High School
Required
Summer Reading
AND
Coordinating Projects
2009
June 2009

Dear Parents and Students:

Once again this year the City School District of Albany will continue its literacy initiative at the high school level by requiring all students entering grades 9-12 to read one or two specific books as part of their summer reading. In an effort to improve literacy at all grade levels students entering English Regents classes will be required to read ONE specific text while students entering an Honor’s, AP, or IB class will be required to read TWO or more text.

Students will be asked to locate their specific titles either in public libraries or purchase them at bookstores. The required reading lists have been distributed to Borders, Barnes and Nobles, The Book House, and the Albany Public Library.

In addition to the required reading, students will also be responsible for completing a project that reflects their knowledge of the book(s). Project options will be distributed and explained to students by their current English teacher. In the fall, English teachers will assess the projects and give students a grade to be averaged into their first quarter marking period.

Summer reading should be fun and enjoyable. The chosen texts have been highly recommended by students and teachers from across the country. Your encouragement and support for continued reading throughout the summer will assist in our efforts to improve literacy at all grade levels.

Please note all the information for the required Summer Reading as well as a list of “Suggested Reading Titles” can be found on our district’s website http://www.albanyschools.org/ Thank you and enjoy your summer!

Sincerely,

Margaret E. DiGiulio
Secondary ELA Supervisor
518:462-2164
Grade 9R

**CHOOSE ONE BOOK:**
- *Sarah’s Key* by Tatiana de Rosnay
- *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah

**Choose ONE Project:**

1. **Create a soundtrack:** After having read a book, create a soundtrack that would be a good backdrop for the movie version of the book. Keep in mind that movies have some music that is without lyrics for background noise and to set the mood during important parts. There should be at least two genres of music in your soundtrack. You should actually create the CD, including a play list and a written justification for each song choice. Indicate whether you have found a theme song for the movie.

2. **Create a movie poster:** Make a full-sized poster that serves as an advertisement for the movie version of the book. You should have a bold and noticeable title, pictures of the main characters, and include on the poster some type of teaser to get audiences to come see the film. Separately, you need to write up the rationale for including characters as important and why the actors you selected are good choices for those roles. You also need to write up a brief summary of what scenes will be in the movie.

3. **Write a scene as a play:** Select an important scene from the book and re-write it as a play. Include a list of characters for the scene, stage directions, and all the dialogue.

4. **Create a skit:** Take an important scene from the book and turn it into a skit, to be performed for the class. Make sure that you set the scene up and have rehearsed the parts so that the performance is smooth so that your audience can grasp the importance of the scene to the story.

Grade 9H

**READ BOTH BOOKS:**

- *Call of the Wild* by Jack London

- *Go Ask Alice* by Anonymous
Choose ONE Project:

1. Formal Book Report: The report must include a cover sheet that lists the title of the book, student’s name, grade and date. The report must be written in paragraph form, and be a minimum of two pages typed (double-spaced/size 12 font). The report must include the following information: title, author, characters, setting, conflict, climax and summary.

Students should provide an outline and two drafts (first and final).

2. Answer one of the writing prompts in a Well-Developed Essay:

   #1 Determine the Lesson or Moral
   What do you believe is the key lesson or moral that a reader can learn from this novel? Do you believe that the author intended to communicate this specific lesson? Which aspects of the novel lead you to believe as you do?

   #2 Describe a Character
   Choose one character from the novel and write a detailed description of him or her. Include as many aspects of him or her as possible, such as physical appearance, personality type, morals and values. Explain whether the character is dynamic (changes throughout the story) or static (does not change).

   #3 Evaluate the Conclusion
   How satisfying was the conclusion of the novel? For example, was the ending believable, predictable, outrageous, boring? Were you left hanging with unanswered questions? Do you think there is another ending that would have been more fitting, appropriate, or satisfying.

   Students should provide an outline and two drafts (first and final).

3. Reading Response Journals: A Reading Response Journal is a notebook in which you write about your reading. In it you communicate thoughts and feelings about the novel that you are reading. The journal is a window for the teacher to look through to see what you are thinking and what you know about the selection.

What are the expectations? (Requirements) You should:
• Date each entry and write the title of the book and the author.
• Write, on average, a page, although the length may vary.
• Produce at least ten written entries.

What do students write about in a reading response journal?

• Make predictions about what will occur next.
• Write from the main character's perspective.

