

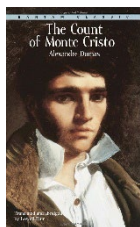
THE ALTAMONT SCHOOL
SUMMER READING LIST - GRADE 9

The Altamont School English Department requires every Altamont student to read **four books** during the summer months. For ninth graders, the four includes the three **required** novels (*The Count of Monte Cristo*, *All Quiet on the Western Front*, and *The Old Man and the Sea*). Students should choose ONE non-required **text from the list below**. **For the final choice book, students should choose their own book**. During the school year, every Altamont student completes additional reading outside of class – 1 book per month. Assignments will vary from month to month. If you are not assigned specific texts, the list below is a good starting point when looking for titles.

Rereading books for English credit is a violation of the Honor Code, excepting the *required titles*. Likewise, students may not use any type of condensed source for summer reading (internet summaries, commentaries on the text, etc.) or during the school year. Using reading aids in place of reading the text is a violation of the Honor Code. Just read the book and work on the assignments without any outside help.

I am interested in you bringing your ideas and your questions to the table in August. What **you** think about what you are reading is of utmost importance. To that end, you should note that **nothing should supplement your reading of these texts this summer**—no internet resources, summaries, AI, etc. Your job is to engage one-on-one with these works. We are not interested in what the internet has to say about Dumas, Remarque, or Hemingway. Using anything other than your own brain and your physical copy of the text for these assignments is a violation of the Honor Code. ([some advice on summer reading](#))

Required texts:



1. *The Count of Monte Cristo* by Alexandre Dumas

Please read the Lowell Bair translation. ISBN: 0553213504

The core elements of the story are the same in most translations, but the Lowell Bair translation/abridgment is the one we will use for class discussions.

2. *All Quiet on the Western Front* by Erich Remarque

3. *The Old Man and the Sea* by Ernest Hemingway

4. A grade-level appropriate choice book. Feel free to choose from the list below OR simply ask me.

Hello, upcoming 9th graders! I hope you are enjoying your summer, and welcome to Ninth Grade Honors English! The study of literature can help us process what is going on in the world around us. Reading is also a foundational skill, and we learn to read better when we read for multiple purposes. Sometimes, we read to escape, and I hope you can find time this summer to dive into great books; I hope you can find humor in the works you read, and I hope you will find books that allow you to grow in your understanding of the human condition. I am so excited to explore great works of literature with you next year. Please reach out to me with any questions, comments, or concerns. (lmccain@altamontschool.org)

Mr. McCain

Summer Reading Work

The first in-class paper we will write will explore how each of the summer reading texts highlights separate facets of the human experience. The guidelines for annotation for each book are designed to direct you to important elements in each text.

The Count of Monte Cristo

ANNOTATION ASSIGNMENT:

As you read *The Count of Monte Cristo*, take notes in the margins and on a separate document. Please use a pen or pencil and paper to take notes. I will not accept digital notes for this assignment. I will check your book for annotations, and I will check your notes on Monday, August 18th.

Use the margins for quick notes (observations, connections, etc.). Use a separate document to write down questions you may have or longer observations about the book. I want to see that you have engaged with the book meaningfully.

As you read, pay careful attention to the multiple aliases and personas of the protagonist, Edmund Dantes. Mark the passages that reveal a change in Dantes' characterization. We will complete a writing assignment during the first days of school that focuses on how Dantes changes over the course of the text. Also, note how the other characters react to Dantes and his aliases as he punishes those who have harmed him.

ESSAY ASSIGNMENT DURING THE FIRST WEEK OF SCHOOL:

In an article entitled "The Importance of Plot," Diane Johnson writes,

"Many and serious are the lessons of *The Count of Monte Cristo*. It is not a trivial but a perfect work, whose fascination arises from action, from what happens, not from character or form."

Be prepared, during the first week of class, to write a brief essay that either agrees with or refutes Johnson's claim. This is NOT an assignment to do during your break; simply be ready to explore Johnson's assertion during the first days of school.

