

SOUTH SHORE CHARTER PUBLIC SCHOOL

Inspiring every student to excel in academics, service, and life

Summer Reading 2024 High School – Grades 9, 10, 11, and 12

Please use these resources to access books that are listed here:

Local libraries

Openlibrary.org

Goodreads.com

National Emergency Library

<https://ellstudents.com/blogs/the-confianza-way/ittakesavillage-free-multilingual-online-libraries-amp-books> (multilingual books)

<https://www.biracialbookworms.com/multicultural-library-guide/>

<https://www.getepic.com/> (please check to ensure payment is not expected)

<https://stories.audible.com/start-listen> (Free audible books)

<https://learningally.org/>

Conversations about Racism

If students as well as guardians/parents read some books in this list, it might help with any conversations you are having on the topic of racism.

- [Black Feminist Thought](#) by Patricia Hill Collins
- [Eloquent Rage: A Black Feminist Discovers Her Superpower](#) by Dr. Brittney Cooper
- [Heavy: An American Memoir](#) by Kiese Laymon
- [How To Be An Antiracist](#) by Dr. Ibram X. Kendi
- [I Know Why the Caged Bird Sings](#) by Maya Angelou
- [Just Mercy](#) by Bryan Stevenson
- [Me and White Supremacy](#) by Layla F. Saad
- [Raising Our Hands](#) by Jenna Arnold
- [Redefining Realness](#) by Janet Mock
- [Sister Outsider](#) by Audre Lorde
- [So You Want to Talk About Race](#) by Ijeoma Oluo
- [The Bluest Eye](#) by Toni Morrison
- [The Fire Next Time](#) by James Baldwin
- [The New Jim Crow: Mass Incarceration in the Age of Colorblindness](#) by Michelle Alexander
- [The Next American Revolution: Sustainable Activism for the Twenty-First Century](#) by Grace Lee Boggs
- [The Warmth of Other Suns](#) by Isabel Wilkerson
- [Their Eyes Were Watching God](#) by Zora Neale Hurston
- [This Bridge Called My Back: Writings by Radical Women of Color](#) by Cherríe Moraga

Suggested Cookbooks grades 9-12 for a fun read!

[The Stonyfield Farm Yogurt Cookbook](#) by Meg Cadoux Hirshberg. (Grades: 6-12)

[The Best Slow & Easy Recipes](#) from the Editors of Cook's Illustrated/ America's Test Kitchen (High School)

[Joy of Cooking](#) by Irma S. Rombauer and Marion Rombauer Becker (High School)

[Mastering the Art of French Cooking](#) by Julia Child, Louisette Bertholle, and Simone Beck (High School)

[The Black Dog “Summer on the Vineyard” Cookbook](#) (High School)

High School English Summer Reading 2024

Freshmen

Choose one; Honor students (choose two) from the list below.

Persepolis (Volume 1) by Marjane Satrapi

Lion by Saroo Brierley

Born a Crime by Trevor Noah

Other Words for Home by Jasmine Warga

Students, please visit www.goodreads.com or a site of your choice to help with your book selection.

Sophomores

Choose two and use the [Summer Reading Note Catcher](#)

The Hunger Games by Suzanne Collins (Both or either of your books may come from this series)

All The Light We Cannot See by Anthony Doerr

We are Not Free by Tracey Chee

The Guernsey Literary and Potato Peel Pie Society by Annie Barrows and Mary Ann Shaffer

Juniors

Choose two unless taking an AP Course

Caleb's Crossing by Geraldine Brooks

Underground Railroad by Colson Whitehead

The Help by Kathryn Stockett

The Handmaid's Tale by Margaret Atwood

Kindred by Octavia Butler

All Souls by Michael McDonald

Here to Stay by Sara Farizam

Seniors

World Literature (elective)

Seniors must read 2 books from this selection unless taking an AP course or the alternate elective

Please use the [Summer Reading Note Catcher](#)

The Boy who Harnessed the Wind by William Kamkwamba and Bryan Mealer

In the Time of the Butterflies by Julia Alvarez

Much Ado About Nothing by William Shakespeare

The Metamorphosis by Franz Kafka.

Balzac and The Little Chinese Seamstress by Dai Sijie

Communications (elective)

Talking to Strangers by Malcolm Gladwell

High School History Summer Reading 2024

Reading is one of the best ways for students to avoid learning loss that can occur over summer break. In order for our students to retain and enhance the skills they worked so diligently to gain, we encourage students to read their summer reading text(s) closely. **Please note that students enrolled in Advanced Placement® courses are required to complete assigned summer work. It will be graded upon their return to school, and students who have not completed summer work may be removed from the course.**

For students entering grade 9:

Students entering United States History I should read *Narrative of the Life of Frederick Douglass, an American Slave*. It is a memoir written by prominent abolitionist Frederick Douglass. While no specific note-taking method is required, students are encouraged to read actively so that they can recall details to enhance class discussions throughout the school year.

Students who enroll late in the summer should attempt to read at least the first chapter of the text.

For students entering grade 10:

Students entering World History should read *Between Shades of Gray* by Ruta Sepetys. The historical fiction novel follows Lithuanian refugees from the Baltics to Siberia during Soviet dictator Joseph Stalin's purges. Fifteen-year-old Lina uses art to send messages and document her family's experiences. While no specific note-taking method is required, students are encouraged to read actively so that they can recall details to enhance class discussions throughout the school year.

Students who enroll late in the summer should attempt to read at least the first two chapters of the text. The title is also available as a graphic novel.

