

Roselle Public School District
2022 Summer Reading Lists
Rising Grades 9-12

All rising Grades 9-12 students must read the required number of books over the summer and complete the corresponding required grade level writing activities and projects. All completed activities and projects are to be submitted to their English and History teachers **on or before September 19, 2022**. Some of the books on the list are E-books with two asterisks or stars beside them. They can be easily accessed by clicking on the link provided. Additional E- books (**Hoopla and Axis360**) can be accessed on the Roselle Public Library website. You can also purchase books from any bookstores including Barnes and Noble located in Springfield or Clark.

Reading Lists and Writing Requirements for English and History Courses
Rising 9th -12th grade

Grade 9 – English I World Literature College Prep and Honors English (Students entering 9th grade in Sept., 2022)

All students entering 9th Grade are **required** to read three short stories, **two** books (1 book for English I Honors, and 1 book for History for all 9th Grade students). You are required to complete the corresponding writing assignment for English and a project for History **in order to get credit (Test Grade) for Marking Pd. 1**

1. English:

- **English I:** Please read the following short stories:
 - ["Dead Men's Path"](#) by Chinua Achebe
 - ["The Token Superhero"](#) by David F. Walker
 - ["The Paper Menagerie"](#) by Ken Liu
- **English I Honors:** Read the above short stories PLUS [The Color of Water](#), by James McBride
- **Writing Requirement for English I and English I Honors:** Write a book review critiquing one of the aforementioned texts and rating it. Conclude the review by providing an argument (recommendation) as to whether or not your reader should read the book. This must be at least two pages typed and double spaced, or written legibly on a clean sheet of paper, with your name, and grade level. **This will be submitted to your English teacher no later than September 19, 2022. A test on the required reading when you come back in September will be administered.**

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2. History (World History):

- o [*A Tale of Two Cities*](#), by Charles Dickens ** (For all 9th grade students)

Read the book and complete one assignment from the choices below. **This will be submitted to your History teacher no later than September 19, 2022.** This is a project grade for marking period one.

Grade 9 World History Summer Reading Projects

Select one project from the following list to support your choice of books, or you can create your own. You may use technology and other forms of media (e.g. Prezi, I- Movie, Voice Thread, Podcast, on-line Posters, etc.) in any of your presentations. **This is a project grade for marking period one for World History. You must submit this on or before Sept. 19, 2022.**

1. Write a book review critiquing the book and rating it. Conclude the review by providing a recommendation for the reader to read the book or not. This must be at least two pages, typed and double-spaced.
 - This is not a summary of the book but rather a critique. Comment on the author’s use of character, plot, setting, irony, and other additional literary devices the author used. Was the author successful or not? Why would you recommend the book? Why or why not? 2. Pretend to be a publicist for the book that you have read. Write and deliver a speech that will persuade other students to read the book. This must be at least two pages, typed and double-spaced.
 - This is your chance to show your marketing skills. In a sense, you are “selling” this book to your audience. To persuade them to read it requires you to argue successfully that the story is interesting, compelling, and applicable to their own lives. 3. Write a movie script for a favorite scene in the book you read. This must be at least two pages, typed and double-spaced.
 - Choose one scene in the book that you found most interesting. In order to set up the reader, first describe the scene and setting, as well as the tone and the mood of the characters. Use dialogue to really develop the different characters involved in the scene. 4. Create a comic book, complete with comic-style illustrations and dialogue bubbles. The comic book must be at least two pages of 6-8 boxes each page, of illustrations and dialogue.
 - Choose one scene from the book to elaborate and describe. Along with the dialogue, include necessary text that supplies the reader with information on the scene. Make it colorful and neat, as well as fun and interesting. 5. Find a song or a poem that relates to the theme of your book and explain the similarities. This must be at least two pages, typed and double-spaced.

