

## 2009 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 “Recommended Books for Grades 6 and 7.” 7th graders may choose from “Recommended Books for Grades 6 and 7” and “Recommended Books for Grade 8,” and 8th graders may choose from “Recommended Books for Grades 6 and 7,” “Recommended Books for Grade 8,” and “Recommended Books for Literature and Composition I.” 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 “Recommended Books for Grades 6 and 7”

All rising sixth graders will receive a study guide for the required book and choices for assignments associated with the other two books.

### Students Entering Seventh Grade

- Required: *The Pearl*, John Steinbeck
- Required: *Roll of Thunder, Hear My Cry*, Mildred Taylor
- Two books from the reading lists “Recommended Books for Grade 6 and 7” or “Recommended Books for Grade 8”

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.

## RECOMMENDED BOOKS FOR GRADES 6 AND 7

### GIRL POWER

*Alanna*, Tamora Pierce

*Ashes of Roses*, Mary Jane Auch

*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

### 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

*A Crooked Kind of Perfect*, Linda Urban

*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

*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

*Among the Hidden*, Margaret Peterson Haddix

*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

*The Killing Sea*, Richard Lewis

*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  
*To Be a Slave*, Julius Lester  
*Treasure Island*, Robert Louis Stevenson  
*Z for Zachariah*, Robert C. O'Brien

### **SELF-DISCOVERY**

*Across Five Aprils*, Irene Hunt  
*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  
*The Land*, Mildred D. Taylor  
*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 “Recommended Books for Literature and Composition I.” 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 “Recommended Books for Grade 8,” “Recommended Books for Grade 7 and 8,” or “Recommended Books for Literature and Composition I.”

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  
*Graceling*, Kristin Cashore  
*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  
*The Secret Under My Skin*, Janet McNaughton

### **BOOKS TO MAKE YOU LAUGH**

*Drums, Girls, and Dangerous Pie*, Jordan Sonnenblick  
*The Gospel According to Larry*, Janet Tashjian  
*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 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**

*The Absolutely True Diary of a Part-Time Indian*, Sherman Alexie  
*Alicia: My Story*, Alicia Appleman-Jurman  
*All But My Life*, Gerda Weissmann Klein  
*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

## 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 Kite Runner*, Khaled Hosseini

### Literature and Composition I

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

### Literature and Composition II

- *The Kite Runner*, Khaled Hosseini
- Two books from the reading list “Recommended Books for Literature and Composition II”

### **Literature and Composition III**

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

### **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 “Recommended Books for Grades 11 & 12”

### **Found Voices: The Adaptation of the Self through Literature**

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

### **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 “Recommended Books for Grades 11 & 12”

## **NEW INTERNATIONAL STUDENTS**

### **I. *The Count of Monte Cristo*, Alexandre Dumas**

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?

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

## II. *The Kite Runner*, Khaled Hosseini

Literature and Composition II focuses on world literature, and we begin our work for this year with Khaled Hosseini's heartbreaking novel set in Afghanistan and California. As you read, jot down notes on the following topics. We will be discussing and writing an in-class essay on this novel during the first week of classes.

1. What are the dramatic secrets and the silences which accompany these secrets? Why are these secrets hidden? How would the story have been different without these events and silences?
2. Hosseini illuminates the topics of loyalty, betrayal, and honor. Trace the topic of honor for Amir, Baba, and Hassan. Consider various types of betrayal.
3. The novel portrays a loving but flawed friendship between Amir and Hassan. In what ways do they represent two aspects of a complete person, contributing what the other lacks? What does Hassan give to Amir? Why does Amir treat Hassan with cruelty?
4. What ideas does Hosseini introduce about father/son relationships? Does Baba ask too much of his son? How does Baba show love to his son? According to Amir, Baba treats him with new respect after the kite tournament. Why? Who become other fathers for Amir?
5. The novel has distinctive descriptions of Kabul in the 1970s and Fremont, California in the 1980s. How does Hosseini create these descriptions? Notice, for example, his use of lists. Note page numbers of some detailed descriptions of the settings.
6. How does the novel portray the effects of the immigrant experience on Baba? What aspects of his character remain unchanged?
7. Consider what you learn in this novel about the history and culture of Afghanistan.
8. What human rights abuses does the novel bring to the attention of readers?
9. In the character of Assaf, Hosseini creates a fascinating portrait of evil. How does Assaf gloat over his poisonous deeds? To what extent are his religious beliefs sincere?

*All new international students will be mailed copies of The Count of Monte Cristo and The Kite Runner in early June.*

## 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 “Recommended Books for Literature and Composition I”

*The Count of Monte Cristo*, Alexandre Dumas (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?
5. 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

*The 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  
*The Wednesday Wars*, Gary D. Schmidt.  
*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 Kite Runner*, Khaled Hosseini
- Two books from the reading list “Recommended Books for Literature and Composition II”

**REQUIRED:** *The Kite Runner*, Khaled Hosseini

Literature and Composition II focuses on world literature, and we begin our work for this year with Khaled Hosseini's heartbreaking novel set in Afghanistan and California. As you read, jot down notes on the following topics. We will be discussing and writing an in-class essay on this novel during the first week of classes.

