

Summer Required Reading and Work

General Information

Summer 2011

Summer reading is required of all Upper School students. Please look at the courses listed below and be sure that you do the work in the course or courses that pertain to you. You will find all the information you need in the following pages - the order in which the courses are listed below is the order in which they occur on those pages. Occasionally course names in the Humanities vary a little bit – you will find that you have here the information that you need.

All students, by grade level:

- All 9th graders: Humanities 9 – English 9 (no History 9)
- All 10th graders: Humanities 10 – English 10 (no History 10)
- All 11th graders: Humanities 11 – English 11 and History 11 (U.S. History)
- All 12th graders: English 12

Electives: If you are enrolled in one of the following courses, summer reading and work is required:

- AP Biology: UPDATE: There will be NO summer reading in AP Biology
- AP Chemistry: this is an upper level Chemistry course, not to be confused with the “Chemistry” course that is usually taken in the junior year
- AP European History: upper level elective
- AP Vergil: upper level elective

Required Summer Reading and Writing

English 9 (Humanities English 9)

Summer 2011

Required Book: *Akhenaten: Dweller in Truth* by Naguib Mahfouz

Description

Akhenaten is a contemporary novel by the Nobel Prize-winning Egyptian writer Naguib Mahfouz. The novel is a work of fiction, but it tells the story of an historical person, the Egyptian pharaoh Amenhotep IV, who ruled Egypt from approximately 1353 BC to 1336 BC. Amenhotep IV controversially tried to change Egypt from a polytheistic society that worshipped many gods to a monotheistic society that worshipped just one god, Aten. In doing so, he changed his name to Akhenaten and created a new capital city called Akhetaten. As you can imagine, these changes upset many people.

The novel is narrated by Meriamun, a young man who, twenty years after the death of Akhenaten, decides to interview all of the people still living who knew Akhenaten: family, friends, priests, and members of the royal court. Each chapter presents a different person's point of view, and because some people liked Akhenaten and some did not, the information we are given as readers is often biased and contradictory. Part of the fun of the novel is that you will have to determine which characters you believe and which you do not.

Reading Advice

We urge you to read actively. This means that you should read the novel with a pen in hand. Mark lines and passages that you think are important. Write notes in the margin or on post-it notes. Doing so will help you remember the novel better and will make completing the assignments below easier.

Assignments

Please type your character list and paragraphs and bring them to class on, Monday, August 29.

- *Character List*

There are a number of different characters in this book, so you should keep a character list while you read. Write a brief description of each character so that you can remember how the character knew Akhenaten and whether he or she was a supporter or opponent of the pharaoh.

- *Paragraph Writing*

Respond to one of the questions below in a detailed paragraph. Make sure the first sentence of your paragraph—your topic sentence—clearly states the main idea of your paragraph. Use direct quotations from the book in order to illustrate your main idea. Paragraphs should be 8-12 sentences long.

1. Who is the most believable character in the novel? Why do you think so?
2. Why are Akhenaten's beliefs considered so dangerous by so many? How do the changes Akhenaten makes challenge the way of life of the Egyptians?
3. On page 5 the narrator, Meriamun, says he wants to talk with the people who knew Akhenaten because he wants to "see the many facets of truth before it perishes like this city." What does this story suggest about the nature of truth?

If you would like to do additional reading that is optional, please go to the next page.

English 9 – Additional Reading List

The following stories and poems, some classic and some contemporary, complement the 9th grade curriculum.

The Iliad and The Odyssey by Homer

Theogony by Hesiod

The Oresteia by Aeschylus

Oedipus the King by Sophocles

The Voyage of the Argo by Apollonius of Rhodes

The Metamorphoses by Ovid

The Aeneid by Virgil

The Marriage of Cadmus and Harmony by Roberto
Calasso

Antony and Cleopatra and Titus Andronicus by
William Shakespeare

The Bhagavad Gita

Mythology by Edith Hamilton

Tao Te Ching by Lao Tze

Siddhartha by Herman Hesse

Grendel by John Gardner

Le Morte D'Arthur by Sir Thomas Mallory

The Once and Future King by T.H. White

The Song of Roland

The Inferno by Dante Aligheri

The Life of Pi by Yann Martel

Haroun and the Sea of Stories by Salman Rushdie

Required Summer Reading and Writing

Humanities 10 – English

Summer 2011

On this page you will find the information about the required summer reading and assignments for 10th grade Humanities – English. Please buy the required book and have the required reading and work done by the time school begins. You will have to demonstrate your knowledge of the book for your grade by test or paper shortly after school begins.

Tenth Grade Humanities – English:

You are to read *Poisonwood Bible* by Barbara Kingsolver. Try to get the normal paperback edition, not the smaller "mass market" edition—it will be easier for us to stay on the same page in class that way. Please obtain a copy with no previous markings or annotations on it.

