

SOUTH SHORE CHARTER PUBLIC SCHOOL

Inspiring every student to excel in academics, service, and life

Summer Reading 2021

High School – Grades 9, 10, 11, and 12

Please use these resources to access books that are listed here:

Local libraries

Openlibrary.org

Goodreads.com

National Emergency Library

<https://ellstudents.com/blogs/the-confianza-way/ittakesavillage-free-multilingual-online-libraries-amp-books> (multilingual books)

<https://www.biracialbookworms.com/multicultural-library-guide/>

<https://www.getepic.com/> (please check to ensure payment is not expected)

<https://stories.audible.com/start-listen> (Free audible books)

<https://learningally.org/>

Conversations about Racism

If students as well as guardians/parents read some books in this list, it might help with any conversations you are having on the topic of racism.

- [Black Feminist Thought](#) by Patricia Hill Collins
- [Eloquent Rage: A Black Feminist Discovers Her Superpower](#) by Dr. Brittney Cooper
- [Heavy: An American Memoir](#) by Kiese Laymon
- [How To Be An Antiracist](#) by Dr. Ibram X. Kendi
- [I Know Why the Caged Bird Sings](#) by Maya Angelou
- [Just Mercy](#) by Bryan Stevenson
- [Me and White Supremacy](#) by Layla F. Saad
- [Raising Our Hands](#) by Jenna Arnold
- [Redefining Realness](#) by Janet Mock
- [Sister Outsider](#) by Audre Lorde
- [So You Want to Talk About Race](#) by Ijeoma Oluo
- [The Bluest Eye](#) by Toni Morrison
- [The Fire Next Time](#) by James Baldwin
- [The New Jim Crow: Mass Incarceration in the Age of Colorblindness](#) by Michelle Alexander
- [The Next American Revolution: Sustainable Activism for the Twenty-First Century](#) by Grace Lee Boggs
- [The Warmth of Other Suns](#) by Isabel Wilkerson
- [Their Eyes Were Watching God](#) by Zora Neale Hurston
- [This Bridge Called My Back: Writings by Radical Women of Color](#) by Cherríe Moraga

Freshmen

English (choose one); Honors students (choose two) from the list below.

Persepolis (Volume 1) by Marjane Satrapi

Lion by Saroo Brierley

Born a Crime by Trevor Noah

Students, please visit www.goodreads.com or a site of your choice to help with your book selection.

History

For students entering grades 9:

Students entering **United States History I** should read Narrative of the Life of Frederick Douglass, an American Slave. It is a memoir written by prominent abolitionist Frederick Douglass. While no specific note-taking method is required, students are encouraged to read actively so that they can recall details to enhance class discussions throughout the school year.

Students who have read Narrative of the Life of Frederick Douglass, an American Slave should consider refreshing their memory of the assigned text and reading another nonfiction text that will help them better understand U.S. history from the American Revolution to World War I.

Students who enroll late in the summer should attempt to read at least a chapter of the text and Douglass's speech "What, to the Slave, is the Fourth of July?"

Sophomores

English (choose two)

The Hunger Games by Suzanne Collins (Both or either of your books may come from this series)

All The Light We Cannot See by Anthony Doerr

The Joy Luck Club by Amy Tan

The Guernsey Literary and Potato Peel Pie Society by Annie Barrows and Mary Ann Shaffer

History

For students entering grade 10:

Students entering **World History** should *read* I am Malala: The Girl Who Stood Up for Education and Changed the World. It is a memoir written by the youngest recipient of the Nobel Peace Prize, Malala Yousafzai. Students may read either the original text or the young readers edition. While no specific note-taking method is required, students are encouraged to read actively so that they can recall details to enhance class discussions throughout the school year.

Students who have read I am Malala should consider viewing the documentary He Named Me Malala and refreshing their memory of the text.

Students who enroll late in the summer should consider viewing the documentary and reading at least one chapter of the text.

