



## McQuaid Jesuit 2024 SUMMER ASSIGNMENTS AND READING

**IMPORTANT:** This document begins with required summer reading for English, but be advised that a number of courses in addition to core English courses have summer assignments. Please be sure to review this entire document to make sure you are aware of summer requirements for all of your **2024-25** courses.

### English Summer Reading Assignments

*The English Department's Philosophy: Every part of who we are as human beings—mind, spirit, and body—needs nourishment. Reading goes a long way towards the care of all of those parts: our hearts are touched, our imaginations are stimulated, and our bodies are relaxed.*

Students should read each work carefully and thoughtfully, taking notes on what they read as discussion and evaluation of reading will begin on the first day of classes.

Except for Advanced and A.P. English courses, all of our English courses for grades 6-12 require students to read **two titles** over the summer. Note taking (character names, significant events or action from the story, etc.) is suggested as students read so that review of the novel prior to assessments is possible. The title labeled "Required Reading" will be assessed on the first day of classes. Students are then expected to read at least one additional title listed under "Selected Titles." These novels will be discussed and assessed during the first cycle of the schedule in the school year.

#### **6<sup>th</sup> Grade:**

Required reading by all:

*Holes* by Louis Sachar                      ISBN-13: 978-0440414803

Selected titles (choose at least ONE of the following):

*Janitors* by Tyler Whitesides

*Hatchet* by Gary Paulsen

*Football Genius* by Tim Green

*The Boy in the Striped Pajamas* by John Boyne

## 7<sup>th</sup> Grade:

Required reading by all: Choose 1 of the following 4 books:

[Restart](#) by Gordon Korman (Realistic Fiction)

[The Outsiders by S.E. Hinton](#) (Realistic Fiction)

[A Work in Progress](#) (Verse Narrative/ Realistic Fiction)

[American Born Chinese](#) (Graphic Novel/Realistic Fiction)

Pick 1 more book to read from the list below, organized by genre. The books selected were favorites of McQuaid 7th graders in 2024:

### **Science Fiction**

*Scythe* by Neal Shusterman

*Among the Hidden* by Margaret Peterson Haddix

*The Giver* by Lois Lowry

*The Hunger Games* by Suzanne Collins

### **Mystery**

*Ali Cross* by James Patterson

*They Call Me Zombie* by John Mercer

*Pony* by Rj Palacio

*Escape from Mr. Lemoncello's Library* by Chris Grabenstein

### **Historical Fiction**

*Two Degrees* by Alan Gratz

*Prisoner B-3087* by Alan Gratz

*Grenade* by Alan Gratz

*Prisoner of War* by Michael P. Spradlin

### **Fantasy**

*Ranger's Apprentice: The Ruins of Gorlan* by John Flanagan

*The Hidden Oracle (Trials of Apollo, Book 1)* by Rick Riordan

*The Callers* by Kiah Thomas

*Wings of Fire: The Dragonet Prophecy (Book 1)* by Tui T. Sutherland

### **Poetry**

*The Crossover* by Kwame Alexander

*Booked* by Kwame Alexander

*Hazard* by Frances O'Roarke Dowell

*The Canyon's Edge* by Dusti Bowling

## 8<sup>th</sup> Grade:

Required reading by all:

*Heat* by Mike Lupica ISBN-13: 978-0142407578

Selected titles (choose at least ONE of the following):

*The Brave* by Robert Lipsyte

*Blue Skin of the Sea* by Graham Salisbury

*The Runaway King (Book 2)* by Jennifer A. Nielsen

## 9<sup>th</sup> Grade:

### Required reading by all:

*Shoeless Joe* – Kinsella

### Selected titles (choose at least ONE of the following):

*Tarzan of the Apes* by Burroughs

*Lost in the Barrens* by Mowat

*I, Robot* by Isaac Asimov

*Alas, Babylon* by Pat Frank

## 10<sup>th</sup> Grade - English 2 (students in Advanced see next course below):

### Required reading by all:

*Lord of the Flies* by William Golding

In Golding's classic tale, an airplane full of children get stranded on a deserted island during a nuclear war. Once there, the boys struggle to balance their civilized instincts with their more savage natures. Through various power struggles and fracturing of the group, Golding examines human nature and what a lack of civilization can lead to in examining the morality of the characters and what it means to be a leader.

