

## English Reading

One of Wakefield Country Day School's important goals is to have our students learn to enjoy reading a variety of books. The summer reading program should extend individual learning and personal enjoyment of reading both fiction and non-fiction titles. The summer reading list is designed with these objectives in mind and also with an eye to introducing literature which coordinates with a particular course or theme: literature that is of worth and appealing to the students at a given age, which stimulates curiosity and the desire to read more.

Often, books are chosen for the influence they and their writers have on the thinking of our culture. Another of Wakefield Country Day School's important goals is that, by graduation, our students will have read many of the important books of Western civilization. While the selection of the following books is an ongoing responsibility of the school, nevertheless, parents also have a responsibility to assist their children in the selection of appropriate reading material. For help in assessing whether to read a certain title, parents can consult with teachers for special consideration given to a student's reading comprehension and vocabulary, intellectual insight, and moral maturity.

The following pages contain the summer reading titles and assignments by course. Students will be tested on the summer reading material by the course teacher during the first full week of school, unless noted otherwise.

### **NOTE:**

Please note that course schedules for 2018-2019 have not been finalized.  
Occasionally, students do not receive their first choices.

### Course Assignments

**\* Note the external links imbedded within assignment**

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Latin 1B and Latin 2

**\*\*\* 9<sup>th</sup> GRADE STUDENTS ARE ALSO REQUIRED TO READ TEN DISCOVERIES THAT REWROTE HISTORY BY Patrick Hunt.**

**English 9-Literature**

Fiction: *The Good Earth* by Pearl S. Buck

*The Alchemist* by Paulo Coelho

*All Quiet on the Western Front* by Erich Maria Remarque

*The Book Thief* Markus Zusak

*The Count of Monte Cristo* by Alexandre Dumas

Assignment: Choose one title from the list above. Your assignment is to create a dialectical journal with 5 entries for each book. Reference the [Dialectical Journal Handout](#) for instructions on constructing your journal. Your journals are due the first day of class. Do not use Spark Notes, Schmoop, or any other on-line guide. I am interested in what **you** think not what the writers of these guides think! Be prepared for class discussion and a test the first week of school.

**English 9-Composition**

Non-Fiction: *Stealing Buddha's Dinner* by BichMin Nguyen

*The Zookeeper's Wife* by Diane Ackerman

*Into Thin Air* by Jon Krakauer

*First They Killed My Father* by Loung Ung (this book contains mature content related to war content)

Assignment: The Big Idea! Choose one title from the list above. Create a Big Idea poster based on the book you choose. You will need to determine a key thematic statement from the book to place in the center of your poster. In each of the four corners of your poster put a quote from the book that supports your statement. You **MUST** notate the page number of your quote or passage. Between each quote and your thematic statement in the middle you must write a brief analysis (2-3 sentences) explaining how the quote represents your statement and why this is important. Your poster should include visual illustrations, you can hand draw these or use clippings from magazines. Your poster should be neat, visually appealing, and colorful. You will be graded on the overall appearance of your poster, the relevance of your quotes, and the rigor of your analysis.

## **English 10**

*The Grapes of Wrath* by John Steinbeck (464 pages)

Assignment: Map

Using a regular-sized sheet of poster board (roughly 22"x28"), create a map that accurately details the Joads' cross-country exodus. Be sure to draw and label it clearly, including landmarks and events mentioned in the book. Use maps of the western half of the United States as your guides. You may even research historical maps from the 1930s-1940s (the time period of this book). You will be graded on the following categories: Neatness/Presentation, Included Detail, and Information Accuracy.

Assignment: Dialectical Journal

Your assignment is to submit three (3) complete Dialectical Journals, each containing 5 entries, for a total of fifteen (15) entries. Use different chapters for your entries. Reference the [English 10 Summer Reading Info](#) document for detailed instructions on constructing your journal. The file was also distributed to rising sophomores as a handout in May.

Please complete both assignments, bring them to class on the first day of school, and be prepared for class discussion and a test the first week of school.

## Grade 11 British Literature

### Part I

*How to Read Literature like a Professor* by Thomas C. Foster

**#1 Assignment:** Answer the questions for each chapter.

Summer writing assignment for British Literature

Read Foster's *How to Read Literature Like a Professor*. As you read, complete the short writing assignments (listed below) for each chapter in your annotation journal. These writings will be somewhat informal, and you can use outside books and films for your examples. Your answers should be handwritten and should be approximately a paragraph in length for each response.

### Questions for *How to Read Literature Like a Professor*

**NB: There are different editions of this book. The chapters may be different, but the titles should be the same.**

Introduction: How'd He Do That?

How do memory, symbol, and pattern affect the reading of literature? How does the recognition of patterns make it easier to read complicated literature? Discuss a time when your appreciation of a literary work was enhanced by understanding symbol or pattern.

Chapter 1 -- Every Trip Is a Quest (Except When It's Not)

List the five aspects of the QUEST and then apply them to something you have read (or viewed) in the form used on pages 3-5.

Chapter 2 -- Nice to Eat with You: Acts of Communion

Choose a meal from a literary work and apply the ideas of Chapter 2 to this literary depiction.

Chapter 3: --Nice to Eat You: Acts of Vampires

What are the essentials of the Vampire story? Apply this to a literary work you have read (or viewed).

Chapter 4 -- If It's Square, It's a Sonnet

Select two sonnets and show which form they are. Discuss how their content reflects the form. (List authors and sonnets used at top of page before your entry).

Chapter 5 --Now, Where Have I Seen Her Before?

Define inter-textuality. Discuss three examples that have helped you in reading specific works.

## Chapter 6 -- When in Doubt, It's from Shakespeare...

Discuss a work that you are familiar with that alludes to or reflects Shakespeare. Show how the author uses this connection thematically. Read pages 44-46 carefully. In these pages, Foster shows how Fugard reflects Shakespeare through both plot and theme. In your discussion, focus on theme.

## Chapter 7 -- ...Or the Bible

Read "Araby" by Joyce. Discuss Biblical allusions that Foster does not mention. Look at the example of the "two great jars." Be creative and imaginative in these connections.

## Chapter 8 -- Hansel and Gretel

Think of a work of literature that reflects a fairy tale. Discuss the parallels. Does it create irony or deepen appreciation?

## Chapter 9 -- It's Greek to Me

Write a free verse poem derived or inspired by characters or situations from Greek mythology.

## Chapter 10 -- It's More Than Just Rain or Snow

Discuss the importance of weather in a specific literary work, not in terms of plot.

## Interlude -- Does He Mean That

## Chapter 11 -- ...More Than It's Gonna Hurt You: Concerning Violence

Present examples of the two kinds of violence found in literature. Show how the effects are different.

## Chapter 12 -- Is That a Symbol?

Use the process described on page 106 and investigate the symbolism of the fence in

"Araby." (Mangan's sister stands behind it.)

## Chapter 13 -- It's All Political

Assume that Foster is right and "it is all political." Use his criteria to show that one of the major works you have read during high school is political.

## Chapter 14 -- Yes, She's a Christ Figure, Too

Apply the criteria on page 119 to a major character in a significant literary work. Try to choose a character that will have many matches. This is a particularly apt tool for

analyzing film -- for example, Star Wars, Cool Hand Luke, Excalibur, Malcolm X,

Braveheart, Spartacus, Gladiator and Ben-Hur.

## Chapter 15 -- Flights of Fancy

Select a literary work in which flight signifies escape or freedom. Explain in detail.

## Chapter 16 – OMIT

## Chapter 17 -- OMIT

## Chapter 18 -- If She Comes Up, It's Baptism

Think of a "baptism scene" from a significant literary work. How was the character different after the experience? Discuss.

## Chapter 19 -- Geography Matters...

Discuss at least four different aspects of a specific literary work that Foster would classify under "geography."

## Chapter 20 -- ...So Does Season

Find a poem that mentions a specific season. Then discuss how the poet uses the season in a meaningful, traditional, or unusual way. (Submit a copy of the poem with your analysis.)

## Interlude -- One Story

Write your own definition for archetype. Then identify an archetypal story and apply it to a literary work with which you are familiar.

## Chapter 21 -- Marked for Greatness

Figure out Harry Potter's scar. If you aren't familiar with Harry Potter, select another character with a physical imperfection and analyze its implications for characterization.

## Chapter 22 -- He's Blind for a Reason, You Know

## Chapter 23 -- It's Never Just Heart Disease...

## Chapter 24 -- ...And Rarely Just Illness

Recall two characters who died of a disease in a literary work. Consider how these deaths reflect the "principles governing the use of disease in literature" (215-217). Discuss the effectiveness of the death as related to plot, theme, or symbolism.

## Chapter 25 -- Don't Read with Your Eyes

After reading Chapter 25, choose a scene or episode from a novel, play or epic written before the twentieth century. Contrast how it could be viewed by a reader from the twenty-first century with how it might be viewed by a contemporary reader. Focus on specific assumptions that the author makes, assumptions that would not make it in this century.

## Chapter 26 -- Is He Serious? And Other Ironies

Select an ironic literary work and explain the multi-vocal nature of the irony in the work.

## Chapter 27 -- A Test Case

Read "The Garden Party" by Katherine Mansfield, the short story starting on page 245.

Complete the exercise on pages 265-266, following the directions exactly. Then compare your writing with the three examples. How did you do? What does the essay that follows comparing Laura with Persephone add to your appreciation of Mansfield's story?

## Part II

Choose **one** of the following:

*Lord of the Flies* by William Golding

*1984* by George Orwell (mature content)

**#2 Assignment:** After reading *How to Read Literature Like a Professor*, apply your close reading skills to one of the titles listed above in the form of a dialectical journal. You should have a total of ten entries in your dialectical journal for each novel. Journal entries should be varied: taken from the beginning, middle and end of the novel. Reference the [Dialectical Journal Handout](#) for instructions on constructing your journal. Do not use Spark Notes, Schmoop, or any other on-line guide. I am interested in what you think not what the writers of these guides think! See the Dialectical Journal Handout for guidance. There will be an examination over both pieces (your chosen novel and *How to Read Literature Like a Professor*) the first week of school.

## English 11 AP Language and Composition

***Endurance: Shackleton's Incredible Voyage*** by Alfred Lansing

Assignment: [Dialectical \(Annotation\) Journal](#)

Your assignment is to submit 10 Dialectical (Annotation) Journals. The first five (5) entries should be from Parts I-III; the second five (5), from Parts IV-VII.

***MAUS: A Survivor's Tale (Volumes I and II)*** by Art Spiegelman

Assignment: [Dialectical \(Annotation\) Journal](#)

Your assignment is to submit ten (10) Dialectical (Annotation) Journals. Select the five (5) most impactful or influential passages (balloons) in Volume I, and select five (5) more from Volume II.

The journals for each book should be comparable to what you are doing for British Literature (for those of you also taking that class). I am looking for in-depth, contemplative entries, not superficial entries. Don't forget to label your responses and include page numbers. You may type the journals or handwrite them (as long as they are legible).

Please complete the assignment for each book, bring it to class on the first day of school, and be prepared for class discussion and a test the first few days of school.

## English 12

### Literature Assignment:

1. With your teacher's and your parents' guidance, choose an author from the list for your summer reading project. You are required to read a minimum of 600 pages (including a biographical article, two critical articles, and at least two fictional works by your author); talk to readers, do some preliminary research, and explore your options carefully before you choose. Prepare a folder in which you keep a copy of all articles and your major works data sheets. Complete a major works data sheet for each work. In the fall, each student will present a 15-minute speech analyzing the character of his/her author, comparing and contrasting his/her impression of the author based upon the author's fiction with the author's biography and criticism.

#### Choose one:

Margaret Atwood	Eugene O'Neil	Barbara Kingsolver
Amy Tan	Harold Pinter	Graham Greene
Tennessee Williams	V.S. Naipaul	John Irving
Alice Walker	Salman Rushdie	Cormac McCarthy
Emile Zola	Berthold Brecht	Annie Proulx
William Faulkner	Kazuo Ishiguro	Chinua Achebe
Ernest Hemingway	Isaak Dinesen	Edward Albee
		Flannery O'Connor
		Leo Tolstoy
		Herman Melville
		JD Salinger
		Gabriel Garcia
		Marquez
		Louise Erdrich
		Aravind Adiga
		Ian McEwan

## Senior Thesis Assignment 2018-2019:

In order to come prepared next fall for the culminating class of your WCDS academic career, you are being asked to do the following this summer. I will expect these assignments to be completed and (with the exception of #1) turned in during the first week of school next fall. The first grades you will receive will be completion grades. – Mrs. Lindstrom

Assignments:

- 1) Send me an e-mail before the end of this current school year so I know we are connected and I can communicate with you regarding assignments this summer. [jlindstrom@wcdsva.org](mailto:jlindstrom@wcdsva.org)
- 2) Complete the resume for college Mrs. Dowell has assigned.
- 3) Complete a final draft of your Common Application Essay (s).
- 4) Log in to the Common Application in August and create your own account, per Mrs. Dowell's instructions.
- 5) Choose a topic for your senior thesis. \*
- 6) List ten sources which you have identified as being ones you will use to help you with your research for the thesis. These sources may include people you know, books you have read or have identified to read which relate to the topic, magazine articles, journals, data published by others.\*\*

\*Spend time thinking about topics which truly interest you and lead you to ask questions and seek answers to arguments and counter arguments you will pose. (They must be different topics than the thesis topics you chose for your eighth grade theses.) Let me know via e-mail over the course of the summer the topics you are considering. Choose carefully. The topic needs to be one which allows you to question your own opinions and assumptions. You should not feel you already know the outcome of your arguments. You are going to be spending many months researching, questioning, writing, rewriting, polishing, and presenting. Your thesis needs to be more than just a report. You will be gathering data, presenting arguments and counterarguments, and ultimately leading your readers to your own conclusions. The topic is the place from which you start. The thesis will become your journey leading you to your destination.

\*\*Start creating files as you read and gather data and ideas. Save articles and pictures you might want to use in your power point presentation. Take notes if you talk to experts who have insights about the topic. The more materials you gather, the more you will have to work with as you engage in the class next year. Remember to keep track of where the data and ideas come from so when it is time to write your bibliography you will have all the source details at your fingertips.

GOOD LUCK! I am looking forward to working with each of you. – Mrs. Lindstrom



**Wakefield Country Day School**  
**College Essay Assignment**  
**Summer 2018**

Seniors are to complete the following assignments:

**A. Complete two college essays.** If you are applying to colleges that use the Common application, the general essays are attached. Otherwise refer to the college website for essay questions.

**B. Personal Statement:** Write a one page statement outlining your goals for the future. You might discuss your intended major or why you are interested in attending a particular college. This will be used for colleges that require a personal statement.

**C. Update and finalize your high school resume:** Include any new achievements, service, summer jobs, etc.

**D. The common application opens on August 1<sup>st</sup>.** Please establish a user name and password at that time and begin filling out the basic application.

**\*\* Please note all assignments are due the first week of school and will be part of your senior thesis grade.**

If you have questions over the summer, you can reach me at WCDS (540) 635-8555 ext. 225 or [mdowell@wcdsva.org](mailto:mdowell@wcdsva.org).

## Common Application Essay Prompts 2018-2019

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. The lessons we take from *obstacles we encounter* can be fundamental to later success. Recount a time when you faced a *challenge, setback, or failure*. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you *questioned* or challenged a belief or idea. What prompted your *thinking*? What was *the outcome*?
4. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma - anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.
5. Discuss an accomplishment, event, or *realization* that *sparked a period of personal growth and a new understanding of yourself or others*.
6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
7. Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.

Word limit- 650 per essay.

## **Environmental Science (Grade 11 or 12)**

Read three scientific articles that are related to environmental science. You should find articles that are associated with global climate change, sustainability, and pollution. Write a one to two page review of each article and include your references. You can use web based sources or magazine articles such as *National Geographic*.

