

**2009 Summer Reading and Writing Assignments**  
**for**  
**Hickory Christian Academy**  
**Rising 9th – 12th Grade Students**

Summer reading assignments are an important part of the Christ-centered, mind-challenging, character-forming, and soul-filling education that we seek to provide here at Hickory Christian Academy. We want our students, before they graduate, to develop a passionate thirst for knowledge, and besides God's Revelation itself, there is no greater reservoir of wisdom and truth and there is no more grueling a mental exercise than can be found in the heritage of books that God has given us. We want students to read widely, to sip from the bubbling lyrical mountain streams, to feel the pounding breakers of revolutionary ideas, and to slowly soak in the mineral rich waters of land locked abyssal lakes. All of this cannot be accomplished during the year so we ask that they read some during the summer. It is a more casual read, no quizzes or tests, but it is still intended to challenge them.

Because, as Solomon noted, there is no end "of making many books," we also want to give some direction as to what the students read. This is why we provide a list of choices, though the list is not the final safeguard (**Please see the disclaimer on page 3**). Since some of you may wonder how we chose the books for our list, let me comment on that. I want the students to read the very best of the best books, yet I also want them to have the option of picking a book that fits their own individual tastes and will reward their curiosity and effort without them having to read a commentary on the book. This is an elusive task for almost one hundred unique and gifted students. The task is further complicated by the fact that there are many well written books which are popular, but they are popular for the wrong reasons. Secular schools and even some Christian schools have a diametrically adverse criterion for determining the worth of a book. As a result, this book list looks very different from other schools' book lists. If you have any questions, please feel free to contact me.

The writing assignment the students must complete in conjunction with the reading assignment is intended to encourage the students to read thoughtfully and to engage the books as they enjoy them. I pray this process is profitable to all involved.

### **Reading Assignment**

Fulfillment of the reading part of this assignment is determined by two distinct criteria. Students must read a certain number of books and thereby earn a certain number of reading points. Both the required number of books and the required number of reading points are necessary. Each book on the list carries a certain number of reading points. The students must read at least a minimum number of books, and those books must add up to or excel the required number of reading points. The books must be selected from the list provided.

- Students going into Regular Classical Literature or American Literature must read at least 2 books and earn a total of at least 35 points. They must also write one 3-5 page paper on one of the assigned topics listed below.
- Students going into Honors Classical Literature or Honors American Literature must read at least 3 books and earn a total of at least 65 points. They must also write one 3-5 page paper on one of the assigned topics. Honors students are required to read at least one book that is not a novel.

**Note: If you are unsure of your class placement, please contact Mrs. Featherstone immediately at 324-5405.**

## Summer Reading Assignment

Students must select their books from the list on pages five and six of this assignment sheet. Students may not select any book that they have previously read, or even partially read. In tallying the total number of points read use the number of points indicated below. Students may not read abridged versions or versions that have been simplified in any way. Partially read books do not count towards completion of the assignment. In addition, students may feel free to get audio copies of these books, but listening to the audio copy must not replace the actual reading of the book and will not fulfill this requirement.

### Paper Assignment

On the first day of class after the summer, each student must turn in a paper with three to five (3-5) pages of body, and a Works Cited page. This will be graded and will contribute to the semester grade average. In keeping with school policy, all work turned in on the second day will receive a deduction of 20 points. Papers not turned in by the second day of school will receive a zero.

### Possible Topics

Students must choose one of the following topics. Your paper must unite elements from at least two books that you read from the reading list. It may contain other sources, but the majority of your references should be to the assigned readings. Your topic choice must be perceptive and your argument valid. You will lose points on your paper if you write a paper on a topic that is blatantly obvious or hopelessly obscure.

1. In a well-constructed essay, contrast or compare the protagonists or antagonists of the novels you read. Is one clearly a better model of a hero or more clearly a model of a villain than the others? (You may also want to discuss why this is true. Is it indicative of a specific time period or philosophical movement?)
2. Pick a theme or major idea that is developed in at least 2 of the books you read over the summer, and discuss how that theme is treated in each book.
3. In a clearly constructed essay, explain why one of the books you read is more beneficial than the others. (You may only do this if all two or three books you read were similar in some way.)
4. In a well-constructed essay, explain what elements of a Christian Worldview you saw in each of the books you read. You may rank the books from the least to the most Biblical. This assumes that the books are similar on some level otherwise the paper will lack purpose.
5. Pick three characters from your reading and compare or contrast them to a similar or in some way connected Biblical character. Again, any comparison must be demonstrably profitable. All the characters may not be from the same book.
6. Discuss the background, biography and historical setting of the authors of each book. How does their background affect their writing? Is one more transparent than the others?
7. Discuss how some element of one of the non-fiction books is played out in one or more of the fiction books or biographies. Or contrast/compare a character from one of the biographies with a character in one of the novels.

