UPPER SCHOOL SUMMER READING GUIDE 2017

May 2017

Dear Students,

Welcome to the Upper School Summer Reading Guide for 2017. Here, you will find a list of the **required and choice books for English, AP World History, AP U.S. History**, and **AP Spanish**, plus links to Amazon so you can find out more about them, read reviews, make informed choices based on your interests and worldview, and, if you would like, order them right away. You will also find **instructions and expectations** for the activities/projects we would like you to complete for the beginning of next school year.

Please acquire your summer reading choices on your own, from wherever you like, at whatever price point you like (new or used, purchased or borrowed from a friend or the good ol' public library), in whatever medium you like (traditional paperback, online, iBook, Kindle, or CD). Unless a particular edition or translation is indicated, any copy will suffice. The Amazon links are just for your reference.

Please read the instructions for each class carefully, plus **read the general instructions at the end** if you've never used the online Discussion Forums (on a Ning website)**.** In general, for your English class, you will choose two books to read and respond to this summer -- and most of you will use "the Ning," as it's come to be called. Other classes may have other requirements.

Initiated by the English Department in 1975, required summer reading has long been **a tradition at The Prairie School**. The Department believes that reading and learning should end neither in June nor with the curriculum, and strongly encourages students to take advantage of the time to read literature of their choosing -- even above and beyond what we ask them to read for school. No matter the grade, required and independent reading helps students practice and improve their reading, writing, and critical thinking skills.

Your teachers are thankful to have the opportunity to share in reading experiences with you even during the summer, and we hope that you are thankful, as well, **for the right and opportunity that you have to read, to write, and to think.**

Have a wonderful summer of reading!

Sincerely,

Susan Holum, Chair, Grades K-6
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English 9

"Nurture your mind with great thoughts; to believe in the heroic makes heroes."
-- Benjamin Disraeli

Please read the following NON-FICTION book:

- This I Believe II: More Personal Philosophies of Remarkable Men & Women (2009) (Jay Allison, Dan Gediman, editors)
  *This is the second in the series, not the first one published in 2007.

In addition, please choose ONE MORE book to read (preferably one that you haven't read before):

- Briar Rose (Jane Yolen)
- The Absolutely True Diary of a Part-time Indian (Sherman Alexie)
- Big Fish: A Novel of Mythical Proportions (Daniel Wallace)
- Anansi Boys (Neil Gaiman)
- The Art of Racing in the Rain (Garth Stein)
- The Life of Pi (Yann Martel)
- Whale Rider (Witi Ihimaera)
- Blood Red Road (Dustlands, Book 1) (Moira Young)
- Aristotle and Dante Discover the Secrets of the Universe (Benjamin Alire Sáenz)
- The Wrath and the Dawn (The Wrath and the Dawn, Book 1) (Renee Ahdieh)

Requirements:

- Minimum of 3 substantial responses[1] per book in the Discussion Forums of the Ning website.
- For This I Believe, one of your responses will be a This I Believe essay. The directions for the essay are listed on the Ning website, but you should not post the essay to the Ning like the other responses. When school begins, you will be using the personal narrative essay you write as a first draft toward a revised, polished version.

[1] See page 13 for definition of "substantial response." Note that **a substantial response requires textual evidence** (aka direct quotations) from the novel you're discussing, so trying to use the film versions of any of the novels above (which won't allow you to cite specific quotations) will not only constitute cheating **but will also garner your response a lower grade.**

English 10

"The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story."
--Chimamanda Ngozi Adichie

Please read the following PLAY:

- Master Harold...And the Boys (Athol Fugard)

In addition, please choose ONE MORE book to read:

- The Drowned Cities (Paolo Bacigalupi)
- The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope (William Kamkwamba) **(nonfiction)**
- I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban (Malala Yousafzai and Christina Lamb) **(nonfiction)**
- Purple Hibiscus: A Novel (Chimamanda Ngozi Adichie)

Requirements:

- Minimum of 3 substantial responses[2] per book/play in the Discussion Forums of the Ning website.

