

2008 SUMMER READING LIST

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 “Grades 6 and 7 Books.” 7th graders may choose from “Grades 6 and 7 Books” and “Grade 8 Books,” and 8th graders may choose from “Grades 6 and 7 Books,” “Grade 8 Books,” and “Literature and Composition I Books.” 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, but sometimes an order may take as long as six weeks to be filled. 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 “Grades 6 and 7 Recommended Books”

All rising sixth graders will receive a study guide for the required book and choices for assignments associated with the other two books. In addition, this document will be posted on the Dana Hall Library Web site at http://mydana.danahall.org/depts/library/summer_reading.html 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 “Grades 6 and 7 Recommended Books” or “Grade 8 Recommended Books”

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 Dana Hall Library Web site at http://mydana.danahall.org/depts/library/summer_reading.html by June 1.

RECOMMENDED BOOKS FOR GRADES 6 AND 7

GIRL POWER

Alanna, Tamora Pierce

Bat 6, Virginia Euwer Wolff

Caddie Woodlawn, Carol Ryrie Brink

Catherine, Called Birdy, Karen Cushman

Chasing Vermeer, Blue Balliett

Harriet Tubman: Conductor of the Underground Railroad, Ann Petry

Into the Wild, Sarah Beth Durst

Kiki Strike: Inside the Shadow City, Kirsten Miller

Lyddie, Katherine Paterson

Riding Freedom, Pam Muñoz Ryan

True North, Kathryn Lasky

Uglies, Scott Westerfeld

Witch of Blackbird Pond, Elizabeth George Speare

BOOKS TO MAKE YOU CRY

Bridge to Terabithia, Katherine Paterson

Day of Tears, Julius Lester

Elsewhere, Gabrielle Zevin

Esperanza Rising, Pam Muñoz Ryan

On My Honor, Marion Dane Bauer

One of Those Hideous Books Where the Mother Dies, Sonya Sones

A Time for Dancing, Davida Wills Hurwin

Tuck Everlasting, Natalie Babbitt

The Upstairs Room, Johanna Reiss

Yellow Star, Jennifer Roy

KIDS LIKE YOU

Al Capone Does My Shirts, Gennifer Choldenko

All of the Above, Shelley Pearsall

Because of Winn-Dixie, Kate DiCamillo

Boy Meets Boy, David Levithan

The Higher Power of Lucky, Susan Patron

It's Not the End of the World, Judy Blume

Rules, Cynthia Lord

Shug, Jenny Han

Stargirl, Jerry Spinelli

Sweet Thang, Allison Whittenberg

Walk Two Moons, Sharon Creech

OTHER WORLDS

Alice's Adventures in Wonderland, Lewis Carroll

The Egypt Game, Zilpha Keatley Snyder

Inkheart, Cornelia Funke

The Lion, the Witch, and the Wardrobe, C. S. Lewis

The Looking Glass Wars, Frank Beddor
Mary, Bloody Mary, Carolyn Meyer
The Neverending Story, Michael Ende
The Phantom Tollbooth, Norton Juster
The Secret Under My Skin, Janet McNaughton
So You Want to Be a Wizard, Diane Duane
The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup, and a Spool of Thread, Kate DiCamillo
Tales of Mystery and Imagination, Edgar Allan Poe
The Wind in the Willows, Kenneth Grahame
A Wrinkle in Time, Madeleine L'Engle

BOOKS TO MAKE YOU LAUGH

Adam Canfield of the Slash, Michael Winerip
Bud, Not Buddy, Christopher Paul Curtis
Holes, Louis Sachar
The Lives of Christopher Chant, Diana Wynne Jones
Matilda, Roald Dahl
The Schwa Was Here, Neal Shusterman
The Secret Diary of Adrian Mole, Age 13 ¾, Sue Townsend
Stop the Train!, Geraldine McCaughrean
The Teacher's Funeral: A Comedy in Three Parts, Richard Peck
Zen and the Art of Faking It, Jordan Sonnenblick