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- When analyzing the similarities, be sure to bring in examples from the text of the book. Make connections between the message of the song or poem with the messages found in the story. For example, if you read the Harriet Tubman story, one suggestion would be to compare the slave spirituals of the 1800s with the experiences of Harriet Tubman. If you read Animal Farm with its anti-establishment message, there are plenty of current songs with anti-establishment messages about contemporary issues today. **Remember that with any project, there is always an audience. Keep that in mind when writing, designing or creating you project. Your finished project should reflect a sense of pride in ownership by demonstrating attention to detail.**

Grade 10 –American Literature -College Prep and Honors English (Students entering 10th grade in Sept., 2022)

All students entering 10th Grade are **required** to read two books for College Prep students and three books for English II Honors (1 required for English, 1 required book for Honors and 1 required book for History) **and** complete the corresponding writing assignment for English and project for History **in order to get credit (TEST GRADE) for Marking Period 1.**

1. English:

- **English II:** [*A Lesson Before Dying*](#) by Ernest J. Haines
- **English II Honors:** Read the above PLUS [*The Bluest Eye*](#) by Toni Morrison.
- **Writing Requirement for English II and English II Honors:** Write a character analysis of one character of your choice from each of the required readings. Explain how the character’s motives and actions resulted in the outcome of the story. You may identify significant changes in the character’s attitude and behavior throughout the story. This must be at least two pages typed and double spaced, or written legibly on a clean sheet of paper, with your name, and grade level. **This must be submitted to your English teacher no later than September 19, 2022. A test on the required reading when you come back in September will be administered.**

2. History (US History I): [*Incidents in the Life of a Slave Girl*](#), by Harriet Jacobs

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- Read the book and **complete one assignment** from the choices below. **This will be submitted to your History teacher no later than September 19,2022.** This is a project grade for marking period one.

Rising 10th Grade US I History Summer Reading Projects

Directions: Select one project from the following list to support your choice of books, or you can create your own. You may use technology and other forms of media ((e.g. Prezi, I- Movie, Voice Thread, Podcast, on-line Posters, etc.) in your presentation. **This is a project grade for marking period one for US I History. You must submit this on or before Sept. 19, 2022.**

1. Write a book review critiquing the book and rating it. Conclude the review by providing a recommendation for the reader to read the book or not. This must be at least two pages, typed and double-spaced.

- *This is not a summary of the book but rather a critique. Comment on the author's use of character, plot, setting, irony, and other additional literary devices the author used. Was the author successful or not? Why would you recommend the book? Why or why not?* 2. Pretend to be a publicist for the book that you have read. Write and deliver a speech that will persuade other students to read the book. This must be at least two pages, typed and double-spaced.

- *This is your chance to show your marketing skills. In a sense, you are "selling" this book to your audience. To persuade them to read it requires you to argue successfully that the story is interesting, compelling, and applicable to their own lives.* 3. Write a movie script for a favorite scene in the book you read. This must be at least two pages, typed and double-spaced.

- *Choose one scene in the book that you found most interesting. In order to set up the reader, first describe the scene and setting, as well as the tone and the mood of the characters. Use dialogue to really develop the different characters involved in the scene.* 4. Create a comic book, complete with comic-style illustrations and dialogue bubbles. The comic book must be at least two pages of 6-8 boxes each page, of illustrations and dialogue.

- *Choose one scene from the book to elaborate and describe. Along with the dialogue, include necessary text that supplies the reader with information on the scene. Make it colorful and neat, as well as fun and interesting.* 5. Find a song or a poem that relates to the theme of your book and explain the similarities. This must be at least two pages, typed and double-spaced.

- *When analyzing the similarities, be sure to bring in examples from the text of the book. Make connections between the message of the song or poem with the messages found in the story. For example, if you read the Harriet Tubman story, one suggestion would be*

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to compare the slave spirituals of the 1800s with the experiences of Harriet Tubman. If you read Animal Farm with its anti-establishment message, there are plenty of current songs with anti-establishment messages about contemporary issues today.

Remember that with any project, there is always an audience. Keep that in mind when writing, designing or creating your project. Your finished project should reflect a sense of pride in ownership by demonstrating attention to detail.

