

## **Summer Reading 2020-21 School Year**

Covington Latin has some suggested summer reading and some mandatory assignments. Grades 7-9 are only suggestions. Grades 10-12 have summer homework based on their schedule. Each summer assignment is clearly labeled with the course and department. Contact Ms Tewes with any questions or the teacher associated with the assignment- noted below

## **CLS History**

Questions : Contact Hannah Knox, department head

**AP World and AP US History :** Reach out to Mrs Knox for the Google Classroom code for your assignment

### **Suggested Summer Reading: Forms II, III, and IV**

John Parker and Richard Rathbone, **African History: A Very Short Introduction**, Oxford, 2007, 149 pp. (II)

Rana Mitter, **Modern China: A Very Short Introduction**, Oxford, 2008, 140 pp. (II)

Christopher Goto-Jones, **Modern Japan: A Very Short Introduction**, Oxford, 2009, 149 pp. (II)

Norman Davies, **No Simple Victory: World War II in Europe, 1939-1945**, Viking, 490 pp. (II)

Vanessa R. Schwartz, **Modern France: A Very Short Introduction**, Oxford, 2011, 121pp. (II)

Geoffrey Hosking, **Russian History: A Very Short Introduction**, Oxford, 2012, 130pp. (II)

Martin Loughlin, **The British Constitution: A Very Short Introduction**, Oxford, 2013, 118pp. (II)

Alan Taylor, **Colonial America: A Very Short Introduction**, Oxford, 2013, 123pp. (III)

Paul S. Boyer, **American History: A Very Short Introduction**, Oxford, 2012, 138pp. (III)

David Hackett Fischer, **Fairness and Freedom: A History of Two Open Societies- New Zealand and the United States**, Oxford, 493 pp. (III)

Robert C. Allen, **Global Economic History: A Very Short Introduction**, Oxford, 2011, 147 pp. (IV)

Daron Acemoglu and James A. Robinson, **Why Nations Fail: The Origins of Power, Prosperity, and Poverty**, Crown Business, 2012, 462pp. (IV)

## **CLS English**

Questions: Contact Matt Krebs, English Department Head

### **Suggested Reading for Prep and Form I**

[\*The Good Earth\*](#), Pearl Buck

[\*Animal Farm\*](#), George Orwell

[\*The Time Machine\*](#), H.G. Wells

[\*The Lord of the Rings Series\*](#), J.R.R. Tolkien

### **Sophomore English**

*Lord of the Flies* – William Golding (any edition)

Compose a short essay (600-750 words) in which you answer the following question:

Is *The Lord of the Flies* realistic or fantastic? Is the novel, in the words of The American Heritage College Dictionary, realistic—“an awareness of things as they really are”? Or is the novel fantastic—“unrestrainedly fanciful” and “unreal”?

Your essay should have a clear thesis, quotes that support your ideas, and explanation of how each quote explains your claim. Be sure to cite page numbers for each quote. Format your essay according to MLA guidelines (size 12 font) and bring a printed, stapled copy (double-sided printing is fine) as well as your copy of the book, to the first class.

## **Junior Honors English**

Read Zora Neale Hurston's *Their Eyes Were Watching God* thinking about the development of the main character, Janie Crawford. How is her character initially introduced and how does her character evolve through the course of the novel? Give special consideration to the events and people who prompt that evolution. With this idea in mind, write a well-organized, three-page literary analysis essay **providing evidence from the text to support your claims/ideas**. Follow MLA 8<sup>th</sup> Edition style, including in-text citations and a works cited page.

## **AP Language & Composition-Jr/Senior (AP Lang)**

1. Choose one of the following dystopian novels:

- a. *1984* – George Orwell
- b. *Brave New World* – Aldous Huxley
- c. *Fahrenheit 451* – Ray Bradbury

For this novel, you will keep a journal. Answer each of the questions below in a full paragraph, using cited quotations to support your answers. **Share** a GoogleDoc with me on the first day of class. Your journal entries will be the basis of class discussion.

- 1. What is the effect of the opening sentence? How does this set the mood of the book?
- 2. Describe the regime in power.
- 3. What is the novel's point of view? What effect(s) does this have on the narration?
- 4. How do the forces in charge use language to keep a tight grip on their control?
- 5. Do any characters use language to question the status quo? If so, how?
- 6. Do the average citizens mind being oppressed? Explain.
- 7. Identify a main character. Are they dynamic or static? Explain.
- 8. Discuss at least one symbol that is indicative of a main character's internal conflict(s).
- 9. What would be the most significant method of revolt for this novel's society?
- 10. Identify and explain at least one overriding THEME of this novel.

2. Read one non-fiction book of your choice on a historical topic. This can be a time period or event, but could also be a biography of a historical figure (**not** autobiography/memoir), a history of science, sports, fashion, etc. The book must be geared towards a general audience (not youth/children) and should be at least 120 pages. There is a list of suggestions below.

Next, write a short essay (2-3 full pages) in which you 1) summarize the contents of your book, and 2) reflect on your book. Your reflection should be about the book as a whole, but what exactly you discuss is up to you. Some options: the writing style, why you chose that book or topic, how the material was presented, what you learned from the book. Remember that your summary should be clear and well-organized, and be sure to indicate author & title in the introduction. Bring your printed, stapled essay (MLA format; double-sided printing is fine) to class on the first day.