SURVIVAL AND ADVENTURE

Alabama Moon, Watt Key
Black Storm Comin', Diane Lee Wilson
The Cay, Theodore Taylor
Crispin: The Cross of Lead, Avi
The Ear, the Eye, and the Arm, Nancy Farmer
The Giver, Lois Lowry
Golden Goblet, Eloise Jarvis McGraw
Hoot, Carl Hiaasen
Island of the Blue Dolphins, Scott O'Dell
Letters from a Slave Girl : The Story of Harriet Jacobs, Mary E. Lyons
Little House on the Prairie, Laura Ingalls Wilder
My Side of the Mountain, Jean Craighead George
Shiloh, Phyllis Reynolds Naylor
Tangerine, Edward Bloor
Treasure Island, Robert Louis Stevenson
Z for Zachariah, Robert C. O'Brien

SELF-DISCOVERY

Anne of Green Gables, L.M. Montgomery
Bless Me, Ultima, Rudolfo Anaya
Boy, Roald Dahl

Ella Enchanted, Gale Carson Levine
Freak, Marcella Pixley
From the Mixed-Up Files of Mrs. Basil E. Frankweiler, E. L. Konigsburg
Homecoming, Cynthia Voigt
The House You Pass on the Way, Jacqueline Woodson
I'll Sing You One-O, Nan Gregory
Or Give Me Death, Ann Rinaldi
Saffy's Angel, Hilary McKay
Summer of My German Soldier, Bette Greene
Whirligig, Paul Fleischman

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 “Literature and Composition I Recommended Books.” We encourage you to take this opportunity to explore more challenging reading material!

Students Entering Eighth Grade

- Required: *Pigs in Heaven*, Barbara Kingsolver
- Three books from the reading lists “Grade 8 Recommended Books,” “Grades 6 and 7 Recommended Books,” or “Literature and Composition I Recommended Books.”

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

Airborn, Kenneth Oppel
Bloody Jack, L. A. Meyer
Going Going, Naomi Shihab Nye
A Great and Terrible Beauty, Libba Bray
Last Dance on Holladay Street, Elisa Carbone
The Miracle Worker, William Gibson
Tamsin, Peter S. Beagle

Kids Like You

The Bermudez Triangle, Maureen Johnson
Born Confused, Tanuja Desai Hidier
Criss Cross, Lynne Rae Perkins
Dairy Queen, Catherine Gilbert Murdock
Evolution, Me, and Other Freaks of Nature, Robin Brande
How the Garcia Girls Lost Their Accents, Julia Alvarez
Sweetblood, Pete Hautman

OTHER WORLDS

Beauty, Robin McKinley
Fall of a Kingdom, Hilari Bell
Feed, M. T. Anderson
Fever 1793, Laurie Halse Anderson
The Good Earth, Pearl S. Buck
Howl's Moving Castle, Diana Wynne Jones
Sabriel, Garth Nix

BOOKS TO MAKE YOU LAUGH

Drums, Girls, and Dangerous Pie, Jordan Sonnenblick
The Gospel According to Larry, Janet Tashjian
Prom, Laurie Halse Anderson
Thwonk, Joan Bauer

SURVIVAL AND ADVENTURE

After the First Death, Robert Cormier
Ask Me No Questions, Marina Budhos
Call of the Wild, Jack London
Ender's Game, Orson Scott Card
House of Stairs, William Sleator
The Killing Sea, Richard Lewis
The Last Book in the Universe, Rodman Philbrick
When My Name Was Keoko, Linda Sue Park

SELF-DISCOVERY

Alt Ed, Catherine Atkins
Habibi, Naomi Shihab Nye

Coming of Age in Mississippi, Anne Moody
Make Lemonade, Virginia Euwer Wolff
Samurai Shortstop, Alan Gratz
So Hard to Say, Alex Sanchez
Staying Fat for Sarah Byrnes, Chris Crutcher
Toning the Sweep, Angela Johnson
The Truth About Forever, Sarah Dessen
Weetzie Bat, Francesca Lia Block

THE HUMAN CONDITION

Alicia: My Story, Alicia Appleman-Jurman
Briar Rose, Jane Yolen
The Diary of a Young Girl, Anne Frank
If You Come Softly, Jacqueline Woodson
Of Mice and Men, John Steinbeck
The Outsiders, S. E. Hinton
Over a Thousand Hills I Walk With You, Hanna Jansen
The Power of One, Bryce Courtenay
Sold, Patricia McCormick

SOCIAL STUDIES BOOKS

The following titles are suggestions for summer reading from the Social Studies Department. Each book was selected because it is well written and will deepen understanding of that grade level's social studies curriculum. Enjoy!