For your writing assignment, you will be creating a quotation journal that contains your observations and analyses of the novel's characters. For each major character—Orleanna, Nathan, Rachel, Adah, Leah, and Ruth May—pick **one** quotation that is central to his or her characterization. Write down the quote and then write a well-developed paragraph in which you explain what the quotation reveals about the character and about the novel's themes.

Choose quotations from every part of the novel, and use your paragraphs to display your understanding of the characters and your interpretation of the novel's themes.

This assignment is due Wednesday, August 24, the first full day of classes. *Please type your quote journal.*

The following is a list of suggested (optional) summer reading:

Fiction

Jane Austen *Pride and Prejudice*
Charlotte Brontë *Jane Eyre*
Emily Brontë *Wuthering Heights*
Charles Dickens *Great Expectations*
Roddy Doyle *The Commitments*
Dave Eggers *What Is the What*
E.M. Forster *Room with a View*
Gabriel García Márquez *Love in the Time of Cholera*
Herman Hesse *Siddhartha*
Kazuo Ishiguro *Remains of the Day*
James Joyce *Dubliners*
Jhumpa Lahiri *Interpreter of Maladies*

Michael Ondaatje *The English Patient*
George Orwell *1984*
Jean Rhys *Wide Saragasso Sea*
Salman Rushdie *Haroun and the Sea Stories*
Virginia Woolf *Mrs. Dalloway*
Joseph Conrad, *Heart of Darkness*

Drama

Brian Friel *Dancing at Lughnasa*
William Shakespeare *The Tempest*
Tom Stoppard *Rosencrantz and Guildenstern are Dead*
Oscar Wilde *The Importance of Being Earnest*

Required Summer Reading and Work Humanities 11 – U.S. History and English Summer 2011

There are two parts to your required summer work in Humanities 11: the U.S. History portion and the English portion. Be sure that you do both.

History:

For the U.S. History portion of Humanities Eleven, you must read the following book:
Empire of the Summer Moon, by S.C. Gwynne.

In a three-page paper, you will explore the idea of how *Empire of the Summer Moon* has changed/complicated your understanding of Texas history and/or the history and mythology of the American West. **Format: Times New Roman 12 point font, 1" margin, double-spaced.**

Use quotes from both Gwynne and historical figures in the book (approximating the way we will use secondary and primary sources throughout the year). Use parenthetical citations to indicate what page the quote is from.

“A” papers will: use quotes creatively but in a way that does not obscure your own voice; be tightly structured; be centered around a driving idea/thesis; not employ free-standing quotes; have minimal grammar and proof-reading mistakes; not use the phrase, “*Empire of the Summer Moon* has changed/complicated my understanding of...”

Due Date: This assignment is due on the first full day of school, **Wednesday, August 24, 2011**. It will count as a major/test grade. Late papers will be penalized 10 points per day.

English:

For the English portion of Humanities Eleven, you are to read one of the following books:

1. *The House of Mirth* by Edith Wharton
2. *The Awakening* by Kate Chopin
3. *The Sun Also Rises* by Ernest Hemingway
4. *Seize the Day* by Saul Bellow.

In addition, you must write a three-page paper which responds to the following questions:

- what kind of person is the protagonist?
- What kind of world does the protagonist live in?
- What is the protagonist’s problem?
- How does the protagonist respond to his/her problem and his/her situation in the world?

As you go about answering these questions, be sure to use specific examples from the text to support your answers. I am looking for you to read between the lines and to develop the habit of critical reading. Some helpful hints: Is this a good person? Lazy? Kind? Ambitious? Lost? Is this a fair and just world? How are women treated? Do good people succeed? Why not? Is the protagonist lost? Why?

Due Date: This assignment is due on the first full day of school, **Wednesday, August 24, 2010**. It will count as one test grade. Late papers will be penalized 10 points per day. The grading will take into account spelling, punctuation, grammar, syntax, organization, and analytical abilities. Proofread your papers. Careless errors will be penalized. The paper should be typed, double-spaced, with your name on the top.

Summer Reading and Work

Twelfth Grade English

Summer 2011

All seniors, please read **ONE** (or all!) of the four books below, and have your assignments as described below completed by the **first full day of classes, August 24, 2011**. We advise against looking for the shortest or easiest book here because there isn't one. (Welcome to English 12!) Look at the books themselves and decide which story interests you most.

