

2026-2027 SUMMER READING LIST: GRADES 7-12

WORTHINGTON CHRISTIAN UPPER SCHOOL

Students will need to purchase or borrow used or new copies of the summer reading book. Please bring this copy to class for the first few weeks of the school year (not an audio copy). **There is no summer reading for CCP courses.**

***Please review this [important information](#) if selecting an AP course.**

Grade Level (entering...)	Book Title and ISBN	Synopsis	Audiobook available for listening and reading along?	School Year Assignments (Be ready to...)
Grade 7 English 7	<p style="text-align: center;"><u>Student/Parent Choice - "Coming-of-Age"</u></p> <p>Student and parent co-select grade-level-appropriate novel with "coming of age" theme.</p>	<p>Category: Book must fall under the category of a "coming-of-age" story</p> <ul style="list-style-type: none"> ○ Definition: Merriam-Webster defines "coming-of-age" as "the attainment of prominence, respectability, recognition, or maturity" ○ "Coming-of-age" stories could be fiction (an imagined story) or nonfiction (a story based in fact, such as a biography). <p>Reading Level Appropriate</p> <ul style="list-style-type: none"> ○ What might be a rigorous read for one student may be too difficult for another. The parent/guardian should ensure that students are reading at grade level or above. When doing research, grade-level bands are listed for books. 	<p>You may listen to the book if you are reading along at the same time.</p>	<ul style="list-style-type: none"> • As you read, follow the ENG 7 Student Reading Guide on page 9 of this document. • Engage in a graded Socratic Seminar discussion of ideas, themes, and events of the story you read. Once the school year is in session, you will receive questions from your teacher and be able to prepare for discussion.