SEVENTH GRADE SOCIAL STUDIES

Across Five Aprils, Irene Hunt
Ashes of Roses, Mary Jane Auch
The Land, Mildred D. Taylor
To Be a Slave, Julius Lester

EIGHTH GRADE SOCIAL STUDIES

All But My Life, Gerda Weissmann Klein

SCIENCE AND NATURE 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, you will enjoy these books. Each of them addresses a different aspect of science in an engaging and thought-provoking manner.

All Creatures Great and Small, James Herriot
Born Free: A Lioness of Two Worlds, Joy Adamson
Invisible Allies: Microbes that Shape Our Lives, Jeanette Farrell
My Life with the Chimpanzees, Jane Goodall

The Nobel Book of Answers, ed. Bettina Steikel
Shipwreck at the Bottom of the World, Jennifer Armstrong
Space for Women: A History of Women with the Right Stuff, Pamela Freni

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, but sometimes an order may take as long as six weeks to be filled. 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.

New International Students

- Required: *The Count of Monte Cristo*, Alexandre Dumas (only the edition translated and abridged by Lowell Bair)
- Required: *The Road from Coorain*, Jill Ker Conway

Literature and Composition I

- Required: *The Count of Monte Cristo*, Alexandre Dumas (only the addition translated and abridged by Lowell Bair)
- Two books from the reading list “Literature and Composition I Recommended Books”

Literature and Composition II

- *The Road from Coorain*, Jill Ker Conway
- Two books from the reading list “Literature and Composition II Recommended Books”

Literature and Composition III

- Required: *Mama Day*, Gloria Naylor
- Two books from the reading list “Grades 11 & 12 Recommended Books”

Literature of Love and Romance

The Short Story: Read It and Write It

The Tradition of the Novel

- Required: *The Picture of Dorian Gray*, Oscar Wilde
- Two books from the reading list “Grades 11 & 12 Recommended Books”

Found Voices: The Adaptation of the Self through Literature

- Required: *Bird by Bird*, Anne Lamott
- Two books from the reading list “Grades 11 & 12 Recommended Books”

Advanced Placement English

- Required: *A Prayer for Owen Meany*, John Irving

- Required: *Tess of the D'Urbervilles*, Thomas Hardy
- Two books from the reading list "Grades 11 & 12 Recommended Books"

NEW INTERNATIONAL STUDENTS

I. *The Count of Monte Cristo*, Alexandre Dumas (only the edition translated and abridged by Lowell Bair)

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? Bring in one discussion question of your own that will inspire your classmates to talk about the themes of the novel.

II. *The Road from Coorain*, Jill Ker Conway

Literature and Composition II focuses on world literature, and so we begin our work for the year with this autobiography of a girl's childhood and adolescence in Australia. There will be an in-class essay on this autobiography early in September. The first chapter is mostly a description of the Australian landscape, and so we recommend that you start with the second chapter of the autobiography and then go back afterward and read the first chapter. As you read this fascinating memoir, please think about these questions:

1. Conway repeatedly mentions nardoo stones, the grinding stones of Australia's aboriginal (that is, native) people. What is Conway's relationship with aboriginal Australia? In what way does she eventually see as significant her parents' use of a nardoo stone found on Coorain as a front step?
2. While the Australians willingly fought for the British Empire in both world wars, as Conway describes it, England treated Australia as though it were expendable, a part of the world that was of little importance. Conway knew that "it was time to give up the pretenses of the old British Empire, recognize that we were a Southern Pacific nation, and begin to study and understand the peoples and countries of our part of the globe" (p. 182).

