

Nazarene Christian Academy
High School Summer Reading Program for 11th and 12th Grade
(Students read for the grade they just completed.)

*Do not let anyone look down on you because you are young, but set an example for the believers in speech, in life,
in love, in faith and in purity (1 Timothy 4:12)*

Today a reader, tomorrow a leader (W.Fusselman)

There is no substitute for a book in the life of a child (Mary Ellen Chase)

Objective: To encourage students to enjoy reading and enable them to maintain their reading comprehension skills during the summer months.

Choose two books from the attached reading list.

Assignment: Students will read two books from the attached reading list. They will then write a two page essay (single spaced in 12 font) describing the books that they read. They must answer the questions on page two of this packet in their essay. Be sure to choose a book that you think you might enjoy reading. Students will also write a half page devotional based on a character or theme in their book. The devotional must include at least one scripture reference. Students may use examples such as: character flaws in one of the characters, major themes, major events etc... If you have questions concerning this project please contact the school office and we will be happy to assist you.

Begin the report with this heading format:

Your Name
Your Class
Date of Submission

Bibliographical Entry

Include the last name of the author, first name, initial of author. *Title of the book*. City of publication, state or country: Publisher, year of publication

Biography of Author

The biography must include the full name of the author (include pseudo names where applicable), place of birth, family history, education, personal struggles or any other information that may be appropriate. Remember it should be **no more than one-third of a page**: ***Remember to acknowledge the source or sources of your information.***

Summary of the Book

Simply re-tell the story in your own words. Do not tell me how you feel about the book. You will need address the following questions in your summary.

1. What kind of story is this?
2. Was it a good book? Why or why not?
3. What were the identifiable themes in the book?
4. What were the major conflicts in the story?
5. Which characters were good? Which characters were bad? Why?
6. Discuss the development of the characters the best you.
7. What were some of the characters flaws and strengths you noticed in the story?
8. Did the author do a good job of telling the story?
9. What are some the good things the author did?
10. What are some the thinks the author could have done better?
11. Is there anything in the author's background that was reflected in the story?
12. Were there historical facts represented in the story?
13. Would you recommend this book for a friend? Why or why not?

Due First Day of Class 2010

Eleventh and Twelfth Grades

Austen, Jane. *PRIDE AND PREJUDICE*. 1813.

A man and a woman come together in a gradual union, one held back by unconquerable pride and the other blinded by prejudice.

Bronte, Emily. *WUTHERING HEIGHTS*. 1847.

Forced by a storm to spend the night at the home of the somber Heathcliff, Mr. Lockwood uncovers a tale of terror and hatred on the Yorkshire moors.

Bunyan, John. *THE PILGRIM'S PROGRESS: FROM THIS WORLD TO THAT WHICH IS TO COME, DELIVERED UNDER THE SIMILITUDE OF A DREAM: WHEREIN IS DISCOVERED THE MANNER OF HIS SETTING OUT, HIS DANGEROUS JOURNEY AND SAFE ARRIVAL AT THE DESIRED COUNTRY*. 1678.

The allegory of Christian's search for heaven reveals his perseverance in pursuing his goal despite physical and spiritual obstacles.

Cervantes, Miguel de. *DON QUIXOTE DE LA MANCHA*. 1605, 1615.

An idealistic country gentleman and his shrewd squire set out, like knights of old, to search for adventure and to right wrongs.

Conrad, Joseph. *LORD JIM*. 1899.

A young Englishman branded as a coward seeks personal redemption for an act of selfishness.

Cooper, James Fenimore. *THE LAST OF THE MOHICANS*. 1826.

Set in pre-Revolutionary times, this story tells of the Indians caught in the struggle of Europeans for the North American continent.

Defoe, Daniel. *ROBINSON CRUSOE*. 1719.

An Englishman's resourcefulness enables him to survive for almost thirty years on the desert island where he is shipwrecked.

Dickens, Charles. *DAVID COPPERFIELD*. 1850.

His sad boyhood, his youth at school, his adventures in the business world, and his happy marriage make up the life of David Copperfield and present a picture of 19th-century England.

Dostoyevsky, Fyodor. *CRIME AND PUNISHMENT*. 1866.

An impoverished student in St. Petersburg, Russia, commits what he thinks is the perfect crime. The story relates his turbulent inner life and his relationship to others and society at large.

Dumas, Alexandre. *THE THREE MUSKETEERS*. 1844.

This is the classic story of the four adventurous 17th-century Frenchmen—Porthos, Athos, Aramis—and the dashing would-be musketeer D'Artagnan.

Fitzgerald, F. Scott. *THE GREAT GATSBY*. 1925.

A self-made man makes his money by mysterious means and spends it on disreputable parties.

Hardy, Thomas. *TESS OF THE D'URBERVILLES*. 1891.

The tragic history of a woman betrayed is presented with austere simplicity as a group of figures representing the chief elements of rustic society enhance the central significance of Tess.

Hawthorne, Nathaniel. *THE HOUSE OF THE SEVEN GABLES*. 1851.

