

WORTHINGTON CHRISTIAN UPPER SCHOOL GRADES 7-12 SUMMER READING LIST

For 2021-2022 School Year

Students will need to purchase or borrow used or new copies of summer reading book. Student should be able to bring copy to class in the first few weeks of the school year (not an audio copy).

There is no summer reading for CCP courses.

Grade Level (entering...)	Book Title and ISBN	Brief Synopsis	Audiobook available for listening and reading along?	School Year Assignments (be ready to...)
<p>Grade 7 (Solinger)</p>	<p><i>New Kid</i> by Jerry Craft (graphic novel – ISBN: 978-0062691194)</p>	<p>Seventh grader Jordan Banks loves nothing more than drawing cartoons about his life. But instead of sending him to the art school of his dreams, his parents enroll him in a prestigious private school known for its academics, where Jordan is one of the few kids of color in his entire grade.</p> <p>As he makes the daily trip from his Washington Heights apartment to the upscale Riverdale Academy Day School, Jordan soon finds himself torn between two worlds—and not really fitting into either one. Can Jordan learn to navigate his new school culture while keeping his neighborhood friends and staying true to himself?</p>	<p>You may listen to the book as long as you are reading along at the same time</p>	<ul style="list-style-type: none"> • Discuss book in class with peers and teachers. You should understand what happened in the story, be familiar with who characters are and how they relate to one another, and consider what lessons we should take away from what we've read. • Identify elements of a story: plot, setting, characters, themes, conflict • Evaluate how point of view and setting of the story impact events/plot structure
<p>Grade 8 (Solinger, Palmer, Hearon)</p>	<p>Choose one of the following titles...</p> <ul style="list-style-type: none"> • <i>Little Women</i> by Louisa May Alcott - Signet Classics Mass Market Paperback (ISBN: 978-0451532084) 	<p><i>Little Women:</i> Part One required for summer reading, Part Two optional. In picturesque nineteenth-century New England, tomboyish Jo, beautiful Meg, fragile Beth, and romantic Amy are responsible for keeping a home while their father is off to war. At the same time, they must come to terms with their individual personalities—and make the transition from girlhood to womanhood. It can all be quite a challenge. But the March sisters, however different, are nurtured by their wise and beloved Marmee, bound by their love for each other and the feminine strength they share.</p>	<p>You may listen to the book as long as you are</p>	<ul style="list-style-type: none"> • Engage in a graded Socratic Seminar discussion of ideas, themes, and events of the story you read. (Once the school year is in session, you will receive questions from your teacher and be able to prepare for discussion.)

	<ul style="list-style-type: none"> • <i>The Boys Who Challenged Hitler: Knud Pedersen and the Churchill Club</i> by Phillip Hoose (ISBN: 978-0374300227) • <i>Just Mercy: Young Reader's Edition</i> by Bryan Stevenson (ISBN: 978-0525580034) 	<p><i>The Boys Who Challenged Hitler:</i> At the outset of World War II, Denmark did not resist German occupation. Deeply ashamed of his nation's leaders, fifteen-year-old Knud Pedersen resolved with his brother and a handful of schoolmates to take action against the Nazis if the adults would not. Naming their secret club after the fiery British leader, the young patriots in the Churchill Club committed countless acts of sabotage, infuriating the Germans, who eventually had the boys tracked down and arrested. But their efforts were not in vain: the boys' exploits and eventual imprisonment helped spark a full-blown Danish resistance.</p> <p><i>Just Mercy: Young Reader's Edition:</i> Stevenson's story is one of working to protect basic human rights for the most vulnerable people in American society--the poor, the wrongly convicted, and those whose lives have been marked by discrimination and marginalization. Bryan Stevenson is the founder and Executive Director of the Equal Justice Initiative, a human rights organization in Montgomery, Alabama.</p>	reading along at the same time	
<p>Grade 9 Freshman English (Palmer)</p>	<p>Student Choice: Choose ONE of the following novels. If you've already read one of these, pick a new book to try!</p> <p>1. <i>Romanov</i> by Nadine Brandes</p> <p>2. <i>Saving Savannah</i> by Tonya Bolden</p>	<ol style="list-style-type: none"> 1. <i>Romanov</i> Anastasia "Nastya" Romanov was given a single mission: to smuggle an ancient spell into her suitcase on her way to exile in Siberia. It might be her family's only salvation. But the leader of the Bolshevik army is after them, and he's hunted Romanov before. 2. <i>Saving Savannah</i> The story of an African-American girl becoming a woman on her own terms against the backdrop of 	You may listen to the book as long as you are reading along at the same time	You will be assessed through a student choice board assignment to show your understanding of the novel when you return to school. This may include an in-depth character assignment, a fictional interview, a comparison/contrast paper, personal connections, creating of a movie trailer, a podcast interview, etc.