1. What are the dramatic secrets and the silences which accompany these secrets? Why are these secrets hidden? How would the story have been different without these events and silences?
2. Hosseini illuminates the topics of loyalty, betrayal, and honor. Trace the topic of honor for Amir, Baba, and Hassan. Consider various types of betrayal.
3. The novel portrays a loving but flawed friendship between Amir and Hassan. In what ways do they represent two aspects of a complete person, contributing what the other lacks? What does Hassan give to Amir? Why does Amir treat Hassan with cruelty?
4. What ideas does Hosseini introduce about father/son relationships? Does Baba ask too much of his son? How does Baba show love to his son? According to Amir, Baba treats him with new respect after the kite tournament. Why? Who become other fathers for Amir?
5. The novel has distinctive descriptions of Kabul in the 1970s and Fremont, California in the 1980s. How does Hosseini create these descriptions? Notice, for example, his use of lists. Note page numbers of some detailed descriptions of the settings.

6. How does the novel portray the effects of the immigrant experience on Baba? What aspects of his character remain unchanged?
7. Consider what you learn in this novel about the history and culture of Afghanistan.
8. What human rights abuses does the novel bring to the attention of readers?
9. In the character of Assaf, Hosseini creates a fascinating portrait of evil. How does Assaf gloat over his poisonous deeds? To what extent are his religious beliefs sincere?

## **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  
*A Great and Terrible Beauty*, Libba Bray.  
*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  
*Red: Teenage Girls in America Write on What Fires Up Their Lives Today*, ed. Amy  
*Rocket Boys*, Homer Hickam  
*The Road from Coorain*, Jill Ker Conway  
*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 "Recommended Books for Grade 11 & 12"

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 or aphorism 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. “You were entering a part of my existence that you were powerless in. Your maps were no good here.”
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 explanations 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 “Recommended Books for Grade 11 & 12”

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 “Recommended Books for Grade 11 & 12”

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 “Recommended Books for Grades 11 & 12”

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  
*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*, Sebastien 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

## LANGUAGE BOOKS

The following titles are suggestions and in some cases requirements for summer reading from the Language Department. The required books help our Advanced Placement courses run more smoothly during the school year and often offer the student assistance throughout the year. The recommended titles cover both titles in the language of the courses we offer at Dana—French, Latin, Mandarin, and Spanish—and also titles that enhance the study of the cultures associated with each language. We encourage students to use the summer as a great opportunity to enjoy reading in another language for enjoyment but also to help keep the language in your ears and in your minds. Some of you might enjoy reading a book on the culture because you are especially interested in that culture and there isn't time for that during the school year.

### FRENCH

**Required for IV AP:** *La Grammaire est une chanson douce*, Erik Orsenna (Recommended for **levels III-V.**)

*Le Chien jaune*, Georges Simenon (Recommended for **levels III-V.**)

*Je voudrais que quelqu'un m'attende quelque part*, Anna Gavalda (Recommended for **levels III-V.**)

*Un Long dimanche de fiancailles*, Sebastien Japrisot (Recommended for **levels III-V.**)

*A Moveable Feast*, Ernest Hemingway

*Paris to the Moon*, Adam Gopnik

*Le Petit prince*, Antoine de Saint-Exupéry (Recommended for **levels III-V.**)

*Le Racisme expliqué à ma fille*, Tahar Ben Jelloun (Recommended for **levels III-V.**)

### LATIN

**Required for AP Vergil:** *Augustus*, John Edward Williams

*Black Ships*, Jo Graham (Recommended for **AP Vergil.**)

*Roma*, Steven Saylor

*A Word a Day: A Romp through Some of the Most Unusual and Intriguing Words in Fairy Tales in Latin: Fabulae Mirabiles*, Victor Barocas

### MANDARIN

*The Lady in the Painting*, Fred Fang-yu Wang

*Monkey: Folk Novel of China*, Wu Ch'eng-en

*Taipei People*, Pai Hsien-yung

### SPANISH

**Required for IV AP:** *La suma de los dias*, Isabel Allende

**Required for V AP:** *Yerma*, Federico García Lorca

*El Alquimista*, Paulo Coelho (Recommended for **levels IV and V.**)

*Crónica de una muerte anunciada*, Gabriel García Márquez (Recommended for **level IV AP.**)

*En la ardiente oscuridad*, Antonio Buero Vallejo(Recommended for **level III**.)  
*Hair/Pelitos*, Sandra Cisneros (Recommended for students in **levels I and II**.)  
*Momo*, Michael Ende (Recommended for **level IV AP**.)  
*Platero y yo*, Juan Ramón Jiménez.(Recommended for **level III**.)  
*El Viaje perdido*, Lisa Ray Turner and Blaine Ray(Recommended for students in **levels I and II**).

## **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**

*American Born Chinese*, Gene Luen Yang

*Snow Flower and the Secret Fan*, Lisa See

*The Tao of Pooh*, Benjamin Hoff

*Twenty-Four Eyes*, Sakae Tsuboi

## **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  
*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  
*Founding Brothers*, Joseph Ellis  
*Incidents in the Life of a Slave Girl*, Harriet Jacobs

## **WESTERN CIVILIZATION**

*The Bull from the Sea*, Mary Renault  
*The Eagle of the Ninth*, Rosemary Sutcliff

## **WOMEN IN THE CLASSICAL WORLD**

**Required:** *Heroides*, Ovid  
*Black Ships*, Jo Graham  
*Lavinia*, Ursula K. Le Guin  
*Penelopiad*, Margaret Atwood  
*The Red Tent*, Anita Diamant

## **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

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This summer reading list was compiled by

Liz Gray, Library Director  
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members of the Language Department

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with selected annotations from the  
Greater Boston Cooperative Library Association's  
2007 7th and 8th Grade Reading List

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