Invisible Man, Ralph Ellison (do not confuse this with the book of the same title by H.G. Wells)

Alias Grace, Margaret Atwood

Midnight's Children, Salman Rushdie

The Amazing Adventures of Kavalier and Clay, Michael Chabon

You are expected to read actively and therefore to ANNOTATE your book. That means as you read, you mark or highlight passages that are significant. This helps you recognize themes, important plot points, characterization, patterns of repeated imagery or phrasing, etc. In short, you will understand it better.

We kindly ask that you find **ten** passages from the text and comment on those passages **in a paragraph each**. Here are some rules and also, some helpful tips:

1. The first sentence and last sentence of the book are off limits for obvious reasons. (If those reasons are not obvious to you, ask a neighbor.)
2. Don't be clever and slyly choose the second sentence of the book. Be sly in some other way.
3. In other words, carefully select your passages—they should reflect that you have assiduously read the ENTIRE book, not just the first 50 pages, not just the first half. Get the drift?
4. In your responses, look for themes of identity and identity formation in terms of culture, family, community, historical time period, ethical and moral questions, and to what extent we have control over who we become. And YES, you should notice anything else you think is important, revealing, or insightful.
5. Your paragraphs should not be one sentence paragraphs or one page papers. They should be legitimate, coherent, and unified units of thought. (If we're talking Times New Roman 12 point font, a good double-spaced paragraph should measure somewhere between 3 and 4 inches. Hey, you asked.)
6. Don't ask rhetorical questions or even non-rhetorical questions about the quotation you have selected. Your commentary should consist of some sort of understanding of the passage and its place and importance in the world of the text at large. Discuss what you see in the passage.
7. This summer's reading books are so dang cool that you're not even going to believe it. But try to make your comments a little more academic than the previous sentence. So, no need to praise the author. Show your critical thinking and writing skills instead.
8. Lastly, this is due the first full day of class, no ifs, ands or buts. You will need to be ready to use the passages and your responses to speak to your classmates about the book in a formal fashion.
9. We're out of room for helpful tips, but we will say this: it's not a good idea to disappoint your teacher on the first full day of class. Don't be lame. It's one book and ten quotations and ten paragraphs. You can do it, yes, you can.

12TH GRADE REQUIRED SUMMER READING IS ON THE OTHER SIDE

Summer Advice, Senior Year Advice, Life Advice

My best advice to you is advice that will never change. Read, read, and read some more. Develop reading as an indelible habit in your life. This is a secret to having success in this class, on the AP exam, and being an informed, engaged person in the world. I see you thinking up there in your head that what I'm really saying is "Read 19th century novels," instead of just "Read." However, you are mistaken. The great thing about reading, one of the great things, is that it is a varied world out there and 19th century novels are a small part of it. Read every day and attempt to read different types of things. Read a novel then switch to poetry or history, a good bio. Read the newspaper. Scout the obits for a week. Be morbid. Yes, read the sports page. Read recipes, for where else will you see the words "whisk," "emulsify," "boysenberry"? Read magazines and your car manual. Read the whole, entire cereal box and you might find nuggets like this right next to the enlarged spoonful of cereal that you didn't necessarily feel needed to be explained: "Enlarged to show texture." How great is that? **Very.** The point is: **vary** your reading. If you only read cereal boxes, you'll begin to use phrases like "yummy clusters of crunchy oats baked with a touch of honey." Don't just read 19th century novels because you'll begin to take yourself too seriously and wish you had a pair of knickers. Then you will be beyond help. Lastly, read because you never know what you may find and it exercises your mind and opens unexplored vistas upon which you can range while dusk begins to blanket the swelling meads beneath birdcall...oops. (Just finished a 19th century novel.) Read, folks, because as the crossed-stitched pillow says, "Variety is the spice of life." Yes, even read pillows if they got words on 'em.

Fondly, Your Teachers

Suggestions for everyday reading:

The New York Times

New Yorker

Harper's

Atlantic Monthly

The Economist

Time

Newsweek

Smithsonian

Rolling Stone

Texas Monthly

Kellogg's cereal boxes

Scientific American

Note: Some of these magazines also have corresponding websites that are usually free and easily accessible.

Suggestions for Summer Reading (or later in the year): About a third of these books could be considered appropriate material for the AP exam; the rest are bonus. If you have extra time like a long summer or a long weekend or holiday, I urge you to pick one of these up. I suggest them because they're fantastic and could change your life.