### Selected titles (choose at least ONE of the following):

*Speaker for the Dead* by Orson Scott Card

In Card's first sequel to *Ender's Game*, Ender Wiggin continues his journey to find a new home world for the Bigger Queen he is caring for. He travels through the galaxies that once belonged to the all-but-extinct Bigger race that humans now inhabit. As Ender fully embraces his new title, Speaker for the Dead, and the semi-religion that springs up around it, he reaches Lusitania. On this planet, Ender struggles to find understanding between differing species and their cultural customs, working to find a home and an understanding of respect for all life.

*Atonement* by Ian McEwan

McEwan examines the power of storytelling, how unfounded rumors can spin out of control, and the ripple effect that often-innocent seeming misunderstandings of this nature can cause. The novel follows Briony Tallis (a 13-year-old girl) through three phases of her life surrounding WWII through the use of metafictional storytelling (both WWII and metafiction are a major focus of the English II second semester curriculum). As a writer herself, Briony (and McEwan) examines what it means to write and tell a story and the effects that storytelling can have, as she seeks her own atonement, or redemption, for her actions and statements.

*Just Mercy: A Story of Justice and Redemption* by Bryan Stevenson

Bryan Stevenson is a lawyer educated at Harvard University and Eastern University (formerly Eastern College) and is the founder of the Equal Justice Initiative in Montgomery, Alabama. This non-fiction, autobiographical novel follows Stevenson himself as he navigates the difficulties of providing legal aid to prisoners on death row in the southern US. Stevenson gives insight into multiple cases that he works on (including children who receive life sentences, as well as other poor and marginalized groups), focusing primarily on the wrongful accusation and sentencing of Walter McMillan. Stevenson's trials allow insight into the injustices that can occur in the prison system and the importance of supporting and working for and with innocent peoples.

## 10 Grade – Advanced English 2:

### Required reading by all (read both):

*Fahrenheit 451* by Ray Bradbury

Bradbury's classic dystopia about a society where instead of putting out fires, firemen find and burn books in an attempt to suppress literature for the masses. The reader follows Guy Montag on his journey of realization

and his examination of the culture he perpetuates as a book-burning fireman. Bradbury's "love letter to books" provides valuable insight as to why we should read more to become active citizens in our world. This also serves as an introduction to dystopian literature and some major themes that will be examined in the second semester of the course curriculum (which is primarily focused on dystopian literature).

*The Tragedy Paper* by Elizabeth LaBan

LaBan's novel follows an albino boy, Tim Macbeth, and the boy who inherits his old dorm room the following school year, Duncan Meade, in an interwoven narrative that shifts between present and past. Tim narrates his unique experience coming into a new school, which Duncan listens to and learns from. Both boys grapple with the ideas of what a "tragedy" is, both in their own lives and as the topic of a year-end paper for their English teacher. This novel will provide valuable vocabulary, ideas, and understanding for our examination of multiple ancient hero types, which will include Tragic Heroes, in the first semester of the course curriculum.

### **11<sup>th</sup> Grade – English 3:**

**Theme:** Inclusion and Exclusion in America - A Paradox

**Rationale:** Throughout its existence, America and American society has long been viewed as a land of inclusion that promotes tolerance, acceptance, and unity between all its inhabitants, while also instituting long-standing social practices that may exclude some individuals based on a person's social, economic, racial, ethnic, religious, or cultural background, as well as other differences. These contrasting aspects of American society highlight its paradoxical nature of being both inclusive and exclusive that challenges us to consider whether America lives up to some of its greatest ideals of equality, justice, and freedom despite such a contradiction. With these ideas in mind, the following summer reading titles are meant to help you further explore and examine this paradox and discover for yourself which trait (inclusion or exclusion) does America and Americans seem to embody, fulfill, and live up to more fully.

