



CORNERSTONE CHRISTIAN SCHOOL

1001 Fort Crook Road North, Suite 200
Bellevue, NE 68005



June 17, 2020

Dear High School Parents,

At Cornerstone Christian School, we believe in preparing all of our students for college. With this principle in mind, we ask all of our students to engage in a summer reading assignment. We want our students to be reading and keeping their minds academically active during the summer. More than that, though, developing fluency and reading skills is essential to everything students will do in the future.

To encourage continued learning during the summer months and to prepare students to begin the fall English program, Cornerstone has a required summer reading program for all students entering grades 9-12. While the summer months offer a much needed respite for our students and quality time with family, we believe that summer reading is necessary to keep students engaged with the learning process. Many of the literary works are challenging, and reading usually invites conversation, so you may enjoy reading the literature with your student to share in his/her learning experience.

Finally, each class is assigned its own selections and assignments. Each teacher and class uses the summer reading assignments to assess their students in a variety of ways. Therefore, it is important that each student completes their assignment before starting the school year. This year reading assignments will be due on the first day of school. Please carefully read the assignment for your class. If you are unsure of your class assignment, please contact one of the teachers listed below.

Mrs. Dennis adennis@ccsnebraska.org or Mrs. Benson jbenson@ccsnebraska.org

Enjoy all your summer reading!

Sincerely,

Alyssa Dennis
High School English Teacher

Summer Reading Assignment for Incoming Freshmen

Please read one book from below. To get you started on writing book reviews, I have attached a template for you to use to write a review of your book. Book reviews are to be typed and printed at home.

Book Choices (*pick one of the following*)

- Call of the Wild* by Jack London
- White Fang* by Jack London
- The Secret Garden* by Frances Hodgson Burnett

Student first and last name
Mrs. Benson
English 9
Month day, year

Original and Creative Title

Introduction: Write a paragraph summarizing your paper that includes your thesis statement. Your thesis should be to the effect of “(title of book) is a(n) (adjective) novel about _____.” The rest of your paper will work to prove that statement in detail. Avoid writing things like “this paper will talk about” or “my main points will be” – these draw attention to your writing process.

1. Main Point #1: Main Character. Introduce and describe the main character of the story.
 - a. Subpoint a: Describe the positive and negative characteristics of the character; what ideals or qualities do they represent?
 - b. Subpoint b: Describe the goals or mission of the character; what do they want and what stands in their way?
2. Main Point #2: Plot. Describe the plot of the story and summarize the key events.
 - a. Subpoint a: Describe the opening and rising action that starts and builds the story.
 - b. Subpoint b: Describe the climax and how it resolves.
3. Main Point #3: Themes/Message. Describe what the book is trying to tell its readers?
 - a. Subpoint a: Describe what the point of the book is (point back to thesis).
 - b. Subpoint b: Describe what the author wants the reader to know or think about.
 - c. Conclusion: This final paragraph is your personal reflection of the rest of your paper. What did you learn from the book and enjoy about it? For this section, you may use personal pronouns (I, me, my, etc.). Restate your thesis considering the points presented and conclude.

Your paper should follow MLA guidelines: Use Times New Roman, 12-point font, double space with no extra spaces before or after paragraphs, one-inch margins, and the first line of each paragraph should be indented. Use the heading as exemplified above with highlighted areas altered for your specific project. For the header, put student’s last name next to the page number in the upper right. Avoid the use of personal pronouns (until your reflection at the end) and contractions as these are not to be used in academic writing. Note: the indentation and numbering of the body in this outline is purely for outlining purposes, your actual paper will not have these and will consist simply of paragraphs with the first line indented. The paper should be at least two full pages in length.

Summer Reading Assignment for Incoming Sophomores English 10 (former English 9A class)

**Students in Honors 10 English will not complete this assignment*

Students who were in the English 9A class now going into English 10 will write a paper on the novel *Dr. Jekyll and Mr. Hyde* and its relation to Romans chapter 7. The topic of this paper is to view the events, themes, and tones of the story from the biblical perspective of Romans 7 and Paul's view on the laws at work in mankind. As the bulk of this paper has to do with biblical evidence, students must include and cite examples of verses and relate them to the text.

