



Patriot Read

Rising 7th grade

“An investment in knowledge always pays the best interest.”

-Benjamin Franklin

Heritage Christian School Patriot Summer Reading Program

The purpose of summer reading is to expose our students to good books – books that will enrich the mind, character and spirit of HCS students during summer break. Our goal is to encourage a lifelong love for reading.

Students **entering 7th grade** need to choose one book from the list below to read over the summer. After reading the books, the student should complete the book report following the instructions given (see attached). Parents should sign the form which will be given to the seventh grade teacher on the **FIRST DAY OF SCHOOL**. The reports will be graded and will be the student's **first English test grade**. Deduction of points will be made each day it is late. Any student not completing the reports after one week will receive a zero.

| Author | Book(s) |
|---------------------------------|---|
| Alcott, Louisa May | <i>Eight Cousins; Rose in Bloom; Jo's Boys; Little Men; Little Women</i> |
| Aldrich, Thomas B. | <i>The Story of a Bad Boy</i> |
| Allen, Robert | <i>Daniel Webster; Billy Sunday</i> (Sower series) |
| Anderson, William | <i>Laura Ingalls Wilder: A Biography: Musical Memories of Laura Ingalls Wilder</i> |
| Arnold, Elliott | <i>A Kind of Secret Weapon</i> |
| Bailey, Carolyn Sherwin | <i>Boys and Girls of Colonial Days</i> |
| Baldwin, Lindley | <i>Samuel Morris</i> |
| Blos, Joan W. | <i>A Gathering of Days</i> |
| Bohner, Charles | <i>Bold Journey</i> |
| Brink, Carol Ryrie | <i>Caddie Woodlawn; Magical Melons</i> |
| Burnford, Sheila | <i>The Incredible Journey</i> |
| Byars, Betsy | <i>The Summer of the Swans, The Not Just Anybody Family</i> |
| Camp, Norma | <i>George Washington</i> (Sower series) |
| Canfield, Dorothy | <i>Understood Betsy</i> |
| Cavanaugh, Jack | Any book |
| Cavannah, Frances | <i>Two Loves of Jenny Lind</i> |
| Chapian, Marie & Sadler, Robert | <i>Help Me Remember Help Me Forget</i> |
| Collins, David | <i>Noah Webster; George Washington Carver</i> |
| Daugherty, James | <i>Of Courage Undaunted; Daniel Boone</i> |
| Dekker, Ted | <i>Circle Trilogy for teens</i> (series) |
| DeVoto, Bernard | <i>Journals of Lewis and Clark</i> |
| Dickens, Charles | <i>A Christmas Carol</i> |
| Dunlop, Ed | Any book |
| Eggleston, Edward | <i>The Hoosier Schoolmaster</i> |
| Fabry, Chris | <i>Overcomer</i> |
| Field, Rachel | <i>Calico Bush; Hitty, Her First Hundred Years</i> |
| Finley, Martha | <i>Elsie Dinsmore</i> (series) |
| Foster, Genevieve | <i>World of William Penn</i> |
| George, Jean Craighead | <i>My Side of the Mountain</i> |
| Gray, Elizabeth Janet | <i>Adam of the Road, I Will Adventure</i> |
| Howard, Milly | <i>Brave the Wild Trail, Treasure of Pelican Cove, Runaway Princess, Captive Treasure</i> |

