

**Wakefield Country Day School  
Upper School Summer Reading List 2009**

**Grades 7 - 12**

One of Wakefield Country Day School's important goals is that 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 that 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.

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<u>Course</u>	<u>Grade</u>	<u>Book Title</u>	<u>Author</u>	<u># of Pages</u>
<u>Biology</u> 150	9	<i>A Short History of Nearly Everything</i>	Bryson, Bill	

**Biology Assignment:**

Read the Introduction (pg 1-6); Part V, “Life Itself,” pp.239-415, and Part VI, Ch. 30 “Good-bye,” pp.469-478.

Answer the following questions:

1. Name at least three features of Earth that are crucial to the survival of advanced life forms. (Chapter 16)
2. Why is water so crucial to life? (Chapter 18)
3. Based on your reading, what are some interesting features of bacteria? (Chapter 20)
4. What are some unique aspects of cells? (Chapter 24)
5. What is Darwin’s “singular notion?” (Chapter 25)
6. What is the role of DNA? What did Watson, Crick and Franklin contribute to our understanding of DNA? (Chapter 26)
7. What are some causes of animal extinctions? How did the extinction of the dodos occur? (Chapter 30)
7. In what ways did this reading enhance your understanding of the living world?

<u>AP Biology</u> 200	11, 12	<i>A Short History of Nearly Everything</i>	Bryson, Bill	
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The AP Biology summer assignment includes both a reading component and a collection/classification project. For the collection project, you are to take advantage of whatever biomes your summer vacation finds you in, even if it just your own backyard, and take 10 photographs or collect 10 specimens representing different members of the eukaryotic kingdoms (protist, fungi, plant, animal). There must be examples from three different plant phyla or divisions and five different animal phyla. Provide a brief description of the distinctive characteristics of the examples you select, and how they are representative of the phylum, so that you will be prepared to present your project to your classmates at the beginning of school. You may choose sea shells, seaweed, birds’ eggs or nests, an insect, etc. Be creative! If you wish, you can borrow for the summer a copy of *Modern Biology*. You may also wish to refer to your animal portfolios that you made in ninth grade biology.

For the reading component, read the Introduction and Parts IV – VI of *A Short History of Nearly Everything*. Answer the following questions:

1. What characteristics of Earth have made it both uniquely hospitable to life as well as extremely challenging for the survival of species?
2. What are the differences between the classification systems of Whittaker, Woese and Mayr?
3. What features make cells so extraordinary?

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4. Identify contributions the following individuals have made to the biological sciences: Pasteur, Linnaeus, Darwin, Hooke, Leeuwenhoek, Schwann, Mendel, Thomas Hunt Morgan, Oswald Avery, Watson, Crick and Franklin.
5. What does the author mean by “all life is one?”
6. Choose an interesting debate or scientific phenomenon that the author addresses and briefly summarize it. (Cambrian “explosion”, genetics, origins of life, did man derive from Africa, diseases, etc.)

<b><u>English 7</u></b>	7	<i>Watership Down</i>	Richard Adams	474
		Students may rent a copy from the school.		
<b><u>British History</u></b>	7	<i>A Proud Taste for Scarlet and Miniver</i>	Konigsburg, E.L.	208

English 7 Assignment:

1. Write at least **3 paragraphs** (typed) in response to the following question: What are the 3 most important qualities of a leader? In describing and explaining these qualities, please choose one character from the novel who you perceive as being a true leader. In what ways does this character exhibit these 3 qualities? Please use specific moments/scenes from the novel to support your answer.
2. Create a brochure or poster in which you advertise/market one of the following warrens in the novel: Sandleford Warren, Cowslip’s Warren, Efrafra or The Honeycomb Warren. What is appealing about the warren you chose? Why would someone want to visit or join this warren? You will present your brochure/poster the first day of class to persuade your classmates (and your teacher) to visit or join the warren you chose.

\*Be creative!!

British History Assignment:

1. Read the entire book. Be prepared for discussion in class at the beginning of school.

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<b><u>English 8</u></b>	<i>The Lord of the Rings:</i>	Tokien, J. R. R.	300
	<i>The Fellowship of the Ring</i>		300
	<i>The Two Towers</i>		
<b><u>Pre-Renaissance Cultures</u></b>	<i>Ten Discoveries That Rewrote History</i>	Hunt, Patrick	240

English 8 Assignments:

1. Part I

As you are reading *The Lord of the Rings* (LOTR) note all the places that Frodo stops on his journey. Using these notes construct a map of Frodo's journey. Be creative! You will be graded not only on content but also presentation. These will be turned in the first day of school.