Paper should be 3-5 pages long, double spaced, in MLA format (1-inch margins, 12pt Times New Roman Font, etc.) See MLA guideline template on the following pages.

Students should include *each* of the following in their paper:

- A summary of the book
- Summary of the content of Roman 7
- Points of similarities between the book and Romans
- Points of differences between the book and Romans
- How a biblical understanding changes your perspective on the book

See the breakdown of this content in the outline template below. Your thesis statement should state briefly how a biblical perspective shapes the reading of this book.

A guideline for your outline is include on the next page.

Your paper should follow MLA guidelines: Use Times New Roman, 12-point font, double space with no extra spaces before or after paragraphs, one-inch margins, and the first line of each paragraph should be indented. Use the heading as exemplified above with highlighted areas altered for your specific project. For the header, put student's last name next to the page number in the upper right. Avoid the use of personal pronouns and contractions as these are not to be used in academic writing.

Note: the indentation and numbering of the body in this outline is purely for outlining purposes, your actual paper will not have these and will consist simply of paragraphs with the first line indented. The paper should be at least three full pages in length.

Friendship is a strong theme throughout the book. Where are some places that this theme appears, and how do the characters touched by it react? How do certain friendships change over the course of the book, and what causes these changes?

Student first and last name
Mrs. Benson
English 10
Month day, year

Original and Creative Title

Introduction: Write a paragraph summarizing your paper that includes your thesis statement. (i.e. "A biblical view of *Dr. Jekyll and Mr. Hyde*, specifically Romans chapter seven, helps the reader understand _____.") The rest of the paper will work to prove this thesis. Avoid statements like "this paper will" or "my main points will" – these draw attention to the writing process.

1. Main Point #1: Summaries. Introduce and summarize both the plot and concepts of the novel as well as the context and content of Romans chapter seven.
 - a. Subpoint a: Describe the plot and concepts of *Dr. Jekyll and Mr. Hyde*
 - b. Subpoint b: Describe context and content of Romans chapter seven
2. Main Point #2: Compare and Contrast. Detail how the two are similar and different.
 - a. Subpoint a: Describe how the novel is similar in concept and content to Romans.
 - b. Subpoint b: Describe how the novel is different in meaning and details.
3. Main Point #3: Themes/Message. Describe how Romans seven shapes the understanding of *Dr. Jekyll and Mr. Hyde*.
 - a. Subpoint a: Describe how a reader might understand *Dr. Jekyll and Mr. Hyde* without looking at the biblical context.
 - b. Subpoint b: Describe how the reader's perspective would shift and deepen with this biblical understanding.

Conclusion: Summarize the points presented, restate your thesis in light of them, and conclude.

Works Cited

ESV New Christian's Bible: English Standard Version Containing the Old and New Testaments, Personal Reference Bible. Crossway, 2019.

Summer Reading Assignment for Incoming Sophomores English 10 (former English 9B class)

**Students in Honors 10 English will not complete this assignment*

Students who were in the English 9B class now going into English 10 will write a paper on the novel *Ashes of Roses* and its historical significance. The topic of this paper is to compare the events and tones of the story with the actual historical event of the fire of the Triangle Shirtwaist Factory. As the bulk of this paper has to do with historical research, students must use at least three credible sources and cite them both in text and on the works cited page in MLA format.

Paper should be 3-5 pages long, double spaced, in MLA format (1-inch margins, 12pt Times New Roman Font, etc.). In text citation should be a parenthetical statement within the period of the sentence following MLA guidelines for that media. See MLA guideline template on the following pages.

Students should include *each* of the following in their paper:

- A summary of the book
- Key points from research on the actual events of the Shirtwaist factory fire
- Points of similarities between the book and research
- Points of differences between the book and research.
- The main take-away from the novel and lessons learned from history

Thesis statement should effectively be whether the book *Ashes of Roses* would be considered historically accurate based on the research completed.