• Agree or disagree with the theme or the tone of the novel.
• Show a personal reaction to the story.
• Explain reading strategies that you used.
• Describe the main character or any character's personality.

• Comment on how a character has changed.
• Relate the novel to your personal life.
• Compare the novel to another novel that you have read.
• Explain why you liked or disliked the novel. (Use at least three literary terms in your answer).
• Finally, feel free to write anything about the novel that you feel strongly about.

Grade 10R

CHOOSE ONE BOOK:

Game by Walter Dean Myers

The Boy in the Striped Pajamas by John Boyne
CHOOSE ONE PROJECT:

1. Your Task:

Write one of the following critical essays in which you discuss *Game* and *The Boy in the Striped Pajamas* from the particular perspective that is provided to you in the Critical Lens. In your essay, provide a valid interpretation of the statement, agree or disagree with statement as you have interpreted it, and support your opinion using specific references to appropriate literary elements from the two works.

Critical Lens:

“With ordinary talent and extraordinary perseverance all things are attainable.”

-Thomas Foxwell Buxton

Critical Lens:

“Our greatest glory is never failing, but in rising up every time we fail”

-Ralph Waldo Emerson

Guidelines:

Be sure to

- Provide a valid interpretation of the critical lens that clearly establishes the criteria for analysis.
- Indicate whether you agree or disagree with the statement as you have interpreted it.
- Choose two works you have read this summer that best support your opinion.
- Avoid plot summary.
- Organize your ideas in a unified and coherent manner.
- Specify the authors and titles.
- Follow the conventions of standard written English.
READ BOTH BOOKS:

The Book Thief by Markus Zusak

Diary of a Part-Time Indian by Sherman Alexie

Things to ponder
“There is not a novel to be tossed aside lightly. It should be thrown with great force.” Dorothy Parker
“All Books are either dreams or swords. You can cut, or you can drug, with swords.” Amy Lowell
“Books must be read as deliberately and reservedly as they were written.” Henry David Thoreau

Tasks to Complete
1. Read your assigned novel. We will discuss the novel in class when school resumes in September.
2. Based on your reading, complete the assignment shown below. You are advised to use separate sheets of paper to record your responses to each heading provided (in **boldface**). Your response may be typed or handwritten.

Things to Remember
1. You are strongly recommended to complete this assignment. It will definitely help make your Quarter 1 GPA “sing” should you complete the assignment successfully.
2. Literary techniques vary from writers to writers (see page 2). Discuss the ones that are found in your reading.
3. If you have questions about the assignment, please contact me via email (wchen@albany.k12.ny.us). Good luck.

<table>
<thead>
<tr>
<th>YOUR NAME</th>
<th>TITLE</th>
<th>AUTHOR</th>
<th>GENRE</th>
<th>SYNOPSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Please underline the title of your novel.</td>
<td></td>
<td>Type of literature</td>
<td>A summary or a shortened version of a story. Write a synopsis of the work of literature.</td>
</tr>
</tbody>
</table>
## PLOT

### THEMES IN LITERATURE

#### PROTAGONIST

PROTAGONIST is the one facing a problem or an obstacle (person or thing) that needs to be solved/overcome.

Decide who/what is the PROTAGONIST and describe him/her/it using the guidelines below.

#### ANTAGONIST

ANTAGONIST is the one who get in the protagonist’s way making it difficult for the protagonist to get what he/she wants.

Who or what is the ANTAGONIST?

#### SETTING

SETTING of a work of literature includes its time period, location, and general atmosphere.

#### CLIMAX

CLIMAX is the most exciting point of a story.

#### CONFLICT

CONFLICT refers to struggles between opposing sides. CONFLICT includes internal and external conflicts.

#### RESOLUTION

RESOLUTION is the solution to a problem or the ending of a struggle.

It finishes or draws a work of literature to its conclusion.

#### POINT OF VIEW

POINT OF VIEW refers to angles from which the story is told.

It includes First-Person Point of View, Second-Person Point of View, Third-Person Objective Point of View, Third-Person Limited Point of View, Third-Person Omniscient Point of View, and Stream of Consciousness.

### Significance

Your MOST and LEAST Favorite Parts

What does your choice remind you of? (i.e. Home, friend, school, past experience, and/or another work of literature) read previously? Describe all that apply.