Grade 11 –British Literature- College Prep and Honors English (Students entering 11th grade in Sept., 2022)

All students entering 11th Grade are **required** to read four short stories, and two books (1 required book for English III Honors, and 1 required for History) **and** complete the corresponding writing assignment for English and project for History **in order to get credit (TEST GRADE) for Marking Period 1.**

1. English III:

- **English III:** Read the following short stories:
 - [*Harrison Bergeron*](#) by Kurt Vonnegut
 - [*There will Come Soft Rains*](#) by Ray Bradbury
 - [*Those Who Walk Away from Omelas*](#) by Ursula Le Guin
 - [*2 B R O 2 B*](#) by Kurt Vonnegut
- **English III Honors:** Read the above PLUS [*MAUS*](#) by Art Spiegelman
- **Writing Requirement for English III and English III Honors:** Write an essay that explores the author's commentary on oppressed societies experiencing occupation, genocide, institutionalized racism, or a lack of individual rights. **This must be submitted to your English teacher no later than September 19, 2022. A test on the required reading when you come back in September will be administered.**

2. History (US History II): [*The Jungle*](#), by Upton Sinclair

- **Read** the book and **complete one assignment** from the choices below. **This will be submitted to your History teacher no later than September 19, 2022.** This is a project grade for marking period one.

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AP Language and Composition Summer Reading Assignment, 2022

Introduction: Please, read this document carefully. In order to complete these assignments, you will need to pace them throughout the summer. Reading consistently this summer is the best thing you can do to prepare for this class and your education in general. Be sure that your assignments reflect your own thinking -- it is so easy to consult the internet, but we miss out on critical thinking and learning when we recycle other people's ideas. I will be using a plagiarism detector for all assignments, including this one. If you plagiarize, you will receive a zero on the assignment, which will be permanent. If you have any questions, email me at cduncan@roselleschools.org.

Part I: Memoir as Protest

Memoirs are first-hand accounts of one individual's life. And yet, it is through these individual perspectives that our eyes are often opened to aspects of human nature and society that we didn't see before. Memoirs can also be a form of protest -- they call attention to the way that national issues impact individual experience. For this assignment, you will read a memoir in which the author is critical of some aspect of American society and write an essay on the ways in which the book works as a form of protest.

1. Part I: Annotations and Notes

Read [*Between the World and Me*](#) by Ta-Nehisi Coates. As you read, annotate the text, using everything you have learned about reading closely from Kindergarten until 11th grade; you can use Kami or simply create a Google doc for your annotations. As you read, consider how this memoir or novel can be read as a form of protest.

- To what is the writer drawing our attention?

- Does the story being told challenge authority or the status quo?
- How does this individual story highlight larger societal issues and problems?
- What does the writer help you understand about America at this time and place?
- Why is this writer trustworthy when telling this story?

2. Part II: Argumentative Essay Prompt

Read through your annotations and write an argument essay analyzing the degree of success Coates has in establishing his memoir as a form of protest. Consider his audience. Remember, though this memoir is a letter written to one person, Coates is really addressing a wider audience. What is his purpose in writing this memoir? By using his memoir as a form of protest, to what degree

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does he succeed in his purpose: fully, partially, or not at all? Aim to state a clear claim and back it up with persuasive evidence and analysis. You should also include a counterargument. We will discuss revision at the beginning of the school year, and you will revise this draft before turning it in to me. Length: 3-5 Paragraphs for this draft; final revised draft will be at least five paragraphs long.

About *Between the World and Me* by Ta-Nehisi Coates

“In a profound work that pivots from the biggest questions about American history and ideals to the most intimate concerns of a father for his son, Ta-Nehisi Coates offers a powerful new framework for understanding our nation’s history and current crisis. Americans have built an empire on the idea of ‘race,’ a falsehood that damages us all but falls most heavily on the bodies of black women and men—bodies exploited through slavery and segregation, and, today, threatened, locked up, and murdered out of all proportion. What is it like to inhabit a black body and find a way to live within it? And how can we all honestly reckon with this fraught history and free ourselves from its burden?” - from Penguin Random House.

“Ta-Nehisi Coates is a distinguished writer in residence at NYU’s Arthur L. Carter Journalism Institute. He is the author of the bestselling books *The Beautiful Struggle*, *We Were Eight Years in Power*, and *Between The World and Me*, which won the National Book Award in 2015. His first novel, *The Water Dancer*, was released in September 2019. Ta-Nehisi is a recipient of a MacArthur

Fellowship. He is also the current author of the Marvel Comics *The Black Panther* and *Captain America*.” - from Ta-Nehisi Coates’s official website.

