

Summer Reading for English Department 2019-2020

The DS Summer Reading Program is intended to foster a lifelong love of reading in our students. To that end, we have chosen texts that are rich, thought-provoking, and challenging but are also appropriate in theme and length for the given grade level.

“One glance at a book and you hear the voice of another person, perhaps someone dead for 1,000 years. To read is to voyage through time.” ~Carl Sagan

FREQUENTLY ASKED QUESTIONS

1) How many books are you required to read for English classes?

- All students enrolled in Honors or College Prep English will be **required** to read **ONE** book for English. For English I, a different book is required for Honors vs. CP.
- Students enrolled in AP English Language and Composition and AP English Literature and Composition courses will read the assigned texts. (See descriptions in relevant sections within this document.)
- Of course, we *strongly encourage* you to read more than one book over the summer, especially books in an area of personal interest. If you need recommendations, please reach out to **Mr. Butterworth**, check out the Dover Library page: <http://dovertownlibrary.org/for-you/teens/>, the Sherborn Library page: <https://sherbornlibrary.org/services/reading-resources>, or ask your friends or family!

2) Besides actually reading the book(s), do I have to do anything else?

- Students are asked to *actively read* the assigned text(s). Active reading means that you are reading and thinking about the text. Often when you actively read you are asking questions, reflecting on what is happening and making connections to other parts of the book or your own.
- Please create notes while you read. You can highlight and/or use sticky notes for an actual book, and you can highlight and/or annotate key pages and passages if you are reading a digital book. These notes should focus on key passages, characters, conflicts and plot events, as well as the *key question* featured in the assignment.

3) What can I do if I have any questions about summer reading?

- If you have specific questions about what the assigned books are about, potential topics covered, etc., feel free to do some online research about the books. This is an especially important step if you have topics you may be sensitive to or may have trouble reading about.
 - Please direct any other questions to the department head, Mrs. Donohue at donohueg@doversherborn.org.
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English I (incoming Grade 9)

English I Honors students will read: *The Bean Trees* by Barbara Kingsolver (1988)

English I CP students will read: *Eleanor and Park* by Rainbow Rowell (2012)

When reading the literature in English I, you will encounter characters who face many different struggles and conflicts. The individuals in the books are often shaped by how they choose to respond to these conflicts. As characters grapple with new issues, they often find themselves in situations they have not experienced before, and they have to make difficult choices. Confronting different issues force them to question who they are, what advice they will accept, what actions they will take, who they want to become, and what their role in the world will be. By reading about others' conflicts, even ones you have not experienced, you will gain the benefit of a new way to think, a new lens and/or new perspective in your own life.

As you read think about and include in your notes ideas related to this key question: What new perspective(s) am I gaining by actively reading this book?

English II (incoming Grade 10)

CP and Honors students will read: *Everything I Never Told You* by Celeste Ng (2014)

Many of life's conflicts may be traced to issues related to truth – and irony (the difference between what is and what is expected to be). On the most obvious level, some characters do not tell the truth, or they assume that something is true – but it isn't, or they know part of the truth and make incorrect assumptions based on what they know. Sometimes two truths collide somehow – a personal truth or belief conflicts with the truth or belief of a group or a family. How do different truths (or versions of the truth) exist within cultures and families?

As you read, think about and include in your notes ideas related to this key question: How does this book deal with the concept of truth?

American Literature (incoming Grade 11)

Honors and CP students will read: *The Other Wes Moore: One Name, Two Fates* (2010)

Consider the complex perspectives about the concept of the American Dream:

- There are those who will say that the liberation of humanity, the freedom of man and mind is nothing but a dream. They are right. It is the American Dream. ~Archibald MacLeish
- The road to success is not easy to navigate, but with hard work, drive and passion, it's possible to achieve the American dream. ~Tommy Hilfiger
- People are so busy dreaming the American Dream, fantasizing about what they could be or have a right to be, that they're all asleep at the switch. Consequently we are living in the Age of Human Error. ~ Florence King
- Only in America can someone start with nothing and achieve the American Dream. That's the greatness of this country. ~Rafael Cruz

As you read *The Other Wes Moore*, think about and include in your notes ideas related to this key question: How does this book grapple with and complicate your understanding of the American Dream?

AP English Language and Composition (incoming Grade 11)

The AP English Language and Composition class focuses almost exclusively on non-fiction; thus, you are required to **read two (2) non-fiction texts**.

First required text: *Blink* by Malcolm Gladwell (2005)

Second required text- in addition to reading *Blink* by Malcolm Gladwell, please choose ONE of the following texts:

- *The Other Wes Moore: One Name, Two Fates* by Wes Moore (note that this is required for American Literature, so it might spark good conversations with your peers) (2010)
- *Educated* by Tara Westover (2018)
- *Half Broke Horses* by Jeannette Walls (the author of *The Glass Castle*) (2009)
- *Americanized: A Rebel Without a Green Card* by Sara Saedi (2018)
- *The Man Who Mistook His Wife for a Hat* by Oliver Sacks (1985)
- *Where You Go is Not Who You'll Be* by Frank Bruni (2015)

As you read *Blink* and your second required text, think about and include in your notes ideas related to these key questions: What is the main argument (thesis) the author is putting forth in his or her text? What aspects of this argument or idea do you find compelling? What aspects of this argument do you find confusing? How does the author attempt to support his or her main argument? Ultimately, what more do you know, understand or discover through your reading of each text? For the memoirs, consider which aspects of the stories do you find most compelling and why?

Non-AP Senior Classes (incoming 12th grade)

Honors and CP should read: *The Immortal Life of Henrietta Lacks* by Rebecca Skloot (2010)

People face both minor and major responsibilities in their lives; there are family responsibilities and cultural responsibilities that everyone must navigate and grapple with. As you read, consider how the various people confront conflicts regarding their responsibilities to themselves and the people outside themselves. Think about the conflicts that are presented in the book and how the author attempts to show readers the various sides of these conflicts. When thinking about the resolution of the book, consider if you feel the conflict is resolved.

As you read *The Immortal Life of Henrietta Lacks*, think about and include in your notes ideas related to this key question: What challenges do we face regarding issues of responsibility in the contemporary world?

AP English Literature and Composition (incoming 12th grade)

AP Literature students are required to read three (3) texts: *How to Read Like a Professor*, *Grapes of Wrath*, and *The Immortal Life of Henrietta Lacks* (note that this is also being read by Non-AP seniors and may spark some great discussions).

First read *How to Read Literature Like a Professor* (2003) by Thomas C. Foster. Please pay close attention to what Foster advises readers to do in terms of reading actively and using various lenses.

Then read *The Grapes of Wrath* (1939) by John Steinbeck. As you read this novel, please consider and apply what Foster says in terms of reading like a professor (with more educated eyes, connections, and ideas). Please take notes (post-its on specific pages and passages, flag on your Kindle) on the ways in which Foster's text applies to the novel.

For your final text, please read *The Immortal Life of Henrietta Lacks* by Rebecca Skloot. **As you read this book, think about and include in your notes ideas related to these key questions:** What challenges do we face regarding issues of responsibility in the contemporary world? Even though *Henrietta Lacks* is nonfiction, in what ways do Foster's strategies apply to gaining a deeper understanding of the text?