The English Patient, Michael Ondaatje

The Brief, Wondrous Life of Oscar Wao, Junot Díaz

All the King's Men, Robert Penn Warren (AP)

The Tale of Despereaux, Kate DiCamillo

The Brothers Karamazov, Fyodor Dostoyevsky (AP)

One Hundred Years of Solitude, Gabriel García Márquez (AP)

East of Eden, John Steinbeck (AP)

Native Son, Richard Wright (AP)

Pale Fire, Vladimir Nabokov (AP)

Middlesex, Jeffrey Eugenides

The Lazarus Project, Aleksandar Hemon

The Wapshot Chronicle, John Cheever

Lonesome Dove, Larry McMurtry

Disgrace, J.M. Coetzee

Slaughterhouse-Five, Kurt Vonnegut (AP)

The Satanic Verses, Salman Rushdie

White Teeth, Zadie Smith

The Elephant's Keeper, Christopher Nicholson

The Stranger by Albert Camus (AP)

Woman Warrior, Maxine Hong Kingston (AP)

A Fine Balance, Rohinton Mistry

The Kite Runner, Khaled Hosseini (AP)

The Hunchback of Notre Dame, Victor Hugo (AP)

The Heart is a Lonely Hunter, Carson McCullers (AP)

Bastard Out of Carolina, Dorothy Allison

Crime and Punishment, Fyodor Dostoyevsky (AP)

Corelli's Mandolin, Louis de Bernières

Tell Me How Long the Train's Been Gone, James Baldwin (AP)

Waiting For Godot, Samuel Beckett (AP)

Ceremony, Leslie Marmon Silko (AP)

The Bonesetter's Daughter, Amy Tan (AP)

The Unbearable Lightness of Being, by Milan Kundera (AP)

Dreams of My Russian Summers, Andrei Makine

In the House of the Spirits, Isabel Allende

Required Summer Reading and Work

AP Chemistry

Summer 2011

Advanced Placement Chemistry summer work requires the use of the course textbook. Our bookstore will go “live” on July 1 at the latest. (You will be notified, and there will be instructions about how to order textbooks.) Please purchase the textbook by July 15th to allow ample time to complete the assignment.

Textbook: *Chemistry, The Central Science*, 12th ed., by Brown, LeMay, Bursten, and Murphy

Reading for the summer: preface and chapters 1 & 2.

Be prepared to discuss the material in both chapters on the first day of class.

Problems: 1.25, 1.27, 1.33, 1.35, 1.43, 1.44, 1.57 in chapter 1
 2.17, 2.26, 2.31, 2.32, 2.57 in chapter 2

The problems are due the first full day of classes, Wednesday, August 24, 2011.

Please contact Mr. Campbell at tcampbell@sasaustin.org with any questions.

Required Summer Reading and Work
AP European History
Summer 2011

Required Book: “*A World Lit Only by Fire: The Medieval Mind and the Renaissance: Portrait of an Age*” by William Manchester

The AP European History course begins in the summer. You will be required to read this book and then write responses to the questions listed below. The book is available at most booksellers in paperback for under \$25.

Assignment:

Read through the six questions below prior to reading the book so you will have a clear idea of the purpose for reading. Give yourself two or three weeks to read and complete the assignment. If you complete the assignment early in the summer, do review the book and the assignment to refresh your memory before school starts in August.

Due Date: You must submit your assignment on **Monday, August 29, 2011**. All answers must be typed, double-spaced, with your name in the upper right hand corner.

The Six Questions:

The first part of the book is “The Shattering,” and is about Martin Luther and the Reformation. After you read it, please answer the following questions in the format described above.

1. What characteristics does Manchester attribute to the medieval mind? How are these manifested in ordinary lives as well as the powerful and influential?
2. Give at least 3 examples or quotes from the book supporting his viewpoint that the Middle Ages was in a world lit only by fire? (Provide page numbers in parenthesis for each example)
3. Martin Luther is rightfully credited with changing history and creating a new religion. But he certainly was not the first person to challenge the Catholic doctrine, practices, and behaviors. What other people in European history spoke out against the Church? Why was Luther more successful at staying alive and challenging the clergy? Cite examples from the book that show the German princes and people supported Luther’s reformation more for political and economic reasons than for religious ones.
4. Discuss the Catholic response to the Reformation movement. Use 3 examples from the book to provide sources for your discussion. (Keep an eye out for cartoons as well as text.)

The second part of the book is “One Man Alone” and deals with Magellan and his explorations. After you read it, please answer the questions below, in the same format as you used for the first set.

5. Was Magellan the “mightiest explorer in history” as Manchester says he was, or was he a lunatic with god-like delusions who could not finish the job he started? Give several examples to support your position. Provide page numbers in parenthesis for each example.
6. Who had the greater impact on history—Luther or Magellan? Give several reasons for your choice.

If you encounter any problems, feel free to e-mail me. See you in August!

Mr. Fitzsimons, jfitzsimons@sasaustin.org

Required Summer Reading
AP Vergil
Summer 2011

AP Vergil students must read any translation of Vergil's *Aeneid*.

Students in the course should have received information from Ms. Luongo. Contact her with questions: Ms. Luongo: jlungo@sasaustin.org.