## **AP/Honors U.S. History**

Read the selected pages of Chapter 1 of our textbook Liberty, Equality, Power, 5<sup>th</sup> Ed. This is about Native American history from the first movement across Beringia up to the conquest of the Aztecs and Incas. I want you to read this so we can hit the ground running at the beginning of the year. To make sure you actually read it, I will give you a reading quiz worth 20 points during the first week of school. Take notes on what you read. That will be a separate grade (10 points) and is due the first day of school. There is no particular format or length I am looking for; I just want to see how you take notes. A PDF of the pages I want you to read is uploaded to the Roost: Upper School tab, Day, AP/Honors U.S. History.

<http://wcdsva.org/Roost/upper-school/day/esl-government-3>

## **ESL U.S. Government**

Read the Declaration of Independence and the Constitution of the United States.

## **Comparative Government**

Please watch all three episodes of “The Commanding Heights” video at <http://www.pbs.org/wgbh/commandingheights/hi/story/>. There is also a transcript for each chapter, if you wish to read it. Or you can watch it on Youtube at [https://www.youtube.com/results?search\\_query=the+commanding+heights](https://www.youtube.com/results?search_query=the+commanding+heights). Or just search “Commanding Heights” on Youtube,

For those who are travelling without access to the internet, you have four options. (1) buy the DVD (\$21.60 on Amazon), (2) buy the VHS (\$5.99 on Amazon), (3) buy the book (\$8.92 on Amazon), or (4) download the transcript from the website. If you choose the book, read chapters 1-10. Take notes while you read or watch the videos, tracking the battle between John Maynard Keynes and Frederick von Hayek and their disciples. You will have a “reading/watching” test worth 30 points and class discussion on it during the first week of class. Consider the following as you watch: (1) How do government policies shape the economy? (2) How do individual economic decisions constrain public policies? (3) Which economic theory makes the most sense to you? and (4) How are the world’s economies connected?

## AP/Dual Enrollment/Honors U.S. GOVERNMENT

The U.S. Constitution was written in 1787, and submitted to the states for ratification. It was not certain that it would pass. Intelligent people argued for and against it, making a number of different arguments. Some were about the balance of power between the three branches. Others were about the balance of power between the national government and the states. Still others were about the lack of a bill of rights to protect individuals against an overbearing government. *The Federalist Papers* were a collection of essays written by Alexander Hamilton, James Madison, and John Jay in favor of ratifying the Constitution as it was. Other men wrote various newspaper articles, collectively known as the *Antifederalist Papers*.

For everyone: Read the Constitution of the United States, as it was proposed in 1787 (without any amendments). You need to know what they were arguing about. I will give you a 20-point quiz the first week of school to make sure you read it.

For Honors Students: After reading the entire Constitution, go back and make a flash card for each of the specific powers given to Congress or the states, or prohibited to them, in Article I, Sections 8, 9, and 10. These are separated by semicolons or paragraphs. Translate the formal language into your own words, rather than just copying it. Make sure you write the Article, Section, and Clause (clauses are parts of sections, differentiated by semicolons). Leave the other side of the card blank for now. We will use these cards later, at which point you may go back and write clues, notes, or related cases and sources. You should have at least 30 cards, though you may wish to break some of the powers or restrictions into subparts. Be sure to put your name on them and bundle them together with a clip or rubber band. This is worth 15 points and is due the first day of school.

For AP and Dual Enrollment students: Read three *Federalist* and three *Antifederalist* papers, about any topics that interest you. They do not need to oppose one another directly, but you may find it interesting to see how the two sides approached the same issue. Print off each one you read and annotate it, making notes in the margin about the arguments they make. Do you agree with them? Why or why not? Does their argument conflict or agree with something else you have read? How so? Each printed Federalist or Antifederalist paper is worth five points, with points awarded for the number and substance of your annotations (so make sure I can read them). I am looking for depth of thought, not mere volume, but I expect no less than seven meaningful annotations on each one. So don't just write "I agree" or "Good point." This part is worth 30 points and is due the first day of class.

