

## A NOTE TO PARENTS ABOUT THE BOOK CHOICES

We would like to take a moment and share with you our thoughts on developing our reading lists and requirements.

The books on the ninth grade list have a varied content, and deal with a variety of life themes and worldviews. Some books are overtly Christian, while others are not. All the books have been chosen because they, in some way, address the deep questions that humanity has been asking itself for centuries. They are also “coming of age” novels, a theme that is prominent in our ninth grade curriculum.

It is West-Mont’s belief that the view of the world set forth in scripture, and applied to our culture, is a compelling argument for the wholeness of a Christian worldview. We also believe that a Christ-centered worldview, when compared to other views of the world, demonstrates the inadequacy of these worldviews. With this in mind, it is clear that the Christian worldview should, and does, bring discernment to all of our reading and learning.

Furthermore, the most effective Christians are those who have taken the time to understand others, regardless of the other’s worldview. Scripturally, we see this modeled in the time and care the apostle Paul takes in speaking with the Greeks at Mars Hill in Athens. (Acts 17:16-34) Paul makes an effective defense of the hope within him by reaching into the Greek culture and proclaiming Christ there. He would not have been able to do this so skillfully without his knowledge of Greek thought and culture. We desire to raise up students who will make an effective defense of the hope within them to the culture around them, and who will know that Christ is able to fully answer the deepest questions and meet the deepest needs of all people. It is our desire to raise up students who worship God with their hearts and minds, and see all of human history and thought in the light of God’s incredible love for humanity. Our learning is useless unless it brings glory to God.

West-Mont’s desire is to promote truth and a Christ-centered worldview at every opportunity, and to examine the cultures around us with a critical and knowledgeable perspective. Teaching or discussing worldviews other than Christian is never done for the purpose of promoting those worldviews. Instead, it is our desire to show how thoroughly a Christ-centered worldview holds up against others. At West-Mont, the purpose for this is always to deepen a student’s commitment to the truth of God in all of life. In this spirit, when students return in the fall, they will be asked to analyze the worldview of both books that they read over the summer, and respond by comparing and contrasting the worldview of the book with a Christian view of the world.

You can encourage your student’s critical thinking this summer by discussing the books with the student, and by helping the student to see the worldview present in the text. Thank you so much for partnering with us in building critical thinking, and more importantly, discernment.

# **Incoming WCA Ninth Graders'** **Summer Reading Assignment**

All incoming high school freshmen must complete a summer reading assignment.

Choose two of the books listed below. You may not choose books that you have already read. This summer, you will read these books, sign a document that you finished them, and, when you return in the fall, you will give two presentations or response papers, one for each of the books you read. Your presentations or response papers are due the first day of class and will be worth **two test grades**.

All assignments must be legible, neat, and with few spelling or grammar mistakes. **Presentations or response papers that are sloppy will mean a significant reduction in your grade.**

Please, please, please, make your life easier by taking notes on the books you read, and searching for quotes that you can use in the assignment. If you do this, it should take you less than an hour to prepare each assignment.

Your teacher will grade you on your ability to follow directions, and the thoroughness of your entries. See attached rubric. Presentations should require no more than 5 minutes to share.

**After you finish each book,** fill out the Honesty Survey below. Then create your presentation . . .

## **At the beginning of each presentation or response**

**paper,** you will share the following information with the class: The title, author, and setting of book.

## **The central concept of the presentation or response**

**paper** will be to evaluate, or “judge,” the book’s main character, or protagonist. (If the book has more than one protagonist, you may choose your favorite.) You will need to choose three quotes, from the entire length of the book, that each reveal one element of the character’s personality. In your presentation or paper, you will share these quotes with us, then label the character’s personality trait. In your presentation or paper, you must label what pages the quotes come from.

To share these quotes and traits with the class, you will prepare a visual aid if you are doing a presentation. This can be created using Powerpoint, posterboard, etc. Please use images as well as words to communicate this character’s personality.

NOTE: WHEN CREATING A PRESENTATION, YOU CAN USE CLIPART WITHOUT CITING IT. HOWEVER, ALL OTHER IMAGES MUST INCLUDE THE INTERNET SITE ON WHICH YOU FOUND THE IMAGE.

