



2023 Northwood School Summer Reading

In a world where the 24-hour news cycle, online gaming, and social media constantly distract and compete for our attention, the faculty here at Northwood School believe in the power of reading to instill compassion, creativity, mindfulness, and well-being in our students.

Countless studies show that reading promotes empathy, imagination, neuron stimulation, and heightened connectivity in the left temporal cortex.

“The neural changes that we found associated with physical sensation and movement suggest that reading a novel can transport you into the body of the protagonist. We already knew that good stories can put you in someone else’s shoes in a figurative sense. Now we’re seeing that something else may be happening biologically.” ---Gregory Berns, researcher and director of Emory University’s Center for Neuropolicy.

Watching film adaptations or reading online summaries like SparkNotes, while potentially interesting and time-saving, cannot compare to engaging with and connecting to the texts themselves. Students will be cheating themselves, as well as infringing upon the Northwood Honor Code, by substituting these sources for actual reading. In other words, you are required to read the books. If so preferred, electronic (e-books) are acceptable for completing the readings. If students choose an audiobook version, we suggest listening while following along on the page.

With this in mind, we offer you this summer’s list of required reading for returning and incoming Northwood School students. Please note that all students are required to read the All-School Read as well as the books specific to the English course they are entering and A.P. U.S. History (if they are enrolled in that course.) In this document, you will also find details of summer reading. Any questions can be directed to Noël Carmichael, Dean of Academic Affairs, carmichaeln@northwoodschoo.org.

ALL-SCHOOL READ

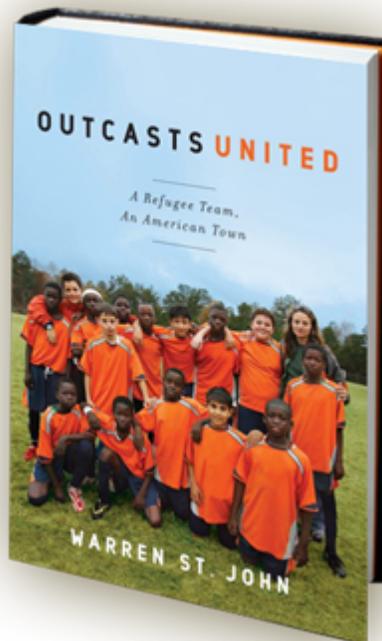
Fostering Community Through Shared Intellectual Experience

<https://www.northwoodschool.org/academics/all-school-read>

Northwood School's All-School Read is designed to foster a sense of community by encouraging a shared intellectual experience across the school. The All-School Read tradition at Northwood has been in place for more than thirty years. Recent titles have included *The Power of Meaning* (Emily Esfahani Smith), *The Boys in the Boat* (Daniel James Brown), *The Other Wes Moore: One Name, Two Fates* (Wes Moore), *The 57 Bus: A True Story of Two Teenagers and the Crime That Changed Their Lives* (Dashka Slater), *Unbroken* (Laura Hillenbrand), *Where You Go Is Not What You'll Be* (Frank Bruni), *The Bridge of St. Luis Rey* (Thornton Wilder), *Freakonomics* (Steven Levitt and Stephen J. Dubner), and *I Am Malala* (Malala Yousafzai). Each spring, a committee of faculty, staff, and administration selects a book to be read by all members of the school community before the academic year begins.

Our theme for the 2023-2024 school year is: **Unity.**

The summer 2023 All-School Read is:



***Outcasts United* by Warren St. John**

This book was nominated by faculty member John Spear. Here is a personal note from Mr. Spear about why he chose this book for our community:

Outcasts United is a story of a community that comes together. It's about a team, a coach, and a small town. It's also about understanding and appreciating our differences and finding a common humanity. When a group of people from all over the world, with varied belief systems and life experiences, come together in a small place like Clarkston, Georgia or Northwood School, creating a unified community takes effort. When we put in the work to get to know each other and build friendships, the resulting community is quite special. Those of you who have been at Northwood for a while will recognize this as Northwood at our best, and our newcomers will soon appreciate what *Outcasts United* can teach us about our community. I hope you enjoy this summer's All School Read!

