



## Upper School Summer Reading Guide 2021

Dear Students,

Welcome to the Upper School Summer Reading Guide for 2021. Here, you will find a list of the **required and choice books for all English courses, 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, Sora/Overdrive ebook, Kindle, or audiobook). 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.** In general, for your English class, you will choose two books to read and have a written requirement. 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.**

**Please make sure that you have completed all summer work for class by August 23rd.**

Have a wonderful summer of reading!

Sincerely,

Rebecca Wheeler  
Liza Davis  
Matt Peterson  
Peter Sattler  
Sarah Kiesewetter  
Maggie McDonough, Acting English Department Chair

# English 9

**“Myths are public dreams; dreams are private myths.”**

**— Joseph Campbell**

**Join the summer Google Classroom with the class code: 3lukqhr.** Please join the Google Classroom to see the full instructions for Summer Reading.

To prepare for English 09, we would like you to read **two texts related to myths, folklore, or fairytales** – one of which is required and the other of which you select from a menu of contemporary books:

## ■ **OUR REQUIRED TEXT**

[Norse Mythology](#), by **Neil Gaiman** (2017). This collection retells in modern language many of the central Norse myths, drawn mainly from the Scandinavian “Eddas.” Gaiman works to remain faithful to those stories and takes you through the god- and magic-filled realms, from the creation of the gods to the end of the world.

## ■ **CHOOSE YOUR OWN ADVENTURE:**

- [Circe](#), by Madeline Miller (2018). The reimagined story of a beautiful and crafty goddess, sometimes ill-treated within the Greek pantheon, who interacts with and is ultimately banished to the world of humans. **NOTE:** If you choose this book, please find and read a summary of Book 10 of Homer’s *The Odyssey* before starting.
- [The Lightning Thief](#), by Rick Riordan (2005). Percy Jackson’s summer vacation suddenly finds itself filled with monsters and gods, all drawn from Greek mythology. In fact, Percy himself discovers that he is a demigod, with a divine quest that he must fulfill. **NOTE:** If you choose this book, please find and read an overview of the legend of Perseus before starting.
- [Pretty Monsters](#), by Kelly Link (2009). The book collects nine modern fairy and fantasy tales – stories in which the everyday world is turned inside-out by magic, monsters, and unexpected transformations. **NOTE:** If you choose this book, please find and read an older version of “Cinderella” before starting.
- [Ragnarök: The End of the Gods](#), by A.S. Byatt (2012). This work retells the Norse myth of the end of the world, which you will also read about in Gaiman’s book. Byatt re-frames this myth through the eyes of her younger self, a “thin child” evacuated to the English countryside during the bombings of World War II. **NOTE:** If you choose this book, please re-read Gaiman’s or another online version of “Ragnarok” before starting.

**Your writing assignment about your books is due on August 23 and can be found on the Google Classroom.**

# 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

**Join the summer Google Classroom with the class code: pnxwgjn.** Please join the Google Classroom to see the full instructions for summer reading.

**Please read the following PLAY:**

*Master Harold...and the boys* (Athol Fugard) - **Drama**

**In addition, please choose ONE MORE book to read:**

- *The Drowned Cities* (Paolo Bacigalupi) - **Fiction**
- *Purple Hibiscus: A Novel* (Chimamanda Ngozi Adichie) - **Fiction**
- *We are Displaced: My Journey and Stories from Refugee Girls Around the World* (Malala Yousafzai) - **Nonfiction**
- *Outcasts United: The Story of A Refugee Soccer Team That Changed A Town* (Warren St. John) - **Nonfiction**
- *The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope* (William Kamkwamba) - **Nonfiction**
- *How Dare the Sun Rise: Memoirs of a War Child* (Sandra Uwiringiyimana) - **Nonfiction**
- *A Long Way Home: A Memoir* (Saroo Brierley) - **Nonfiction**

**Your writing assignment about your books is due on August 23 and can be found in our Google Classroom.**

# 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 2-5 and Chapter 12.

Historians have long debated the rise and fall of empires. To date, however, no one has studied the far rarer phenomenon of hyperpowers--those few societies that amassed such extraordinary military and economic might that they essentially dominated the world. Here, globalization expert Chua explains how hyperpowers rise and why they fall. She examines history's hyperpowers--Persia, Rome, Tang China, the Mongols, the Dutch, the British, and the United States--and reveals the reasons behind their success, as well as the roots of their ultimate demise. For all their differences, she argues, every one of these world-dominant powers was, at least by the standards of its time, extraordinarily pluralistic and tolerant, succeeding by harnessing the skills and energies of individuals from very different backgrounds. But Chua also uncovers a great historical irony: in virtually every instance, multicultural tolerance eventually sowed the seeds of decline, and diversity became a liability

- [Composition Notebook](#) (Black and White Marbled, Hardcover)

A composition notebook is **preferred**, as it is easier to collect, pages stay intact, hard cover protects it from the elements.