AP WORLD HISTORY

"To pull away from its rivals on a global scale, a society must pull into itself and motivate the world's best and brightest, regardless of ethnicity, religion, or background. This is what every hyperpower in history has done, from Archaemenid Persia to the Great Mongol Empire to the British Empire, and the way they have done it is through tolerance."
-- Amy Chua

Required Materials:

- Day of Empire: How Hyperpowers Rise to Global Dominance and Why They Fall (Amy Chua)
  Read Chapters: Introduction, Chapters 1-4 and Chapter 12.
- Composition Notebook (Black and White Marbled, Hardcover)
- Composition notebook is PREFERRED.
- Easier to collect, pages stay intact, hard cover protects it from the elements.

Webquest:

www.freedman-pedia.com

Reading Assignment:

- Students are to read and take notes in a composition notebook on Chapters Introduction, 1-4 and 12 in Age of Empire.
- Guiding Question (Introduction - Chapter 4): What elements are present in HYPERPOWERS and what led to their decline.
- Guiding Question (Chapter 12): What are the current threats and challenges to the American Empire?
- Specific Examples (plural) from each empire must be identified.

Webquest Assignment:

Students are to complete the Summer Work Assignment on www.freedman-pedia.com. The site can be found by clicking on AP WORLD HISTORY then on AP WORLD HISTORY SUMMER ASSIGNMENT.

ALL WORK MUST BE COMPLETED IN COMPOSITION NOTEBOOK WHICH WILL BE COLLECTED THE FIRST DAY OF SCHOOL.

English 11

"I celebrate myself, and sing myself, And
what I assume you shall assume,
For every atom belonging to me as good belongs to you."
-- Walt Whitman

Please choose ONE FICTION and ONE NONFICTION book to read:

FICTION CHOICES:

- The Lone Ranger & Tonto Fistfight in Heaven (Sherman Alexie) **(short stories)**
- To Kill A Mockingbird (Harper Lee)
- My Antonia (Willa Cather)
- The Catcher in the Rye (J.D. Salinger)
- Kindred (Octavia Butler)

NONFICTION CHOICES:

- Indian Creek Chronicles: A Winter Alone in the Wilderness (Pete Fromm)
- A Walk in the Woods: Rediscovering America on the Appalachian Trail (Bill Bryson)
- Enrique's Journey (Sonia Nazario)
- What is the What (Dave Eggers)
- The Color of Water: A Black Man's Tribute to His White Mother (James McBride)
- The American Way of Eating: Undercover at Walmart, Applebee's, Farm Fields and the Dinner Table (Tracie McMillan)

Requirements:

- Minimum of 3 substantial responses per book in the Discussion Forums of the Ning website.

AP U.S. HISTORY

"History is a set of lies agreed upon."
-- Napoleon Bonaparte

Everyone should read the following book:

- Lies My Teacher Told Me (Dr. James Loewen)

Requirements:

- See Special Instructions from Dr. French about the expectations for this reading.

[3] See page 15 for definition of "substantial response."

English 12: Creative Writing

"Almost all good writing begins with terrible first efforts. You need to start somewhere. Start by getting something—anything—down on paper. A friend of mine says that the first draft is the down draft—you just get it down. The second draft is the up draft—you fix it up."
--Anne Lamott

Please read the following. You will also be reading your Capstone book (see page 6).

- *Me Talk Pretty One Day (David Sedaris)*
- *Bird by Bird (Anne Lamott)*

English 12: Literary Labyrinths

"'We all live in a kind of continuous dream,' I told him. 'When we wake, it is because something, some event, some pinprick even, disturbs the edges of what we've taken as reality.'"
--Jeff Vandermeer

Choose two of the following to read and write about in this class's section of the Ning.

