

## High School Summer Reading Assignments

Should you choose to participate in summer reading, you will receive one point per book, for up to two books, added to your first semester average.

### **9<sup>th</sup> Grade:**

Required Book: *How to Listen to God* by Dr. Charles F. Stanley

Optional Books: *The Odyssey*, *The Masque of the Red Death*, *The Case for a Creator*, *Gulliver's Travels*, *Oliver Twist*, *The Life of Pi*

### **10<sup>th</sup> Grade:**

Required Book: *Believing God* by Beth Moore

Optional Books: *A Thousand Acres*, *My Antonia*, *The Adventures of Huckleberry Finn*, *Emma*

### **11<sup>th</sup> Grade:**

Required Book: *Not a Fan Student Edition* by Kyle Idleman

Optional Books: *The Scarlet Letter*, *Little Women*, *To Kill a Mockingbird*, *A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr.*, *Uncle Tom's Cabin*, Selected Poems by Emily Dickinson (Much Madness, If I Can Stop, The Only News I Know, Behind me Dips Eternity, Hope is the Thing with Feathers, Because I Could Not Stop For Death)

### **12<sup>th</sup> Grade:**

Required Book: *How should a Christian vote?* by Tony Evans

Optional Books: *Hamlet*, *The Moonstone*, *Heart of Darkness*, *A Man for All Seasons*, *Bleak House*, *The Importance of Being Earnest and Other Plays*

Required Book: After reading the book, you must complete a reader's journal and present it to the class during the first week of school. All projects must be completed and handed in by the first Friday of school.

### *High School Reader's Journal*

The English courses build the foundation needed for the college level expectations in the Language and Literature classes. You are expected to read this summer and complete a reader's journals. Format each journal entry as shown in the template below. This journal entry should be typed in 12 point Times New Roman font and submitted with a hard copy and via email for a plagiarism check. You may email your work to [may@clearlakechristianschool.com](mailto:may@clearlakechristianschool.com) during the summer or the first week of school. Students will not be allowed to submit work past the first week of school. **There are no exceptions.** Do not rely on online resources or classmates to help you with this assignment; it is important that this journal be a reflection of your own personal knowledge of the book. Submissions will be reviewed closely for plagiarism. For a completed reader's journal with relevant detail, you will receive one extra credit point added to the first semester's grade. To receive full credit you must adhere to this format. Work not formatted correctly will not receive credit.

Title:

1. Significance of the title:
2. Genre:
3. Date of original publication:
4. Author:
5. Setting (including: time span of the story, time period in which the story is set, and place[s] in which the story is set)
6. Importance of this setting (consider ideas/beliefs indicative of the time and possible symbolism)
7. Plot (key conflicts and resolution, approximately 250 words)
8. Point of view (From whose viewpoint is the story told? Describe the narrator(s) and his/her connection to the story)
9. Style
  - (a) Characterize the author's diction. (specific word choices- formal or informal; simplistic or learned, emotional or objective, etc)
  - (b) Was the book easy to read or challenging? What did you like or dislike about the way the author writes?
10. Characters (provide descriptions – physical and behavioral)
11. Three Symbols or Allusions (and significance of each within the literary work) Reminder for symbols: Express each in terms of the concrete or literal meaning (e.g., the U.S. flag) and the symbolic or abstract meaning (freedom, independence). Remember that symbols can take the form of things, places, events, or actions. Reminder for allusions: Often, an allusion, since it is a reference thought to be familiar, adds emphasis to the experiences or nature of a character by forming a link to something beyond the text of the work. A discussion of significance will often require consideration of connotation (of the allusion itself).
12. Theme(s) and Justification of Theme(s): The meaning of the work as a whole? Can you connect this book to any others you have read or to any universal human experiences?
13. Did you like the book? Why or why not? What will remain with you about this book?

## Second Book Options

- *Make a PowerPoint presentation* (International Students - requirement #2) Your presentation must have a minimum of 13 slides with pictures related to the author and the story. You will be expected to present your presentation to the class. Be creative but remember to include important elements of the story.
- *Sketch/draw/paint/sculpt* a favorite part of the book – do not copy an already existing illustration or work.
- *Make a timeline* of all the events in the book. Your time line must include all the major elements of the story with pictures.
- *Construct a diorama* (three-dimensional scene which includes models of people, buildings, plants, and animals) of one of the main events of the book. Include a written description of the scene.
- *Create a Graphic Novel* (see graphic novel explanation)

Graphic Novel directions (pages 4-7, available option for second book report)

### STEP ONE

#### The Creative Process

How many are Morning People?

Who is a Night Owl?

Do you like being alone?

How do you react to criticism?

Who likes to listen to music while they work?

What music inspires you?

Do you have one spot that you always go to when you work?

Can you create anywhere?

Who remembers their dreams?

Who thinks they don't dream? *Everybody dreams.*

Creative Tip 1. *Keep a journal*

PROJECT: The student makes a journal. They are encouraged to write in their journal about their process. Fold paper in half ...then again. One staple in the spine. *If you don't want to use a stapler, you can improvise.* Sketch a title.

HOMEWORK:

YOU SAY:

Discover something about your process that you never knew before. Write, draw, or do a cartoon of it in your journal. If a student already uses a sketchbook or journal, then they can use it.

### STEP TWO

Write the plan for your story:

Beginning, Rising Action, Climax, Falling Action, Resolution, Ending

Questions to answer:

Who is your **protagonist**?

Who is your **antagonist**?

What is the **conflict** in your story?

What is your **plot**?

What is the **theme** of your story?

What is the **setting**?

CHARACTER BIBLE

Professionals call *everything you need to know about your character and more!*... the Character Bible. Write about *your* character. You can add more character traits on another sheet of

paper. The more you know about your character, the easier it will be for you to write dialog. Do not worry if your bible changes. This one is not written in stone.

**NAME:**

**AGE:**

**SIBLINGS:**

**PARENTS:**

**BACKGROUND:**

**BEST FRIEND (or sidekick):**

**EDUCATION:**

**OUTSTANDING CHARACTERISTIC:**

**BIGGEST FEAR:**

**EMPLOYMENT: (if any)**

**POWERS: (if any)**

**LEISURE ACTIVITIES:**

**CLOTHING STYLE:**

**LOVE LIFE:**

**FAVORITE COLOR:**

**FAVORITE MUSIC:**

**GOAL IN LIFE:**

**PERSONAL MOTTO:**

**PLOT**

Plotting is an essential part of doing a graphic novel. The reason plotting is so important is because most students get stuck somewhere in the middle of their stories and get so frustrated, they give up. If the students organize their stories, they have a much greater chance of completing them. Plotting a story may take years! The student is not expected to have the entire plotline figured out. This exercise is to *understand* how to plot. This is to just get something up on the board. Chances are great that the plotline will change many times before the students complete their graphic novel.

**WE ALL WORK DIFFERENTLY**

The creative process is different for everyone. Some students may want to do the bible first; others will want to draw the character, while still others will go back and forth between writing and drawing. It doesn't matter where they begin as long as they get going.

Examples of Graphic Novels  
Comic book style



