



Eastern Christian High School Summer Reading Assignments 2017- 2018

All Freshmen

Read *To Kill a Mockingbird* by Harper Lee

When you finish reading, answer each of the following questions in paragraphs of 5 - 7 sentences each. Include examples from the novel to support each of your answers:

1. Scout learns a lot as we watch her develop throughout the novel. Describe one truth Scout encounters in the novel and explain how you might encounter or have to deal with that truth in your freshman year of high school.
2. Do you know someone in real life who is “an Atticus”? Explain how you do or do not know someone like Scout’s father.
3. Do you understand why Tom was unwilling to live as an innocent man under the conditions of his sentence?
4. What do **you** think is the most important message from the novel? Why? Why is that important to you?

For Humanities I Accelerated:

In addition to *To Kill a Mockingbird*, the Humanities students will also be reading:

The Odyssey by Homer.

1. Choose a **PROSE** translation of this epic to read. Recommended as appropriate is the Penguin Classic version which E.V. Rieu translated (ISBN: 978-0140449112). The most important decision in your choice is to read a complete version in prose, not verse (poetry).
2. As and after you read, answer the following questions in a list, chart, or table:
 - a. Hero: What is your definition of a hero? According to your definition, explain who the hero is by giving at least 5 characteristics of the hero with specific examples from the text. (Include the page number in parentheses where you find your answer).
 - b. What do you learn about what the Greek people in this epic considered to be important? List 5 of their values with 2 specific examples for each value from the text. (Include the page number in parentheses where you find each example).
3. As and after you read, answer the following question in a detailed, well-developed paragraph:
 - a. Who is more responsible for what happens in this story: the Greek gods/goddesses, human characters, neither, or both? Consider how the Greek gods and goddesses interact with human characters and the how they influence the course of the plot to answer this question.

Note: The film version will not replace this reading, since the events and focal points are quite different.



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SOPHOMORES

For English 2 CP and English 2, (for Genres see Mrs. Engelhard)

During or after reading, create a journal that analyzes and compares and contrasts several (3-5) characters from two books for English 2 CP and one for English 2. This can be done in paragraph or chart form.

Classic Coming of Age - pick one

Lord of the Flies - William Golding

Wuthering Heights- Emily Bronte

Little Women - Louisa May Alcott

The House on Mango Street - Sandra Cisneros

Adolescent Fiction Coming of Age - pick one

The Book Thief - Marcus Zusak

The Secret Life of Bees - Sue Monk Kidd

Where Things Come Back - John Corey Whaley

Feed - M.T. Anderson

The First Part Last - Angela Johnson

*These texts tackle themes related to the human condition. While we will address these from a Biblical worldview in our classes, please be aware that adult themes are often present.

(continued on reverse)

For Humanities II Accelerated:

You need to have copies of your books with you on the first day of class.

Read *Frankenstein* by Mary Shelley

Before reading, spend some time on the internet gathering basic information on both the Enlightenment Period and the Romantic Period. These are distinctly different; your notes should indicate specific characteristics of each period and your own expression of how these periods are different.

As you read, actively look for characteristics of Enlightenment thought and Romantic thought. During or at the end of your reading, create a detailed chart or diagram that justifies which characters and plot elements reflect each era.

You will be allowed to use your notes for an in-class assignment and reference.

Read *Les Misérables* (abridged) by Victor Hugo

For each "Part", write an analytical reflection.

As you read, create a character chart and find a quote (including the page number) that exemplifies the character's persona. Also include any relevant indirect or direct characterization and highlight, tab, or write down any quotes that seem particularly important (10-15 quotes speaking to theme or the message). Identify what makes that quote important. Be sure to include the following characters:

Jean Valjean

Fantine

The Bishop

Javert

Cosette

Marius Pontmercy

Eponine

Mme Thenardier

M. Thenardier

M. Gillenormand

Patron Minette (all 4 characters)

Gavroche

Colonel Pontmercy

Fauchelevant

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JUNIORS

For English 3 CP and English 3 (for Genres see Mrs. Engelhard)

Choose **TWO** of the following to read this summer. Both books must be completed before school starts in the fall.

On the first day of class you will be completing an assignment which requires you to creatively respond to the stories. Take notes on your reading using whatever method helps you most. Particularly as you read the second book, you will want to create a character chart or diagram comparing characters and theme developments. You need to have copies of your books with you on the first day of class.

