Woodward Academy’s English Department believes that the summer reading assignment is a valuable pursuit for the student for several reasons. Colleges expect students to have read widely in the classics of literature, and all high school teachers believe that students need to exercise their independent reading skills over the summer months. In addition, familiarity with specific pieces of literature allows the student to start the school year with a literary foundation on which to reflect and compose. Basing their choices on college English department lists of books which well-prepared students should have read and on the curriculum which the student will study during the year, teachers at every grade level select books that should prove interesting and valuable. For these reasons, rising freshmen read mythology and works with a tragic theme or heroic archetype. Rising sophomores read old or new classics of American Literature. Rising juniors read works by British authors. Seniors select from world authors.

Ninth grade students in CP and EP read two required books; HP students read three books. The ninth graders will not have a book of choice; however, they will meet in small groups with a faculty facilitator to discuss Okay for Now on Thursday, August 16th, in their book of choice groups.

Teachers approved student placement in April of 2018 for the appropriate level of English study (CP, EP, HP, or AP), and students should read the books assigned to that level. New students will find out their levels when they meet in June with a member of the Upper School staff. During the first eight weeks of school, each English teacher will assign papers based on the works, give an objective test over the required books, and make other assignments as necessary. At least three evaluations of the works will occur, including objective, subjective, and creative assessments. These evaluations will constitute a major portion of the student’s first eight-week grade in English.

Students enrolled in the Upper School by August 1, 2018, must complete all the assigned books by the start of school, August 13, 2018. New students enrolled in the Upper School after August 1, 2018, should begin the required books at their level immediately upon acceptance and then consult with their English teachers on the first day of class. All evaluations of summer reading will be completed by October 5, 2018, which is the end of term 1.

The English Department requires new and returning students to complete the assignment over the summer in order not to double the homework load in English during the first grading period.

Following are a list of key questions to ask yourself as you read a novel, work of nonfiction, or play. You can aid your long-term retention of these works by taking notes which answer each of the following questions. Include a page reference as often as possible. This effort will help as you review for your tests and projects in the fall.

1. Identify the narrative hook, rising action, climax, falling action, and resolution. If the novel is structured more loosely, what does each episode add to the story, and how does each build on the preceding ones?
2. What types of conflict are present?
3. Who are the main characters?
4. Are these characters round or flat, static, or dynamic?
5. Why do you sympathize or not sympathize with each character?
6. What is the effect of the point of view that the author uses: first person, limited third person, or omniscient? Does the point of view ever change?
7. What tone does the author express through the work’s events and characters?
8. What objects, persons, places, or events are given symbolic meaning? What do they symbolize? Does the meaning of any symbol change?
9. If the work uses irony, what is its effect and why is it used?
10. Identify the novel’s major theme or themes.
11. How do the plot, setting, point of view, symbols, and irony express the novel’s theme or themes?
SUMMER READING: NINTH GRADE 2018-19

Since students will be discussing and writing with the summer reading texts, it is beneficial if students purchase the edition noted by ISBN numbers. The campus store carries these books; students will purchase them from the store between April and May. By the end of May, 2018, students may access brief descriptions of all books as well as study questions on the required books from the Woodward Academy website.

REQUIRED OF ALL NINTH GRADE COLLEGE PREP (CP) STUDENTS
1. Packet of Fairy Tales (published in-house and available only at the campus store)
2. Okay for Now, Schmidt (9780544022805)

REQUIRED OF ALL NINTH GRADE ENRICHED PREP (EP) STUDENTS
2. Okay for Now, Schmidt (9780544022805)

REQUIRED OF ALL HONORS (HP) STUDENTS:
1. Inside the Walls of Troy, McLaren (ISBN: 978-0689873973)

McLaren (ISBN: 978-0689873973): Inside the Walls of Troy—This novel retells the story of the Trojan War from two female perspectives. Helen of Troy, the infamous face that launched a thousand ships, narrates the first part of the book, and Cassandra, a prophet and sister of Paris, tells the second portion. (Required for Honors)

Schmidt (ISBN: 978-0-544-02280-5): Okay for Now—The story of how a young man named Doug adjusts to life in a new town. Stigmatized because of his family, Doug finds an outlet for his frustrations through a love of art. He works to make his own identity independent from his family. (Required for all ninth graders)

Sophocles (ISBN: 978-0195061673), translated by Richard Emil Braun: Antigone—This Greek tragic play is about a young girl standing up to her uncle Kreon, the new leader of Thebes. This work contains questions about what makes a good leader and what makes a good citizen. Should people question their rulers, and how far should someone go for their principles? Make sure you look at the introductory information to the play on page eight of this handout before you start reading, and please get the Braun translation. (Required for all Honors students)

Steinbeck (ISBN: 978074971717100 OR 9780140177398): Of Mice and Men—Drifters Lenny and George search for their dream of owning a small farm and find trouble in the fertile valley of Salinas, California. (Required for all Enriched Prep)

Various Authors: Packet of Fairy Tales (No ISBN: Packets available in the campus store)—(Required for College Prep)
**Okay for Now (all ninth graders)**

General (look at these questions after you have read the whole novel):
1. In what year does this novel take place?
2. What major war is taking place at the time of the novel?
3. What is the protagonist’s favorite baseball team and player?
4. When the protagonist’s father’s “hands flash out,” what is really happening?
5. What do the names of the chapters represent? In what way does this mirror the content of each chapter?
6. Several characters are never given names, or their names are withheld for a large majority of the novel. Why do you think that these particular people are not named?
7. What are some examples of the narrator forcing the reader to make assumptions, rather than presenting straightforward plot points? Why might the author have made this choice?
8. The idea that “things belong in the class to which they have been assigned” is repeated several times throughout the novel. In what contexts do you think that this is true? In what contexts is this untrue? How does Doug’s journey either prove or disprove this idea?
9. In what ways have our laws developed to help Americans with disabilities? How would Lucas’ story have been different had he lived in an America with our current laws? Would this have changed Doug’s story, too?

Chapter One: The Arctic Tern
1. Why does the Swieteck family have to move to Marysville, New York?
2. What piece of baseball memorabilia does Doug’s brother take from him and trade for a pack of cigarettes?
3. What piece of baseball memorabilia does Holling give to Doug before Doug moves to Maryville?
4. What does Doug see in the library that captures his interest and imagination?
5. Who is Lil? What does her father do for a living?

Chapter Two: The Red-Throated Diver
1. Who is Mrs. Merriam? Who is Mr. Powell?
2. What artist is responsible for the drawings in the large book of birds?
3. Who is Mrs. Windemere? What question does Lil keep asking her dad about Mrs. Windemere on the Saturday of Doug’s first delivery day?
4. Describe Mrs. Windemere’s property. What does Mrs. Windemere do for a living? How does Mrs. Windemere personify Creativity?
5. What does Mr. Powell leave for Doug on top of the case in the library?
6. What gift from her mother does Lil deliver to The Dump? What does Doug’s jerk brother do to the gift?
7. What vision does Doug imagine that he describes as “almost like seeing a ghost”?

Chapter Three: The Large-Billed Puffin
1. What is the “school theme for the year” for Washington Irving Junior High School?
2. What is a “ditto”? (You’ll probably have to look this up.)
3. What is strange about Principal Peattie’s speech patterns?
4. Of what crime is the jerk brother suspected?
5. How does this situation with the jerk brother affect Doug’s relationships with adults in town?
6. According to Mr. Ferris, what is “the basic principle of physical science,” and how does it apply to Doug’s situation?
7. What are “the most important parts” of the letter from Vietnam that Lucas had a friend write for him?