<p>Grade 8 English 8 (Armstrong)</p>	<p><u>Student/Parent Choice - Dystopian Literature</u></p> <p>Student and parent co-select grade-level-appropriate dystopian fiction novel.</p>	<p>Category: Book must fall under the category of Dystopian Literature</p> <ul style="list-style-type: none"> ○ Definition: The Oxford Dictionary defines a dystopia as <i>"An imagined state or society in which there is great suffering or injustice, typically one that is totalitarian or post-apocalyptic."</i> ○ The questions they will answer for their Literature Circle will center around this theme. If their book is not Dystopian Literature, they cannot complete one of their first assignments for the class. <p>Reading Level Appropriate</p> <ul style="list-style-type: none"> ○ What might be a rigorous read for one student may be too difficult for another. The parent/guardian should ensure students are reading at least grade level or above. When doing research, grade-level bands are listed for books. 	<p>You <u>may</u> <u>listen</u> to the book if you are <u>reading</u> <u>along</u> at the same time.</p>	<ul style="list-style-type: none"> • As you read, follow the ENG 8 Student Reading Guide on pg. 10 of this document. • Engage in a graded Literature Circle. Discuss ideas, themes, and events of the story you read. (Once the school year is in session, you will receive questions from your teacher and be able to prepare for discussion.)
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<p>Grade 9 English 9 (Palmer)</p>	<p><u>Student Choice:</u> Choose ONE of the following novels. <i>If you've already read one of these, pick a new book to try!</i></p> <p>1. <i>Romanov</i> by Nadine Brandes</p> <p>2. <i>The Book Thief</i> by Markus Zusak</p> <p>3. <i>I Must Betray You</i> by Ruta Sepetys</p>	<p>1. <i>Romanov Anastasia "Nastya"</i> Romanov was given a single mission: to smuggle an ancient spell into her suitcase on her way to exile in Siberia. It might be her family's only salvation. But the leader of the Bolshevik army is after them, and he's hunted Romanov before.</p> <p>2. <i>The Book Thief</i> 1939. Nazi Germany. The country is holding its breath. Death has never been busier. Liesel, a nine-year-old girl, is living with a foster family. Her parents have been taken away to a concentration camp. Liesel steals books. (This option may be best for voracious readers who enjoy a challenge.)</p> <p>3. <i>I Must Betray You</i> by Ruta Sepetys is a historical fiction novel set in 1989 Communist Romania. It follows Cristian Florescu, a 17-year-old boy who is blackmailed by the secret police into becoming an informant. As he navigates a society built on fear, surveillance, and betrayal, Cristian struggles with guilt, loyalty to his family, and the risk of resisting the regime. Inspired by real events, the story builds toward the Romanian revolution, highlighting the courage it takes to stand up for truth and freedom.</p>	<p>You may listen to the book if you are reading along at the same time.</p>	<ul style="list-style-type: none"> • As you read, follow the ENG 9 Student Reading Guide on pg. 11 of this document. • Engage in a graded Socratic Seminar with other students regarding main themes, intriguing plot elements, and real-world connections. Be prepared to discuss the novel at a deeper level, analyzing key components (historical connections, comparison to other literary pieces, etc.).
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<p>Grade 10 English 10 (Walton)</p>	<p><i>All Quiet on the Western Front</i> by Erich Maria Remarque. Any unabridged edition will do.</p>	<p>Expecting the adventure of a lifetime, Paul Bäumer volunteers to fight for Germany in WWI. His dreams of glory, however, are soon smothered by the terror of trench warfare. In this iconic novel, author Eric Maria Remarque will “try simply to tell of a generation of men who, even though they may have escaped shells, were destroyed by the war.” His story, at once haunting and beautiful, is well worth our attention.</p>	<p>You may listen to the audiobook if you read along and annotate at the same time.</p> <p>Watching film adaptations cannot replace your responsibility to read.</p>	<ul style="list-style-type: none"> • As you read, follow the ENG 10 Student Reading Guide on page 12 of this document. (You may also access the guide via this link.) • In the first week of school, you will take a reading quiz on characters and major plot points, demonstrating comprehension through quote I.D., character matching, and short answer. • A few weeks in this unit, you will also compose an analytical essay outside of class. For this assignment, you will analyze how the author illustrates the “collapse” of pre-war cultural values. We’ll unpack these concepts more fully in the fall, and you won’t start writing the actual essay until the second week of school. For now, you need only consider the questions on the guide as you read this summer. • If you own your copy of AQWF, highlight your book with different colors or symbols that correspond to each question on the guide. If your book is from the library, use a separate piece of paper to record moments that answer the questions on the guide. In either case, student annotations will be checked for completion.
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<p style="text-align: center;">Grade 11 English 11 (Mills)</p>	<p style="text-align: center;">Two Novels:</p> <p style="text-align: center;"><i>Fahrenheit 451</i> by Ray Bradbury (ISBN: 978- 1451673319)</p> <p style="text-align: center;">AND</p> <p style="text-align: center;"><i>Sunrise on the Reaping</i> by Suzanne Collins (ISBN: 978- 1546171461)</p>	<p>Fahrenheit 451: Set in a future dystopian society, where free-thought and knowledge are considered dangerous, everyday citizens are lulled into complacency through overstimulating media. Firemen in this society are tasked with burning books and everyday citizens are encouraged to report on their friends and family. Guy Montag, a fireman who becomes disillusioned with his role as a destroyer of knowledge, rebels against the authoritarian government in pursuit of preserving knowledge.</p> <p>Sunrise on the Reaping: The fifth installment in Suzanne Collins's famous Hunger Games series, <i>Sunrise on the Reaping</i> follows a young Haymitch Abernathy as he is picked for the fiftieth year of the annual Hunger Games. The novel is set twenty-four years before the events of the first Hunger Games novel and explores Haymitch's rebellion against a violent, authoritarian regime which uses political manipulation and propaganda to control its citizens. While the novel functions as a part of a larger series, it can also be read as a standalone piece. Students are encouraged to read the original trilogy if the text sparks their interest.</p>	<p style="text-align: center;">You may listen to the books if you are reading along at the same time AND annotating your text.</p>	<ul style="list-style-type: none"> • As you read, use the ENG 11 Student Reading Guide on page 13 of this document (You may also access the guide via this link.) • We will utilize this text in many activities, which will culminate in a debate and a comparison and contrast essay. • Annotate the novel as you read using the guiding questions found in the guide. • If you own your copy of either text, highlight your book with different colors or symbols that correspond to each question on ... If your book is from the library, use a separate piece of paper to record moments that answer the guiding questions. • Your notes and annotations will be checked at the beginning of the school year. You will also be able to use your notes and annotations as you work on your comparison and contrast debate and essay.
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<p style="text-align: center;">Grade 11 AP* Literature & Composition (Mills)</p>	<p style="text-align: center;"><i>All the Light We Cannot See</i> by Anthony Doerr (ISBN: 978- 1501173219)</p>	<p>This Pulitzer winning novel tells the story of a blind French girl and a German boy whose paths cross during WWII. Told from both perspectives, Doerr uses lyrical language to describe their experiences and eventual connection in occupied France. The story explores ethical themes such as the destructive effects of war and the role of technology.</p>	<p>You may listen to the book if you are reading along at the same time AND annotating your text.</p> <p>Watching the recent Netflix adaptation cannot replace your responsibility to read. (It also just gets a lot of facts wrong.)</p>	<p><i>All the Light We Cannot See</i></p> <ul style="list-style-type: none"> • As you read, use the AP Literature 11 Student Reading Guide on page 14 of this document (You may also access the guide via this link.) • There will be a reading check quiz over basic comprehension and characters in the first week of school. • Closely follow Marie-Laure and Werner. Consider the importance of using multiple perspectives. • Annotate the novel as you read, paying special attention to the guiding questions found in the guide. I will check your annotations at the beginning of the school year. • As the unit progresses, we will also write an AP Literature style FRQ essay (free-response question) over the novel. • Don't wait until the last minute! • We will be writing an AP style essay over this novel.
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**Grade 12
English 12
(Shaw)**

