

## **Bishop Ready High School Summer Reading 2019**

Remember when you learned that READING is FUNdamental?

Sure you do.

And guess what? It still is.

You also know, as we do, that learning is a life-long endeavor and that reading is an essential part of that learning. We believe that all people in this ever-complicated world will benefit from an informed and engaged citizenry. Thus, we believe it is part of our mission to encourage and require students to read during summer break.

This year, as is tradition, all students are asked to read at least two works before we gather again in late August. These stories will be assessed in English and Theology classes and many of your other classes as well. Please consider responding to the following guides and prompts as you read. You will most definitely find any notes or ideas you write helpful when discussing and testing over these works.

### ***The Ten Trusts***

**by Jane Goodall & Marc Bekoff**

All members of the Ready community – students and faculty – are reading this tremendously important work that Huston Smith has called “The Ten Commandments for the future of advanced life on our planet.” *The Ten Trusts* suggests a path for harmonious living on this earth. Our commandments tell us that we are stewards of this planet and its inhabitants. As you read the various stories about how we might better live our best lives together with our animal companions:

- identify the trust
- explain what this means to you
- briefly summarize the stories so you can recall them
- ask questions or comment about each section

These notes, once again, may help you clarify and review what you read and will be helpful during the school year as you examine this work in many of your classes. You will be assessed in your English class on August 30 and again in your theology class sometime during the first quarter. This grade will be posted through theology.

In addition to this text, all students will read at least one more novel for an English grade.

## Freshmen English Requirement

### ***The Hobbit***

by J.R.R. Tolkien

If you are taking English 9 – 813 – you will also read Professor Tolkien's *The Hobbit*. You should take a few notes, keeping track of major characters, symbols, and themes. You might also find it helpful to write a brief summary of this tale and to list any questions you have. You will discuss the novel in English class during first quarter next fall. Enjoy. Oh, and while the Peter Jackson film in three parts has its merits (and perhaps its deficits as well), viewing this does not replace reading the novel.

#### Characters

Bilbo Baggins  
Gandalf  
Thorin & Company  
Dwalin  
Balin  
Kili  
Fili  
Dori  
Nori  
Ori  
Oin  
Glóin  
Bifur  
Bofur  
Bombur  
Thorin Oakenshield

The Trolls  
Elrond of Rivendell  
The Goblins  
Gollum  
The Lord of the Eagles  
Beorn  
The Spiders  
The Wood-Elves (Legolas' kin)  
Smaug  
Bard of Dale  
Lord Sauron

#### Symbols

Glamdring  
Sting  
The Ring  
The Arkenstone

#### Themes

Heroism  
Loyalty  
Creating Alliances  
The Perils of War  
Leadership  
Personal Maturity

#### Concepts

Christian Allegory  
Harmony with Nature  
Finding Inner Strength  
The Danger of Greed  
Multiculturalism  
The Power of Good and Evil

### ***The Odyssey*** by Homer

If you are taking English 9 – 815 – the honors level, you will also read Homer's epic tale of a warrior struggling, quite devastatingly at times, to find his way back home after war. Written by Homer 28 centuries ago, *The Odyssey* is a masterpiece that is the epic hero tale. This quest, for you, will be excerpted, although you certainly may choose to read the entire piece using any translation you prefer. Please use the link below to find your mandated selections. As you read, you should take a few notes, keeping track of major characters, conflicts, symbols, and themes. You might also comment on the gods' roles in helping Odysseus and Telemachus and Penelope. Do you agree that this classic should be so esteemed these many years later? Or was Odysseus' journey a bit too much of a struggle? Does the subterfuge near the end fool you? Might there have been better ways to solve the various impediments to a happy homecoming? Jot down some of your thoughts and frustrations and, of course, any questions you have as you read, again, using this link:

<https://www.longbranch.k12.nj.us/cms/lib3/NJ01001766/Centricity/Domain/655/Holt%20Literature%20Textbook%20-%209th%20grade%20-%20Unit%2011%20-%20The%20Odyssey.pdf>

If you are so motivated, you might choose to read *The Hobbit* as well as *The Odyssey*. This is absolutely not required, but as honors students, you know the more you read, the more you learn.