Part II: The Craft of Writing

Have you ever wondered: “Did the author mean to do that?” King’s book, [*On Writing: A Memoir of the Craft*](#), provides an excellent response to that question. As King states in the introduction to this book, “What follows is an attempt to put down, briefly and simply, how I came to the craft, what I know about it now, and how it’s done” (9). In this book, you will learn that writers do indeed make deliberate choices about diction, syntax, details, and other elements as they compose their work. This analysis is a major component of the work we will do in AP Language.

The book is divided into four sections: “C.V.,” “Toolbox,” “On Writing,” and “On Living: A Postscript.” Your assignments will, likewise, be divided into four sections. You should organize the four assignments into one complete document. For each task below, please include proper MLA citations for the passages discussed.

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1. “C.V.”
 - a. This is a non-fiction text, but it often reads like a novel. To tell his story, King uses literary elements and techniques (i.e., imagery, dialogue, figurative language) which we often associate with fictional pieces. Identify three passages in which King uses such elements/techniques effectively. Explain the elements/techniques he uses and why they are effective.
 - i. Length: 1-3 paragraphs with textual evidence and citations
2. “Toolbox”
 - a. Create a writer’s toolbox for yourself. Identify seven rules of writing King discusses (include the page number) that you think are important or interesting. Then, add an additional three rules of writing which you have either practiced or been taught throughout your school career (example: don’t begin a sentence with “and”). In class, we will discuss the merit of these various “rules.”
 - i. Length: 1 list
 1. Includes ten rules of writing (seven rules - with citations - from King; three rules you already know)
3. “On Writing”
 - a. How does King feel about writing? How do you know? Choose three key passages from this section in which King defines writing, either directly or figuratively. In your own words, restate King’s point about writing in the passage and why you think this point is interesting or important.
 - i. Length: 1-3 paragraphs with textual evidence and citations
4. “On Living: A Postscript”
 - a. This task does not pertain to just this section of the book. Rather, explain your opinion of King as both a writer and a person. Would you consider reading one of his books now, for example? (If you have read his books prior to this assignment, has your opinion of the author changed? If so, how?) What do you think King’s purpose was in writing this book? Support your answers to both prompts with evidence from the text.
 - i. Length: 1-2 paragraphs with textual evidence and citations

About *On Writing: A Memoir of the Craft* by Stephen King

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“*On Writing* is both a textbook for writers and a memoir of Stephen's life and will, thus, appeal even to those who are not aspiring writers. If you've always wondered what led Steve to become a writer and how he came to be the success he is today, this will answer those questions.” - from Stephen King’s official website.

“Stephen King was born in Portland, Maine in 1947, the second son of Donald and Nellie Ruth Pillsbury King. He made his first professional short story sale in 1967 to Startling Mystery Stories. In the fall of 1971, he began teaching high school English classes at Hampden Academy, the public high school in Hampden, Maine. Writing in the evenings and on the weekends, he continued to produce short stories and to work on novels. In the spring of 1973, Doubleday & Co., accepted the novel *Carrie* for publication, providing him the means to leave teaching and write full-time. He has since published over 50 books and has become one of the world's most successful writers. King is the recipient of the 2003 National Book Foundation Medal for Distinguished Contribution to the American Letters and the 2014 National Medal of Arts.” - from Stephen King’s official website

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Directions: Select one project from the following list to support your choice of books, or you can create your own. You may use technology and other forms of media (e.g. Prezi, I- Movie, Voice Thread, Podcast, on-line Posters, etc.) in any of your presentations. **This is a project grade for marking period one for US II History. You must submit this on or before Sept. 19, 2022.**

1. Write a book review critiquing the book and rating it. Conclude the review by providing a recommendation for the reader to read the book or not. This must be at least two pages, typed and double-spaced.

● *This is not a summary of the book but rather a critique. Comment on the author’s use of character, plot, setting, irony, and other additional literary devices the author used. Was the author successful or not? Why would you recommend the book? Why or why not?*

2. Pretend to be a publicist for the book that you have read. Write and deliver a speech that will persuade other students to read the book. This must be at least two pages, typed and double-spaced.

