

Brookewood School  
Summer Listening, Reading, and Poetry List 2020

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**Summer Listening**

**Lower School:**

*Prokofiev's Peter and the Wolf*

**Middle School:**

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

**Upper School:**

Mussorgsky's *Pictures at an Exhibition*

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**Summer Reading and Poems for Recitation**

**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  
                  *Betsy-Tacy* by Maud Hart Lovelace

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:

“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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**Grades 11 and 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; must use this translation)
3. 12th grade only: Draft of Common App. essay (see below)
4. Poem to memorize: excerpt from “Little Gidding,” *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.

**Grades 11 and 12**  
**English III and IV**

1. Reading: Upper School Reading Groups, as assigned (see below)
2. 12th grade only: Draft of Common App. essay (see below)
3. Poem to memorize: “The Splendor Falls” by Alfred, Lord Tennyson

The 2020-2021 Common Application Essay Prompts are as follows:

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. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma - anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.
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 for two classes in September; an assessment at the first meeting is an English grade in the first quarter.

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#### Group 1

*The Pioneers: The Heroic Story of the Settlers Who Brought the American Ideal West*  
*The Wright Brothers*, both by David McCullough

Two books written by Pulitzer Prize winning historian David McCullough. *The Pioneers: The Heroic Story of the Settlers Who Brought the American Ideal West*. It is about the "settling of the Northwest Territory by dauntless pioneers who overcame incredible hardships to build a community based on ideals that would come to define our country." The second book is *The Wright Brothers*. The story of two brothers Orville and Wilbur Wright, who invented the first airplane. Pioneers of a different sort. "McCullough shows the importance of experiment, error, and inspiration in nature."

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## Group 2

*Brave New World* by Aldous Huxley

*Never Let Me Go* by Kazuo Ishiguro

*Brave New World* portrays a civilization free from suffering and full of pleasure where government provides endless means of stimulation to keep its citizens pleased. Is a life without pain worth the sacrifices made? (*Brave New World* contains material some families might find objectionable. This classic satirical novel argues against the bad behavior it shows.)

Following a trio of friends from their seemingly idyllic school days at a country boarding school, through adulthood, and finally to an ultimate fate not of their choosing, *Never Let Me Go* meditates on the question "how do you prove the existence of the soul?"

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## Group 3

*Emma* by Jane Austen

*Letters to Alice* by Fay Weldon

Every day is Jane Austen Day! Spend some time this summer with the Emma Woodhouse, about whom Jane Austen wrote, "I am going to take a heroine whom no one but myself will much like." Importantly, the very imperfect and mischievous Emma learns over the course of this comic novel to reign in her hubris. We see Emma discover the values Mrs. Ratti described in her introduction this year of Jane Austen Day: feminine resilience, good humor, and generosity. As always, Austen's narration is fun to read, as the story is always told with wry irony and good humored complicity with the reader.

Acclaimed writer Fay Weldon, in her epistolary novel *Letters to Alice*, discusses the biography of Jane Austen as well as what these Regency (i.e., early nineteenth century) novels offer twentieth-century readers—Weldon's book was written in 1985—and, by extension, us. The letters are couched as advice to a green-haired niece taking an English course at university.

We'll find a time to watch the 2020 *Emma* movie together if conditions permit.

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## Group 4

*The Betrothed*, by Alessandro Manzoni

In this great historical novel, we follow the love story of two humble young people. Their love has to face many difficulties, some created by evil people, some due external events. Their story is intertwined with big historical events, like war, famine, and, yes, a pandemic! So, even if the

setting is Italy in the 600s, we can relate to what happens, also because Manzoni is particularly interested in showing the way people react and live through these events. In the captivating developments of the story, we can see the hand of God, that lovingly cares and guides the life of His children, and we see the drama of freedom, in people who trust in Him and people who separate themselves from Him. The moral of the story? Everything cooperates for the good of the ones who trust God.

Students who have read portions of this novel in Italian III are not permitted to sign up for this group.

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#### Group 5

*Beautiful Swimmers: Watermen, Crabs, and the Chesapeake Bay*, by William W. Warner

*The Pine Barrens*, by John McPhee

Two classics of narrative non-fiction examining the people, organisms, and histories of two distinct ecosystems that many of us in the Washington, DC, area have experienced directly.

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#### Group 6

\*\*Reserved for students who will be in grades 9 and 10 in fall 2020\*\*

*The Lord of the Flies* by William Golding

*Oliver Twist* by Charles Dickens

Golding's *The Lord of the Flies* explores the depths of nature, fear, isolation, tribalism, and grief through the experience of a group of boys stranded on a remote island after a plane crash. Stripped of the security of both family and social structures, the schoolboys attempt to create order but must balance the competing demands of what is necessary for survival and what is necessary for rescue.

Dickens' *Oliver Twist* follows a young orphan as he navigates a world both cruel and loving, grasping and giving, condemned and redeemed. Without family, Oliver flourishes and fails as he encounters an expansive array of personalities and outlooks. But who will ultimately prevail? (Even if you know, the real joy is in the details!)