Chapter Four: The Black-Backed Gull
1. What happened to the plates of the Arctic Term, the Large-Billed Puffins, the Red-Throated Diver, and the Brown Pelican? Why?
2. What book is Doug’s English class reading? Of whom does the protagonist of the book remind Doug?
3. Which of Doug’s teachers figures out that Doug cannot read, something that “no teacher had figured out before”?
4. Under what pretense does Mrs. Cowper begin working with Doug after school, teaching him how to read?
5. What does Doug carry with him when he delivers groceries this weekend? In what way does this item influence his interactions with the adults he encounters?
6. Of what second crime is the jerk brother suspected?
7. What does the reader suspect about Lucas from comments that the jerk brother and Doug’s mother make in this chapter (and from references to “sounding like Lucas” that Doug makes earlier in the novel)?
8. What happens when Doug’s shirt gets ripped off in gym class? How does this explain Doug’s constant refusal to stay on his assigned team, the “skins”?

Chapter Five: The Yellow Shank
1. What kind of trouble does Doug get into in the last two weeks of October? What is his punishment? How has Doug’s demeanor changed in his classes? How do his teachers react?
2. What is the one reason that Doug’s father chooses to go to the Annual Ballard Paper Mill Harvest-Time Employee Picnic?
3. How does the reality of the picnic differ from Doug’s father’s predictions?
4. What prizes are being offered to the winners of the Trivia contest? Who wins the contest, and how are the prizes distributed? Do either of the winners get any of the prizes?
5. In what way is Doug responsible for the Yellow Shank being returned to the book?
6. How does Doug’s brother demonstrate his admiration for the fact that Doug “still got guts”?
7. How does Doug’s demeanor change at school in the month of November? How does this affect his relationships with his teachers and classmates?
8. Where does Doug take Lil, and why? What happens that Doug considers to be “even better” than making a perfect ringer shot?

Chapter Six: The Snowy Heron
1. For what are the “dark woods” a metaphor?
2. For what reason does Principal Peattie call Doug to his office? What will Doug’s punishment be?
3. What memory keeps Doug from feeling fully engaged in his life? What information is the reader initially missing about this memory?
4. What do the boys in Doug’s wrestling class do to show solidarity with him?
5. What happens to Lucas on the way from the bus stop to back to the car?
6. What does the reader eventually learn that Principal Peattie said to Doug at the end of their meeting in his office? To what does Doug compare the feeling of having been told this?
7. Who is Christopher? Why does the reader only learn this information now? (Think about what may have changed in the way that Doug views this character.)
8. What does Doug discover on the So-Called Gym Teacher’s clipboard? What does this discovery reveal about the man’s experience in Vietnam?
9. What does Doug offer to do for Coach Reed? What does Coach Reed’s acceptance of this offer indicate about the changed dynamic between the two?

Chapter Seven: The Forked-Tailed Petrel
1. What classic novel is the basis for Mrs. Windermere’s new stage play?
2. In what class is Doug put in a group for students who have shown “excellence and promise”?
3. What does Lucas keep bringing up that eventually causes Doug to tell him to “shut up” and accuse him of “not even trying”?
4. What surprises Doug about Mr. Russell?
5. What does Mrs. Merriam have in common with the Swieteck family?

Chapter Eight: The Brown Pelican
1. Why is Christopher again questioned by the police?
2. What bargain does Doug make with Principal Peattie?
3. What happened to Doug’s Yankee jacket?
4. How does Doug act heroically while babysitting for the Daughertys?

Chapter Nine: The Great Esquimaux Curlew
1. What happens on the opening night of the play?
2. Who is in the audience on opening night?

Chapter Ten: The Arctic Tern
1. How does Coach Reed help Lucas?
2. Explain the context of this quote: “We were both chumps. But you know what? It’s not so bad when you are chumps together.”
3. What truth about Doug’s father is revealed?
4. What do you think will happen to Lil?

Packet of Fairy Tales (CP only)

The questions are in the packet that you purchased from the campus store.

Of Mice and Men (EP only)

A. List adjectives that describe the settings: The valley, the town
B. Note how the following characters advance the plot; think of descriptive words for each character. Consider physical descriptions and character traits for each.
1. George
2. Lennie
3. Curley
4. Curley’s wife
5. Candy
6. Slim
7. Crooks
8. Carlson

C. As you read, consider these themes: the human need for friendship and the place of dreams and goals in making life worthwhile.

