

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 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 frequently taught in colleges and universities, and as such, they form part of our cultural literacy.

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.

WCA Incoming 10th, 11th, and 12th Grade Summer Reading Requirements

Students –

This summer, you will choose two books from the list below. As you read, you will also be preparing to give a presentation when you return or write a response paper. This presentation or response paper will reward your summer reading by giving you two test grades at the beginning of the year.

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 presentation or paper. If you do this, it should take you less than an hour to prepare each presentation.

When you finish each book, fill out and sign the Honesty Survey. Then begin to create your presentations.

Your assignments are due the first day of class in September. Then, you complete a response paper or a presentation for each book. Presentations should last no more than 5 minutes.

Visual Aids are required for presentations. These can include posterboard charts, powerpoint, etc. Extra credit will be offered to students who demonstrate creativity in their choice of visual aids, so long as they advance the understanding of the presentation.

PLEASE NOTE: No plot summary is required in the presentation and papers. Assignments that merely summarize the book will not receive a passing grade.

At the beginning of each presentation or paper, you will share the following the following information with the class: The title, author, author's date of birth and death, date work was published, and setting of book. In addition, you will identify the protagonist(s) and antagonist(s).

The central concept of the presentation or response

paper, will be to share with the class the worldview of the book's main character, or protagonist. (If the book has more than one protagonist, you may choose your favorite.) To do this, you will keep track of quotes from the book in which the character either speaks his/her worldview, or the author/narrator describes the worldview of the character. You will present the character's views of

- Nature
- Society
- Man
- Deity

You must find at least one quote, from each of the four categories above, that reveals the character's beliefs about each of these categories. In your presentation or paper, you must label what pages the quotes come from.

NOTE: WHEN CREATING A PRESENTATION, YOU CAN USE CLIPART WITHOUT CITING IT. HOWEVER, ALL OTHER IMAGES MUST BE CITED IN MLA FORMAT.

For a sample presentation, go to West-Mont's website. Click on "Summer Reading Requirements." Then click on "Sample Presentation."

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

Your teacher will grade you on your ability to follow directions, and the thoroughness of your entries. See attached rubric.

All papers should be in proper MLA format: size 12 font, New Times Roman, double spaced, proper heading, 1.25", side margins, etc.

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%)
SKILL: Presentation Content					
Each category (man, nature, society, deity) has at least three attributes listed.	0 points	12.5 points	17.5 points	21 points	25 points
Each category (man, nature, society, deity) has at least one quote from text to support the attributes listed, including page number where the quote is found.	0 points	12.5 points	17.5 points	21 points	25 points
At the beginning of presentation, student shares title, author, author's date of birth and death, date work was published, setting of book, protagonist(s) and antagonist(s).	0 points	2 points	3 points	4 points	5 points
At the end of presentation, student shares at least one key theme.	0 points	2 points	3 points	4 points	5 points
SKILL: Visual Aids					
Visual aid shows evidence of time spent on preparation and advances understanding of presentation.	0 points	10 points	14 points	17 points	20 points
SKILL: Public Speaking					
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

Extra Credit for clear evidence of creativity in visual aid: _____

Minus Points for not Reading Entire Book: _____

Minus Points for not citing non-Clipart sources in MLA: _____

SUBTOTAL: _____

TOTAL: _____

FINAL GRADE : _____

out of 100 possible points

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%)
SKILL: Presentation Content					
Each category (man, nature, society, deity) has at least three attributes listed.	0 points	12.5 points	17.5 points	21 points	25 points
Each category (man, nature, society, deity) has at least one quote from text to support the attributes listed, including page number where the quote is found.	0 points	12.5 points	17.5 points	21 points	25 points
At the beginning of the paper the student shares title, author, author's date of birth and death, date work was published, setting of book, protagonist(s) and antagonist(s).	0 points	2 points	3 points	4 points	5 points
At the end of the paper the student shares at least one key theme.	0 points	2 points	3 points	4 points	5 points
The paper is written in New Times Roman font, size 12, double spaced and in MLA format.	0 points	10 points	14 points	17 points	20 points
Proper grammar use	0 points	5 points	7 points	8.5 points	10 points
Words are accurately spelled	0 points	5 points	7 points	8.5 points	10 points

Extra Credit for clear evidence of creativity in visual aid:
 Minus Points for not Reading Entire Book:
 Minus Points for not citing non-Clipart sources in MLA:

SUBTOTAL: _____
 TOTAL: _____
 FINAL GRADE : _____
 out of 100 possible points

Summer Reading List

You will choose two books from the list below.

To read a short synopsis about most of the following books, visit <http://nancykeane.com/booktalks/default.htm> and click on "Title List."

The vast majority of these books are fiction, but a few are nonfiction or play scripts.

1. Choose books that you have not yet read.
2. Choose books that a friend or family member can recommend, with their knowledge of your likes and dislikes.
3. Choose books that are challenging.
4. If you begin a book, and find that you do not like it, feel free to stop reading and choose an alternate. Ultimately, no matter how often you change books, you must read **two** of these books completely by the first day of class in September.
5. Feel free to come to your teacher for recommendations before the school year ends.
6. Books must be the unabridged version.

Please Note: The books listed below have a varied content, and deal with a variety of life themes and worldviews. As a result, some books may not yet be appropriate for where you are in life. The books you choose must be approved by your parent as indicated on the Summer Reading Book Agreement Form. If a book makes you uncomfortable for any reason, whether it is emotionally difficult or simply too hard to read, please stop reading the book and choose the alternate book listed on the Summer Reading Book Agreement form.

Book List

Please note: You may NOT choose the books with the symbols (because we read these books in classes) UNLESS you are an incoming Senior, and the book you want to read is not for the class you will take your senior year.