### LITERARY TECHNIQUES

Literary techniques vary from writers to writers.

Literary techniques are used to convey themes in works of literature. Choose the ones found in the reading.

<table>
<thead>
<tr>
<th>Literary Technique</th>
<th>Evidence</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A familiar reference in a work of literature to a character, place, or situation from history or another work of literature, music, art</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Colloquialism</strong></td>
<td>Regionalism, slang</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Diction</strong></td>
<td>Choice of words</td>
<td></td>
</tr>
<tr>
<td><strong>Flashback</strong></td>
<td>Retrospection</td>
<td></td>
</tr>
<tr>
<td><strong>Foil</strong></td>
<td>A character who represents characteristics, values, ideas, etc., which are directly opposed to those of another character, most likely the protagonist</td>
<td></td>
</tr>
<tr>
<td><strong>Foreshadowing</strong></td>
<td>The author’s use of clues to hint at what the outcome is</td>
<td></td>
</tr>
<tr>
<td><strong>Imagery</strong></td>
<td>Descriptive words appeal to one or more of the senses: sight, taste, touch, smell, hear</td>
<td></td>
</tr>
<tr>
<td><strong>Irony</strong></td>
<td>(Verbal, situational, and dramatic) Irony is used to discuss the contrast between reality and expectation. Verbal irony is used when what one says is not what he means. Dramatic Irony refers to information distribution where the readers (we) know what the outcome of the story is; the characters in the work have no clue as what the outcome brings.</td>
<td></td>
</tr>
<tr>
<td><strong>Metaphor</strong></td>
<td>A figure of speech that makes a direct comparison between two unlike things</td>
<td></td>
</tr>
<tr>
<td><strong>Motif</strong></td>
<td>A recurring theme that helps convey the message of the work.</td>
<td></td>
</tr>
<tr>
<td><strong>Oxymoron</strong></td>
<td>A combination of contradictory terms</td>
<td></td>
</tr>
<tr>
<td><strong>Paradox</strong></td>
<td>A statement that seems contradictory but is nonetheless true</td>
<td></td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>The organization of the work of literature; the manner in which the various elements of a story are assembled</td>
<td></td>
</tr>
</tbody>
</table>
Style
The way of writing

Symbolism
Something that is of itself but represents something else, usually abstract, as well

Tone
The attitude of the write towards the subject matter

Grade 11R

READ ONE OR TWO BOOKS:

*Ellen Foster* by Kay Gibbons
*The Silver Kiss* by Annette Curtis Claus

*Emako Blue* by Brenda Woods
*Billy* by Albert French

*After the First Death* by Robert Cormier
*Harlem Summer* by Walter Dean Myers

• Choose *one* of the Summer Reading Options below.
• As you read your Summer Book Selection, fulfill the requirements of the written portion of your project.
• You should have this project completed for the first week of school in September 2009.

I. Annotate-As-You-Go:

Keep track of important information about characters and events by recording notes. This could take the form of a journal, if you wish. Record favorite scenes or excerpts or perhaps ask questions that you hope to answer as you continue reading. There should be a minimum of ten entries. Be thorough in your entries.
II. Chapter Check:

At the end of each chapter summarize important information about characters and events. Be sure to highlight specific page numbers of memorable scenes and quotes. Explain why you thought the scenes were memorable of what was memorable about the quote you noted. If the book you are reading is not a chapter book, make a summary entry after each 20 pages.

III. Look-Back List:

Create a page-number-organized list of important information about characters and events. Perhaps employ a chart or color system to facilitate quick and easy reference. Your list/chart should reflect a reading of the entire book.

IV. How are the characters depicted in the story?

For each of the main characters in the book you choose, picture the characters in your book. What specific locations and places come to your mind? Choose one such location for each of the main characters and create a detailed illustration - whether in the form of a single portrait or a multi-frame comic strip - that depicts the essential personality of the characters you choose. Include dialogue (speech bubbles) or captions to provide more insight into who your characters are. Explain the choice of the location you place your character in with a paragraph to accompany your depiction.

V. Critical Reading Questions

Write critical reading questions that show that you have read the entire book. Write at least two questions that address the beginning of the book, two questions that address the middle of the book, and two questions that address the end of the book, with a total number of questions being ten. Provide answers to the questions as you learn more about the characters and the events that are happening to them.

Include specific references (i.e., specific names, events, scenes, settings, etc.) to the novel in your questions, proving that you read it?