How does Conway relate her own decision to be a historian to her country's quest for its own identity? How does Conway symbolically identify her own life with that of Australia?

3. How do Conway's travels function in her education? What does her travel teach her about herself? About Australia? Why does Conway end up leaving Australia, when it is so clearly important to her?

4. Why is Conway rejected by the Department of External Affairs? Do you think she would have been happy in such a job? What does this rejection teach her about discrimination against women? How does it affect her thoughts about Australia's aboriginal people? How does the rejection ultimately help her, make her a fuller and wiser person?

5. What does Conway's short career as a fashion model teach her? How does she change her behavior afterward?

6. What does Conway tell us about her romantic life? In what ways does Peter Stone differ from other young men Conway knows? Why do they decide to stop seeing each other? How does Alec Merton expand Conway's horizons? In what way is he different from other men she has known? Why does she decide, finally, to split up with him?

7. Conway presents her mother as a complex character, with good and bad aspects. Which of her characteristics do you find positive? Which are negative? How does Conway present her mother's situation as being typical of a twentieth-century woman? How far should the attitudes of Australian society be seen as causing her mother's deterioration from being an independent professional, a "great healer," to a neurotic hypochondriac? To what degree do you feel that she has caused her own problems? Conway says that she bears part of the responsibility for her mother's deterioration. In what way? Do you agree with her? What causes Conway's final break with her mother?

8. Despite being well educated, Conway didn't do well in college at first. Why? What difficulties does she encounter? Compare her first full year after her return to the University to her second year. What did she learn about college in her first year? How did she change between the freshman and sophomore years? What excites her about her studies? How does she connect what she is studying to her life?

9. Why does Conway decide to go to graduate school and become a scholar? What goals does Conway have for her continued studies in the U.S.? How does she respond to her new teaching career?

10. In the first chapter, Conway writes of the "bush ethos which grew up from making a virtue out of loneliness and hardship" (p. 8). Stoicism and self-sufficiency are the ideals adopted by the outback settlers. How have these ideals shaped the lives of Conway's parents? In what way have they proved destructive to the family? How have they shaped Conway herself? Though she finally rejects these values, is it possible that they helped her break away from a life that could have turned out to be unhappy and unproductive?

All new international students will be mailed copies of *The Count of Monte Cristo* and *The Road from Coorain*.

LITERATURE AND COMPOSITION I

REQUIRED READING

- *The Count of Monte Cristo*, Alexandre Dumas (only the edition translated and abridged by Lowell Bair)
- Two books from the reading list “Literature and Composition I Recommended Books”

The Count of Monte Cristo, Alexandre Dumas (only the edition translated and abridged by Lowell Bair)

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? Bring in one discussion question of your own that will inspire your classmates to talk about the themes of the novel.

RECOMMENDED BOOKS FOR LITERATURE AND COMPOSITION I

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

Annie John, Jamaica Kincaid

Black Ice, Lorene Cary

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

Fahrenheit 451, Ray Bradbury

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

The Glass Menagerie, Tennessee Williams
Good Omens, Neil Gaiman and Terry Pratchett
The Heart is a Lonely Hunter, Carson McCullers
I Capture the Castle, Dodie Smith
I Know Why the Caged Bird Sings, Maya Angelou
Inherit the Wind, Jerome Lawrence and Robert E. Lee
Iron and Silk, Mark Salzman
The Joy Luck Club, Amy Tan
The Lone Ranger and Tonto Fistfight in Heaven, Sherman Alexie
Lord of the Flies, William Golding
The No. 1 Ladies' Detective Agency, Alexander McCall Smith
O Pioneers!, Willa Cather
The Perks of Being a Wallflower, Stephen Chbosky
The Secret Life of Bees, Sue Monk Kidd
Speak, Laurie Halse Anderson
Stand Before Your God, Paul Watkins
A Tree Grows in Brooklyn, Betty Smith
Whale Talk, Chris Crutcher
The Wizard of Earthsea, Ursula K. LeGuin
When I Was Puerto Rican, Esmeralda Santiago

LITERATURE AND COMPOSITION II

REQUIRED READING

- *The Road from Coorain*, Jill Ker Conway
- Two books from the reading list “Literature and Composition II Recommended Books”