Chapter One:
1. In what part of the country does the novel take place? To what animal is Lennie compared?
2. Why were George and Lennie run out of Weed?
3. What things does Lennie do and say that make him like a child?
5. Where does George tell Lennie to hide if he gets in trouble?

Chapter Two:
1. Who greeted George and Lennie at the bunkhouse? What unusual habits did Whitey have?
2. Whom did the boss punish because George and Lennie were late? Why?
3. Why does George answer all the questions directed to Lennie?
4. How does the boss react to George’s friendship with Lennie?
5. What excuse does George give for Lennie’s slowness?
6. How does Curley react to Lennie’s silence?
7. What does the swamper mean by the statement: “Curley’s pretty handy”?
8. What uneasy feelings does George have about Curley’s wife?

Chapter Three:
1. Who is Slim and what kind act does he do for Lennie?
2. How does Slim react to Lennie and George’s traveling together?
3. Why do you think George told Slim about what happened in Weed?
4. From Carlson’s point of view list words that describe Candy’s dog.
5. What is Carlson’s solution to the problem of the dog?
6. What role does Candy play in helping George and Lennie try to buy land?
7. Why does Curley attack Lennie? What happens to Curley?
Chapter Four:
1. Why is Crooks jealous of Lennie’s friendship with George?
2. How does Crooks fill his loneliness?
3. Why does Curley’s wife interrupt Crooks, Candy, and Lennie?
4. Does Curley’s wife really know what happened to Curley’s hand?

Chapter Five:
1. What did Lennie do to the puppy? Why is he angry at the dead puppy?
2. When Lennie does not want to talk to Curley’s wife, how does she react?
3. What does she ask Lennie to do? How did Lennie kill her?
4. Whom does Candy blame for the murder? Why is he so angry?
5. Why does George leave and then return to the scene of the crime with the others?
6. Who does Carlson think has stolen his Luger pistol?

Chapter Six:
1. Where does Lennie hide?
2. Lennie has an unusual hallucination. Describe it and the way the characters treat him.
3. What is George going to do to Lennie? How does he do it?
4. Why did George lie to the others about what really happened?
5. Do you think this story has a positive or negative ending? Why?

Inside the Walls of Troy (HP only)

Part One: Helen’s Story

Chapters 1-2
1. What details does the author use to humanize Helen?
2. Who is Hessia? What is her relationship to Helen?
3. For what heroic act is Theseus known? What is his current title? Why has he resorted to acts of piracy?
4. For what is Helen famous?
5. What is the name of Theseus’ ship? Explain its significance.
6. Why has Helen been taken by Theseus?
7. Describe the rapport Hessia builds with Theseus and his crew.
8. By the end of the chapter, what is identified as a good omen?

Chapters 3-4
9. Describe the love story of Theseus and Hippolyta.
10. Why does Theseus seem to have a fondness for Helen?
11. What cultural education does Helen receive when they reach the port city of Piraeus?
12. What is the Acropolis?
13. How is Helen treated by the servants of Theseus? What robe do they select for her to wear?
14. What lessons does Helen receive in Athens about being a good wife?
15. Why does Helen say that “Penelope was made of stronger stuff?”
16. What does Helen understand to be her destiny?

Chapters 5-6
17. For how long has Helen been kidnapped?
18. What role does Helen’s father Tyndareus play in entertaining suitors for Helen?
19. Why does Hessia “put her coins on Menelaus” as Helen’s future husband?
20. What does Helen mean when she was “determined to be more like [her] sister, Clytemnestra?”
21. How does Helen describe Menelaus?
22. How does Helen draw a contrast between herself and Penelope?

Chapters 7-8
23. What is Odysseus’ solution to Sparta’s suitor problem?
24. How does Helen respond to the pairing of Penelope and Odysseus?
25. To whom is Helen promised? What betrothal gifts does he present to her?
26. What discontentment does Helen express by the chapter’s end?
27. What turn of events results in Helen and Menelaus ruling Sparta?
28. What secret does Penelope tell Helen?
29. What advice does Theseus give to Helen on the occasion of her wedding?
Chapters 9-11
30. Describe Helen and Menelaus’ first three years of marriage.
31. What “talk of war” begins brewing in this chapter?
32. How do Hermione and Helen describe Paris?
33. What story does Paris tell of his childhood?
34. How does Paris court Helen?
35. Describe how Aphrodite promised Helen to Paris.
36. What does Helen choose to take with her when she runs away with Paris? What important “item” does she leave behind and why?

