Those of us who have been true readers all our life seldom fully realize the enormous extension of our being which we owe to authors. We realize it best when we talk to an unliterary friend. He may be full of goodness and good sense but he inhabits a tiny world. In it, we should be suffocated. The man who is contented to be only himself, and therefore less a self, is in prison. My own eyes are not enough for me, I will see through the eyes of others.

(C.S. Lewis)

Reading offers a lifetime of pleasure and enrichment, a continuing education of the head and heart. We expect by requiring our students to spend some of their free summer time reading that they will improve their reading skills as well as develop the life-long habit of reading.

In keeping with these convictions, Summer Reading follows a few precepts:

➢ The summer reading books should not have their pleasures sapped by elaborate study guides or note taking. However, we do encourage annotating the text while reading. Please see the annotation guidelines for directions included at the end of this document.

➢ The summer reading books are not to be “read” via Spark Notes.

➢ We encourage the reading of different authors and books. Do not choose books you have already read.

**Assignment:** Follow the directions for each grade in choosing the texts. To ensure that the reading has been completed, early in the first quarter the English teachers will administer an assessment on the summer reading books. The format and weight of the assessment will depend on the grade level and the teacher. The grade of the Summer Reading will figure into the first quarter grade for each student.

We hope you enjoy your reading.
**English 9: Ancient and Medieval Literature**

Choose two novels from the following list. Annotate as you read.

***indented books are from the same author

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helena</td>
<td>Waugh</td>
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<tr>
<td>The King Must Die: A Novel</td>
<td>Mary Renault</td>
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<tr>
<td>The Ides of March: A Novel</td>
<td>Thornton Wilder</td>
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<tr>
<td>Julius Caesar: Containing ‘The Young Caesar’ and ‘Imperial Caesar,’ by Rex Warner</td>
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<tr>
<td>Troy Shield of Thunder</td>
<td>David Gemmell</td>
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<td>Troy Fall of Kings</td>
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<td>Troy Lord of the Silver Bow</td>
<td>De Wohl</td>
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<td>The Restless Flame</td>
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<tr>
<td>The Citadel of God</td>
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<tr>
<td>Lay Siege To Heaven</td>
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<tr>
<td>The Last Crusader</td>
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<td>The Quiet Light</td>
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<td>The Joyful Beggar</td>
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<tr>
<td>Atilla the Hun</td>
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<tr>
<td>Quo Vadis</td>
<td>Henry Sienkiewicz</td>
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<tr>
<td>The Eagle of the Ninth</td>
<td>Rosemary Sutcliff</td>
</tr>
<tr>
<td>Julius Caesar</td>
<td>John Gunther</td>
</tr>
<tr>
<td>I, Claudius From the Autobiography of Tiberius Claudius</td>
<td>Robert Graves</td>
</tr>
<tr>
<td>Claudius the God: And His Wife Messalina (sequel to previous book)</td>
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<tr>
<td>The Siege and Fall of Troy</td>
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<tr>
<td>The God Beneath the Sea</td>
<td>Leon Garfield</td>
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<tr>
<td>God Made Sunday, and Other Stories</td>
<td>Walter Macken</td>
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<tr>
<td>Seek The Fair Land</td>
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<tr>
<td>The Silent People</td>
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<tr>
<td>The Scorching Wind</td>
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<tr>
<td>Brendan: The Remarkable Life and Voyage of Brendan of Clonfert by Morgan Llywelyn</td>
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<tr>
<td>The Bard</td>
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<tr>
<td>Lavinia</td>
<td>Ursula Le Guin</td>
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<tr>
<td>Between the Forest and the Hills</td>
<td>Ann Lawrence</td>
</tr>
<tr>
<td>The Ides of April</td>
<td>Mary Ray</td>
</tr>
</tbody>
</table>
1. Read “The Knight’s Tale” from your own copy of *The Canterbury Tales*. Annotate thoroughly as you read (annotations will be checked).