Juniors

English (choose two)

Caleb's Crossing by Geraldine Brooks

Underground Railroad by Colson Whitehead

The Help by Kathryn Stockett

The Handmaid's Tale by Margaret Atwood

Kindred by Octavia Butler

All Souls by Michael McDonald

Here to Stay by Sara Farizam

History:

For students entering grade 11:

Students enrolled in **United States History II (grade 11)** should read and/or listen to at least eight (8+) of the interviews from Hard Times: An Oral History of the Great Depression by Studs Terkel **OR** read Unbroken (The Young Adult Adaptation): An Olympian's Journey from Airman to Castaway to Captive by Laura Hillenbrand .

In *Hard Times*, famed radio host and Pulitzer Prize recipient Studs Terkel recorded interviews that capture diverse experiences of American people who lived during the Great Depression. Unbroken is based on the true story of Louis Zamperini, an Olympic athlete who survived remarkable circumstances during World War II. While no specific note-taking method is required, students are encouraged to read actively so that they can recall details to enhance class discussions throughout the school year.

Students who choose to read/listen to Hard Times are encouraged to focus on at least eight (8+) of the following interviews/excerpts:

- Jim Sheridan
- Ed Paulsen
- Kitty McCulloch
- Dawn, Kitty's daughter
- Cesar Chavez
- Sidney J. Weinberg
- Dynamite Garland
- Laury Van Dusen
- E.D. Nixon
- Mike Widman
- Tony Soma
- Buddy Blankenship
- Oscar Helene, farmer
- W.D. Maxwell
- Burton K. Wheeler, politician
- William L. Patterson, Communist
- Evelyn Finn, Huey Long supporter
- Scoop Lankford, prisoner
- Elizabeth Wood, social scientist
- Eileen Barth, government relief caseworker
- Harry Norgard, artist
- Ray Wax, Wall Street stockbroker
- Virginia Durr, American civil rights activist

Students who enroll late in the summer should attempt to read at least two (2+) of the excerpts.

Seniors

English –World Literature

Seniors must read 2 books from this selection

The Boy who harnessed the Wind by William Kamkwamba and Bryan Mealer

In the Time of the Butterflies by Julia Alvarez

Much Ado About Nothing by William Shakespeare

The Metamorphosis by Franz Kafka.

Balzac and The Little Chinese Seamstress by Dai Sijie

History:

For students entering grade 12:

Students entering their senior year should read about at least one (1+) current event from a reliable news source each week in order to prepare for their Ethics course. They should create a digital log in which they note the title and source of each article. Students have the option of adding a brief summary or comment to their logs in order to better facilitate discussions during the academic year. They will share the log with their teacher during the first week of school. Please [click here](#) to view a list of sources recommended by Common Sense Media.

Communications (elective)

Talking to Strangers by Malcolm Gladwell

Suggested Cookbooks grades 9-12 for a fun read!

The Stonyfield Farm Yogurt Cookbook by Meg Cadoux Hirshberg. (Grades: 6-12)

The Best Slow & Easy Recipes from the Editors of Cook's Illustrated/ America's Test Kitchen (High School)

Joy of Cooking by Irma S. Rombauer and Marion Rombauer Becker (High School)

Mastering the Art of French Cooking by Julia Child, Louisette Bertholle, and Simone Beck (High School)

The Black Dog “Summer on the Vineyard” Cookbook (High School)

Advanced Placement Summer Assignments

For students enrolled in AP® World History:

Students enrolled in AP® World History are required to read *Prisoners of Geography : Ten Maps that Explain Everything About the World* by Tim Marshall. Students should submit notes on the reading and create a map of one area featured in the text. Additionally, students will be contacted via email in early June to arrange for pick up of the textbook and required summer work packet.

For students enrolled in AP® US History:

Students enrolled in AP® United States History are required to read "Disciplinary Practices and Reasoning Skills for AP US History" (xlviii-lix) and Chapters 1 & 2 (pages 2-68) of the textbook. Students will be contacted via email in early June to arrange for pick up of the textbook and required summer work packet.