## Sophomore English Requirement

### ***The Crucible***

by Arthur Miller

This play is an American classic, written in response to the political tenor of the 1950s. Miller took the historical facts of the Salem Witch Trials and played with them just a bit to heighten suspense and to reflect the contemporary climate surrounding Senator Joseph McCarthy and his cohorts who investigated those suspected of supporting communism. If you're interested, you might complete just a little research about The Red Scare.

One of the major themes of this story involves superstition and mass hysteria – namely how social ethics and mob mentality create serious consequences for a society. Also look at how good and evil intersect and control both individuals and whole communities. Salem is a theocracy. How does this fact influence the community and the story as a whole?

Some of the literary terms you need to know and identify include allegory, allusion, irony, metaphor, symbolism, and tragic hero. Define these and identify an example or element for each as they appear in the drama. Also, please write a direct quotation – either something the character says or something the narrator or another character says about her or him – for each of these characters:

- John Proctor
- Elizabeth Proctor
- Samuel Parris
- Betty Parris
- Abigail Williams
- Tituba
- Mary Warren
- Francis Nurse
- Rebecca Nurse
- Giles Corey
- John Hale
- Thomas Putnam
- Ann Putnam
- Judge Danforth

Your written responses will be graded and will help you immensely as we discuss this drama in class.

If you have enrolled in 825, the honors sections of English 10, please also read any article you can find (using a basic Google search) about McCarthyism and “Why I Wrote *The Crucible*,” an 1996 essay by Arthur Miller. Use this link to find the essay: <https://www.newyorker.com/magazine/1996/10/21/why-i-wrote-the-crucible>. Please note, you may have to define a few words, miasma for example. Any notes you take will be graded and, again, will help focus your contributions to our discussions in September.

### **Advanced Placement US History**

- Chapter One of ***A People's History of the United States*** by Howard Zinn
  - <https://www.historyisaweapon.com/zinnapeopleshistory.html>
- Introduction and Chapter One of ***A Patriots History of the United States*** by Larry Schweikart and Michael Allen
  - <http://ready4itall.org/wp-content/uploads/2013/07/A-Patriots-History-of-the-US-Ytsewolf.pdf>

## Junior English Requirement

### *Red Azalea*

by Anchee Min

*Red Azalea*, a 1994 memoir, recounts Min's life during the Cultural Revolution and Mao Zedong's rule. While reading her memoir, write down examples of Ms. Min addressing these themes:

- ideology
- gender
- fate

Please note her powerful and stylistic prose which Newsweek called "as delicate and evocative as a traditional Chinese brush painting." Seriously, take a moment to relish in the beauty of her written word. Note also important moments in her life – humiliating a teacher, working with a collective, secreting her passions for a forbidden love. Then note the unexpected alteration of her life's path. What precipitated the change? How does she deal with this new possibility?

Since this is a memoir, the author is free to select whatever she wants to tell her readers. What might Min have omitted from her history and what effect do these omissions have on us as readers? What questions would you ask her in an interview to fill in pieces of her life you find missing?

Consider how your personal cultural heritage and life experiences might influence how you read this memoir and understand the Chinese culture Min describes.

## Advanced Placement Language and Composition

### *The Narrative of the Life of Frederick Douglass*

by Frederick Douglass

In addition to *Red Azalea*, please also read this 1845 memoir of the great American orator, abolitionist, and slave. Although you do not have to take notes, we will discuss this in depth and write about the role of literacy in Douglass' story.