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| Hunt, Irene | <i>Across Five Aprils</i> |
| Jenkins, Jerry B. | <i>Left Behind for kids, Red Rock Mysteries (series)</i> |
| Juster, Norton | <i>The Phantom Tollbooth</i> |
| Keith, Harold | <i>Rifles for Watie</i> |
| Kipling, Rudyard | <i>The Jungle Book</i> |
| Kjelgaard, Jim | <i>Big Red</i> |
| L'Engle, Madeline | Any book |
| Lathan, Jean Lee | <i>Carry on, Mr. Bowditch</i> |
| Laurgaard, Rachel K. | <i>Patty Reed's Doll</i> |
| Levitin, Sonia | <i>Journey to America</i> |
| Lewis, C.S. | <i>Chronicles of Narnia (series)</i> |
| MacDonald, George | <i>The Boyhood of Ronald Bannerman</i> |
| Meador, Stephen | <i>Boy with a Pac; Clear for Action; Whaler; Round the Horn, The Buckboard Stranger</i> |
| Meigs, Cornelia | <i>Invincible Louisa, Wild Geese Flying</i> |
| Mongtomery, L.M. | <i>Anne of Green Gables; Anne of Avonlea</i> |
| Morey, Walt | <i>Gentle Ben</i> |
| O'Dell, Scott | <i>The Hawk That Dare Not Hunt by Day; Island of the Blue Dolphins; The King's Fifth; Streams to the River; Rover to the Sea</i> |
| Peretti, Frank | <i>Nightmare Academy, Hangman's Curse, Omega Trilogy (series), Cooper Kids (series)</i> |
| Peterson, Andrew | <i>Wingfeather Saga (series)</i> |
| Pyle, Howard | <i>Men of Iron, Adventures of Robinhood</i> |
| Rawlings, Marjorie Kinnan | <i>The Yearling</i> |
| Reit, Seymour | <i>Guns for General Washington</i> |
| Richardson, Arleta | <i>Grandma's Attic (series)</i> |
| Roddy, Lee | <i>An American Adventure (Bethany House Publishers)</i> |
| Rogers, Jonathan | Any book |
| Sandburg, Carl | <i>Abe Lincoln Grows Up; The Prairie Years; The War Years</i> |
| Seredy, Kate | <i>The Good Master, The Singing Tree</i> |
| Serraillier, Ian | <i>The Silver Sword</i> |
| Shura, Mary Francis | <i>Gentle Annie</i> |
| Sidney, Margaret | <i>The Five Little Peppers and How They Grew</i> |
| Smith, S.D. | <i>Green Ember (series)</i> |
| Speare, Elizabeth G. | <i>The Bronze Bow; Pond; Calico Captive; The Sign of the Beaver</i> |
| Sperry, Armstrong | <i>Call It Courage</i> |
| Sterling, Dorothy | <i>Freedom Train: The Story of Harriet Tubman</i> |
| Stevenson, Robert L. | <i>Treasure Island</i> |
| Street, James | <i>Goodbye, My Lady</i> |
| Sutcliff, Rosemary | <i>Dawn Wind; Eagle of the Ninth; Knight's Fee; Lantern Bearers; The Mark of the Horse Lord; The Silver Branch; Simon; Warrior Scarlet</i> |
| Taylor, Mildred | <i>Roll of Thunder, Hear My Cry; Let the Circle Be Unbroken</i> |

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| Taylor, Mrs. Howard | <i>Borden of Yale</i> |
| Trease, Geoffrey | <i>Cue for Treason; Message for Hadrian; Web of Traitors</i> |
| Tunis, Edwin | <i>Colonial Living; Frontier Living; The Tavern at the Ferry; Indians</i> |
| Tunis, John R. | <i>Duke Decides; Go, Team, Go; Silence of Dunkerque; Iron Duke</i> |
| Wilder, Laura Ingalls | <i>The Little House (series)</i> |
| Wyss, Johann David | <i>Swiss Family Robinson</i> |
| Yates, Elizabeth | <i>Amos Fortune; Sound Friendships; The Journeyman; Hue and Cry</i> |



Book I read this summer

1. _____

- I have read the entire book.
- I had never read this book before this summer.
- No one has helped me in the preparation of the summer reading assignment.

Child's Signature _____

Parent's Signature _____

(by signing you are verifying your child read this book this summer and completed the book report)

Please return to the 7th grade teacher on the first day of school.

Full-length Book Report

The full-length written book report has three parts: the introduction, body, and conclusion. The total length of this report should be 1½ to 2 pages.

Use **MLA formatting** (see **attached example**).

1. **Introduction (paragraph 1)** – Introduce the title, author, and subject or theme of the book in the first sentence. Summarize the book in two or three sentences. Close your introduction with a thesis statement that focuses on a minimum of two applications.