I Know Why the Caged Bird Sings by Maya Angelou

The Awakening by Kate Chopin

The Red Badge of Courage by Stephen Crane

The Old Man and the Sea by Ernest Hemingway

All My Sons by Arthur Miller

Death of a Salesman by Arthur Miller

The Jungle by Upton Sinclair

Uncle Tom's Cabin by Harriet Beecher Stowe

Our Town by Thornton Wilder

Skin of Our Teeth by Thornton Wilder

The Piano Lesson by August Wilson

Fences by August Wilson

The Glass Menagerie by Tennessee Williams

A Streetcar Named Desire by Tennessee Williams

Native Son by Richard Wright

It is important to keep notes for three reasons. First, you will receive a grade for this work. Second, you will be using your notes for in-class assignments and reference. Third, the more complete your notes are the more useful they will be when writing your term paper.

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For American Studies 1 Accelerated:

The Killer Angels by Michael Shaara

The Jungle by Upton Sinclair

Uncle Tom's Cabin by Harriet Beecher Stowe

These books will be discussed throughout the year. You should read and take notes over the summer to prepare for the course. Take notes on your reading using whatever method works the best for you.



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SENIORS

For English 4 CP and English 4, (for Genres see Mrs. Engelhard)

Select **ONE PAIR** of the following to read this summer. Note, you will be reading 2 books and be preparing to compare the two stories.

On the first day of class you will be completing an assignment which requires you to creatively respond to the stories. Take notes on your reading using whatever method helps you most. Particularly as you read the second book, you will want to create a character chart or diagram comparing characters and theme developments. You need to have copies of your books with you on the first day of class.

<i>Fahrenheit 451</i> by Ray Bradbury <i>Brave New World</i> by Aldous Huxley	<i>Joy Luck Club</i> by Amy Tan <i>The Great Divorce</i> by C.S. Lewis
<i>Fahrenheit 451</i> by Ray Bradbury <i>1984</i> by George Orwell	<i>Poisonwood Bible</i> by Barbara Kingsolver <i>The Great Divorce</i> by C.S. Lewis
<i>Fahrenheit 451</i> by Ray Bradbury <i>Frankenstein</i> by Mary Shelley	<i>Brave New World</i> by Aldous Huxley <i>The Great Divorce</i> by C.S. Lewis
<i>Crime and Punishment</i> by Dostoevsky <i>Cry, The Beloved Country</i> by Alan Paton	<i>Brave New World</i> by Aldous Huxley <i>1984</i> by George Orwell
<i>Crime and Punishment</i> by Dostoevsky <i>The Grapes of Wrath</i> by John Steinbeck	<i>1984</i> by George Orwell <i>Frankenstein</i> by Mary Shelley
<i>Invisible Man</i> by Ralph Ellison <i>Song of Solomon</i> by Toni Morrison	<i>Song of Solomon</i> by Toni Morrison <i>Cry, The Beloved Country</i> by Alan Paton
<i>Brave New World</i> by Aldous Huxley <i>Frankenstein</i> by Mary Shelley	<i>The Grapes of Wrath</i> by John Steinbeck <i>The Great Divorce</i> by C.S. Lewis
<i>Invisible Man</i> by Ralph Ellison <i>The Great Divorce</i> by C.S. Lewis	<i>Joy Luck Club</i> by Amy Tan <i>Cry, The Beloved Country</i> by Alan Paton
<i>Poisonwood Bible</i> by Barbara Kingsolver <i>Cry, The Beloved Country</i> by Alan Paton	<i>Poisonwood Bible</i> by Barbara Kingsolver <i>Crime and Punishment</i> by Dostoevsky

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For American Studies 2 Accelerated:

Enrique's Journey, by Sonia Nazario

This is the true story of a Honduran boy who takes a dangerous journey up to the U.S. to find his mother, who had emigrated illegally several years before.

- How similar/different is Enrique's journey to the journey of the Joads in The Grapes of Wrath?
- What are the responses of the different people along the way-do they equate with any of the Steinbeck characters?
- What are the views about the issue of illegal immigration-what is your perspective after reading this book?

The Grapes of Wrath by John Steinbeck. This novel reflects 1930's America through the realistic and naturalistic setting of the Dust Bowl.

- What significance does the "turtle crossing the road" incident have within the story?
- How does Steinbeck refer to the bank?
- At the end of the story, is there hope for humanity or not? Why?
- What is the significance of the title?

The Great Gatsby by F. Scott Fitzgerald.

- How does this novel depict the "Jazz Age," the age also referred to as "The Roaring Twenties"?
- How does Fitzgerald reflect the hopeless, "nada" opinion of post-war society in this book?
- What is the significance of the title?