### **Suggestions for AP Language & Compositions summer reading: non fiction**

Note that these are only suggestions to give you an idea of the types of books that are appropriate. You can also find good selections by checking out bestseller lists, new releases displays at bookstores, or by checking out the stacks at your local library. Librarians are also a great resource!

#### **Science & Math**

Barry, John M. – *The Great Influenza: The Story of the Deadliest Pandemic in History*

Fortey, Richard – *Earth: An Intimate History*

Harari, Yuval Noah – *Sapiens: A Brief History of Humankind*

Mukherjee, Siddharta – *The Emperor of All Maladies*

Preston, Richard – *The Hot Zone*

Skloot, Rebecca – *The Immortal Life of Henrietta Lacks*

Seife, Charles – *Zero: The Biography of a Dangerous Idea*

## **History & True Crime**

Ambrose, Stephen – *Undaunted Courage*

Brown, Dee – *Bury My Heart at Wounded Knee: An Indian History of the American West*

Bryson, Bill – *One Summer: America, 1927*

Capote, Truman – *In Cold Blood*

Chasteen, John Charles – *Blood and Fire: A Concise History of Latin America*

Ellis, Joseph J. – *Founding Brothers: The Revolutionary Generation*

Fraser, Antonia – *The Warrior Queens*

Green, Kristen – *Something Must Be Done about Prince Edward County: A Family, A Virginia Town, a Civil Rights Battle*

Hoffman, David E. – *The Billion-Dollar Spy: A True Story of Cold War Espionage and Betrayal*

Larson, Erik – *Devil in the White City: Murder, Magic, and Madness at the Fair that Changed America*

Philbrick Nathaniel – *Mayflower*

Reed, John – *Ten Days that Shook the World*

Stuart, Tristram – *The Bloodless Revolution: A Cultural history of Vegetarianism from 1600 to Modern Times*

Winchester, Simon – *The Professor and the Madman: A Tale of Murder, Insanity, and the Making of the Oxford English Dictionary*

## **Sports & Entertainment**

Adelson, Bruce – *Brushing Back Jim Crow: The Integration of Minor-League Baseball in the American South*

Blais, Madeleine – *In These Girls, Hope is a Muscle*

Davis, Michael – *Street Gang: The Complete History of Sesame Street*

Foer, Franklin – *How Soccer Explains the World*

Junger, Sebastian – *The Perfect Storm*

## **AP Literature & Comp (AP Lit) -Seniors**

Read Tennessee Williams' *The Glass Menagerie* thinking about the roles the various characters play, and how they interact with each other. Consider the impact each player has on the others' development. How do the characters change throughout the course of the play? With these ideas in mind, write, responding to the prompt below, a well-organized, three-page literary analysis essay providing evidence from the text to support your claims/ideas. Follow MLA 8<sup>th</sup> Edition style, including in-text citations and a works cited page.

- Each of the characters—Amanda, Laura, and Tom—makes sacrifices in the play. Using evidence from the text, describe the sacrifices each character makes and how they are affected as a result; then discuss how all three characters were affected when Tom chose to stop sacrificing.

Please respond to one of the essay prompts from the common application in no less than 650 words. Choose prompts 1–6. Do not choose prompt 7. Bring a printed copy to the first day of class. You can find the prompts [here](#).

## **Senior Honors English**

*Frankenstein* – Mary Shelley (first/1818 edition, NOT a revised edition)

Write an analytical essay (700-850 words) in which you address one of the following prompts:

- a. Based on the story, what does it mean to be human? Who is more human in *Frankenstein*, Victor or the monster?
- b. How is science portrayed? Is it a force for good, evil, or something else?

Your essay should have a clear thesis with claims supported by quotations. Format your essay according to MLA guidelines and bring a printed, stapled copy (double-sided printing is fine) to the first class.

Please respond to one of the essay prompts from the common application in no less than 650 words. Choose prompts 1–6. Do not choose prompt 7. Bring a printed copy to the first day of class. You can find the prompts [here](#).



# **CLS Theology**

**While Summer Reading is not required for Theology, these are our suggestions.**

Questions : Contact Adam Iadipaolo, Theology Department Head

## **Form III suggestions:**

- *Story of the Church*, Johnson, Hannan, Dominica; Benziger Bros., New York, 1963
- *Europe and the Faith*, Hillaire Belloc, TAN Books and Publishers, Rockford, IL 1992
- *This is Rome*, Fulton Sheen and HV Morton, Hawthorne Books, New York, 1960
- *The Mass of the Early Christians*, Mike Aquilina, Our Sunday Visitor, Huntington, Indiana, 2001
- *Saint Athanasius* FA Forbes, TAN Books and Publishers, Rockford, Illinois, 1998
- *The Restless Flame – A Novel of St. Augustine*, Louis deWohl, Image Books, New York, 1960
- *Crusader King – A Novel of Baldwin IV and the Crusades*, Susan Peek, TAN Books and Publishers, Rockford, IL, 2003
- *The Crusades*, Hillaire Belloc, TAN Books and Publishers, Rockford, IL, 1992
- *Characters of the Reformation*, Hillaire Belloc, Image Books, New York, 1958

## **CLS AP Calculus**

Questions? Contact Julie Cruts, Math Department Chair

**See attached document**