Hawthorne's novel, based on the theme that the sins of the fathers are passed on the succeeding generations, is the story of two New England families, the Pyncheons and the Maules.

Hemingway, Ernest. *THE OLD MAN AND THE SEA*. 1952.

An old Cuban fisherman battles a giant marlin far out in the Gulf Stream.

Homer. *THE ODYSSEY*. 700s B.C.

Homer's epic poem describes the wanderings of Odysseus after the fall of Troy.

Hugo, Victor. *THE HUNCHBACK OF NOTRE DAME*. 1830.

Quasimodo, the hunchback, is trapped between his love for the gypsy girl, Esmeralda, and his love for the archdeacon, his master and protector. These loyalties create an irreconcilable conflict, and a choice must be made.

Lewis, C. S. *THE SCREWTAPE LETTERS*. 1943.

Senior devil Uncle Screwtape offers Wormwood, a junior devil, advice on winning mortals over to Satan in this classic work of Christian literature.

Eleventh and Twelfth Grades

Melville, Herman. *MOBY DICK*. 1851.

Seeing the great white whale, Moby Dick, as a symbol of evil, Captain Ahab sets out to pursue and destroy it.

Miller, Arthur. *THE CRUCIBLE: A PLAY IN FOUR ACTS*. 1953.

A major drama set during the Massachusetts witchcraft trials explores the themes of greed, love, and fear.

Orwell, George. *1984*. 1949.

Depicting life under totalitarianism, this novel has been described as one of the most powerful commentaries on what life is like without freedom.

Scott, Sir Walter. *IVANHOE*. 1819.

The adventures are told of the Saxon knight Ivanhoe in 1194, the year Richard the Lion-Hearted returned from the Third Crusade.

Shakespeare, William. *MACBETH*. 1623.

Macbeth, a highly imaginative, ambitious, and conscience-stricken nobleman, is driven to murder by his wife.

Steinbeck, John. *THE GRAPES OF WRATH*. 1939.

A migrant family travels from a farm in Oklahoma to California after a devastating dust storm drives them off the land they had been sharecropping.

Swift, Jonathan. *GULLIVER'S TRAVELS*. 1726.

On a voyage in the South Seas, an Englishman finds himself shipwrecked in Lilliput, a land of people only six inches high.

Twain, Mark. *THE ADVENTURES OF HUCKLEBERRY FINN*. 1885.

A poor white boy and a runaway slave find murder, family feuds, villains, and friendship while traveling on a raft on the Mississippi River.

Wilder, Thornton. *OUR TOWN*. 1938.

This play depicts three periods in the history of a placid New Hampshire town.

Additional Books for Grades Eleven and Twelve

Achebe, Chinua, THINGS THAT FALL APART
Anderson, Sherwood, WINESBURG, OHIO
Augustine, CONFESSIONS OF ST. AUGUSTINE
Austen, Jane, EMMA and SENSE AND SENSIBILITY
Blackmore, Richard D., LORNA DOONE
Bolt, Robert, A MAN FOR ALL SEASONS
Bronte, Charlotte, JANE EYRE
Buck, Pearl S., THE GOOD EARTH
Cather, Willa, DEATH COMES FOR THE ARCHBISHOP and MY ANTONIA
Chaucer, Geoffrey, THE CANTERBURY TALES
Conrad, Joseph, HEART OF DARKNESS
Crane, Stephen, THE RED BADGE OF COURAGE
Dante, THE INFERNO
Dickens, Charles, A TALE OF TWO CITIES
Dostoyevsky, Fyodor, THE BROTHERS KARAMAZOV
Dumas, Alexandre, THE COUNT OF MONTE CRISTO
Eliot, George, THE MILL ON THE FLOSS
Eliot, T. S., MURDER IN THE CATHEDRAL
Golding, William, LORD OF THE FLIES
Goldsmith, Oliver, VICAR OF WAKEFIELD
Hardy, Thomas, RETURN OF THE NATIVE
Hawthorne, Nathaniel, THE SCARLET LETTER
Hemingway, Ernest, A FAREWELL TO ARMS
Herriot, James, ALL THINGS BRIGHT AND BEAUTIFUL
Hersey, John R., HIROSHIMA
Hugo, Victor, LES MISERABLES
Huxley, Aldous, BRAVE NEW WORLD
James, Henry, THE TURN OF THE SCREW
Kafka, Franz, THE METAMORPHOSIS
Kipling, Rudyard, KIM
Milton, John, PARADISE LOST
Orwell, George, ANIMAL FARM
Raffel, Burton, BEOWULF
Shakespeare, William, HAMLET
Sinclair, Upton, THE JUNGLE
Stowe, Harriet Beecher, UNCLE TOM'S CABIN
Thackeray, William M., VANITY FAIR
Tolstoy, Leo, ANNA KARENINA
Wallace, Lew, BEN HUR
Wells, H. G., WAR OF THE WORLDS
Wilde, Oscar, PICTURE OF DORIAN GREY