



## **SUMMER READING 2023:**

### **A Collaboration between the English and Theology Departments**

We are excited to announce this year's Summer Reading collaboration between the English and Theology Departments that focuses on providing diversity in the selections and illuminating key principles of our Church's rich tradition of Catholic social teaching. May these learning opportunities inspire each of us to more fully answer the call of our Catholic Christian faith to respect and protect [\*the life and dignity of every human person\*](#) and to embrace the [\*call to family, community, and participation\*](#).

Every student enrolled in McNicholas High School is required to read the work(s) in his/her grade level by the first day of school of the 2023-2024 academic year. *Please note that students enrolled in an Honors or AP English class will have additional reading and assessments for English. Scroll to the end of this document for the additional Honors/AP selections.*

Most titles (eBooks and audiobooks) are available through the McNicholas Library using Sora. Instructions on how to use Sora can be found [here](#). While students can purchase the books through local booksellers like [The Tome Bookstore](#) in Mt. Washington or via [451 Books](#) (which gives our library 10% back), they can also be borrowed from the [Hamilton](#) or [Clermont](#) County Public Libraries.

*Students will be assessed in their Theology and English classes once the school year begins. During the summer, students should focus on reading their choice selection and using ONE of the notetaking strategies listed below. Digital notes will not be accepted; all notes need to be handwritten according to the instructions of the chosen strategy. Notes will be due on the first day of school. There is no cumulative test this year.*

### **To complete the Summer Reading 2023 requirement, students need to...**

- > Go to the grade they will be entering for the 2023-2024 school year and find the required reading selection.
- > Read the book prior to the first day of school.
- > Take notes (handwritten, please) using one of the three note taking strategies listed at the end of this document.
- > Bring your notes and the book to English and Theology classes when school begins.
- > Students taking Honors/AP English need to complete the additional assignment as well.

# Summer Reading 2023 for all students

## 9<sup>th</sup> and 10<sup>th</sup> grade: ***Home of the Brave* by Katherine Applegate**

**From Amazon:** Bestselling author Katherine Applegate presents *Home of the Brave*, a beautifully wrought middle grade novel about an immigrant's journey from hardship to hope.

Kek comes from Africa. In America he sees snow for the first time and feels its sting. He's never walked on ice, and he falls. He wonders if the people in this new place will be like the winter – cold and unkind.

In Africa, Kek lived with his mother, father, and brother. But only he and his mother have survived, and now she's missing. Kek is on his own. Slowly, he makes friends: a girl who is in foster care; an old woman who owns a rundown farm, and a cow whose name means "family" in Kek's native language. As Kek awaits word of his mother's fate, he weathers the tough Minnesota winter by finding warmth in his new friendships, strength in his memories, and belief in his new country.

## 11<sup>th</sup> grade: ***Tattoos on the Heart* by Gregory Boyle**

**From Amazon:** "Destined to become a classic of both urban reportage and contemporary spirituality" (Los Angeles Times) - *Tattoos on the Heart* is a series of parables about kinship and redemption from pastor, activist, and renowned speaker Father Gregory Boyle.

Thirty years ago, Gregory Boyle founded Homeboy Industries, a gang-intervention, rehabilitation, and reentry program in Los Angeles, the gang capital of the world. In *Tattoos on the Heart*, his debut book, he distills his experience working with gang members into a breathtaking series of parables inspired by faith.

From giant, tattooed Cesar, shopping at JC Penney fresh out of prison, you learn how to feel worthy of God's love. From 10-year-old Pipi you learn the importance of being known and acknowledged. From Lulu you come to understand the kind of patience necessary to rescue someone from the dark - as Father Boyle phrases it, we can only shine a flashlight on a light switch in a darkened room.

This is a motivating look at how to stay faithful in spite of failure, how to meet the world with a loving heart, and how to conquer shame with boundless, restorative love.