2. Part II

Prepare for Bilbo Baggins birthday Extravaganza!

- a. Choose a character from LOTR.
- b. Assemble a costume that represents the character's appearance in the books.
- c. Write a short speech or poem introducing your character.
- d. Choose a food item from LOTR that you can approximate and bring to Bilbo's party.

Students will read *The Return of the King*, the final book in this trilogy, together as a class during the first weeks of school. We will hold our party after completion of the final book in the trilogy. Then, students will be tested on all three books.

History 8 Assignment:

1. Read *Ten Discoveries That Rewrote History* and be prepared for a test on the book during the first full week of school.

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<b><u>English 9</u></b>	9	<i>Animal Farm</i>	Orwell, George	139
		<i>All Quiet on the Western Front</i>	Remarque, Erich	175
<b>World History</b>		<i>Guns, Germs, and Steel</i>	Diamond, Jared	See below

English 9 Assignments:

For *Animal Farm* and *All Quiet on the Western Front*, annotate five chapters and complete a response journal for five passages within each book. Annotations and response journal entries are due the first day of class.

Response journal should be typed using 12 point Times New Roman or Courier font. Select five passages (sentences, short paragraphs, snippets of conversation) that strike you as unusual, well written, poetic, imaginative, dramatic, or admirable for any other reason. Each entry will be ½ to 1 page in length.

Your passages must be selected from the following locations in the novel: two from the first half of the book, one from the center of the book, and two from the second half of the book. Divide your paper into 3 columns so that the left 1/3 contains the page number, the middle column contains the quotation or passage and the right column contains your response. Each response should include the following:

- A brief summary of what is occurring at this point of the text
- Your reasons for selecting this quotation or passage
- Your reactions, beliefs, opinions about the quotation or passage
- Your insights regarding the use of literary elements that you recognize in the passage
- Your predictions or expectations relating to the novel

**World History:**

Please read through Chapter 14 plus Chapter 18 of *Guns, Germs, and Steel*, by Jared Diamond. Be prepared to discuss the book throughout the first week of class. Outline Diamond's thesis and include your own thoughts and questions on it. Write at least one probing question about the book or one insight of your own that you believe will improve class discussion. Writings will be collected on the first day of school.

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<b><u>English 10</u></b>	10	<i>My Ántonia</i>	Cather, Willa	286
		<i>Narrative of the Life of Frederick Douglass: An American Slave</i>	Douglass, Frederick	137

English 10 Assignment:

*My Ántonia, Narrative of the Life of Frederick Douglass: An American Slave*

Annotate five chapters and complete a response journal for five passages within each book.

Annotations and response journal entries are due the first day of class. Also, be prepared for a test on both books during the first full week of school.

Response journal should be typed using 12 point Times New Roman or Courier font. Select five passages (sentences, short paragraphs, snippets of conversation) that strike you as unusual, well written, poetic, imaginative, dramatic, or admirable for any other reason. Each entry will be ½ to 1 page in length.

Your passages must be selected from the following locations in the novel or narrative: two from the first half of the book, one from the center of the book, and two from the second half of the book. Divide your paper into 3 columns so that the left 1/3 contains the page number, the middle column contains the quotation or passage and the right column contains your response. Each response should include the following:

A brief summary of what is occurring at this point of the text

Your reasons for selecting this quotation or passage

Your reactions, beliefs, opinions about the quotation or passage

Your insights regarding the use of literary elements that you recognize in the passage

Your predictions or expectations relating to the novel or narrative

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<b><u>English 11</u></b>	11	<i>A Passage to India</i>	Forster, E. M.	259
		<i>Pride and Prejudice</i>	Austen, Jane	326
		Please see Ms. Zanchettin if you would like a rental copy of the book.		

English 11 Literature Summer Reading Assignments

*A Passage To India* E. M. Forster

For this novel, keep a journal while you read. On each page of the journal, draw a line down the middle. On the left side, note down important passages or quotations with page numbers and on the right side, analyze the importance of these passages or quotations. Some suggestions for how to analyze: What makes them memorable or important? How do these passages or quotations develop the themes of the novel, the author's voice or the overall message of the novel?

You must compile **at least 20 passages or quotations** throughout the course of the novel. You should be writing at least a couple paragraphs for each passage or quotation.

*Pride and Prejudice* Jane Austen

Often in literature, satire is used to overtly criticize or make humorous various aspects of society. In a 2 page critical analysis, formally analyze the use of satire in Jane Austen's work. How does she criticize society with her wit and humor? Use specific examples, scenes and quotations from the text to support your thesis statement.