**IMPORTANT NOTE #1:** English 3 places a great emphasis on not simply understanding pieces of literature, but critically reading various texts and making one's thinking "visible" during the reading process. As such, you are required to read two excerpts that will help deepen (and maybe even reshape) the way you read. Please read the excerpt from *How to Read a Book* by Mortimer Adler to help deepen your concepts of what it means to read at a high intellectual level. Please also read Adler's "How to Mark a Book" to help you understand how to make your thinking "visible" and create meaningful, purposeful annotations in the two works you will critically read.

**IMPORTANT NOTE #2:** As you read each literary work, keep in mind the "rationale" for this summer's reading theme. Pay close attention to characterization, symbolism, use of narrative devices, and tone. Annotate both literary works as you go. This will help immensely in September on both the summer reading test and the first assigned essay of the year.  
**YOU MUST HAVE A PHYSICAL COPY OF EACH BOOK.**

Required reading by all:

*Into the Wild* by Jon Krakauer

McCandess had given \$25,000 in savings to charity, abandoned his car and most of his possessions, burned all the cash in his wallet, and invented a new life for himself. Not long after, he was dead. *Into the Wild* is the mesmerizing, heartbreaking tale of an enigmatic young man who goes missing in the wild and whose story captured the world's attention. Excerpts from *How to Read a Book* by Mortimer Adler and "How to Mark a Book" by Mortimer Adler – available here.

Selected titles (choose at least ONE of the following):

*Hell of a Book* by Jason Mott

In Jason Mott's *Hell of a Book*, a Black author sets out on a cross-country publicity tour to

promote his bestselling novel. That storyline drives *Hell of a Book* and is the scaffolding of something much larger and more urgent: Mott's novel also tells the story of Soot, a young Black boy living in a rural town in the recent past, and *The Kid*, a possibly imaginary child who appears to the author on his tour. As these characters' stories build and converge, they astonish. For while this heartbreaking and magical book entertains and is at once about family, love of parents and children, art and money, it's also about the nation's reckoning with a tragic police shooting playing over and over again on the news. And with what it can mean to be Black in America.

*Conditional Citizens: On Belonging in America* by Laila Lalami

In this brilliantly argued and deeply personal work, Pulitzer Prize finalist Laila Lalami recounts her unlikely journey from Moroccan immigrant to U.S. citizen, using her own story as a starting point for an exploration of the rights, liberties, and protections that are traditionally associated with American citizenship. Tapping into history, politics, and literature, she elucidates how accidents of birth—such as national origin, race, and gender—that once determined the boundaries of Americanness still cast their shadows today. Weaving together her experiences with an examination of the place of nonwhites in the broader American culture, Lalami illuminates how conditional citizens are all those whom America embraces with one arm and pushes away with the other.

*Nomadland: Surviving America in the Twenty-First Century* by Jessica Bruder

From the beet fields of North Dakota to the National Forest campgrounds of California to Amazon's CamperForce program in Texas, employers have discovered a new, low-cost labor pool, made up largely of transient older Americans. Finding that social security comes up short, often underwater on mortgages, these invisible casualties of the Great Recession have taken to the road by the tens of thousands in late-model RVs, travel trailers, and vans, forming a growing community of nomads.

*They Called Us Enemy* by George Takei

George Takei has captured hearts and minds worldwide with his captivating stage presence and outspoken commitment to equal rights. But long before he braved new frontiers in *Star Trek*, he woke up as a four-year-old boy to find his own birth country at war with his father's—and their entire family forced from their home into an uncertain future. In a stunning graphic memoir, Takei revisits his haunting childhood in American concentration camps, as one of over 100,000 Japanese Americans imprisoned by the U.S. government during World War II. Experience the forces that shaped an American icon—and America itself—in this gripping tale of courage, country, loyalty, and love.

## **11th Grade – A.P. English Language & Composition:**

Required reading by all:

["How to Mark up a Book" by Mortimer Adler](#), PhD (Article)

Dr. Adler's essay provides valuable guidelines for how an active reader should engage with and annotate a text. This article should be printed out in hard copy and "marked up" to illustrate a strong understanding of annotation practices. Please bring your annotated hard copy to the first class of the year. **This will be collected and reviewed for a grade.**

*Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass

Douglass' harrowing narrative of his time as a slave, escape to the north, and the start of his work as an abolitionist, is a cornerstone text of the course and American Literature as a whole. This narrative is near and dear to our beloved Rochester, as Douglass called our city home and is buried right here in Mount Hope Cemetery (BONUS available for pictorial evidence of visiting his gravesite; please be respectful in any photos you may take). Read carefully and pay close attention to the vocabulary used by Douglass. Not only will our

summer reading test cover this narrative, but we will also have multiple assignments attached to the novel at the start of the year.