8. If you are interested in a paper topic that is more creative, please contact me. There are some other options I would be happy to discuss with you.

### Paper Requirements

1. Paper body must be 3-5 pages long and use 11-12 point Calibri or Times New Roman font.
2. Paper must be in **MLA format**, using parenthetical citations (Handout available upon request).
3. Paper must have a "Works Cited" or "Bibliography" page that includes the summer readings and any other sources that were consulted or cited.
4. You must have proper parenthetical citations for all information that is not common knowledge.
5. Paper should have no mechanical errors.
6. Paper must be written in standard formal English.
7. Paper must be neatly typed, stapled and ready for submission at the bell on the first day of class; papers turned in on the second day of school will receive a 20 point deduction in grade. Papers turned in after the second day of school will receive a zero.
8. Papers must reflect mature reflection and research. Superficial observations and awkward and reparative styles of writing will count against the paper's grade.
9. Remember that organization, clarity, style, and beauty are as important as content.
10. For more information on requirements, please see the attached grading sheet.

### Important Note: Disclaimer

*Because our mission is to apply the Christian worldview to the great conversation, I have suggested books that are widely recognized as important and influential books. Influential books, however, often record statements that are controversial, describe events and actions that are unsavory, and even depict immoral behavior. Several of these books contain scenes and ideas that may have a lasting impression on anyone who reads them. That being said, I need to make this disclaimer; I do not wholeheartedly endorse these book, in fact I have not read some of these books, and some of them I read many years ago. I do feel that every one of these books represents some excellent aspect of our great history of ideas, and so I recommend them to you **for your careful, discerning selection.***

*I recognize that few people have identical standards as to what they think is acceptable reading material for high school students. I ask, therefore, that parents take a hands-on approach in deciding which books from this list will be best suited to the spiritual and mental maturity of their child. I pray and hope that the chosen books encourage students to better understand and apply a Christian worldview in a wide variety of contexts, reminding them that they are responsible for taking every thought captive for Christ (2 Corinthians 10:5).*

I will be happy to refer you to more information on each book if you are interested. Please feel free to call me and discuss the selections any time during the summer.

Students may also call or email me if they are having difficulty and want some direction in writing their papers.

**The last page of this assignment sheet will need to be filled out, signed by student and parent, and turned in with your paper on the first day of class.**

Mark Wheeler

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## Summer Reading Assignment

	Title	Author	Approx Pages	Grade Level	Point Value	Special notes
1	<i>A Midsummer Night's Dream</i> * ‡	Shakespeare	130	11	5	Brilliant comedy dealing. Light and fun to read, but older English
2	<i>A Raisin In The Sun</i> ‡	Hansberry	140	6	5	A play about a African American family in the 1950s
3	<i>All Quiet on the Western Front</i> * ‡	Remarque	300	6	10	Describes a young man thrown into the brutality of trench warfare
4	<i>All Creatures Great and Small</i>	Herriot	448	7	25	First person accounts by a rural veterinarian
5	<i>As I Lay Dying</i> * ‡	Faulkner	288	6	10	
6	<i>As You Like It</i>	Shakespeare	130	9	5	A play
7	<i>Atlas Shrugged</i> ‡	Rand	1,340	8	100	Novel on the economic “virtues” of self interest
8	<i>Candide</i> *‡	Voltaire	220	7	10	
9	<i>Captain Courageous</i>	Kipling	176	8	10	
10	<i>Cry, the Beloved Country</i> ‡	Patton	300	6	15	Realistic portrayal of life in apartheid post-imperial Africa
11	<i>Don Quixote</i>	Cervantes	1,400	12	90	A humorous and thought-provoking parody of chivalry
12	<i>Dr. Jekyll And Mr. Hyde</i>	Stevenson	103	10	5	
13	<i>Emma</i>	Austen	353	9	30	
14	<i>For Whom the Bell Tolls</i> ‡	Hemingway	470	6	30	
15	<i>Frankenstein</i>	Shelley	200	10	20	
16	<i>Hamlet</i> *	Shakespeare	200	11	10	
17	<i>Hard Times</i>	Dickens	350	9	20	
18	<i>Jane Eyre</i> *	Bronte	300	9	30	
19	<i>King Lear</i>	Shakespeare	150	9	5	
20	<i>Les Misérables</i>	Hugo,	1,400	10	105	<b>(Reading an abridged version of roughly 500 pages is acceptable for 30 points)</b>
21	<i>Moby Dick</i> *	Melville	672	10	50	
22	<i>Othello</i>	Shakespeare	130	8	5	
23	<i>Out the Silent Planet</i>	Lewis	160	8	10	
24	<i>Paradise Lost</i>	Milton	271	12	35	
25	<i>Paradiso</i>	Dante	140	9	20	Only for advanced readers who enjoyed the <i>Inferno</i>
26	<i>Perelandra</i>	Lewis	190	7	15	
27	<i>Purgatorio</i>	Dante	130	9	20	Only for advanced readers who enjoyed the <i>Inferno</i>
28	<i>Robinson Crusoe</i> *	Defoe	230	12	20	
29	<i>Silas Marner</i>	Eliot	200	9	15	
30	<i>That Hideous Strength</i>	Lewis	380	7	25	
31	<i>The Chosen</i> ‡	Potok	271	6	15	
32	<i>The Crucible</i> * ‡	Miller	150	6	10	Set in the events of the Salem Witch trials, caution advised
33	<i>The Grapes of Wrath</i> *	Steinbeck	400	8	20	
34	<i>The Great Divorce</i>	Lewis	150	11	15	Philosophical treatise disguised as a novel; one of Lewis’s best
35	<i>The House of Mirth</i> *‡	Wharton	320	10	25	