	<p>3. <i>Fountains of Silence</i> by Rita Sepetys</p> <p>4. <i>The Maze Runner (Book 1)</i> by James Dashner</p>	<p>widespread social change in the early 1900s America. As a daughter of an upper class African American family in Washington D.C., Savannah is lucky. Feeling suffocated by the structure of society, Savannah meets a working-class girl named Nell who introduces her to the suffragette and socialist movements, inspiring her to fight for change.</p> <p>3. <i>Fountains of Silence</i> Madrid, 1957. Under the fascist dictatorship of General Francisco Franco, Spain is hiding a dark secret. Meanwhile, tourists and foreign businessmen flood into Spain under the welcoming promise of sunshine and wine. Among them is eighteen-year-old Daniel Matheson, the son of an oil tycoon, who arrives in Madrid with his parents hoping to connect with the country of his mother's birth through the lens of his camera.</p> <p>4. <i>The Maze Runner</i> A novel set in a post-apocalyptic world. The story begins in a dark metal elevator, where a teenage boy awakens with no real memories other than the fact that his name is Thomas. Doors open overhead, revealing a community of young boys all</p>		
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		<p>living on a type of farm surrounded by very high walls.</p>		
<p>Grade 10 English 10 (Walton)</p>	<p><i>All Quiet on the Western Front</i> by Erich Maria Remarque. Any unabridged edition will do.</p>	<p>Expecting the adventure of a lifetime, Paul Baumer volunteers to fight for Germany in WWI. His dreams of glory, however, are soon smothered by the terror of trench warfare. In this iconic novel, author Eric Maria Remarque will “try simply to tell of a generation of men who, even though they may have escaped shells, were destroyed by the war.” His story, at once haunting and beautiful, is well-worth our attention.</p>	<p>You may listen to the book as long as you are reading along at the same time</p>	<ul style="list-style-type: none"> • In the first week of school, you will take a reading quiz on the characters and major plot points of the novel, demonstrating comprehension through quote I.D., character matching, and short answer. • A few weeks in this unit, you will also compose an analytical essay outside of class. For this assignment, you will analyze how the author illustrates the deterioration or “collapse” of pre-war cultural values. We will spend a few days in class covering three “big cultural foundations” of pre-World War I Europe: duty to country, identity in vocation, and faith in the progress of humanity. We'll unpack these concepts more fully in the fall, and you won't start writing the actual essay until the second week of school. For now, you need only to consider the questions below as you read this summer. If you own your copy of <i>AQWF</i>, highlight your book with different colors or symbols that correspond to each question. If your book is from the library, use a separate piece of paper to record moments that answer the questions. Either of these methods will go a long way

				<p>in helping you prepare for the essay.</p> <p>See “English 10” below this chart for helpful guiding questions to keep in mind as you read. Do not neglect these questions!</p>
<p>Grade 11 English 11 (Hoverman)</p>	<p><i>Narrative of the Life of Frederick Douglass</i> by Frederick Douglass (ISBN-13: 978-0486284996)</p>	<p>Frederick Douglass escaped slavery and became a prominent activist, author, and public speaker. This autobiography tells his story while also calling its readers to action. Douglass highlights the importance of education and faith in his experiences.</p>	<p>You may listen to the book as long as you are reading along at the same time</p>	<ul style="list-style-type: none"> • We will be writing an essay within the first couple weeks of school analyzing Douglass’ perspective on education. • Annotate the novel as you read. • Irony is a literary device in which contradictory statements or situations reveal a reality that is different from what appears to be true. As you read, look for instances of irony.
<p>Grade 11 AP Literature (Hoverman)</p>	<p><i>All the Light We Cannot See</i> by Anthony Doerr (ISBN: 978-1501173219)</p> <p><i>Poetry 180: A Turning Back to Poetry</i> by Billy Collins (ISBN: 9780812968873)</p>	<p>This Pulitzer winning novel tells the story of a blind French girl and a German boy whose paths cross during WWII. Told from both perspectives, Doerr uses beautiful language to describe their experiences and eventual connection in occupied France.</p> <p>Poetry 180 is a compilation of contemporary poetry by former Poet Laureate, Billy Collins.</p> <p>*Literature in this class will contain more mature themes and topics.</p>	<p>You may listen to the book as long as you are reading along at the same time</p>	<p><i>All the Light We Cannot See</i></p> <ul style="list-style-type: none"> • There will be a reading check quiz over basic comprehension and characters in the first week of school. • Closely follow Marie-Laure And Werner. Consider the importance of using multiple perspectives. • Annotate the novel as you read. • Don’t wait until the last minute! • We will be writing an AP style essay over this novel. <p><i>Poetry 180: A Turning Back to Poetry</i></p> <ul style="list-style-type: none"> • Annotate 30 of the 180 poems • You don’t have to be an expert at poetry, just note what is interesting or unique in each poem