## Advanced Placement World History

- ***Southernization*** by Lynda Shaffer
  - [https://mail.google.com/mail/u/1?ui=2&ik=987d95e852&attid=0.3&permmsgid=msg-f:1630271526538944961&th=169fe350dac9a1c1&view=att&disp=inline&realattid=f\\_ju8okq152](https://mail.google.com/mail/u/1?ui=2&ik=987d95e852&attid=0.3&permmsgid=msg-f:1630271526538944961&th=169fe350dac9a1c1&view=att&disp=inline&realattid=f_ju8okq152)
- ***The Worst Mistake in the History of the Human Race*** by Jared Diamond
  - [https://mail.google.com/mail/u/1?ui=2&ik=987d95e852&attid=0.5&permmsgid=msg-f:1630271526538944961&th=169fe350dac9a1c1&view=att&disp=inline&realattid=f\\_ju8oqg264](https://mail.google.com/mail/u/1?ui=2&ik=987d95e852&attid=0.5&permmsgid=msg-f:1630271526538944961&th=169fe350dac9a1c1&view=att&disp=inline&realattid=f_ju8oqg264)
- ***The Silk Roads in History*** by Daniel C. Waugh
  - [https://mail.google.com/mail/u/1?ui=2&ik=987d95e852&attid=0.4&permmsgid=msg-f:1630271526538944961&th=169fe350dac9a1c1&view=att&disp=inline&realattid=f\\_ju8okt3m3](https://mail.google.com/mail/u/1?ui=2&ik=987d95e852&attid=0.4&permmsgid=msg-f:1630271526538944961&th=169fe350dac9a1c1&view=att&disp=inline&realattid=f_ju8okt3m3)

## Senior English Requirement

### *The Stranger*

By Albert Camus

All seniors will read this Existential masterwork. This is a non-exhaustive list of eight tenets or characteristics of existential philosophy:

- focuses on individual existence
- life is difficult and has meaning on a personal, not a social, level
- experience is subjective
- individual freedom exists and is absolute
- choice is central to human existence and is inescapable
- freedom entails commitment and responsibility – the individual chooses his or her own path
- a sense of dread or anxiety is normal – this is also known as angst and nausea
- an individual confronts “nothingness”

Here are several significant writers usually classified as existentialists and two characteristics of their writings:

- Danish philosopher Søren Kierkegaard
  - highest good for the individual is to find personal and unique vocation
  - believed life could be understood from an aesthetic, an ethical, and a religious perspective
- German philosopher Friedrich Nietzsche
  - argued that no objective, rational basis can be found for moral decision making
  - asserted that the scientific assumption of an orderly universe is a useful fiction
  - anti-rationalistic since the important questions are not “accessible to reason”
- French philosopher Jean Paul Sartre
  - existence precedes essence
  - even the refusal to choose is a choice
- German philosopher Martin Heidegger
  - an individual experiences angst when realizing the impossibility of justifying choices
  - quite original in his thinking – “Language is the house of the truth of Being.”
- Austrian writer Franz Kafka
  - presents “isolated men confronting vast, elusive, menacing bureaucracies”
  - explores themes of anxiety, guilt, and solitude
- French writer Albert Camus
  - presents themes of absurdity and futility of life, the indifference of the universe, and the necessity of engagement in a just cause
  - might have labeled himself and “absurdist”

A few important definitions:

- absurd – a true state of existence; life is absent universal logic; we are alone
- nothingness – consciousness cannot be an object of consciousness; the foundation of atheist philosophy: equating nothingness with being leads to creation from nothing and hence God is no longer needed for there to be existence (Sartre)
- morality – individual, not social ethics are paramount; commitment to personal values and experience without concern for social norms

## **Advanced Placement Literature and Composition**

In lieu of *The Stranger*, please read

### ***No Exit***

**by Jean Paul Sartre**

### ***A Portrait of the Artist as a Young Man***

**by James Joyce**

### ***The Turn of the Screw***

**by Henry James**

And if you're so inclined, choose another novel or play from the AP Canon which you can access in several places via a Google search including here: <https://blog.prepscholar.com/ap-literature-reading-list>