## 12<sup>th</sup> grade: ***This I Believe: Life Lessons* edited by Dan Gediman with John Gregory and Mary Jo Gediman**

**From Amazon:** Inspiring life wisdom from people of all ages—based on the *This I Believe* radio program

The popular *This I Believe* series, which has aired on NPR and on Bob Edwards' shows on Sirius XM Satellite and public radio, explores the personal beliefs and guiding principles by which Americans live today. This book brings together treasured life lessons of people from all walks of life. Whether it's learning the power of saying hello or how courage comes with practice, their intimate reflections will inspire, move, and encourage you. Filled with the valuable insights distilled from a wide range of personal experiences, *This I Believe: Life Lessons* is a perfect gift—for others or for yourself. Includes extraordinary essays written by ordinary people who share the story of an important lesson they have learned about life. Shares a wide range of beliefs and experiences from a diverse group of contributors, including a physician, a roller derby queen, a corporate executive, and a homeless person.

**All seniors MUST also do the following in pursuit of a better understanding of the Catholic Social Teaching theme of “[Call to Family, Community and Participation](#)”. Directions are as follows.**

1. Choose one movie to watch from the listed choices below (each a link to the trailer). Watch the movie and take at least one page of handwritten notes about the connections you see between the events of the movie and the CST theme of “Call to Family, Community and Participation.” The notes will be collected on the first day of school. Shortly thereafter, you will write an in-class, one-page CER, using your notes, connecting the events of the movie to the ideals of the CST.

Family	Community	Participation
<a href="#">A Man Called Otto</a>	<a href="#">Jesus Revolution</a>	<a href="#">Wonder</a>
<a href="#">Saint Vincent</a>	<a href="#">Millions</a>	<a href="#">The Summer of Soul</a>
<a href="#">What's Eating Gilbert Grape</a>	<a href="#">Belfast</a>	<a href="#">Norma Rae</a>
<a href="#">Coda</a>	<a href="#">Mr. Holland's Opus</a>	<a href="#">Cesar Chavez</a>

2. Choose one poem to read from the listed choices below (each at link to the online text). Read and analyze the poem and take at least one page of handwritten notes about the thematic connections between the poem and the “Call to Family, Community and Participation.” The notes will be collected on the first day of school and will be needed for an additional assignment during the first weeks of the school year.

Family	Community	Participation
<a href="#">“The Albatross”</a>	<a href="#">“Enemies”</a>	<a href="#">“If We Must Die”</a>
<a href="#">“I am Offering this Poem”</a>	<a href="#">“Rez Road”</a>	<a href="#">“Chorus of the Captains”</a>
<a href="#">“Those Winter Sundays”</a>	<a href="#">“Alphabet”</a>	<a href="#">“Ars Poetica”</a>

3. For further reading and thinking, **and completely optional**, consider the following titles (each is a link to the description on Amazon) to read in your spare time this summer.

Family	Community	Participation
<a href="#">This Tender Land</a>	<a href="#">The Four Winds</a>	<a href="#">The Day the World Came to Town</a>
<a href="#">The Secret Life of Bees</a>	<a href="#">People of the Book</a>	<a href="#">March</a>
<a href="#">Still Alice</a>	<a href="#">The Absolutely True Diary of a Part Time Indian</a>	<a href="#">A Heart in a Body in the World</a>



## Honors English additional reading

- In addition to their choice book, Honors English and AP students have the following reading. Students will be assessed on these books on a date determined by the teacher once school begins. Although not required, as with any academic class, students are encouraged to take notes as they read (character lists, summaries of chapters, etc.):

English I Honors: *The Boy in the Black Suit* by Jason Reynolds

English II Honors: *Kindred* by Octavia Butler

AP Literature and Composition: See below

AP Language and Composition: See below

# AP English Literature and Composition – Summer Reading 2023

---

Mrs. Dill

## Overview

Incoming AP Literature students are required to read several books over the summer in preparation for the course and subsequent AP exam. One portion of the AP exam, the Free Response essay, demands that students have a wide range of challenging literary works on which they can draw when writing that essay.

The goal of this summer's reading, however, is not only to prepare you for the exam, but also to initiate you into the conversation about ideas through books by both contemporary and classic authors.

AP Literature *is* college; it is not preparation for college. Students are expected to honestly abide by the reading requirements. Students who do not complete the summer reading – all of it, as spelled out by these guidelines – will not be eligible to take the course.

If you have any questions, please contact Mrs. Dill at [jdill@mcnhs.org](mailto:jdill@mcnhs.org).

