



Summer Listening, Reading, and Poetry List 2019

Summer Listening

Lower School:

Prokofiev's *Peter and the Wolf*, Op. 67; here's a narrated version:

<https://www.youtube.com/watch?v=MfM7Y9Pcdzw&t=50s>

Here's a version with only the music (after you are familiar with the piece):

<https://www.youtube.com/watch?v=Fmi5zHg4QSM>

Middle School:

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

Bernstein: <https://www.youtube.com/watch?v=QDViACDYxnQ&t=463s>

Upper School:

Mozart's Piano Concerto in D Minor, No. 21, K. 466; feel free to find a recording you like or enjoy Uchida playing and conducting in this video:

<https://www.youtube.com/watch?v=yM8CFR01KwQ>

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:

"Clouds" by Christina Rossetti

Grade 2

Reading: *Amelia Bedelia* by Peggy Parish

Nate the Great by Majorie Weinman Sharmat

Betsy-Tacy by Maud Hart Lovelace

Poem:

"Trees" by Joyce Kilmer

Grade 3

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

The Good Master, by Kate Seredy

Poem:

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

Grade 4

Reading: *The Lion, The Witch and the Wardrobe* by C. S. Lewis
Island of the Blue Dolphins by Scott O'Dell

Poem:

“My Shadow” by Robert Louis Stevenson

Grade 5

Reading: *The Secret Garden* by Frances Hodgson Burnett
Johnny Tremain by Esther Forbes

Poem:

“Silver” by Walter de la Mare

Grade 6

Reading: *Anne of Green Gables* by L.M. Montgomery
Bridge to Terabithia by Katherine Patterson

Poem:

“A Book” by Emily Dickinson

Grade 7

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

Poem:

“The Jabberwocky” by Lewis Carroll

Grade 8

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

Poem:

“The Gift Outright” by Robert Frost

Grade 9

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

Poem:

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

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.

Grade 11

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

Additional book for AP English Language and Composition: *Flannery O'Connor: Spiritual Writings*, by Flannery O'Connor, ed. by Robert Ellsberg (book available from Mrs. Walsh)

Poem: "One Art" by Elizabeth Bishop

Grade 12

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

Additional book for AP English Literature and Composition: *Crime and Punishment* by Fyodor Dostoyevsky, trans. Oliver Ready (book available from Mrs. Walsh; must use this translation)

Poem: 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.

Grade 12 only: "Discuss an accomplishment or event, formal or informal, that marked your transition from childhood to adulthood within your culture, community, or family." Answer this or a Common Application prompt of your choice in a 250-500 word essay. Your essay is due to your English teacher at the beginning of English class on the first day of school.

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.) 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.

The Power and the Glory, Graham Greene *Diary of a Country Priest*, Georges Bernanos

Both *The Power and the Glory* and *Diary of a Country Priest* examine the relationship between God's grace and our vocation. *The Power and the Glory* tells of a troubled priest ministering in anti-Catholic Mexico, and examines the relationship between grace and sinfulness. *Diary of a Country Priest* tells of a newly ordained priest's ministry in a rural French town. It looks at the differences between how God sees and how humans see, as well as the working of grace in ordinary life.

The Adventures of Huckleberry Finn, Mark Twain
The Unvanquished, William Faulkner

Mark Twain's *The Adventures of Huckleberry Finn* is the story of young misanthrope Huck Finn and runaway slave Jim's journey up the Mississippi River towards Jim's freedom in the North. Twain describes the novel as "a book of mine where a sound heart and a deformed conscience come into collision." *The Adventures of Huckleberry Finn* is an examination of the ways friendship, conversation, and shared experience lead to understanding. Written for an adult audience, *The Adventures of Huckleberry Finn* represents Twain's morally demanding work.

Employing his rigorous narrative style, William Faulkner's *The Unvanquished* follows the Sartoris family during and after the Civil War in Mississippi. Through war, poverty, and loss, the various members of a broken family must choose for themselves between tradition and ethics, flourishing and failure, revenge and forgiveness.

Please be advised: both novels make use of language employed during the time period written about. Both novels are rebukes to the treatment of African Americans before, during, and after the Civil War and are important examples of the ability of art to expose the truth and dignity of all human beings.

River of Doubt *Destiny of the Republic*, both by Candice Millard

We will read two books by award-winning author Candice Millard—*The River of Doubt* and *Destiny of the Republic*. Both books were on the *New York Times* bestseller list.

Destiny brings to life a forgotten part of our history. It is an account of James Garfield who was born in abject poverty, became a scholar and president of a college, a Civil War hero, and a reluctant president of the United States, our 20th. It finishes with the tragedy of his death.

River of Doubt is about Teddy Roosevelt and his exploration of the uncharted and treacherous tributary of the Amazon River (after he was defeated in his run for president). Millard tells us, “Roosevelt accomplished a feat so great that many at the time refused to believe it.”

Candice Millard’s storytelling of the lives of two of America’s greatest men will make you want to read more history.

Out of the Silent Planet
Perelandra
That Hideous Strength, all by C.S. Lewis

In his Space Trilogy, C.S. Lewis offers a different take on the science fiction novel, considering relationship between man and the Divine, under an alternate backdrop of different created realities. In *Out of the Silent Planet*, Dr. Elwin Ransom is kidnapped to the planet we call Mars, to be offered as a human sacrifice in the civilization there, and faces the ulterior forms of rational life which exist apart of humanity. He returns to space in *Perelandra*, or Venus, an unfallen world, to try and help the creatures of that world resist the temptation of falling into their own original sin. The final book, *That Hideous Strength*, goes back to a post-apocalyptic English town, overrun by the National Institute for Co-ordinated Experiments (N.I.C.E). Jane and Mark Studdock, a young academic couple, come enfolded in N.I.C.E's dark schemes in this story which centers around the reality of spiritual warfare, and the tension which corruption imposes upon communities.

The Eternal Galilean, Fulton Sheen
Siddhartha, Hermann Hesse

This summer spend your intellectual energy in the study of contrasting worldviews. In the novel by Hermann Hesse, *Siddhartha*, we will see a fictional account of the journey of a young Indian man, Siddhartha (the Buddha or Enlightened One) whose travel through the world reveals the utter meaninglessness and illusion (*maya*) of the cosmos. His final enlightenment is the rejection of any value in this world, acceptance of fatalistic slavery to the Cycle of Rebirth (Reincarnation), and the discovery of the Four Principles of Buddhism.

In contrast, Bishop Fulton Sheen’s presentation *The Eternal Galilean*, offers a diametric perspective. For Christ, the universe contains the ultimate meaning, the presence of God and the existence of an Eternal Law, God’s plan for His creation.

In *Siddhartha*’s worldview, we see a man striving for truth by seeking that which is beyond this world. He only discovers the darkness and suffering that engulfs him. In the Jesus’ teachings, we see the Truth and Light of God entering His creation to bring it to Himself. “I am the Light of the world! Whoever follows me will not walk in darkness but will have the light of life” (Jn 8:12).

Reserved for rising 9th and 10th graders:

The Count of Monte Cristo, by Alexandre Dumas

Betrayal, unjust incarceration, a jailbreak, deserted islands, hidden treasure, murder, revenge schemes—*The Count of Monte Cristo* delivers all of these just in the opening chapters. This sweeping adventure classic will have us demanding justice for the hero and asking ourselves what "justice" really means. By the time the story gets underway, we'll be wishing Alexandre Dumas' classic was more than 1,300 pages!