Frankenstein by
Mary Shelley
(ISBN: 978-
0486282114)

Mary Shelley's *Frankenstein* is a combination of Gothic novel and science fiction. It unfolds the story of a scientist Victor Frankenstein who creates a hideous monster from pieces of corpses and brings it to life. But the monster eventually becomes the source of his misery and demise. The plot of the novel is epistolary. The story is narrated through the first-person accounts of Captain Walton, Victor Frankenstein, and the monster himself. Moreover, *Frankenstein* is a frame story, which means a story framed or surrounded by another story or a series of stories (Goodreads.com).

You may listen to the book if you are reading along at the same time **AND** annotating your text.

I. Annotate your book, noting lines where you see the following ideas:

1. Scientific Progress, Dangerous Knowledge, and Ambition
2. Dreams, Nightmares - What is their role?
3. Monsters and Alienation - Who is ultimately the monster?

II. Be prepared to think about and discuss each of these ideas in relation to the text. Finally, ask yourself what the book suggests about human nature and what we value most.

- During our first block period together, you will write an **in-class writing reflection essay**. You may use your annotated book (hardcopy only; no digital books permitted), and you will have the block period to respond to the prompt with argument, analysis, and reflection developed from textual evidence and your experience.

<p style="text-align: center;">Grade 12 AP* Language & Composition (Shaw)</p>	<p style="text-align: center;"><u>Two Total</u></p> <p style="text-align: center;"><i>On Writing: A Memoir of the Craft</i> By Stephen King 978-0684853529</p> <p style="text-align: center;">AND</p> <p>One book of your choice from the following list: Topic Book Choice for Summer Reading - Copy.docx</p>	<p><i>On Writing: A Memoir of the Craft</i> Part memoir, part master class by one of the bestselling authors of all time, this superb volume is a revealing and practical view of the writer's craft, comprising the basic tools of the trade every writer must have. King's advice is grounded in his vivid memories from childhood through his emergence as a writer, from his struggling early career to his widely reported near-fatal accident in 1999 -- and how the inextricable link between writing and living spurred his recovery. Brilliantly structured, friendly and inspiring, <i>On Writing</i> will empower and entertain everyone who reads it -- fans, writers, and anyone who loves a great story well told (Goodreads.com).</p> <p>*Non-fiction in this class will at times contain mature themes, topics, & language.</p>	<p>You may listen to the book if you are reading along at the same time AND annotating your text.</p>	<p><i>On Writing: A Memoir of the Craft</i></p> <ul style="list-style-type: none"> As you read, note how King discusses his life experiences and uses them to frame his development as a writer. Which experiences seem to have the most impact on his development as a writer? What do you think about the idea that “you can’t be a good writer if you’re not a good reader”? “While it is impossible to make a competent writer out of a bad writer, and while it is equally impossible to make a great writer out of a good one, it is possible, with lots of hard work, dedication, and timely help, to make a good writer out of a merely competent one.” What do you think about King’s statement, and where do you feel like the most recent books you have read fit in his description? <p>Book of Choice During our first block period together, you will write an in-class, timed essay. You may use your annotated book (hardcopy only; no digital books permitted during the test), and you will have the block period to respond to the prompt with an argumentative thesis developed from evidence in the text.</p> <p>Following the essay writing, we will use Kings’ work – our common reading – as a foundational text for doing rhetorical analysis—one of the three forms of argument you will write on the AP Exam in May.</p> <p>We will host reading circles to discuss the themes and ideas from the books that students selected for their free-choice text: Topic Book Choice for Summer Reading - Copy.docx</p>
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ENG 7 Student Reading Guide