Outcasts United: An American Town, a Refugee Team, and One Woman's Quest to Make a Difference by Warren St. John

Clarkston Georgia, was a typical Southern town until it was designated a refugee settlement center in the 1990s, becoming the first American home for scores of families in flight from the world's war zones—from Liberia and Sudan to Iraq and Afghanistan. Suddenly Clarkston's streets were filled with women wearing the hijab, the smells of cumin and curry, and kids of all colors playing soccer in any open space they could find. The town also became home to Luma Mufleh, an American-educated Jordanian woman who founded a youth soccer team to unify Clarkston's refugee children and keep them off the streets. These kids named themselves the Fugees.

See more at: <https://www.outcastsunited.com/home>

We encourage students to buy their copy from **Lake Placid's independent bookstore, The Bookstore Plus** (<https://thebookstoreplus.com/item/Tjsi1wmychNfW57PuDutLQ>) or from their own local, independent bookstore.

For English Language Learners or those who need an **alternate version**, there is a young adult version available as well: <https://thebookstoreplus.com/item/1uI4GVaMjkrxOxu3AnSIEQ>

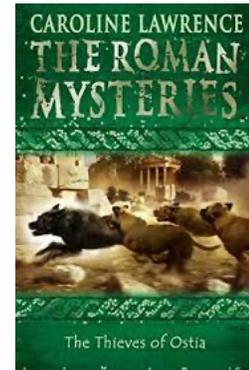
There is an **audiobook** version available on Audible: <https://www.audible.com/pd/Outcasts-United-Audiobook/B002VA39PA>

There are also **eBook** version available on Kindle and other eReaders. There is an eBook copy available through Northwood's Overdrive account. If you are interested in that version, please contact the school librarian, Mrs. Martin (martins@northwoodschoool.org)

Students enrolled in Integrated Humanities I (Grade 9) must also read:

The Thieves of Ostia by Caroline Lawrence

The Thieves of Ostia is the first book in the Roman Mysteries series. A young Roman girl Flavia Gemina sets out to solve the mystery of who is killing the city's watchdogs, helped by her three friends, Jonathan (son of Jewish doctor), Nubia (an African slave girl) and Lupus (a mute beggar boy). Their investigations take them into unexpected and sometimes dangerous situations, but Flavia Gemina is unstoppable once she's on the trail to solving a mystery.
(<https://www.storymuseum.org.uk/1001-stories/the-thieves-of-ostia>)



Students enrolled in Integrated Humanities II (Grade 10) must also read:

Glimmer of Hope

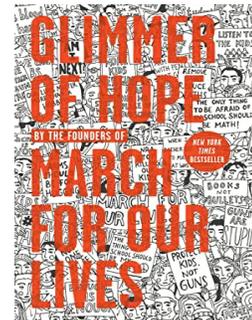
Glimmer of Hope is the official, definitive book from The March for Our Lives founders. In keeping up with their ongoing fight to end gun-violence in all communities, the student leaders of March for Our Lives have decided not to be paid as authors of the book. 100% of net proceeds from this book will be paid to March For Our Lives Action Fund.

"*Glimmer of Hope* provides a blueprint for launching social change."—**NPR.org**

*A *Seventeen Magazine* Best Book of 2018*

"This is a clarion call to action for teens, by teens, and is moving and powerful."—**Booklist, Starred Review**

Glimmer of Hope tells the story of how a group of teenagers raced to channel their rage and sorrow into action, and went on to create one of the largest youth-led movements in global history. March For Our Lives Action Fund is a nonprofit 501c4 organization dedicated to furthering the work of March For Our Lives students to end gun violence across the country. The full list of contributors, in alphabetical order, are: Adam Alhanti, Dylan Baierlein, John Barnitt, Alfonso Calderon, Sarah Chadwick, Jaelyn Corin, Matt Deitsch, Ryan Deitsch, Sam Deitsch, Brendan Duff, Emma González, Chris Grady, David Hogg, Lauren Hogg, Cameron Kasky, Jammal Lemy, Charlie Mirsky, Kyrrah Simon, Delaney Tarr, Bradley Thornton, Kevin Trejos, Naomi Wadler, Sofie Whitney, Daniel Williams, and Alex Wind.