*Rhetoric: A Very Short Introduction* by Richard Toye

This brief expository analysis and examination of rhetoric may seem boring and confusing at first, but spending time with this text will deepen your understanding of how rhetoric, or the art of persuasion, is used in the real world and its historical development. Toye provides numerous examples in his essays (chapters) addressing the topic. As the whole focus of this AP course is how language is used and to what purposes, this may be the single most valuable book of the entire year.

Selected titles (choose at least ONE of the following):

*The Catcher in the Rye* by J.D. Salinger

Have you ever felt out of place? Have you ever felt like everyone and everything around you is "phony"? Then step into Holden Caulfield's shoes! Salinger's novel is often considered in the conversation surrounding the "Great American Novel." Holden is like any other adolescent who deals with angst, alienation, the superficial nature of society, innocence, identity, belonging, loss, connection, and depression, as they come of age. This bildungsroman follows Holden's adventures and observations in New York City as he contemplates his place in the world. This text will provide valuable insight to our examination of the "American Dream" and your own growth as an adolescent.

*Adventures of Huckleberry Finn* by Mark Twain

This novel is also often brought up in the discussion about the "Great American Novel." Twain's novel follows the adventures of the beloved young rascal, Huck Finn. Take a ride down the Mississippi River with Huck and his escaped-slave friend, Jim, as they navigate the river, their friendship, the trouble that Huck gets them in, and notions surrounding race, wealth, and freedom. This seminal piece of literature will provide insight into the idea of satire, the use of regional dialect, and our examination of the "American Dream."

*Ethan Frome* by Edith Wharton

In Wharton's novel, an unnamed narrator relates the circumstances of the titular Ethan Frome's life. The characters deal with issues surrounding whether one should step up and fulfill their societally ascribed duties or if they should follow their heart and their individual feelings. This examination will provide an insightful commentary on the economic and cultural realities of America that produces, and allows for, the suffering of individuals like those found in the novel. This will be valuable for our examination of the "American Dream" and the Vietnam War (the MP3 focus of the course curriculum).

## **12<sup>th</sup> Grade - English 4:**

Theme: The Problem of Truth

Rationale: In a world of fake news and polarized political expression, it is difficult to apprehend what is real, and to know what is true. And then there is the problem of perspective, and the daunting reality that we can never truly understand what it is like to stand in another person's shoes. With these compelling issues in mind, the senior English faculty has curated a summer reading list for you that tackles these issues head-on, and through the power of imagination and some pretty amazing detective work, these titles might offer a glimpse of the elusive truth that we all are seeking. Therefore:

Required reading by all:

*The Curious Incident of the Dog in the Night-time* by Mark Haddon

Told from the perspective of a young man on the autism spectrum, this modern detective story places us at the heart of our theme for the year: how do I know what is real and who can I trust to help me find the truth?

Selected titles (choose at least ONE of the following):

*The Hound of the Baskervilles* by Sir Arthur Conan Doyle.

If you've always wanted to dive into this classic, now is the time! It is showcased in the required reading as well.

*The Dead Fathers Club* by Matt Haig.

Get a preview of the issues at the heart of the incomparable Shakespearean tragedy that awaits you in the fall semester – Hamlet - with this modern take on the mother of all tragedies.

*Talking to Strangers* by Malcolm Gladwell. (The enhanced audio version is highly recommended.)

If you prefer non-fiction, this is the one for you! Using moments taken right out of today's news, the author highlights the difficulties that stand in the way of our earnest attempts to understand other human beings.

*The Life of Pi* by Yann Martel.

If you love animals, and you have a desire to go on an amazing journey with a truly compelling young hero, then this one's for you. We promise that the final chapters will leave you astonished!

