



NORTH HILLS CHRISTIAN SCHOOL

EQUIPPING HEARTS AND MINDS OF STUDENTS TO IMPACT THE WORLD FOR CHRIST

Greetings, NHCS families!

It is with great excitement that we present our updated supplementary reading list for 2022. It is entitled "Supplementary Reading" and not "Summer Reading" because we hope you will hold onto this document and refer to it throughout the year. Many of the suggested works will support and complement our curriculum, and others may serve as good material for a book report or two! **Please note that this list includes one required reading per grade for this summer. Students should complete the listed assignment and be familiar enough to discuss the books on the first day of school.**

As you examine the reading lists, please consider the following:

1. Ensure that your child completes all of the required summer reading, as outlined on the following documents. Like a muscle, the brain needs exercise - even in the summer!
0. In some cases, the reading is easier than the grade level to which it has been assigned. In others, it is more difficult. This is often because it fits the historical context of what the children will study this year. If a work is too difficult for your young child, please help him or her by reading it together. We expect that the listed content will be fascinating, and reading it together will prepare your child for the coming school year by setting a context for understanding upcoming classroom material. For instance, the more your sixth, seventh, or eighth grader can say, "I've already heard about the pyramids." Or, "Hey, Homer is that guy we read about this summer!" the better prepared he or she will be.
0. It is critical for each child to become acquainted with the events and works of Western civilization. On the enclosed reading lists, you will notice that we have included many historical works that correlate to your child's history curriculum. Consider having your child immerse himself/herself in as many of these works as possible - not only this summer, but throughout the school year. By "previewing" what he or she will learn next year, your child will have a "leg up."



NORTH HILLS CHRISTIAN SCHOOL

EQUIPPING HEARTS AND MINDS OF STUDENTS TO IMPACT THE WORLD FOR CHRIST

READING LIST FOR RISING EIGHTH GRADE 2022-2023

The following book is **required summer reading** prior to entering this grade:

Carry On Mr. Bowditch by Jean Lee Latham - ISBN-10: 0618250743

Assignment:

Part 1:

- Annotate your book thoroughly using the attached chart to guide you. Make sure to look up unfamiliar words and attempt to answer your question. (Be ready for your book to be checked on the first day of school, and be prepared for a quiz and discussions about the book!)

Part 2:

- On a separate piece of paper, answer the following writing prompts in 3-5 complete sentences (include capitalization and punctuation).
 - o Perseverance or endurance - How does Nat endure hardship in the story?
 - o How is a mission different from a goal? Does Nat have a mission? How does he live it?
 - o “Anchor to windward” (p. 30) What is an anchor to windward? What are the anchors in Nat’s life?
 - o Choice - How does Nat choose to respond to the problems and opportunities that come his way?

Pace yourself! Do not wait until the last minute to begin your reading. You will enjoy the book much more if you plan to read a few chapters weekly throughout the summer.

All students please bring this assignment with you to school on the first day, as it will be recorded as the first grade in Language Arts. This grade will be a completion grade.

AIM Students in 8th grade, if you have difficulty with this book or assignment, please contact Mrs. Plummer.

The following books are **optional supplemental reading** (leading up to this grade) or may be used for supplemental reading throughout the year. Reading these books now will help build a strong foundation for your child's studies in future grades at NHCS

Standard Reading Group

American and Japanese Survivors...by Allen
 Tell Them We Remember...by Bachrach
 Six Days in October: The Stock...by Blumenthal
 Daily Life on a Southern Plantation by Erickson
 World War II by Adams
 Money by Cribb
 Cowboy by Murdoch
 Space Exploration by Stott
 Wilbur and Orville Wright: How...by Freedman
 Liberty for All? by Hakim
 War, Terrible War by Hakim
 Reconstruction and Reform by Hakim
 An Age of Extremes by Hakeem
 War, Peace, and All That Jazz by Hakeem
 We the People by Hakeem
 The Making of America...by Johnston
 The Korean War by McGowen
 A Nation Challenged...by New York Times

Honors Reading Group

American and Japanese Survivors...by Allen
 Tell Them We Remember...by Bachrach
 Six Days in October: The...by Blumenthal
 Daily Life on a Southern...by Erickson
 World War II by Adams
 Money by Cribb
 Cowboy by Murdoch
 Space Exploration by Stott
 Wilbur and Orville Wright ...by Freedman
 Liberty for All? by Hakim
 War, Terrible War by Hakim
 Reconstruction and Reform by Hakim
 An Age of Extremes by Hakeem
 War, Peace, and All That Jazz by Hakeem
 We the People by Hakeem
 The Making of America...by Johnston
 The Korean War by McGowen
 A Nation Challenged...by New York Times



NORTH HILLS CHRISTIAN SCHOOL

EQUIPPING HEARTS AND MINDS OF STUDENTS TO IMPACT THE WORLD FOR CHRIST

Standard Reading Group (Continued)

Girls Think of Everything...by Thimmesh
Iron Ring by Alexander
Good Earth by Buck
Pilgrim's Progress by Bunyan
Adventures of Sherlock Holmes by Coyle
Oliver Twist by Dickens
Holmes in Wilderness by Brown
Soft Rain: A Story of the Cherokee...by Brown
Story of Thomas A. Edison by Cousins
Davy Crockett: His Own Story by Crockett
Columbus by D'Aulaire
Paul Revere and the Minutemen by Fisher
Gettysburg by Kantor
Betsy Ross and the Flag by Mayer
Declaration of Independence by Stein
Squalls Before War by Bustard
O, Pioneers by Cather
Boy in the Alamo by Cousins
Hiroshima by Hershey
The Yanks are Coming by Marrin
Kidnapped by Stevenson
Fellowship of the Ring by Tolkien
Return of the King by Tolkien
Two Towers by Tolkien
Autobiography of Miss Jane Pittman by Gaines
Goodbye, Mr. Chips by James Hilton
Hounds of the Baskervilles & others by Doyle
How Green Was My Valley by Richard Llewellyn
In His Steps by Charles Sheldon
Life on the Mississippi by Mark Twain
My Side of the Mountain by Jean Craighead George
Profiles in Courage by John F. Kennedy
Space Trilogy by C.S.Lewis
White Fang by Jack London
Prince Caspian by Lewis

Honors Reading Group (Continued)

Girls Think of Everything...by Thimmesh
Watership Down by Adams
Count of Monte-Cristo by Dumas
Hiroshima by Hershey
Hinds Feet on High Places by Hurnard
The Yanks are Coming by Marrin
Holmes in Wilderness by Brown
Soft Rain: A Story of the...by Brown
Story of Thomas A. Edison by Cousins
Davy Crockett: His Own Story by Crockett
Columbus by D'Aulaire
Paul Revere and the Minutemen by Fisher
Gettysburg by Kantor
Betsy Ross and the Flag by Mayer
Declaration of Independence by Stein
Squalls Before War by Bustard
O, Pioneers by Cather
Boy in the Alamo by Cousins
Frankenstein by Mary Wollstonecraft Shelley
Great Expectations by Charles Dickens
Ivanhoe by Sir Walter Scott
Les Miserables by Victor Hugo
Nicholas Nickleby by Charles Dickens
Taking of the Bastille by Alexandre Dumas
Mythology by Edith Hamilton



2. Annotation

What do you do when you read? If you are like most students, you read passively. That is, you take in the words, let them wash over you, and view the scene as it lives in your mind. It's like watching a movie: the actors do all of the work and you just sit back and watch.

When reading good literature, passive reading won't do. You need to train yourself to read actively. That means you need to *think* as you're reading—you need to hold a conversation with yourself. What should you think about? Well, certainly not what you plan to do after you finish reading and certainly not how much longer this is going to take. You need to stay focused and engaged with the story, listening to that inner voice. What if you don't have an inner voice? You will need to develop one. What if you don't have a conversation with yourself? You will need to begin one.

One way to begin is to read slowly. When you slow yourself down, you give yourself time to think—time to consider what happens in the story and how to respond. At first, your inner voice might be very quiet, but the more you purposely think about what you are reading, the louder that voice will become.

You will also need a place to store all of that thinking, and that is where the technique called *annotation* comes in. To annotate means to explain, to comment upon, to note. With respect to literature, it also means to interact, to talk back, to go beyond.

To annotate, you need three items: a pencil or pen, a highlighter, and some Post-It notes. Ideally, when you annotate, you will write directly in your book. Of course, if you don't own the book, this won't be possible, but you can write on Post-It notes and store them on the page. You can also use Post-It™ notes if you want to record a comment that won't fit in the margin.

What should you annotate? Almost anything. Here are some beginning ideas:

- ◆ What does the title mean?
- ◆ Where does the story take place?
- ◆ Who is in it? What happens?
- ◆ Can you make any personal connections? Shared experiences?
- ◆ What is the author's purpose?
- ◆ How does he or she accomplish that purpose?
- ◆ Are there any particularly beautifully-written sentences or sections?
- ◆ Do you have questions? (and attempts at answers?)

The best way to explain annotation is to illustrate it. You may be familiar with the story on the following pages, "The Gift of the Magi" by O. Henry. It's one of my favorites, and I've re-read and annotated it. Read the story and look at my notes, the conversation I had with the story in my head.

One more comment before we begin. Annotation is highly personal. It's your conversation, your inner voice. Don't worry if your comments are not the same as mine—I would be amazed if they were. Keep in mind that the purpose of annotation is to record your own unique thoughts, feelings, and impressions.