Incoming Douglas Anderson students should **complete their summer reading assignments by the first day of school**. Students should read actively and take notes on their reading. Because the first few weeks of the quarter are devoted to assessment and class activities related to these texts, a student’s success in the course rests heavily on a close study of the summer reading books. Parents may contact the DA office about their concerns regarding summer reading assignments.

**9th grade**

**ALL FRESHMEN READ THE FOLLOWING:**

1. *The House on Mango Street* by Sandra Cisneros (preferably the Vintage publishing Edition)

   From *Publisher’s Weekly*: “Esperanza Cordero, a girl coming of age in the Hispanic quarter of Chicago, uses poems and stories to express thoughts and emotions about her oppressive environment.” This text, written in vignettes, tells a Coming of Age story about a Latina girl named Esperanza. The structure of this narrative allows teachers to discuss issues associated with poetic and prose form. The Coming of Age theme is an excellent topic for students transitioning from middle school. This text also fulfills what we believe to be an important requirement for the course: it deals with diverse characters. We believe it is important to expose students to different points of view.


   From Amazon.com: “Who is Ruth McBride Jordan? A self-declared ‘light-skinned’ woman evasive about her ethnicity, yet steadfast in her love [with] her twelve black children. James McBride, journalist, musician, and son, explores his mother’s past, as well as his own upbringing and heritage, in a poignant and powerful debut.” We chose this text primarily because it is non-fiction. The Common Core Standards are primarily focused on non-fiction, and we want to expose our students to strong narrative examples of non-fiction in order to set them up for the rest of the year. This text also has a diverse cast of characters: the narrator’s father is African-American and his mother is a Conservative Jew. The narrator is a musician, and we thought our students, as artists, would relate to his experience. This text is also structured in an unusual way and pairs well with *Mango Street*.

**10th grade**

**ALL SOPHOMORES READ THE FOLLOWING:**

1. *All the Light We Cannot See* by Anthony Doerr (no specified ISBN)

   From Amazon.com: "Does the world need yet another novel about WWII? It does when the novel is as inventive and beautiful as this one by Anthony Doerr. In fact, *All the Light We Cannot See*--while set mostly in Germany and France before and during the war--is not really a “war novel”. Yes, there is fear and fighting and disappearance and death, but the author’s focus is on the interior lives of his two characters. Marie Laure is a blind 14-year-old French girl who flees to the countryside when her father disappears from Nazi-occupied Paris. Werner is a gadget-obsessed German orphan whose skills admit him to a brutal branch of Hitler Youth. Never mind that their paths don’t cross until very late in the novel, this is not a book you read for plot (although there is a wonderful, mysterious subplot about a stolen gem). This is a book you read for the beauty of Doerr’s writing-- ‘Abyss in her gut, desert in her throat, Marie-Laure takes one of the cans of food…’--and for the way he understands and cherishes the magical obsessions of childhood. Marie Laure and Werner are never quaint or twee. Instead they are powerful examples of the way average people in trying times must decide daily between morality and survival.” --*Sara Nelson*
11th grade

NON-AP READING ASSIGNMENTS:


From Amazon.com: “One of the most important works of twentieth-century American literature… Their Eyes Were Watching God is an enduring Southern love story sparkling with wit, beauty, and heartfelt wisdom. Told in the captivating voice of a woman who refuses to live in sorrow, bitterness, fear, or foolish romantic dreams, it is the story of … Janie Crawford, and her evolving selfhood through three marriages and a life marked by poverty, trials, and purpose.” This novel is an important work by one of the Harlem Renaissance’s most celebrated authors. The work is noted for its rich symbolism, thematic motifs, and its emphasis on self-discovery and the value of community. **All juniors NOT ENROLLED IN AP must read this text.**


From Publisher’s Weekly: “After graduating from Emory University in Atlanta in 1992, top student Christopher McCandless abandoned his possessions, gave his entire $24,000 savings account to charity and hitchhiked to Alaska, where he went to live in the wilderness.” This non-fiction work asks its readers to judge the value of McCandless’ radical lifestyle choices. A modern-day tale with its roots in America’s Transcendental past, *Into the Wild* challenges its readers to evaluate the life of an individual as told from the perspectives of various witnesses.

AP READING ASSIGNMENTS:


From Wikipedia: “Set in 17th-century Puritan Boston, Massachusetts during the years 1642 to 1649, [the novel] tells the story of Hester Prynne, who conceives a daughter through an adulterous affair and struggles to create a new life of repentance and dignity. Throughout the book, Hawthorne explores themes of legalism, sin, and guilt.”

12th grade

ALL SENIORS READ THE FOLLOWING:

1. The Things They Carried by Tim O’Brien (no specified ISBN)

This critically acclaimed novel of the Viet Nam war generates discussion of the importance of storytelling, the effects of war on soldiers, the emotional and long-lasting burdens of war, and the nature of truth.