- Too vague: What is your favorite part of the novel? Who is your favorite character?
- Specific: How would you have reacted if Korean soldiers burst into your house and ransacked your belongings? Would you have handled the situation differently than Little One in the novel? If so, how?
VI. Reading Journals

While reading, compose a “Reader’s Journal” chronicling your thoughts about the selected book. Journal entry frequency may vary, but the number of journal entries should be no fewer than ten (10) and they must be made each time the student reads in order to record reactions to the text while their thoughts are fresh. Journal entries should reflect honest reactions to text, record relevant quotations from the book, and include some essential questions that will facilitate discussion of the selected book and its themes. The English department has a list of possible questions, but you are not limited to them.

Do not worry about grammar or organization as you write these; just try to think and show evidence of your thought as you respond to what you read. Please write in paragraphs rather than bulleted lists, however.

There are no right or wrong answers for these, so take some intellectual risks and be honest. Write about what you like or dislike, what confuses you, or anything that is unusual to you. Tell what you think something means. Look for examples of writing you really like or dislike and talk about them. Make predictions about what might happen later. Relate your own experiences that connect with plot, characters or setting. The key is to engage the text!

If you are stuck for ideas in your reading journals, consider using one or more of the following sentence starters. Just remember that these are not about plot summary but about what you think and feel as you read. Just give enough plot summary to make clear what you are writing about.

Possible sentence lead-ins:

♦ I wonder what this means...
♦ I really don’t understand this part because...
♦ I really like/dislike this idea because...
♦ This character reminds me of...
♦ This character is like (name of character) in (name of work) because...
♦ I think the setting here is important because...
♦ This scene reminds me of a similar scene in...
♦ This part is very realistic/unrealistic because...
♦ I like/dislike this work because...
♦ This section makes me think about/because...
I think the relationship between ______ and _______ is interesting because…

The ideas here remind me of the ideas in ______ because...

I like/dislike (name of character) because...

This situation reminds me of a similar situation that happened to me when...

The character I most admire is ______ because...

If I were (name of character) at this point, I would...

VII. LITERARY TECHNIQUES

Choose 10 different examples of literary techniques used throughout the book. Write the quote from the book and identify the technique. Then tell how the use of this technique enhanced the telling of that situation or the description of that scene or character. Pick from the following techniques:

Simile - comparing of two unlike things using like or as (Mary was as sly as a cat).

Metaphor - comparing two unlike things without the use of like or as (The grass was green velvet.)

Personification - giving human qualities to non-human things (The trees marched in straight lines.)

Imagery - creating a mental image; painting a picture in the reader’s mind (The tiny white cottage was nestled in between the tall pine trees.)

Alliteration - repetition of the same consonant sound at the beginning of two or more words. (slippery slimy slope)

Example Entry: Simile -

It was like being swept under a bird’s wing, and that’s how we stayed for a while, rocking back and forth with me tucked under there.

The use of this simile lets the reader know how safe and secure the character felt with this woman’s arms around her. She was giving her the comfort of a mother.
VIII. POETRY WRITING

Write poems that reflect the book you read. You should choose no less than 4 main characters and write a poem for each.

Each poem should be at least 6 lines or longer. You should incorporate the use of some poetic techniques, such as simile, metaphor, alliteration, etc. Your poem may rhyme, if you choose, or it need not rhyme.

Grade 11H

READ BOTH BOOKS:

The Secret Life of Bees by Sue Monk Kidd

Dreams from My Father: A story of race and inheritance by Barack Obama

Summer Reading ~ Final Essay

Read the prompt below. Then write an essay in which you reference The Secret Life of Bees by Sue Monk Kidd and Dreams from My Father by Barack Obama to support your analysis. This essay will count towards your first quarter grade and is due on the first day of school.

Many writers depict conflicts between a parent (or parental figure) and a son or daughter. Write an essay in which you analyze the sources of these conflicts in both of the aforementioned works and explain how the conflict contributes to the meaning of the works. Be sure to consider the relationship between literary technique and meaning as conveyed by the respective authors of each work. Avoid mere plot summary.
READ BOTH BOOKS:

*The Kite Runner* by Khaled Hosseini  *Perfume* by Patrick Suskind

**Assignments**

While reading, maintain a response journal in which you react to key scenes, quotations or themes in the work. To any active reader, certain scenes stand out as significant or particularly powerful. Certain quotations or style choices might jump off the page and stick in your mind.