For AP and Dual Enrollment students: In addition to reading the Federalist and Antifederalist papers you selected above, take a position on one of the topics, either from the Federalist or Antifederalist position. Be prepared to argue against me, two minutes for you, two for me, with a one-minute rebuttal for you. This will be graded on how well you articulate your arguments and respond to mine, not whether you win or lose. You are not required to write any notes in preparation, but it is probably a good idea. It would also be a really good idea to practice your arguments with someone beforehand. I am looking for clarity, organization, and thoughtfulness. You lose points if you don't use almost all your time, just repeat yourself, or hem and haw through your argument. Your performance during the debate is worth 15 points: 10 points for your initial argument and 5 points for the rebuttal.

You can find the Federalist Papers here:

<http://thomas.loc.gov/home/histdox/fedpapers.html>

<http://www.let.rug.nl/usa/documents/1786-1800/the-federalist-papers/the-federalist-6.php>

<http://www.constitution.org/fed/federa00.htm>

Anti-Federalist papers can be found at:

<http://www.thefederalistpapers.org/anti-federalist-papers>

<http://www.constitution.org/afp.htm>

<http://www.thisnation.com/library/antifederalist/>

Both are also available in numerous print versions, which you can find at Amazon.com or your local library. Or you can just google “Federalist Papers” or “Antifederalist Papers”.

## **French IV**

*Le Petit Prince* by Antoine de Saint-Exupéry. Mrs. Franco has several copies in her room, so you may borrow a copy from the school.

Assignment:

1. Keep a running list of unfamiliar vocabulary. There is no need to look up every unknown word, but make sure that you look up definitions for words essential to understanding the big picture.
2. Keep a reading journal. You may write a comment, a question or a short summary/annotation for each chapter of the book. You may alternate between the three options or choose the same option for each chapter.
3. Write a two-page paper (typed and double-spaced) in French about the novel. Choose one of the following topics:
  - Nommez et analysez les symboles que l'auteur utilise dans son roman. Expliquez et donnez des exemples et citations du texte.
  - Écrivez une critique du roman. Dites si vous l'avez aimé ou pas aimé, ou décrivez les parties que vous avez aimées ou pas aimées. Expliquez pourquoi et soutenez votre explication avec des citations et des exemples du texte.
  - Nommez et analysez les thèmes du roman. Soutenez votre opinion avec des citations et exemples du roman.

Be ready for an in-class discussion with a possible test following during the first two weeks of school.

## **AP French V**

*Art* by Yasmina Reza. You can order the French edition on Amazon.com.

Assignment:

1. Keep a running list of unfamiliar vocabulary. There is no need to look up every unknown word, but make sure that you look up definitions for words essential to understanding the big picture.
2. Keep a journal with annotations. You can comment on a whole scene, on a section of a scene or a quote. You should have a minimum of 30 annotations. En français, bien sûr!
3. Be ready for an in-class discussion with a following test during the first few weeks of school. There will also be a vocabulary quiz the second week of school based on the vocabulary lists that you will have turned in.
4. Write a two-page paper (typed and double-spaced) in French about the play. Choose one of the following topics:
  - Choisissez un des personnages et écrivez une analyse de caractère. Supportez votre analyse avec des exemples et citations de la pièce.
  - Les thèmes. Choisissez le thème principal et analysez-le. Ou bien, vous pouvez choisir plusieurs thèmes pour votre analyse. Soutenez votre opinion avec des citations et exemples du texte.
  - Satire ou comédie ? Répondez à cette question en discutant et démontrant les caractéristiques de ces deux genres littéraires. Justifiez votre classification en vous référant à la pièce.

ALL ASSIGNMENTS ARE TO BE TURNED IN THE FIRST DAY OF SCHOOL, UNLESS OTHERWISE NOTED.

## **Latin 1B and Latin 2**

Students who have just completed Latin 1A and Latin 1B will receive summer assignments from Mrs. Griffin via email by June 22nd. These assignments will keep their skills sharp, allowing for a smooth transition into Latin 1B or Latin 2, respectively, and will be due the first week of school in August.