2. Choose either two texts from the first list, or one novel from the second list. Read only texts you have not read before. If you choose to read two shorter works: 1) do not read more than one play and 2) do not read two works by the same author. Of your books, choose one and write a 2-page letter to the author describing your intellectual and emotional responses to the text. (However, do not write a letter for *The Canterbury Tales*.)

*Parents should be aware that many of these classic texts deal with mature themes. We encourage parents to help their daughters choose books suited to their sensibilities and maturity. We are happy to offer advice.*

### Shorter Works

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northanger Abbey</td>
<td>Jane Austen</td>
</tr>
<tr>
<td>A Man for All Seasons</td>
<td>Robert Bolt</td>
</tr>
<tr>
<td>Silas Marner</td>
<td>George Eliot</td>
</tr>
<tr>
<td>A Christmas Carol</td>
<td>Charles Dickens</td>
</tr>
<tr>
<td>Murder in the Cathedral</td>
<td>T.S. Eliot</td>
</tr>
<tr>
<td>A Room with a View</td>
<td>E.M. Forster</td>
</tr>
<tr>
<td>The Screwtape Letters</td>
<td>C.S. Lewis</td>
</tr>
<tr>
<td>The Great Divorce</td>
<td>C.S. Lewis</td>
</tr>
<tr>
<td>Animal Farm</td>
<td>George Orwell</td>
</tr>
<tr>
<td>The Warden</td>
<td>Anthony Trollope</td>
</tr>
<tr>
<td>Edmund Campion</td>
<td>Evelyn Waugh</td>
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<tr>
<td>An Ideal Husband</td>
<td>Oscar Wilde</td>
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</tbody>
</table>

### Longer Works

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
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</thead>
<tbody>
<tr>
<td>Emma</td>
<td>Jane Austen</td>
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<tr>
<td>Mansfield Park</td>
<td>Jane Austen</td>
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<tr>
<td>Persuasion</td>
<td>Jane Austen</td>
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<tr>
<td>Sense and Sensibility</td>
<td>Jane Austen</td>
</tr>
<tr>
<td>Jane Eyre</td>
<td>Charlotte Brontë</td>
</tr>
<tr>
<td>Wuthering Heights</td>
<td>Emily Brontë</td>
</tr>
<tr>
<td>Lord Jim</td>
<td>Joseph Conrad</td>
</tr>
<tr>
<td>The Pickwick Papers</td>
<td>Charles Dickens</td>
</tr>
<tr>
<td>A Tale of Two Cities</td>
<td>Charles Dickens</td>
</tr>
<tr>
<td>Great Expectations</td>
<td>Charles Dickens</td>
</tr>
<tr>
<td>Our Mutual Friend</td>
<td>Charles Dickens</td>
</tr>
<tr>
<td>Bleak House</td>
<td>Charles Dickens</td>
</tr>
<tr>
<td>Howards End</td>
<td>E.M. Forster</td>
</tr>
<tr>
<td>North and South</td>
<td>Elizabeth Gaskell</td>
</tr>
<tr>
<td>Wives and Daughters</td>
<td>Elizabeth Gaskell</td>
</tr>
<tr>
<td>In This House of Brede</td>
<td>Rumer Godden</td>
</tr>
<tr>
<td>Good-Bye To All That</td>
<td>Robert Graves</td>
</tr>
<tr>
<td>Tess of the D’Urbervilles</td>
<td>Thomas Hardy</td>
</tr>
<tr>
<td>Far from the Madding Crowd</td>
<td>Thomas Hardy</td>
</tr>
<tr>
<td>Brave New World</td>
<td>Aldous Huxley</td>
</tr>
<tr>
<td>Til We Have Faces</td>
<td>C.S. Lewis</td>
</tr>
<tr>
<td>Vanity Fair</td>
<td>William Makepeace Thackeray</td>
</tr>
<tr>
<td>The Lord of the Rings (full trilogy)</td>
<td>J.R.R. Tolkien</td>
</tr>
<tr>
<td>Brideshead Revisited</td>
<td>Evelyn Waugh</td>
</tr>
<tr>
<td>The Picture of Dorian Gray</td>
<td>Oscar Wilde</td>
</tr>
</tbody>
</table>
3. Choose one P.G. Wodehouse novel or short story collection from the following list. Your only obligation is to laugh…

