Hero’s Journey**, please read and annotate the first two books in the series, *Harry Potter and the Sorcerer’s Stone* and *Harry Potter and the Chamber of Secrets*, regardless of whether or not you have already read them. Keep in mind that you’ll be reading them now in a more formal context, so if you are re-reading, you should read with more attention to detail.
- If you have signed up for another JSE, then we suggest that one of your selections be from that genre, time period, and/or theme. For example, if you signed up for **Poetry for Everyone**, then one of your books could be a poetry anthology that focuses on the work of a particular poet, a specific era (World War I poetry, for example), or a specific place (Ireland, or New York City, or the Great Plains).

Students will engage in additional work related to the texts when school begins. This may include an in-class presentation or some other form of assessment. As you read, we suggest that you not only follow the plot but also consider the way the story is told by the author. Annotations or notes that explore your thoughts about this as well as a few passages of significance may help you better recall the text, contribute to discussion, and complete assignments upon return to school.

AP English Language and Composition:

1. Read and annotate *The Immortal Life of Henrietta Lacks*, by Rebecca Skloot (ISBN: 978-1400052189)
2. Write at least three Reader/Writer Notebook entries per week, hand-written in a bound notebook using blue or black ink. One entry per week must be about something that you are reading (for this class or another). Do not engage in plot summary. Instead, write about your impressions of what you have read.
3. Read and annotate at least one other book from **THE LIST**.

Important Note: When reflecting on what you have read, please remember to focus not on the “what” but on the “how” and the “why” of the author’s work. In other words, your entries should not be book reports or content summaries of what happens. Instead, tell me about what that content means. Lean into this work. Ask questions.

AP English Literature and Composition:

1. Read and annotate *The Poisonwood Bible*, by Barbara Kingsolver (ISBN# 978-0060786502)
2. Type three reflections (250-300 words), and in each, explore the narrative points of view of one of the following characters: Orleanna, Rachel, Adah, Leah, or Ruth May. Bring the characters to life, be both creative and analytical, show their personalities and struggles -- don’t tell me a character synopsis or report facts.
3. _____ Read about the “Resource Curse”: <https://www.bloomberg.com/quicktake/resource-curse>
4. Type an original analysis (250-300 words), using quotations from both texts, that meaningfully connects the “Resource Curse” to *Poisonwood Bible*.

*Note: Avoid plot summary in your writing if you wish to earn credit for your work.