**At the end of each presentation or response paper**, identify a key theme of the book.

All papers must be size 12, New Times Roman font, double spaced with 1.25" margins. Papers should be no more than 3 full pages and no less than 2 full pages.

HONESTY SURVEY for BOOK #1

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

My book's title is \_\_\_\_\_ and the book  
has \_\_\_\_\_ pages.

Check ONE of the following options:

I read my entire book.

I read none of my book.

I read some of my book. I read \_\_\_\_\_ pages.

Signing below also indicates that you read the unabridged version of the book, as required. If you read an abridged copy, please explain why below. You may lose credit for this.

Signed \_\_\_\_\_

Date \_\_\_\_\_

HONESTY SURVEY for BOOK #2

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

My book's title is \_\_\_\_\_ and the book  
has \_\_\_\_\_ pages.

Check ONE of the following options:

I read my entire book.

I read none of my book.

I read some of my book. I read \_\_\_\_\_ pages.

Signing below also indicates that you read the unabridged version of the book, as required. If you read an abridged copy, please explain why below. You may lose credit for this.

Signed \_\_\_\_\_

Date \_\_\_\_\_

## RUBRIC FOR PRESENTATION

	No Evidence (0%)	Unacceptable (50%)	Needs More Work (70%)	Acceptable (85%)	Outstanding (100%)
<b>SKILL: Presentation Content</b>					
<b>Three</b> quotes from the book appear in the presentation	0 points	12.5 points	17.5 points	21 points	25 points
All quotes have the page number where the quote can be found.	0 points	5 points	7 points	8.5 points	10 points
At the beginning of presentation, student shares title, author, and setting of book. At the end of presentation, student shares at least one key theme.	0 points	2 points	3 points	4 points	5 points
All quotes also have an accompanying personality trait.	0 points	8.5 points	10.5 points	12 points	15 points
<b>SKILL: Visual Aids</b>					
Visual aid shows evidence of time spent on preparation and advances understanding of presentation.	0 points	10 points	14 points	17 points	20 points
<b>SKILL: Public Speaking</b>					
Loud, Discernable Voice	0 points	5 points	7 points	8.5 points	10 points
Eye contact with entire audience	0 points	5 points	7 points	8.5 points	10 points

SUBTOTAL: \_\_\_\_\_

Extra Credit for clear evidence of creativity in visual aid: \_\_\_\_\_

TOTAL: \_\_\_\_\_

Minus Points for not Reading Entire Book: \_\_\_\_\_

Minus Points for not citing non-Clipart sources: \_\_\_\_\_

Signing below also indicates that you read the unabridged version of the book, as required. If you read an abridged copy, please explain why below. You may lose credit for this.

Signed \_\_\_\_\_

Date \_\_\_\_\_

## RUBRIC FOR RESPONSE PAPER

	No Evidence (0%)	Unacceptable (50%)	Needs More Work (70%)	Acceptable (85%)	Outstanding (100%)
<b>SKILL: Presentation Content</b>					
<b>Three</b> quotes from the book appear in the paper.	0 points	12.5 points	17.5 points	21 points	25 points
All quotes have the page number where the quote can be found.	0 points	5 points	7 points	8.5 points	10 points
At the beginning of paper, student shares title, author, and setting of book. At the end of paper, student shares at least one key theme.	0 points	2 points	3 points	4 points	5 points
All quotes also have an accompanying personality trait.	0 points	8.5 points	10.5 points	12 points	15 points
The paper is a full 2 pages and in proper font and format	0 points	10 points	14 points	17 points	20 points
Paper is grammatically correct.	0 points	5 points	7 points	8.5 points	10 points
Spelling is accurate	0 points	5 points	7 points	8.5 points	10 points

SUBTOTAL: \_\_\_\_\_

Extra Credit for clear evidence of creativity in visual aid: \_\_\_\_\_

TOTAL: \_\_\_\_\_

Minus Points for not Reading Entire Book: \_\_\_\_\_

Minus Points for not citing non-Clipart sources: \_\_\_\_\_

FINAL GRADE : \_\_\_\_\_

out of 100 possible points

## BOOK CHOICES

All book choices must be approved by parents/guardians as stated on the Summer Reading Book Agreement Forms, and you may abandon a book at

any time if the content is emotionally uncomfortable or boring. However, if you abandon a book, you must read a replacement book from this list.

