

Wilmington Christian School  
12<sup>th</sup> Grade Summer Reading



**Summer Reading  
Entering Grade 12**

All students are required to read two assigned novels/plays per grade level. On the first full day of school, students will submit a typed, 300-word essay (500 words for Honors level) using the essay prompt listed for that novel. The essays should be double spaced in 12 pt. font. Content should demonstrate effective writing skills: clear thesis, freedom from grammatical and spelling errors, evidence of interaction with the text and an effective conclusion.

Students are also required to give an oral presentation of their Reader's Choice selection. Oral Presentations will begin the first Monday of the school year.

**Pre 12th Grade-Honors**

*Cry, the Beloved Country* by Alan Paton

**Essay Prompt:** Choose one of the following prompts and write a complete and clear essay; although you should avoid simple summary, rely heavily upon detail from the novel. At the top of your paper, please identify the prompt you are responding to. You do not need to restate the prompt. (1 test grade)

- A. Both Kumalo and Jarvis undergo revelations during the novel. Compare the two men's journeys over the course of the novel. In what ways are they alike? In what ways do they differ? What revelations does each character have by the end of the novel?
- B. The personal stories of Stephen Kumalo and James Jarvis are interwoven with the story of the land and its people. Analyze this connection, referring to specific scenes.
- C. Conflict is the driving force in the plot of any novel. Identify the major conflicts in *Cry, the Beloved Country*. Clearly provide detail from the novel to fully explain the impact of these conflicts on the plot and theme.
- D. Characters and setting play an important role in *Cry, the Beloved Country*. Using specific detail from the novel, analyze the impact of characters and setting on the various themes of the novel.
- E. Although we may find it difficult to relate to the characters and setting of *Cry, the Beloved Country*, when we treat the characters and setting symbolically, we can draw specific connections to our own lives. Analyze the symbolic nature of the novel

**(Continued below)**

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**Required READER'S CHOICE** - Choose any novel or work of nonfiction containing at least 150 pages that you have not previously read. You will need to bring the book with you to class for an oral presentation starting the first Monday of the school year. Your report should be supported by presentation in PowerPoint, Google Slides, Prezi, or some other such program. The support for your presentation will be considered late if it is not received before the start of class on the first Monday of school (1 quiz grade)

**Pre 12th- Grade CP**

*Cyrano de Bergerac* by Edmond Rostand (Hooker translation is preferred)

**Essay prompt:** In a response of no less than 300 words, answer the following questions: What does this play teach about love, specifically about the connection between love and outward appearances? How does the play's view compare with society's opinions about appearances? How does it compare with a biblical view? (Look at verses like 1 Samuel 16:7; Proverbs 31:30; 1 Peter 3:3-4; Philippians 4:8, (1 test grade)

**Required READER'S CHOICE** - Choose any novel or work of nonfiction containing at least 150 pages that you have not previously read. You will need to bring the book with you to class for an oral presentation starting the first Monday of the school year. Your report should be supported by a presentation in PowerPoint, Google Slides, Prezi, or some other such program. The support for your presentation will be considered late if it is not received before the start of class on the first Monday of school (1 quiz grade). The rubric for oral reports is attached.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title of Work: \_\_\_\_\_

**Oral Presentation:**

States author and title 5 pts \_\_\_\_\_

Time 4-6 min 10 pts \_\_\_\_\_

Complete summary of the plot or topic  
(if non-fiction) 20 pts \_\_\_\_\_

Description of main characters and author 15 pts \_\_\_\_\_

Recommendation with reasons 15 pts \_\_\_\_\_

Quality of materials: visual interest, spelling, etc. 15 pts \_\_\_\_\_

Presentation quality 20pts \_\_\_\_\_  
See Verbal/Non Verbal Skills on Rubric

Total 100 pts \_\_\_\_\_

Comments

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**Oral Presentation Rubric**

TRAIT	4	3	2	1
<b>NONVERBAL SKILLS</b>				
EYE CONTACT	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.
BODY LANGUAGE	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhances articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
POISE	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.

Comments:

<b>VERBAL SKILLS</b>				
ENTHUSIASM	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
ELOCUTION	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear.

Comments: