



CORNERSTONE CHRISTIAN ACADEMY

6th-12th GRADE SUMMER READING

PROJECT CHOICES

All incoming 6th-12th grade CCA students should read two books over the summer. For one book, they will be quizzed upon return to school. For the other, the student should complete a project. These instructions are for the books that require a project.

For the specific books given **for grades 6-8**, the student may choose one of the following three projects to complete—a collage, bio-poem, or literary cube.

See also, following, the separate, specific instructions for 9th-12th grade writing assignments.

PROJECT CHOICES (Grades 6-8 only)

1. Collage: On a large poster board, display items which you believe best describe the novel. Your collage should have a connecting theme. You may use articles, materials, pictures, photos, and/or cut-outs to convey the novel's characters and events. No writing or drawing should be on the collage. The idea is to use pictures and textures to convey meaning. On a separate sheet of paper, write an explanation of the images.
2. Bio-Poem: This poem is written about a specific character in the novel. You must use at least three separate quotes from the novel in the poem and cite the page numbers. The poem must be typed. Some of the lines may have to be adjusted to fit your book, but the number of required items should be the same.
 - Line 1: The character's first name
 - Line 2: Four words that describe his/her character
 - Line 3: Brother or sister or neighbor of....
 - Line 4: Lover of.... (3 ideas or people)
 - Line 5: Who feels..... (3 ideas)
 - Line 6: Who needs..... (3 ideas)
 - Line 7: Who gives..... (3 ideas)
 - Line 8: Who fears..... (3 ideas)
 - Line 9: Who would like to see.....
 - Line 10: Resident of.....
 - Line 11: His or her last name.

Write a brief explanation of why you chose that person and their significance on a separate sheet of paper. You must make a separate visual that explains and depicts the poem. The visual may be a diorama, a collage, or a poster (use no words on the visual).

3. Literary Cube: This is a visual three-dimensional representation of a novel. All six sides must be covered and only a few necessary words can be used. Before beginning, cover an entire box in order to block out any irrelevant images. The object of this presentation is to use pictures, images, and objects to convey the main ideas and themes of a book. Students may utilize the inside of the box as well, but that is not required. Each side of the box should have a particular focus. Design the story cube to include the following: a side dedicated to the plot of the story, a side dedicated to the main character, a side dedicated to the setting of the book, a side dedicated to the theme or universal lesson learned in the book, a side dedicated to your favorite quotes from the story, a side with an original cover idea for the book – this should include the title, author, a sentence to capture the reader's attention, and your name. On a separate sheet of paper, write a brief explanation of each side.
-

CORNERSTONE CHRISTIAN ACADEMY

6th-12th GRADE SUMMER READING

PROJECT CHOICES

CORNERSTONE CHRISTIAN ACADEMY

9TH GRADE SUMMER READING WRITING CHOICES

A Wrinkle in Time by Madeline L'Engle

1. Write a diary that one of the story's main characters might have kept before, during, or after the book's events. Remember that the character's thoughts and feelings are very important in a diary. (800 words) Be as creative as you'd like in your format.
 2. Build a miniature stage setting of a scene in the book. Include a written explanation of the scene. (500 words)
 3. If the story of your book takes place in another country, prepare a travel brochure using pictures you have found or drawn. (500 words)
 4. Create a mini-comic book relating a chapter of the book. Place a caption beneath each frame. (20 frames, 200 words)
 5. Send 6 postcards from and to different characters of the book (100 words each). Draw a picture on one side, write the message on the other.
 6. Choose five "artifacts" from the book that best illustrate the happenings and meanings of the story. Attach a description to each object telling why you chose each one (100 words each). You may bring in the physical items, or create a poster with five pictures (drawn or printed) of each item.
 7. Write a scene that has been lost from the book. (800 words)
-

CORNERSTONE CHRISTIAN ACADEMY

10TH GRADE SUMMER READING PROJECT CHOICES

The Freedom of Self-Forgetfulness by Timothy Keller

Reading Journal Assignment:

After each chapter of the book, write the following entry:

- A 100-word summary of Keller's argument
 - A 100-word personal reflection of what you thought of this chapter
 - A 100-word personal application: What could you do or think about differently in your life because of this truth?
-

CORNERSTONE CHRISTIAN ACADEMY

11TH GRADE SUMMER READING PROJECT CHOICES

Through Gates of Splendor by Elisabeth Elliot

For each of these questions, write a 300 word typed essay in MLA format in which you answer these questions. Use at least four properly cited quotes from the text to help support your argument.

CORNERSTONE CHRISTIAN ACADEMY

6th-12th GRADE SUMMER READING

PROJECT CHOICES

- No two lives are the same but like a golden thread the hand of God can be seen in each life. How do you see the hand of God in this biography and how is this story inspiring to you? What lessons does the person's life offer to the reader?
- Why did many of the widows remain in missions work after their husbands' deaths? Especially, why did Elisabeth Elliot continue to work among the Aucas?
- Explain how the events in this book became a much larger story than that of five missionaries and their families.
- The author says that, even today, there are questions about the nature of God's will that remain unanswered (page 268). Is there a situation in your own life where God's will remains shrouded in mystery?
- Has reading *Through Gates of Splendor* affected your thinking in any way: about missions work, about seeking and following God's will, or about God's call on your own life? If so, how?

(Questions taken from *Through Gates of Splendor* Book Discussion Guide http://files.tyndale.com/thpdata/BookGuides/guides/71516_guide.pdf and Dawn Christian Academy's summer reading assignment sheet.)

CORNERSTONE CHRISTIAN ACADEMY

12TH GRADE SUMMER READING PROJECT CHOICES

Seeking Allah, Finding Jesus by Nabeel Qureshi

Writing Prompt Ideas

For each of these questions, write a 500-700 word typed essay in MLA format in which you answer these questions. Use at least four properly cited quotes from the text to help support your argument.

- How can we find value for our own Christian life, by reading a book like, *Seeking Allah, Finding Jesus: A Devout Muslim Encounters Christianity*?
- What was the cost of accepting the Gospel for people like Nabeel? Use evidence from the book to support your answer. How would accepting Christ have changed for you if you had been faced with the choice Nabeel faced?
- Sometimes it may be difficult to interact or share the Gospel with those whose ways of living/religious beliefs seem strange and foreign. According to Nabeel's account, how do Muslims, especially, view Christianity? How can Nabeel's story help you better understand Muslim culture and share God's word with them? Use specific examples from the book to support your argument.
- Explain the role that friendship plays in Nabeel's story and in his conversion, using specific examples from the text. How can the friendship in Nabeel's account serve as a model for our interactions with others? Explain.

(The first two questions were adapted from *faithgateway's* "Seeking Allah, Finding Jesus: A Devout Muslim Encounters Christianity") <http://www.faithgateway.com/seeking-allah-finding-jesus-a-devout-muslim-encounters-christianity/#.VsZKPyArLnA>)