- *Whiskey, Tango, Foxtrot* (David Shafer) *(NOT the one that got made into the film!)*
- *Fight Club* (Chuck Palahniuk) *(Read the book; watch the film afterwards if you like)*
- *Get in Trouble*: Stories (Kelly Link)
- The Lathe of Heaven (Ursula LeGuin)
- Lagoon (Nnedi Okorafor)

AP English 12

"He who controls the past controls the future. He who controls the present controls the past."
-- George Orwell

Everyone should read the required book and one choice book:

- Crime and Punishment (Fyodor Dostoyevsky -- Vintage Classics edition)
- Choice Book for AP Portfolio (see instructions in Google Classroom)

NOTE: The edition of Crime & Punishment listed above is the best translation and is worth seeking out. You are exempt from doing work on the Ning, as Ms. Davis will give you separate instructions, activities, and due dates before school's end.

AP Spanish

"There is no book so bad that it does not have something bueno in it."
(No hay libro tan malo que no tenga algo bueno)
-- Miguel de Cervantes

Please click here for instructions for reading, writing, and speaking components!

THE NING, OUR ONLINE DISCUSSION TOOL

What is the "Ning"?

Your English teachers expect that you will read the summer reading selections and participate in **online discussions** on a website sponsored by Ning. You'll come to know this website as "the Ning" soon enough.

After many years of students reading required books in isolation and then returning to school in August to a test or essay or short-lived discussion of the summer reading, the English Department introduced "the Ning" in 2009 as a way to encourage students to **dialogue with one another** about what they're reading, to engage students on a **platform similar to Facebook** and other social media, and to foster **reading, writing, thinking, and communication skills** throughout the summer, bridging the gap between their years of study.

What is the Deadline?

We encourage you to begin reading and participating on the Ning well before school starts so that authentic conversations can occur. We understand, however, that family vacations and other obligations may be obstacles that you have to overcome. In the end, the final **deadline is midnight of the day before we leave for Camp Manitowish**.

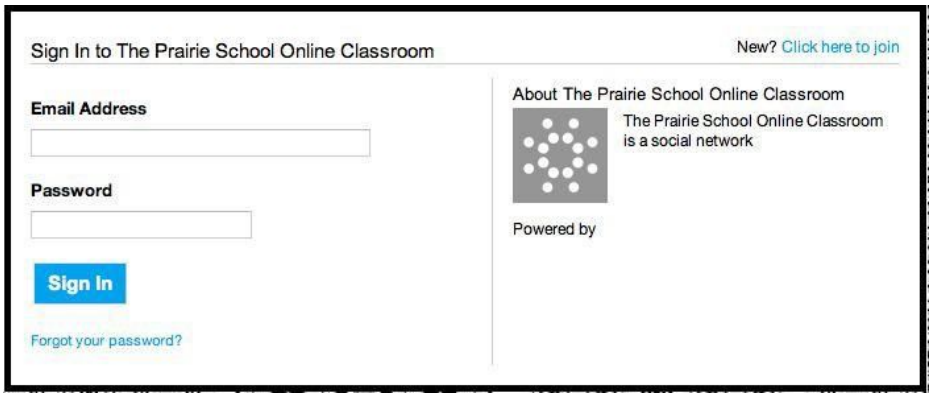
How do I join (or rejoin) the Ning?

STEP 1.

Go to http://prairiereading.ning.com.

STEP 2.

You should see this on your screen:



If you participated last year and remember what your username (email) and password were, then you're still a member and can simply click SIGN IN.

If you can't remember your username and/or password, you will need to join again.

You may need to use a different email address (using your new Prairie gmail account would be a good idea).

If you are new to Prairie or are an incoming 9th grader, then click SIGN UP and follow the instructions. You'll need a valid email address, a private password that you can remember, your birth date (which won't be displayed), and a photo or avatar (a picture to represent you).

How do I begin discussion?

STEP 3.

