
Summer Reading

This is a requirement for all English courses. Please complete the assignment for your given course before arriving at school in the fall, and expect a discussion and assessment during the first week of classes.

Introduction to Literature and Composition (grade 9)

Discover, Reflect, and Share!

Dear 9th-Graders,

Welcome to Tilton School! As you prepare to join us this September, I invite you to join me in a summer reading and writing journey designed to help us get to know each other by sharing our unique perspectives on life and literature.

We shall embark on this journey with the following novels:

- *Klara and the Sun* by Kazuo Ishiguro
- *Feed* by M.T. Anderson
- *The Martian Chronicles* by Ray Bradbury

These novels explore human nature and society in the not-too-distant future. While they might be categorized as “science fiction,” they also have something to say about our lives today.

So what do you do?

1. Choose the story you wish to read: Select one of the novels. Do a little research. Each novel creates an imaginary world and characters a little younger, a little older, a little wiser, and a little more naive than you are at this moment. Choose the world you want to enter.

2. Reflect on Your Reading: As you read, think about the following questions:

- How do the characters' experiences and choices connect with your own life or cultural background?
- What emotions do you feel as you follow the characters' journeys? Can you empathize with their situations?
- What do you think the author is trying to convey through the story?

3. Share Your Thoughts: After you've finished reading, write a short reflection (250-500 words) capturing your insights and thoughts. Here are some prompts to guide you:

- **Cultural Connection:** Describe a moment or character in the book that reminded you of your own cultural background or home life. How did this connection affect your reading experience?
- **Empathy and Understanding:** Choose a character whose situation you empathized with. Explain what made you feel this way and how it influenced your understanding of the story.
- **Author's Intent:** Discuss what you believe the author's main message or theme is. How did the story and characters help convey this message?

4. Technical Skills: This is a great opportunity to showcase your word selection, punctuation, and sentence variety. Think of this reflection as a chance to express yourself clearly and creatively.

Submission Details:

- **Format:** Your reflection should be 250-500 words on a Google Doc or PDF.
- **Due Date:** September 1, 2024. (You can submit any time over the summer.)
- **Send to:** mlandroche@tiltonschool.org
- **Bonus:** If you want to add a personal touch, you might include a drawing, collage, or any other creative piece that complements your reflection.
- **Questions:** If you have questions, feel free to email me, Mike Landroche, at mlandroche@tiltonschool.org.

Why This Task Matters:

This assignment is more than just a reading task. It's an invitation to share a piece of yourself to start building a community where every voice is valued. Your reflections will help me understand your unique perspectives, experiences, and skills. For this reason, I'll ask that you not use an AI program to help with your reading and writing. Once the school year begins, we'll work with ChatGPT and other AI platforms for research, brainstorming, and editing. But on this project, I'd like it to be 100% you.

Enjoy your reading adventure, and we'll see each other in September!

Mr. Landroche

Summer Reading and Writing Project: Creative Writing 2025-26

Since the first trimester of our work together focuses on the memoir, let's start this summer by reading at least **five** of the essays from this [Book Riot collection](#). That turns out to be about an essay every other week.

Create a reading journal, and after reading each essay, spend some time thinking and writing about what makes this memoir successful or not. Write your ideas down in the journal, and



share your document with me so I can follow along with you over the summer and begin our collaboration together.

Here's an example of what an entry might look like:

June 6, 2025

"A Difficult Balance: Am I a Writer or a Teacher?" by Kyoko Mori

So I chose this essay because, like the author Kyoko Mori, I need to balance my life as a teacher and a writer. I don't balance it well. During the school year, I find myself overspending on the teacher side of my life and shortchanging the writer side. I keep telling myself I must balance more evenly. Still, once September opens up a new year, with new relationships, I doubt I'll ever achieve that balance.

