

## 7th-12th Optional Summer Reading Book Project

New students, those entering the seventh grade, and the curious:

In addition to the research project, reading *Classical Me, Classical Thee: Squander Not Thine Education*, by Rebekah Merkle is a good introduction to a classical Christian education. Mrs. Merkle attended one of the first classical Christian schools in the nation. Her book is an excellent explanation of a classical Christian education addressed to students.

### **Seventh and eighth grade:**

The student will receive extra credit applicable to the Bible and Composition class.

The paper will be turned in to Mr. Robertstad on the first day of school returning from summer holiday.

### **Ninth through twelfth grade:**

The student will receive one credit. The paper will be turned in to Mrs. Gradle on the first day of school returning from summer holiday.

### **Seventh - Eighth grade:**

Please choose two from the following list for a book report. *Classical Me Classical Thee* is to be read followed by a summary.

1. Merkle, Rebekah. *Classical Me, Classical Thee: Squandar not Thine Education*.
2. Holy Bible, The Pentateuch
3. Lewis, C.S., *The Chronicles of Narnia* (2 that haven't been read)
4. Stevenson, Robert Louis, *The Black Arrow*  
*The Master of Ballantrae*
5. Aldrich, Richard, *The Story of a Bad Boy*
6. Carroll, Lewis, *Alice's Adventures Through the Looking Glass*
7. Hemingway, Ernest. *The Old Man and the Sea*
8. Service, Robert. *The Best of Robert Service*
9. Milne, A.A.. *Winnie the Pooh*  
*House at Pooh Corner*

### **Ninth-Tenth grade:**

Please choose one from the following list of books. Merkle's book is required for those not having read it.

1. Merkle, Rebekah. *Classical Me, Classical Thee: Squander not Thine Education*.
2. Alder, *How to Read a Book*
3. Sayers, Dorothy. *Creed or Chaos*
4. Wodehouse, P.J. *Thank You, Jeeves*
5. Collins, Wilkie. *The Woman in White*
6. Chesterton, G.K. *The Man Who Was Thursday*

7. Chesterton, G.K. *The Flying Inn*
8. Service, Robert. *The Best of Robert Service*
9. Jordan, James B. *Creation in Six Days*

**Eleventh-Twelfth Grades:** Please choose one from the following list of books. The student will be required to read looking for the theme and three points defending the theme. Those choosing Sayers will follow a book report form requiring quotes.

1. Merkle, Rebekah. *Classical Me, Classical Thee: Squander not Thine Education*
2. Chesterson, G.K. *Orthodoxy*
3. Bradford, M.E. *Original Intentions*
4. Weaver, Richard. *Ideas Have Consequences*
5. Courthial, Pierre. *A New Day of Small Beginnings*
6. Murray, Iain. *The Puritan Hope*
7. Packer, J.L. *Knowing God*
8. Pratt, Richard L. *Every Thought Held Captive*
9. Kirk, Russell. *The Roots of American Order*
10. Sayer, Dorothy Leigh. *Strong Poison and Have His Carcass*

## Guidelines for Writing

7<sup>th</sup>-9<sup>th</sup> Graders

### Book Report:

The purpose of the Summer Elective Book Report project is discover the theme found in a particular body of literature. The student will be required to read a major work or works of a selected author. Once reading the work(s), the student will write a book report discussing his findings.

### Steps:

The student will need to choose from the list for those entering the seventh grade as well as the eighth grade. Please note that in some cases more than one book is listed. Those entering the ninth grade will choose from the ninth-tenth grade list, but will use the form for a book report.

Once determining the theme, the student will discuss how the characters, the plot development, and the setting support the theme. If the student is reading more than one book, the student will note how the theme is carried from book to book.

### Writing the paper:

The first paragraph introduces the book. The first sentence is a creative opening. The student wants to catch the attention of the reader. The student will also give the author's name and the title of the book as well as what the theme is. The student will also explain that the characters, plot, and setting support the theme. The second paragraph will discuss the setting. The setting is the time and place the author places his characters. The third paragraph will discuss the main character. What is the main character learning through the course of the novel? How are the circumstances supporting the theme? The third and fourth paragraphs give a brief summary of the plot. The fifth paragraph discusses the theme. What is the author possibly wanting the reader to learn from this book? The final paragraph is the conclusion. What are some lessons the student can learn from this book(s)? What are the thoughts of the student about the book(s)?

### Technical requirements.

All material is to be typed. The paper needs to be four to five pages in length, size 12 font, black ink, default margin widths, and Times New Roman standard font. If double spaced the paper will be five to six pages in length. The paper will be evaluated for content and style . Please include the following when turning in the paper.

Title page

Outline [sentence]

Paper

All of these are to be paper clipped

## Guidelines for Writing 10th - 12th

### Critical thinking paper:

The purpose of the Summer Elective Research Project is to analyze the critical thought process of a particular author. The student will be required to read a major work of a selected author as well as critical material pertaining to the author as well as the original work. These books are from a list of what is considered some of the most influential books in the twenty-first century. The student will also discuss the following points: What is the theme or thesis of the author's work? How does the author present his thesis to the reader? What topics and subtopics are used to assist the reader in understanding the author's point of view? What relevance does the book have on the life or the reader, especially in the twenty-first century? What was the political climate under which the author wrote? In researching your author's life, notice the attitude towards Christianity as well as his political nature.

### Steps:

The student will need to make a trip to the library. In addition to the chose work, at least four sources are needed. Two sources may come from the internet. The goal for researching critical and background information is to discover what prompted the author to write such a work. Once determining the theme, the student will use the above points in determining three points to support the theme. Critics analyze and make judgments on an author's work. Many critics write according to the particular political "flavor" of the day. The student is free to disagree with a critic.

### Technical requirements:

All material is to be typed.

The paper is to be written in third person singular.

Please consult Turbian or the Manual of Standard Usage for quote, citation, and footnote form.

The paper will contain four quotes and four citations. At least one footnote and one citation will come from the selected work.

### Writing the paper:

The first paragraph needs to be written in such a fashion to catch the reader's attention. The student will also give the author's name and the title of the book as well as the thesis statement, or what is the student trying to demonstrate? The opening paragraph will also include the points which support the theme. The body will be at least three paragraphs if not more; explaining the points with the quotes and citations to support the points.

The research paper will be six to seven pages in length, size 12 font, black ink, single spaced, default margin widths, and Times New Roman standard font. If double spaced the paper will be eight to nine pages in length. The paper will be

evaluated for content and style. The paper will be written in third person singular. Please include the following when turning in the paper:

Title page

Outline [sentence]

Paper

Bibliography

All of these are to be paper clipped.