

# **GRADE 12 SUMMER READING LIST 2019**

## ***College Preparatory (CP) Senior English***

**[1 book]**

### **1. Faculty Favorite**

Choose **one** faculty favorite from the list and be prepared for a written test and an oral discussion on Friday, September 6<sup>th</sup>. This will count as a test grade in the student's English class regardless of which semester he/she will be enrolled.

**If you do not choose to do a Faculty Favorite and not do any summer reading, please know that your first quarter grade for English, as well as your final average for the course, will be heavily influenced by this choice.**

---

## ***Early College Senior English***

**[2 books]**

### **1. Faculty Favorite**

Choose **one** faculty favorite from the list and be prepared for a written test and an oral discussion on Friday, September 6<sup>th</sup>. This will count as a test grade in the student's English class regardless of which semester he/she will be enrolled.

### **2. *The Hillbilly Elegy* by JD Vance**

Students should be prepared to take submit journal questions on Wednesday, August 28<sup>th</sup>. You can contact Professor DeFranzo with any questions – [tdefranzo@necc.mass.edu](mailto:tdefranzo@necc.mass.edu)

### **Response Questions**

1. How would you or did you define a hillbilly before reading the first three chapters and now how would you define a hillbilly? What are your initial thoughts about JD Vance?
  2. Have you ever heard of residential segregation (in chapter 4) before? If yes, how/when? If no, how you would describe it after reading Vance's explanation?
  3. How did you think not having a dad (or having too many dads) affected the author?
  4. Discuss Vance's relationship with his sister, Lindsay.
  5. How did the death of Papaw affect J.D. Vance and the rest of his family?
  6. Discuss the author's relationship with his father? How was the living situation with his father different from living with his mother?
  7. On page 146 in the hardcover book Vance talks about how many of the homes he knew "are a chaotic mess. We don't study as children, and we don't make our kids study when we're parents. Our kids perform poorly in school."
  8. How important do you think it is to have a dedicated space/time to study when growing up? How can this affect people long term?
  9. What are three takeaways from this book? In other words, what are three things you think you will remember from this book long after you are done reading it?
-

## *Senior Honors (H) English* [3 books]

The following titles have been selected to help prepare you for contemporary Literature which you will be studying in Senior English. Discussions and activities using your reading will be an important part of your class.

### 1. Faculty Favorite

Choose **one** faculty favorite from the list and be prepared for a written test and an oral discussion on Friday, September 6<sup>h</sup>. This will count as a test grade in the student's English class regardless of which semester he/she will be enrolled.

### 2. *The Power of One* by Bryce Courtenay

Complete Summer Reading Journal entries for works 2 and 3 by Thursday, August 29, 2019 and pass into Mrs. Brockmyre in room 109. If you have either Mrs. Brockmyre or Mr. Bastien semester two, please pass your journal in to Mrs. Brockmyre.

Journal Questions are available online; see "SUMMER READING JOURNAL REQUIREMENTS" [Students who pre-registered for AP Literature have a different journal List.]

### 3. CHOOSE ONE WORK by ONE of these REQUIRED Contemporary Authors:

Journals for Books DUE AUG. 29, 2019

Pat Conroy	Anita Shreve	Michael Shaara
Jack Kerouac	Jodi Picoult	Stephen Ambrose
Alice Walker	Sebastian Junger	Sue Monk Kidd
Kurt Vonnegut	Amy Tan	Anna Sebold
Anne Tyler	Dan Brown	John Irving
Margaret Atwood	Richard Russo	Andre Dubus, Jr.
Cormac McCarthy	Isabel Allende	Ian McEwan
Julia Alvarez	Vince Flynn	Paulo Coelho
John Grisham	Gabriel Garcia Marquez	

Book that are read throughout the year are **NOT allowed** for summer reading selections:

*Death of a Salesman*  
*Hamlet*  
*Ethan Frome*  
*The Glass Menagerie*  
*The Catcher in the Rye*  
*The Last Lecture*  
*Kite Runner*  
*A Thousand Splendid Suns*  
*The Great Gatsby*

*Princess, Life Behind the Veil*  
*First They Killed My Father*  
*In the Time of the Butterflies*  
*The Poisonwood Bible*  
*Reading Lolita in Tehran*  
*We Wish to Inform you That Tomorrow We Will Be Killed With Our Families*  
*Master Harold and the Boys*

**\*\*\*Nor any other book read in school prior to this\*\*\***

## Required Journal Entries for Senior Honors for book choices 2 and 3

All journal entries **MUST BE HAND- WRITTEN** and legible; please have a parent signature to verify authenticity, date, and completion.

Answer the following questions as you read your novel:

- **I.** Write a 10-line response for each question:
- **Entry 1.** After reading the opening chapter, write a paragraph stating your personal response to its style, plot, characterization, etc. Predict the ending.
- **Entry 2.** At the halfway point of the novel, write a paragraph stating your personal response to the novel thus far. What is the structure of the novel? What pleasures/ problems are you having with the book?
- **Entry 3.** At the conclusion of the novel, write your personal response to the climax (Why does the author end the book this way? Did you “like” the way the book ended?)
- **II.** Other entry Questions: Write a 5-10 line paragraph per question, with supporting details from the text:
  - What is the most important word in the novel? Why?
  - How does the setting impact the novel? (time / place)
  - **III.** Record three lines throughout the novel that are important for revealing theme, symbol, title’s significance, or any other “quotable quotes.” Briefly explain why you selected them and record the page number.

Please sign at the end an honor code statement that the work is only yours.