English 7 Summer Reading Assignment To be completed prior to the start of the school year

Assignment: During the summer before seventh grade, students are required to read a "coming-of-age" novel of their choice. To demonstrate their understanding of their choice novel and to show greater application of and connections to the themes in the stories, students will share their observations and understandings through a structured Socratic Seminar conversation assessment within the first two weeks of school.

Objectives/Standards: Student will be able to...

- Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot.
- Analyze how a modern work of fiction or a nonfiction work alludes to themes, patterns of events, and aligns or misaligns to the Bible.
- Analyze how particular elements of a story or drama interact (e.g., how point of view shapes plot).
- Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Assessment: Socratic Seminar

A Socratic Seminar asks students to bring their observations and ideas to a structured discussion. To perform well in a Socratic Seminar, students must complete prep work ahead of the seminar and come prepared with notes and materials, as well as contribute meaningfully and respond appropriately and thoughtfully to peers during the conversation.

Parameters and Considerations:

- **Category:** Book must fall under the category of "coming-of-age" story
 - Definition: Merriam-Webster defines "coming-of-age" as "the attainment of prominence, respectability, recognition, or maturity"
 - "Coming-of-age" stories could be fiction (an imagined story) or nonfiction (a story based in fact, such as a biography).
- **Reading Level Appropriate**
 - What might be a rigorous read for one student may be too difficult for another.
 - The parent/guardian should ensure that student is reading a text that is "at grade level" or above. When doing research, grade-level bands are listed for books.
- **Book Before Movie:** Some novels may have been made into movies following the novel's publication. Students should NOT watch the movie (if there is one) based on the book until they completely finish reading the book. Often, movie version plots differ from the original text of the novel, or details are added that are inconsistent with the novel, so avoiding the movie until the end helps avoid confusion.

- **Audiobook Use:** Listening to the audio book is okay as long as students are following along in the text with a physical copy of their book.
- **No Prior Approval Required:** I do not have to "approve" your book choice as long as the book falls within these parameters. If the book chosen is not a "coming-of-age" story, students will not be able to complete their first assessment of the year.
- **Physical Copy Needed for Assessment:** At the beginning of the school year, students will need a physical copy of the book that they can bring to class in order to complete their assessment.

Suggested Resources for Book Selection: *

*Not all books and content in these suggested resources have been vetted by me. What is an appropriate choice will be up to you and your child as long as it falls within the assignment parameters.

- Use your local library and ask for the young adult reading section.
 - Local librarians' whole jobs are to help with specific requests from patrons; use them!
- Use an online book app like Libby or Hoopla (will need to set up an account using local library card, which is free)
- Research websites with lists of "coming-of-age" stories

Questions/big ideas to consider while reading:

Students have the option to annotate their book in conjunction with these questions. While annotating or notetaking is not required, these practices may be especially helpful if the student reads the book earlier in the summer.

1. *Coming-of-age stories tell how a character learns about life, love, friendship, or other important aspects of being human.*
 - a. *What aspect of being human does the main character in your story learn more about?*
 - b. *Is the main character's journey of learning easy or difficult? What makes you say that?*
2. *From whose perspective is the story told? How would the story be different if told from another character's perspective or told by an outside narrator?*
3. *Which character did you most closely relate to or understand in the book? Explain.*
4. *Which character felt most different from me, or which character did I struggle to understand or relate to? Explain.*
5. *How did the novel I read align with Biblical truth? Explain.*
6. *If applicable: were there any ideas or moments in the novel that did not align with Biblical truth? Explain how one such idea or moment misaligns with Biblical truth.*
7. *A theme is a general lesson or message that a reader takes away from a story, such as "true friends stand by each other in adversity," or "healthy relationships are built on trust," or "faith helps people overcome fear." What is one theme someone could take away from the novel you read? Explain how the theme is demonstrated in the book.*
8. *Who would you recommend this book to? Consider either a specific person you know or a group of people (ex. seventh grade boys who like adventure stories, people who enjoy nature, etc.) that you think would enjoy this book. Explain what would be appealing to this reader.*