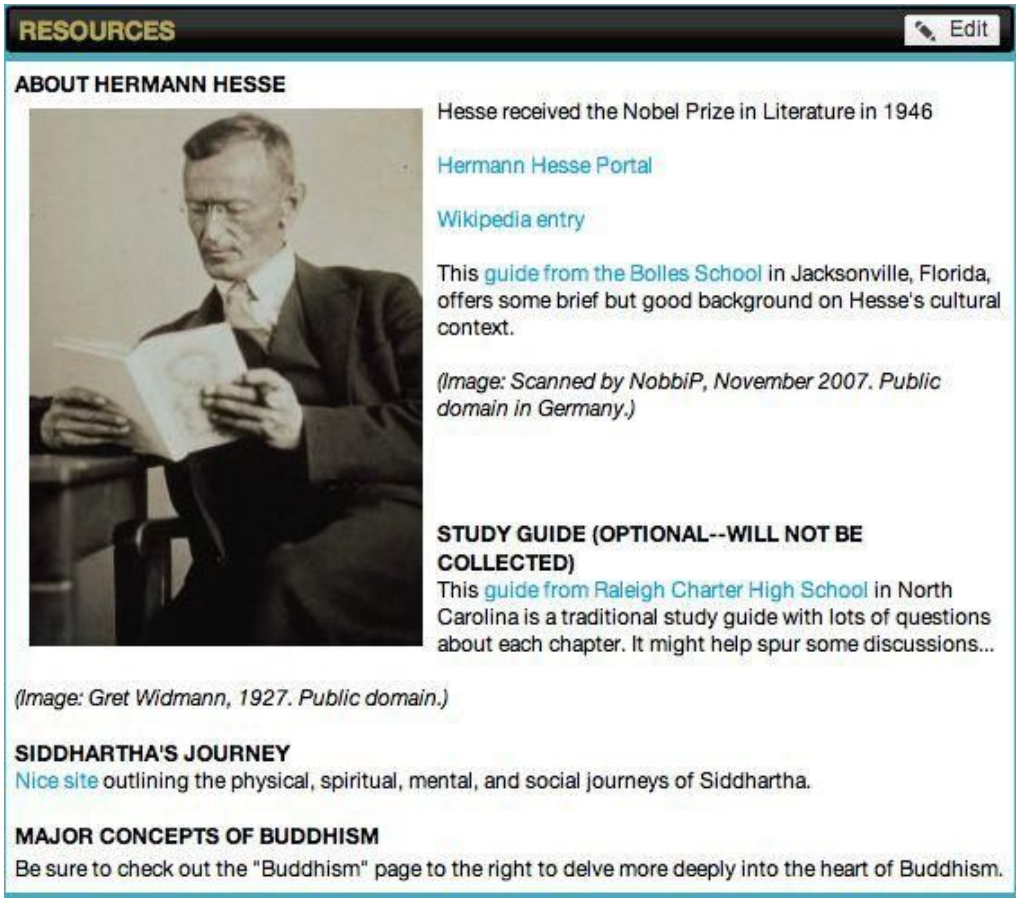
On the main page, you will see a section called **GROUPS**:

STEP 4.

Find the appropriate **GROUP** (with your book's name) and **click it to join**.

STEP 5.