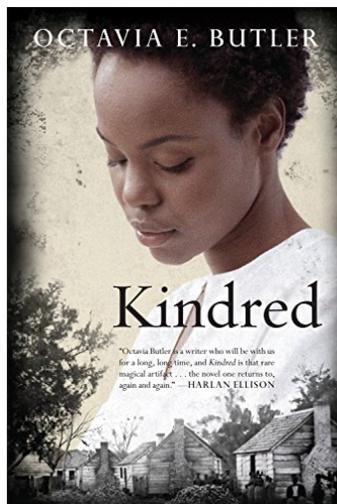


Students enrolled in American Literature must also read:

Student Choice! Read any novel of your choice written by an American author that has been published in 2000 or later. This should be a work of fiction. Be prepared to discuss and write about your choice. Any questions can be sent to: Mr. Justin Felhaber at felhaberj@northwoodschoool.org.

Students enrolled in A.P. Literature and Composition must also read:

Kindred by Octavia Butler



Butler's most celebrated, critically acclaimed work tells the story of Dana, a young black woman who is suddenly and inexplicably transported from her home in 1970s California to the pre-Civil War South. As she time-travels between worlds, one in which she is a free woman and one where she is part of her own complicated familial history on a southern plantation, she becomes frighteningly entangled in the lives of Rufus, a conflicted white slaveholder and one of Dana's own ancestors, and the many people who are enslaved by him.

During numerous such time-defying episodes with the same young man, she realizes the challenge she's been given: to protect this young slaveholder until he can father her own great-grandmother.

Author Octavia E. Butler skillfully juxtaposes the serious issues of slavery, human rights, and racial prejudice with an exciting science-fiction, romance, and historical adventure.

(<https://www.octaviabutler.com/kindred>)

Students enrolled in A World Made of Text must also read:

Hello, students. This note is here to introduce you to the course's smorgasbord of summer readings. These readings are **required** but are all short. I think you can expect to enjoy most of them. You can find them in this folder: <https://tinyurl.com/A-World-Made-of-Text>

You have **four short nonfiction selections**. Please start with them:

- "Where I Learned to Read," by Salvatore Scibona—one page, from the *New Yorker*;
- A one-page piece on last fall's FIFA World Cup, by Rory Smith, from the *New York Times*;
- Two micro-essays by Alec Weston and Sibelan Forrester, respectively (another single page); and
- The foreword and opening chapters of the food writer M.F.K. Fisher's memoir *The Gastronomical Me*, about 12 pages. **Start with the foreword and the epigraph**, the little quotation floating on the page after the foreword. Then continue with pp. 3–13.

--And **three short works of fiction (stories)**. Read them after the nonfiction:

- "Enormous Changes at the Last Minute," by Grace Paley;
- "Everyday Use," by Alice Walker; and
- "The Lily of St. Pierre," by Damon Runyon* (not a relative of mine, so far as I know).

**Damon Runyon worked in the first half of the 20th century, writing in a peculiar style of his own invention. His . . . area of interest, let's say . . . was the world of gangsters and gamblers, mainly in and around New York City. His stories, mostly comic, were wildly popular in his day but are little read today. Expect to need some time to get used to his language; it's famously odd, not like anyone else's.*

Read patiently. Savor the cool, the unexpected, the weird. Ponder the puzzling. *Look things up*. Annotate! **Around mid-July, I'll set up an online discussion space . . . somewhere . . . and invite you to share thoughts on these pieces, in the order in which they're listed above.**

HR

(Mr. H. Runyon)

runyonh@northwoodschoool.org

Students enrolled in A.P. Language and Composition must also read:

The contemplation of things as they are, without substitution or imposture, without error or confusion, is in itself a nobler thing than a whole harvest of invention.