---

## *Advanced Placement (AP) Senior English* [4 books]

You have pre-registered for AP English. If you decide to change your schedule to honors or college prep English before July 15, you may change your summer reading to those classes’ requirements. **HOWEVER, STUDENTS WHO CHANGE THEIR SCHEDULES AFTER JULY 15 ARE REQUIRED TO COMPLETE AP SUMMER READING REQUIREMENTS.** Students who enroll in AP English are expected to be avid readers. They will read four works, some of which are available in the library. See Mrs. Brockmyre for a complete list of requirements by June 14. Students will write a Reader Response Journal for WORKS 2,3, and 4 to be turned in on Thursday, August 29, 2019 (See format handout you were given.)

### **DESCRIPTIONS OF FOUR WORKS:**

#### **1. Faculty Favorite**

SELECT ONE WORK that you want to read. Prepare for assessment and participation in the school-wide discussion group on September 6, 2019.

## 2. Assigned Historical Novel

Please read the *Tale of Two Cities* by Charles Dickens and complete a Reader's Response journal. For this novel you MUST also research historical information about the era and location of the novel; please add this in your journal. As part of your Reader Response journal, **photocopy two pages** from the novel that describe setting or character and explain how and why [to be used in class activity]. **Test on this book will be given on Thursday, August 29, 2019.**

*TALE OF TWO CITIES* by Charles Dickens

## 3 and 4. Choose *two works* by authors on the recommended list below.

Choose authors that you think you might like to read for your Senior Research project. (You may also read two books by the same author if you already know the author you wish to study. **NO BOOKS DONE IN CLASS SHOULD BE SELECTED.** \*\*(See class reading list). All authors MUST be pre-approved by Mrs. Brockmyre, so discuss your choices with her. These are "AP quality" authors!) Check the list of author recommendations found online too (AHS website)!

Atwood, Margaret	Irving, John	
Achebe, Chinua	Hawthorne, Nathaniel	Updike, John
McCarthy, Cormac	Forster, E.M.	Ellison, Ralph
Alvarez, Julia	Melville, Herman	Oates, Joyce Carol
Twain, Mark	Neale Hurston, Zora	Joyce, James
Kingsolver, Barbara	Marquez, Gabriel Garcia	
Austen, Jane	Morrison, Toni	Woolf, Virginia
Hemingway, Ernest	Tan, Amy	
Bronte, Charlotte or Emily	Orwell, George	
Steinbeck, John	Wharton, Edith	Tolstoy, Leo
Defoe, Daniel	O'Connor, Flannery	Tolkien, JRR
Dickens, Charles	Vonnegut, Kurt	
Dostoevski, Fyodor		
Faulkner, William		
Fitzgerald, F. Scott	Walker, Alice	
Hardy, Thomas	McEwan, Ian	
August Wilson	Hansberry, Lorraine	
Stoppard, Tom		
Playwrights:	Williams, Tennessee	Chekhov, Anton
	Shepard, Sam	Ibsen, Henrik
	Miller, Arthur	O'Neill, Eugene
		Wilde, Oscar

## Advanced Placement Summer Reading Reader Response Journals

Date each entry as you complete it. Please include the work's title.

Turn in the completed journals on Thursday, August 29, 2019.

All journals must be written in the composition book you are given, **must be hand-written** and legible.

At the end of each work's journal entries, write an honor code statement and sign it, verifying that the work is your own. [Reminder: Although a variety of book summaries and analyses exist online, it is plagiarism [cheating] to use those materials instead of doing the work yourself. AP English students do their own reading and analysis. If you have looked up information to help you understand a book, use proper documentation and Works Cited. However, these journal entries are supposed to be your own work. Do not copy another student's work: that's cheating!]

Answer the following questions as you read your novel:

**I. Write a 10-line response for each question:**

**Entry 1.** After reading the opening chapter, write a paragraph stating your personal response to its style, plot, characterization, etc. Predict the ending.

**Entry 2.** At the halfway point of the novel, write a paragraph stating your personal response to the novel thus far. What is the structure of the novel? What pleasures/ problems are you having with the book?

**Entry 3.** At the conclusion of the novel, write your personal response to the climax (Why does the author end the book this way? Did you “like” the way the book ended?)

**II. Other entry Questions:** Write a 5-10 line paragraph per question, with supporting details from the text:

What is the most important word in the novel? Why?

How does the setting impact the novel? (time / place)

**III.** Record three lines throughout the novel that are important for revealing theme, symbol, title’s significance, or any other “quotable quotes.” Briefly explain why you selected them and record the page number.

**IV. For Assigned book # 2 (*Tale of Two Cities*): In addition to the entries above:**

\*Photocopy [or identify] two pages that describe setting or character. Include the pages in your journal, with an entry that explains why you selected it, and what it shows about the author’s style. [for later use in class]

\*Research historical information about the era of the work’s setting and country. Include the MLA documentation about the source you used.

**Books to be read throughout the year that ARE NOT allowed for summer reading selections:**

*A Thousand Splendid Suns*

*Beowulf*

*Cantebury Tales*

*Death of a salesman*

*Doll’s House*

*Ethan Frome*

*Hamlet*

*Midsummer Night’s Dream*

*Oedipus the King*

*Princess: Life Behind The Veil Of A Saudi Arabian*

*Princess*

*The Awakening*

*The Catcher In The Rye*

*The Dubliners*

*The Glass Menagerie*

*The Great Gatsby*

*The Importance Of Being Earnest*

*The Kite Runner*

*The Last lecture*

*Their Eyes Were Watching God*

**\*\*Nor any book read in school prior to this\*\***