Examples of poorly written and well written thesis statements:

Poor: I learned much from this book.

Better: Elisabeth Elliot's *Through Gates of Splendor* shows how God directs every step of those who trust Him.

Poor: This is a good book, and I really enjoyed it.

Better: Through the experiences of the March sisters in *Little Women*, one can learn to appreciate the family that God has given him.

2. **Body (paragraphs 2 and 3)** – Begin each paragraph with a topic sentence stating one of the applications of the thesis statement. Use incidents, details, and quotations to illustrate the applications you stated in your thesis. Quotations should be 1) introduced and 2) cited parenthetically by putting the page number *after* the closing quotation marks but *before* the period. End each paragraph with a clincher sentence that includes the paragraph's main point and key words from the developing sentences.
3. **Conclusion (paragraph 4)** – Begin the conclusion with a restatement of your thesis. Give your thoughts about the book, whether they are favorable or unfavorable.

Your Name

Teacher's Name

English 7 (8 or 9)

19 August 2015

North and South by Elizabeth Gaskell

Angry factory workers, a narrow escape, reversing fortunes—these scenarios frame Elizabeth Gaskell's nineteenth-century classic *North and South*. When the Hale family moves to Milton-Northern, they expect to dislike their home and neighbors. They do not expect to care for the poor factory workers, to mediate labor disputes, or to become landowners. Northern factory owner John Thornton and Southerner Margaret Hale emerge as the book's hero and heroine while learning valuable life lessons. Gaskell's *North and South* teaches that one person's actions affect others and that telling anything less than the truth mars a person's testimony.

First, *North and South* teaches that one person's actions affect others. In chapter 4, Mr. Hale demonstrates this truth when he decides that he can no longer serve as an Anglican minister because he doubts the church's doctrine. Though his decision was based on his conscience alone, Mr. Hale's family has to leave their home in southern England's Helstone and move to Milton-Northern (37-38). This move and the harsher northern climate combine to weaken Mrs. Hale's health and lead to her eventual death, leaving Mr. Hale's daughter Margaret motherless. Mr. Hale's son, Frederick, also demonstrates this lesson when he arrives in England in chapter 30. As an outlaw living in Spain after leading a mutiny on a British ship, Frederick risks imprisonment to visit his dying mother. Margaret bears the brunt of Frederick's folly in having to care for her parents alone while trying to keep his visit secret. Both Mr. Hale's and Frederick's actions affect Margaret.

While teaching that a person's actions affect others, *North and South* also teaches that telling anything less than the truth mars a person's testimony. In chapter 34, Margaret demonstrates this truth by lying to the police inspector to keep her brother from being arrested before he leaves the country. The night Frederick left Milton, Margaret went with him to the train station to say goodbye. Mr. Thornton, Margaret's admirer, and Leonards, Frederick's shipmate and fellow mutineer, saw the pair waiting for the train. Frederick escapes confrontation from Leonards by pushing the drunken man away. When Leonards dies a few days later, the

police investigation reveals that Margaret was at the scene. Fearing that Frederick may not yet have left England, Margaret lies: “I was not there” (267). After the police inspector leaves, Margaret knows she had done wrong and wants to apologize. What she does not know is that Mr. Thornton, as “the magistrate who attended to take down. . . [Leonards’s] deposition,” was told she had denied being at the scene (272). Although, he continues to love her, Thornton questions her character and his desire to marry her. Thornton cannot condone Margaret’s lie but does stop the inquest to save Margaret from public disgrace (274). Still Margaret’s lie has damaged her testimony with Thornton.

Margaret Hale’s story shows how one person can suffer from another’s actions and how deceit damages a person’s reputation. John Thornton observes Margaret’s character and continues to love her despite her initial rejection, and her blatant lie. When he loses his fortune and becomes her tenant, he realizes his folly in not seeking the truth. Margaret reconciles the situations by sharing her inherited wealth. Gaskell’s *North and South* entertains and educates readers in a timeless tale of enduring love.