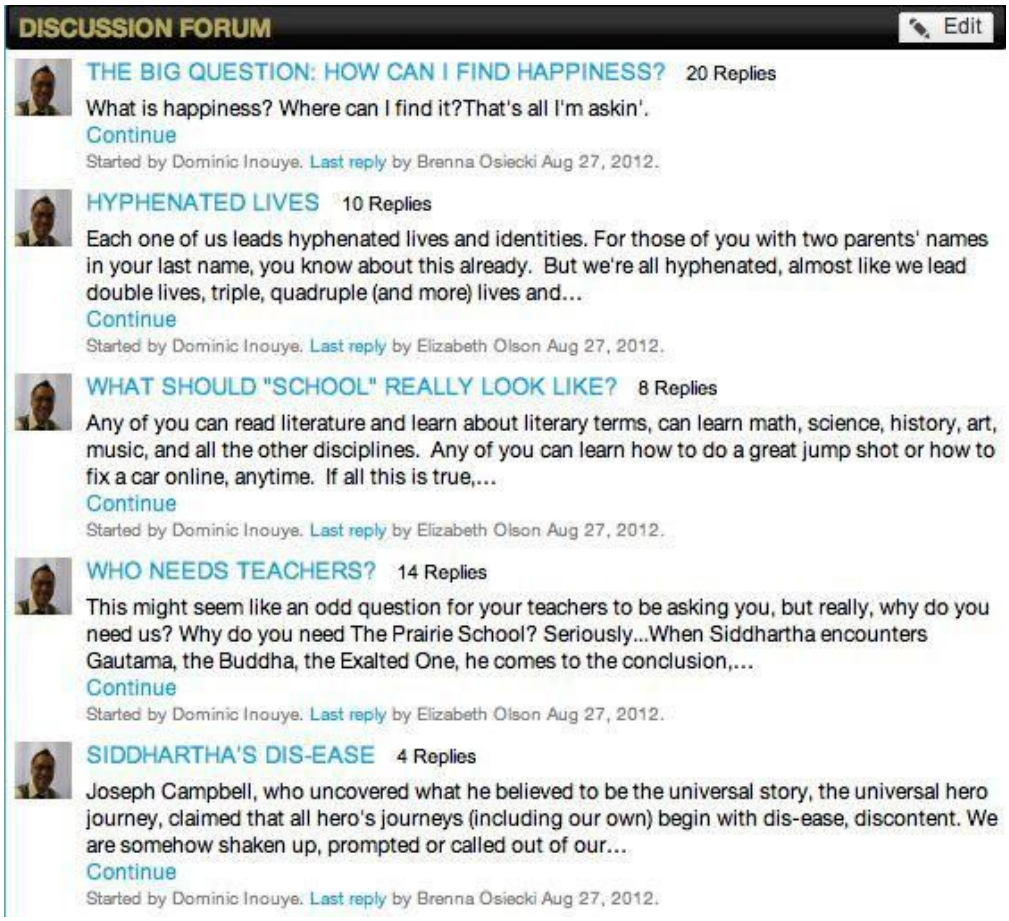
On the group's page, you may find **helpful RESOURCES** (biographical links, study guides, videos, etc.):



You can check these out. They won't bite! And they might come in handy when creating your Discussion Forum responses.

STEP 6.

Scroll down below the resources and you'll find the **DISCUSSION FORUM**:

