



LOUDONVILLE CHRISTIAN SCHOOL 10TH GRADE SUMMER READING LIST 2016 - 2017

Book One: Read **one of the following** two books:

- ***Night*** by Elie Wiesel. A young Jewish man's true story of surviving the Holocaust. (Contains sensitive material.)
- ***Fahrenheit 451*** by Ray Bradbury. 451 degrees: The temperature at which books burn . . . This is the story of a dystopian society where books are illegal . . . but why?
- ***Of Mice and Men*** by John Steinbeck. What should one do when someone dear to you is suffering? . . . and the suffering doesn't appear to have an end? A controversial story from early 20th century America of two wandering men with special situations desperately seeking work & housing . . . a thinker. (Contains sensitive material.)
- ***Great Expectations*** by Charles Dickens. The story of a poor young boy named Pip who meets a criminal who aids Pip on his path towards *great* expectations. . . .

Book Two: You pick it! Select your own piece of literature independently OR from the recommended reading list below. Be sure that it meets the following requirements:

- New—cannot be something previously read
- At least 150 pages of text
- Any genre (autobiography, novel, Christian living, etc.)
- On or above grade level (if in doubt, research reading levels online)
- Parent approved (signature required before reading)
- You **may** select another novel from the required list (above), if desired.

Recommended 10th grade books:

- ***All Quiet on the Western Front*** by Erich Maria Remarque. WW I. Modern warfare isn't pretty—in fact, after a while . . . some men begin to forget they are human at all . . .
- ***Oliver Twist*** by Charles Dickens. 19th Century England had clear social classes. Oliver Twist wasn't in an upper class, and his life wasn't easy . . . in his most famous words, he begs, "Sir, I want some more [porridge]" . . . will any of his wishes and dreams be fulfilled?
- ***Billy Budd*** by Herman Melville. A mid-19th century tale of good and evil. A young, innocent sailor learns firsthand of the evil in the world and pays the price.

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- ***The Importance of Being Ernest*** by Oscar Wilde. Late 19th century drama. Humorous situations arise from characters trying to avoid unwanted social situations. . . full of surprising twists, and many laughable situations.
- ***Beauty and the Beast*** by Robin McKinley. A retelling of the familiar love story of a most unlikely couple whose deepening trust and affection are amplified in this novel.
- ***Silas Marner*** by George Eliot. The story of Silas Marner himself, a man caught up in exhausting struggles, secrets, and love triangles . . . who opens his door to the knock of a young child . . . a tale of right and wrong.
- ***Black*** by Ted Dekker. A Christian-fiction fantasy that spans two worlds. Thomas, the protagonist, struggles with what he perceives as reality versus a dream . . .
- ***A Morbid Taste for Bones*** by Ellis Peters. A mystery with a strange twist set in medieval England. Brother Cadfael's wisdom satisfies all disputing parties. The "A-ha" moment will make you smile.
- ***Don't Let the Goats Eat the Loquat Trees*** by Thomas Hale. One of the best missionary biographies you will ever read. The author tells of his family's adventures serving over 30 years in Nepal.
- ***The Time Machine*** by H. G. Wells. This narrative thrusts man thousands of years into the future and questions the advances of modern science.
- ***Merlin*** by Stephen Lawhead. A reconfiguration of Merlin from the Arthurian Legend, his heritage, his larger than life struggles with evil, and his triumphs.
- ***Alice's Adventures in Wonderland*** by Lewis Carroll. The story of Alice, magical rabbits, crazy caterpillars, and the mad hatter . . . *it'll make you feel a little loopy.*
- ***Lord of the Rings*** (Series- pick one) by J.R.R. Tolkien. *Insert dramatic music * The tales of Frodo Baggins, a magical ring, and the terrifying path Frodo takes trying to destroy the ring.
- ***The Pilgrim's Progress*** by John Bunyan. The classic allegory about Christian and his goal to reach Heaven's gates—full of battles, trials, and snares . . . a must-read for every person of faith.

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Expectations and format for book one (required reading): Write a **typed response** for your required reading selection that responds to the questions below. Use the following requirements:

- Font size - 12 point
- Times New Roman
- Show **clear understanding** of the assignment and the text.
- Show **thoroughness** and depth of analysis (details and examples but not plot summary).
- **Edit carefully** for effective use of punctuation, spelling, capitalization, sentence structure, and usage.
- **Revise** for clear and accurate ideas.
- Staple student and parent **signature document to front** of final printed project.
- Maximum length of written response: **two pages**

NOTE: Your typed response is **due the FIRST day** of English class.
Ten points will be deducted per day late.

Directions: For book one, answer the following questions. Please number each answer.

1. Give the **title** and **author** of the book and the **date** you finished reading it. (5 points)
2. Write out **two thoughtful discussion questions** you could ask about this book. Be sure your questions show reflection and are not “yes” or “no” questions. (5 points each)
3. Write a brief paragraph **answering** one of your two questions (#2). (10 points)
4. What two **brief** passages should be revisited? Copy them down, note the page numbers, and explain why you chose them. Noteworthy passages could be provocative, controversial, informative, humorous, sad, ironic, etc. (20 points per passage and detailed response)
5. Write a paragraph in which you make a **detailed and thoughtful connection** between this book and another work (movie, play, poem, novel, musical composition, scripture) or real life. (15 points)

Choose 6a or 6b:

- 6a. Write out **10 vocabulary words** from the book that are new to you and give their **definitions**. Then, **use** each of the words properly in a sentence. **Underline** the vocabulary words. (20 points)
- 6b. Choose a **theme** from the book read and **give three or more** specific examples of where this theme is seen in the work. (20 points)

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Book two (student selection): **Be prepared to write an **in-class response** after reading your selected literary work. To be prepared for this in-class response, be sure you know the following information about your book.

- **Characters**
- **Setting:** the time and place
- **Context:** the important outside events occurring around the characters that influence the ideas in a literary work (i.e: a war, a government change, racial discrimination, a financial crisis, etc.)
- **Plot:** the events in a literary work and their sequence
- **Themes:** a major overarching or underlying idea in a literary work; an idea that an author repeats, revealing it as significant for readers to consider (ex: love, friendship, bitterness, hatred, despair, suffering, marriage, hope, death, faith, etc.)
- **Motifs:** an image, sound, action, idea or figure that repeats. It has symbolic significance and contributes toward a theme. Though similar to theme, it is not a central idea in a story; instead, it develops or explains a theme
- **Symbols:** An object representing another to give it a deeper and more significant meaning that is different from its literal sense. (Sometimes an idea, action, or event can have symbolic value) (ex: a dove could symbolize peace; a rose could symbolize hope or love; a chain could symbolize union or imprisonment, etc.)

Important Reminder: Accessing any information through outside sources, **including online material**, is **strictly prohibited** because it defeats the purpose of the assignment. Doing so will result in a **zero** for a major project grade.

Reminder: All books should be new- not previously read.

I read the books:

- 1) **Circle:** *Night* **OR** *Fahrenheit 451* **OR** *Of Mice and Men* **OR** *Great Expectations*
- 2) _____

I read (**no films** or **re-read**) _____% of my two books and answered all of the questions requested before the first day of school.

Student Signature: _____

I confirm that my child completed his/her summer reading and had my approval for both reading books before he/she began reading.

Parent Signature: _____

***Staple this ½ sheet to the front of the final copy**