## **12th Grade - A.P. English Literature:**

Theme: Indigenous Stories

Rationale: One of the most invisible groups in American society is indigenous peoples, yet native writers have been and continue to produce some of the most important and innovative American literature being written today. Here are novels written by indigenous writers that attempt to survey the Native American story from its earliest days to its contemporary manifestations.

Required reading by all:

*The Night Watchman* by Louise Erdrich

Based on the extraordinary life of National Book Award-winning author Louise Erdrich's grandfather who worked as a night watchman and carried the fight against Native dispossession from rural North Dakota all the way to Washington, D.C., this powerful novel explores themes of love and death with lightness and gravity and unfolds with the elegant prose, sly humor, and depth of feeling of a master craftsman. Thomas Wazhashk is the night watchman at the jewel bearing plant, the first factory located near the Turtle Mountain Reservation in rural North Dakota. He is also a Chippewa Council member who is trying to understand the consequences of a new "emancipation" bill on its way to the floor of the United States Congress. It is 1953 and he and the other council members know the bill isn't about freedom; Congress is fed up with Indians. The bill is a "termination" that threatens the rights of Native Americans to their land and their very identity. How can the government abandon treaties made in good faith with Native Americans "for as long as the grasses shall grow, and the rivers run"?

Selected titles (choose at least ONE of the following):

*There There* by Tommy Orange

A wondrous and shattering award-winning novel that follows twelve characters from Native communities: all traveling to the Big Oakland Powwow, all connected to one another in ways they may not yet realize. Among them is Jacquie Red Feather, newly sober and trying to make it back to the family she left behind. Dene Oxendene, pulling his life together after his uncle's death and working at the powwow to honor his memory. Fourteen-year-old Orvil, coming to perform traditional dance for the very first time. They converge and collide on one fateful day at the Big Oakland Powwow and together this chorus of voices tells of the plight of the urban Native American—grappling with a complex and painful history, with an inheritance of beauty and spirituality, with communion and sacrifice and heroism.

*Ceremony* by Leslie Marmon Silko

More than thirty-five years since its original publication, *Ceremony* remains one of the most profound and moving works of Native American literature, a novel that is itself a ceremony of healing. Tayo, a World War II veteran of mixed ancestry, returns to the Laguna Pueblo Reservation. He is deeply scarred by his experience as a prisoner of the Japanese and further wounded by the rejection he encounters from his people. Only by immersing himself in the Indian past can he begin to regain the peace that was taken from him. Masterfully written, filled with the somber majesty of Pueblo myth, *Ceremony* is a work of enduring power.

*Fools Crow* by James Welch

In the Two Medicine Territory of Montana, the Lone Eaters, a small band of Blackfeet Indians, are living their immemorial life. The men hunt and mount the occasional horse-taking raid or war party against the enemy Crow. The women tan the hides, sew the beadwork, and raise the children. But the year is 1870, and the whites are moving into their land. *Fools Crow*, a young warrior and medicine man, has seen the future and knows that the newcomers will punish resistance with swift retribution. First published to broad acclaim in 1986, *Fools Crow* is James Welch's stunningly evocative portrait of his people's bygone way of life.

*House Made of Dawn* by N. Scott Momaday

A young Native American, Abel has come home from a foreign war to find himself caught between two worlds. The first is the world of his father's, wedding him to the rhythm of the seasons, the harsh beauty of the land, and the ancient rites and traditions of his people. But the other world - modern, industrial America - pulls at Abel, demanding his loyalty, claiming his soul, goading him into a destructive, compulsive cycle of dissipation and disgust. And the young man, torn in two, descends into hell. As you read, keep in mind the "rationale" for this summer's reading theme.

*Pay close attention to characterization, symbolism, use of narrative devices, and tone. Annotate your novels as you go. This will help immensely in September. When class convenes in September, the first day of class will be taken up with a test on *The Night Watchman* (possible types of questions could include identification; matching [quotes and characters]); short answer; essay). There will ALSO be a take-home essay involving *The Night Watchman* and your other chosen text.*

**ENJOY!**

\*\*\*Non-English Course Assignments Continue Below\*\*\*



## **Non-English Courses' Summer Assignments**

Listed by department - review carefully!