The Road from Coorain, Jill Ker Conway

Literature and Composition II focuses on world literature, and so we begin our work for the year with this autobiography of a girl's childhood and adolescence in Australia. There will be an in-class essay on this autobiography early in September. The first chapter is mostly a description of the Australian landscape, and so we recommend that you start with the second chapter of the autobiography and then go back afterward and read the first chapter. As you read this fascinating memoir, please think about these questions:

1. Conway repeatedly mentions nardoo stones, the grinding stones of Australia's aboriginal (that is, native) people. What is Conway's relationship with aboriginal Australia? In what way does she eventually see as significant her parents' use of a nardoo stone found on Coorain as a front step?
2. While the Australians willingly fought for the British Empire in both world wars, as Conway describes it, England treated Australia as though it were expendable. Conway knew that “it was time to give up the pretenses of the old British Empire, recognize that we were a Southern Pacific nation, and begin to study and understand the peoples and countries of our part of the globe” (p. 182). How does Conway relate her own decision to be a historian to her country's quest for its own identity? How does Conway symbolically identify her own life with that of Australia?

3. How do Conway's travels function in her education? What does her travel teach her about herself? About Australia? Why does Conway end up leaving Australia, when it is so clearly important to her?
4. Why is Conway rejected by the Department of External Affairs? Do you think she would have been happy in such a job? What does this rejection teach her about discrimination against women? How does it affect her thoughts about Australia's aboriginal people? How does the rejection ultimately help her, make her a fuller and wiser person?
5. What does Conway's short career as a fashion model teach her? How does she change her behavior afterward?
6. What does Conway tell us about her romantic life? In what ways does Peter Stone differ from other young men Conway knows? Why do they decide to stop seeing each other? How does Alec Merton expand Conway's horizons? In what way is he different from other men she has known? Why does she decide, finally, to split up with him?
7. Conway presents her mother as a complex character, with good and bad aspects. Which of her characteristics do you find positive? Which are negative? How does Conway present her mother's situation as being typical of a twentieth-century woman? How far should the attitudes of Australian society be seen as causing her mother's deterioration from being an independent professional, a "great healer," to a neurotic hypochondriac? To what degree do you feel that she has caused her own problems? Conway says that she bears part of the responsibility for her mother's deterioration. In what way? Do you agree with her? What causes Conway's final break with her mother?
8. Despite being well educated, Conway didn't do well in college at first. Why? What difficulties does she encounter? Compare her first full year after her return to the University to her second year. What did she learn about college in her first year? How did she change between the freshman and sophomore years? What excites her about her studies? How does she connect what she is studying to her life?
9. Why does Conway decide to go to graduate school and become a scholar? What goals does Conway have for her continued studies in the U.S.? How does she respond to her new teaching career?
10. In the first chapter, Conway writes of the "bush ethos which grew up from making a virtue out of loneliness and hardship" (p. 8). Stoicism and self-sufficiency are the ideals adopted by the outback settlers. How have these ideals shaped the lives of Conway's parents? In what way have they proved destructive to the family? How have they shaped Conway herself? Though she finally rejects these values, is it possible that they helped her break away from a life that could have turned out to be unhappy and unproductive?

