

Brookewood School  
Summer Listening, Reading, and Poetry List 2022



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### **Summer Listening**

Lower School:

Prokofiev's *Peter and the Wolf*

Middle School:

Beethoven's *Symphony No. 9 in D minor Opus 125, 4th movement*

Upper School:

Tchaikovsky's *Piano Concerto no. 1 in D flat Major*

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### **Summer Reading and Poems for Recitation**

Kindergarten

Reading:

*Now One Foot, Now the Other* by Tomie dePaola

Poem to memorize:

"Mice" by Rose Fyleman

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Grade 1

Reading:

*The Duchess Bakes a Cake* by Virginia Kahl

*Miss Rumphius* by Barbara Clooney

*Frog and Toad Are Friends* by Arnold Lobel

Poem to memorize:

"Clouds" by Christina Rossetti

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Grade 2

Reading:

*Amelia Bedelia* by Peggy Parish

*Nate the Great* by Majorie Weinman Sharmat

*The Mouse and the Motorcycle* by Beverly Cleary

Poem to memorize:

"Trees" by Joyce Kilmer

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Grade 3

Reading:

*Little House in the Big Woods* by Laura Ingalls Wilder

*The Good Master* by Kate Seredy

*Babe, The Gallant Pig* by Dick King-Smith

Poem to memorize:

"Stopping by Woods on a Snowy Evening" by Robert Frost

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Grade 4

Reading:

*The Lion, The Witch and the Wardrobe* by C. S. Lewis

*Island of the Blue Dolphins* by Scott O'Dell

Poem to memorize:

"My Shadow" by Robert Louis Stevenson

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Grade 5

Reading:

*The Secret Garden* by Frances Hodgson Burnett

*Johnny Tremain* by Esther Forbes

Poem to memorize:

"Silver" by Walter de la Mare

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Grade 6

Reading:

*Anne of Green Gables* by L.M. Montgomery

*Bridge to Terabithia* by Katherine Patterson

Poem to memorize:

"There is no Frigate like a Book" by Emily Dickinson

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Grade 7

Reading:

*The Evolution of Calpurnia Tate* by Jacqueline Kelly  
*Bloomability* by Sharon Creech

Poem to memorize:

“The Jabberwocky” by Lewis Carroll

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Grade 8

Reading:

*Little Women* by Louisa May Alcott  
*Hattie Big Sky* by Kirby Larson

Poem to memorize:

“The Gift Outright” by Robert Frost

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Grade 9

Reading: Upper School Summer Reading Groups, as assigned (see below)

Poem to memorize:

“On First Looking Into Chapman’s Homer” by John Keats

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Grade 10

Reading: Upper School Summer Reading Groups, as assigned (see below)

Piece to memorize: excerpt from *Henry V* by William Shakespeare:

This day is called the feast of Crispian:

He that outlives this day, and comes safe home,

Will stand a tip-toe when the day is named,

And rouse him at the name of Crispian.

He that shall live this day, and see old age,

Will yearly on the vigil feast his neighbours,

And say 'To-morrow is Saint Crispian.'

Then will he strip his sleeve and show his scars.

And say 'These wounds I had on Crispin's day.'

Old men forget: yet all shall be forgot,

But he'll remember with advantages

What feats he did that day: then shall our names

Familiar in his mouth as household words

Harry the king, Bedford and Exeter,

Warwick and Talbot, Salisbury and Gloucester,

Be in their flowing cups freshly remember'd.

This story shall the good man teach his son;  
And Crispin Crispian shall ne'er go by,  
From this day to the ending of the world,  
But we in it shall be remember'd;  
We few, we happy few, we band of brothers;  
For he to-day that sheds his blood with me  
Shall be my brother; be he ne'er so vile,  
This day shall gentle his condition:  
And gentlemen in England now a-bed  
Shall think themselves accursed they were not here,  
And hold their manhoods cheap whiles any speaks  
That fought with us upon Saint Crispin's day.

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Grade 11:  
AP English Language

1. Reading: Upper School Reading Groups, as assigned (see below)
2. *Flannery O'Connor: Spiritual Writings*, edited by Robert Ellsberg (book available from Mrs. Walsh)
3. Poem to memorize: "One Art" by Elizabeth Bishop

OR

Grade 11:  
English III

1. Reading: Upper School Reading Groups, as assigned (see below)
2. Poem to memorize: "O Me! O Life!" by Walt Whitman

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Grade 12:  
AP English Literature and Composition

1. Reading: Upper School Reading Groups, as assigned (see below)
2. *Crime and Punishment* by Fyodor Dostoyevsky, trans. Oliver Ready (book available from Mrs. Walsh)
3. Draft of College Essay (see below for prompts)
4. Poem to memorize: Excerpt from "The Four Quartets" by T.S. Eliot:

With the drawing of this Love and the voice of this Calling  
We shall not cease from exploration  
And the end of all our exploring  
Will be to arrive where we started  
And know the place for the first time.  
Through the unknown, unremembered gate  
When the last of earth left to discover  
Is that which was the beginning  
At the source of the longest river  
The voice of the hidden waterfall  
And the children in the apple-tree  
Not known, because not looked for

But heard, half-heard, in the stillness  
Between two waves of the sea.  
Quick now, here, now, always--  
A condition of complete simplicity  
(Costing not less than everything)  
And all shall be well and  
All manner of thing shall be well  
When the tongues of flames are in-folded  
Into the crowned knot of fire  
And the fire and the rose are one.