Citation:

Johnson, Diane. "The Importance of Plot." *The Threepenny Review*, no. 36, 1989, pp. 13–15. *JSTOR*,

<http://www.jstor.org/stable/4383728>. Accessed 20 Feb. 2024.

All Quiet on the Western Front

ANNOTATION ASSIGNMENT:

I will not accept digital notes for this assignment. I will check your book for annotations, and I will check your notes on the second day of class. Please take notes in the margins and on a separate document. Use a pen or pencil and paper to take notes.

Use the margins for quick notes (observations, connections, etc.). Use a separate document to write down questions you may have or longer observations about the book. I want to see that you have engaged with the book meaningfully.

WRITING ASSIGNMENT:

Remarque suggests that war does not simply kill soldiers — it makes them unable to live. By the end of the novel, what do you think the novel suggests about what war takes from a person beyond their physical safety? Do you find that argument convincing?" Hand-write your response on loose-leaf paper and be sure to skip lines. You may write on the back of the pages. You will submit this assignment on Monday, August 17th at the beginning of class.

The Old Man and the Sea

I will check your book for annotations, and I will check your notes on the second day of class. Please take notes in the margins and on a separate document. Use a pen or pencil and paper to take notes. I will not accept digital notes for this assignment.

Use the margins for quick notes (observations, connections, etc.). Use a separate document to write down questions you may have or longer observations about the book. I want to see that you have engaged with the book meaningfully.

The Old Man and the Sea is the story of a man, Santiago, who battles a fish over several days. This story of human endurance also has moments of tenderness. As you read, focus on (1) Santiago's unstoppable spirit and (2) the young boy's admiration for Santiago. Be sure to mark the text with instances of both.

Choice Books

Summer Reading Response Questions

Be ready to complete an in-class writing assignment on your Summer Reading choice book during the first week of school.

Suggested Reading List*

FICTION

Alcott, L. M.

Little Women

Angelou, M.	<i>I Know Why the Caged Bird Sings</i>
Austin, J.	<i>Emma</i>
Aveyard, V	<i>Red Queen</i>
Bradbury, R.	<i>Fahrenheit 451</i>
Bronte, C.	<i>Jane Eyre</i>
Bronte, E.	<i>Wuthering Heights</i>
Buck, P.	<i>The Good Earth</i>
Cather, W.	<i>O Pioneers!; My Ántonia</i>
Chevalier, T.	<i>Girl with a Pearl Earring</i>
Coelho, P.	<i>The Alchemist</i>
Conroy, P.	<i>The Water is Wide</i>
Crane, S.	<i>The Red Badge of Courage</i>
Crichton, M.	<i>The Great Train Robbery</i>
Dai, Sijie	<i>Balzac and the Little Chinese Seamstress</i>
Dickens, C.	<i>David Copperfield</i>
Doyle, A.C.	<i>The Adventures of Sherlock Holmes</i>
DuMaurier, D.	<i>Rebecca</i>
Faulkner, W.	<i>The Reivers</i>
Ferber, E.	<i>Giant</i>
Garcia, C.	<i>Dreaming in Cuban</i>
Gibran, K.	<i>The Prophet</i>
Haddon, M.	<i>The Curious Incident of the Dog in the Night-time</i>

Heinlein, R.	<i>The Green Hills of Earth</i>
Heller, J.	<i>Catch 22</i>
Keyes, D.	<i>Flowers for Algernon</i>
Lee, H.	<i>To Kill a Mockingbird</i> * only if you've never read it
LeGuin, U.	<i>The Wizard of Earthsea</i>
London, J.	<i>Sea Wolf</i>
Markandaya, K.	<i>Nectar in a Sieve</i>
Martel, Y.	<i>Life of Pi</i>
Mitchell, M.	<i>Gone With the Wind</i>
Smith, B.	<i>A Tree Grows in Brooklyn</i>
Toole, John Kennedy	<i>The Neon Bible</i>
Vergil	<i>Aeneid</i>
Vonnegut, K.	<i>Slaughterhouse Five</i>
Wallace, D. *Altamont graduate	<i>Big Fish</i>
Wells, H.G.	<i>The Time Machine</i>
Welty, E.	<i>The Ponder Heart, The Optimist's Daughter</i>
Wilde, O.	<i>The Picture of Dorian Gray</i>
Wilder, T.	<i>The Bridge of San Luis Rey</i>

DRAMA

Lawrence, J. and Lee R.	<i>Inherit the Wind</i>
Shakespeare, W.	<i>Twelfth Night (or any comedy)</i>

Shaw, G.B.