ENG 8 Student Reading Guide

8th Grade English Socratic Seminar Summer Reading Assignment

Assignment: During the summer before 8th grade, students are required to read a Dystopian Literature novel. To assess their understanding of their choice novel and to show greater application of and connections to the themes in the stories, students will hold a Socratic Seminar within the first two weeks of the school year.

Objectives:

- Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot.
- Analyze how a modern work of fiction alludes to themes, patterns of events, and aligns or misaligns to the Bible.
- Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Parameters:

- Book must fall under the category of Dystopian Literature
 - Definition: The Oxford Dictionary defines a dystopia as “*An imagined state or society in which there is great suffering or injustice, typically one that is totalitarian or post-apocalyptic.*”
 - The questions they will answer for their Socratic Seminar will center around this theme. If their book is not Dystopian Literature, they cannot complete one of their first assignments for the class.
- Reading level appropriate
 - What might be a rigorous read for one student may be too difficult for another. This will be up to the parent/guardian to make sure students are reading at least grade level or above. When doing research, grade-level bands are listed for books.
- Students should NOT watch the movie (if there is one) based on the book until they completely read it
- Listening to the audio book is okay as long as students are following along with a physical copy of their book
- I do not have to “approve” your choice as long as the book falls within these parameters
- Students will need a physical copy of the book when the school year starts for their assignment

Suggested resources:

*Not all books and content have been vetted by me. What is an appropriate choice will be up to you and your child as long as it falls within the assignment parameters.

- Use your local library and ask for the young adult reading section
 - Local librarians' whole jobs are to help with specific requests from patrons, use them!
- Use an online book app like Libby or Hoopla (will need to set up an account using local library card, which is free)
- Research websites with lists of YA Dystopian Literature

Questions/big ideas to consider while reading:

- What is the suffering or injustice in my book?
- How does my book fit or move away from a dystopian society?
- How does the society in my book try to “fix” itself?
- In what ways do the characters align or move away from Godly choices or characteristics?
- What themes are communicated throughout the book? (This could be multiple)

ENG 9 Student Reading Guide

English 9 Summer Reading Guide

Mrs. Palmer

Book Options – Please choose ONE of the following book titles to read:

- 1) *The Book Thief* (Markus Zusak)
- 2) *I Must Betray You* (Ruta Sepetys)
- 3) *Romanov* (Nadine Brandes)

*You may listen to the audiobook if you read along at the same time.

Each story takes place under powerful governments or regimes that restrict freedom:

- *The Book Thief* → Nazi Germany
- *I Must Betray You* → Communist Romania
- *Romanov* → Russian monarchy/revolutionary upheaval

Guiding big ideas to consider and note while reading:

- ✓ Oppression and Control
- ✓ Truth and Propaganda
- ✓ The Power of Words
- ✓ Consequences of Fear
- ✓ Survival
- ✓ Hope
- ✓ Loss of Innocence

What to Expect

- In the first week of school, you will be expected to participate, meaningfully, in a Socratic Seminar, in addition to taking a quiz on your selected novel. Come prepared to share your ideas, ask thoughtful questions, and support your thinking with evidence from the text.
- As you read, I highly encourage you to annotate character development, conflict, themes, symbolism, and figurative language. It's easy to "forget" what you've read if you complete it over the course of the summer. Annotating will make seminar preparations and the quiz much more manageable.
- If you own your copy of the book, you can always highlight it with different colors or symbols that correspond to each annotation suggestion. If your book is from the library, use a post-it or piece of paper to record essential elements.
- Your goal is not **just** to finish the book. The goal is to think critically about how the characters respond to fear, power, truth, and survival.

ENG 10 Student Reading Guide

ENG 10 Summer Reading Guide

The Book

- o *All Quiet on the Western Front* by Erich Maria Remarque.
- o Any unabridged edition will do.
- o You may listen to the audiobook if you read along at the same time.
- o Watching the recent film adaptation cannot replace your responsibility to read.