*Across Five Aprils* by Irene Hunt

This novel is set in Illinois right before the Civil War. Jethro Creighton is growing up and watching the war change both his family and everything else around him. This is a great book if you enjoy reading novels about young men dealing with war.

*The Count of Monte Cristo* by Alexandre Dumas

This is a novel full of fight scenes, amazing escapes, revenge, true love, and prison breaks. It follows Edmund Dantes, a French man, who is framed for a crime he did not commit. He loses his fiancé and his freedom, all on his wedding day! This is a VERY long novel; the original version has 1200 pages. So it is a novel for the bravest readers! If you want to try this novel but are intimidated by the page length, try the abridged version; it has 450 pages. But be warned: the abridged version's ending is not as satisfying.

*Christy* by Catherine Marshall

This novel is based on the author's real experiences as a schoolteacher in a small Appalachian town in Tennessee at the turn of the century. She comes from a privileged background, and has to learn to deal with poverty and a new culture, as well as romance and rough times.

*Hound of the Baskervilles* by Arthur Conan Doyle

This is novel full of Sherlock Holmes' famous sleuthing, with lots of help from Dr. Watson. It is a true, bloodcurdling mystery.

*All Quiet on the Western Front* by Remarque

This is an intense war novel, written from the perspective of a group of young German soldiers who leave their school to go to war in the trenches during World War I.

*Into the Wild* by Jon Krakauer

The true story of the life of a young man named Christopher McCandless who left his comfortable life as a college student and son in a wealthy family to walk into the Alaskan wilderness, where he starved to death. The author tries to understand what would make a person head into the wilderness, and what may have caused his death. This book has a challenging writing style and mature content.

*Eragon* by Christopher Paolini

A fantasy book similar to Lord of the Rings. It is the first book of a trilogy, of which only the first two books are published. Very well written, especially considering that the author was fifteen when he started the book!

*A Walk Across America* by Peter Jenkins

The true story of a man who decided to walk across America with just his dog and a backpack. This book is great for students who like real life adventures.

*Oliver Twist* by Charles Dickens

This is the story of Oliver, a poor boy living in London in the 1830s. It is part mystery, and part adventure. The older English dialect makes this a book for strong readers. Version must be unabridged.

*Black Like Me* by John Howard Griffin

The true story of one white journalist's decision to go through doctor's treatments and makeup in order to appear to be black. He does this to discover what it is really like to be a black man in the south during the late 1950s.

*All Creatures Great and Small* by James Herriot

The very funny, true story of a veterinarian in England in the 1940s. He has to diagnose strange diseases, learn to get along with weird neighbors, and most of all, heal an odd assortment of farm and house animals.

*Dragonsong* by Anne McCaffery

This is a fantasy novel. A girl wants to become a musician, but her father forbids her. So she runs away, and is befriended by fire-lizards. This is a novel with great action and dragons. It is part of a longer fantasy series called *The Dragonriders of Pern*.

*My Story* by Rosa Parks

This is the true story of Rosa Parks, the courageous woman who refused to give up her seat in a segregated bus. Rosa Park's choice inspired the Montgomery bus boycott, and she served as a symbol for the early Civil Rights movement.

*October Sky* by Homer Hickam

This is the true story of a group of boys who invented a rocket club in the middle of their poor, rural town. However, this true story is written like a novel. Students who enjoy stories about growing up will enjoy this book.

*The Book of the Dun Cow* by Walter Wangerine

This is an epic story of good and evil, played out on a world without human beings, but with talking animals. A rooster, Chauntecleer, has to defend his world when Wyrn, an evil snake, attempts to escape from his prison. This book has very funny scenes, and very sad scenes.