Part Two: Cassandra’s Story
Chapters 1-2
1. Who is Cassandra to Paris? What power of prophecy does she seem to have?
2. How is Cassandra viewed within her family?
3. What did the oracle predict about Paris before he was born?
4. What does Helenus refer to as “Apollo’s curse?”
5. What description do Cassandra and Helenus give of the relationship between mortals and gods and goddesses?

Chapter 3-4
6. What is the Greek delegation’s version of what happened to Helen? How does Odysseus invoke the laws of hospitality?
7. Why does Helenus describe his sister Cassandra to be “so out of fit with the world [she] was born into?”
8. How does Cassandra characterize her brother Hector?
9. What vision precedes Cassandra’s meeting of Helen? What are Cassandra’s first words for her father about Helen?
10. What does the expression “bone sweet” mean that Cassandra uses to describe Helen’s behavior?
11. What is the Oath of the Horse?
12. What common ground does Cassandra realize she has with Helen?
13. What promise did King Priam make? Will he keep it or not?

Chapters 5-6
15. What becomes of Cassandra’s suitor Othronus?
16. How does Cassandra describe her “gift” to Helen?
17. Why does Hector miss the death and funeral cremation of his son?
18. Why does Helen refer to her niece Iphigenia as her “first victim?”
19. What does Paris whisper to Helen as the Greek fleet arrives?

Chapters 7-8
20. How does Achilles distinguish himself from the other warriors?
21. How does Cassandra respond to the death of Othronus?
22. What is the “miracle” to which Cassandra refers in the opening of ch. 8? Why does Achilles refuse to fight?
23. Describe the physical struggle between Cassandra and Helen at the end of Chapter 8. What provokes it?

Chapters 9-10
24. What does Deiphobus dare Paris to do? What role does Hector play? How does the duel end?
25. Why does Paris tell Helen to scold the gods and not him for what happened on the field?
26. What side of the war does Athena seem to be on?

Chapters 11-14
27. What strategic alliance are Helen and Andromache plotting?
28. What duel is announced at the end of Chapter 11?
29. How does their duel end?
30. What bold move does Patroclus make? What is the result?
31. How has Hector angered Achilles?
32. What is Andromache doing while Hector falls in battle to Achilles?

Chapter 15-16
33. What does Achilles do to disgrace Hector and Troy?
34. What gives King Priam the confidence to approach Achilles himself? Who does he take with him?
35. What concession does Achilles make?
36. How does Polyxena betray Achilles? What happens as a result?
37. What happens to Helen after Paris’ death?

**Chapter 17-19**
38. What have the Greeks left as a parting gift? What does Cassandra realize about it?
39. What is Helen’s plan to reconcile with Menelaus?
40. What does Cassandra predict for her future?
41. Who does Cassandra help escape? To where do they flee while the Greeks attack and burn Troy?

**Character list:**

- Helen
- Menelaus
- Aphrodite
- Penelope
- Odysseus
- Cassandra
- Theseus
- Hermione
- Polyxena
- Hesia
- Priam
- Laodice
- Tyndareus
- Paris
- Helen
- Zeus
- Hecuba
- Orthonus
- Hippolyta
- Deiphobus
- Achilles
- Clytemnestra
- Hector
- Andromache
- Agamemnon
- Astyanax
- Patroclus

**Antigone** *(Make sure that you have the Emil Braun translation, and please read this background information before you start the play): (HP only)*

*Antigone* is the last play in a trilogy by the Greek playwright Sophocles that focuses on the family of Oedipus. The setting of the play is ancient Greece, similar to the time period of *Inside the Walls of Troy*. Oedipus’ story begins with his father Laius, the king of Thebes, and his mother named Jocasta. When Oedipus was born, his father received a prophecy that his son would kill him. Horrified, Laius gave his son to one of his servants, begging the servant to kill baby Oedipus. The servant ended up taking the baby to the mountains to raise him as his own child. Oedipus lived for 20 years with this servant and his wife, thinking that they were his real parents.

