

Part A: Memoir/Biography/Autobiography

You will choose one of the following nonfiction texts to read this summer. You will keep notes/annotations in a composition book that **will become your journal** and the work will be **due the first day of school**. Please read reviews and descriptions of the texts and select one to suit your interests. Please note that some contain sensitive themes and mature content. Choose with care and mindfulness.

No Time to Lose by Peter Piot

In the 1970s, as a young man, Piot was sent to Central Africa as part of a team tasked with identifying a grisly new virus. Crossing into the quarantine zone on the most dangerous missions, he studied local customs to determine how this disease—the Ebola virus—was spreading. Later, Piot found himself in the field again when another mysterious epidemic broke out: AIDS. He traveled throughout Africa, leading the first international AIDS initiatives there. Then, as founder and director of UNAIDS, he negotiated policies with leaders from Fidel Castro to Thabo Mbeki and helped turn the tide of the epidemic.

The Ecology of a Cracker Childhood by Janisse Ray

Janisse Ray grew up in a junkyard along U.S. Highway 1, hidden from Florida-bound vacationers by the hedge at the edge of the road and by hulks of old cars and stacks of blown-out tires. *Ecology of a Cracker Childhood* tells how a childhood spent in rural isolation and steeped in religious fundamentalism grew into a passion to save the almost vanished longleaf pine ecosystem that once covered the South. In language at once colloquial, elegiac, and informative, Ray redeems two Souths.

The Woman Warrior by Maxine Hong Kingston

A Chinese American woman tells of the Chinese myths, family stories, and events of her California childhood that have shaped her identity. Written in parts, the narrative slips between reality and myth and examines the struggles of language and identity for newly immigrated families.

Autobiography of Malcolm X by Malcolm X and Alex Haley

Malcolm X, as presented in this as-told-to autobiography, is a figure of almost mythic proportions; a man who sunk to the greatest depths of depravity and rose to become a man whose life's mission was to lead his people to freedom and strength. It provides a searing depiction of the deeply rooted issues of race and class in America and remains

relevant and inspiring today. Malcolm X's story would inspire Alex Haley to write *Roots*, a novel that would, in turn, define the saga of a people.

The Color of Water by James McBride

This 1995 work of nonfiction is part autobiography, part memoir, and part biography as James McBride, the child of an interracial marriage, writes of his growing up in the civil rights era and of the story of his mother, a Polish Jew, who in 1942 married a black man. The chapters alternately tell of James's early life and of the experiences of his mother, Rachel, who changed her name to Ruth to sound more American. James's biological father was Andrew Dennis McBride, an African-American who succumbed to cancer before James was born in 1957.

The Bookseller of Kabul by Asne Seierstad

In spring 2002, following the fall of the Taliban, Asne Seierstad spent four months living with a bookseller and his family in Kabul. For more than twenty years Sultan Khan defied the authorities - be they communist or Taliban - to supply books to the people of Kabul. He was arrested, interrogated and imprisoned by the communists, and watched illiterate Taliban soldiers burn piles of his books in the street. He even resorted to hiding most of his stock - almost ten thousand books - in attics all over Kabul.

Educated by Tara Westover

Educated is a memoir documenting the struggles and learning process of a child raised in anti-government and radical religion to becoming a true philosopher. It's a story of learning to grow into oneself and the recovery and acceptance of an abusive life. The story describes what is like growing up in a radical version of Mormonism with parents who rebel against the government/education. The book confronts the effects of mental illness and physical/emotional abuse when not acknowledged.

Part B: Dystopian Novel

Choose either Margaret Atwood's *The Handmaid's Tale* or Aldous Huxley's *Brave New World* and keep a reading log. Just as with the nonfiction, you will keep annotations in the log. Basically, the easiest way to handle these is to **make an entry every time you read**. Date the entries. Some may be short and others may have a great deal of specific details. Some might actually have more questions than commentary. Just keep an honest record of your reading experience.

Part C: Short--optional work ahead, not part of the first grades

Choose from the following list one writer and read 5-7 short stories by that author. Keep annotations and make special note of how the writer's style is evidenced across the stories. Is there a similar structure, style element, theme that seems to work across the various stories? You could keep these notes in color coded physical annotations, create a chart, or use another method of organization that makes sense and works for you. The titles are of collections. You can choose to look for stories individually by your author, order one of these collections, or find an ebook (a couple of them appear to be available online). If I find any shareable links, I will add them to our short story folder on ManageBac.

1. Ernest Hemingway, link:
<https://antilogicalism.com/wp-content/uploads/2018/04/hemingway.pdf>
2. Gabriel Garcia Marquez, *Strange Pilgrims*. Vintage. ISBN 1400034698
3. Haruki Murakami, *after the quake*. Vintage. ISBN 0375713271
4. Ludmilla Petrushevskaya, *There Once Lived a Woman Who Tried to Kill Her Neighbor's Baby: Scary Fairy Tales*. Penguin. 0143114662
5. Yiyun Li, *A Thousand Years of Good Prayers*. Random House. ISBN 081297333X
6. Chimamanda Ngozi Adichie, *The Thing Around Your Neck*. Anchor. ISBN 0307455912

Remember that we will be reading essays by George Orwell and James Baldwin as we progress through the course.

As we get ready for fall semester, begin considering how you might organize your texts for the various assessments. Which texts will you use for your oral? Which selection will become the source material for your HL essay? Our class page in ManageBac will continue to be the platform where I will add resources for these assessments. I will update for us, and you all will need to get accustomed to more use of the platform.

I believe you have enough here to get you started. As always, if you have questions, send them my way.

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