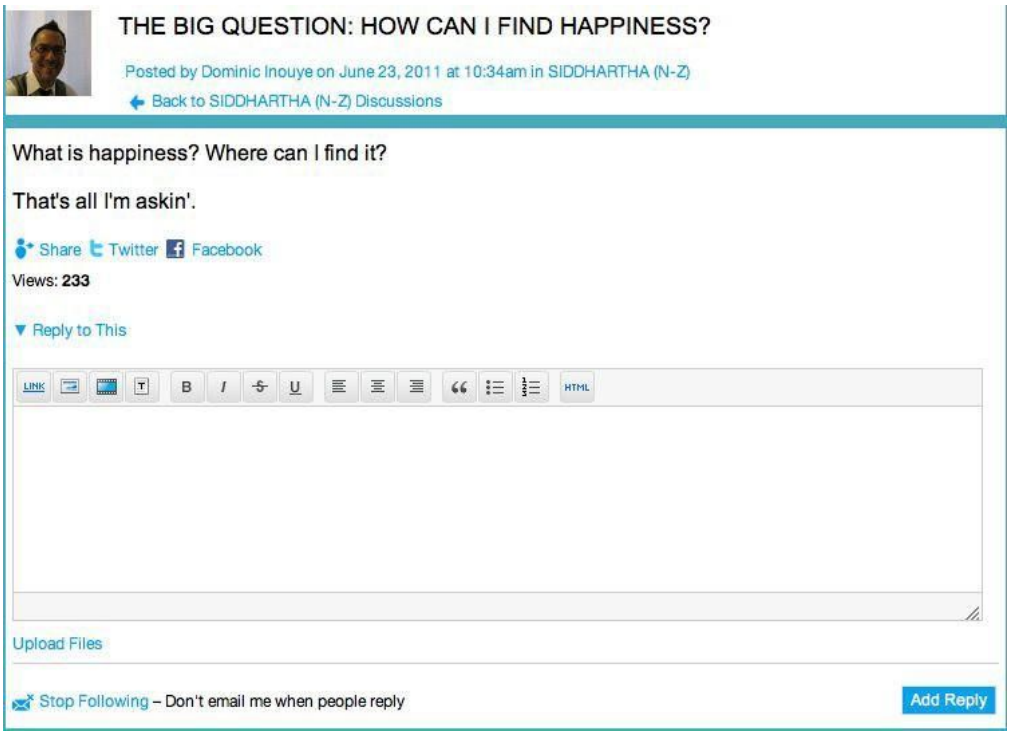


We have chosen these books carefully to both attract your attention and serve as a starting point for the rest of your year in English. The selections are all connected enough to each other (usually thematically) that your English teachers will be creating a **set of three engaging, debatable "essential questions"** for you to consider to help you get your discussions started.

One of you will obviously have to start the responses, then wait for others to join in.
Check back regularly!

STEP 7.

You can **reply directly to a discussion question** by typing into the box under REPLY TO THIS and making sure to click ADD REPLY:



You should think and **write in paragraphs**, which can be created by adding a space between them. You'll get the hang of it!

To keep a discussion going, though, **read each other's responses and respond** to specific things your classmates are saying. Respond to things you agree with or disagree with, add your own new ideas, post a picture, or post your own questions. Just don't generically respond to the main question as if you were writing a short essay. Try to **make these forums interesting dialogues, not boring monologues**.

To **reply to a particular student's response**, click REPLY under their response, type in the box, and make sure to click ADD REPLY:

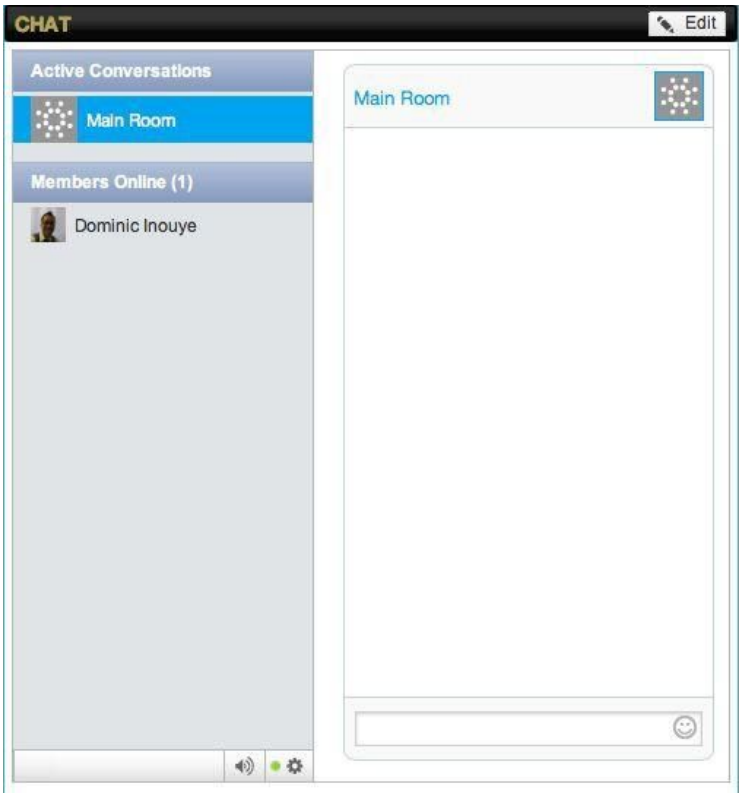
STEP 8 (OPTIONAL).

You will also be able to START YOUR OWN DISCUSSIONS, as well. We encourage this--and it will garner you extra credit!

