



# WESTTOWN SCHOOL

## Summer English and History Reading List 2017

### ENGLISH

All students complete summer reading for their English class. Students should read the books listed under the course they are enrolled in before coming to school in September. Seniors must also complete two college essays before the beginning of school.

#### **The Outsider in Literature (English 9)**

##### **All students will read:**

*All American Boys*, Reynolds & Kiely, ISBN 978-1481463331  
*A Raisin in the Sun*, Hansberry, ISBN: 0679755330

##### **In addition, students will choose ONE from the following list:**

*Fahrenheit 451*, Bradbury, ISBN: 978-1451673319  
*How the Garcia Girls Lost Their Accents*, Alvarez, ISBN: 978-1565129757  
*I Know Why the Caged Bird Sings*, Angelou, ISBN: 978-034551440  
*I Never Promised You a Rose Garden*, Greenberg, ISBN: 978-0805089264  
*Lord of the Flies*, Golding, ISBN: 978-0399501487  
*The Grapes of Wrath*, Steinbeck, ISBN: 978-0143039433  
*Unwind*, Shusterman, ISBN: 978-1416912057

#### **American Literature (English 10)**

##### **All students will read:**

*Catcher in the Rye*, Salinger, ISBN 978-0316769488

##### **In addition, students will choose ONE from the following list:**

*A Constellation of Vital Phenomena*, Marra, ISBN: 978-0770436421  
*Brown Girl, Brownstones*, Marshall, ISBN: 978-0486468327  
*I Sailed With Magellan* (short stories), Dybek, ISBN: 978-0312424114  
*One Flew Over the Cuckoo's Nest*, Kesey, ISBN: 978-0451163967  
*Orphan Master's Son*, Johnson, ISBN: 978-0812982626  
*The Night in Question* (short stories), Wolff, ISBN: 978-0679781554  
*The Road*, McCarthy, ISBN: 978-0307387899  
*Thunderstruck* (short stories), McCracken, ISBN: 978-0812987676

#### **Contemporary World Literature (English 11)**

##### **All students will read:**

*A Long Way Gone: Memoirs of a Boy Soldier*, Beah ISBN: 978-0374531263  
*The Hungry Tide*, Gosh, ISBN: 978-0618711666

#### **Writing with Power (English 12)**

##### **All students will read:**

*50 Essays: A Portable Anthology* (Cohen, ed.) ISBN: 978-1457638992. Students will read two essays of their choice from *each* of the categories listed in the "Table of Contents by Rhetorical Mode," and three from the list of essays on Argument/Persuasion.

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## Writing with Power (English 12) Cont.

*In addition, students will also read one other book from the following list:*

Popular College Reading List Books: <http://www.goodreads.com/shelf/show/college-reading-list>

*In addition, seniors are required to write responses to two of the personal essay topics presented in the Common Application form (\*\*\*)You may not use your Junior autobiography as one of these essays, even if it accurately answers the prompt):*

**Essay Instructions.** The essay demonstrates your ability to write clearly and concisely on a selected topic and helps you distinguish yourself in your own voice. What do you want the readers of your application to know about you apart from courses, grades, and test scores? Choose the option that best helps you answer that question and write an essay of no more than 650 words, using the prompt to inspire and structure your response. Remember: 650 words is your limit, not your goal. Use the full range if you need it, but don't feel obligated to do so. (The application won't accept a response shorter than 250 words.)

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. The lessons we take from *obstacles we encounter* can be fundamental to later success. Recount a time when you faced a *challenge, setback or failure*. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you *questioned* or challenged a belief or idea. What prompted your *thinking*? What *was the outcome*?
4. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma-anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.
5. Discuss an accomplishment or event, formal or informal, which marked your transition from childhood to adulthood within your culture, community, or family.
6. Describe a topic, idea or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more? [New]
7. Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design. [New]

## HISTORY

*Students enrolled in US History Advanced and all 11th and 12th grade history courses must complete summer reading.*

**Peace and Justice, US History, US History for International Students - no summer reading**

**US History, Advanced**

Chapters 1-5 from the course text. - [available online](#).

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**Micro or Macro-Economics**

*Naked Economics: Undressing the Dismal Science* 2010 revised edition

ISBN: 978-0-393-33764-8

**World History 1300-1800; World History 1300-1800 Advanced; World History 1800-2000; World History 1800-2000 Advanced; Hiroshima to 9/11; Hiroshima to 9/11 Advanced; Contemporary Affairs; Contemporary Affairs Advanced; Holocaust and Genocide; Holocaust and Genocide Advanced; Modern Europe: Russia Advanced**

*Born a Crime: Stories from a South African Childhood.* Noah. ISBN 978-0-399-58817-4