



CFCA SUMMER READING

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 students will also have the freedom to choose the types of books they want to read. We want our students to read more books that challenge them to think deeply about the God who created them and the world that surrounds them. 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.

The Books We Will Be Reading...

9th Grade Book Choices:

Rising ninth graders are required to complete at least one book from the following list. Students must also do additional reading from the list for a minimum of 350 total pages:

What is the Gospel? by Greg Gilbert

The Importance of Being Earnest by Oscar Wilde

The Grapes of Wrath by John Steinbeck

The Scarlet Pimpernel by Emma Orczy

Lord of the Flies by William Golding

All Things Great and Small by James Herriot

Treasure Island by Robert Stevenson

Forgotten Founding Father: The Heroic Legacy of George Whitfield by Stephen Mansfield

10th Grade Book Choices:

Rising tenth graders are required to complete at least one book from the following list. Students must also do additional reading from the list for a minimum of 350 pages:

The Hobbit by JRR Tolkien

Anna Karenina by Leo Tolstoy

Far From the Madding Crowd by Thomas Hardy

Never Give In by Stephen Mansfield

The Chosen by Chaim Potok

One Day in the Life of Ivan Donisovich by Aleksandr Solshenitsyn

9th and 10th grade students will be required to turn in one full assessment packet (Major Works Data Sheet). The packet should be turned in to their English teacher on the first day of school. The assessment packet will be attached to this email.

The Books We Will Be Reading...

11th Grade Books:

Rising eleventh graders are required to complete at least two books from the following list. Students must also do additional reading from the list for a minimum of 400 total pages:

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 twelfth graders are required to complete at least two books from the following list. Students must also do additional reading from the list for a minimum of 400 total pages:

Pride and Prejudice or *Sense and Sensibility* by Jane Austen

Adam Bede by George Eliot

Till We Have Faces or *The Screwtape Letters* by CS Lewis

Return of the Native by Thomas Hardy

Hard Times by Charles Dickens

Give Me Liberty by David J. Vaughn

Eleventh and Twelfth grade students are required to print out and fill in the High School Major Works Data Sheet for one of the completed books. Students are also required to provide a typed two – three sentence summary of each chapter for the second book. These assignments are due to the English teacher on the first day of school.

The Books We Will Be Reading...

CFCA High School Major Works Data Sheet

Name _____

Both assignments are due to their English teacher on the first day of school.

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):

The Books We Will Be Reading...

Describe the author's style (fast-paced or slowly-paced action, use of formal or informal diction, use of figures or 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):

The Books We Will Be Reading...

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

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

The Books We Will Be Reading...

Discuss the significance of the closing scene (how are the major conflicts resolved?):

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.):

The Books We Will Be Reading...

Discuss four memorable quotes from the story:

| Quote (What is said) | Significance (Why it is important to the story) |
|----------------------|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |

The Books We Will Be Reading...