Francis Bacon (1561–1626)

—But let's soften Mr. Bacon's claim: not nobler than, but surely as noble a thing as that harvest. —HR

Hello, would-be students of AP English "Lang and Comp." This note is here to

- issue a warning,
- assign a piece of summer reading that I hope you'll find both interesting and fun, and
- put in front of you some nuts and bolts of the course that will be probably not fun, but useful.

The Warning

If you've never gotten an adrenaline rush from the way a writer put something, take a different course. You may find yourself bored with the readings, you may not enjoy the classes, you may end up with a grade you don't like, and you may get a weak score on the exam. Probably at least two of those things will happen, if you're not the sort that can admire a sentence the way sports fans and athletes can admire a goal or a pass or a defensive play or an effort in a race. Every year, some folk in this course just can't care a lot about word choices and phrases and sentence structures and paragraph breaks and, holy smokes, *punctuation*. Every year, they have a sad time.

The Summer Reading

In Patagonia, by Bruce Chatwin. Penguin Classics paperback (about 200 pages) ≤ \$20. 13-digit ISBN: 978-0142437193.

Read it patiently. Savor the cool, the unexpected, the weird. Ponder the puzzling. Use the map. *Look things up*. Annotate! Around mid-July, I'll set up an online discussion space . . . somewhere.

The AP Nuts and Bolts (see linked folder: <https://tinyurl.com/AP-Lang-and-Comp-Summer-2023>)

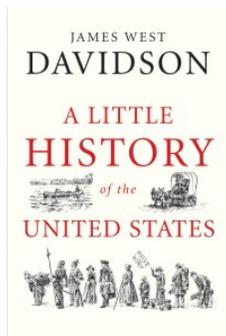
- a one-page **chart** showing the 20-plus skills we'll discuss and practice over the course of the year, and the four "big idea" categories in which they're grouped;
- a unit-by-unit **plan** ("Course at a Glance") showing which skills come up in each of the course's nine units; and
- the scoring **rubric** for the exam's Rhetorical Analysis essay. The exam requires you to write three essays of different types; all three rubrics work in the same way. The RA essay is the one that most simply and directly exercises the course's central skills. If you look over the RA rubric patiently, you'll get a useful idea of the levels of thought and planning expected in AP essays. You'll also start learning the vocabulary of AP rhetorical analysis. We can wait until later to look at the rubrics for the other two essays (Synthesis and Argument).

HR (Mr. H. Runyon)

runyonh@northwoodschoo.org

Students enrolled in A.P. United States History must also read:

For the summer assignment, you should read *A Little History of the United States* by James West Davidson (Yale University Press, 2016).



You should take annotated notes within the text to keep track of material. You should then construct a 5-paragraph essay using 11/12 pt font with decent side margins. Name, date and class should be in the top left corner.

Essay Title – ‘What forces have shaped US History?’

In your essay, you will establish three themes that played a defining role in United States History. It could be as simple as political, economic, or social advancements (or degeneration), but you should be thoughtful, creative, and nuanced. These themes will be the building blocks of your work. Include specific and varied examples from the text to support your ideas.

Use in-text citation (ex. Davidson 5) to indicate page number. Paraphrasing (putting in your own words) is the goal, but short quotations can be used. Please only consider the text and not outside information. You will be graded on rigor, creativity, and thoughtfulness. Readability will also be considered.

Further guidance:

Introduction – briefly provide context to the history of the United States based on reading the book and the direction of your response; themes should be clearly defined
Body paragraphs – clearly define what each paragraph is analyzing, use examples to illustrate your ideas and try to make links between themes
Conclusion – compare themes and see if you can make a judgment about their overall relative importance

Your work must be submitted 2 weeks before the start of school (by August 21st). The assignment will be used to assess your suitability for AP US History – failure to submit this work on time will result in withdrawal from the course. Work should be emailed to the address below.

Please get in touch if you have any questions. Mr Shergold – shergolds@northwoodschoool.org

You can order the book locally in Lake Placid at The Bookstore Plus (www.bookstoreplus.com) and 518-523-2950) or on Amazon.

Used copies are also fine.

Davidson, J. W. (2016). *A Little History of the United States*. Yale University Press.