## Summer Reading Assignment

36	<i>The Hunchback of Notre Dame</i> * ‡	Hugo	550	11	40	A very dark story about a very wicked man with no redemption
37	<i>The Importance of Being Ernest</i>	Wilde	120	6	5	A short play
38	<i>The Last of the Mohicans</i> *	Cooper	300	12	30	
39	<i>The Old Man and The Sea</i>	Hemingway	135	6	5	
40	<i>The Picture of Dorian Gray</i> *	Wilde	235	7	15	
41	<i>The Sound and the Fury</i> *	Faulkner	336	6	15	
42	<i>Uncle Tom's Cabin</i> * ‡	Stowe	550	9	30	Many disturbing, powerful violent scenes
43	<i>War of the Worlds</i>	Wells	224	9	10	
<b>Non-fiction</b>						
44	<i>A Love Worth Giving</i>	Lucado	240	6	15	Enjoyable read on understanding God's love for us so we can love others
45	<i>Basic Bible Interpretation</i>	Zuck	220	7	25	How to interpret the Bible
46	<i>Between Heaven &amp; Hell</i>	Kreeft	110	8	15	A fascinating fictional dialogue between Lewis, Kennedy, and Orwell
47	<i>Exegetical Fallacies</i>	Carson	120	12	25	How not to interpret the Bible
48	<i>How to be Your Own Selfish Pig</i>	Schaeffer-Mac.	123	6	15	
49	<i>Imitation of Christ</i>	A Kempis	300	6	20	The best known devotional work of the Christian faith (very challenging)
50	<i>Knowing God</i>	Packer	200	6	15	Devotional Classic and theological primer
51	<i>Postmodern Times</i>	Veith	220	6	15	Postmodernism in a nutshell
52	<i>Reading Between the Lines</i>	Veith	220	6	15	Guide to reading literature as a Christian
53	<i>The Consequences of Ideas</i>	Sproul	150	6	15	A brief history of great thinkers and ideas
54	<i>The Cost of Discipleship</i>	Bonhoeffer	300	6	15	
55	<i>The God Who is There</i>	Schaeffer	180	12	25	Apologetics /Worldviews
56	<i>The Pursuit of God</i>	Tozer	120	6	10	Devotional Classic
57	<i>The Universe Next Door</i>	Sire	230	7	15	Survey of seven major worldviews
<b>Biography</b>						
58	<i>Seven Men Who Rule the World</i>	Breese	235	6	20	A detailed examination of 7 highly influential men from history
59	<i>Brother Andrew: God's Smuggler</i>	Sherrill	200	6	10	
60	<i>George Whitefield</i>	Dallimore	224	6	10	
61	<i>Not a Tame Lion</i>	Gaspey	210	6	10	C. S. Lewis' biography
62	<i>Patrick Henry</i>	Vaughn	285	6	10	
63	<i>Robert E Lee: Call of Duty</i>	Wilkins	330	6	15	
64	<i>The Autobiography Of Ben Franklin</i>	Franklin	152	6	10	
65	<i>The Narrative of The Life of Fredrick</i>	Douglass	300	9	20	
66	<i>Through Gates of Splendor</i>	Elliot	220	6	10	
67	<i>William Carey : Father of Missions</i>	Wellman	208	6	10	

‡Indicates books that should be chosen with caution. These books contain some objectionable elements.