### *Computer Science*

#### **A.P. Computer Science Principles**

In the upcoming year, we will be learning the Python programming language. This summer in place of traditional "reading" assignments, you will complete the first eleven exercises in an online Python tutorial at the W3schools website.

To start, please navigate to <https://www.w3schools.com/python> If you don't have an account, select the Google login option. Use your school email address when creating the account. Once logged on, complete the first eleven exercises of the tutorial starting with *Python Home* through *Python Operators*. Any additional exercises you complete will earn extra credit. It is worthwhile to state here that many of the later tutorial topics past *Python Functions* will NOT be covered this year.

On the first day of school, you will upload a screenshot <Windows-Shift-S> of your completed activities taken from the My W3Schools Dashboard.

Contact Mr. Maxwell at [jmaxwell@mcquaid.org](mailto:jmaxwell@mcquaid.org) with any questions or issues.

### *Foreign Language*

#### **A.P. Spanish Language and Culture**

Students enrolled in A.P. Spanish Language and Culture will complete a multi-part summer project, details of which can be found at [this link](#). Students enrolled in the course will be automatically added to a course Schoology group in July and can find additional materials and submission instructions there. Contact Ms. Hickman ([shickman@mcquaid.org](mailto:shickman@mcquaid.org)) with any questions.

### *Mathematics*

#### **A.P. Statistics**

In order to make time for in-class statistics labs during the school year, AP Statistics students will complete an independent unit of study in August. This unit will include instructional videos and practice assignments that will count as the first grades of the school year. On August 1 Mrs. Ringwood will send enrolled students an email (to their McQ email address) with instructions and assignment details. If you do not receive this email, and you are enrolled in AP Statistics, contact Mrs. Ringwood ([lringwood@mcquaid.org](mailto:lringwood@mcquaid.org)).

## *Science*

### **A.P. Chemistry**

An assignment will be sent out promptly to all enrolled students on August 1 via McQuaid Student email. It will include passwords and signup information for the learning platforms used in the course, as well as an assignment for reviewing the material learned in Advanced Chemistry. Please contact Dr. Rogalskyj ([jrogalskyj@mcquaid.org](mailto:jrogalskyj@mcquaid.org)) if you are enrolled in the course but do not receive an email on August 1.

### **A.P. Environmental Science**

Students enrolled in A.P. Environmental Science have a three-part summer assignment, details of which can be found at [this link](#):

1. Pick up the course textbook from the McQuaid Jesuit bookstore.
2. Read Chapter 1 of the textbook and answer the corresponding questions, and be prepared to discuss on the first day of class.
3. Complete the Scavenger Hunt activity described at the link above.

Contact Mrs. Kaidy at [jkaidy@mcquaid.org](mailto:jkaidy@mcquaid.org) with any questions.

## *Social Studies*

### **A.P. European History**

Students enrolled in A.P. European History will read *The Verge* by Patrick Wyman and complete one of several essay options. Assignment details were emailed to all students enrolled. Contact Mr. Baber ([ababer@mcquaid.org](mailto:ababer@mcquaid.org)) with any questions.

### **A.P. Microeconomics/Macroeconomics**

Obtain a copy of the AP Textbook from McQuaid's Bookstore.

Read all of Chapter 1

Answer "Discussion Questions" 1, 2, 3, 7

Answer "Review Questions" 6,7,8

Answer "Problems" 5, 6

Turn Assignment in on Schoology

There will be a multiple choice quiz on Chapter 1 during the first day of class. Contact Mr. Purtell ([jpurtell@mcquaid.org](mailto:jpurtell@mcquaid.org)) with any questions.

### **A.P. United States History**

The summer assignment can be found at [this link](#).

Contact Ms. Suter ([asuter@mcquaid.org](mailto:asuter@mcquaid.org)) with any questions.

### **A.P. World History**

Students enrolled in A.P. World History should read *Empire: How Spain Became a World Power, 1492-1763* (paperback) by Henry Kamen (ISBN-13: 978-0060932640). Contact Mr. Wegman at [pwegman@mcquaid.org](mailto:pwegman@mcquaid.org) with any questions.