SUMMER READING PHILOSOPHY

The first page in our upper school handbook has the following three words in bold red print:

Discipleship – Scholarship – Fellowship

We want our summer reading program to encourage all of these ideals in our students.

- **Discipleship:**

  We have intentionally sought out books that will help encourage discipleship. Our Bible department has labored to find age appropriate books that will impact the students’ hearts and minds while attempting to stir in them a desire to know God and carefully consider the way a biblical world and life view works itself out in the life of a follower of Jesus Christ.

- **Scholarship:**

  Our teachers wanted to expose our students to various genres and writing styles in order to encourage a wide range of interaction with multiple types of books. The student will also have the freedom to choose the types of books they want to read. We want our students to read more pages and spend less time worrying about a major assignment attached to the book. The discipline of reading is probably the most important habit of a successful young scholar.

- **Fellowship:**

  In our summer reading we will be interacting with great men and women from the past. Our hope is that the people that our students “fellowship” with in their reading will inspire them, and stimulate them to live a life of faith. We also want our students to enjoy reading, and careful thought went into providing books that will be engaging and fulfilling for our students.
6th Grade Book Choices:
Rising sixth graders will be asked to read a minimum of 200 pages and complete at least one book from the following list of books:

- *The Lion, the Witch and the Wardrobe* by C.S. Lewis
- *Number the Stars* by Lois Loury
- *Bronze Bow* by Elizabeth Speare
- *Carry a Big Stick* by George Grant

7th Grade Book Choices:
Rising seventh graders will be asked to read at least 250 pages and complete at least one book from the following list of books:

- *The Horse and His Boy* by C.S. Lewis
- *Tom Sawyer* by Mark Twain
- *Anne of Green Gables* by Lucy Maud
- *Call of Duty* by Steve Wilkins
- *The Great Trouble* by Deborah Hopkinson

8th Grade Book Choices:
Rising eighth graders will be asked to read at least 300 pages and complete at least one book from the following list of books:

- *The Silver Chair* by C.S. Lewis
- *Around the World in 80 Days* by Jules Verne
- *A Wrinkle In Time* by Madeleine L'Engle
- *For Kirk and Covenant or Beyond Stateliest Marble* by Doug Wilson

Middle school students will be required to turn in one full assessment packet (MS Major Works Data Sheet) to their English teacher by August 23rd. The assessment packet will be attached to this email.
9th Grade Book Choices:
Rising 9th graders will read 350 pages and complete at least one book this summer from the following list of books:

*Treasure Island* by Louis Stevenson
*What is the Gospel?* By Greg Girbert
*Forgotten Founding Father: The Heroic Legacy of George Whitefield* by Stephen Mansfield
*The Importance of Being Earnest* by Oscar Wilde
*The Grapes of Wrath* by John Steinbeck
*Outsiders* by S. E. Hinton
*The Scarlet Pimpernel* by Emma Orczy
*Lord of the Flies* by William Golding

10th Grade Book Choices:
Rising 10th graders will read 350 pages and complete at least one book this summer from the following list of books:

*The Hobbit* by J. R. R. Tolkien
*Anna Karenina* by Leo Tolstoy
*Exodus* by Leon Uris
*Just do Something* by Kevin DeYoung
*Never Give In* by Stephen Mansfield

9th and 10th grade students will be required to turn in one full assessment packet (Major Works Data Sheet) to their English teacher by August 23rd. The assessment packet will be attached to this email.
The Books We Will Be Reading…

11th Grade Books:
Rising 11th graders will read 400 pages and complete at least 2 books this summer from the following list of books:

*Huckleberry Finn* by Mark Twain
*Miracle Worker* by William Gibson
*The Summer of My German Soldier* by Bette Green
*Our Town* by Thornton Wilder
*The White Horse King* by Benjamin R. Merkle
*The Holiness of God* by R. C. Sproul

12th Grade Books:
Rising seniors will read 400 pages and complete at least 2 books this summer from the following list of books:

*Pride and Prejudice* or *Sense and Sensibility* by Jane Austen
*Heart of Darkness* by Joseph Conrad
*Till We Have Faces* or *The Screwtape Letters* by C. S. Lewis
*Give Me Liberty* by David J Vaughn

11th and 12th grade students will be required to read 2 books this summer. They will pick one book and complete the full assessment packet (Major Works Data Sheet) to their English teacher by August 23rd. The assessment packet will be attached to this email.
Students will also be asked to provide a 2 to 3 typed sentence summary of each chapter of the 2nd book they read.
The Books We Will Be Reading...

CFCA Middle School Major Works Data Sheet

Name __________________________________________

The assignment is due to their English teacher on August 23rd

Title: 
Author: 
Date of publication: 

Describe the setting (time and place) of the story:

In your own words briefly summarize the plot (What basically happens? Just hit the high points.):
Describe some of the most interesting characters in the book:

List some possible themes (main ideas) presented. What are the big ideas illustrated by the action? (good vs evil, isolation, perseverance, defense of the weak, justice, judgmentalism, etc.):
CFCA High School Major Works Data Sheet

Name __________________________________________________

Both assignments are due to their English teacher on August 23rd.

Title:
Author:
Date of publication:

Brief biographical information about the author from the book or other source (country, time period, gender, important facts):

In your own words briefly summarize the plot (What basically happens? Just hit the high points.):
Describe the author’s style (fast-paced or slowly-paced action, use of formal or informal diction, use of figures of speech, use of dialogue verses narration, point of view, tone of voice, character development, etc.):

Give an example from the book that demonstrates the style (either a direct quote or a description of a scene):
Describe the setting (time and place) of the story:

Discuss the significance of opening scene (how does this prepare the reader for what follows?):

Discuss the significance of closing scene (how are the major conflicts resolved?):
Possible themes (main ideas) presented. What are the big ideas illustrated by the action? (good verses evil, isolation, perseverance, defense of the weak, justice, judgmentalism, etc.):

Discuss four memorable quotes from the story:

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<th>Quote (What is said)</th>
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# The Books We Will Be Reading…

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The Books We Will Be Reading...