When Oedipus, as a young adult, receives a prophecy that he will kill his father, he is horrified, and he runs away, not wanting to harm the man who he thinks is his father. On the road, he ends up encountering Laius; a fight breaks out, and Oedipus accidentally kills Laius, not knowing that he is his real father.

A few years go by, and Jocasta rules Thebes alone until a monster called the Sphinx plagues the town. This monster refuses to leave until someone solves its riddle. The riddle goes as follows: What walks on four legs in the morning, two legs during the day, and three legs at night? Jocasta agrees to marry anyone who can solve the riddle of the sphinx. Lo and behold, Oedipus solves the riddle. *(The answer is “a man”: he walks on four legs when he crawls as a baby, two legs during most of his life, and three legs—with a cane—when he is elderly).* Oedipus marries his mother Jocasta, not realizing that she is his mother.

They have four children together: Eteokles, Polyneices, Ismene, and Antigone. Oedipus rules as king of Thebes for many years until the town is plagued with disease. He begins to believe that the gods are cursing him for some reason, so he asks a prophet named Teiresias for answers. Teiresias is an all-knowing prophet, so he realizes that the gods are sending a curse because of the family incest. Teiresias tells Oedipus that he would be better not knowing the truth—but Oedipus pushes him to reveal what he knows. When Oedipus finds out that he married his own mother, he is so horrified that he banishes himself to an island. Convinced that the city-state of Thebes would be better without him, he leaves his two sons to rule together.

Eteokles and Polyneices have a hard time sharing power. This family continues to fall apart as the two brothers fight constantly; Polyneices eventually leaves and goes to the nearby city-state of Argos to raise an army against his brother. A civil war breaks out with these two brothers fighting each other. Ultimately, they both die in battle, leaving their uncle Kreon (Jocasta’s brother) in charge.

*Antigone* begins with Kreon trying to pick up the pieces of the city of Thebes. He forbids anyone from burying Polyneices, claiming that this brother was a traitor since he brought an outside army to attack his own city.
Study guide questions for *Antigone*:

1. Ismene and Antigone are the two remaining members of this family. How do they have different outlooks on the situation with Polyneices (the unburied brother), Kreon’s power, and their role as women?
2. The Chorus speaks a confusing passage on pages 25-27. They describe the just-concluded civil war, including the army that Polyneices brought from Argos, led by Kapanes (Argos’ best warrior) who is compared to an eagle. Find the part where the chorus describes the “twin death” of Polyneices and Etokles. What image of their deaths does the audience receive?
3. What image of the state does Kreon give? How does he view power?
4. How do other characters (besides Antigone) respond to Kreon? Consider Koryphaios (the leader of the chorus) and the sentry.
6. Where Kreon and Antigone appear to be extremes, Haimon is more moderate. Where do you see evidence of his moderation?
7. How does Kreon treat his son? (pp. 50-52)
8. What does the chorus say about desire? To whom could this idea apply in *Antigone*? (pp. 52-53)
9. What does the chorus (as well as Koryphaios) say about Antigone? Has their support of Kreon changed? (pp. 53-55)
10. How does Antigone view death? (pp. 53-56)
11. How does Teiresias view what is happening? (This character is the same Teiresias from the background information to the play) What evidence does he look at? (pp. 59-60)
12. Why do you think Kreon changes his mind? (p. 64)
13. What life lesson does the messenger give? (pp. 65-66)
14. What final image do we have of Antigone and Haimon?
15. Eurydice enters the play at the very end, speaks once, and then kills herself. Why do you think that Sophocles includes her character?
16. Has your sympathy level for Kreon changed by the end of the play? Explain.
17. What do you predict will happen to Kreon?