\*indicates books on the College Board's recommended top 101 books for college bound students to read.

## Summer Reading Assignment Pledge

Please fill in the appropriate information below and sign this page if you can do so honestly.

All literature students must complete at least 2 books and read up to a minimum of 35 reading points. All students going into honors literature classes must complete at least 3 books and read up to a minimum of 65 reading points. For all books the point value on the assignment sheets will be used. Do not read abridged versions. Partially read books do not count for any point value. Also, do not read books you have previously read.

When you have finished reading, please fill out this form and bring it to you first literature class period.

I, \_\_\_\_\_, have completely read the following books during the

summer of 20\_\_\_\_. ***This is the first time I have read these books.***

- 1. \_\_\_\_\_ By: \_\_\_\_\_ Pages \_\_\_\_\_ Point Value: \_\_\_\_\_
- 2. \_\_\_\_\_ By: \_\_\_\_\_ Pages \_\_\_\_\_ Point Value: \_\_\_\_\_
- 3. \_\_\_\_\_ By: \_\_\_\_\_ Pages \_\_\_\_\_ Point Value: \_\_\_\_\_
- 4. \_\_\_\_\_ By: \_\_\_\_\_ Pages \_\_\_\_\_ Point Value: \_\_\_\_\_
- 5. \_\_\_\_\_ By: \_\_\_\_\_ Pages \_\_\_\_\_ Point Value: \_\_\_\_\_

Total number of pages: \_\_\_\_\_ Total Number of Points \_\_\_\_\_































Student Signature : \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***This form and your 3-5 page essay must be submitted to your literature teacher on the first day of class. In keeping with school policy, all work turned in on the second day will receive a deduction of 20 points. Papers not turned in by the second day of school will receive a zero.***

# Paper Grading Sheet

Student Name: \_\_\_\_\_

Criteria	Deductions
<p><b>Concept /Insight / Analysis / Creativity</b></p> <ul style="list-style-type: none"> <li> Paper should demonstrate clear insightful thinking:               <ul style="list-style-type: none"> <li>– In topic selection</li> <li>– In organization of main points</li> <li>– In wording (avoid repetitive, redundant, or trite expressions)</li> <li>– In ideas (barbarous associations, logical fallacies, and bad rhetoric are not acceptable.)</li> </ul> </li> <li> Thesis should be significant and debatable.</li> <li> Title, introduction and conclusion should get the reader’s attention.</li> <li> Content, style, and tone should be appropriate for the audience.</li> </ul>	
<p><b>Organization</b></p> <ul style="list-style-type: none"> <li> Thesis and introduction - (usually these should suggest the organization of the paper.)</li> <li> There must be a clear, effective introduction and conclusion.</li> <li> Every paragraph must have a topic sentence that should support the thesis sentence.</li> <li> Paper should flow logically with clear transitions between paragraphs and if needed between sentences and phrases.</li> </ul>	
<p><b>Wording</b></p> <ul style="list-style-type: none"> <li> Clear</li> <li> Concise</li> <li> Vivid</li> <li> Erudite</li> <li> Active</li> <li> Accurate</li> <li> No contractions, first person pronouns, second person pronouns, colloquialisms or slang. (Standard formal English)</li> </ul>	
<p><b>Instructions</b></p> <ul style="list-style-type: none"> <li> Followed carefully</li> <li> Paper ready for submission (typed, stapled, and complete) at the bell</li> </ul>	
<p><b>Mechanics</b></p> <ul style="list-style-type: none"> <li> Spelling</li> <li> Comma usage</li> <li> Sentence structure (variety is good)</li> </ul>	
<p><b>MLA Format</b></p> <ul style="list-style-type: none"> <li> Spacing of margins, paragraphs and lines</li> <li> Headings</li> <li> Citations</li> <li> Bibliography / Works Cited Page</li> </ul>	
<p><b>Content</b></p> <ul style="list-style-type: none"> <li> Is content accurate?</li> <li> Is content relevant?</li> <li> Are sources reliable and significant?</li> <li> Is there enough support content? (One example does not usually prove a point.)</li> <li> Are quotations used well? (introduced, reduced sufficiently, and related to topic appropriately)</li> <li> Redundancy and plot summary should be avoided meticulously.</li> </ul>	
<p><b>Comments</b></p>	<p><b>Grade:</b></p> <p style="font-size: 1.2em;"><b>/100</b></p>