



THE ATONEMENT ACADEMY

Upper School Summer Reading 2017

PURPOSE

The works of literature on the summer reading lists have been carefully selected to help prepare students for subject matter they will encounter in their history and literature courses in the fall. Summer reading encourages independent reading outside of school, provides students with a shared experience that can serve as a reference point for discussion and writing in the coming school year, and reinforces The Atonement Academy's mission to instruct students in the Western tradition.

READING MATERIALS

Each reading list has been designed to coincide with the history and literature curriculum of the indicated grade level and to avoid overlap with literature that students may be assigned during the school year or may have encountered in previous school years. Upper School students will be required to read one book during the summer. Books can be purchased from local bookstores. Students should seek out the edition required by The Academy.

ASSESSMENT

Students will be accountable for their summer reading according to the following instructions. Assessments for summer reading will include written assignments and class discussions, and will comprise a significant portion of the students' first quarter grade in literature. **The Summer Reading assignment will be due August 15th, and the book will be discussed the first week of school.**

Freshman

"Genesis". The Didache Bible. Midwest Theological Forum. Ignatius Press, 2015.

Freshman Assignment: Dialectical Journal

A dialectical journal is a reader-response journal, recording a dialogue, or conversation, between the ideas in the text and the ideas of the reader. In a dialectical journal, you have a conversation with the text and yourself. Write down your thoughts, questions, insights, and ideas while you read. You will reference the text within your journal, using page numbers for reference. **For every chapter, you will have a citation from the text and your response to it.**

Answer the following questions within your response:

- What is the book about?
- What were your connections between the text and your prior experience or knowledge?

Analyze the connections you make within your reading and your dialectical journal:

- **Text to Text:** How does this relate/remind you of another book?
- **Text to Self:** How does this relate to/remind you of your life or your family?
- **Text to World:** How does this relate to/remind you of something going on in the world today?

Your journal will use a two-entry form:

- Fold the page in half.
- In the LEFT COLUMN, write down the text, idea, quote, or event you find interesting or important, citing the page number.
- In the RIGHT COLUMN, write down YOUR OWN thoughts, commentary, and questions about the information in the LEFT COLUMN, using the questions and analysis above in your response.

Sophomore

Twain, Mark. *Personal Recollections of Joan of Arc*.

Junior

Hawthorne, Nathaniel, *The Scarlet Letter*.

Senior

Bolt, Robert. *A Man for All Seasons*. New York: Vintage Books, 1990. 978-0679728221

Sophomore/Junior/Senior Assignment: Character and Plot Analysis

Explain how history (the setting - social conditions, place, time) and the plot (rising action, climax and denouement), contribute to the external and internal conflict(s) of the main character. What is the main theme of the book revealed in the conflict, and is there a lesson to be learned in the conflict and denouement? What is the author trying to reveal about the nature of the human person through the conflict and through the character? Cite the text frequently to augment your argument.

- **THESIS:** Each essay must begin with a developed introduction paragraph containing a thesis, clearly stating your interpretation of the book. This paragraph should include no plot summary. An interpretation is an uncovering of what is hidden under the surface of the story, which perhaps is never stated outright, but is most important to the characters and to the plot.
- **SUPPORT:** Your arguments defending your thesis should have several quotation straight from the text. Each of these quotations should directly support a crucial point in your argument. Do not use any quotation that is more than two lines long.
- **ANALYSIS:** Determine the types of conflicts experienced by the main character and how it contributes to the plot and the theme:
 - Man vs. Man (physical)
 - Man vs. Circumstances (classical)
 - Man vs. Society (social)
 - Man vs. Himself/Herself (psychological)

The summer reading Character and Plot Analysis essay should be 750-1000 words in length (about 3-4 pages typed, double-spaced, 12 font Times New Roman), following the MLA guidelines set forth by The Academy. Grading will be based on how well reasoned the essay is, how well it incorporates details from the book to convey the argument, and on use of proper grammar and style. The best essay will read as a unified whole, showing appropriate understanding of the relation between history and the truth of human nature revealed within the character's conflict(s). Standards, of course, will be based on the respective grade level of the student.

Note: Do not use CliffNotes/Sparknotes/Shmoop, movies, or any other substitute/aid materials. The Academy's desire is for each student to enjoy these works and appreciate their role in history.
