



## High School Summer Reading Program

The SSIS high school English department will once again be encouraging students to read over the summer with a summer reading program. The intent of the summer reading program is two-fold. First we wish to support students in the continued development of their reading skills; and second, the completion of these novels will, from the first day of school, provide students and teachers with an immediate basis for discussion and analysis of a common literary work.

The students will not be expected to write a formal essay or answer questions during the summer. This reading project is not meant to be labor intensive, rather the focus of summer reading is to allow the students to read and respond to the text in their own manner. Students will however be expected to complete a double-entry readers' journal – the purpose of which is to guide the reader in understanding the novel. This will help students recall their personal impressions as they read and will form the basis of some of our discussions and work upon return to school.

The six essential questions shown below have been selected to guide students and focus reading. These questions are relevant to all novels and are therefore the same for all grade levels 9 – 12. The questions will be used as a starting point for both class discussion and written assignments at the beginning of the 2009-2010 school year. Students are not expected to write extended essays for these questions but should make relevant journal entries as they read.

The demands of Advanced Placement English Literature and Composition) require that students read 3 novels over the summer break.

The following essential questions should be applied to all high school novels:

1. How does the writer create mood, atmosphere, and character through language in the novel?
2. How does the setting, both time and place, impact the audience and the understanding of the novel?
3. What influences in your own cultural context might possibly explain your reactions to a novel?
4. How are the values of a society or culture reflected in this literary work?
5. How should an individual confront change and adversity?
6. Is there evidence in the novel that the author's gender has influenced his or her writing? How would the novel be different if the gender of the main character(s) was reversed?

Course Next Year	Title
English 9	<i>The Hobbit</i> by J.R.R. Tolkien
English 10	<i>Lord of the Flies</i> by William Golding
11 <sup>th</sup> grade	<i>The Great Gatsby</i> by F. Scott Fitzgerald
12 <sup>TH</sup> Grade	All Grade 12 Students: <i>All Quiet on the Western Front</i> by Erich Maria Remarque AP English 12 Students must also read two other books, one from before 1900 and one from after 1900. See the list below.



<b>Pre-1900</b>	<b>Twentieth Century</b>
<i>Pride and Prejudice, Emma, or Northanger Abbey,</i> Jane Austen	<i>Nectar in a Sieve,</i> Kamala Markandaya
A Shakespeare play—try <i>The Tempest, Much Ado About Nothing, Macbeth, Henry V, Julius Caesar, King Lear, The Merchant of Venice, Othello,</i>	<i>Death of a Salesman,</i> Arthur Miller ; <i>Who's Afraid of Virginia Woolf,</i> Edward Albee ; <i>Waiting for Godot,</i> Samuel Beckett ; <i>Rosencrantz and Guildenstern are Dead,</i> Tom Stoppard ; <i>A Raisin in the Sun,</i> Lorraine Hansberry; <i>Fences,</i> August Wilson; <i>Long Day's Journey Into Night,</i> Eugene O'Neill; <i>Equus,</i> Peter Shaffer; <i>The Glass Menagerie,</i> A Streetcar Named Desire, Tennessee Williams
<i>Beowulf,</i> (Seamus Heaney or Burton Raffel translation)	<i>The Sun Also Rises, A Farewell to Arms,</i> Ernest Hemingway
<i>The Canterbury Tales,</i> Geoffrey Chaucer	<i>One Flew Over the Cuckoo's Nest,</i> Ken Kesey
<i>Great Expectations</i> or <i>A Tale of Two Cities,</i> Charles Dickens	<i>Beloved</i> or <i>Song of Solomon</i> or <i>Sula</i> Toni Morrison
<i>The Importance of Being Earnest,</i> Oscar Wilde; <i>Cyrano de Bergerac,</i> Edmund Rostand; <i>Candide,</i> Voltaire	<i>Grapes of Wrath</i> or <i>East of Eden,</i> John Steinbeck
<i>Frankenstein,</i> Mary Shelley	<i>Grendel,</i> John Gardner (goes with <i>Beowulf</i> )
<i>Antigone</i> or <i>Oedipus Rex,</i> Sophocles	<i>Slaughterhouse Five,</i> Kurt Vonnegut
<i>Madame Bovary,</i> Gustave Flaubert	<i>Catch-22,</i> Joseph Heller
<i>The Adventures of Huckleberry Finn,</i> Mark Twain	<i>My Antonia,</i> Willa Cather
<i>The Awakening,</i> Kate Chopin	<i>A Prayer for Owen Meany,</i> John Irving
<i>The Portrait of a Lady</i> or <i>Washington Square,</i> Henry James	<i>Woman Warrior,</i> Maxine Hong Kingston
<i>Gulliver's Travels,</i> Jonathan Swift	<i>The Handmaid's Tale,</i> Margaret Atwood
<i>Tess of the D'Urbervilles</i> or <i>Jude the Obscure</i> or <i>the Mayor of Castorbridge,</i> Thomas Hardy	<i>Invisible Man,</i> Ralph Ellison
<i>Wuthering Heights,</i> Emily Bronte	<i>The God of Small Things,</i> Arundathi Roy
<i>Crime and Punishment</i> or <i>The Brothers Karamazov,</i> Fyodor Dostoevsky	<i>The Color Purple,</i> Alice Walker
<i>Medea,</i> Euripedes	<i>Native Son,</i> Richard Wright
<i>The House of Seven Gables,</i> Hawthorne	<i>The Bell Jar,</i> Sylvia Plath
<i>Billy Budd</i> or <i>Moby Dick,</i> Herman Melville	<i>Catcher in the Rye,</i> J.D. Salinger
<i>Middlemarch</i> or <i>The Mill on the Floss,</i> George Eliot	<i>The Stranger,</i> Albert Camus
	<i>The Quiet American,</i> Graham Greene
	<i>The Metamorphosis,</i> Franz Kafka
	<i>The Handmaid's Tale,</i> Margaret Atwood
	<i>Fahrenheit 451,</i> Ray Bradbury
	<i>A Passage to India,</i> E.M. Forster
	<i>Cry the Beloved Country,</i> Alan Paton
	<i>Wide Sargasso Sea,</i> Jean Rhys
	<i>A Prayer for Owen Meany,</i> John Irving
	<i>Sons and Lovers,</i> D.H. Lawrence
	<i>One Hundred Years of Solitude, Chronicle of a Death Foretold, or Love in the Time of Cholera,</i> Gabriel Garcia Marquez
	<i>In the Lake of the Woods,</i> Tim O'Brien
	<i>Obasan,</i> Joy Kogawa
	<i>The Kitchen God's Wife,</i> Amy Tan
	<i>Native Son,</i> Richard Wright