## Requirements

Each AP Lit student must also do the following:

- Read the requirement for all 11<sup>th</sup> grade students.
- Purchase, read, and annotate *How to Read Literature Like a Professor* by Thomas C. Foster.
- Read one of these book options. Your choice should be a book you have not previously read.
  - *In the Time of the Butterflies* by Julia Alvarez
  - *Wuthering Heights* by Emily Brontë
  - *My Antonia* by Willa Cather
  - *The Awakening* by Kate Chopin
  - *All the Light We Cannot See* by Anthony Doerr
  - *Beloved* by Toni Morrison
  - *The Wise Blood* by Flannery O'Connor
  - *The Kitchen God's Wife* by Amy Tan
  - *The Age of Innocence* by Edith Wharton
  - *The Picture of Dorian Gray* by Oscar Wilde

Read your choice novel, taking notes or annotating as needed to help you do well on the in-class essay on these books. These notes are for you; I will not collect or evaluate them.

- Write an in-class essay responding to your choice novel, in which you use the ideas from Foster's book as a guide to analyze the literature you read. This essay will be assigned the first week of school.

# AP English Language and Composition – Summer Reading 2023

---

Mrs. Noble

## Overview

Incoming AP Language students are required to read additional materials over the summer in preparation for the course and subsequent AP exam. The AP exam tests rhetorical skills both in multiple choice questions and free response essays. The focus is on reading nonfiction selections to determine the following:

- How do authors construct effective arguments in their writing?
- What tools do they use to do this?
- How can you use those tools to craft effective writing?

The goal of this summer's reading, however, is not only to prepare you for the exam, but also to initiate you into conversation about rhetorical choices employed by writers. AP Language *is* college; it is not preparation for college. If you are looking for ways around this reading assignment, you should not enroll in this class.

If you have any questions, contact Mrs. Noble at [anoble@mcnhs.org](mailto:anoble@mcnhs.org).

## Requirements

Each AP Lang student must do the following:

- Read and complete the requirement for all 12<sup>th</sup> grade students.
- Keep a list of *at least 10* major news events (local, national, and international) that occur over the summer. This list can be digital; It will be helpful to save the link to the video and/or article from the credible source where you learned more about this event.
- Read at least one of the following memoirs listed below. Take notes/annotate as needed with this essential question in mind: How is the writer effectively conveying his/her message to the audience? These notes are only for you to help with the in-class essay; I will not collect or evaluate them.
  - o *The Other Wes Moore: One Name, Two Fates* by Wes Moore
  - o *The Glass Castle* by Jeannette Walls
  - o *A Walk in the Woods* by Bill Bryson
  - o *Educated* by Tara Westover
  - o *A Long Way Home* by Saroo Brierley

## Note Taking Strategies

Please select ONE of the listed strategies. As a reminder, all notes MUST be handwritten. Digital notes will not be accepted. *This is a requirement for **all students**.*

### 1. Coding Text:

While reading, stop every 15-20 pages to jot down these connections on post-it notes as tabs in the book:

- BKs (Background Knowledge connections that are triggered by the reading),
- Questions that you have about the reading
- Thinking statements (I think, I wonder, I am confused, etc.).

### 2. Fact Journals

**After reading every 15-20 pages, write five facts that you learned from the reading. After the five facts, include key characters from that reading and any details about that character that you deem to be important.** At the bottom of the page, write a 4-6 sentence summary to help you remember other information that might not be a part of the five facts. Be sure to label your notes with the chapters and/or pages that you read. *This strategy works well for audiobooks and eBooks.*

### 3. Text to Reader Connections

Using post-it notes or a notebook (especially for an audiobook or eBook), stop every 15-20 pages to mark in the text when you make these connections:

- **Text to self**—what you read reminds you of an experience of your own.
- **Text to world**—when you are able to make a connection between the text and what you know about the world (facts/information).
- **Text to text**—when you can make a relevant connection to another text (similar plots, content, structure, style, etc.)
- **Text to media**—when you can make a relevant connection to a movie, TV show, TED talk, podcast, etc.

*Remember to be specific in your notes about the connection being made to self, world, text, and media.*