A guideline for your outline is include on the next pages.

Your paper should follow MLA guidelines: Use Times New Roman, 12-point font, double space with no extra spaces before or after paragraphs, one-inch margins, and the first line of each paragraph should be indented. Use the heading as exemplified above with highlighted areas altered for your specific project. For the header, put student's last name next to the page number in the upper right. Avoid the use of personal pronouns and contractions as these are not to be used in academic writing.

Note: the indentation and numbering of the body in this outline is purely for outlining purposes, your actual paper will not have these and will consist simply of paragraphs with the first line indented. The paper should be at least three full pages in length.

Student first and last name
Mrs. Benson
English 10
Month day, year

Original and Creative Title

Introduction: Write a paragraph summarizing your paper that includes your thesis statement. (i.e. "Based on the historical events of the time, *Ashes of Roses* (should/should not) be considered a historically accurate novel.") The rest of the paper will work to prove that thesis. Avoid statements like "this paper will talk about" or "my main points will be" – these draw attention to the writing process.

1. Main Point #1: Summaries. Introduce and summarize both the plot and concepts of the novel as well as the context and content of the historical events (von Drehle).
 - a. Subpoint a: Describe the plot and concepts of *Ashes of Roses*
 - b. Subpoint b: Describe context and content of the historical information.
2. Main Point #2: Compare and Contrast. Detail how the two are similar and different.
 - a. Subpoint a: Describe how the novel is similar in concept and content to history.
 - b. Subpoint b: Describe how the novel is different in facts and details than history.
3. Main Point #3: Themes/Message. Describe what can be learned from both the novel and from the historical account.
 - a. Subpoint a: Describe the main message of the novel.
 - b. Subpoint b: Describe what the reader should learn and take to heart from the historical account of these events.

Conclusion: Summarize the points presented, restate your thesis considering them, and conclude.

Works Cited

von Drehle, David. "Uncovering the History of the Triangle Shirtwaist Fire." *Smithsonian.com*, Smithsonian Institution, 1 Aug. 2006, www.smithsonianmag.com/history/uncovering-the-history-of-the-triangle-shirtwaist-fire-124701842/.

Summer Reading Assignment for Incoming Sophomores Honors English 10

Read *To Kill A Mockingbird* by Harper Lee

Complete the student workbook available at the Elementary/Middle School office during regular summer office hours beginning June 15, 2020. If you are unable to pick up workbook, please make arrangements with Mrs. Dennis to receive one.

Summer Reading Assignment for Incoming Juniors Honors American Literature and American Literature

Read any book by an American author. Be sure to keep a reading journal or notes that includes characters, setting, conflict, theme, and summaries of each chapter. We will be using this information for our first unit in class.

Some recommendations for reading: (These are suggestions from the class of 2020 and 2021)

Ben Hur -Lew Wallace

Of Mice and Men -John Steinbeck

Last of the Mohicans – James Fennimore Cooper

Red Badge of Courage – Stephen Crane

Grapes of Wrath – John Steinbeck

Little Women – Louisa May Alcott

My Antonia – Willa Cather

Uncle Tom’s Cabin – Harriet Beecher Stowe

The Prince and the Pauper – Mark Twain

A Connecticut Yankee in King Arthur’s Court – Mark Twain

Joy Luck Club – Amy Tan

Hondo – Louis L’Amour

O! Pioneers – Willa Cather

Summer Reading Assignment for Incoming Seniors Honors British Literature and British Literature

Read *How to Read Literature like a Professor* by Thomas C. Foster

Each student will read the entire book then prepare a presentation for classmates to receive the first week of school. This assignment will be may be presented as a power point, brochure, flip book, or another approved presentation method. Students will need to present classmates with a tangible presentation to keep in their class notebook for reference during the year. Please see Teams for example presentation and chapter assignment. This information will be on TEAMS beginning June 22 for presentation guidelines and an example.