In your journal entries, discuss issues such as theme, character, tone, voice, imagery, figurative language, setting and historical, social or political context. If there are key quotations or elements that you find particularly puzzling, copy them into your journal with page numbers noted so we can find them in our class work with the text in September.

Consider your journal as your own conversation with the text. Try to think like your teacher might. What sorts of questions might you teacher ask if you were studying the work as a group? If you had the author sitting across from you as you read, what might you ask him?

Each of your journals should be anywhere from one half to a full page of writing. They need not be particularly formal as your responses should be reflective of your developing thinking. As a group, we will use these thoughts and conversations in our engagement of the works when you return in September.

Please do not engage in summary of the plot!!

Finally, be comprehensive in your journal. Do not simply respond to one particular part of the book. Reveal your engagement of the works from beginning to end.

You should create at least 10 journal entries for each work.
Grade 12R

CHOOSE ONE BOOK:

* A Streetcar Named Desire* by Tennessee Williams

* The Road* by Cormac McCarthy

* Deadline* by Chris Crutcher

Projects:

1. Consider an essential question the novel raises. In a 250-300 word reflection that does not include a summary, identify an essential question posed by the novel and then discuss the ways in which the characters, situations, or events of the novel display that question.

2. A writer chooses a universal theme from which to create his work. He discovers elements of his theme within his own soul and the soul of humanity in general, hence the theme is universal. In his work he comments on the theme, hoping that others who view the work discover a basic truth of life, something they have in common with all people.

Choose a theme from your book. Choose a theme that expresses some deeply true essence you value and believe to be an important part of the thread of human life.

As you write your essay, be sure to include the following information: general theme and why it has universal appeal, brief analysis of work, writer’s message and intention, how the work is meaningful to you, and title and author of work.

3. My Book in a Container

• Choose an item that is to be used as a container to hold other items significant to your book. This item should also be significant to your book. Decorate this
container to convey some of the major details, elements, or themes found in
the book.
• Choose five objects that would either be found in the book or would relate
to the book in some way. Be prepared to discuss the significance of these items
to your book
• Choose three literary elements found in your book. Be prepared to discuss
the use of these elements in your book.
• In an oral presentation, explain the connection of the container to the story.
Create a show and tell of your objects and literary elements that reveals the
details of your book.
• Lastly, provide your recommendation of this book to your classmates.

Grade 12 IB

IB 12 Students should see Mr. Grove for specific details regarding summer
work on World Literature Assignment #2, Extended Essay Research and
Writing, and reading assignments including *Wild Swans: 3 Daughters of China*
(Jung Change) and *Things Fall Apart* (Chinua Achebe).”

Grade 12AP

READ BOTH BOOKS:

*Invisible Man* by Ralph Ellison

*The Adventures of Huckleberry Finn* by Mark Twain

Students scheduled to enter 12 AP English will receive an informational packet
and personalized instructions in their English classes prior to the end of the
school year. Each text will have specialized assignments and scheduled online
message board posts, all of which will be completed online at
[www.classjump.com/houlihan](http://www.classjump.com/houlihan). Instructions for use of this website are below.

ClassJump Website: Instructions for Use
✓ Go to [www.classjump.com/houlihan](http://www.classjump.com/houlihan).
✓ Click on “Classes” on the left; Select “12AP Summer Collaborative”.
✓ Click on “Register for This Class”. 
If you have already signed up for classjump, log in; if this is your first time using this website, register for use of the site.

Click on the class message board.

Sign up for the message board; you will have to be accepted into the class before you can access this area.

Email Mrs. Houlihan at jhoulihan@albany.k12.ny.us to confirm your enrollment.

Assignments: Invisible Man
- Study Guide (distributed & available electronically) - due Friday, September 4th, 2009
- Scheduled Message Board Posts - by July 10th & July 24th, 2009
- Final Paper - due Friday, September 4th, 2009

Assignments: The Adventures of Huckleberry Finn by Mark Twain
- Study Guide (distributed and available electronically) - due Friday, September 4th, 2009
- Scheduled Message Board Posts - by August 7th & 21st, 2009
- Final Paper - due Friday, September 4th, 2009

12 AP Literature and Composition Summer Reading Essay Assignments

For each novel, please choose one of the two essay options and write a well-constructed, cohesive response. There is no page minimum or maximum for either assignment; however, you should not take more than an hour to complete each one as they are designed to prepare you for the rigor of the timed AP exam next May. These assignments are due by Friday, September 4th, 2009. They may be submitted electronically on www.classjump.com/houlihan or in school by the aforementioned date. You may also ask questions via the class website, or email jhoulihan@albany.k12.ny.us. If at all possible, please type your response.