Be prepared for a comprehensive exam on both novels the first week of school.

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<b><u>English 12</u></b>	12	Author Study: read one biographical article, two critical articles, two fictional works	Choose one: Pearl Buck, Thomas Hardy, Joseph Conrad, Jane Austen, Nathaniel Hawthorne, Herman Melville, Charlotte Bronte, J.D. Salinger, F. Scott Fitzgerald, Toni Morrison, Willa Cather, Edith Wharton, George Eliot, Mark Twain, Gabriel Garcia Marquez, Leo Tolstoy, Ernest Hemingway, William Faulkner, Victor Hugo, Henrik Ibsen, Henry James, George Orwell	600 (minimum )
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**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 and about 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.

**English 12 Composition Assignment:**

1. Submit a proposed senior thesis topic with a mission statement providing a brief, but clear, description of your topic, as well as a rationale for why your topic should be investigated. This statement may be modified as the year progresses but should reflect a topic that you are interested in spending the next year investigating. Also include your guiding research questions. What is your essential question? What are the supporting questions you will investigate? What is so particular about this problem/investigation? Do you have any evidence to support your study? Is this a stretch for you? What preliminary research sources have you identified?

**Senior College Application Assignment:**

Seniors are to complete the following assignments:

**A. Personal Essay:** Please write an essay (500 words) on a topic of your choice or on one of the options listed below. The personal

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essay helps the college become acquainted with you as a person and student, apart from courses, grades, test scores, and other objective data. It will also demonstrate your ability to organize your thoughts and express yourself.

1. Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you.
2. Discuss some issue of personal, local, national, or international concern and its importance to you.
3. Indicate a person who has had a significant influence on you, and describe that influence.
4. Describe a character in fiction, a historical figure, or a creative work (as in art, music, science, etc.) that has had an influence on you, and explain that influence.
5. A range of academic interests, personal perspectives, and life experiences adds much to the educational mix. Given your personal background, describe an experience that illustrates what you would bring to the diversity in a college community, or an encounter that demonstrated the importance of diversity to you.

**B. A 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.

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

***All college application assignments are to be turned into Mrs. Ramey on the first day of class and a copy is to be given to Mrs. Dowell. Students may contact Mrs. Dowell during the summer at (540) 635-8555 ext. 225 or by email: mdowell@wakefieldcds.org***

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<b><u>AP U.S. Government</u></b>	11-12	<i>Democracy in America</i>	De Tocqueville, Alex	Volume 1 through Part 2, Chapter 9
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**AP U.S. Government Assignment:**

Please read Democracy in America by Alexis de Tocqueville, Volume 1, through Part 2, Chapter 9. Be prepared to discuss the book in depth throughout the first week of school. Select two conclusions or observations made by de Tocqueville and write a two page essay discussing whether and how they are relevant or true in 2009. Papers shall be double spaced, 12 point font, with 1 inch margins all around, and are due the first day of class. All papers will be organized into a reference book for the class and will be revisited later in the year.

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**AP Comparative  
Government**     11-12

Foreign government constitutions

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**AP Comparative Government Assignment:**

Please read the constitutions of two foreign governments employing different forms of government (democracy, communism, parliament, monarchy, dictatorship, confederation, etc.). The governments may be present or past, but must be based on a written constitution. Write a 4 page paper (double spaced, 12 point font, 1 inch margins all around) (1) summarizing the key provisions of each constitution, (2) comparing and contrasting the organization and style of the documents (economy of words, language used) and the structure of the respective governments that flow from them, and (3) analyzing the “spirit” of the document and how it shapes and reflects the culture and people of that country. Attach a copy of each constitution. This assignment is due the first day of class. Be prepared to give a four minute presentation on your findings the first week of class. All of the papers will be organized into a reference book for use throughout the class.

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**AP U.S. History**     10

*The Invasion of America*

Jennings, Francis

**AP U.S. History Assignment:**

Please read The Invasion of America, by Francis Jennings. Write one of the following: (A) a two page critique of Jennings’ arguments, perspective, and biases (you need not cover everything); (B) a three page creative account of an imaginary council meeting of a coastal native American tribe after meeting Europeans for the first time, including at least three perspectives on what to do about it; or (C) a two page memorandum to the President of the United States advocating a response to the landing of three large space craft outside Manassas, and the appearance of approximately 3,000 humanoid aliens of various sizes and apparent genders, some of which appear armed. Papers shall be double spaced, 12 point font, with 1 inch margins all around, and are due the first day of class. Be prepared to make a three minute presentation on your paper and to discuss the book.