● *This is your chance to show your marketing skills. In a sense, you are “selling” this book to your audience. To persuade them to read it requires you to argue successfully that the story is interesting, compelling, and applicable to their own lives.*

3. Write a movie script for a favorite scene in the book you read. This must be at least two pages, typed and double-spaced.

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- *Choose one scene in the book that you found most interesting. In order to set up the reader, first describe the scene and setting, as well as the tone and the mood of the characters. Use dialogue to really develop the different characters involved in the scene. 4. Create a comic book, complete with comic-style illustrations and dialogue bubbles. The comic book must be at least two pages of 6-8 boxes each page, of illustrations and dialogue.*
 - *Choose one scene from the book to elaborate and describe. Along with the dialogue, include necessary text that supplies the reader with information on the scene. Make it colorful and neat, as well as fun and interesting. 5. Find a song or a poem that relates to the theme of your book and explain the similarities. This must be at least two pages, typed and double-spaced.*
 - *When analyzing the similarities, be sure to bring in examples from the text of the book. Make connections between the message of the song or poem with the messages found in the story. For example, if you read the Harriet Tubman story, one suggestion would be to compare the slave spirituals of the 1800s with the experiences of Harriet Tubman. If you read Animal Farm with its anti-establishment message, there are plenty of current songs with anti-establishment messages about contemporary issues today.*
- Remember that with any project, there is always an audience. Keep that in mind when writing, designing or creating you project. Your finished project should reflect a sense of pride in ownership by demonstrating attention to detail.**

Grade 12 – English IV: College Prep (African American Writers /Women’s Literature)/ English IV Honors (Shakespeare), and AP English Literature (Students entering 12th grade in Sept., 2022)

All students entering 12th Grade are **required** to read a novel and several short stories and complete the corresponding writing assignment for English and project for History **in order to get credit (TEST GRADE) for Marking Period 1.**

First, identify the English class you are taking and follow the instructions below:

1. English:

- **English IV African American Writers:** [Beloved](#) by Toni Morrison **
- **English IV Women in Literature:** [Persepolis](#) by Marjane Satrapi
- **English IV HONORS Study of Shakespeare Comedies and Tragedies:**
 - [Julius Caesar](#) by William Shakespeare
 - [Summary of Aristotle’s Poetics and Tragedy](#)

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2. AP Literature & Composition English, 2022

In the Time of the Butterflies, by Julia Alvarez **

https://drive.google.com/file/d/1WaXWbhY8rTcOGpsj4C2_KGAI74iPFO3/view?usp=sharing

Chapters Introduction, 5, 7, 11, 12 & 25 of Thomas Foster’s “How to Read Literature Like a Professor,”

<https://mseffie.com/assignments/professor/How%20to%20Read%20Literature%20like%20a%20Professor%202nd.pdf>

Writing Requirement for English IV and English IV Honors:

- The authors of these time periods provided a great deal of social commentary through the use of complex characters, wit and often tragedy. Write a two- three-page critical analysis of the required book. Analyze the character, plot, language, and overall tone or mood of the story. In addition, explain whether or not the author was successful in achieving his or her intended message to the audience. Provide specific examples from the text to support your analysis. (MLA format, double spaced, 12 fonts, Times New Roman, your name, and grade level)

Writing Requirement for AP English Course:

- Write a two to three-page critical analysis exploring Alvarez’s use of symbolism and how it relates to social commentary, and use 1-2 pieces of textual evidence from the novel and Foster’s analysis/reflections on symbolism in the specified chapters.

This must be submitted to your English teacher no later than September 19, 2022. A test on the required reading when you come back in September will be administered.

2. English IV Student Choice: Read additional stories from the list below and be prepared to take an assessment on each in September.

- **English IV:** Choose **one** short story from the list and take notes using Cornell notes.
- **AP English** – Read **all** short stories from the list, take notes that will allow you to participate in a class seminar.

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When you return you'll be asked to select one of these stories for presentation & analysis:

Short Story selections: Choose **one, two, or all** of the short stories to read, according to the class you are enrolled in. You should be able to locate and read online, if you prefer.