## Reading Assignment:

- Students are to read and take notes in a composition notebook on the following chapters: Introduction, 2 -5 and 12.
- Guiding Question (Introduction, 2, 3 and 4): What elements are present in HYPERPOWERS and what led to their decline?
- What forms did intolerance take in Spain? What was the cost of this intolerance in Spain (Chapter 5)?
- Guiding Question (Chapter 12): What are the current threats and challenges to the American Empire?
- Specific Examples (plural) from each empire must be identified
- Students will engage in a graded discussion on the book during the first week of school



# English 11

**“Let all Men know thee, but no man knows thee thoroughly.”  
— Benjamin Franklin**

**Join the summer Google Classroom with the class code: sdb2qng.** Please join the Google Classroom to see the full instructions for Summer Reading.

**Your writing assignment about your books is due on August 23 and can be found on the Google Classroom.**

For this summer’s reading, we have paired **two required texts** – one from the middle of the nineteenth century and one from 150 years later. Both will allow us to investigate the central ideas and ideals of American culture:

- [\*Narrative of the Life of Frederick Douglass, an American Slave\*](#) (1845). One of the most important political and autobiographical documents in American history, Douglass’s narrative traces his path from his earliest memories of enslavement to his first days as a leader in the abolitionist movement.
- [\*Into the Wild\*](#), by Jon Krakauer (1996). A work of inventive storytelling and investigative journalism, Krakauer’s book explores the life of Chris McCandless, who abandons his upper middle-class life and identity to disappear into the wilderness of Alaska – until they find his body four months later.

**Your writing assignment about your books is due on August 23 and can be found on the Google Classroom.**

# 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)

Americans have lost touch with their history, and in *Lies My Teacher Told Me* Professor James Loewen shows why. After surveying eighteen leading high school American history texts, he has concluded that not one does a decent job of making history interesting or memorable. Marred by an embarrassing combination of blind patriotism, mindless optimism, sheer misinformation, and outright lies, these books omit almost all the ambiguity, passion, conflict, and drama from our past.

In this revised edition, packed with updated material, Loewen explores how historical myths continue to be perpetuated in today’s climate and adds an eye-opening chapter on the lies surrounding 9/11 and the Iraq War. From the truth about Columbus’s historic voyages to an honest evaluation of our national leaders, Loewen revives our history, restoring the vitality and relevance it truly possesses.

**Requirements:**

See [Special Instructions](#) from Dr. French about the expectations for this reading

# English 12: Studies in Diversity

**JAQUES: All the world's a stage,  
And all the men and women merely players;  
They have their exits and their entrances,  
And one man in his time plays many parts,  
(Shakespeare, *As You Like It* 2.7.139-142)**

The Google Classroom code is **4xakinf**. Please join the Google Classroom to see the full instructions for Summer Reading.

## *All the World's a Stage: Presentations of Self – and Dramas of Difference and Diversity*

Along the stages of life's way, we develop public selves that protect private realities. We author our lives and read others', yet as we do, how do we discern what of life is authentic and what is artifice, what is "real" and what is performance? In this course, we will explore how authors portray private and public realities and conflicts, and how we ourselves—as readers, viewers, and audience members—relate with texts that are themselves presentations. With special attention to literature in performance, our study of literature will focus on themes especially pertinent to matters of presentation and reception—considerations of race, ethnicity, gender, sexual identity, ability, and class.

For your summer encounter with our course's exploration of diversity, you have three "texts" to tackle.

1. Please read Rostand's [\*Cyrano de Bergerac\*](#). In addition, if you can track down a video or audio recording, enjoy that, too. Drama is ultimately meant to be viewed, not read. An audio recording would be a terrific way to follow along (you'd want to match translations). Any translation will be fine for your reading.
2. Watch [\*Roxanne\*](#) (1987).
3. Watch [\*The Half of It\*](#) (2020). You'll find this on Netflix.

Cyrano is the original story, based on a historical figure named *Cyrano de Bergerac*. *Roxanne* is a romantic comedy starring Steve Martin. *The Half of It* is something else, something more, and arguably richer for it.

As you read and watch, consider what is being presented, represented, and newly presented by different versions. How do the differences affect you? How are the works similar, and beyond plot, which similarities are most meaningful? Perhaps even more important—among the dissimilarities, what stylistic choices matter most and why?

**Your writing assignment about your books is due on August 23 and can be found on the Google Classroom.**

# 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

The Google Classroom Code is **xfd35j3**. Please join the Google Classroom to see the full instructions for Summer Reading.

Choose ONE of the following books to read and ONE of the listed films to watch.