To do this, click +ADD DISCUSSION, which you can find on the group's main page, at the bottom of the DISCUSSION FORUMS:

STEP 9 (OPTIONAL).

You will notice that you can also MESSAGE the person directly and privately or CHAT with online members in the MAIN ROOM, which is always visible somewhere on the main page.



REQUIREMENTS

Except for AP US History and AP English -- which have separate activities and instructions -- you will discuss both books on the Ning. For each book, you will respond with a minimum of 3 substantial responses in the Discussion Forum.

In order to carry on a discussion, your responses will obviously take many forms and lengths: sometimes you'll want to just send a sentence-long response, sometimes a much longer one. No matter how many times you send short or long posts, ultimately we will be looking for a minimum of 3 substantial responses to each of the two books.

Substantial Responses

What will it take to create a "substantial response"?

- **Between 250-500 words**
  What can you say or explore of substance in fewer than 250 words?

- **Details and support**
  Who? What? When? Where? How? Have you, when referring to the text, provided **specific textual evidence (i.e., quotations from the book)**, formatted correctly[4], to support your response?

- **Explanations**
  You will be trying to uncover meaning(s) in the text. How can you develop your responses with **your reasoning, your own experiences, your feelings, your personal research, or the world**? Have you explained **How? Why? So what? Now what?**

- **Invitation**
  Your response should not claim to be the one and only answer, but should invite others to respond in order to keep the discussion moving forward. **DO NOT SIMPLY REPEAT THE INFORMATION OR INTERPRETATIONS IN PREVIOUS POSTS.** Your post should be YOURS and should **end with another question**.

This is how effective discussion happens: it's propelled by detail, interpretation, personality, and, always, more questions.

Should you also consider correctness of grammar and mechanics? Simple answer: Yes. Remember that this may be the first view of your writing and thinking that your teacher sees. Put your best foot forward!

[4] [Context of quotation], [speaker] says, "_ " (page number if a paperback). *Example*: After he wrestles with the tiger and wins, Pi says, "I have bested you, you beast! Now sit down and grab an oar!" (235).

How will I be graded?

Upon your return to school, your Discussion Forum participation will be graded as such:

- A+ More than 6 total substantial responses
- **A** **6 total substantial responses (3 each for each book)**
- B+ 5 total
- B 4 total
- C 3 total
- D+ 2 total
- D 1 total
- F No responses

Partial responses (significantly below word minimum, insubstantial detail or interpretation, lack of textual evidence, etc.) will result in a half-grade deduction (A to A-, A- to B+, etc.).

Creating your own Discussion Forum question will garner you **extra credit!**

Sample Discussion Forum

Here's a sample discussion of a question in a Fahrenheit 451 Discussion Forum from the first year, 2009. We've changed the names to protect the innocent, but notice the different (and polite) ways the students start to respond to each other.

Discussion Forum question:

> Beatty's history lesson for Montag runs from p. 54-61, beginning with "When did it all start, you ask, this job our ours...?" and ending with "We're the Happiness Boys." Read it again. React to it. Find something to agree with, question, disagree with, get angry at, relate to. This important passage packs a punch!

Sample responses:

Reply by James on July 23, 2009 at 3:37pm

> It's true what Beatty is saying. In our modern world of television, cell phones and computers, books are in fact starting to lose their place. Why go through all the stress when you can easily do the same thing you would digitally, in a faster way? When I gave my second "Early Reading" response, that was what I was lacking in my answer, though it was what I was trying to say. Books don't appeal to as many people in this time and place, when there are so many electronics. It's also true that many people fail to see the logic behind

extending their knowledge beyond what they will ultimately be doing in life anyway no matter how insufficient. I say that it's very important because you can always broaden your horizons and make a better life for yourself, and if not yourself, others around you.

Beatty, made his point, but I don't think that certain books offending certain people should be cause for the destruction of all books. They may have been making people happy, but the question is were they doing what was right? The right thing to do, won't always be the happiest at the moment, but it will pay off in the long run.