RECOMMENDED BOOKS FOR LITERATURE AND COMPOSITION II

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

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
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 Purple, Alice Walker
Dinner at the Homesick Restaurant, Anne Tyler
Dreams from My Father, Barack Obama
Eat, Pray, Love, Elizabeth Gilbert
The Egg and Other Stories, Sherwood Anderson
Emma, Jane Austen
Evelina: Or, The History of a Young Lady's Entrance into the World, Fanny Burney
Fences, August Wilson
Fires in the Mirror, Anna Deavere Smith
Fried Green Tomatoes at the Whistle Stop Cafe, Fannie Flagg
Girl with a Pearl Earring, Tracy Chevalier
The Great Santini, Pat Conroy
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
Jubilee, Margaret Walker
Krik? Krak!, Edwidge Danticat
The Last Time I Saw Mother, Arlene J. Chai
Like Water for Chocolate, Laura Esquivel
Lonesome Dove, Larry McMurtry
My Brilliant Career, Miles Franklin
My Sister's Keeper, Jodi Picoult
New Boy, Julian Houston
Nine Stories, J.D. Salinger
The Orchard, Adele Crockett Richardson
The Passion of Alice, Stephanie Grant
Persepolis, Marjane Satrapi
Pobby and Dingan, Ben Rice
A Raisin in the Sun, Lorraine Hansberry
Rocket Boys, Homer Hickam
The Rope Walk, Carrie Brown
The Scarlet Pimpernel, Emmuscka Orczy
Selected Poems, Edna St. Vincent Millay
She's Not There, Jennifer Boylan
The Songlines, Bruce Chatwin
Still Life with Rice, Helie Lee
The Syringa Tree, Pamela Gien
This Boy's Life, Tobias Wolff

Thunderstruck, Erik Larson
Travels with Charley, John Steinbeck
Wicked, Gregory Maguire

GRADES 11 AND 12

REQUIRED READING

I. Literature and Composition III

- *Mama Day*, Gloria Naylor
- Two books from the reading list “Grades 11 & 12 Recommended Books”

Keep notes as you read the novel, and write a one-page response to each of the following questions (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 novel during the first two weeks of class; please bring it with you on the first day, along with this written assignment.

1. *Mama Day* is full of pronouncements and aphorisms (sayings that succinctly express truths about the world). Analyze one of these, discussing what the pronouncement means, in its specific context, and the role it plays in the novel as a whole:
 - a. “I had what I could see.”
 - b. “Every blessing hides a curse, and every curse a blessing.”
 - c. “Lead on with light.”
 - d. “A man dies from a broken heart.”
 - e. “I was losing you because of my fear of losing you.”
 - f. “Ain’t no hoodoo anywhere as powerful as hate.”
 - g. “It’s all happened before, and it’ll happen again with a different set of faces.”
 - h. “A woman shouldn’t have to fight her man to be what she [is]; he should be fighting that battle for her.”
 - i. “You were entering a part of my existence that you were powerless in. Your maps were no good here.”
 - j. “She needs his hand in hers – his very hand – so she can connect it up with all the believing that had gone before.”

2. Several events in *Mama Day* have both a possible “magical” explanation and a “realistic” one, although only one of those may be explicitly stated in the novel. Choose one such moment in the plot and discuss both explanations. Which of the explanation(s) are explicitly stated in the novel and which are merely hinted at? How do the different characters interpret the causes and the significance of the event?

II. Literature of Love and Romance

The Short Story: Read It and Write It

The Tradition of the Novel

- *The Picture of Dorian Gray*, Oscar Wilde

- Two books from the reading list “Grades 11 & 12 Recommended Books”

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? 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.
4. 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.

III. Found Voices: The Adaptation of the Self through Literature

- *Bird by Bird*, Anne Lamott
- Two books from the reading list “Grades 11 & 12 Recommended Books”

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*.

IV. AP English

- *A Prayer for Owen Meany*, John Irving
- *Tess of the D’Urbervilles*, Thomas Hardy
- Two books from the reading list “Grades 11 & 12 Recommended Books”

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 two novels of your choice, discuss each 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 two additional books 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
Anna Karenina, Leo Tolstoy
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
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
Digging to America, Anne Tyler
Disgrace, J. M. Coetzee
Extremely Loud and Incredibly Close, Jonathan Safran Foer
Franny and Zooey, J.D. Salinger
A Free Life, Ha Jin
Fun Home, Alison Bechdel
The Gardens of Kyoto, Kate Walbert