The Mating Season
The Code of the Woosters
Leave it to Psmith
Right Ho, Jeeves
Uncle Fred in Springtime
Joy in the Morning

Thank You, Jeeves
Heavy Weather
Uncle Dynamite
Lord Emsworth and Other
Each student is responsible for reading *The Adventures of Huckleberry Finn*. Initial annotations should be made while reading, and students should come to class in September prepared to discuss.

In addition, choose TWO of the delightful books below to read during the summer months. Read works you have not read before. Do not read more than one play; do not read two books by the same author. Of your books, choose one and write a 2-3 page letter to the author describing your intellectual and emotional responses to the text. (You do not have to write a letter on *Huckleberry Finn*).

*Tender is the Night*  
F. Scott Fitzgerald

*Death Comes for the Archbishop*  
Willa Cather

*My Antonia*  
Willa Cather

*The Catcher in the Rye*  
J. D. Salinger

*This Side of Paradise*  
F. Scott Fitzgerald

*Billy Budd*  
Herman Melville

*Civil Disobedience*  
Henry David Thoreau

*The Crucible*  
Arthur Miller

*The House of Seven Gables*  
Nathaniel Hawthorne

*Uncle Tom’s Cabin*  
Harriet Beecher Stowe

*A Raisin in the Sun*  
Lorraine Hansberry

*The Age of Innocence*  
Edith Wharton

*The Bridge of San Luis Rey*  
Thornton Wilder

*Daisy Miller*  
Henry James

*The Joy Luck Club*  
Amy Tan

*The House on Mango Street*  
Sandra Cisneros

*A Tree Grows in Brooklyn*  
Betty Smith

*Fahrenheit 451*  
Ray Bradbury

*Ethan Frome*  
Edith Wharton

*Tortilla Flat*  
John Steinbeck

*The Power and the Glory*  
Grahame Greene

*The Red Badge of Courage*  
Stephen Crane

*A Separate Peace*  
John Knowles
AP Literature and Composition: Grade 11

Choose ONE of these three works to read. Write a 2(full page)-3 page letter to the author describing your intellectual and emotional responses to the text. Do brief research into the historical background and author’s biography of your chosen novel as context in order to write your letter. Cite properly in the letter. Please note: the use of Sparknotes, Cliffnotes, or Shmoop is always very obvious. Please refrain from using such sources, and do your best to interpret the work yourself.

The Grapes of Wrath  John Steinbeck
Invisible Man  Ralph Ellison
Moby Dick  Herman Melville

Each student also is responsible for reading The Adventures of Huckleberry Finn. Initial annotations should be made while reading, and students should come to class in September prepared to discuss. In addition, you should read ONE novel from the delightful list below (feel free to read more, it is a good list!).

Tender is the Night  F. Scott Fitzgerald
Death Comes for the Archbishop  Willa Cather
The Catcher in the Rye  J. D. Salinger
This Side of Paradise  F. Scott Fitzgerald
Billy Budd  Herman Melville
Civil Disobedience  Henry David Thoreau
The Awakening  Kate Chopin
The Crucible  Henry Miller
The House of Seven Gables  Nathaniel Hawthorne
The Bridge of San Luis Rey  Thornton Wilder
Uncle Tom’s Cabin  Harriet Beecher Stowe
A Raisin in the Sun  Lorraine Hansberry
The Sun Also Rises  Ernest Hemingway
The Portrait of a Lady  Henry James
The Joy Luck Club  Amy Tan
The House on Mango Street  Sandra Cisneros
King Lear  William Shakespeare
The Age of Innocence  Edith Wharton
Daisy Miller  Henry James
As I Lay Dying  William Faulkner
A Lesson Before Dying  Ernest P. Gaines
A Tree Grows in Brooklyn  Betty Smith
Fahrenheit 451  Ray Bradbury
Ethan Frome  Edith Wharton
Tortilla Flat  John Steinbeck
The Power and the Glory  Graham Greene
The Red Badge of Courage  Stephen Crane
Long Day’s Journey Into Night  Eugene O’Neill
A Separate Peace  John Knowles
Assignment: Choose from the list. Annotate as you read.