OR

Grade 12:  
English IV

1. Upper School Summer Reading Groups (see below)
2. Draft of College Essay (see below for prompts)
3. Poem to memorize: “The Splendor Falls” by Alfred, Lord Tennyson

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The 2022-2023 Common Application Essay Prompts:

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
4. Reflect on something that someone has done for you that has made you happy or thankful in a surprising way. How has this gratitude affected or motivated you?
5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
7. Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.

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Upper School Summer Reading Group Selections (Students have selected their groups through Mrs. Walsh; please contact her if you don't have a group or have questions: [cwalsh@brookewood.org](mailto:cwalsh@brookewood.org)). These groups change each year, and a student may choose which group she wishes to join. The groups meet in September; an assessment at the first meeting is an English grade in the first quarter.

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**Group 1**

*Napoleon of Notting Hill* by G.K. Chesterton  
*Manalive* by G.K. Chesterton

*Manalive* and *The Napoleon of Notting Hill*, both by G.K. Chesterton, question our notions of sanity and insanity, asking what it really means to live. *Manalive* tells a tale of murder, adultery, burglary, insanity, and a rogue criminal who uses his gun not to kill people, but to bring them to life. *The Napoleon of Notting Hill* looks at what happens when a courageous young man doesn't realize that he is in the middle of a joke as he fights for the soul of London.

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**Group 2**

*Moby Dick* by Herman Melville

Long considered one of the great American novels, Herman Melville's *Moby Dick* invites the reader on one of the most expansive literary journeys ever told. Joining narrator Ishmael on Captain Ahab's whaling ship the *Pequod*, we experience the minute details of life aboard ship and the grand sweep of human nature. As the great struggles between man and man, and man and beast unfolds, the reader is invited to contemplate such fundamental questions as "What is true leadership?" and "How do we live out the Christian mandate to sacrifice for others?" Though it may be daunting, be not afraid of *Moby Dick*!

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**Group 3**

*Letters to a Young Catholic* by George Weigel  
*Rome Sweet Home* by Scott Hahn

*Letters to a Young Catholic* by George Weigel

George Weigel is best known for his biography of John Paul II, "Witness to Hope." This book is a collection of essays of great Catholic landmarks and people through the centuries, including the Cathedral of Chartres, Sistine Chapel, the Holy Sepulchre in Jerusalem, Flannery O'Connor, Cardinal Newman, and many more.

*Rome Sweet Home: Our Journey to Catholicism* by Scott and Kimberly Hahn

An inspiring account by an evangelical couple who started as ferocious anti-Catholics but through intellectual honesty and open-mindedness converted to the Catholic faith. Scott Hahn wants to be remembered as a "Reverse Luther" by bringing Protestants back to the Catholic faith. It is a quick, accessible read.

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**Group 4**

*The Violent Bear It Away* by Flannery O'Connor

*The End of the Affair* by Graham Greene

Because of more mature content, **this group is recommended for grades 11 and 12.**

Flannery O'Connor's *The Violent Bear It Away* explores "the terrible speed of mercy" as Francis Marion Tarwater tries to defy his destiny to be a prophet. O'Connor's work is always at once darkly funny and philosophically serious, and O'Connor uses the novel (as opposed to the short story, her usual genre) to develop both the complexity of the characters and of the plot.

In *The End of the Affair*, set during and after WWII, Bendrix is left angry and bewildered when Sarah abruptly ends their love affair. Two years later, as Bendrix has a chance to solve the mystery of the break-up, he comes to understand more about Sarah herself and about the movement of, as O'Connor writes, "grace on a character who is not very willing to support it," at least at first. The fourth of Greene's "Catholic novels," *The End of the Affair* is about love, hate, and the nature of belief.

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**Group 5**

*Lila* by Marilynne Robinson

*Hannah Coulter* by Wendell Berry

Marilynne Robinson, one of the greatest novelists of our time, returns to the town of Gilead in an unforgettable story of a girlhood lived on the fringes of society in fear, awe, and wonder. Lila, homeless and alone after years of roaming the countryside, steps inside a small-town Iowa church in Gilead - the only available shelter from the rain - and ignites a romance and a debate that will reshape her life. She becomes the wife of a minister, John Ames, and begins a new existence while struggling to reconcile the life of her previous makeshift family and their days of hardship with the gentle Christian worldview of her husband which paradoxically judges those she loves.

*Hannah Coulter* is a coming of age story, the tale of a young woman who becomes a widow twice over, raising children through wars and hardship in Port William, Kentucky. The novel is a collection of stories and reflections, knit together by the life of Hannah into a literary quilt, one beautiful to behold and comforting to snuggle under. The prevailing themes are of love and loss, family, enduring faith (not limited to religious, but faith in life and in one another), and communion with one another, with the land, and Providence.

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**Group 6**

*Mansfield Park* by Jane Austen  
*Northanger Abbey* by Jane Austen

*Mansfield Park* is the story of Fanny Price, an unusual Austen heroine in that she's already virtuous, and her adventures growing up. In usual Austen fashion, the characters configure and re-configure, allowing for comedy and a satisfying moral arc.

*Northanger Abbey* features Catherine Morland, a young woman coming of age while obsessively reading Gothic novels to the point where they skew her view of the world. Her miscalculations and missteps are largely comic, and the story, with its attendant love matches and mismatches, is of her learning to live in the world.

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**Group 7**

**This group reserved for grades 9 and 10 only.**

*Our Town* by Thornton Wilder  
*One of Ours* by Willa Cather

Explore early 20th Century American experience across landscapes. Students will read about small town life in Thornton Wilder's play, *Our Town*, and rural life in Willa Cather's novel, *One of Ours*. Together, we will examine the ways in which the texts depict family life, coming of age, and the formation of dreams and goals. We will uncover similarities and differences, and find the themes that unify the American experience in often unexpected ways.

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