For students enrolled in AP® Language & Composition (read all three)

Evicted by Matthew Desmond
Educated by Tara Westover
Between the World and Me by Ta-Nehisi Coates

For students enrolled in AP® Literature and Composition (read all three)

Frankenstein by Mary Shelley
War of the Worlds by H.G. Wells
The Road by Cormac McCarthy
Note: see below for assignment

For students enrolled in AP® Biology or AP® Chemistry

[Click here for AP Biology Assignment](#)

[Click her for AP Chemistry Homework](#)

For student enrolled in AP® Statistics

[Click here for AP Statistics](#)

Dear AP Literature students of 2021-2022:

Welcome to AP Lit! I am delighted to have you in class. As yet, we do not know what our school year will look like. We may have some mixture of in-school and distance learning (I have no inside information), but COVID-19 will have the last word, so I will do my best to be ready for anything. Also, I will likely put some online College Board exercises into the mix from the website, but I do not want it to be our main focus.

I had a professor who was fond of saying that literature is a mansion with many doors, and we can enter any of them as we choose. Similarly, in each entrance is a whole universe, so our selections of poetry, fiction, and drama (there is no non-fiction) will be just a sampling of it. The College Board has approved it as representative, though, so that will be where most of our time is spent.

One thing that I am especially looking forward to is having more time for you. I am officially retired, but will stay on for this course only. You will have my undivided attention!

Your summer reading novels are (in chronological order) *Frankenstein* by Mary Shelley (1818), *War of the Worlds* (1897), by H.G. Wells, and *The Road* (2006) by Cormac McCarthy. All three novels, which broadly belong in the genre of dystopian fiction (within the even larger heading of science fiction and fantasy) all interrogate both the potential and limitations of being human. I would like you to write one essay incorporating all three novels. In 1500-2000 words, discuss

- a. what the extraordinary circumstances are for each novel (context).
- b. what each protagonist does to confront his conflict, and
- c. how the conflict is resolved. In each case, decide whether the outcome implies a positive or negative attitude towards human nature (If it seems to be not either all good or all bad, address that as well). **Your thesis should express an opinion of what each author is saying about some aspect of being human.**
- d. Throughout you will need
 - (1) ample documented evidence from the text to support your assertions. Use the MLA parenthetical quotation form with a Works Cited page, or footnotes, if you are familiar with that option.
 - (2) Textual evidence integrated into your own writing.
 - (3) A mix of in-text and block quotes.
 - (4) Correct format for passages and citations.
 - (5) Discussion using literary present.
 - (6) “Clean” prose without pretentious diction, slang, colloquialisms, padding, or repetition.
 - (7) No 1st p. singular (I, me, mine) or 2nd p. (you). You may use 1st p. pl (we, our, us).
 - (8) Avoid the passive voice.
 - (9) Do not use the word “quote” in any form. Not, “as shown in the quote on p. 23”, but instead tell what is going on in the story to “set up” the passage, and save the page number for after the quotation “_____” (23).

Do not research these novels. I want your own excellent ideas.

Structurally, you will need an **introduction** (likely just one paragraph, but not more than two) with a clearly stated thesis as the last sentence, and a **body** in which you discuss each novel in clearly delineated sections. Where you see similarities or differences with the other assigned works, weave them in as appropriate, but make each section essentially about the main topic of *Frankenstein*, *War of the Worlds*, or *The Road*. Finally, write a well developed **conclusion** restating the thesis in a slightly different way from that in the introduction and ending with a final thought or two which brings the essay to a graceful close. Please resist the urge to write lengthy plot summaries. Use only as much as you need to give context to your argument.

You will write a rough draft (also “foul copy”) and then a final draft (“fair copy”) after I have given you written feedback, so don’t worry about getting it all perfect on the first try. The British writer Matthew Arnold said that no masterpiece is perfect, so if yours isn’t, no worries.

The paper will be due via Google Classroom to me on the first day of classes by 11:59 p.m. I would suggest that you don’t let much time pass between the reading and the writing, and that as you read, keep the essay in mind. No one ever listens to me when I say this, but putting quotes on index cards as you go that you think might be important is a very good way to get your thoughts in order.

I look forward to a great year!

Ms. Campbell