Reply by Teresa on August 3, 2009 at 7:28pm

After reading the conversation between Captain Beatty and Montag, I was surprised that Captain Beatty knew so much history about the world, before books were burned. At this part of the story Bradbury is making me wonder. Is there more to the Captain Beatty character? Did Bradbury leave out something important? What is it about Captain Beatty that seems to be missing? How much information does Captain Beatty know without reading any books?

I know that Captain Beatty has something against books, but I am questioning on how he knew some history if he has never read a book. Since the story takes place in the future, Captain Beatty could have known about the history though some high tech device such as the internet. But still I am wondering how he discovered the information on the nineteenth century, the twentieth century, and everything before and during those times. Has he ever learned to read when he was younger? I am guessing it depends on the date when people decided to burn books. In the conversation Captain Beatty says to Montag that the Civil War was the time when their job started. Was Captain Beatty born before the Civil War, when he could learn to read books? Or was he born after the Civil War when books were already in the process of being burned? If Captain Beatty did not know how to read, how is he supposed to read the information on the high tech device? Some one else could read it to him, but would he understand the material? My answer to Captain Beatty's reading is answered when he claims that he has "read a few books and has learned that they mean nothing" (62). Think about this. How could someone who claims to have read books become not only a fireman, but a fire chief? I think Bradbury made Captain Beatty a strange character to have people really think about him.

Reply by James on August 6, 2009 at 1:04pm

Now that I've read Teresa's reply, it's got me thinking: Captain Beatty does know a lot of history. I'm wondering, does Captain Beatty's hatred of books have something to do with a book he once read? Did books hurt him in some way, turning him against them? Thanks Teresa, for bringing that up. I feel like there really is a whole other side of the Captain that we don't know about. I think that must have been part of Ray Bradbury's genius, to write in such a way that we have to think about it and put the pieces together. I mean, no wonder Captain Beatty's behavior struck me as somewhat shady. How could a guy who hates books sooo much know so much about them? This has opened up another pathway of thoughts for me.

Reply by Teresa on August 6, 2009 at 1:53pm

> Your comment, James, has got me thinking. Ray Bradbury is purposely trying to make us flustered by making Captain Beatty a strange, mysterious character. I thought that Captain Beatty would be the last person to read even a sentence out of a book!! How long has Beatty known all this information? Did he read this information before or after he became a fire chief? Why is he all of the sudden giving this pep talk to Montag about all this history? Captain Beatty explains that fiction books are about nonexistent people, and figments of imagination (62). He also explains that nonfiction books are just one professor calling another an idiot, or one philosopher screaming down another's gullet. My thought about his "history lesson" is that he is just trying to lure his way into getting Montag to stay a fireman. Is he telling truth in order to persuade Montag?

NETIQUETTE

Posting in Discussion Forums

DO:

- respond with insight, with detail, with specificity.
- respond with politeness, with constructive commentary, with positive debate.
- follow accepted rules of grammar and punctuation.
- represent The Prairie School honorably, with your ideas, writing, and behavior.
- maturely and tastefully address any controversial words, images, ideas, themes, etc. that occur in the books you are reading (be aware of your audience).

DO NOT:

- copy ideas from other students or other sources.
- ridicule other interpretations or get angry when someone disagrees with you.
- use foul language, racist or sexist or homophobic language, or any kind of language that could potentially hurt or harm.
- use inappropriate references to sex or drugs, whether in writing or in pictures.

Member Profiles & Comment Walls

DO:

- use a REAL PHOTO of yourself (preferred) or an AVATAR (a picture representing you, like an animal).

- post information about yourself, post photos of summer trips, post messages to friends, etc.
- post messages that compliment, ask questions, add constructive criticism, etc.
- write messages to teachers who are online, asking them questions about the reading or upcoming classes.

DO NOT:

- use someone else's photo to represent you or an avatar that is inappropriate or offensive.
- post text or images with inappropriate language or nastiness or gossip.
- post words or images involving drugs, alcohol, or sex that do not apply to the texts.
- engage in discussion with teachers online of an inappropriate nature.