Anna Karenina, Tolstoy

Or

Kristen Lavransdatter (trilogy), Undset

Or Choose 3 works from the list below

Madame Bovary
The Death of Ivan Ilych
One Day in the Life of Ivan Denisovich
Fathers and Sons
The House of Spirits
The Hunchback of Notre Dame
A Canticle for Leibowitz
The Name of the Rose
The Power and the Glory
The Screwtape Letters
Descent into Hell
The Great Divorce
The Trial
The Stranger
One Hundred Years of Solitude
Don Quixote
Faust
Cyrano de Bergerac
Hedda Gabler
The Confessions
Measure for Measure
King Lear
The Conquest of New Spain
Only the Lover Sings: Art and Contemplation
The Origins of Totalitarianism
Omeros
The Abolition of Man
The Master of Verona
Russka
The Order of Things
The Betrothed
Prometheus Bound

Flaubert
Tolstoy
Solzhenitsyn
Turgenev
Undset
Allende
Hugo
Miller
Eco
Greene
Lewis
Williams
Lewis
Kafka
Camus
Marquez
Cervantes
Goethe
Rostand
Ibsen
Augustine
Shakespeare
Shakespeare
Bernal Diaz
Joseph Pieper
Hannah Arendt
Derek Walcott
Lewis
David Blixt
Edward Rutherford
Schall
Manzoni
Aeschylus
A Basic Guide to Annotating

Your annotations are the physical evidence of your mind encountering a piece of writing. Your teacher wants to see clear and ample evidence of your mind’s engagement with the text. Judge a book fairly. Respect the difference between knowledge and mere personal opinion. Opinion is a feeling while judgment comes from knowledge which can be defended with reasons and examples from the text.

Read quickly and immerse yourself in the story. It is always better to read the whole book fast when possible. Try as hard as you can to live in the world and do not judge it until you are finished reading the whole book.

It is ideal to annotate in the book itself, but sticky notes can also be used.

Four Basic Questions A Reader Should Ask:

1. What is the book about as a whole? What is the theme of the book?
2. What is being said in detail? And how? Discover the main ideas and arguments.
3. Does the book show some universal truth? If so, what is it?
4. What is the significance of these truths? Why are they important to know?

Basic annotating: Reading is an art that has to be developed over time. Annotating the text develops the habits of a demanding reader necessary for every high school class. You are in conversation with the book. Ask the author questions as you read.

Using the pencil: When you buy a book, you write in the book and make it your own. Writing also keeps you awake and writing helps you to remember details.

- Highlight and briefly define or explain unfamiliar words and phrases.
- Briefly summarize plot events in sentences or phrases so that you can easily trace the narrative and find moments in the book during discussion.
- Mark characters as they are introduced.
- Underline striking or seemingly important passages and give a brief reason in the margin.
- Express emotional reactions to events and characters with writing in the margin.
- Use starts or asterisks to emphasize the most important points. Use colored sticky notes.
- Find a system that works for you. Make annotating personal.

Better annotating:
- Ask yourself and jot notes about why you react to the story or to characters as you do.
- Write questions about plot, character, word choice, meaning, etc., that occur to you while you are reading.
- Make predictions about what might happen.
- Draw connections between different parts of a book, and between one book and another. (The abbreviation cf., meaning “compare,” is useful for this.)
- Recognize and mark the author’s work as a writer: how he or she is telling the story and what effect it has.
- Numbers in the margins indicate sequence of plot events.
- Circle key words or phrases.
- Record important connections in the front or back of the book.

*Ideas taken from this highly recommended book: How to Read a Book, by Adler and Van Doren