The Glass Castle, Jeannette Walls
Gulliver's Travels, Jonathan Swift
Half the House, Richard Hoffman
A Handful of Dust, Evelyn Waugh
The Handmaid's Tale, Margaret Atwood
A Heartbreaking Work of Staggering Genius, Dave Eggers
House of Spirits, Isabel Allende
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 Kite Runner, Khaled Hosseini
The Known World, Edward P. Jones
The Left Hand of Darkness, Ursula K. LeGuin
The Lovely Bones, Alice Sebold
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
Never Let Me Go, Kazuo Ishiguro
The Nick Adams Stories, Ernest Hemingway
On the Road, Jack Kerouac
The Piano Lesson, August Wilson
A Prayer for Owen Meany, John Irving
Push, Sapphire
Reading in the Dark, Seamus Deane
The Road from Coorain, Jill Ker Conway
Roots, Alex Haley
Rubyfruit Jungle, Rita Mae Brown
Run, Ann Patchett
Runaway, Alice Munro
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 Street, Ann Petry
Suite Francaise, Irene Nemirovsky
The Sunflower: On the Possibilities and Limits of Forgiveness, Simon Wiesenthal

Tess of the D'Urbervilles, Thomas Hardy
The Tipping Point, Malcolm Gladwell
Vanity Fair, William Thackeray
A Very Long Engagement, Sebastian Japrisot
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
The Woman in White, Wilkie Collins
Zen and the Art of Motorcycle Maintenance, Robert Pirsig
The Zookeeper's Wife, Diane Ackerman

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
Flight: My Life in Mission Control, Chris Kraft
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 End of Nature, Bill McKibben
Flu: The Story of the Great Influenza Pandemic of 1918 and the Search for the Virus That Caused It, Gina Kolata
The Hot Zone, Richard Preston
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
Next of Kin: My Conversations with Chimpanzees, Roger Fouts
No Bone Unturned, Jeff Benedict
The Omnivore's Dilemma: A Natural History of Four Meals, Michael Pollan
Ship Fever, Andrea Barrett

PHYSICAL SCIENCE

Einstein's Dreams, Alan Lightman
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 Women in the Classical World, 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

The Flame Trees of Thika, Elspeth Huxley
Nervous Conditions, Tsitsi Dangarembga
Zenzele: A Letter For My Daughter, J. Nozipo Maraire

AMERICAN IDENTITIES

Jasmine, Bharati Mukherjee
American Pastoral, Philip Roth

East Asian Studies

Snow Flower and the Secret Fan, Lisa See
The Tao of Pooh, Benjamin Hoff

LATIN AMERICAN STUDIES

I, Rigoberta Menchu: An Indian Woman in Guatemala, Rigoberta Menchu

MIDDLE EASTERN STUDIES

Border Passage, Leila Ahmed
The Children of the Roojme, Elmaz Abinder
Distant View of a Minaret, Alifa Rifaat
Dreams of Trespass: Tales of a Harem Girlhood, Fatima Mernissi
The Janissary Tree, Jason Goodwin
The Lemon Tree: An Arab, a Jew, and the Heart of the Middle East, Sandy Tolan
Mr. Mani, A.B. Yehoshua
Persepolis, Marjane Satrapi
The Zig Zag Kid, David Grossman

POLITICAL SCIENCE AND ECONOMICS

Freakonomics: A Rogue Economist Explores the Hidden Side of Everything, Steven D. Levitt
Outrageous Acts and Everyday Rebellions, Gloria Steinem
Wag the Dog, Larry Beinhart

RUSSIAN STUDIES

The Portable Nineteenth Century Russian Reader, ed. George Gibian

The Russian Album, Michael Ignatieff

Russian Fairy Tales, Aleksandr N. Afanasyev

UNITED STATES HISTORY

Brave Companions, David McCullough

The Feminine Mystique, Betty Friedan

Lies My Teacher Told Me, James Loewen

Slaves in the Family, Edward Ball

WESTERN CIVILIZATION

The Bull from the Sea, Mary Renault

The Eagle of the Ninth, Rosemary Sutcliff

WOMEN IN THE CLASSICAL WORLD

Required: *Heroides*, Ovid

AP EUROPEAN HISTORY

Required: *The Prince*, Niccolo Machiavelli

The Bridge on the Drina, Ivo Andric

Bury the Chains, Adam Hochschild

The Daughter of Time, Josephine Tey

Hard Times, Charles Dickens

The Name of the Rose, Umberto Eco

Temperament, Stuart Isachoff

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