

Brookewood School  
Summer Listening, Reading, and Poetry List 2023



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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:

Rachmaninoff's *Piano Concerto No. 2 in C Minor*

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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

*The Hobbit* by J.R.R. Tolkien

Poem to memorize:

“The Jabberwocky” by Lewis Carroll

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Grade 8

Reading:

*Little Women* by Louisa May Alcott

*Anne Frank: The Diary of a Young Girl* by Anne Frank

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. *The Great Gatsby* by F. Scott Fitzgerald (book and study questions 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 "Little Gidding" section of *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 2023–2024 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

*The Death of Ivan Ilyich* by Leo Tolstoy

*The Remains of the Day* by Kazuo Ishiguro

*The Remains of the Day*

As he drives through the English countryside, Stevens embarks on a trip down memory lane and has the chance to reflect about his 30-year career as a butler and about what makes a butler great. Has he been a great butler? Serious doubts start to emerge. How will he spend 'the remains of the day'?

*The Death of Ivan Ilyich*

The death of Ivan Ilyich is the story of a high-level, successful civil officer in 19<sup>th</sup> century Russia, who is suddenly struck by illness. Now he has to face his mortality, and questions arise about the meaning of his life, about his choices, and about his future. It's also the story of how the people that surround Ivan Ilych, from his family, to his friends, to his faithful servant Gerasim, respond to his sickness and death.

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Group 2

"Only the Lover Sings: On Art and Contemplation" by Josef Pieper

*To the Lighthouse* by Virginia Woolf

Pieper, a Thomist theologian of the twentieth century, is most famous for his idea of leisure: the space in one's life for the pursuit of activities that enhance our experience of beauty and, through that portal, our understanding of God. This essay explores the way in which the contemplation of beauty (and seeing beyond what we can physically see) contributes to our full humanity. Pieper's ideas of art correspond well with the Catholic art and literature of the twentieth century.

Virginia Woolf's *To the Lighthouse*, a novel that moves at a contemplative pace and in a poetic voice, explores memory, grief, the nature of art, and the workings of a family. Woolf uses a stream-of-consciousness style to approach ideas about the search for meaning and happiness, and many consider this short novel to be one of the masterpieces of world literature.

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Group 3

*The Grapes of Wrath* by John Steinbeck

First published in 1939, John Steinbeck's *The Grapes of Wrath* is set in the Great Depression and chronicles the Dust Bowl migration of the 1930's. The story centers around the Joad family who lose their home in Oklahoma and embark on a journey to California in search of prosperity and a new beginning. Steinbeck's sweeping narrative captures the strength of the human spirit, delves into the themes of sacrifice, hospitality, and perseverance, and probes into the very nature of equality and justice in America.

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Group 4

*Katherine* by Anya Seton

*Richard II* by William Shakespeare

*Katherine*, Anya Seton's richly detailed novel set in Medieval England, follows the footsteps of an extraordinary woman whose love affair with a prince defines her life, endangers her soul, and changes the course of history. Can Katherine, beautiful and kind, but morally compromised, discover the true nature of love?

*Richard II*, one of only four of Shakespeare's plays entirely in verse, picks up with the Plantagenet family where *Katherine* leaves off. Richard, both capricious and benevolent, has turned on his cousin, setting in motion a civil war that will tear his family and his country apart. Can Richard, and England, be saved?

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Group 5

*Edmund Campion* by Evelyn Waugh

*The Long Loneliness* by Dorothy Day

The books reveal two different paths to holiness.

*The Long Loneliness* is the autobiography of Dorothy Day (1897-1980). She is the founder of the Catholic Workers Movement. After living a life as a left-wing radical she had a conversion to Catholicism. She was led to Church in her struggle to find “the kind of society where it is easier to be good.”

*Edmund Campion: A Life* is the biography of St. Edmund Campion (1540-81). It is written by the author of *Brideshead Revisited*, Evelyn Waugh. The “jewel” of Oxford University, Campion was destined for great things under Queen Elizabeth I. He converted to Catholicism and had to flee England. He became a Jesuit priest. He returned to England in disguise and tried to administer sacraments to the remaining Catholics. He was captured and died a horrible, martyr's death.

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Group 6

*Joy in the Morning* by Betty Smith

“A Room of One’s Own,” by Virginia Woolf

Explore the idea of what makes a writer, and what it takes to become one. Betty Smith’s novel, *Joy in the Morning* follows a newly married young woman from the urban East Coast to a Midwestern college town. There, she discovers the joy and excitement of transforming her experiences into stories. In “A Room of One’s Own,” Virginia Woolf muses on how women can connect to their creativity and commit to the act of writing. Reading these texts together gives us the chance to think about the role of creativity in the lives of artists and individuals, and to think about how our stories connect us to who we are, and to each other.

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Group 7

*Till We Have Faces* by C.S. Lewis

*The Symposium* by Plato

*Till We Have Faces* by CS Lewis: Lewis reimagines the myth of Psyche and Cupid through the eyes of Psyche’s sister. The narrator struggles with the problems of love, suffering, and loss as she complains against the gods.

*The Symposium* by Plato: As the wine flows at an Athenian evening party, conversation flows more freely, and the guests begin to debate what it means to love and struggle to grasp whether such an experience is even possible.

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Group 8 is reserved for rising 9th and 10th graders

*Joan of Arc* by Mark Twain

*The Old Man and the Sea* by Ernest Hemingway

*Joan of Arc* by Mark Twain

The Maid of Orleans! At about your age, this common girl from an obscure village was called by God and her saintly companions to restore the rightful King of France to his throne. In the Middle Ages when men ruled, she roused a tired army to do just that! The American writer, Mark Twain, was so fascinated by Joan’s story that he wrote this amazing historical novel about her.

*The Old Man and the Sea* by Ernest Hemingway

At the other end of the age spectrum, we encounter Santiago. He’s an old fisherman, legendary throughout the island of Cuba for his incredible fishing exploits. Even though he’s down on his luck at the start of this *novella*, we find him chasing the biggest catch of his life. What does it all mean?