Synopsis

- o Expecting the adventure of a lifetime, Paul Bäumer volunteers to fight for Germany in World War I. His dreams of glory, however, are soon smothered by the terror of trench warfare. In this iconic novel, author Eric Maria Remarque will “try simply to tell of a generation of men who, even though they may have escaped shells, were destroyed by the war.” His story, at once haunting and beautiful, is well-worth our attention.

What to Expect

- o In the first week of school, you will take a reading quiz on the characters and major plot points of the novel. Sections include quote I.D., character matching, and short answer.
- o You will also compose an analytical essay outside of class. For this assignment, you will analyze how the author illustrates the erosion or “collapse” of pre-war cultural values. (These values are bolded in the list below.) We’ll unpack these concepts more fully in the fall, and you won’t start writing the actual essay until the second week of school. For now, you need only to **consider the questions below as you read this summer. Highlight or underline lines from the book that connect to these ideas.**
- o If you own your copy of *AQWF*, highlight your book with different colors or symbols that correspond to each question. If your book is from the library, use a separate piece of paper to record moments that answer the questions. Either of these methods will go a long way in helping you prepare for the essay.

Guiding Questions - Highlight or underline lines from the book that connect to these ideas.

1. **Heroism & Nationalism:** Initially, Paul and classmates embrace the cultural expectation to fight heroically for their country. As the war drags on, how do these cultural ideas hold up?
2. **Authority:** Whenever authority figures appear in the story, how are they depicted? What level of respect do Paul and his friends show their superiors?
3. **Technology:** WWI sparked an unprecedented explosion of new technology: tanks, chemical warfare, combat aviation, gas masks, machine guns, etc. Pay attention to the narrator’s tone as he describes these advancements—how do most soldiers feel about new technology in war?
4. **Faith in Reason:** According to Paul’s reasoning, what factors determine a soldier’s actual survival on the front? To what degree can one “outthink” the dangers of the trenches?
5. **Vocation:** Pay attention to the descriptions of each soldier’s pre-war job. In their conversations about life after the trenches, how do the post-war plans of older soldiers contrast with the younger soldiers? In what ways does being a soldier warp one’s sense of vocation?
6. **Faith in God:** When religious people or references appear in the novel, how does the narrator depict them? What room (if any) does Remarque leave for a benevolent God in his story?

ADVICE FROM LAST YEAR’S SOPHOMORES

- ✓ “Reading the book and understanding it is crucial for this paper, especially since its purpose is to analyze the author’s choices and provide a thoughtful analysis. This essay is pretty much impossible to ‘fake’ if you don’t know the book well.”
- ✓ “If you just skim read or don’t really focus or don’t annotate well, you will regret it because putting in the work the whole way through will save you a ton of work later when it comes to the essay.”
- ✓ “As you read the book, you need to annotate. Looking back, if I would’ve spent more time annotating and less time playing NCAA 25, my arguments would have been so much stronger.”
- ✓ “I would tell future sophomores to take the time over the summer to read your book thoroughly and highlight anything you think is a good line or quote. In my annotations I used symbols to correlate to the themes Mr. Walton gave us, and it worked really well. Highlight more than you think you need because I used all types of quotes that I thought didn’t fit in a category.”
- ✓ “My advice would be don’t be afraid of highlighting too much in your book. I felt like I was either highlighting too little or too much in each chapter. Even if you have a slim hunch that it needs to be highlighted, highlight it. It will help you in the long run.”
- ✓ “I know this sounds basic but try not to procrastinate or zone out while reading. It will save you so much trouble in the long run.”
- ✓ “If you think you can procrastinate and just read the book in a few days like its light work, trust me, you can’t.”
- ✓ “If you procrastinate, you’ll be rushing, stressing, and skimming the book to get it done in time without actually imbibing any of the deeper themes.”

ENG 11 Student Reading Guide

ENG 11 Summer Reading Guide

The Books:

Fahrenheit 451 by Ray Bradbury ... (ISBN: 978-1451673319)

AND

Sunrise on the Reaping by Suzanne Collins ... (ISBN: 978-1546171461)

You may listen to the books as long as you are reading along at the same time AND annotating your text.