- *Whiskey, Tango, Foxtrot* (David Shafer)
- *Get in Trouble: Stories* (Kelly Link)
- *Lagoon* (Nnedi Okorafor)
- *A Tale for The Time Being* (Ruth Ozeki)
- *Slade House* (David Mitchell)
- *This Is How You Lose the Time War* (Amal El-Mohtar and Max Gladstone )

Film options:

- *Fight Club*
- *Rashomon*
- *Twelve Monkeys*
- *Shutter Island*
- *Inception*

Your writing assignment about your books is due on August 23 and can be found in our Google Classroom.

# English 12: Land & Literature

***Homo sapiens* achieved his characteristics as a biological species more than 100,000 years ago, and his fundamental biological characteristics could not be drastically altered without destroying his very being. He developed his human attributes in the very act of responding to the environment in which he evolved. The earth has been his cradle and will remain his home.**

**—René Dubos, *So Human an Animal* (1968)**

The Google Classroom code is **c35e7o3**. Please join the Google Classroom to see the full instructions for Summer Reading.

## Land and Literature

Why am I here? Where do we come from? Where am I going? These seminal questions animate what sense we make of the world and ourselves. Our relationship with the land (and our reading of it) offers some reply: our

story unfolds and we *become* by our relationship with this world that gives us our footing and teaches us to breathe and dream. Through poetry, fiction, and essay, we will grapple with land and literature as we negotiate presentations of the natural world—its beauty, fragility, brutality, indifference, intimacy, and resilience.

We are surrounded by stories about how the world works and who we are. These stories were whispered in our ears even before we could understand them. We have inherited narratives, and perhaps, we have repeated them without even knowing that we are storytellers ourselves. So what stories are we being told? Who's telling them? And what are we telling others?

For this summer's reading:

**READ** [\*Ishmael\*](#) by Daniel Quinn

**WATCH ONE** of the following films—*The Road*, *Avatar*, *Moana*, *Wall-E*, or *Wild*—and consider the many narratives that allow these larger plots to function.

**Your full writing assignment about your book and choice of film can be found in Google Classroom.**

## English 12: Fear and Fantasy: Gothic Literature

**"We make up horrors to help us cope with the real ones."**

**- Stephen King**

**The Google Classroom Code is apfjktk.** Please join the Google Classroom to see the full instructions for Summer Reading.

**Everyone should read the following book:**

[\*The Strange Case of Dr. Jekyll and Mr. Hyde\*](#) by Robert Louis Stevenson

**And choose one from the following list:**

- *Dracula* by Bram Stoker
- *Frankenstein* by Mary Shelley \*
- *Haunting of Hill House* by Shirley Jackson
- *Rebecca* by Daphne du Maurier

\*Cannot choose if also in AP\*

**Your writing assignment about your books is due on August 23 and can be found in Google Classroom.**

# English 12: Writing in the World

*When I say or write something, there are actually a whole lot of different things I am communicating. The propositional content (i.e., the verbal information I'm trying to convey) is only one part of it. Another part is stuff about me, the communicator. Everyone knows this. It's a function of the fact there are so many different well-formed ways to say the same basic thing, from e.g. "I was attacked by a bear!" to "Goddamn bear tried to kill me!" to "That ursine juggernaut did essay to sup upon my person!" and so on.*

- David Foster Wallace

The Google Classroom Code is **5ca24hw**. Please join the Google Classroom to see the full instructions for Summer Reading.

Consume one **small bites** item and one **full meal**.

## small bites: essays and short stories

*Feel Free* (Zadie Smith) essays

*Tell Me How it Ends* (Valeria Luiselli) essays

*Pulphed* (John Jeremiah Sullivan) essays

*Trick Mirror* (Jia Tolentino) essays

any book by David Sedaris **humor** (get the audiobook!)

*World of Wonders* (Aimee Nezhukumatathil) essays by a poet

*Tenth of December* (George Saunders) fiction

*A Manual for Cleaning Women* (Lucia Berlin) fiction

## full meal

*Rising: Dispatches from the New American Shore* (Elizabeth Rush)

*The Outrun* (Amy Liptrot)

*Underland: A Deep Time Journey* (Robert MacFarlane)

*The Immortal Life of Henrietta Lacks* (Rebecca Skloot)

any book by Mary Roach

any book by Oliver Sacks, esp. *The Mind's Eye* or *An Anthropologist on Mars*

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# AP English 12

*“At the same time, what was becoming clear to me was the extent to which humans, in their wish to escape loneliness, made maneuvers that were very complex and hard to fathom.”*

— ***Kazuo Ishiguro, Klara and the Sun***

**Everyone should read the required book and one choice book:**

- Required: *Klara and the Sun* by Kazuo Ishiguro
- Choice Book for AP Portfolio (see instructions and requirements in Google Classroom)

**NOTE:** Ms. Davis will give you separate instructions, activities, and due dates via Google Classroom 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!