<p>Grade 12 Regular English (Olsen)</p>	<p><i>Peace Like A River</i> by Leif Eger (ISBN: 978-0871137951)</p>	<p>It is a tale about a small boy, his older brother, and younger sister, who are under the care of their single father. The oldest boy commits murder, and the family has to deal with the consequences of his choice. The father becomes a Christ-figure and performs a number of miracles that most of the time appear to be almost “accidental.”</p>	<p>You may listen to the book as long as you are reading along at the same time</p>	<p>In the first week of school, you will demonstrate your comprehension of the novel by completing a quiz over characters, elements of the story, and plot development. You will be expected to come prepared to engage in discussion of the interplay between faith, miracles, family, loyalty, and conscience as they are interlaced in the book and as they interact in life.</p> <p>Suggestions to prepare you:</p> <ul style="list-style-type: none"> • Create a list of characters • Make a list of Jeremiah’s miracles • Note conflicts <p>Annotate the text (if you own your copy) – particularly with your responses/reactions/questions. You may use a short-hand that makes sense to you, or try one like this:</p> <p>! Action surprises you « Action of a character is what you would do in that circumstance Ø Action of a character is <u>not</u> what you would do ? Your response is What? How? Why?</p> <p>Questions to prepare for discussion: What do you think constitutes a miracle? How does your view compare with Rueben’s? Which of Jeremiah’s miracles is most difficult for you to believe? Have you ever witnessed or experienced what you’d label a “miracle”?</p>
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<p>Grade 12 AP English (Olsen)</p>	<p><i>Gilead</i> by Marilynne Robinson (ISBN: 978-1250784018)</p> <p><i>Home</i> by Marilynne Robinson (ISBN: 978-0374299101)</p> <p>**Read <i>Gilead</i> first**</p>	<p>The first book is written in first person—a Reverend Ames—who is writing to his young son because he knows that he will not live long enough to see his son grow up.</p> <p>The second book is written about the exact same events but from the viewpoint of the daughter of Ames’ best friend.</p> <p>The themes revolve around forgiveness and grace: the difficulty in giving it and the even greater difficulty in accepting it.</p>	<p>You may listen to the books as long as you are following along in the text.</p>	<p>In the first week of school, you will demonstrate your comprehension of the novels by completing a quiz over characters, elements of the stories, and plot development.</p> <p>We will then discuss the themes of faith, forgiveness, and grace in these works as well as investigate the rhetorical tools that the author – in the telling of these stories – uses to make abstract concepts concrete.</p> <p>After our discussion of these works, you will then compose a personal essay that uses rhetorical devices to define and make concrete your understanding of an abstract notion or concept.</p>
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Audio books can be obtained through Learning Ally (Free for those who qualify for the service), OverDrive/Libby/Hoopla (free apps for audiobooks, but local library card needed), and of course Audible (from Amazon)

English 10 Guiding Questions for *All Quiet on the Western Front*:

- Initially, Paul and classmates embrace the cultural expectation to fight heroically their country. How do these ideas of heroism and nationalism hold up as the war drags on?
- What level of respect do Paul and his friends show their superiors? Whenever an authority figure appears in the story, what qualities does he exhibit?
- World War I generated an unprecedented explosion of new technology: tanks, chemical warfare, combat aviation, gas masks, machine guns, etc. Pay attention to the tone of Paul’s narration as he describes these advancements---how does the soldier think & feel about new technology in war?
- According to Paul’s reasoning, what factors determine a soldier’s actual survival on the front?
- How do post-war plans of the older soldiers contrast with the younger men in the group? In what ways does being a soldier warp one’s sense of vocation?
- When religious people or references appear in the novel, how does the narrator depict them? Does Remarque leave any room for a benevolent God in his account of WWI?