Synopsis:

Fahrenheit 451:

Set in a future dystopian society, where free-thought and knowledge are considered dangerous, everyday citizens are lulled into complacency through overstimulating media. Firemen in this society are tasked with burning books, and everyday citizens are encouraged to report on their friends and family. Guy Montag, a fireman who becomes disillusioned with his role as a destroyer of knowledge, rebels against the authoritarian government in pursuit of preserving knowledge.

Sunrise on the Reaping:

The fifth installment in Suzanne Collins's famous Hunger Games series, *Sunrise on the Reaping* follows a young Haymitch Abernathy as he is picked for the fiftieth year of the annual Hunger Games. The novel is set 24 years before the events of the first Hunger Games novel and explores Haymitch's rebellion against a violent, authoritarian regime which uses political manipulation and propaganda to control its citizens. While the novel functions as a part of a larger series, it can also be read as a standalone piece. Students are encouraged to read the original trilogy or to do additional research if the text sparks their interest.

What to expect:

- During the first full week of school, we will take a quiz over the events of each novel including **major plot points** and **characters**.
- As the unit progresses, we will have several discussion seminars over the novels and a debate which asks students to compare and contrast both dystopian societies' methods of control. Then we will finish the unit with a comparison and contrast essay exploring the choices both authors make to communicate the problems within authoritarian regimes.

ENG 11 Summer Reading Guide

Guiding Questions -

Highlight or underline lines from the book that connect to these ideas.**

** You might consider making a system for yourself where each big idea corresponds to a certain color or symbol.



1. **Religion:** While religion may seem noticeably absent in both dystopian societies, what kinds of "gods" do each society seem to value? What are the problems with such disordered priorities?
2. **Humanity amidst Depravity:** How do characters in each book make meaningful connections amidst seemingly horrific situations? What does each story say about the power of human connection and friendship?
3. **Technology:** Is rapid technological advancement inherently harmful?
4. **Media:** How does a media saturated society distort a person's sense of reality?
5. **Knowledge Brings Freedom:**
 - a. F451: Why are books considered dangerous in Fahrenheit 451?
 - b. SOTR: How does knowing the truth AND sharing it serve as a kind of rebellion?
6. **Ignorance:** Is a life without conflict or unhappiness worthwhile if it requires living in ignorance (essentially... is ignorance really bliss?)
7. **Power:** How does each respective government control the people? How do they justify their means of control?
8. **Narration:** What's the impact of a third person narrator (F451) versus a first person narrator (SOTR)?

AP Literature 11 Student Reading Guide

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The Book:

- *All the Light We Cannot See* by Anthony Doerr - (ISBN: 978-1501173219)
- You may listen to the book as long as you read along at the same time AND annotate your text.
- Watching the recent Netflix adaptation cannot replace your responsibility to read (P.S. It also just gets a lot of facts wrong!).

Synopsis:

This Pulitzer winning novel tells the story of a blind French girl and a German boy whose paths cross during WWII. Told from both perspectives, Doerr uses lyrical language to describe their experiences and eventual connection in occupied France. The story explores ethical themes such as the destructive effects of war and the role of technology.

What to expect:

- During the first full week of school, we will take a quiz over the events of the novel including **major plot points** and **characters**.
- As the unit progresses, we will also write an AP Literature style FRQ essay (free-response question) over the novel.

Guiding Questions - Highlight or underline lines from the book that connect to these ideas.**

** You might consider making a system for yourself where each big idea corresponds to a certain color or symbol.



Big Ideas / Themes

1. **Humanity amidst Depravity:** How do the characters make meaningful connections amidst seemingly horrific situations? What does the novel say about the power of human connection and friendship?

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2. **Technology:** How are the radios both a tool for control and a tool for resistance? What technology serves a similar function in today's world?
3. **Moral Culpability:** Is it right to do something just because everyone else is doing it?
4. **Knowledge Brings Freedom:** How does knowing the truth AND sharing it serve as a kind of rebellion?

Literary Elements

1. **Setting:** This novel takes place across different cities and countries. What is the impact of multiple settings? What purpose does each setting serve?
2. **Narration / Point of View** - ATLWCS is written through multiple perspectives. How does each perspective impact our understanding of the novel overall?
3. **Structure:** The story has a nonlinear structure meaning that the chapters of the story jump around in time. How does jumping around in time impact your experience as a reader? Why would Doerr want the story to move around in time?