Several facets of Mori's memoir work. I like the opening segment where she describes the anxiety-dream teachers (and maybe students, too) sometimes experience as August inches toward Labor Day. The segment captures the tension permeating two-thirds of the memoir. I am impressed by her honesty, disclosing to her audience feelings of incompetence when she lectures to uninterested students who sleep through class and give each other manicures as she rambles on about Homer and Shakespeare. These details make me smile. She contrasts her experience as a first-year instructor with her history teacher colleague's lively classroom, another set of details that makes me see and feel the disconnect in her work life. Finally, this essay prompts me to reflect on my life in the classroom. I'm grateful to know that others seek this balance I aspire to, that other teachers' lives are fraught with impostor syndrome, and others suffer the pre-Labor Day nightmares. Eventually, as Mori does at the end of her memoir, we find a balance that works for us. After 43 years, I hope I have. We'll see in a couple of months.. **Mike Landroche**

I spent a short paragraph writing about why I chose Mori's essay. The second paragraph focuses on "what works" in the essay.

Have fun with this project. I look forward to reading your thoughts.

Mr. Landroche

AP English Literature & Composition: Summer 2025-26

Read/Write in June

- Download this free copy of [How To Read Like a Professor](#) by Thomas C. Foster.
- Stick with this short guide to reading. Read the intro and Chapters 1-26. That amounts to under 130 pages. Try to read a chapter every day. If you have to skip a day, read two the next day. Create a writer's journal, and write a reaction to each chapter. Date each entry. Don't fudge it. If you don't read, don't pretend you did.
- Post your completed journal as an assignment in Google Classroom **on July 1st**

Read/Write in July:

- Read one or more of the novels from the AP list below. Continue with your writer's journal in which you chronicle your reaction to the reading. Use what you have learned from the Foster text. Try to read & write every day, even if it is only a single sentence. Date each entry. Don't fudge it. If you don't read, don't pretend you did.
- Post your completed journal in Google Classroom **on or before August 1st**

<i>Klara and the Sun</i>	Kazuo Ishiguro
<i>To the Lighthouse</i>	Virginia Woolf
<i>Beloved</i>	Toni Morrison
<i>Slaughterhouse-Five</i>	Kurt Vonnegut
<i>All the Light We Cannot See</i>	Anthony Doerr
<i>Things Fall Apart</i>	Chinua Achebe
<i>The Art of Fielding</i>	Chad Harbach
<i>Tess of the D'Urbervilles</i>	Thomas Hardy
<i>Hamnet</i>	Maggie O'Farrell
<i>The Lincoln Highway</i>	Amor Towles
<i>A Visit from the Goon Squad</i>	Jennifer Egan
<i>Jane Eyre</i>	Charlotte Bronte
<i>Their Eyes Were Watching God</i>	Zora Neale Hurston
<i>A Thousand Splendid Suns</i>	Khaled Hosseini
<i>1984</i>	George Orwell
<i>The Nickel Boys</i>	Colson Whitehead
<i>The Road</i>	Cormac McCarthy

Or propose another novel you would like to read. Just let me know in advance.

Read/Write in August

- Read *Oedipus Rex* and *Antigone*. **Read both** before class starts in September. You can get these free, online. I recommend these two versions: [Oedipus Rex](#) and [Antigone](#)
- Write every day in your reader's journal. Yup --apply Foster text. How do these characters and their plots show us about who we are **in the current moment?**
- Post your draft and your journal in Google Classroom **on or before Sept. 1st.**

Throughout the Summer: [Google Classroom](#)

- Read the posted material on the AP Lit 25-26 Google Classroom Stream.
- Check the Stream weekly, commenting thoughtfully when asked.

Text me if you have questions: 603-998-0540

European Literature and Composition (grade 10)

[1984, George Orwell](#)

AP Seminar

[1984, George Orwell](#)



AP Language and Composition

- 1) Viktor Frankl, [Man's Search for Meaning \(young adult version with speeches, glossary, etc\).](#)
- 2) [It's Trevor Noah: Born a Crime Stories from a South African Childhood \(young adult version.\)](#) An Audiobook narrated by Trevor Noah is also available.

Please keep a journal where you reflect on the readings, collect quotes, and meditate on the feelings and ideas the works evoke in you. You could, for example, respond to your favorite (or most disturbing) parts with questions, thoughts, and ideas. Pay close attention to the language they use to convey their stories. Think also about how both authors reflect upon humor.

We will begin our course with a discussion of these works, before completing several in-class writing assignments on the readings.

Literature of the Americas

Juniors: Great Gatsby

World Literature

Death of a Salesman