KEY TO SYMBOLS

✓ ALSO READ IN AMERICAN LITERATURE

✦ ALSO READ IN FOUNDATIONS

*ALSO READ IN WORLD LITERATURE

†ALSO READ IN BRITISH LITERATURE

✓ **The Great Gatsby** F. Scott Fitzgerald

As I Lay Dying William Faulkner

†**1984** George Orwell

***Lost Names** Richard E. Kim

Gulliver's Travels Jonathan Swift

Their Eyes Were Watching God Zora

Neale Hurston

The Count of Monte Cristo Alexandre

Dumas

***Things Fall Apart** Chinua Achebe

The Time Machine H.G. Wells

Catcher in the Rye J.D. Salinger

Wise Blood; The Violent Bear It Away

Flannery O'Connor

The Chosen Chaim Potok

Schindler's List Thomas Keneally

The Fountainhead Ayn Rand

The Jungle Upton Sinclair

A Hitchhiker's Guide to the Galaxy

Douglas Adams

The War of the Worlds H.G. Wells

Don Quixote Miguel De Cervantes

(any translation is fine, so long as it is unabridged)

Pilgrim's Progress John Bunyan

The Story of My Life Helen Keller

Robinson Crusoe Daniel Defoe

✓ **Huckleberry Finn** Mark Twain

The Autobiography of Malcolm X

Malcolm X

A Biography of at least 200 pages on any of the following scientists

(you may read only one biography towards your two book goal)

Francis Bacon

Alfred Nobel

Marie Curie

Nikola Tesla

Lise Meitner

Niels Bohr

J. Robert Oppenhemier

Moby-Dick Herman Melville

Wuthering Heights Emily Bronte

Little Women Louisa M. Alcott

Anna Karenina Leo Tolstoy

Dr Jekyll and Mr Hyde Robert Louis Stevenson

The Call of the Wild Jack London

The Princess Bride William Goldman

✓ **To Kill a Mockingbird** Harper Lee

The Hiding Place Corrie Ten Boom

A Passage to India E. M. Forster

The Lord Of The Rings J. R. R.

Tolkien

(You may only read one book of the trilogy toward your summer reading goal.)

A Portrait of the Artist as a Young Man James Joyce

✦ **The Hobbit** J.R.R. Tolkien

The Color Purple Alice Walker

The Sound and the Fury William Faulkner

Of Mice and Men; The Grapes of Wrath John Steinbeck

***Antigone** Sophocles

Animal Farm George Orwell

†**Frankenstein** Mary Shelley

Silent Spring Rachel Carson

Pilgrim at Tinker Creek Annie Dillard
Ender's Game Orson Scott Card
Book of the Dun Cow; The Book of Sorrows Walter Wangerine
†**Heart of Darkness** Joseph Conrad
Any two **Shakespeare plays** count as one book
One Flew Over the Cuckoo's Nest Ken Kesey
All the King's Men Robert Penn Warren
Watership Down Richard Adams
Out of Africa Isaac Dinesen
A Room with a View E.M. Forster
The Wings of the Dove Henry James
The Brothers Karamazov; Crime and Punishment Fyodor Dostoevsky
The Hot Zone Richard Preston
A River Runs Through It Norman MacLean
The Grapes of Wrath by John Steinbeck
The Making of the Atomic Bomb Richard Rhodes
✓**The Scarlet Letter** Nathaniel Hawthorne
The Power and the Glory Graham Greene
Why We Can't Wait Martin Luther King, Jr.
On the Road Jack Kerouac
Flowers for Algernon Daniel Keyes
Fahrenheit 451 by Ray Bradbury
✦**Lord of the Flies** William Golding
A Farewell to Arms; For Whom the Bell Tolls; The Sun Also Rises; The Old Man and the Sea Ernest Hemingway
Emma; Pride and Prejudice Jane Austen
Catch-22 Joseph Heller
The Screwtape Letters C.S. Lewis
The Color of Water James McBride
The Picture of Dorian Gray Oscar Wilde

The Poisonwood Bible Barbara Kingsolver
Across Five Aprils Irene Hunt
The Illiad Homer
(any translation is fine, so long as it is unabridged)
Roots Alex Haley
Journey to the Centre of the Earth Jules Verne
Killer Angels Michael Shaara
Into the Wild Jon Krakauer
Red Badge of Courage Stephen Crane
Peace Like a River Leif Enger
✦**The Odyssey** Homer
Three Musketeers Alexander Dumas
All Creatures Great and Small; All Things Bright and Beautiful; All Things Wise and Wonderful James Herriot
You may only read one book of the trilogy toward your summer reading goal.)
A Walk Across America Peter Jenkins
Johnny Tremain Esther Forbes
Uncle Tom's Cabin Harriet Beecher Stowe
Abraham Lincoln/Speeches and Writing 1859-1865 Abraham Lincoln
The War Between the States John Dwyer
The Autobiography of Miss Jane Pittman Ernest J. Gaines
April Morning Howard Fast
Letters From Prison Dietrich Bonhoeffer
The Johnstown Flood David McCullough
Of Plymouth Plantation William Bradford
Journals of Lewis and Clark John Bakeless
The Last of the Mohicans James Fenimore Cooper
Lorna Doone Richard Blackmore
Canterbury Tales Geoffrey Chaucer
King Arthur and His Knights of the Round Table Roger Lancelyn Green

The Story of Beowulf Strafford Riggs
Ivanhoe Sir Walter Scott
The Black Arrow Robert Louis
Stevenson
The Scarlet Pimpernel Baroness Orczy
A Tale of Two Cities Charles Dicken
David Copperfield Charles Dickens
Les Miserables Victor Hugo
The Bible Smuggler Louis Vernon
Marco Polo/His Notebook Susan Roth
Eagle of the Ninth Rosemary Sutcliff