For students entering grade 11:

Students enrolled in United States History II (grade 11) should read and/or listen to at least eight (8+) of the interviews from *Hard Times: An Oral History of the Great Depression* by Studs Terkel.

Famed radio host and Pulitzer Prize recipient Studs Terkel recorded interviews that capture diverse experiences of American people who lived during the Great Depression. While no specific note-taking method is required, students are encouraged to read actively so that they can recall details to enhance class discussions throughout the school year.

Students who read/listen to *Hard Times* should focus on at least eight (8+) of the following interviews/excerpts:

- Jim Sheridan
- Ed Paulsen
- Kitty McCulloch
- Dawn, Kitty's daughter
- Cesar Chavez
- Sidney J. Weinberg
- Dynamite Garland
- Laury Van Dusen
- E.D. Nixon
- Mike Widman
- Tony Soma
- Buddy Blankenship
- Oscar Heline, farmer
- W.D. Maxwell
- Burton K. Wheeler, politician
- William L. Patterson, Communist
- Evelyn Finn, Huey Long supporter
- Scoop Lankford, prisoner
- Elizabeth Wood, social scientist
- Eileen Barth, government relief caseworker
- Harry Norgard, artist
- Ray Wax, Wall Street stockbroker
- Virginia Durr, American civil rights activist

Students who enroll late in the summer should attempt to read at least two (2+) of the excerpts.

For students entering grade 12:

Rising seniors should read at least two (2+) news articles about major world events from a reliable source *each week* (20 total) in order to prepare for thoughtful discussions and civic action projects in Ethics. Students should document the titles, authors, and main points in Cornell Note format for at least six (6+) of the articles. These notes will be collected after a graded Socratic Seminar is conducted during the first weeks of school.

For students enrolled in AP® World History:

Students enrolled in AP® World History are required to read *Prisoners of Geography : Ten Maps that Explain Everything About the World* by Tim Marshall. Students should submit notes

on the reading and create a map of one area featured in the text. Additionally, students will be contacted via email in early June to pick up related summer work.

For students enrolled in AP® United States Government & Politics:

Students enrolled in AP® Government & Politics are required to read *Stony the Road* by Henry Louis Gates, Jr. and *The Constitution: An Introduction* by Michael Stokes Paulsen and Luke Paulsen. They should listen to the *More Perfect* podcast episode entitled “[One Nation, Under Money](#),” which focuses on the Constitution’s Commerce Clause. AP® Government & Politics students will be contacted via email in early June to pick up related summer work.

For students enrolled in AP® African American Studies:

Students enrolled in AP® African American Studies are required to read *Homegoing* by Yaa Gyasi and complete summer work. Students will be contacted via email in early June to pick up related summer work.

Advanced Placement Summer Assignments

For students enrolled in AP® Language & Composition (read all three)

Evicted by Matthew Desmond
Educated by Tara Westover
Between the World and Me by Ta-Nehisi Coates

For students enrolled in AP® Literature and Composition (read two)

Frankenstein by Mary Shelley
The Road by Cormac McCarthy
Note: see below for assignment

For students enrolled in AP® Biology or AP® Chemistry

[Click here for AP Biology Assignment](#)

[Click her for AP Chemistry Homework](#)

For student enrolled in AP® Statistics

[Click here for AP Statistics](#)

VHS Summer Assignments

[Click here for VHS Summer Information](#)

[VHS Assignments](#)

Advanced Placement Literature and Composition

Summer 2024

Dear AP Literature students of 2024-2025:

Welcome to AP Lit! I am delighted to have you in class.

I had a professor who was fond of saying that literature is a mansion with many doors, and we can enter any of them as we choose. Similarly, in each entrance is a whole universe, so our selections of poetry, fiction, and drama (there is no non-fiction) will be just a sampling of it. The College Board has approved it as representative, though, so that will be where most of our time is spent.

One thing that I am especially looking forward to is having more time for you. I am officially retired, but I am staying on for this course only. You will have my undivided attention to make your already excellent understanding of and writing about literature even better!

Your summer reading novels are (in chronological order) *Frankenstein* by Mary Shelley (1818), and *The Road* (2006) by Cormac McCarthy. Both novels, which broadly belong in the genre of dystopian fiction (within the even larger heading of science fiction and fantasy) both explore the potential and limitations of being human. I would like you to write one essay incorporating both novels. In 1000-1500 words, discuss

- a. what the extraordinary circumstances are for each novel (context).
- b. what each protagonist does to confront his (they are all male, so no gender bias here) conflict, and
- c. how the conflict is resolved in each. In each case, decide whether the outcome implies a positive or negative attitude towards human nature (If it seems to be not either all good or all bad, address that as well). Your thesis should express an opinion of what each author is saying about some aspect of being human.

These are things I am looking for, but **this is only a rough draft**, so you won't be penalized for anything you leave out:

- (1) Ample textual evidence (quotes) from the text to support your assertions.
- (2) Correct format for quoted passages.
- (3) Well-written, complete sentences
- (4) A beginning (introduction ending in a thesis), middle (body), and end (conclusion).
- (5) Do **not** research these novels. I want your own excellent ideas.

After I make comments, you will write a final draft. There will be plenty of time to get your final draft submitted.

The paper will be due via Google Classroom to me on the first day of classes. You will get a quiz credit for on time submission. I would suggest that you don't let much time pass between the reading and the writing so you have the novels fresh in your mind.

I look forward to a great year!

All best,

Ms. Campbell