Pygmalion

Wilder, T.

Our Town

Wilde, O.

The Importance of Being Earnest

HISTORICAL FICTION

Baumann, H.

World of the Pharaohs

Costain, T.

Silver Chalice

Davis, W.S.

A Friend of Caesar

Garfield, L.

The Sound of Coaches

Harnett, C.

Caxton's Challenge

Hoover, H.M.

The Dawn Palace

Hourani, A.

A History of the Arab Peoples

Malvern, G.

The Foreigner, Behold Your Queen

Morrison, L.

Lost Queen of Egypt

Seton, A.

Katherine

Shaara, M.

The Killer Angels

Snedeker, C.D.

The White Isle

Sutcliff, R.

Sword at Sunset, Warrior Scarlet

NON-FICTION

Abbott, Edwin A.

Flatland

Aczel, A.

Fermat's Last Theorem

Adams, Douglas

Last chance to see

Alvarez, Walter	<i>T. Rex and the Crater of Doom</i>
Asimov, I.	<i>Atom</i>
Atkins, P.	<i>The Periodic Kingdom</i>
Beard, M.	<i>Classics: A very short introduction</i>
Berry, A.	<i>The Next 500 Years</i>
Carson, R.	<i>Silent Spring</i>
Claiborne, Robert	<i>The Birth of Writing</i>
Covington, D.	<i>Salvation on Sand Mountain</i>
Cowell, FR	<i>Life in Ancient Rome</i>
Crow Dog, Mary	<i>Lakota Woman</i>
Docherty, Paddy	<i>The Khyber Pass</i>
Ellis, J.	<i>Revolutionary Summer</i>
Hawking, S.	<i>A Brief History of Time</i>
Heyerdahl, T.	<i>Kon-Tiki</i>
Hibbert, C.	<i>The Search for King Arthur</i>
Hoffman, P.	<i>The Man Who Loved Only Numbers</i>
Hyde	<i>Cloning and the New Genetics</i>
Lamb, H.	<i>Alexander of Macedon (B)</i>
Lamott, A.	<i>Bird by Bird</i>
Lampton, C.	<i>DNA and the Creation of a New Life</i>
Lord, W.	<i>Day of Infamy</i>
Maddox, B.	<i>Rosalind Franklin: The Dark Lady of DNA</i>

Mowat, F.	<i>People of the Deer; Never Cry Wolf</i>
Owens, Mark	<i>Cry of the Kalahari</i>
Paulos, John Allen	<i>Beyond Numeracy</i>
Preston, R.	<i>The Demon in the Freezer</i>
Regis, E. \	<i>Virus Ground Zero</i>
Roberts, J.A.G.	<i>China</i>
Robertson, D.	<i>Survive the Savage Sea</i>
Rowling, Marjorie	<i>Life in Medieval Times</i>
Silverberg, R.	<i>Clocks for the Ages</i>
Sobel, D.	<i>Longitude</i>
Soubiran, A.	<i>The Good Dr. Guillotin and His Strange Device</i>
Stewart, Ian	<i>Nature's Numbers</i>
Terasaki, G.	<i>Bridge to the Sun</i>
Thomas, Lewis	<i>Lives of a Cell, The Medusa and the Snail</i>
Truss, L.	<i>Eats, Shoots & Leaves</i>
Watson, James D.	<i>The Double Helix</i>
Zinsser, H.	<i>Rats, Lice and History</i>

*If you have a work NOT on this list that you are interested in reading, email me at lmccain@altamontschool.org; I am happy to allow you to read books that are meaningful to you AND grade-level/reader-level appropriate. Just email me and we will discuss.