- *The Open Boat*, by Stephen Crane https://americanenglish.state.gov/files/ae/resource_files/the-open-boat.pdf
- *To Hell with Dying*, by Alice Walker
- *Desiree's Baby*, by Kate Chopin <https://www.katechopin.org/desirees-baby-text/>
- *The Cask of Amontillado*, by Edgar Allan Poe *Misery*, by Anton Chekhov
https://americanenglish.state.gov/files/ae/resource_files/the_cask_of_amontillado.pdf

- *The Blue Hotel*, by Steven Crane https://americanenglish.state.gov/files/ae/resource_files/the-blue-hotel.pdf
- *A Rose for Emily*, by William Faulkner http://xroads.virginia.edu/~drbr/wf_rose.html
- *After the Theatre*, by Anton Chekhov
- *Dead Man's Path*, by Chinua Achebe
- *The Lottery*, by Shirley Jackson <http://fullreads.com/literature/the-lottery/>

History Electives

If you are taking any of these electives, you must complete the required summer reading for that class and choose from any of the projects below or create your own.

1. **Holocaust/Genocide Studies:** [*The Sunflower*](#), by Simon Wiesenthal
 - **Read** the book and **complete one assignment** from the choices at the end of this packet. **This will be submitted to your History teacher no later than September 19, 2022.** This is a project grade for marking period one.
2. **African American History:** [*The Souls of Black Folks*](#), by W.E.B. Dubois
 - **Read** the book and **complete one assignment** from the choices at the end of this packet. **This will be submitted to your History teacher no later than September 19, 2022.** This is a project grade for marking period one.
3. **Sociology:** Select two out of three: [*The Wave*](#), by Todd Strasser, [*There Are No Children Here*](#), by Alex, [*Freaks, Geeks*](#),

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[Cool Kids](#), by Murray Milner

4. Economics: [Freakonomics](#), by Steven D. Levitt & Stephen J. Dubner

For History Electives Summer Reading Projects Directions: Select one project from the following list to support your choice of books, or you can create your own. You may use technology and other forms of media (e.g. Prezi, I- Movie, Voice Thread, Podcast, on-line Posters, etc.) in any of your presentations. **This is a project grade for marking period one for History Electives. You must submit this on or before Sept.19, 2022.**

1. Write a book review critiquing the book and rating it. Conclude the review by providing a recommendation for the reader to read the book or not. This must be at least two pages, typed and double-spaced.

● *This is not a summary of the book but rather a critique. Comment on the author's use of character, plot, setting, irony, and other additional literary devices the author used. Was the author successful or not? Why would you recommend the book? Why or why not?*

2. Pretend to be a publicist for the book that you have read. Write and deliver a speech that will persuade other students to read the book. This must be at least two pages, typed and double-spaced.

● *This is your chance to show your marketing skills. In a sense, you are "selling" this book to your audience. To persuade them to read it requires you to argue successfully that the story is interesting, compelling, and applicable to their own lives.*

3. Write a movie script for a favorite scene in the book you read. This must be at least two pages, typed and double-spaced.

● *Choose one scene in the book that you found most interesting. In order to set up the reader, first describe the scene and setting, as well as the tone and the mood of the characters. Use dialogue to really develop the different characters involved in the scene.*

4. Create a comic book, complete with comic-style illustrations and dialogue bubbles. The comic book must be at least two pages of 6-8 boxes each page, of illustrations and dialogue.

● *Choose one scene from the book to elaborate and describe. Along with the dialogue, include necessary text that supplies the reader with information on the scene. Make it colorful and neat, as well as fun and interesting.*

5. Find a song or a poem that relates to the theme of your book and explain the similarities. This must be at least two pages, typed and double-spaced.

● *When analyzing the similarities, be sure to bring in examples from the text of the book. Make connections between the message of the song or poem with the messages found in the story. For example, if you read the Harriet Tubman story, one suggestion would be to compare the slave spirituals of the 1800s with the experiences of Harriet Tubman. If you read Animal Farm with its anti-establishment message, there are plenty of current songs with anti-establishment messages about contemporary issues today.*