Essay #1 - Invisible Man

Choice A:
One of the most distinctive features of Invisible Man is the powerful way in which tone is used to generate and emphasize meaning. In what ways are devices of sound and repetition used to build the novel's various tones?
Choice B:
The protagonist of many novels and plays finds himself or herself vacillating between conflicting influences. In a well-organized essay, discuss how the narrator of *Invisible Man* vacillates between the influences of Dr. Bledsoe and his grandfather and analyze how this ambivalence affects the overall meaning of the novel. Do not merely summarize the plot.

**Essay #2 - The Adventures of Huckleberry Finn**

Choice A:
The first person narrative offers the novelist the opportunity to relate a single event from the dual views of the immediate participant and the older, wiser, detached observer, who knows how the event—and the entire story—is going to turn out. Write a well-organized essay in which you explore how Huck's telling his story from both of these views creates suspense and contributes to the overall meaning of the novel.

Choice B:
Many authors skillfully blend elements of comedy, suspense, and tragedy in their novels. In a well-organized essay, show how Twain blends these three elements in *The Adventures of Huckleberry Finn* to create a story that is at once humorous, thrilling, and sentimental. Do not merely summarize the plot.

**Resources**

http://www.albanypubliclibrary.org/
http://store-locator.barnesandnoble.com/store/2275
http://www.borders.com/online/store/StoreDetailView_471
http://www.bhny.com/
(The Book House)
Suggested 9th Grade Reading

Tribute to Another Dead Rock Star by Randy Powell
The Perfect Storm by Sebastian Junger
1984 by George Orwell
A Walk to Remember by Nicholas Sparks
Violet and Claire by Francesca Block
Any work from the Harry Potter series
Blood and Chocolate by Annette Curtis Klaus
Silver by Norma Fox Mazer
The Last Unicorn by Peter Beagle
Fahrenheit 451 by Ray Bradbury

Suggested 10th Grade Reading

Ender’s Game by Orson Scott Card
Anthem by Ayn Rand
The Andromeda Strain by Michael Crichton
War of the Worlds by H.G. Wells
Childhood’s End by Arthur C. Clark
The Bridge of San Luis Rey by Thornton Wilder
Cheaper by the Dozen by Frank Gilbreth
The Human Comedy by William Saroyan
The Lords of Discipline by Pat Conroy
On the Beach by Neville Shute
Siddhartha by Herman Hesse
The Bell Jar by Sylvia Plath
The Five People You Meet in Heaven by Mitch Alborn

Suggested 11th Grade Reading

Ethan Frome by Edith Wharton
Where the Heart is by Billy Letts
The Cycle of the Werewolf by Stephen King
The Old Man and the Sea by Ernest Hemingway
Eleven Seconds by Travis Roy
In My Hands by Irene Gut Opdyke
The Secret Life of Bees by Sue Monk Kid
Chicken Soup for the Soul (any version)
Room to Grow: An Appetite for Life by Tracey Gold
Travels with Charley by John Steinbeck
Dune by Frank Herbert
Winesburg, Ohio by Sherwood Anderson
Nine Stories by J.D. Salinger
Franny and Zooey by J.D. Salinger
Angela’s Ashes by Frank McCourt
Cold Mountain by Charles Frazier
A River Runs Through It by Norman Maclean
In the Heart of the Sea: The Tragedy of the Whaleship Essex by Nathaniel Philbrick
Poisonwood Bible by Barbara Kingsolver
The Handmaid’s Tale by Margaret Atwood
Suggested 12th Grade Reading

- The Things They Carried by Tim O’Brien
- The Hobbit by J.R.R. Tolkien
- The Return of the Native by Thomas Hardy
- The Orchard: A Memoir by Adele Crockett Robertson
- Let Me Call You Sweetheart by Mary Higgins Clark
- A Civil Action by Jonathan Harr
- What We Keep by Elizabeth Berg
- Lucky Man: A Memoir by Michael J. Fox
- The Mayor of Casterbridge by Thomas Hardy
- East of Eden by John Steinbeck
- Eleven Seconds by Travis Troy
- A Prayer for Owen Meany by John Irving
- Lost Horizon by James Hilton
- Icy Sparks by Gwyn Hyman Rubio
- A Farewell to Arms by Ernest Hemingway
- The Joy Luck Club by Amy Tan

Non-Fiction Titles

- Extreme Sports by Michael Dean
- Pro Sports: How Did They Begin by Don Wulffson
- The Kid Who Invented the Popsicle by Don Wulffson
- Unsolved Mysteries of History by Paul Aaron
- Eyewitness Spies by Richard Platt
- Chicken Soup for the Teenage Soul: The Real Deal School by Jack Canfield
- 200 Magic Tricks Anyone Can Do by Harry Blackstone
- Abracadebra to Zombie: More than 300 Wacky Word Origins by Don Wulffson
- Best Book of Snakes by Christine Gunzi
- Ballparks Then and Now by Eric Enders
- Woman Against Slavery by John Anthony Scott
- Tiger Woods by William Durbin
- Street Skateboarding Endless Grinds and Slides by Doug Wemer
- I Have Lived a Thousand Years by Livia Bitton-Jackson
- All Over but the Shoutin’ by Rick Bragg
- Bowman’s Store: A Journey to Myself by Joseph Bruchac
- Flight of Passage by Rinker Buck
- Bound Feet & Western Dress by Natasha Pang-Mei Chang
- The Road to Ubar: Finding the Atlantis of the Sands by Nicholas Clapp
- Venus to the Hoop by Sara Corbett
- A Dublin Girl: Growing Up in the 1930’s - Elaine Crowley
- Jack London: A Biography by Daniel Dyer
- Imagined Worlds by Freeman Dyson
- The Spirit Catcher You and You Fall Down by Anne Fadiman
- A March to Madness by John Feinstein
- How do Astronauts Scratch an Itch? by David Feldman
- The Meaning of It All: Thoughts of a Citizen Scientist by Richard P. Feynman
The Planet Hunters: The Search for Other Worlds by Dennis B. Fradin
Of Many Colors: Portraits of Multi-racial Families by Peggy Gillespie
Making Documentary Films and Reality Videos by Barry Hampe
Fabric of Dreams: Designing My Own Success by Anthony Hankins
Still Me by Christopher Reeve
And Still I Rise by Maya Angelou
Toni Morrison: Telling a Tale Untold by Jim Haskins
Into Thin Air by Jon Krakauer
Reviving Opella: Saving the Selves of Adolescent Girls by Mary Pipher
The New Young American Poets: An Anthology by Kevin Prufer

OTHER FICTION TITLES

The First Part Last by Angela Johnson
If You Come Softly by Jacqueline Woodson
The Dear One by Jacqueline Woodson
The Lovely Bones by Alice Sebold
Bronx Masquerade by Nikki Grimes
Lost in the City by Edward P. Jones
Sugar in the Raw by Rebecca Carroll
Breathing Underwater by Alex Flinn
Hanging on to Max by Margaret Bechard
Jazmin’s Notebook by Nikki Grimes

BIOGRAPHIES

It’s Not About the Bike: My Journey Back to Life
By Lance Armstrong
Every Second Counts by Lance Armstrong
Chinese Cinderella: The True Story of an Unwanted Daughter
Adeline Yen ah
The Greatest, Muhammad Ali – Walter Dean Myers
Tony Hawk: Professional Skateboarder – Tony Hawk
Lindsay Lohan: The It Girl Next Door – Lauren Brown
Privilege of Youth: A Teenager’s Story – Dave Pelzer
Real Stories from the Rink – Brian McFarlane
Cheaper by the Dozen – Frank Gilbreth, Jr.
Gutsy Girls: Young Women Who Dare – Schwager
The Life and Death of Crazy Horse – Russell Freedman

Legends and Myths Titles

Kissing the Witch – Donoghue
One Thousand and One Arabian Nights – McCaughrean
Greek and Roman Mythology – Nardo
Parizak: The Quest of the Grail Knight – Paterson
Passenger – Say
The Chi’Lin Purse – Fang
Her Stories – Hamilton
The Deetkatoo: Native American Stories about Little People – John Bierhorst